

Duval County Public Schools

Bridgeprep Academy



2019-20 Schoolwide Improvement Plan

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Bridgeprep Academy

6400 ATLANTIC BLVD, Jacksonville, FL 32211

www.bridgeprepdual.com

Demographics

Principal: Jamie Griffin

Start Date for this Principal: 7/27/2019

2019-20 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
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	80%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* Multiracial Students* White Students* Economically Disadvantaged Students*
School Grades History	2018-19: D (40%) 2017-18: C (43%) 2016-17: No Grade 2015-16: No Grade 2014-15: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan was approved by the Duval County School Board on 10/1/2019.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-8	Yes	76%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	79%

School Grades History

Year	2018-19	2017-18
Grade	D	C

School Board Approval

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SIP Authority

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

BridgePrep Academy believes that each child is a unique individual who needs a secure, nurturing and stimulating atmosphere in which to grow and mature emotionally, intellectually, physically, and socially. BridgePrep believes in a student-centered educational philosophy that emphasizes hands on learning and students actively participating in learning. Students will be able to discover through hands on, engaging activities that will incorporate different approaches to accommodate each child's learning style and as a result, raise academic achievement.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Kannada, Kharmayne	Principal	<p>The members of the school leadership team collaborate to review multiple data points, including: student performance, attendance, professional development surveys and parent feedback. The teams role is to analyze data and create action plans with specific growth targets based on current school data. The team will also use data to inform professional development plans and teacher mentoring. Specific roles of the team members are as follows:</p> <p>Principal</p> <ul style="list-style-type: none"> *Provide leadership and organization to the school leadership team *Facilitate implementation for the MTSS problem solving process *Assign staff to support goals of MTSS and PBS process *Monitor programs for efficiency and results and make changes when necessary <p>Title One Professional Development and Parent Engagement Facilitator</p> <ul style="list-style-type: none"> *Develops teachers on data driven decision making as well as successful targeted intervention programs *Models lessons for targeted students *Attend MTSS meetings and provide data to determine intervention needed <p>Classroom Teacher</p> <ul style="list-style-type: none"> *Plan and teach for small groups of identified students *Discuss problems and assist in the formulation of actions plans to move students into higher rates of academic and behavioral proficiency
Feria, Kenneth	Assistant Principal	<p>The members of the school leadership team collaborate to review multiple data points, including: student performance, attendance, professional development surveys and parent feedback. The teams role is to analyze data and create action plans with specific growth targets based on current school data. The team will also use data to inform professional development plans and teacher mentoring. Specific roles of the team members are as follows:</p> <p>Principal</p> <ul style="list-style-type: none"> *Provide leadership and organization to the school leadership team *Facilitate implementation for the MTSS problem solving process *Assign staff to support goals of MTSS and PBS process *Monitor programs for efficiency and results and make changes when necessary <p>Title One Professional Development and Parent Engagement Facilitator</p> <ul style="list-style-type: none"> *Develops teachers on data driven decision making as well as successful targeted intervention programs

Name	Title	Job Duties and Responsibilities
		<p>*Models lessons for targeted students</p> <p>*Attend MTSS meetings and provide data to determine intervention needed</p> <p>Classroom Teacher</p> <p>*Plan and teach for small groups of identified students</p> <p>*Discuss problems and assist in the formulation of actions plans to move students into higher rates of academic and behavioral proficiency</p>
Ramos, Melissa	Instructional Coach	<p>The members of the school leadership team collaborate to review multiple data points, including: student performance, attendance, professional development surveys and parent feedback. The teams role is to analyze data and create action plans with specific growth targets based on current school data. The team will also use data to inform professional development plans and teacher mentoring. Specific roles of the team members are as follows:</p> <p>Principal</p> <p>*Provide leadership and organization to the school leadership team</p> <p>*Facilitate implementation for the MTSS problem solving process</p> <p>*Assign staff to support goals of MTSS and PBS process</p> <p>*Monitor programs for efficiency and results and make changes when necessary</p> <p>Title One Professional Development and Parent Engagement Facilitator</p> <p>*Develops teachers on data driven decision making as well as successful targeted intervention programs</p> <p>*Models lessons for targeted students</p> <p>*Attend MTSS meetings and provide data to determine intervention needed</p> <p>Classroom Teacher</p> <p>*Plan and teach for small groups of identified students</p> <p>*Discuss problems and assist in the formulation of actions plans to move students into higher rates of academic and behavioral proficiency</p>
Cobb-McCoy, Kimberly	Teacher, K-12	<p>The members of the school leadership team collaborate to review multiple data points, including: student performance, attendance, professional development surveys and parent feedback. The teams role is to analyze data and create action plans with specific growth targets based on current school data. The team will also use data to inform professional development plans and teacher mentoring. Specific roles of the team members are as follows:</p> <p>Principal</p> <p>*Provide leadership and organization to the school leadership team</p>

Name	Title	Job Duties and Responsibilities
		*Facilitate implementation for the MTSS problem solving process *Assign staff to support goals of MTSS and PBS process *Monitor programs for efficiency and results and make changes when necessary Title One Professional Development and Parent Engagement Facilitator *Develops teachers on data driven decision making as well as successful targeted intervention programs *Models lessons for targeted students *Attend MTSS meetings and provide data to determine intervention needed Classroom Teacher *Plan and teach for small groups of identified students *Discuss problems and assist in the formulation of actions plans to move students into higher rates of academic and behavioral proficiency

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	67	69	50	54	40	45	67	65	0	0	0	0	0	457
Attendance below 90 percent	19	17	10	16	11	11	9	9	0	0	0	0	0	102
One or more suspensions	1	2	0	4	5	1	3	1	0	0	0	0	0	17
Course failure in ELA or Math	1	2	5	1	2	4	0	0	0	0	0	0	0	15
Level 1 on statewide assessment	0	0	0	30	23	27	25	25	0	0	0	0	0	130
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	9	4	5	2	1	0	0	0	0	0	21

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	2	5	10	2	4	0	0	0	0	0	0	0	24
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)

36

Date this data was collected or last updated

Saturday 7/27/2019

Prior Year - As Reported**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis**School Data**

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	31%	54%	61%	0%	50%	57%
ELA Learning Gains	45%	56%	59%	0%	54%	57%
ELA Lowest 25th Percentile	53%	53%	54%	0%	47%	51%
Math Achievement	34%	57%	62%	0%	52%	58%

School Grade Component	2019			2018		
	School	District	State	School	District	State
Math Learning Gains	36%	57%	59%	0%	52%	56%
Math Lowest 25th Percentile	42%	52%	52%	0%	46%	50%
Science Achievement	23%	50%	56%	0%	47%	53%
Social Studies Achievement	55%	76%	78%	0%	76%	75%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)									Total
	K	1	2	3	4	5	6	7	8	
Number of students enrolled	67 (0)	69 (0)	50 (0)	54 (0)	40 (0)	45 (0)	67 (0)	65 (0)	0 (0)	457 (0)
Attendance below 90 percent	19 ()	17 ()	10 ()	16 ()	11 ()	11 ()	9 ()	9 ()	0 ()	102 (0)
One or more suspensions	1 ()	2 (0)	0 (0)	4 (0)	5 (0)	1 (0)	3 (0)	1 (0)	0 (0)	17 (0)
Course failure in ELA or Math	1 ()	2 (0)	5 (0)	1 (0)	2 (0)	4 (0)	0 (0)	0 (0)	0 (0)	15 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	30 (0)	23 (0)	27 (0)	25 (0)	25 (0)	0 (0)	130 (0)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: 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
03	2019	29%	51%	-22%	58%	-29%
	2018	27%	50%	-23%	57%	-30%
Same Grade Comparison		2%				
Cohort Comparison						
04	2019	35%	52%	-17%	58%	-23%
	2018	23%	49%	-26%	56%	-33%
Same Grade Comparison		12%				
Cohort Comparison		8%				
05	2019	27%	50%	-23%	56%	-29%
	2018	26%	51%	-25%	55%	-29%
Same Grade Comparison		1%				
Cohort Comparison		4%				
06	2019	27%	47%	-20%	54%	-27%
	2018	38%	44%	-6%	52%	-14%
Same Grade Comparison		-11%				
Cohort Comparison		1%				
07	2019	36%	44%	-8%	52%	-16%
	2018					
Cohort Comparison		-2%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019					
	2018					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	30%	61%	-31%	62%	-32%
	2018	16%	59%	-43%	62%	-46%
Same Grade Comparison		14%				
Cohort Comparison						
04	2019	25%	64%	-39%	64%	-39%
	2018	17%	60%	-43%	62%	-45%
Same Grade Comparison		8%				
Cohort Comparison		9%				
05	2019	22%	57%	-35%	60%	-38%
	2018	31%	61%	-30%	61%	-30%
Same Grade Comparison		-9%				
Cohort Comparison		5%				
06	2019	33%	51%	-18%	55%	-22%
	2018	52%	42%	10%	52%	0%
Same Grade Comparison		-19%				
Cohort Comparison		2%				
07	2019	45%	47%	-2%	54%	-9%
	2018					
Cohort Comparison		-7%				
08	2019					
	2018					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	23%	49%	-26%	53%	-30%
	2018	29%	56%	-27%	55%	-26%
Same Grade Comparison		-6%				
Cohort Comparison						
08	2019					
	2018					
Cohort Comparison		-29%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	50%	69%	-19%	71%	-21%
2018					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	20	43	55	15	50	63	10				
ELL	16	48	59	16	32	56	36				
BLK	26	44	43	23	38	39	7	50			
HSP	30	53	65	33	31	45	31	52			
WHT	41	41		53	40		25	71			
FRL	29	47	55	30	35	49	16	53			
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	8	32	36	4	32						
ELL	11	54	40	19	38						
BLK	26	48		27	48	55	20				
HSP	22	50	50	35	48	58					

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
WHT	44	65		34	45						
FRL	27	52	54	28	47	52	23				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	70
Total Points Earned for the Federal Index	389
Total Components for the Federal Index	9
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	42
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	34
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	46
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	45
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	42
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

ELA and Science proficiency are the lowest performance areas as evident by FSA and FCAT 2.0 assessments. The need for additional support, resources, training and more small group interventions aligned with data along with the need for more regular progress monitoring contributed to low performance in these areas.

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

Math Learning Gains showed the greatest decline from the prior year from 48% to 36%. The need for additional support, resources, training and more small group interventions aligned with data along with the need for more regular progress monitoring contributed to low performance in this area.

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.

Science Achievement of 23% had the greatest gap when compared to the state average of 57%. The need for additional support, resources, training and more small group interventions aligned with data along with the need for more regular progress monitoring contributed to low performance in this area.

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

Math achievement showed the most improvement increasing from 32% to 34%. Providing additional training, support, resources and regular small group interventions contributed to an increase in this performance area.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Attendance below 90% and level 1 on state assessments are two areas of concern based on EWS data.

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

1. Increase literacy proficiency for all subgroups
2. Increase knowledge of basic math skills for all subgroups
3. Increase rigorous science instruction in all grades
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	ELA Proficiency
Rationale	<p>ELA proficiency was identified as a critical need based on FSA ELA data. There was a decline in ELA proficiency. Student achievement in reading impacts student's overall achievement and academic success in school. Based on the BPA Duval charter contract after instruction in English language arts, at the end of Kindergarten, 80% of students will demonstrate readiness to enter first grade by scoring at or above the first grade level on the school Diagnostic Reading assessment; 80% of students in Grades 1-2 Diagnostic Reading assessment when compared to the score on the Fall assessment; 75% of students in grades 3-5 and 80% of students in grades 6-8 will score at or above proficiency as measured by the state-mandated assessment in English language arts (FSA-ELA). After year one of operation, the percentage of students scoring at or above proficiency in reading will increase by five percent each year as measured by the state-mandated assessment in English language arts (FSA-ELA). After instruction in English language arts, 60% in grades 3-5, 65% in grades 6-8 or more of students scoring in the lowest 25th percentile will demonstrate learning gains as measured by the state-mandated assessment in English language arts (FSA-ELA). Additional research-based reading intervention resources are needed to increase student achievement. These additional resources will be purchased by the second quarter of school.</p>
State the measurable outcome the school plans to achieve	After instruction in reading, 50% of students in grades 3-8 will score at or above proficiency as measured by state-mandated FSA ELA assessments.
Person responsible for monitoring outcome	Kenneth Feria (kferia@bridgeprepdual.com)
Evidence-based Strategy	All teachers will implement effective standards and research based teaching instruction, such as guided reading and small group differentiated instruction aligned with best practices for meeting the diverse needs of all students to increase ELA achievement and learning gains.
Rationale for Evidence-based Strategy	Research shows that guided reading and differentiated instruction improve student achievement in reading. According to Fountas & Pinnell guided reading and small group teaching for differentiated instruction in reading is an effective strategy for increasing student reading achievement. The United States Department of Education's "Use of Technology in Teaching and Learning" states that technology ushers in fundamental structural changes that can be integral to increasing student engagement and motivation and accelerating learning.
Action Step	
Description	<ol style="list-style-type: none"> 1. Guided Reading aligned to student data 2. Fluency and comprehension progress monitoring 3. Modeling specific skills for students to master 4. Daily differentiated literacy centers 5. Admin and student data chats bi-weekly 6. After-School Tutoring 7. Appropriate use of technology to support instruction <p>Resources Needed and Timeline: Additional research-based reading intervention</p>

resources are needed to increase student reading achievement. These additional resources will be purchased by the second quarter of school and will be used by all reading teachers to increase student reading achievement.

Person Responsible Melissa Ramos (ramosm3@duvalschools.org)

#2	
Title	Science Proficiency
Rationale	Science proficiency was identified as a critical need based on FCAT 2.0 data. There was a decline in Science proficiency. Student achievement in science at the elementary level impacts student's achievement in science at the secondary level. Achievement gaps must be closed to ensure students have the science foundation to be successful in secondary science classes and meet graduation requirements. Reading Rockets states that literature and inquiry-based along with discovery-focused science instruction is widely viewed as best practice. According to the BPA Duval charter contract after instruction in science, 60% of students in Grade 5 and Grade 8 will score at or above proficiency as measured by the FCAT 2.0 in Science. After year one of operation, the percentage of students scoring at or above proficiency in science will increase by five percent each year as measured by the FCAT 2.0 in Science. Additional reading intervention resources and hands-on learning materials are needed to increase science achievement that will also be used to increase student achievement in the ESE and African-American sub-groups. These additional resources will be purchased by the second quarter of school.
State the measurable outcome the school plans to achieve	After instruction in science, 60% of students in Grade 5 and Grade 8 will score at or above proficiency as measured by the FCAT 2.0 in science.
Person responsible for monitoring outcome	Kharmayne Kannada (kannadak1@duvalschools.org)
Evidence-based Strategy	All teachers will implement effective standards and research based teaching instruction, such as hands-on inquiry based lessons aligned with best practices for meeting the diverse needs of all students to increase science achievement.
Rationale for Evidence-based Strategy	According to research students learn based on a developmental continuum. The National Science Teachers Association in alignment with Next Generation Science Standards recommends inquiry based investigations and hands-on explorations as essential to a high quality science education program.
Action Step	
Description	<ol style="list-style-type: none"> 1. weekly inquiry based hands-on investigations (twice a week to include all steps of the scientific process) 2. daily incorporate literacy strategies into science instruction 3. scientific research notebooks used in every science classroom 4. Integration of science across curriculum <p>Resources and Timeline: Additional reading intervention resources and hands-on learning materials are needed to increase science achievement that will also be used to increase student achievement in the ESE and African-American sub-groups. These additional resources will be purchased by the second quarter of school and used by science teachers for hands-on and literature focused inquiry-based investigations. Reading teachers will also integrate science-focused literature in cross-curricular reading activities and investigations.</p>
Person Responsible	Melissa Ramos (ramosm3@duvalschools.org)

#3	
Title	Math Learning Gains
Rationale	<p>Math Learning Gains was identified as a critical need based on FSA data. Math Learning Gains showed the greatest decline. Student achievement in math at the elementary and middle school levels impact student achievement in math at the secondary level. Achievement gaps must be closed to ensure students have the math skills to be successful in secondary math classes and meet graduation requirements. Based on the BPA Duval charter contract at the end of Kindergarten, 80% of students will demonstrate readiness to enter first grade by scoring at or above the first grade level on the Diagnostic Math assessment; 80% of students in Grades 1-2 will demonstrate at least one year's growth on the end-of-year assessment of the Diagnostic Math assessment; 75% of students in Grades 3-5 and 80% of students in grades 6-8 will score at or above proficiency as measured by the state-mandated assessment in mathematics (FSA-Mathematics). After year one of operation, the percentage of students scoring at or above proficiency in mathematics will increase by five percent each year as measured by the state-mandated assessment in mathematics (FSA-Mathematics). After instruction in mathematics, 65% or more of students in Grades 3-8 in the lowest 25th percentile will demonstrate learning gains as measured by the state-mandated assessment in mathematics (FSA-Mathematics).</p>
State the measurable outcome the school plans to achieve	After instruction in math, 50% of students in grades 3-8 will score at or above proficiency as measured by the state-mandated FSA math assessments.
Person responsible for monitoring outcome	Kharmayne Kannada (kannadak1@duvalschools.org)
Evidence-based Strategy	All teachers will implement effective standards and research based teaching instruction, such as using manipulatives and small group differentiated instruction aligned with best practices for meeting the diverse needs of all students to increase math achievement and learning gains
Rationale for Evidence-based Strategy	According to The National Council of Teachers of Mathematics (NCTM) building procedural fluency from conceptual understanding and supporting instruction using manipulatives and student discourse are key elements to effective math instruction. The United States Department of Education's "Use of Technology in Teaching and Learning" states that technology ushers in fundamental structural changes that can be integral to increasing student engagement and motivation and accelerating learning.
Action Step	
Description	<ol style="list-style-type: none"> 1. Guided Math instruction with student discourse aligned to student data 2. Fluency daily and skill progress monitoring daily with formal assessments every 20 days 3. Modeling specific skills for students to master 4. Daily differentiated math centers incorporating manipulatives 5. Admin and student data chats bi-weekly 6. After-School Tutoring 7. Appropriate use of technology to support instruction <p>Resources and Timeline: Additional math resources and hands-on learning materials are needed to increase math achievement that will also be used to increase student</p>

achievement in the ESE and African-American sub-groups. These additional resources will be purchased by the second quarter of school and used by math teachers to support math instruction.

Person Responsible Melissa Ramos (ramosm3@duvalschools.org)

#4	
Title	Achievement of Students with Disabilities
Rationale	Students with Disabilities were identified as a priority based on FSA data showing that the subgroup falls below the 41% threshold. Closing the achievement gap for Students with Disabilities is vital to ensuring the future academic success of this subgroup.
State the measurable outcome the school plans to achieve	After instruction in reading and math 42% of students with disabilities in grades 3-8 will score at or above proficiency as measured by state-mandated FSA ELA and Math assessments.
Person responsible for monitoring outcome	Kharmayne Kannada (kannadak1@duvalschools.org)
Evidence-based Strategy	All teachers will implement effective standards and research based teaching instruction in reading and math aligned with best practices for meeting the diverse needs of all students to increase reading and math achievement, including small group differentiated instruction based on student data and in accordance with each student's IEP. Manipulatives and technology resources will be used to support instruction.
Rationale for Evidence-based Strategy	Research shows that guided reading and differentiated instruction improve student achievement in reading. According to Fountas & Pinnell guided reading and small group teaching for differentiated instruction in reading is an effective strategy for increasing student reading achievement. According to the National Council of Teachers of Mathematics using manipulatives and building procedural fluency from conceptual understanding are critical to effective math instruction. The United States Department of Education's "Use of Technology in Teaching and Learning" states that technology ushers in fundamental structural changes that can be integral to increasing student engagement and motivation and accelerating learning.
Action Step	
Description	<ol style="list-style-type: none"> 1. Guided reading and math aligned to student data 2. Fluency and comprehension progress monitoring through the use of LLI daily 3. Modeling specific skills for students to master and provide visual references 4. Daily differentiated literacy and math centers 5. Admin and student data chats bi-weekly 6. After-School Tutoring 7. Appropriate use of technology to support instruction <p>Resources and Timeline: Additional reading intervention resources and hands-on math and science learning materials are needed to increase the reading, math and science achievement of students with disabilities. These additional resources will be purchased by the second quarter of school and used by reading, math and science teachers for hands-on and literature-focused inquiry-based cross-curricular investigations.</p>
Person Responsible	Melissa Ramos (ramosm3@duvalschools.org)

#5	
Title	Achievement of African-Americans
Rationale	The achievement of African-American students were identified as a priority based on FSA data showing that the subgroup falls below the 41% threshold. Closing the achievement gap of African-American students is vital to ensuring the future academic success of this subgroup.
State the measurable outcome the school plans to achieve	After instruction in reading and math 50% of African-American students in grades 3-8 will score at or above proficiency as measured by state-mandated FSA ELA and Math assessments.
Person responsible for monitoring outcome	Kharmayne Kannada (kannadak1@duvalschools.org)
Evidence-based Strategy	<p>All teachers will implement effective standards and research based teaching instruction in reading and math aligned with best practices for meeting the diverse needs of all students to increase reading and math achievement, including small group differentiated instruction based on student data. Manipulatives and technology resources will also be used to support instruction. Culturally-Responsive instruction will be infused within lessons taught across grade-levels.</p> <p>Research shows that guided reading and differentiated instruction improve student achievement in reading. According to Fountas & Pinnell guided reading and small group teaching for differentiated instruction in reading is an effective strategy for increasing student reading achievement. According to the National Council of Teachers of Mathematics using manipulatives and building procedural fluency from conceptual understanding are critical to effective math instruction. The United States Department of Education's "Use of Technology in Teaching and Learning" states that technology ushers in fundamental structural changes that can be integral to increasing student engagement and motivation and accelerating learning. According to ASCD's "A Framework for Culturally Responsive Teaching" research has shown that no one teaching strategy will consistently engage all learners. The key is helping students relate lesson content to their own backgrounds.</p>
Rationale for Evidence-based Strategy	
Action Step	
Description	<ol style="list-style-type: none"> 1. Guided reading and math aligned to student data 2. Fluency and comprehension progress monitoring 3. Modeling specific skills for students to master 4. Daily differentiated literacy and math centers 5. Culturally Responsive Instruction 6. Admin and student data chats bi-weekly focusing on progress within and across sub groups 7. After-School Tutoring 8. Appropriate use of technology to support instruction <p>Resources and Timeline: Additional reading intervention resources and hands-on math and science learning materials are needed to increase the reading, math and science achievement of the African-American subgroup. These additional resources will be purchased by the second quarter of school and used by reading, math and science teachers for hands-on and literature-focused inquiry-based cross-curricular investigations.</p>

Person Responsible Kenneth Feria (kferia@bridgeprepduval.com)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Based on data from the Early Warning System attendance is an area of concern. Student attendance is critical to student's academic success. Action Plan: Attendance will be addressed with the formation of an attendance committee that will develop an action plan to improve student attendance. Timeline: The attendance committee will meet monthly to monitor the implementation of the action plan and to review attendance data. Data will be used to determine additional supports and interventions needed to improve student attendance; such as, meeting with student(s) and parent(s), development of an individual student action plan, and incentives.

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

BridgePrep Academy of Duval develops activities to involve parents, families and other community stakeholders in the education of their children and to increase academic success. BridgePrep Academy of Duval partners with local business to receive awards and incentives for teachers and students. Additionally, local businesses assist with donations that support school events and activities that contribute to a positive learning environment and increased students achievement. In addition, project-based learning is one of the core frameworks for our instructional program. Through hands-on project based learning, students participate in real-world investigations that involve collaborating and researching to find solutions to real-world problems. Local community members and local issues are often incorporated into the project-based learning tasks. The school builds partnerships and involves the Duval community in contributing to student learning and student success.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

BridgePrep Academy of Duval implements the Sanford Harmony social emotional learning (SEL) program and Culturally-Responsive Education that assists with supporting student's social-emotional needs. BridgePrep Academy of Duval also has a Special Populations specialist and Positive Behavior Support Team that help to support student needs and school-wide PBIS initiatives. Additionally, BridgePrep Academy of Duval employs the Multi-tiered System of Supports (MTSS) process that provides additional support for students needing assistance with academics or behaviors. Furthermore, Duval partners with Chrysalis to provide mental health counseling and support for students and their families needing additional assistance.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

BridgePrep Academy of Duval assists students with making the transition to elementary and middle school and middle school to high school programs by on-going discussions and activities that help students begin to take additional responsibilities for their education and make the transition to elementary and middle school tasks such as students begin taking a more active role in reviewing and tracking their progress through data review and collection and data chats with their teacher. Also, teachers talk to students about their current grade expectations and share expectations for the next year's grade and how student prepare for that transition. Additionally, administration and teachers meet with parents to discuss transition activities from one school level to the next.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The school leadership team meets on a weekly basis and with members of its management team quarterly to identify and align all resources using school data points. The school leadership and members of management discuss budget updates and facilitate problem-solving sessions using budget information, student data, professional development needs and making sure the schools are compliant with state and federal mandates. Title One and other programs coordinate through the SIP process. BridgePrep Academy of Duval completes a needs assessment based on data prior to writing goals for each year. School Improvement Plans are written to ensure compliance with all state and national regulations. All school improvement plans are reviewed at the district level for appropriate use of funds and effective use of resources. This collaboration ensures that all programs support schools. The MTSS Team meets on a frequent basis to identify students in need as well as monitor students that are already identified. The team uses the problem solving team process as outlined in the Florida Department of Education's MTSS Implementation Components Ensuring common language and understanding.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

BridgePrep Academy of Duval follows the Florida State Standards which includes cross content area integration. Additionally, teachers look for ways to make connections and incorporate across subject area integration into their instructional lessons. Administration conducts data chats with teachers to discuss student progress and next steps. Teachers also provide data chats with students to discuss where students are currently working and ways for them to reach their goals. Teachers make connections and have discussions about how what they are learning applies to real life and to being college and career ready. Our school holds an annual career day that students dress for success and share career goals and plans for the future that are integrated into instruction on that day. College and Career readiness is also advanced through our project based learning lessons that incorporate real life and real world problem solving and connections. BridgePrep Academy of Duval also partners with local business to do presentations and does field trips that support college and career readiness.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: ELA Proficiency				\$130,989.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400	130-Other Certified Instructional Personnel	5611 - Bridgeprep Academy	Title, I Part A	100.0	\$45,000.00
			<i>Notes: Provide professional development to increase effectiveness of core and small group instruction.</i>			
	6400	200-Employee Benefits	5611 - Bridgeprep Academy	Title, I Part A	100.0	\$4,500.00
			<i>Notes: Coach benefits</i>			
	5100	120-Classroom Teachers	5611 - Bridgeprep Academy	Title, I Part A	100.0	\$21,000.00
			<i>Notes: Support Tier II and Tier III small group instruction to close achievement gap</i>			
	5100	200-Employee Benefits	5611 - Bridgeprep Academy	Title, I Part A	100.0	\$2,100.00
			<i>Notes: Benefits for interventionist</i>			
	5100	510-Supplies	5611 - Bridgeprep Academy	Title, I Part A	100.0	\$9,000.00
			<i>Notes: Small group consumable books for students to use during before or after school tutoring</i>			
	5000	590-Other Materials and Supplies	5611 - Bridgeprep Academy	Title, I Part A	100.0	\$29,261.50
			<i>Notes: Intervention system for reading and corresponding leveled library books for students to practice newly acquired knowledge and hands-on materials for science learning</i>			
	5100	640-Furniture, Fixtures and Equipment	5611 - Bridgeprep Academy	Title, I Part A	100.0	\$3,000.00
			<i>Notes: Document cameras that will allow teachers to model clear expectations of objectives that are taught. Students will also be able to share their own work with peers</i>			
	6400	510-Supplies	5611 - Bridgeprep Academy	Title, I Part A	100.0	\$11,025.00
			<i>Notes: To provide additional small group support in addition to the regular school day to close the achievement gap.</i>			
	5900	200-Employee Benefits	5611 - Bridgeprep Academy	Title, I Part A	100.0	\$1,102.50
			<i>Notes: Benefits for tutoring teachers</i>			
	6400	510-Supplies	5611 - Bridgeprep Academy	Title, I Part A	100.0	\$3,000.00
			<i>Notes: Materials needed to facilitate professional development activities including professional reading books</i>			
	6400	640-Furniture, Fixtures and Equipment	5611 - Bridgeprep Academy	Title, I Part A	100.0	\$2,000.00
			<i>Notes: Projector and screen so professional development activities can be more interactive</i>			
2	III.A.	Areas of Focus: Science Proficiency				\$0.00
3	III.A.	Areas of Focus: Math Learning Gains				\$23,100.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	120-Classroom Teachers	5611 - Bridgeprep Academy	Title, I Part A	100.0	\$21,000.00
			<i>Notes: Provide additional small group support to close achievement gap within subgroups</i>			
	5100	200-Employee Benefits	5611 - Bridgeprep Academy	Title, I Part A	100.0	\$2,100.00

						<i>Notes: Interventionist benefits</i>
4	III.A.	Areas of Focus: Achievement of Students with Disabilities				\$180,741.62
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5900	120-Classroom Teachers	5611 - Bridgeprep Academy	UniSIG	100.0	\$42,000.00
			<i>Notes: Provide additional small group support to close achievement gap within subgroups at various age groups</i>			
	5900	200-Employee Benefits	5611 - Bridgeprep Academy	UniSIG	100.0	\$4,620.00
			<i>Notes: Benefits for interventionist</i>			
	5900	120-Classroom Teachers	5611 - Bridgeprep Academy	UniSIG	100.0	\$43,450.00
			<i>Notes: Provide professional development to increase effectiveness of core and small group instruction.</i>			
	5900	220-Social Security	5611 - Bridgeprep Academy	UniSIG	100.0	\$4,779.50
			<i>Notes: Benefits for coach</i>			
	6200	590-Other Materials and Supplies	5611 - Bridgeprep Academy	UniSIG	100.0	\$27,689.89
			<i>Notes: Allow students to practice skills that are learned and relate what they are learning to various texts</i>			
	5900	150-Aides	5611 - Bridgeprep Academy	UniSIG	100.0	\$34,560.00
			<i>Notes: Classroom paraprofessionals - use to reduce the ratio of staff and provide targeted instructional support</i>			
	5900	220-Social Security	5611 - Bridgeprep Academy	UniSIG	100.0	\$3,801.60
			<i>Notes: Benefits for paras</i>			
	6400	120-Classroom Teachers	5611 - Bridgeprep Academy	UniSIG	100.0	\$7,797.00
			<i>Notes: Professional development provided by Fountas & Pinnell trainers to ensure effective implementation</i>			
	6500	590-Other Materials and Supplies	5611 - Bridgeprep Academy	UniSIG	100.0	\$12,043.63
			<i>Notes: Expenditures for stationery supplies and materials for tutors, PD</i>			
5	III.A.	Areas of Focus: Achievement of African-Americans				\$48,087.25
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5000	590-Other Materials and Supplies	5611 - Bridgeprep Academy	UniSIG	100.0	\$24,000.00
			<i>Notes: Small group literacy materials to increase comprehension and close achievement gap</i>			
	7300	590-Other Materials and Supplies	5611 - Bridgeprep Academy	UniSIG	100.0	\$24,087.25
			<i>Notes: Additional technology is needed to use computer-based programs and increase skills</i>			
Total:						\$396,237.87