

Orange County Public Schools

Bridgewater Middle



2022-23 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: 1/4/2022

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	20%
2021-22 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	2021-22: A (66%) 2018-19: A (67%) 2017-18: A (69%)
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	ATSI
* 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

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Middle School 6-8</p>	<p>2021-22 Title I School</p> <p>No</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>20%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>48%</p>

School Grades History

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

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SIP Authority

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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.

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

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
Klaber, Amy	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.
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 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 discipline, Restorative Practices, and safety/security among other duties.
Butler, Stephanie	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.
Cormier, Joseph	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

Name	Position Title	Job Duties and Responsibilities
		analyzing student assessment data and making instructional decisions based on student need.
Glaspey, Kenneth	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.
Jacobson, Gina	School Counselor	School Counselor, supports the guidance department and Student Support Team with scheduling and providing guidance to students, academically, socially, emotionally, and behaviorally.
Chalas, Delia	Reading 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.
Wong, Caroline	Staffing Specialist	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.

Demographic Information

Principal start date

Tuesday 1/4/2022, Amy Klaber

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

81

Total number of students enrolled at the school

1,218

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

10

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

14

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	0	0	0	0	0	0	436	390	387	0	0	0	0	1213
Attendance below 90 percent	0	0	0	0	0	0	61	66	88	0	0	0	0	215
One or more suspensions	0	0	0	0	0	0	1	10	11	0	0	0	0	22
Course failure in ELA	0	0	0	0	0	0	11	1	0	0	0	0	0	12
Course failure in Math	0	0	0	0	0	0	2	0	0	0	0	0	0	2
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	35	28	56	0	0	0	0	119
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	52	28	37	0	0	0	0	117
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	0	0	34	22	40	0	0	0	0	96

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	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	0

Date this data was collected or last updated

Wednesday 7/27/2022

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	0	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	0
One or more suspensions	0	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	0
Course failure in Math	0	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	0
Level 1 on 2019 statewide FSA Math assessment	0	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	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	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	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	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	0
One or more suspensions	0	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	0
Course failure in Math	0	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	0
Level 1 on 2019 statewide FSA Math assessment	0	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	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	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	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	71%	49%	50%				70%	52%	54%
ELA Learning Gains	55%						59%	52%	54%
ELA Lowest 25th Percentile	42%						55%	45%	47%
Math Achievement	73%	36%	36%				73%	55%	58%
Math Learning Gains	66%						59%	55%	57%
Math Lowest 25th Percentile	56%						53%	50%	51%
Science Achievement	70%	55%	53%				68%	51%	51%
Social Studies Achievement	86%	61%	58%				85%	67%	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	2022					
	2019	65%	52%	13%	54%	11%
Cohort Comparison						
07	2022					
	2019	65%	48%	17%	52%	13%
Cohort Comparison		-65%				
08	2022					
	2019	66%	54%	12%	56%	10%
Cohort Comparison		-65%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	56%	43%	13%	55%	1%
Cohort Comparison						
07	2022					
	2019	70%	49%	21%	54%	16%
Cohort Comparison		-56%				
08	2022					
	2019	48%	36%	12%	46%	2%
Cohort Comparison		-70%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	64%	49%	15%	48%	16%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	67%	-67%	67%	-67%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	80%	66%	14%	71%	9%

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	93%	63%	30%	61%	32%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	96%	53%	43%	57%	39%

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	21	25	27	27	44	44	17	45			
ELL	54	53	43	59	59	44	52	71	64		
ASN	81	68	31	86	76	81	79	95	89		
BLK	55	46	40	57	62	61	58	80	72		
HSP	64	53	42	63	62	52	61	82	71		
MUL	70	67		74	68		75		92		
WHT	76	56	44	81	68	58	76	88	77		
FRL	64	52	41	63	63	44	64	84	73		

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		
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		

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)	ATSI
OVERALL Federal Index – All Students	66
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	66
Total Points Earned for the Federal Index	662
Total Components for the Federal Index	10
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	57
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	76
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	59
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	61
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	74
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	69
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	62
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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?

Our ESE student scores dropped from a federal index of 41 points in 18-19 to 31 points in 21-22. Learning gains for Lowest 25% in Math has been trending down for the past four tested years from 62%(2018), 53% (2019), 37% (2021), and 56% (2022). The uptick in 2022 math was a result of targeted interventions that if not maintained will regress.

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

After examining the data, our ESSA students with disabilities subgroup in all categories 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 ESSA subgroups are not showing adequate proficiency and this may be due to a lack of classroom differentiation, scaffolding, and appropriate and targeted interventions. The effective use of coach and interventionist supported PLC's will assist in identifying and providing targeted interventions and implementation of appropriate differentiation and scaffolding to the identified students in greatest need.

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

The Algebra and Geometry data is trending high at 93% and 96% respectively based upon the student proficiency in the quarter three progress monitoring activity. Additionally, Civics remains a strong performing core content area with growth from 83% (2021) to 85% (2022).

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

Our Algebra and Geometry teachers used the same innovative strategies, including appropriate use of scaffolding, differentiated instruction, and targeted interventions. Some of the strategies the PLCs used were: adjusting the focus calendar to meet the needs of students, incorporating several different types of technology, and implementing small group instruction based on 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 and appropriate accommodations 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 PLCs 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 Professional Development focus for this year involves providing strategies to support our student subgroups. There will be more of an emphasis on ESE and ELL strategies and how to differentiate in the classroom. The

PDs will provide training for teachers to analyze and interpret data and how to use the data to structure purposeful grouping to provide differentiation and appropriate scaffolding of the standards to the targeted student groups. The focus of PDs throughout the year will be based on the progress monitoring data and anecdotal coaching 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 with accountability talks, and manipulatives 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.

Areas of Focus

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

:

#1. ESSA Subgroup specifically relating to Students with Disabilities

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

The primary area of focus will be our students with disabilities ESSA Subgroup. Our ESE student scores dropped from a federal index of 41 points in 18-19 to 31 points in 21-22. This data demonstrates that these students were in the greatest need while simultaneously contributing to the overall success and achievement of Bridgewater Middle School student population. The first factor that was analyzed and found to be determinative was the consistent year-over-year lack of appropriate gains by our ESSA students with disabilities subgroup. When we checked for other data points to validate our initial findings we also discovered that many of these students had two or more early warning sign indicators which demonstrated that the students with disabilities ESSA subgroup is the area of greatest need and will net the greatest overall returns as it pertains to student achievement.

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

The specific measurable outcome based upon school plans would be a net gain of 3% on the FSA federal index for the students with disabilities subgroup by 2023.

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

The students with disabilities subgroup will be monitored through the F.A.S.T. platform progress monitoring activities in all tested categories. The progress monitoring activities will take place three times throughout the year. Additionally, administrators, coaches, and interventionists at Bridgewater Middle will monitor teaching practices and standards-based assessments throughout the year to ensure that appropriate differentiated instruction is occurring the classroom.

Person responsible for monitoring outcome:

Jose Gonzalez (jose.gonzalez@ocps.net)

Evidence-based Strategy: Describe the evidence-based strategy being

Coaching supported common-planning is the evidence-based strategy that is being implemented to support and monitor the plan and its overall effectiveness. This strategy also allows the individual PLCs to adapt to special circumstances or needs of their students. During this common planning time, classroom teachers, instructional coaches, and interventionists will collaborate to plan for effective instruction specifically focused on differentiation for our ESSA subgroup students.

implemented 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.

Increased collaboration between content-specific general education teachers, instructional coaches, and interventionists using effective communication to analyze data, share ideas, plan, and problem-solve to ensure that the needs of individual learners are met. Weekly PLC meetings will be used to assist teachers in developing, implementing, and adjusting instructional or behavioral plans based on student data analysis to maximize student learning and achieve maximum potential gains.

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.

Teachers will develop lesson plans using the PLC four question model during common planning. The lesson plans will include differentiated activities and provide for appropriate scaffolded instruction to students with disabilities subgroup based on the data provided from on grade level common assessments.

Person Responsible Stephanie Butler (stephanie.butler@ocps.net)

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

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

Support facilitation and Learning Strategies will be provided to support students in the ESE subgroup as required by their IEP.

Person Responsible Caroline Wong (caroline.wong@ocps.net)

#2. 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.

Learning gains for Lowest 25% in Math has been trending down from 62% (2018), 53% (2019), 37% (2021) but made a recovery to 53% (2022). Based upon mid-year data from 2022, interventions were taken which helped negate a downward trend, but more focus needs to be applied in order to reach the target levels of achievement.

Measurable**Outcome:**

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

Bridgewater Middle School will increase the federal index in the 2022 FSA for Math's lowest 25% by 3%.

Monitoring:

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

The F.A.S.T. progress monitoring activities, conducted three times per school year, will monitor the progress of the student activities in all tested categories. Additionally, administrators, coaches, and interventionists at Bridgewater Middle will support and monitor teaching practices and standards-based assessments throughout the year to ensure that appropriate and targeted differentiation and scaffolding is regularly applied within the classroom.

Person responsible for monitoring outcome:

Karla Hadley (karla.hadley@ocps.net)

Evidence-based**Strategy:**

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

The focus will be the effective implementation of MTSS including the appropriate alignment of resources to provide effective implementation of scaffolded instruction including the alignment of resources which provide differentiated instruction.

Rationale for Evidence-based**Strategy:**

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

Teachers must be effective at differentiation to support overall student achievement. Effective teachers use a variety of techniques to teach students to maintain newly acquired knowledge and skills, one of the most important techniques is appropriate differentiation. The use of appropriate and targeted differentiation strategies while planning and delivering instruction will ensure individual student needs are properly supported.

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.

Math teachers and coaches will work together in Professional Learning Communities (PLCs), to analyze progress monitoring assessments, state assessments, and other data points. Together the coach, teachers, and interventionist will create groups focused on addressing the individual students instructional needs.

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

To ensure the students have received the appropriate support and necessary reteaching of the applicable 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 mastery of the appropriate standards.

Person Responsible Stephanie Butler (stephanie.butler@ocps.net)

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 leadership team at Bridgewater Middle School seeks to restore positive relationships with faculty, staff, students, families and community partners. Data analysis of our Panorama surveys showed the biggest declines in school safety, school climate, and teacher/student relationships.

The leadership team is addressing these issues by providing regular and transparent communication about our school's policies, programs and student performance, as many of the issues were based upon a lack of transparency and the lack of clear directions on policies and procedures. The principal provides parents/guardians with regular updated ConnectOrange phone messages. Additionally for the faculty and staff, the principal has instituted a bi-weekly "Bobcat Babble" virtual meeting to check in with the team and provide with updated information. We have also, with the assistance of SAC and FAC, created new faculty and parent handbooks to alleviate the concerns.

Additional methods of communication include the school marquee, our school websites, email, our Facebook account, PTSO pages, as well as Skyward and Canvas, our grading platforms which parents can access at home. Our school also seeks to build positive relationships with families by providing multiple opportunities to support and be involved in our school and their child's education.

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

The leadership team at Bridgewater utilizes a collaborative system of communication with students, staff, families, and partners in education to develop and enhance a positive school culture. We seek input from all stakeholders, including students, parents, teachers, staff, community leaders, and members of the local area, and combine the input received with student data gathered to design an educational environment best suited to the needs of the student, the community, and all other stakeholders. Principal Klaber is taking the lead on these initiatives and will be monitoring the implementation, feedback, and revisions as necessary.

The leadership team at Bridgewater Middle School works diligently to encourage stakeholder involvement through membership in our Parent Teacher-Student Organization (PTSO), School Advisory Council (SAC) and volunteer activities at our school through the ADDitions program. The goal of the leadership team at

Bridgewater Middle School is to be honored with 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.