

Orange County Public Schools

Bridgeprep Academy Charter School



2023-24

Schoolwide Improvement Plan (SIP)

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Bridgeprep Academy Charter

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SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

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

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

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Gordon Fernandez, Joy	Principal	<p>Provides a common vision for the use of data-based decision making, ensures that the school based team is implementing MTSS, evaluates instructional staff and gives timely corrective feedback, ensures implementation of intervention support and documentation, provides professional development to support effective teaching and learning, and communicates with parents regarding school based plans and activities.</p> <p>Leads a Leadership Team that meets on a weekly basis to discuss the needs of the school and plan action to support the instruction and assessment of students.</p> <p>Individual members of the Leadership Team are assigned to meet weekly with grade level collaborative teams where discussion of Florida Standards, planning of instructional strategies, assessment and intervention takes place. These leadership team members provide information, support and resources to the grade level teams.</p> <p>In addition, weekly data meetings are held to review student performance and to support the MTSS, FCIM, and School Improvement process. During these meetings, administrators and instructional coaches help determine action steps and appropriate progress monitoring needed to support teachers and students.</p>
Aldahondo, Elizabeth	Dean	<p>Assists in the design and implementation of progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development Identifies systematic patterns of student need while working with leadership team to identify appropriate, evidence based intervention strategies</p> <p>Supervises grounds and facilities maintenance. Responds to concerns from teachers, parents and community members.. Meets with</p>

Name	Position Title	Job Duties and Responsibilities
		parents to discuss student behavioral or learning problems. Responds to disciplinary issues <ul style="list-style-type: none"> • Assist in coordination and implementation of safety drills • Assist with coordination and implementation of student supervision and Coordination of Summer School activities/programs • Duty rosters for arrival, dismissal, transitions, and lunch
	ELL Compliance Specialist	Responsible for monitoring progress of ELL data to include interventions and enrichments <ul style="list-style-type: none"> • Responsible for progress monitoring of attendance, academic and behavioral interventions, advanced placement, failed courses, as well as facilitates and monitors the course recovery process Ms. Mulero also coordinates assessments for English Language Learners, oversees placements and supports in the general education classroom. She is responsible for monitoring and tracking ELL student performance in order to identify trends in instruction. She provides professional development trainings in accountable areas

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

It is critical that stakeholders are engaged in the process of developing a school SIP. This diverse group of staff, families/parent leaders (including parents of English Learners and students with disabilities) provides input on the development of the schoolwide plan by ensuring families/parents are given opportunities to participate in events that informs them about our programs and in turn they are able to enhance the instructional program and academic achievement of all students at the school. The school will make changes to the schoolwide plan based on input from families/parents.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be monitored regularly for effective implementation on increasing the achievement of students using multiple data points. Particular focus will be on how we are meeting the State's academic standards, particularly for those students with the greatest achievement gap. This involves engaging in a data disaggregation process with stakeholders and correlating the achievements or lack of to the action steps outlined on the SIP. This will be done through grade level meetings, data chats, faculty and meetings, and Bulldogs in Action Parent Meetings. To ensure continuous improvement, the plan will be revised through this ongoing cycle.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	94%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	Yes
RAISE School	No
ESSA Identification *updated as of 3/11/2024	TSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK)* Hispanic Students (HSP) Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: D 2018-19: D 2017-18: D
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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
Absent 10% or more days	0	0	0	3	4	13	13	10	7	50
One or more suspensions	0	0	0	0	0	4	1	0	1	6
Course failure in English Language Arts (ELA)	0	0	0	3	2	5	0	0	0	10
Course failure in Math	0	0	0	3	3	7	0	5	2	20
Level 1 on statewide ELA assessment	0	0	0	0	1	14	0	0	0	15
Level 1 on statewide Math assessment	0	0	0	2	3	3	0	0	0	8
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	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 that have two or more early warning indicators:

Indicator	Grade Level								Total	
	K	1	2	3	4	5	6	7		8
Students with two or more indicators	0	0	0	3	4	15	0	0	0	22

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level	Total
Absent 10% or more school days		
One or more suspensions		
Course failure in English Language Arts (ELA)		
Course failure in Math		
Level 1 on statewide FSA ELA assessment		
Level 1 on statewide FSA Math assessment		
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.		

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified retained:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	33	56	53	31	57	55	27		
ELA Learning Gains				48			43		
ELA Lowest 25th Percentile				48			48		
Math Achievement*	21	59	55	22	41	42	17		
Math Learning Gains				55			37		
Math Lowest 25th Percentile				65			56		
Science Achievement*	23	56	52	18	57	54	19		
Social Studies Achievement*	25	68	68	51	63	59	29		
Middle School Acceleration	13	74	70	30	52	51	21		
Graduation Rate		82	74		52	50			
College and Career Acceleration		46	53		71	70			
ELP Progress	43	55	55	48	73	70	52		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	28
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	193
Total Components for the Federal Index	7
Percent Tested	98
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	42

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	416
Total Components for the Federal Index	10
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	19	Yes	4	4
ELL	24	Yes	1	1
AMI				
ASN				
BLK	39	Yes	4	
HSP	25	Yes	1	1
MUL				
PAC				
WHT	54			
FRL	25	Yes	4	1

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	28	Yes	3	3
ELL	42			
AMI				
ASN				
BLK	38	Yes	3	
HSP	42			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL				
PAC				
WHT				
FRL	40	Yes	3	

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	33			21			23	25	13			43
SWD	9			14			15				4	38
ELL	27			17			22		8		6	43
AMI												
ASN												
BLK	36			41							2	
HSP	30			16			18	22	11		7	42
MUL												
PAC												
WHT	54			54							2	
FRL	28			16			21	28	10		7	46

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	31	48	48	22	55	65	18	51	30			48
SWD	5	26	27	11	50	43	0	50				41
ELL	29	51	52	21	56	59	16	58	29			48
AMI												
ASN												

2021-22 ACCOUNTABILITY 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	ELP Progress
BLK	39	42		36	63		8					
HSP	30	50	52	19	55	65	20	53	32			48
MUL												
PAC												
WHT												
FRL	30	45	50	20	53	61	21	43	27			51

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	27	43	48	17	37	56	19	29	21			52
SWD	17	36	29	7	26	42	8					47
ELL	19	41	46	14	42	55	10	18	27			52
AMI												
ASN												
BLK	40			15								
HSP	26	40	46	15	37	56	17	26	24			52
MUL												
PAC												
WHT	30			60								
FRL	25	41	47	15	30	53	18	27	13			48

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

Grade	Year	ELA				
		School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	11%	54%	-43%	54%	-43%
07	2023 - Spring	24%	45%	-21%	47%	-23%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	36%	46%	-10%	47%	-11%
04	2023 - Spring	30%	60%	-30%	58%	-28%
06	2023 - Spring	30%	44%	-14%	47%	-17%
03	2023 - Spring	32%	52%	-20%	50%	-18%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	38%	53%	-15%	54%	-16%
07	2023 - Spring	18%	38%	-20%	48%	-30%
03	2023 - Spring	18%	59%	-41%	59%	-41%
04	2023 - Spring	25%	62%	-37%	61%	-36%
08	2023 - Spring	39%	58%	-19%	55%	-16%
05	2023 - Spring	5%	55%	-50%	55%	-50%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	33%	50%	-17%	44%	-11%
05	2023 - Spring	8%	59%	-51%	51%	-43%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	47%	*	50%	*

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	23%	45%	-22%	48%	-25%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	21%	61%	-40%	66%	-45%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The component showing the lowest performance was 5th Grade Science. This grade level also had the lowest in ELA – Reading Across Genres: Interpreting Figurative Language. The contributing factors to last year's low performance was that the grade level expectations for these standards requires comprehending at a high complexity level for the question strands.. Students across grade levels struggled with mastery of these standard. As a result an emphasis on poetry and interpreting figurative language will be implemented from Kindergarten.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The achievement level in Civics went down by approx 30points. this was due to ineffective instructional strategies and poor use of instructional minutes

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

5th grade Math had the biggest gap. Students needed an extended Math block that provided more practice towards mastery. Both 5th grade teachers were not education majors and lack pedagogical understand of student developmental needs and how to adjust instruction to reach each child.

Which data component showed the most improvement? What new actions did your school take in this area?

8th Grade Science showed the most improvement by going up approx. 10 points
Teacher planned with intentionality. Provided more standards-based engaging lessons

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

5th Grade Science and Math are both areas of concerns.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. 5th grade Science
2. 5th grade math
3. 3rd-5th ELA
4. 7th Grade Civics
5. 7th Grade Algebra

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Small Group Instruction**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

A high percentage of our students enter our school with learning gaps several years behind their current grade level. Our goal is to provide instruction that significantly increases their reading proficiency within one school year. Implementing small group instruction is an effective way to best meet the needs of these students to ensure their success.

Measurable Outcome:

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

Increase in students cognitive and behavioral engagement in instruction leading to a 50% increase in academic achievement. Gives teachers the opportunity to evaluate and assess more closely, what each student can do. so that they can build strategic plans around these assessments.

Monitoring:

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

Monitoring will be through reviewing lesson plans to check for intentional planning and student small groupings to ensure engagement at their developmental level. Also, will be through classroom lesson observation, student work samples, student participation and review of academic data every 8 weeks.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Students will be instructed in small groups based on data. Strategies will include:

* Choral Reading & Read Alouds

Turn-and-Talk: Pairs or trios briefly share responses to an Teacher's prompt. The Teacher then elicits responses from the whole class, calling on various groups.

- Think-Pair-Share: Students write in response to the teacher's prompt, then share those responses in pairs; the instructor then facilitates report-outs from some pairs.
- Peer Instruction: The Teacher polls the class (Poll Everywhere or raise of hands) on a question; if responses are sufficiently divergent, students talk with 1-2 peers about their responses, then teacher polls again.
- Jigsaw: Students are divided into teams, with each team preparing separate but related assignments. When all team members are prepared, the class is re-divided into mixed groups, with one member from each team in each group. Each person in the group teaches the rest of the group what he/she knows, and the group then tackles an assignment that pulls all of the pieces together to form the full picture.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Small group instruction is an opportunity for teachers to provide additional teaching and practice often needed for struggling students to master important skills or understand key concepts (e.g., phonemic awareness skill of manipulating ending sounds, or operations with whole numbers or rational numbers).

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Small group instruction will involve these five rotational steps:

Daily assess who is struggling. This can be as simple as an exit ticket or as formal as a pre-assessment.

Use this data to pull a small group of students.

Keep it quick.

Scaffold the skills.

Record and repeat.

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

By When: Review weekly lesson plans Observe lessons daily Meet weekly to plan with teachers using data

#2. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

29 students are on the EWS list as having 2 or more areas of concern. All 29 have 10\$ or higher absences. 90% of these students fall in the LEP population

Measurable Outcome:

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

Our goal is to reduce this level of absenteeism to 2% of the student population by ensuring clear Tier 1 expectations:

Clear, concise and consistent communication about schedules and expectations

Routines, rituals and celebrations related to attendance and engagement

Personalized positive communication to families when students are absent

Recognition of good and improved attendance

Impact of attendance on whole child widely understood

Connection to a caring adult in the school

Every child and their family encouraged to develop a success plan that includes attention to attendance

Monitoring:

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

Our Title 1 Parent Liaison will have explicit responsibility to undertake these tasks:

Daily attendance monitoring and a timely follow-up procedure

We will also establish as system of ongoing connecting through:

Mentors

Peer Group Connections

Intensive tutoring for Tier 3 student

Check-In/Check-Out (CICO)

Small group interventions and supports for students

The leadership team will have a weekly meeting where the Parent Liaison will report

Person responsible for monitoring outcome:

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

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Best practice research recommends using a system of tracking and monitoring attendance measures to help identify students and student groups in need of outreach and support as early as possible. Our weekly system is intentional and explicit

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Our rationale is to ensure that we have a solid process for the whole school and a system of identifying absenteeism in a timely manner so support can be offered and correction made early.

By ensuring that our school has a culture for social and emotional learning, we will address the following school needs:

- to increase attendance in school
- to improve student behaviors and focus for instruction
- to improve student achievement

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

At the start of the year we will:

1. Review/train parent liaison on using the attendance system in Skyward so that she is able to daily pull attendance report

We will set-up a system whereby all students who are absent for 2 or more days will be called if they do not have an absent note

2. Students will participate in an assembly that explains the priority of 100% attendance and the impact of attendance on academic achievement.

3. We will have quarterly awards for 100% attendance

4. We will share these priorities with parents and meet with them quarterly to share strategies for increasing attendance and academic performance

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

By When: Weekly review attendance report Quarterly reward students Quarterly meet with parents Daily expose vision for pursuing excellence by always being in attendance