

The School District of Palm Beach County

Bridge PREP Academy Of Palm Beach School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	11
III. Planning for Improvement	16
IV. ATSI, TSI and CSI Resource Review	24
V. Reading Achievement Initiative for Scholastic Excellence	0
VI. Title I Requirements	0
VII. Budget to Support Areas of Focus	0

Bridge PREP Academy Of Palm Beach

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School Board Approval

This plan was approved by the Palm Beach County School Board on 1/24/2024.

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.

At BridgePrep Academy of Palm Beach, we foster a supportive and collaborative environment. We encourage and empower each other to become compassionate, responsible, and active leaders who contribute positively to their communities and beyond. We promote a growth mindset, where challenges are seen as learning opportunities and perseverance is celebrated.

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, 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
Dukes, Cornelius	Principal	<p>The principal serves as the chief administrator of the school including but not limited to: Supervise all school personnel. He works closely to monitor student learning throughout the school year. Areas of focus includes data-based decision making, monitoring instruction and providing feedback to teachers to improve instruction and ultimately increase student achievement. The principal is responsible for evaluating, coaching, and monitoring teachers in the school building. He analyzes curriculum/assessment/behavior data, identify patterns and provide support to teachers as well as monitor the data collection process. The principal supports and monitors the implementation of Tier 1, Tier 2 and Tier 3 interventions to ensure that the needs of all students are met. He participates and facilitates in the design of professional development to meet the needs of the staff. The administrative team meets regularly to discuss the status of the school and any needs or decisions that need to be made. Develop and implement 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.</p> <p>The principal also creates foundational school's documents including:</p> <ul style="list-style-type: none"> o Master schedule o Student rosters o Culture rubric o Campus operating mechanisms o School discipline plan o Leadership core calendar o School yearlong calendar o Campus specific staff handbook o Emergency response plan o Plans for the use of discretionary school funds. o Submits Title 1, UNISIG, and ESSER documentation and reimbursement. o Build relationships with school district personnel. o Monitors compliance status and submits required documentation to the district. o Manages the school budget and approves campus level purchases from the discretionary budget. o Attends monthly budget reviews and makes needed adjustments to spending. o Maintains inventory of instructional material o Creates order for instructional material o Manages crisis situations (e.g., lockdown, shelter-in-place, etc.) o Hires and dismisses campus staff. o Monitors campus instructional staff performance and issues write-ups and performance improvement plans. o Monitors progress towards campus goals and makes school-wide adjustments when off track. o Monitors and manages student discipline. o Approves student disciplinary actions (e.g. suspension, expulsion, etc.) o Assigns a point person on campus for ESOL, ESE, 504, afterschool programing, athletic director (if applicable) and testing coordination. o Publishes a weekly family and staff newsletter. o Manages the campus leadership team. o Completes the staff development cycle with each direct report.

Name	Position Title	Job Duties and Responsibilities
Cohen, Samantha	Teacher, ESE	<ul style="list-style-type: none"> o Leads weekly instructional rounds with VP/AP/IC. o Participates in weekly data meetings with IST. o Organizes and leads campus professional development. <p>The ESE Contact manages the caseload of ESE students and assists teachers and staff in coordinating ESE Services and related services for students with disabilities. She coordinates, organizes, and facilitates IEP meetings to ensure necessary participants are in attendance. Collaborates with teachers to provide suggested strategies and accommodations to best meet the individual needs and assist students in meeting goals as defined in the IEP. Finally, she establishes and maintains cooperative working relationships by consulting regularly with internal and external customers such as: students, parents, teachers, counselors, related service providers, agencies, etc.</p>

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.

BridgePrep Academy of Palm Beach develops activities to involve parents, families and other community stakeholders in the education of their children to increase academic success. The school builds partnerships and involves the community in contributing to student learning and student success. A school social worker was brought to the team to assist in relationship-building, and assist in the overall mission of the school. In addition, our ESOL coordinator and school social worker work in conjunction with the District’s multicultural department to ensure the fidelity of implementation of programs and services designed to improve the outcomes of English Language Learners. Lastly, BridgePrep Academy also has a Special Populations specialist and Instructional Team that help to support student needs and school-wide PBIS initiatives.

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 administrative team will meet weekly to review data for all core subject areas. In addition, the administrative team will share the SIP during the monthly faculty meetings throughout the school year. All faculty members will be debriefed on current data and goals thereof. Should changes be made, based on data, the administrative team will inform stakeholders.

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	No
2022-23 Minority Rate	66%
2022-23 Economically Disadvantaged (FRL) Rate	87%
Charter School	Yes
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
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) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: B 2018-19: B 2017-18: B
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	6	8	4	9	7	4	5	9	3	55
One or more suspensions	0	2	0	2	3	4	5	5	3	24
Course failure in English Language Arts (ELA)	0	5	5	11	3	2	1	1	0	28
Course failure in Math	0	5	1	3	0	3	1	5	2	20
Level 1 on statewide ELA assessment	0	0	0	6	4	5	3	3	3	24
Level 1 on statewide Math assessment	0	0	0	7	5	13	1	4	1	31
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	8	2	6	6	4	5	3	3	3	40
	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 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	4	2	10	7	10	5	9	4	51

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	0	0	0	0	0	0	
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	14	14	18	10	6	10	0	0	0	72
One or more suspensions	0	0	0	0	0	0	2	2	0	4
Course failure in English Language Arts (ELA)	8	4	3	8	0	0	1	1	3	28
Course failure in Math	9	1	3	0	0	0	3	1	0	17
Level 1 on statewide FSA ELA assessment	0	0	0	4	4	2	3	5	4	22
Level 1 on statewide FSA Math assessment	0	0	0	4	4	2	3	3	4	20
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	8	3	3	5	4	7	5	2	3	40

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*	54	49	53	59	52	55	50		
ELA Learning Gains				58			51		
ELA Lowest 25th Percentile				50			48		
Math Achievement*	52	51	55	50	45	42	49		
Math Learning Gains				46			40		
Math Lowest 25th Percentile				28			45		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	26	46	52	35	48	54	41		
Social Studies Achievement*	60	63	68	92	57	59	86		
Middle School Acceleration		68	70	9	51	51			
Graduation Rate		73	74		38	50			
College and Career Acceleration		39	53		62	70			
ELP Progress		53	55	91	64	70	65		

* 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)	ATSI
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	249
Total Components for the Federal Index	5
Percent Tested	98
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	518
Total Components for the Federal Index	10
Percent Tested	97
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	50			
ELL	55			
AMI				
ASN				
BLK	46			
HSP	49			
MUL				
PAC				
WHT	43			
FRL	50			

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	29	Yes	2	1
ELL	53			
AMI				
ASN				
BLK	33	Yes	1	
HSP	64			
MUL				
PAC				
WHT	44			
FRL	46			

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	54			52			26	60				
SWD	57			43							2	
ELL	45			65							2	
AMI												
ASN												
BLK	54			38							2	
HSP	57			55			20				4	
MUL												
PAC												
WHT	47			53			27				4	
FRL	54			57			19				4	

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	59	58	50	50	46	28	35	92	9			91
SWD	25			33								
ELL	36	56		45	38							91
AMI												
ASN												
BLK	44	50		17	21							
HSP	64	60		55	50							90
MUL												
PAC												
WHT	56	50		47	42		23					
FRL	53	58	53	49	46	33	32					

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	50	51	48	49	40	45	41	86				65
SWD	19	23		20								
ELL	41	48	30	53	43		30					65

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
AMI												
ASN												
BLK	36	46		33	38							
HSP	44	44		44	41		13	100				73
MUL	67			83								
PAC												
WHT	53	45		50	41		45					
FRL	41	44	53	42	33	29	27	81				55

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.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	48%	56%	-8%	54%	-6%
07	2023 - Spring	50%	48%	2%	47%	3%
08	2023 - Spring	*	47%	*	47%	*
04	2023 - Spring	68%	58%	10%	58%	10%
06	2023 - Spring	*	45%	*	47%	*
03	2023 - Spring	59%	48%	11%	50%	9%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	*	54%	*	54%	*
07	2023 - Spring	39%	36%	3%	48%	-9%
03	2023 - Spring	65%	57%	8%	59%	6%
04	2023 - Spring	73%	52%	21%	61%	12%
08	2023 - Spring	*	65%	*	55%	*
05	2023 - Spring	22%	56%	-34%	55%	-33%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	*	46%	*	44%	*
05	2023 - Spring	27%	51%	-24%	51%	-24%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	61%	65%	-4%	66%	-5%

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.

According to the PM3 data for FY23, the area that showed the lowest performance was 6th grade ELA and 5th grade Math . ELA Achievement in 6th grade was 44.4%. Math Achievement in 5th grade was 21.74%.

- (1) The instructional coach did not meet with the teachers for data chats as often as she should've.
- (2) The Instructional coach did not focus on what content was being taught when ensuring that the district Scope and Sequence were followed.
- (3) There were no teachers or support staff to monitor all areas of academics with fidelity.
- (4) Ample support from the curriculum team during the school year wasn't provided.
- (5) Small group instruction wasn't mandated.

2021-22 Accountability Components by Subgroup
 ELA Achievement
 All Students: 59%
 SWD 25%
 BLK 44%

2020-21 Accountability Components by Subgroup
 ELA Achievement
 All Students: 50%
 SWD 19%
 BLK 36%

2021-22 Accountability Components by Subgroup
 Math Achievement
 All Students: 50%
 SWD 33%
 BLK 17%

2020-21 Accountability Components by Subgroup

Math Achievement

All Students: 49%

SWD 20%

BLK 33%

ELA Achievement improved 9% for all students, SWD improved 6%, BLK improved 8%.

Math Achievement improved 1% for all students, SWD improved 13%, BLK declined 16%.

SWD subgroup has been below 41% for two years, BLK subgroup has been below 41% for one year.

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

According to the PM3 data for FY23, the area that showed the greatest decline was 6th grade ELA and 6th grade Math. ELA Achievement in 6th grade decreased from FY22 to FY23 by 10.6%. Math Achievement in 6th grade decreased from FY22 to FY23 by 12.5%.

FY23 Math SWD Proficiency 50%, BLK 43.8%.

FY22 Math SWD Proficiency 35.7%, BLK 15.8%.

FY23 ELA SWD Proficiency 50%, BLK 50%.

FY22 ELA SWD Proficiency 35.7%, BLK 40%.

The contributing factors leading to the decline were;

- (1) The instructional coach did not meet with the teachers for data chats as often as she should've.
- (2) The Instructional coach did not focus on what content was being taught when ensuring that the district Scope and Sequence was followed.
- (3) There were not teachers or support staff to monitor all areas of academic with fidelity.
- (4) Ample support from the curriculum team during the school year wasn't provided.
- (5) Small group instruction wasn't mandated.

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.

According to PM3 data 3rd (298) and 5th (303) grade math had the greatest gap when compared to the state average. Create an IFC following the district Scope and Sequence for K-8

(2) Give bi-weekly or monthly standard assessments using the districts USA and FSQ Assessments

(3) Have weekly or bi-weekly data chats with each teacher

(4) Set school wide expectations for teachers during preschool and follow through

(5) Mandate the use of small group instruction

(6) Create a data chat schedule for the school year and adhere to the schedule

(7) Schedule meaningful PD's that will address the weakest strain using the data from the PM1 assessment (SY23-24)

(8) Have the teachers set monthly achievement goals for their class using the data from the previous PM assessments and monitor their students progress.

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

3rd grade ELA showed the biggest the most improvements increasing to 7 points over the state score.

Students had access to grade-level or above grade level texts. We provided opportunities to collaborate with students about the text and receive tasks that are aligned. Teachers followed up by providing

students

with specific feedback to address their thinking and learning needs.

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

- o 10% or more Absence
- o Level 1 State Assessments ELA & Math

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

Develop a collaborative culture of learning and improvement. Engaging multiple stakeholders in the continuous improvement process can generate a sense of ownership and empowerment. With a focus on:

- o Work together to develop trust, build common understanding and language, to support an appropriate level of transparency
- o Learn from one another and give constructive feedback through a safe protocol that can move the work forward
- o Collaboratively examine data with an equity lens—from improvement cycles, formative assessments, or other relevant data that can inform practice
- o Communicate with and gather input from students, parents, and community partners about reform efforts

We plan to ensure that teachers are provided with uninterrupted collaborative planning time focused on standards-based instruction, ongoing professional development in reading, math, and science in grades 3-5, ongoing professional development in the Benchmark Reading Series, using iReady Diagnostic Results to create fluid instructional groups, and aligning human resources to provide intervention to targeted students.

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 ELA**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.

As demonstrated by the 2023 PM3 Data, ELA performance is lower than our Mathematics performance in grades 3-8. Additionally, ELA performance in grades K-2 also needs to improve based on data gathered from PM3. If we focus on standards-based instruction to increase learning gains in school-wide ELA then we will increase student achievement in all students but especially our low-performing subgroups. In alignment with the District's Strategic Plan, we enhance a sense of belonging, safety, and acceptance for all students. Our instructional priority is to use trends in student data to identify needs in order to support positive behaviors.

2021-22 Accountability Components by Subgroup

ELA Achievement

All Students: 59%

SWD 25%

BLK 44%

2020-21 Accountability Components by Subgroup

ELA Achievement

All Students: 50%

SWD 19%

BLK 36%

2021-22 Accountability Components by Subgroup

Math Achievement

All Students: 50%

SWD 33%

BLK 17%

2020-21 Accountability Components by Subgroup

Math Achievement

All Students: 49%

SWD 20%

BLK 33%

ELA Achievement improved 9% for all students, SWD improved 6%, BLK improved 8%.

Math Achievement improved 1% for all students, SWD improved 13%, BLK declined 16%.

SWD subgroup has been below 41% for two years, BLK subgroup has been below 41% for one year.

If we focus on standards-based instruction to increase learning gains in school-wide ELA and Math, then we will increase student achievement and ensure alignment to the District's Strategic Plan; This area of focus aligns directly with our District Strategic Plan, Theme A-Goal 3, Academic Excellence & growth. . Our goal is to be strategic and focus on standard-based instruction to ensure best practices utilized throughout all content areas. We want to give all our students the opportunity to reach their potential and increase student achievement. We want to establish a culture of high expectations and continuous improvement by exposing our students to the rigor of the standard.

Measurable Outcome:

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

Beginning with PM1 which will be administered during the month of September 2023, data will be analyzed by student in order to target areas of need and student learning gaps. The goal is that for PM2, which will be administered during December 2023, a growth of at least 15 percentage points will be evident in the ELA assessments. By PM3, administered during May of 2024, ELA data from grades K-8 will be at minimum 3 percentage points higher than PM3 ELA data from the 2023 assessment year.

Monitoring:

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

Student data will be analyzed weekly through the implementation of Exit Tickets in all ELA classes. Weekly graded ELA/Reading assessments will be monitored through the use of the program Mastery Connect which tracks students' performance on standards-based assessments. Monthly Admin-teacher Data chats will consist of reviewing data and targeting instruction. PM2 data will be the major data point to check for progress.

Student data will be analyzed weekly through the implementation of Exit Tickets in all ELA classes. Weekly graded ELA/Reading assessments will be monitored through the use of the program Mastery Connect which tracks students' performance on standards-based assessments. Monthly Admin-teacher Data chats will consist of reviewing data and targeting instruction. PM2 data will be the major data point to check for progress.

Person responsible for monitoring outcome:

Cornelius Dukes (cornelius.dukes@pbcharterschools.org)

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 who performed at a level 1 in the 2023 PM3 ELA assessment will receive 30 minutes for a minimum of 3 times per week of intervention from the MTSS coordinator using research-based curriculum. These students will be closely monitored and their data will be analyzed strategically.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Research indicates that small group instruction utilizing research-based reading intervention materials for an additional 30-minutes will help to close the gap in the population of students.

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.

PLCs and Professional Development will begin within the first month of the start of the new year. PDs will be determined based on data and observations of classroom walks. Leadership will support teachers with tiered PD. PLCs will focus on student achievement data analysis, best practices, and peer/buddy support. PLC's and PD will continue throughout the school year.

Person Responsible: Cornelius Dukes (cornelius.dukes@pbcharterschools.org)

By When: Beginning in August and ongoing throughout FY24.

#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.

The focus area student attendance and reducing the absenteeism through a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners. Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

. Schoolwide Attendance Plan: The attendance rate is important because students are more likely to succeed in academics when they attend school consistently. It's difficult for the teacher and the class to build their skills and progress if a large number of students are frequently absent. An attendance plan will ensure all stakeholders understand the expectations and can collaborate to support all students to be in school on time and ready to learn. In alignment with the District's Strategic Plan, we enhance a sense of belonging, safety, and acceptance for all students. Our instructional priority is to use trends in student data to identify needs in order to support positive behaviors.

2021-22 Accountability Components by Subgroup

ELA Achievement

All Students: 59%

SWD 25%

BLK 44%

2020-21 Accountability Components by Subgroup

ELA Achievement

All Students: 50%

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ELA Achievement improved 9% for all students, SWD improved 6%, BLK improved 8%.

Math Achievement improved 1% for all students, SWD improved 13%, BLK declined 16%.

SWD subgroup has been below 41% for two years, BLK subgroup has been below 41% for one year.

If we focus on standards-based instruction to increase learning gains in school-wide ELA and Math, then we will increase student achievement and ensure alignment to the District's Strategic Plan; This area of focus aligns directly with our District Strategic Plan, Theme A-Goal 3, Academic Excellence & growth. . Our goal is to be strategic and focus on standard-based instruction to ensure best practices utilized throughout all content areas. We want to give all our students the opportunity to reach their potential and increase student achievement. We want to establish a culture of high expectations and continuous improvement by exposing our students to the rigor of the standard.

Measurable Outcome:

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

Student daily absenteeism will decline across grade levels moving from a 75% attendance rate to a 90% by the end of year.

Monitoring:

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

School wide culture and climate will be monitored during our daily leadership huddle and school wide data tracker, attendance, discipline, and academic performance.

Person responsible for monitoring outcome:

Cornelius Dukes (cornelius.dukes@pbcharterschools.org)

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.)

Instructional staff will attend professional development weekly centered around our culture, SBT training and our Tier 1 supports.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

During weekly PD we will deep dive into behavior specific data as we tighten up our school wide behavior supports. The approach is based on the principles, rituals and structures of high-performing teams across a range of environments and terrains.

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.

Provide teachers with professional development to understand attendance plan.

Ensure all expectations are clearly explained and understood

Ensure the school has postings of the attendance expectations in all common areas and in classrooms

Monitor executions and implementation with fidelity

Person Responsible: Cornelius Dukes (cornelius.dukes@pbcharterschools.org)

By When: Beginning in August and continuing throughout the school year.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

SDPBC requires schools to complete a Schoolwide Improvement Plan (SIP) aligned to the district's 5-Year Strategic Plan in the Continuous Improvement Management System (CIMS) portal. Since our schools was identified as Additional Targeted Support & Improvement (ATSI), we are provided personalized, one-on-one or small group support to assist the principal and leadership teams in developing comprehensive plans of action steps in the SIP for improving student achievement. These sessions ensure SIP and Strategic Plan alignment, provide an overview of the requirements of the School Board and school improvement updates. The training is mandatory for all principals. Principals select members of their SIP leadership teams to attend a session with them. Working in collaboration with the school leadership team, Performance Accountability/School Improvement, School Transformation and Federal/State Programs, the District ensures that the SIP and other grant funded plans or allocations are in alignment with the District's Five-Year Strategic Plan and complementary in the funded strategies and supports for each school's continuous improvement. All plans are carefully reviewed and approved by the School Board and the Office of School Improvement.

Resources and allocations are focused on:

1. Resource teachers (ESOL and ESE) support during small group instruction.
2. Teachers and support staff will attend ongoing professional development to engage deep, focused, collaborative planning to support and strengthen data analysis and small group planning and implementation.
3. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies.
4. Multi-Tiered System of Supports (MTSS) framework to ensure students are provided with the specific instruction, resources, time, and intensity needed for success.
5. Curriculum Resources: Curriculum resources to enhance ELA, Science, Civics & Math skills and support student mastery of the Florida B.E.S.T. standards, will support literacy across the content areas, will support social emotion growth through the resources found in the Skills for Learning & Life (SLL) Resource Center to promote character education.
6. We have partnerships with multiple community and business partners. Together the schools, partner organizations, and businesses provide additional high-quality resources and services to students and families and comprehensively focus on health and wellness, as well as academic achievement.