

School District of Osceola County, FL

# Bridgeprep Academy Osceola County



2020-21 Schoolwide Improvement Plan

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## Bridgeprep Academy Osceola County

4851 KOA ST, Kissimmee, FL 34758

www.bridgepreposceola.com

### Demographics

Principal: Tbd Tbd

Start Date for this Principal: 7/20/2020

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Combination School KG-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	90%
<b>2019-20 ESSA Subgroups Represented</b> (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 White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: D (34%) 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

This plan is pending approval by the Osceola County School Board.

## SIP Authority

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

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

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

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

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

4851 KOA ST, Kissimmee, FL 34758

www.bridgepreposceola.com

### School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-8	Yes	74%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	89%

### School Grades History

Year	2019-20	2018-19
Grade	D	D

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### Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

**Provide the school's mission statement.**

Our mission at BridgePrep Academy of Osceola, 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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Ramdath, Ria	Principal	The principal serves as the chief administrator of a school, supervises all school personnel, develops and implements policies, programs, curriculum activities and budgets in a manner that promotes the educational development of each student and the professional development of each staff member. The Principal identifies annual objectives for the instructional, extracurricular and athletic programs of the school in addition to providing activities which facilitate the professional growth of the school staff and enhance the quality of the instructional program.
Tardif, Nicole	Assistant Principal	The assistant principal is responsible for overseeing the ELA and Social Studies program implementation school-wide. She assists the principal in interviewing and evaluating instructional and non-instructional staff. She supervises instructional and non-instructional staff and helps create school-wide goals related to student learning in the areas of ELA and Social Studies. She supervises or arranges for supervision of student activities both during and after school hours including school assemblies, athletic activities, and music and drama productions. She sets up the academic schedule for teachers and students.
Rocco, Marilena	Instructional Coach	K - 5 (All Content Areas) The instructional coach helps teachers reflect on instruction and facilitates the collaboration of teachers grades K-5. She encourages positive change in the school culture and promotes the use of data analysis to inform teaching practice. She promotes two way accountability and promotes supportive, connected environments. The instructional coach oversees the implementation of new learning management or student data systems, as well as helps with training and coaching for staff on how to use those systems.
Bernard, Fatemah	Instructional Coach	Math Coach 4-8 The instructional coach helps teachers reflect on Math instruction and facilitates the collaboration of Math teachers grades 4-8. She encourages positive change in the school culture and promotes the use of data analysis to inform teaching practice. She promotes two way accountability and promotes supportive, connected environments. The instructional coach oversees the implementation of new learning management or student data systems, as well as helps with training and coaching for staff on how to use those systems.
Harrington, Sharanta	Dean	The dean is responsible for overseeing the Mathematics program implementation school-wide. She assists the principal in interviewing and evaluating instructional and non-instructional staff. She supervises instructional and non-instructional staff and helps create school-wide goals related to student learning in the area of Mathematics as well as behavior. She supervises or arranges for supervision of student activities both during and after school hours including school assemblies, athletic activities, and music and drama productions.



## Demographic Information

### Principal start date

Monday 7/20/2020, Tbd Tbd

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

### Total number of teacher positions allocated to the school

26

### Demographic Data

<b>2020-21 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Combination School KG-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	90%
<b>2019-20 ESSA Subgroups Represented</b> (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 White Students Economically Disadvantaged Students
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<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>

<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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	77	84	61	66	53	71	125	88	69	0	0	0	0	694
Attendance below 90 percent	3	9	9	5	5	3	13	6	6	0	0	0	0	59
One or more suspensions	4	2	0	2	2	4	19	8	8	0	0	0	0	49
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	10	14	37	25	22	0	0	0	0	108
Level 1 on 2019 statewide Math assessment	0	0	0	0	8	18	56	32	24	0	0	0	0	138
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	1	0	5	10	41	23	20	0	0	0	0	100

The number of students identified as retainees:

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

Date this data was collected or last updated

Monday 6/1/2020

### Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	70	77	55	63	48	65	119	83	69	0	0	0	0	649
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	1	1	1	2	1	1	5	1	0	0	0	0	0	13
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	1	9	11	32	24	19	0	0	0	0	96

**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	1	2	1	0	0	0	0	0	4	

**The number of students identified as retainees:**

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

**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		
Number of students enrolled	70	77	55	63	48	65	119	83	69	0	0	0	0	649	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0		
One or more suspensions	1	1	1	2	1	1	5	1	0	0	0	0	0	13	
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	1	9	11	32	24	19	0	0	0	0	96	

**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	1	2	1	0	0	0	0	0	4	

**The number of students identified as retainees:**

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	1	0	0	0	0	0	0	0	1	
Students retained two or more times	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	42%	56%	61%	0%	56%	57%
ELA Learning Gains	43%	57%	59%	0%	59%	57%
ELA Lowest 25th Percentile	42%	55%	54%	0%	54%	51%
Math Achievement	33%	52%	62%	0%	50%	58%
Math Learning Gains	28%	55%	59%	0%	55%	56%
Math Lowest 25th Percentile	31%	49%	52%	0%	52%	50%
Science Achievement	21%	49%	56%	0%	47%	53%
Social Studies Achievement	43%	75%	78%	0%	71%	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	
	(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.**

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	43%	51%	-8%	58%	-15%
	2018					
Cohort Comparison						
04	2019	39%	51%	-12%	58%	-19%
	2018					
Cohort Comparison		39%				
05	2019	39%	48%	-9%	56%	-17%
	2018					
Cohort Comparison		39%				
06	2019	38%	48%	-10%	54%	-16%
	2018					
Cohort Comparison		38%				
07	2019	38%	47%	-9%	52%	-14%
	2018					
Cohort Comparison		38%				
08	2019	44%	49%	-5%	56%	-12%
	2018					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		44%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	65%	54%	11%	62%	3%
	2018					
Cohort Comparison						
04	2019	39%	53%	-14%	64%	-25%
	2018					
Cohort Comparison		39%				
05	2019	21%	48%	-27%	60%	-39%
	2018					
Cohort Comparison		21%				
06	2019	16%	45%	-29%	55%	-39%
	2018					
Cohort Comparison		16%				
07	2019	38%	30%	8%	54%	-16%
	2018					
Cohort Comparison		38%				
08	2019	4%	47%	-43%	46%	-42%
	2018					
Cohort Comparison		4%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	17%	45%	-28%	53%	-36%
	2018					
Cohort Comparison						
08	2019	22%	42%	-20%	48%	-26%
	2018					
Cohort Comparison		22%				

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	38%	73%	-35%	71%	-33%
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	30%	49%	-19%	61%	-31%
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	17	62		7	18						
ELL	27	43	42	24	28	30	7				
BLK	43	38		36	27	27	35				
HSP	40	44	41	28	30	34	16	40			
WHT	41	30		50							
FRL	41	44	42	32	27	34	21	43			
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
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	35
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	44
Total Points Earned for the Federal Index	347
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	26
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	31
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	1
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
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%	0
Hispanic Students	
Federal Index - Hispanic Students	35

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	40
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	37
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## 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.**

The data component with the lowest performance is Science at 21 percent achievement.

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

N/A

**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.**

When compared to the state average, the components with the greatest gaps are Science (35 percentage points).



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

N/A

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?**

After reflecting on the EWS data, an area of potential concern is the number of students scoring a Level 1 on the FSA ELA Assessment.

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

1. Ensure high levels of learning for all students in literacy.
2. Ensure high levels of mathematics achievement for all students.
3. Ensure high levels of science achievement for all students.
4. Ensure a schoolwide post-secondary culture for all students.
5. Strengthen collaborative processes to ensure that the learning needs of all students.

### Part III: Planning for Improvement

**Areas of Focus:**

**#1. Instructional Practice specifically relating to ELA**

<b>Area of Focus</b>	Ensure high levels of learning for all students in literacy
<b>Description and Rationale:</b>	Based upon the data, 42 percent of students achieved a level three or higher on the 2019 FSA ELA Assessment.
<b>Measurable Outcome:</b>	Based upon the 2020 FSA ELA Assessment, student achievement will increase from 42 percent to 47 percent when compared to the 2018-2019 FSA ELA Assessment.
<b>Person responsible for monitoring outcome:</b>	Nicole Tardif (ntardif@bridgepreposceola.com)
<b>Evidence-based Strategy:</b>	<p>BridgePrep Academy of Osceola will implement differentiated instruction in literacy classrooms.</p> <p>In a differentiated classroom, the teacher assumes that different learners have differing needs and proactively plans lessons that provide a variety of ways to “get at” and express learning. The teacher may still need to fine tune instruction for some learners, but because the teacher knows the varied learner needs within the classroom and selects learning options accordingly, the chances are greater that these experiences will be an appropriate fit for most learners.</p>
<b>Rationale for Evidence-based Strategy:</b>	<p>Teachers can differentiate in four (4) ways based on the individual learner:</p> <ul style="list-style-type: none"> <li>a) through content</li> <li>b) process</li> <li>c) product, and</li> <li>d) learning environment</li> </ul> <p>Differentiation stems from beliefs about differences among learners, how they learn, learning preferences, and individual interests (Algozzine &amp; Anderson, 2007).</p>

**Action Steps to Implement**

1. Teachers will meet twice a month during collaborative planning for the purpose of assessing, analyzing, reflecting and revising plans based upon the individual needs of all students in the mastery of standards.

**Person Responsible** Marilena Rocco (mrocco@bridgepreposceola.com)

2. Teacher teams will track every student by standard using a tracker using I-Ready and Achieve3000 assessment data.

**Person Responsible** Marilena Rocco (mrocco@bridgepreposceola.com)

3. Students will be provided with Tier 2 instruction based upon grade level standards and content using data, student by standard tracking, collaborative planning, and data analysis.

**Person Responsible** Marilena Rocco (mrocco@bridgepreposceola.com)

4. Students will be provided Tier 2 and Tier 3 small group instruction, by Co-Teachers, based upon identified gaps with monitoring by the MTSS/Intervention Coach.

**Person Responsible** Marilena Rocco (mrocco@bridgepreposceola.com)

5. Professional development will be conducted throughout the year to build shared knowledge of highly effective ELA instruction. The Leadership Team will determine areas of need through observation and data.

**Person Responsible** Marilena Rocco (mrocco@bridgepreposceola.com)

6. Based upon student data and needs of the ELL population, the instructional coach will provide additional professional development to teachers on strategies to include the utilization of small group instruction by paraprofessionals with monitoring by the ELL Compliance team member and MTSS/ Intervention Coach.

**Person Responsible** Marilena Rocco (mrocco@bridgepreposceola.com)

7. SWD will receive intervention based on their Tier 3, Tier 2, and Tier 1 individual needs by paraprofessionals with monitoring of student mastery of standards by the ESE Teacher and MTSS/ Intervention Coach.

**Person Responsible** Marilena Rocco (mrocco@bridgepreposceola.com)

8. Tutorial on standards will be provided weekly for students by tutors. Student participants will be selected based upon 2019 FSA scores (Levels 1 and 2, fragile 3s).

**Person Responsible** Marilena Rocco (mrocco@bridgepreposceola.com)

9. Co-Teachers will utilize small group instruction (push-in/pull-out) to meet the needs of all students.

**Person Responsible** Marilena Rocco (mrocco@bridgepreposceola.com)

10. Enrichment tutorial for students scoring Level 4 and 5 on the 2019 FSA will be provided by tutors (Teachers and/or Co-Teachers). Students will be engaged in activities such as project-based learning and/ or STEM.

**Person Responsible** Marilena Rocco (mrocco@bridgepreposceola.com)

**#2. Instructional Practice specifically relating to Math**

<b>Area of Focus</b>	Ensure high levels of mathematics achievement for all students
<b>Description and Rationale:</b>	Based upon the data, 33 percent of students achieved a level three or higher on the 2019 FSA Mathematics Assessment.
<b>Measurable Outcome:</b>	Based upon the 2020 FSA Mathematics Assessment, student achievement will increase from 33 percent to 36 percent when compared to the 2019 FSA Mathematics Assessment.
<b>Person responsible for monitoring outcome:</b>	Sharanta Harrington (sharrington@bridgepreposceola.com)
<b>Evidence-based Strategy:</b>	<p>BridgePrep Academy of Osceola will implement differentiated instruction in mathematics classrooms.</p> <p>BlIn a differentiated classroom, the teacher assumes that different learners have differing needs and proactively plans lessons that provide a variety of ways to “get at” and express learning. The teacher may still need to fine tune instruction for some learners, but because the teacher knows the varied learner needs within the classroom and selects learning options accordingly, the chances are greater that these experiences will be an appropriate fit for most learners.</p>
<b>Rationale for Evidence-based Strategy:</b>	<p>Teachers can differentiate in four (4) ways based on the individual learner:</p> <ul style="list-style-type: none"> <li>a) through content</li> <li>b) process</li> <li>c) product, and</li> <li>d) learning environment</li> </ul> <p>Differentiation stems from beliefs about differences among learners, how they learn, learning preferences, and individual interests (Algozzine &amp; Anderson, 2007).</p>

**Action Steps to Implement**

1. Increase coaching opportunities within classrooms in support of all content areas.

**Person Responsible** Fatemah Bernard (fbernard@bridgepreposceola.com)

2. Coaches will provide weekly support and targeted focus for teachers within the classroom.

**Person Responsible** Fatemah Bernard (fbernard@bridgepreposceola.com)

3. Using the results of the I-Ready assessments, teachers will track student data by standard and provide interventions as needed to reassess student to determine growth.

**Person Responsible** Fatemah Bernard (fbernard@bridgepreposceola.com)

4. Coaches will conference with administration and leadership team monthly to review student data based upon I-Ready assessments.

**Person Responsible** Fatemah Bernard (fbernard@bridgepreposceola.com)

5. During monthly collaborative planning, teachers will analyze data to identify student needs and determine appropriate next steps, to include but are not limited to, small group instruction and use of hands-on activities.

**Person Responsible** Fatemah Bernard (fbernard@bridgepreposceola.com)

6. Teachers will provide Tier 2 instruction based upon grade level standards and content using data, student by standard tracking, common planning and data analysis with monitoring by the MTSS/Intervention Coach.

**Person Responsible** Fatemah Bernard (fbernard@bridgepreposceola.com)

7. Co-Teachers will provide Tier 3 instruction based on gaps in mathematics content with monitoring by the MTSS/Intervention Coach.

**Person Responsible** Fatemah Bernard (fbernard@bridgepreposceola.com)

8. Co-Teachers will utilize small group instruction (push-in/pull-out) to meet the needs of all students.

**Person Responsible** Fatemah Bernard (fbernard@bridgepreposceola.com)

9. Tutorial on standards will be provided weekly for students by tutors (paraprofessionals, Teachers and/or Co-Teachers. Student participants will be selected based upon 2019 FSA scores (Levels 1 and 2, fragile 3s).

**Person Responsible** Fatemah Bernard (fbernard@bridgepreposceola.com)

10. Enrichment tutorial for students scoring Level 4 and 5 on the 2019 FSA will be provided by tutors (Teachers and/or Co-Teachers). Students will be engaged in activities such as project-based learning and/or STEM.

**Person Responsible** Fatemah Bernard (fbernard@bridgepreposceola.com)

**#3. Instructional Practice specifically relating to Science**

<b>Area of Focus</b>	Ensure high levels of science achievement for all students
<b>Description and Rationale:</b>	Based upon the data, 21 percent of students achieved a level three or higher on the 2019 FSA Science Test.
<b>Measurable Outcome:</b>	Based upon the 2020 FSA Science Test, student achievement will increase from 21 percent to 24 percent when compared to the 2019 FSA Science Test.
<b>Person responsible for monitoring outcome:</b>	Ria Ramdath (rramdath@academirpreparatoryofchampionsgate.com)
<b>Evidence-based Strategy:</b>	<p>BridgePrep Academy of Osceola will implement differentiated instruction utilizing GIZMOs, in Science, to address the individual needs of all students while allowing teachers to make informed instructional decisions based upon assessment data.</p> <p>BridgePrep Academy of Osceola will implement differentiated instruction utilizing GIZMOs, in Science, to address the individual needs of all students while allowing teachers to make informed instructional decisions based upon assessment data.</p> <p>In a differentiated classroom, the teacher assumes that different learners have differing needs and proactively plans lessons that provide a variety of ways to “get at” and express learning. The teacher may still need to fine tune instruction for some learners, but because the teacher knows the varied learner needs within the classroom and selects learning options accordingly, the chances are greater that these experiences will be an appropriate fit for most learners.</p>
<b>Rationale for Evidence-based Strategy:</b>	<p>Teachers can differentiate in four (4) ways based on the individual learner:</p> <ul style="list-style-type: none"> <li>a) through content</li> <li>b) process</li> <li>c) product, and</li> <li>d) learning environment</li> </ul> <p>Differentiation stems from beliefs about differences among learners, how they learn, learning preferences, and individual interests (Algozzine &amp; Anderson, 2007).</p>

**Action Steps to Implement**

1. Data Chats will be conducted with the leadership team three times during the school year to ensure that teachers are using student assessment data to identify needs based upon mastery of content.

**Person Responsible** Ria Ramdath (rramdath@academirpreparatoryofchampionsgate.com)

2. Using assessment data, teachers will track student mastery of the assessed standard and provide intervention as needed.

**Person Responsible** Ria Ramdath (rramdath@academirpreparatoryofchampionsgate.com)

3. The instructional coach will provide professional development to teachers, based upon need, as identified from Leadership Team observations and data.

**Person Responsible** Ria Ramdath (rramdath@academirpreparatoryofchampionsgate.com)

**#4. Culture & Environment specifically relating to Social Emotional Learning**

<b>Area of Focus Description and Rationale:</b>	Well implemented programs designed to foster SEL are associated with positive outcomes, ranging from better test scores and higher graduation rates to improved social behavior. Social-emotional competencies include skills, such as the ability to collaborate and make responsible decisions; mindsets, such as thinking positively about how to handle challenges; and habits, such as coming to class prepared.  A positive school climate includes a safe environment, strong student staff relationships, and supports for learning. It provides the foundation that students need to develop the social, emotional, and academic competencies they need to succeed in life.
<b>Measurable Outcome:</b>	There will be an identification of all students deemed to be socially or emotionally vulnerable within the first month of the school year based on historical data and teacher feedback. One hundred percent (100%) of all students identified as needing additional support will either be referred for services through our guidance counselor or will be matched in house with an adult/teacher who will provide on-going support to the student throughout the school year.
<b>Person responsible for monitoring outcome:</b>	Sharanta Harrington (sharrington@bridgepreposceola.com)
<b>Evidence-based Strategy:</b>	Students are diverse in their learning styles and needs. It is essential to assess individual learning styles and be flexible in time management to allow for meeting these different needs.
<b>Rationale for Evidence-based Strategy:</b>	Social and Emotional Learning (SEL) is not based on prescribed curricula; instead it is an approach that reflects a set of teaching strategies and practices that are student-centered. They use teaching techniques that build on students' current knowledge and skills (Gardner, 1983).

**Action Steps to Implement**

1. Teachers and staff will plan activities that are engaging and relevant to students. Identifying and building on students' individual assets and passions.
2. Teacher will plan to build an environment of belonging.
3. Teachers increase student input and voice through planning and reflection activities.

**Person Responsible** Sharanta Harrington (sharrington@bridgepreposceola.com)

**#5. Other specifically relating to Schoolwide Post Secondary Culture for all students****Area of Focus Description and Rationale:**

Students spend nearly 10 hours a day away from home, at school and in special programs. Because of this, teachers, counselors, college advisers, support providers and other educators have a unique opportunity to further develop the college-going message and encourage all students to pursue secondary education.

A college-going culture builds the expectation of post-secondary education for all students—not just the best students. It inspires the best in every student, and it supports the students in achieving their goals. Students who have the parental, school, and community expectations that college is the next step after high school see college as the norm.

However, the idea that college is the next step after high school may seem unrealistic for those students who are from one or more of the following groups: low achievers, middle to low income levels, underrepresented minorities, disabled youth, and families where no one has previously attended college.

**Measurable Outcome:**

Coordinate with the school's counselor as well as the surrounding high schools to have four(4) transition meetings (one per quarter) to include presentations on the high school pathways available as well as an introduction to post-secondary information to cultivate a college going culture.

**Person responsible for monitoring outcome:**

Sharanta Harrington (sharrington@bridgepreposceola.com)

**Evidence-based Strategy:**

Schools with a strong future orientation engage all students in planning for life after graduation. With effective school-based teams that are anchors of implementing post-secondary work, students will fully participate in their academic and personal development to access a variety of opportunities.

**Rationale for Evidence-based Strategy:**

Students should be supported in their efforts to reflect on their future and should have multiple opportunities to do so. A school culture committed to promoting students' aspirations for continuing their education must expand beyond just lessons alone.

**Action Steps to Implement**

1. The school's counselor will collaborate with the surrounding high schools to plan four(4) transition meetings for students (one per quarter) to provide students in the 8th grade with possible options for high school. These conversations and presentations should be designed to promote a college going culture.

**Person Responsible**

Sharanta Harrington (sharrington@bridgepreposceola.com)

2. The school will participate in an articulated set of grade-level sequenced activities that focus on personal development and career exploration, college preparation, and the completion of a post-secondary plan.

**Person Responsible**

Sharanta Harrington (sharrington@bridgepreposceola.com)

3. Teachers will enhance study skills and meta-cognitive skills that promote goal setting, self-assessment, time management, and planning.

**Person Responsible**

Sharanta Harrington (sharrington@bridgepreposceola.com)



**#6. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**

<b>Area of Focus Description and Rationale:</b>	ESSA data showed that in 2018-2019 the school had several low performing subgroups. The two lowest groups were the English Language Learners (ELLs) and the Students with Disabilities (SWD) who had levels of proficiency of 26% and 31% respectively. They are both below the ESSA requirement of 41%.
<b>Measurable Outcome:</b>	ESSA data for both sub groups will increase from 26% and 31% respectively to 41% in each area to fulfill the ESSA requirement.
<b>Person responsible for monitoring outcome:</b>	Sharanta Harrington (sharrington@bridgepreposceola.com)
<b>Evidence-based Strategy:</b>	Teachers will implement ESOL and ESE strategies and differentiate instruction for ESOL and ESE students to ensure that they have multiple, diverse opportunities to improve instruction for those students. In order for student performance in these two subgroups to improve, the teachers will need to differentiate the instruction to address the specific needs of those students.  In a differentiated classroom, the teacher assumes that different learners have differing needs and proactively plans lessons that provide a variety of ways to “get at” and express learning. The teacher may still need to fine tune instruction for some learners, but because the teacher knows the varied learner needs within the classroom and selects learning options accordingly, the chances are greater that these experiences will be an appropriate fit for most learners. With ESOL and ESE students how these strategies are implemented for these students is especially important.
<b>Rationale for Evidence-based Strategy:</b>	Teachers can differentiate in four (4) ways based on the individual learner: a) through content b) process c) product, and d) learning environment  Differentiation stems from beliefs about differences among learners, how they learn, learning preferences, and individual interests (Algozzine & Anderson, 2007).

**Action Steps to Implement**

- a) Teachers will be instructed on ELL and ESE strategies during PLCs by the instructional coaches.
- b) Teachers will plan lessons that incorporate ELL and ESE strategies into their lesson plans.
- c) Teachers will focus on creating individual learning goals for each of the students.
- d) Students will participate in targeted interventions that focus on their individual needs.

**Person Responsible** Nicole Tardif (ntardif@bridgepreposceola.com)

**Additional Schoolwide Improvement Priorities**

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

**None**

## Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

The effect of positive school climate not only contributes to improved academic outcomes among diverse groups of students (Astor, Benbenisty, & Estrada, 2009; Haahr, Nielsen, Hansen, & Jakobsen, 2005; OECD, 2009), but its effect seems to persist for years (Kerr, Ireland, Lopes, Craig, & Cleaver, 2004). Research shows that there is Powerful correlation between improved school climate and increased motivation to learn (K. B., & Pachan, M. 2008). School connectedness is a powerful predictor of and is associated with adolescent health and academic outcomes (Whitlock, 2006). In schools where students perceive a better structured-school, fair discipline practices, and more positive student-teacher relationships, the “probability and frequency of subsequent behavioral problems” is lower (M. C. Wang, Selman, Dishion, & Stormshak, 2010).

Bridgeprep of Osceola strives to create the best possible environment for the students who attend our school. We want students to feel safe and happy and want this to be a school environment that is healthy and conducive to learning. BridgePrep of Osceola strives to involve parents in the planning, review and improvement of Title I programs and our Parent & Family Engagement Plan. All parents are invited to attend meetings regarding the development of the required plan through flyers and school calendar. Parents are asked for their input on activities and training provided by the school. The school uses the notes from the group discussion to guide writing the plan. Parents are encouraged to participate as much as possible in school activities and are encouraged to participate in any and all school activities.

### Parent Family and Engagement Plan (PFEP) Link

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

## Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$143,548.36
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5900	150-Aides	0184 - Bridgeprep Academy Osceola County	UniSIG	800.0	\$51,840.00
			<i>Notes: Classroom paraprofessionals used to reduce the student to staff ratio and provide targeted support</i>			
	6400	120-Classroom Teachers	0184 - Bridgeprep Academy Osceola County	UniSIG	800.0	\$19,800.00

			Notes: Professional development - data days (4) after progress monitoring assessments. 4 @ 3 hours @55 Teachers @\$30/hour			
	5900	220-Social Security	0184 - Bridgeprep Academy Osceola County	UniSIG		\$5,702.40
			Notes: Benefits Social Security Workman's compensation ADP processing fee (11% base)			
	6400	220-Social Security	0184 - Bridgeprep Academy Osceola County	UniSIG		\$2,178.00
			Notes: Benefits Social Security Workman's compensation ADP processing fee (11% base)			
	5000	590-Other Materials and Supplies	0184 - Bridgeprep Academy Osceola County	UniSIG		\$45,310.58
			Notes: Fontus & Pinnell LLI Kits for intervention K-8			
	5000	590-Other Materials and Supplies	0184 - Bridgeprep Academy Osceola County	UniSIG		\$2,550.00
			Notes: Fontus & Pinnell LLI Kits for benchmark assessment K-8			
	6400	120-Classroom Teachers	0184 - Bridgeprep Academy Osceola County	UniSIG		\$7,797.00
			Notes: Fontus & Pinnell LLI Kits for intervention and benchmark assessment K-8			
	5100	360-Rentals	0184 - Bridgeprep Academy Osceola County	UniSIG		\$8,370.38
			Notes: Achieve3000 subscription			
2	III.A.	Areas of Focus: Instructional Practice: Math				\$8,635.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	360-Rentals	0184 - Bridgeprep Academy Osceola County	UniSIG	800.0	\$8,635.00
			Notes: IStation subscription for Reading and Mathematics			
3	III.A.	Areas of Focus: Instructional Practice: Science				\$59,002.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5900	120-Classroom Teachers	0184 - Bridgeprep Academy Osceola County	UniSIG	800.0	\$45,000.00
			Notes: Instructional Coach - build capacity for all teachers to learn strategies for meeting the content learning needs of students.			
	5900	220-Social Security	0184 - Bridgeprep Academy Osceola County	UniSIG	800.0	\$4,950.00
			Notes: Benefits ADP processing fee workman's compensation			
	5100	360-Rentals	0184 - Bridgeprep Academy Osceola County	UniSIG	800.0	\$9,052.00
			Notes: Gizmos, Science4Us, Reflex Subscription			
4	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning				\$0.00
5	III.A.	Areas of Focus: Other: Schoolwide Post Secondary Culture for all students				\$0.00
6	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups				\$0.00
Total:					\$263,981.25	