**BRIDGEPREP ACADEMY TAMPA (#7675)**

**Title I School Wide Program Template**

**Hillsborough County Public Schools**

The Ten (10) Components of a Title I School Wide Plan:

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| A ***comprehensive needs assessment*** of the entire school  **Long‐range goals that are a model for BridgePrep Tampa’s COMPREHENSIVE NEEDS ASSESSMENT to be achieved and how the school will measure success.**   |  |  |  | | --- | --- | --- | | **Subject** | **Goals**  (provide 2 measurable goals for each category) | **Method for Evaluating Success**  (e.g. assessments, evaluations, etc.) | | English  Language  Arts | 1. 65% of students in grades 3-8 will make learning gains in ELA, with an increase of 3% each year over the charter term. 2. 65% students in grades 3-8 will achieve proficiency level in ELA, with an increase of 3% each year over the charter term. | 1. FSA ELA (grades 3-5) 2. FSA ELA (grades 6-8) | | Mathematics | 1. 65% of students in grades 3-8 will make learning gains in mathematics, with an increase of 3% each year over the charter term. 2. 65% of students in grades 3-8 will achieve proficiency level in mathematics, with an increase of 3% each year over the Charter term. | 1. FSA Math (grades 3-5) 2. FSA Math (grades 6-8) | | Science | 1. Students in grade 5 will meet or exceed the district’s proficiency level in science each year over the charter term. 2. Students in grade 8 will meet or exceed district’s proficiency level in science over the charter term. | 1. Science Statewide Assessment (grade 5) 2. Science Statewide Assessment (grade 8) | | Improving Academic Performance Among the Lowest 25% | 1. 60% of students in the lowest 25% in grades 3-8 will make learning gains in ELA, with an increase of 3% each year over the charter term. 2. 60% of students in the lowest 25% in grades 3-8 will make learning gains in mathematics, with an increase of 3% each year over the charter term. | 1. FSA ELA (grades 3-8) 2. FSA Math (grades 3-8) | | Middle School Acceleration *(as applicable)* | 1. 50% of middle school students enrolled in Algebra I will achieve proficiency level on the Algebra 1 EOC exam, with an increase of 5% each year over the charter term. 2. 50% of middle school students enrolled in Biology will achieve proficiency level on the Biology EOC exam, with an increase of 5% each year over the charter term. | 1. EOC Algebra 1 Exam 2. EOC Biology Exam | | Mission-Specific | 1. 70% of parents completing the annual School Satisfaction Survey will score the school at a Level 3 on the Likert rating scale used by the survey every year over the charter term. 2. 70% of students in grades K-8 will make one year’s worth of learning growth (or increase by one grade level) in Spanish language literacy every year over the charter term. | 1. BridgePrep Academy School Climate Survey for Parents 2. iStation (or similar tool) to measure growth levels in Spanish |   **Above Goals are based from the assessment below according to FSA performances.**    **GRADE 3 - *FSA ELA Results***  During the current term of the charter, the percentage of third graders achieving Level 3 or above on the **FSA ELA** was as follows: 71% in 2015, 32% in 2016, 39% in 2017, and 61% in 2018 (as shown in the chart below).    Although there was a sharp drop in the performance of third grader students achieving proficiency on the FSA ELA from 2015 to 2016, the results shown above indicate that students in Grade 3 made an increase of 7 percentile points in the percentage of students achieving Level 3 or above from 2016 to 2017 and they made a significant increase from 2017 to 2018--22 percentage points. As shown above, the percentage of students achieving a Level 4 or 5 on the FSA ELA has increased steadily from Year 1 to Year 4. The school has worked diligently on increasing student performance amongst all students which includes a focus not only on low-performing students, but also an effort to maintain or increase the performance of Level 4 and Level 5 students. The school provides interventions for students as needed as well as enrichment for students performing at high levels.  ***GRADE 3 - FSA Math Results***  Over the last four years, the percentage of third graders achieving a Level 3 or above on the **FSA Math** was as follows: 20% in 2015, 21% in 2016, 52% in 2017, and 63% in 2018 (as shown in the chart below).    The results indicate that students in Grade 3 made steady growth in the percentage of students achieving Level 3 or above from Year 1 to Year 4. The percentage of Level 3 and above students increased from 20% to 63% from 2015 to 2018. Additionally, the percentage of students achieving Level 4 or 5 (combined) on the FSA Math increased from 0 to 32% from 2015 to 2018, with an impressive growth of 23 percentile points in the combined Level 4 and 5 scores from 2017 to 2018. Again, the school addresses the needs of all students by providing appropriate instruction for students performing below, at, and above grade level.  **GRADE 4 - *FSA ELA Results***  During the current term of the charter, the percentage of fourth graders achieving Level 3 or above on the **FSA ELA** was as follows: 33% in 2016, 58% in 2017, and 62% in 2018. The school only tested 8 students in 2015, therefore not registering a score (see chart below).    The results indicate that students in Grade 4 have made a steady increase in the percentage of students achieving a Level 3 or above on the **FSA ELA** when reviewing the results from 2016 to 2018. Specifically, the proficiency rate in mathematics increased from 33% in 2016 to 62% in 2018. Additionally, an analysis of the percentage of students achieving a Level 4 or 5 on the FSA ELA shows a dramatic increase when comparing results for students as they moved from third grade to fourth grade. The chart below shows the growth in the percentage of students achieving Level 4 and 5 on the FSA ELA when comparing the same group of students from one year to the next.  **FSA ELA Results – Percentage of Students Achieving Level 4 and 5**   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Year** | **Grade 3** | | **Grade 4** | | **Summary of Growth from**  **Grade 3 to Grade 4** | | | **Level 4** | **Level 5** | **Level 4** | **Level 5** | **Level 4** | **Level 5** | | From 2015 to 2016 | 7 | 0 | 13 | 3 | Increased from 7% to 13% | Increased from 0% to 3% | | From 2016 to 2017 | 9 | 0 | 27 | 3 | Increased from 9% to 27% | Increased from 0% to 3% | | From 2017 to 2018 | 12 | 0 | 14 | 3 | Increased from 12% to 14% | Increased from 0% to 3% |   As depicted in the chart above, the same group of students were looked at as they moved from grade 3 to grade 4 to determine if the percentage of students achieving a Level 4 or 5 on the FSA ELA was being maintained, increased, or decreased. The results show that every year there is an increase in the percentage of high-performing students in the area of ELA as they progressed from 3rd to 4th grade.  ***GRADE 4 - FSA Math Results***  Over the last four years, the percentage of fourth grade students achieving a Level 3 or above on the **FSA-Math** was as follows: 19% in 2016, 39% in 2017, and 70% in 2018. The tremendous growth shown from 2017 to 2018 (an increase of 31 percentile points) may be attributed to several factors: (1) the incoming students from grade 3 had performed well during the previous year, (2) there was an increase in the support and professional development provided to teachers, and (3) there was an increase in the depth of student data analysis and a focus on providing students with targeted interventions.    As depicted in the chart above, there has also been a significant increase in the percentage of students achieving a Level 4 or 5 on FSA Math in the past three years. The chart below shows the growth in the percentage of students achieving Level 4 and 5 on the FSA Math when comparing the same group of students from one year to the next.  **FSA Math Results – Percentage of Students Achieving Level 4 and 5**   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | **Year** | **Grade 3** | | **Grade 4** | | | **Summary of Growth from**  **Grade 3 to Grade 4** | | | Level 4 | Level 5 | Level 4 | Level 5 | **Level 4** | | **Level 5** | | From 2015 to 2016 | 0 | 0 | 0 | 0 | Stayed the same (0) | | Stayed the same (0) | | From 2016 to 2017 | 3 | 0 | 9 | 6 | Increased from  3% to 9% | | Increased from  0% to 6% | | From 2017 to 2018 | 6 | 3 | 16 | 11 | Increased from  6% to 16% | | Increased from  3% to 11% |   As depicted in the chart above, the same group of students were looked at as they moved from grade 3 to grade 4 to determine if the percentage of students achieving a Level 4 or 5 on the FSA Math was being maintained, increased, or decreased. The results show that although the results remained the same from 2015 to 2016, there was a significant increase in the percentage of high-performing students in the area of math as they progressed from 3rd to 4th grade.  ***GRADE 5 - FSA ELA Results***  Over the last four years, the percentage of fifth grade students achieving a Level 3 or above on the **FSA ELA** was as follows: 33% in 2015, 33% in 2016, 64% in 2017, and 53% in 2018 (as shown below).    The results shown in the chart above indicate that although there was a decrease in the fifth grade FSA ELA scores from 2017 to 2018, the students in grade 5 have made significant growth in English Language Arts when comparing Year 1 to Year 4. Specifically, the percentage of students achieving a Level 3 and above on the FSA ELA increased from 33% in 2015 to 53% in 2018. The results also indicate that the percentage of fifth grade students achieving a Level 4 or 5 on the FSA ELA has greatly increased in the past two years. An analysis of the percentage of students achieving a Level 4 or 5 on the FSA ELA shows an increase in the percentage of students achieving Level 5 in 2017 and for students achieving Levels 4 and 5 in 2018 when comparing results for students as they moved from fourth grade to fifth grade. The chart below shows the growth in the percentage of students achieving Level 4 and 5 on the FSA ELA when comparing the same group of students from one year to the next.  **FSA ELA Results – Percentage of Students Achieving Level 4 and 5**   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Year** | **Grade 4** | | **Grade 5** | | **Summary of Growth from**  **Grade 4 to Grade 5** | | | **Level 4** | **Level 5** | **Level 4** | **Level 5** | **Level 4** | **Level 5** | | From 2015 to 2016 | \* | \* | 7 | 0 | N/A | N/A | | From 2016 to 2017 | 13 | 3 | 12 | 6 | Decreased from  13% to 12% | Increased from  3% to 6% | | From 2017 to 2018 | 27 | 3 | 28 | 5 | Increased from  27% to 28% | Increased from  3% to 5% |   ***GRADE 5 - FSA Math Results***  Over the last four years, the percentage of fifth grade students achieving a Level 3 or above on the **FSA Math** was as follows: 20% in 2015, 35% in 2016, 30% in 2017, and 23% in 2018 (as shown below).    The results shown above indicate that a lower than expected percentage of students in Grade 5 are demonstrating proficiency in mathematics each year, and that there has been very little improvement made in mathematics amongst fifth graders from Year 1 to Year 4. Specifically, the percentage of students achieving a Level 3 and above on the FSA Math was only 20% in Year 1 (2014-2015) and 23% in Year 4 (2016-2017). The lack of progress indicates a need for additional training and support for teachers as well as increased targeted interventions for students. The results also indicate that although the percentage of fifth grade students achieving proficiency has been inadequate, there has been some growth in the percentage of students achieving a Level 4 on the FSA ELA. The chart below shows the percentage of students who achieved a Level 4 and 5 on the FSA Math when comparing the same group of students as they moved from grade 4 to grade 5.  **FSA Math Results – Percentage of Students Achieving Level 4 and 5**   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Year** | **Grade 4** | | **Grade 5** | | **Summary of Growth from**  **Grade 4 to Grade 5** | | | **Level 4** | **Level 5** | **Level 4** | **Level 5** | **Level 4** | **Level 5** | | From 2015 to 2016 | \* | \* | 18 | 0 | N/A | N/A | | From 2016 to 2017 | 0 | 0 | 3 | 3 | Increased from  0% to 3% | Increased from  0% to 3% | | From 2017 to 2018 | 9 | 6 | 13 | 0 | Increased from  9% to 13% | Decreased from  6% to 0% |   ***GRADE 5 - Statewide Science Assessment Results***  The percentage of fifth grade students demonstrating proficiency in science has increased throughout the term of the charter. Specifically, the percentage of students achieving Level 3 or above has increased from 20% in 2015 to 38% in 2018. Despite the growth demonstrated by the school, there is still much room for improvement and school leaders are continuing to focus their efforts on increasing the level of training and support for teachers, as well as the availability of science materials and lab equipment for students.   |  |  | | --- | --- | | **Year** | **Percentage Level 3 or Above** | | 2014-2015 | 20% | | 2015-2016 | 12% | | 2016-2017 | 39% | | 2017-2018 | 38% |   ***GRADE 6 - FSA ELA Results***  Over the last four years, the percentage of sixth grade students achieving a Level 3 or above on the **FSA ELA** was as follows: 35% in 2016, 42% in 2017, and 59% in 2018 (as shown below). Since there were less than 10 students in grade 6 in 2015, there was no score generated.  2015 FSA ELA.Math.Science Grades 3-6 Tampa.tiff  The results indicate that students in Grade 6 have made a steady increase in the percentage of students achieving a Level 3 or above on the **FSA ELA** when reviewing the results from 2016 to 2018. Specifically, the proficiency rate in ELA increased from 35% in 2016 to 59% in 2018. Additionally, an analysis of the percentage of students achieving a Level 4 or 5 on the FSA ELA shows a dramatic increase from 2017 to 2018 when comparing results for students as they moved from fifth grade to sixth grade. The chart below shows the growth in the percentage of students achieving Level 4 and 5 on the FSA ELA when comparing the same group of students from one year to the next.  **FSA ELA Results – Percentage of Students Achieving Level 4 and 5**   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Year** | **Grade 5** | | **Grade 6** | | **Summary of Growth from**  **Grade 5 to Grade 6** | | | **Level 4** | **Level 5** | **Level 4** | **Level 5** | **Level 4** | **Level 5** | | From 2015 to 2016 | 8 | 0 | 15 | 0 | Increased from  8% to 15% | Stayed the same (0%) | | From 2016 to 2017 | 7 | 0 | 13 | 4 | Increased from  7% to 13% | Increased from  0% to 4% | | From 2017 to 2018 | 12 | 6 | 24 | 12 | Increased from  12% to 24% | Increased from  6% to 12% |   ***GRADE 6 - FSA Math Results***  Over the last four years, the percentage of sixth grade students achieving a Level 3 or above on the **FSA Math** was as follows: 40% in 2015, 14% in 2016, 33% in 2017, and 56% in 2018 (as shown below).    The results shown in the chart above indicate that percentage of students in Grade 6 demonstrating proficiency in mathematics have fluctuated from one year to the next. However, overall there has been an increase in the percentage of sixth graders achieving a Level 3 or above on the FSA ELA from Year 1 to Year 4. Specifically, there was an increase from 40% in Year 1 to 56% in Year 4. An analysis of the percentage of students who achieved a Level 4 and 5 on the FSA Math when comparing the same group of students as they moved from grade 5 to grade 6 shows that the percentage of students achieving a Level 4 or 5 (combined) increased from 6% (3% Level 4 and 3% Level 5) to a combined 28% (24% Level 4 and 4% Level 5)—see chart below.  **FSA Math Results – Percentage of Students Achieving Level 4 and 5**   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Year** | **Grade 5** | | **Grade 6** | | **Summary of Growth from**  **Grade 5 to Grade 6** | | | **Level 4** | **Level 5** | **Level 4** | **Level 5** | **Level 4** | **Level 5** | | From 2015 to 2016 | 0 | 0 | 5 | 0 | Increased from  0% t0 5% | Stayed same  (0%) | | From 2016 to 2017 | 18 | 0 | 4 | 0 | Decreased from  18% to 4% | Stayed same  (0%) | | From 2017 to 2018 | 3 | 3 | 24 | 4 | Increased from  3% to 24% | Increased from  3% to 4% |   ***GRADE 7 - FSA ELA Results***  Over the last three years, the percentage of seventh grade students achieving a Level 3 or above on the **FSA ELA** was as follows: 27% in 2016, 43% in 2017, and 50% in 2018 (as shown below).    The results indicate that students in Grade 7 have made tremendous growth in the percentage of students achieving a Level 3 or above on the **FSA ELA** when reviewing the results from 2016 to 2018. Specifically, the proficiency rate in ELA increased from 27% in 2016 to 50% in 2018. Additionally, an analysis of the percentage of students achieving a Level 4 or 5 on the FSA ELA shows that students achieving high levels of performance in math in grade 6 are not necessarily achieving the same high levels in grade 7—see chart below. Further study must be done to determine whether the Level 4 and 5 students compared from grade 6 to grade 7 are the same students. Regardless of the outcome of that analysis, the school will concentrate on increasing the rigor of 7th grade mathematics instruction and identify students that will benefit from enrichment activities in order to increase the percentage of students achieving Level 4 and 5 on the FSA ELA.  **FSA ELA Results – Percentage of Students Achieving Level 4 and 5**   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Year** | **Grade 6** | | **Grade 7** | | **Summary of Growth from**  **Grade 6 to Grade 7** | | | **Level 4** | **Level 5** | **Level 4** | **Level 5** | **Level 4** | **Level 5** | | From 2015 to 2016 | \* | \* | 9 | 9 | N/A | N/A | | From 2016 to 2017 | 15 | 0 | 9 | 0 | Decreased from  15% to 9% | Stayed same  (0%) | | From 2017 to 2018 | 13 | 4 | 5 | 9 | Decreased from  13% to 5% | Increased from  4% to 9% |   ***FSA Math Results***  Over the last three years, the percentage of seventh grade students achieving a Level 3 or above on the **FSA Math** was as follows: 60% in 2016, 35% in 2017, and 50% in 2018 (as shown below).    As depicted above, there was a sharp decrease in the percentage of seventh grade students achieving a Level 3 or above on the **FSA Math** from 2016 to 2017. However, the level of proficiency among 7th graders significantly increased in 2018. Despite the large increase from 2017 to 2018 (from 35% to 50%), there is still a need for greater increase in math proficiency as the results for last year (2018) were 10 percentile points lower than the score for 2016. An analysis of the percentage of students achieving Level 4 or 5 on the FSA Math as they moved from grade 6 to grade 7 are shown in the chart below.  **FSA Math Results – Percentage of Students Achieving Level 4 and 5**   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Year** | **Grade 6** | | **Grade 7** | | **Summary of Growth from**  **Grade 6 to Grade 7** | | | **Level 4** | **Level 5** | **Level 4** | **Level 5** | **Level 4** | **Level 5** | | From 2015 to 2016 | 0 | 0 | 10 | 10 | Increased from  0% to 10% | Increased from  0% to 10% | | From 2016 to 2017 | 5 | 0 | 9 | 0 | Increased from  5% to 9% | Stayed same  (0%) | | From 2017 to 2018 | 4 | 0 | 18 | 5 | Increased from  4% to 18% | Increased from  0% to 5% |     As shown above, a review of the percentage of high-performing students in math as they moved from grade 6 to grade 7 indicates that there appears to be more rigorous instruction being provided in math at the seventh-grade level. As a result, the school is focusing on providing academic support and training for 6th grade math teachers in an effort to increase the percentage of students achieving Level 4 and 5 on the FSA Math. The school is also targeting 7th grade students who will be able to enroll in Algebra 1 when they enter 8th grade.  ***EOC Civics Results***  The chart below shows the percentage of seventh grade students achieving proficiency on the EOC Civics assessment for the past three years. The results indicate that there has been a significant increase in the percentage of students achieving Level 3 or above on the civics state exam. Specifically, the percentage of students demonstrating proficiency in civics has increased from 73% in 2016 to 86% in 2018. The school will continue to work toward increasing proficiency levels of students on the EOC Civics assessment.   |  |  | | --- | --- | | **Year** | **Percentage Level 3 or Above** | | 2014-2015 | N/A | | 2015-2016 | 73% | | 2016-2017 | 68% | | 2017-2018 | 86% |   ***GRADE 8 - FSA ELA Results***  As depicted in the chart below, 61% of eighth grade students achieved a Level 3 or above in **FSA ELA** in 2018 (the only year for which results are available). The percentage of eighth grade students in the School District of Hillsborough County achieving proficiency on the 2018 FSA ELA was 54%. Therefore, in its first year of earning eighth grade ELA scores, the school exceeded the district’s average score by 7 percentile points.    ***FSA Math Results***  As shown below, 28% of eighth grade students achieved a Level 3 or above on the FSA Math. The percentage of 8th grade students in the School District of Hillsborough County achieving Level 3 or above on the math assessment in 2018 was 29%. Therefore, in its first year of earning eighth grade math scores, the school achieved similar results as the school district. There is clearly much room for improvement in this area. The school will strive to increase the eighth-grade math scores in order to better prepare students for higher levels of math they will need to take in high school. Additionally, the school will strive to increase the percentage of 8th graders enrolled in Algebra 1 from year to year.    ***Science Assessment Results – Grade 8***  The percentage of eighth grade students achieving proficiency on the **Statewide Science Assessment** during the 2018 spring administration was 39%. There are no other scores available for eighth graders at the school since 2018 was the first year with a sufficient number of eighth grade students to generate a score. The school’s eighth grade science scores were compared to the district’s scores to identify expected growth goals for subsequent years. The percentage of 8th grade students in the School District of Hillsborough County achieving Level 3 or above on the 2018 Statewide Science Assessment was 48%. Therefore, in its first year of earning eighth grade science scores, the school achieved a score that was only nine percentile points lower than the district’s score. There is much room for improvement and school leaders are continuing to focus their efforts on increasing the level of training and support for teachers, as well as the availability of science materials and lab equipment for students. |
| 1. ***Schoolwide reform strategies***   **Initiatives and Strategies that Result in Increased Academic Achievement**   * ***for all students especially low achieving at risk student population(s)***   Frequency of data reviews to monitor student progress on a consistent basis.  The school tackles the school-wide academic deficiencies by purchasing Achieve 3000 (<https://www.achieve3000.com/about-us>), a research-based, online literacy program. The program was implemented with fidelity to ensure technological adaptive learning followed up with strong pedagogic practice and digital literacy. These initiatives, along with the consistent implementation of a Learning Framework and an increase in the number of textbooks and technology resources available to students, assisted in the schools’ steady academic progress.  **Implementation of Educational Programs and Instructional Delivery Techniques - *for all students including low achieving at risk student population(s)***  BridgePrep Academy’s idefines specific educational programs and research-based instructional techniques designed to actively involve students in their own learning. At BridgePrep Academy of Tampa, teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. All teachers personalize instructional strategies and interventions to address individual learning needs of students. Teachers require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technology to enhance the learning process. BridgePrep Academy of Tampa utilizes the curriculum programs described below, as well as other resources and materials, to ensure that all state standards are addressed in every subject area.   * ***English Language Arts*** - *Wonders*, a comprehensive language arts program that introduces, reinforces and enriches reading comprehension skills and strategies, and highlights the writing process. Reading Wonder Works is an intensive intervention resource used to assist struggling readers in Grades K-6. * ***Mathematics***- *Go Math!* creates a spiraling mathematics curriculum that builds on the concrete and moves to the more abstract. BridgePrep believes that children understand mathematics best when it is related to real world experiences. * ***Science*** - *Science Fusion* is a state-of-the-art curriculum designed for building inquiry, STEM (Science, Technology, Environment, and Math) and optimized learning. The curriculum is designed to incorporate technology, hands-on labs and activities and virtual labs for all lessons. * ***Social Studies*** - The K-8 social studies curriculum is designed to connect students to community, state, nation and world. Teachers discuss current events, such as economy, environment and government and students develop a global perspective through an open forum. Teachers utilize videos, internet websites and blogs to connect with others and to enrich the learning experience. * ***Foreign Language (Spanish)*** – The school utilizes *Calle de la Lectura* for elementary students and *Descubre 1* and *2* for middle school students, as well as iStation for K-8 for progress monitoring and benchmark assessments. * ***Physical Education -*** The physical education program builds and develops cardiovascular strength, muscle, agility and athletic fundamentals through several activities and sports. The school participates in The Presidential Youth Fitness Program. * ***Art -*** Students experience art through a variety of hands-on projects that encourages creativity. In addition to acquiring skills and concepts, students learn to explore and experiment with a range of materials. * ***Music -*** Music is offered to every student from grades K-6. Students are involved in singing and movement while learning musical skills.   **Additional Information**  ***Extended Learning Program -*** The school provided ELP through afterschool tutoring & Saturday academies from Jan – April.  ***Social-Emotional Learning Program -*** The school addresses the needs of the “whole child.” As such, it is currently implementing a social-emotional learning called Stanford Harmony 6-8 & Framework SEL K-5, (<http://www.sanfordharmony.org>). The program cultivates strong classroom relationships between all students. The school incorporates the Stanford Harmony program daily into its planned "Morning Meetings" for grades kindergarten to eighth grade. The school believes that students who are teased or bullied suffer academically and emotionally. This program has been effective in helping children communicate, problem solve, and interact positively.  ***Community Service-*** In 2016 BridgePrep Academy of Tampa began a partnership with Joining Together Eliminating Poverty, a local charity created to foster positive relationships between families, community, and organizations in order to raise awareness and to eradicate the consequences of poverty. BridgePrep continues to annually partnership with: St Johns Church for yearly food drive to help feed families in need, Hurricane relief funds, Jump Rope for Heart medical care, Lymphoma LLS cancer raising “pennies for patience,” Kids on the Block to support bullying awareness, and Kentrell Martin (author) to bridge gap between those who speak to those hearing impaired with American Sign Language.  ***National Junior Honor Society -*** BridgePrep Academy of Tampa participates in the National Junior Honor Society (NJHS). NJHS is the nation’s premier organization established to recognize outstanding middle level students. NJHS serves to honor those students who have demonstrated excellence in the areas of scholarship, service, leadership, character, and citizenship.  **Meeting the Demands of Statutory Changes and Requirements**  ***Marjory Stoneman Douglas High School Public Safety Act (SB 7026)***  The Marjory Stoneman Douglas High School Public Safety Act outlines significant reforms to make Florida schools safer. BridgePrep Academy’s comprehensive School Safety and Security Plan is designed to ensure students and staff are provided with a safe and secure environment. The school strictly enforces safety policies and procedures and utilizes available resources and trained personnel to maintain school safety. A Mental Health Plan has been created to support students' mental health needs through company-wide school counseling supportive services. These services include prevention and intervention supports for special education and general population students. A multi-tiered support system is utilized to provide supportive services to all students, while identifying and addressing students in need of additional support. Additional supports include group and individual counseling, community referrals, crisis management, and behavioral intervention plans. Through additional state funding provided, BridgePrep Academy hopes to be able to decrease the student-counselor ratio while increasing preventive services targeted at high-risk students.  **Parent Involvement**  BridgePrep believes that parents are a critical part of the school's success. As such, the school organizes a myriad of student/parent activities and events throughout the year. Some of these events include the following: Grandparent's Breakfast, Fall Festival, Book Fairs, Spirit Restaurant Nights, Hispanic History Month, Winter Concert, Title 1 & ELL Parnet Involvement Workshops, Red Ribbon/Anti Bullying Week, Skate Night, National School Choice Week, Great American Teach-In, Movie Nights, Positive Behavior Support (PBS), multiple Academic Awards/Citizenship Assemblies, Carnation/Candy Grams, Annual Dance, Reading Challenges, End of Year Bach, Ice Cream Socials, , Donut Mornings, and Kindergarten Banquet  As a result of BridgePrep Academy’s efforts to involve parents in their child’s education, parents often participate in the school's functions and events. They share in the mission and vision of the school and are involved in brainstorming to find creative ways to fund raise. The Parent Teacher Committee (PTC) and the school maintain the community abreast of annual school goals and encourage parents to reach out to businesses to assist BridgePrep with fundraising efforts. Throughout the term of the charter, the school and parents have worked collaboratively to raise funds in order to enhance the educational program and increase the availability of technology.  **Identifiers for meeting each goal are set forth in the Annual Goals document:**  **Goal 1**:  Student achievement will increase when students are consistently engaged in rigorous tasks aligned with grade level content Florida State Standards.   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | ***Part 1:*** 63% of BridgePrep Academy Elementary students grades 3-5 will make ELA and Math gains increasing school gains average by 3% each year over a 5-year charter term.   |  |  |  | | --- | --- | --- | | **Action** | **Timeline** | **Explain / Define** | | Professional Learning Communities to address 70% or higher | Weekly All Year | Weekly meetings, Lesson planning collaboration, CBC consistency, collection of data, & gap analysis, content standards articulation continue to occur. | | Data / Response to Intervention to address lowest 30% | Weekly All Year | Data collections and analysis occur weekly. Students identified and tiers via RTI / MTSS documentation. This weekly meeting identified a need for a large group of third – eighth grade students needing immediate intensive instruction. Instructional volunteers have agreed to hold Saturday Academy for 8 straight weeks, and daily tutoring after school specifically in mathematics. | | Classroom Board Configuration (CBC) to ensure rigor & student ownership for learning | Daily Weekly All Year | Weekly lesson plan checks and classroom walk-throughs showcase CBC completion and implementation. To date, 100% participation with 94% accuracy | | Assessment (Progress Monitoring, Summative, and Formative) | Bi-Weekly & Quarterly | Assessment tools indicate significant gains for each individual child. On average & in the past proficiency is not always at 70% or higher. This may be due to school mobility. Data should always showcase gains and proficiency level on the incline. | | After School Tutoring & Saturday Academy | Quarter 2 & 3 | Tutoring occurs Tues through Friday for one full hour in grades 3-8 for enrichment and tutoring.  Read Across BridgePrep (MyOn reading) with recognition of the class with the highest reading.  Saturday Academy for 8 straight weeks with 80% Grade 3-8 invited, starting Q2 and ending Q3 | | Instructional Coach to Intervention Specialist | Ongoing / Yearly | Classroom Coach to support lesson implementation and data analysis focuses on intervention groups from January to the end of April - targeting the lowest 30th percentile. |   ***Part 2:*** Administrative to increase learning progressions & best practices in the classroom for accountability of all stakeholders by increasing number of instructors effective or higher: *15% Highly Effective Instructors, 80% Effective, 5% Needing Improvement.*   |  |  |  | | --- | --- | --- | | **Action** | **Timeline** | **Explain / Define** | | One – on – One Management Tool | Bi-Weekly / All Year | Bi Weekly individual 30 min discussions with each instructor to build effective relationship, collaboration, and accountability. | | Data Chats / RtI | Weekly / All Year | 5 Step gap analysis weekly to collect data outcomes identify lowest percentile progression and enrichment to push those in the mean by designing and or addressing small group instruction. | | University Central Florida Administrative Growth & Observations | Ongoing | Director of Morgridge International Reading Center to confirm, comprehend, assist, convey, and create increased outcomes & instructional collaborations for Principal. | | Classroom observations & Walk-throughs via coaching continuum methods. | Weekly / All Year | Weekly fidelity checks indicate 95% lesson plans completed, 95% CBC’s compliance, and 80% of teachers maintaining effective to highly effective practices that impact student performance.  Marzano’s Design questioning tools for comprehensive framework of effective instruction (min. 3 a year). Implementation of a new system as of Q2, iObservation. The digital effective teacher tool provides teachers immediate feedback and follows their IPDP (professional growth) as identified by each professional. | | Instructional Coach - Curriculum Support Specialist | Ongoing Yearly | Implementation for support personnel to co/peer teach, model, investigate, build curriculum & framework fidelity. Reports gaps, successes, and progression plan weekly to administrator. | |   **Goal 2**:  BridgePrep is dedicated to reducing prejudice, improving intergroup relations and supporting equitable school experiences for our children by decreasing concerns of accused bullying & excessive teasing by decreasing the number of discipline mentorship by 30% and discipline referrals by 20%.   |  |  |  | | --- | --- | --- | | **Action** | **Timeline** | **Explain / Define** | | Character Ed – Bully Awareness and Initiatives to promote community connections | Quarterly | Kids on Block – TBD Bullying program and letters completed. 2 Monthly Characters commenced. See Drive for activities and video’s 8 more to come.  Pre-Planning implementation of Stanford Harmony Program to build structure in our 10 min. Morning Meeting for stronger student interactions  Social Emotional Learning (SEL) with Frameworks Beginning Sept. 24 | | Morning Meeting | Daily / All Year | 100% instructors participate in 10 min morning discussion, videos, and peer-to-peer recognitions for bulletin board to showcase positive traits.  SEL (Frameworks K-5) & Stanford Harmony Program (6-8) will set a structure in enhancing student conversations, collaborations, and build community school-wide. | | Monthly Awards & Recognitions | Monthly and Events Ongoing | Last Friday of every month students recognized for peer interactions via “Student of the Month” certificate.  Honor roll recognition by Principal  End of Year Awards Ceremony  Kindergarten Graduation  Fifth Grade clap our  End of year Bash  Field Day | | Mentor Program | Ongoing | Mentor forms are being completed and provided to assigned mentors. Mentor forms have 3 interactions prior to any incident being recorded into the SDHC system, apart from physical altercation and or unsubstantiated or substantiated bullying. | | Bear Balance with Class DoJo | Ongoing | Students grade 6-8 analyze Class DoJo points to receive recognitions through Financial Literacies “balanced” books for monthly rewards  K-8 Class DoJo points to participate in classroom, grade level, and school-wide recognition. | | Enrichment & Programs to build student relationships, community interaction, and team work | Ongoing | Soccer held Q1  Volleyball held Q2  Flag Football held Q4  Cheerleading held Q2-Q4  Basketball held March Q3  Art club held Q3  Primary Brownies Q2-Q4  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Multiple book fairs (Scholastic and Barnes & Noble)  Grandparent Breakfast (cancelled due to Irma)  Hispanic Family Dinner Night  Fall Festival  Red Ribbon Week  Fall Concert  Winter Concert  Science Olympics  National School Choice Pep Rally held recognized student essay writing.  Black History Month  Talent show A  Penny for Patients (Cancer Support)  BridgePrep Orientation  Kindergarten Roundup | |
| (3) ***Instruction by highly qualified teachers.***  Another area for growth during the next term of the charter is to increase the qualifications and expertise of instructional staff. Teachers with appropriate certifications and qualifications will be hired as openings arise. Current staff will be monitored to ensure all teachers are properly certified and/or endorsed to meet the state requirements for their job positions. Additionally, teachers will be provided with ongoing quality professional development that is aligned to their specific needs.  Currently BridgePrep employs 90% HQ Teachers with 19 out of the 25 meeting ESOL requirements. |
| (4) ***High-quality and ongoing professional development***  Professional Development occurs frequently and is based on the above goals and staff needs:   * Job embedded instructional practices and standards-based PD occurs during instructional time weekly. * Weekly workshops every Monday after early release * District PDS sessions as desired   PD as stated above for the 1819 school years is as followed:   * Instructional Framework * Data-Based (closing achievement gap, analysis, outcome evaluation, collection, and reporting) * Assessment and Evaluation * Florida Standards Based (Literacy, Writing, Unpacking standards, Mathematics, Social Studies, Science) * Social Emotional Learning (Framework & Harmony) * Differentiated Instruction |
| (5) ***Strategies to attract high-quality highly qualified teachers***.  BridgePrep strives to uphold a professionally accountable workplace environment. Recruitment such as career fairs, web site advertisements, online application process, university recruitment, and individual contacts  Additional focus on:   * Annual survey’s assist in climate and culture reflection. * Pay that matches district * Stipends for additional support for student achievement |
| (6) ***Strategies to increase parental involvement***, such as family literacy services.  **Parent Involvement**  BridgePrep believes that parents are a critical part of the school's success. As such, the school organizes a myriad of student/parent activities and events throughout the year. Some of these events include the following: Grandparent's Breakfast, Fall Festival, Book Fairs, Spirit Restaurant Nights, Hispanic History Month, Winter Concert, Title 1 & ELL Parnet Involvement Workshops, Red Ribbon/Anti Bullying Week, Skate Night, National School Choice Week, Great American Teach-In, Movie Nights, Positive Behavior Support (PBS), multiple Academic Awards/Citizenship Assemblies, Carnation/Candy Grams, Annual Dance, Reading Challenges, End of Year Bach, Ice Cream Socials, , Donut Mornings, and Kindergarten Banquet  As a result of BridgePrep Academy’s efforts to involve parents in their child’s education, parents often participate in the school's functions and events. They share in the mission and vision of the school and are involved in brainstorming to find creative ways to fund raise. The Parent Teacher Committee (PTC) and the school maintain the community abreast of annual school goals and encourage parents to reach out to businesses to assist BridgePrep with fundraising efforts. Throughout the term of the charter, the school and parents have worked collaboratively to raise funds in order to enhance the educational program and increase the availability of technology. |
| (7) ***Plans for assisting preschool children in the transition from early childhood programs***, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.  N/A |
| (8) ***Measures to include teachers in the decisions regarding the use of academic assessments*** in order to provide information on, and to improve, the achievement of individual students and the overall instructional program. |
| (9) ***DELINATED IN THE ABOVE TABLES/CHARTS ARE THE*** ***Activities*** to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance which shall include measures to ensure that students’ difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance. |
| (10) ***DELINATED IN THE ABOVE TABLES/CHARTS ARE THE*** ***Coordination and integration of Federal, State, and local services and programs***, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. |