Bridgeprep Academy

2020-21 Schoolwide Improvement Plan

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Bridgeprep Academy

6400 ATLANTIC BLVD, Jacksonville, FL 32211

www.bridgeprepduval.com

Demographics

Principal: Jamie Griffin

Start Date for this Principal: 6/18/2020

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	80%
2019-20 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
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 is pending approval by the Duval 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.

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

6400 ATLANTIC BLVD, Jacksonville, FL 32211

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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	84%

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	2019-20	2018-19	2017-18
Grade	D	D	C

School Board Approval

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SIP Authority

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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 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, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Feria, Kenneth	Principal	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: Principal *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 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
Ramos, Melissa	Assistant Principal	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: Principal *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 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

Name	Title	Job Duties and Responsibilities
		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

Demographic Information

Principal start date

Thursday 6/18/2020, Jamie Griffin

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.*

16

Total number of teacher positions allocated to the school

43

Demographic Data

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	80%
2019-20 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

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](#).

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	74	60	73	55	46	56	81	67	58	0	0	0	0	570
Attendance below 90 percent	28	18	18	17	14	17	5	15	12	0	0	0	0	144
One or more suspensions	4	4	3	2	5	8	1	3	2	0	0	0	0	32
Course failure in ELA	1	3	1	2	1	0	0	0	1	0	0	0	0	9
Course failure in Math	1	3	1	2	1	0	0	1	0	0	0	0	0	9
Level 1 on 2019 statewide ELA assessment	0	0	0	6	9	14	21	21	15	0	0	0	0	86
Level 1 on 2019 statewide Math assessment	0	0	0	6	8	18	20	22	12	0	0	0	0	86

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	4	1	2	6	4	12	12	15	6	0	0	0	0	62

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	3	1	2	1	0	0	0	0	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Thursday 6/18/2020

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	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

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	

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	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

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	

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%
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	
	(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	29%	51%	-22%	58%	-29%
	2018	27%	50%	-23%	57%	-30%
Same Grade Comparison		2%				
Cohort Comparison						

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

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
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					
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%	0

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%	0
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	46
Hispanic Students Subgroup Below 41% in the Current Year?	NO
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	45
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

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%	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.

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?

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 students and in all subject areas
2. Increase knowledge of basic math skills for all subgroups

3. Increase rigorous science instruction in all grades
4. Increase knowledge of social studies content for all students

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	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 1-2Diagnostic 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 langauge 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.
Measurable Outcome:	After instruction in reading, 75% of students in grades 3-5 and 80% of students in grades 6-8 will score at or above proficiency as measured by state-mandated FSA ELA assessments. Sixty percent of the lowest quartile in grades 3-5 will show gains as well as sixty-five percent of the lowest quartile in grades 6-8..
Person responsible for monitoring outcome:	Melissa Ramos (ramosm3@duvalschools.org)
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 Steps to Implement

1. Guided Reading aligned to student data including LLI lessons according to Fountas and Pinell guidelines to include extension task. August 20, 2020-June 3, 2021
2. Fluency and comprehension instruction and progress monitoring including core reading instruction that adheres to the depth and rigor of the Florida Standards. August 20, 2020-June 3, 2021
3. Modeling specific skills for students to master during core reading instruction, differentiated small group instruction, and core writing instruction through the use of Lucy Calkins Writing Workshop Curriculum. August 20, 2020-June 3, 2021

4. Daily differentiated literacy centers including the use of leveled libraries and LLI lessons according to Fountas and Pinell guidelines to include extension task. August 20, 2020-June 3, 2021
5. Admin and student data chats: Week of Sept. 14, Nov. 2, Dec. 7, Jan. 25, March 1, and April 12.
6. After-School Tutoring. October 19, 2020- May 14, 2021
7. Appropriate use of technology to support instruction, including Achieve 3000 Daily Usage, I-Station Daily Usage, and I-Station lessons to remediate Tier II and Tier III skills daily. August 20, 2020-June 3, 2021

Person Responsible   Laura Ninesling (lninesling@bridgeprepduval.com)

#2. Instructional Practice specifically relating to Science	
Area of Focus Description and 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. 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 subgroups. These additional resources will be purchased by the second quarter of school.
Measurable Outcome:	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:	Kenneth Feria (kferia@bridgeprepduval.com)
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 Steps to Implement

1. Provide inquiry-based, hands-on, laboratory activities for students to make connections to real-life experiences, and explain and write about their results and experiences. Hands on inquiries: August 20, 2020-June 3, 2021: once a week in all grades.
2. Integrate literacy and literacy strategies in the science classroom in order to enhance scientific meaning through writing, talking, and reading science. August 20, 2020-June 3, 2021
3.Interactive science journals will be used as a reference. August 20, 2020-June 3, 2021
4. Anchor charts for every standard will be developed and used in instruction. August 20, 2020-June 3, 2021
5. Integration of appropriate technology in the core and differentiated science instruction including use of Gizmos, Science for Us in K-2, and Achieve 3000 in grades 3-8. August 20, 2020-June 3, 2021.

Person Responsible	Laura Ninesling (lninesling@bridgeprepduval.com)

#3. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	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 (FSAMathematics). 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).
Measurable Outcome:	After instruction in math, 75% of students in grades 3-5 and 80% in grades 6-8 will score at or above proficiency as measured by the state-mandated FSA math assessments. Sixty-five percent of the lowest quartile in grades 3-8 will show gains.
Person responsible for monitoring outcome:	Kenneth Feria (kferia@bridgeprepduval.com)
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 Steps to Implement

1. Core math instruction aligned with rigor of standard and student tasks aligned with response mechanisms. August 2020-June 3, 2021
2. Guided Math instruction with student discourse aligned to student data. August 20, 2020-June 3, 2021
3. Modeling specific skills for students to master and strategies to use, including CUBES strategy. August 20, 2020-June 3, 2021
4. Daily differentiated math centers incorporating manipulatives and including I-station daily usage and remediation for students who score less than 70% on progress monitoring assessments. August 20, 2020-June 3, 2021
5. Fluency daily and skill progress monitoring daily with formal assessments
every 20 days. Sept. 17, Oct. 15, Nov. 12, Dec. 16, Jan. 26, Feb. 23, March 23, April 20, May 18
6. Admin and student data chats monthly: Week of Sept. 14, Nov. 2, Dec. 7, Jan. 25, March 1, April 12
7. After-School Tutoring. Oct. 19- May 14

8. Appropriate use of technology to support instruction including I-Station daily usage for KG-5th, Carnegie dailly usage for 6th-8th, and Reflex Math for 3rd-8th. August 20, 2020-June 3, 2021

Person Responsible Laura Ninesling (lninesling@bridgeprepduval.com)

#4. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and 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.
Measurable Outcome:	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:	Melissa Ramos (ramosm3@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 Steps to Implement

1. Guided reading and math aligned to student data. August 20, 2020-June 3, 2021
2. Fluency and comprehension progress monitoring through the use of LLI daily. August 20, 2020-June 3, 2021
3. Modeling specific skills for students to master and provide visual

references. August 20, 2020- June 3, 2021
4. Daily differentiated literacy and math centers. August 20, 2020- June 3, 2021
5. Admin and student data chats: Week of Sept. 14, Nov. 2, Dec. 7, Jan. 25, March 1, April 12
6. After-School Tutoring: Oct. 19, 2020- May 14, 2021
7. Appropriate use of technology to support instruction. August 20, 2020- June 3, 2021
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.

Person Responsible   Charliemae Davis (cdavis@bridgeprepduval.com)

#5. ESSA Subgroup specifically relating to African-American	
Area of Focus Description and 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.
Measurable Outcome:	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:	Melissa Ramos (ramosm3@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. Manipulatives and technology resources will also be used to support instruction. Culturally-Responsive instruction will be infused within lessons taught across grade-levels.
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. 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.

Action Steps to Implement

1. Guided reading and math aligned to student data. August 20, 2020-June 3, 2021
2. Fluency and comprehension progress monitoring. August 20, 2020-June 3, 2021
3. Modeling specific skills for students to master. August 20, 2020-June 3, 2021
4. Daily differentiated literacy and math centers. August 20, 2020-June 3, 2021
5. Culturally Responsive Instruction. August 20, 2020-June 3, 2021
6. Admin and student data chats focusing on progress within and
across sub groups: Week of Sept. 14, Nov. 2, Dec. 7, Jan. 25, March 1, April 12
7. After-School Tutoring. August 20, 2020-June 3, 2021
8. Appropriate use of technology to support instruction. August 20, 2020-June 3, 2021

Person Responsible   Laura Ninesling (lninesling@bridgeprepduval.com)

Additional Schoolwide Improvement Priorities

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

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: 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.

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. A Dean of Students will be brought to the team to assist in relationship-building, restorative justice, and maintaining positive morale. 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.

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 Multitiered 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.

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				$254,716.73
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5900	120-Classroom Teachers	5611 - Bridgeprep Academy	UniSIG		$45,000.00
			Notes: 1 Instructional Coach: to build capacity for all teachers to learn strategies for meeting the content learning needs of students and to better understand the rigorous requirements of the FSA			
	5900	220-Social Security	5611 - Bridgeprep Academy	UniSIG		$4,950.00
			Notes: Benefits, Social Security, Workmans comp, and ADP processing fee (11% of base) for Instruction Coach			
	5900	360-Rentals	5611 - Bridgeprep Academy	UniSIG		$14,765.00
			Notes: Istation subscription for Reading and Math			
	5900	360-Rentals	5611 - Bridgeprep Academy	UniSIG		$8,332.13
			Notes: Achieve 3000 Subscription for Literacy			
	5100	120-Classroom Teachers	5611 - Bridgeprep Academy	Title, I Part A		$45,000.00
			Notes: Full-time Reading Interventionist Salary			
	5100	200-Employee Benefits	5611 - Bridgeprep Academy	Title, I Part A		$4,500.00
			Notes: Full-time Reading Interventionist Benefits			
	5100	120-Classroom Teachers	5611 - Bridgeprep Academy	Title, I Part A		$22,000.00
			Notes: Part-time Reading Interventionist Salary			

	5100	200-Employee Benefits	5611 - Bridgeprep Academy	Title, I Part A		$2,200.00
		Notes: Part-time Reading Interventionist Benefits				
	5900	150-Aides	5611 - Bridgeprep Academy	UniSIG		$69,120.00
		*Notes: Classroom paraprofessionals: use to reduce the ratio of students to instructional staff and provide targeted instructional support (4*180@$12 per hour for 8 hours per day)*				
	5900	220-Social Security	5611 - Bridgeprep Academy	UniSIG		$7,603.20
		Notes: Benefits, Social Security, Workmans comp, and ADP processing fee (11% of base) for paraprofessionals				
	5900	120-Classroom Teachers	5611 - Bridgeprep Academy	Title, I Part A		$10,000.00
		Notes: Full-time teachers doing tutoring (salary)				
	5900	200-Employee Benefits	5611 - Bridgeprep Academy	Title, I Part A		$1,000.00
		Notes: Full-time teachers doing tutoring (benefits)				
	6150	160-Other Support Personnel	5611 - Bridgeprep Academy	UniSIG		$18,240.00
		Notes: Parent Liason: to expand functions of family and community engagement; focus engagement on academics and lead/assist in Title I initiatives; build capacity for all staff on development and implementation of effective, academically focused family and community engagement (190 days @ $12 per hour @ 8 hours per day)				
	6150	220-Social Security	5611 - Bridgeprep Academy	UniSIG		$2,006.40
		Notes: Benefits, Social Security, Workmans comp, and ADP processing fee (11% of base) for Parent Liason				
2	**III.A.**	**Areas of Focus: Instructional Practice: Science**				**$44,456.39**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	360-Rentals	5611 - Bridgeprep Academy	UniSIG		$8,207.75
		Notes: Gizmos, Science4Us, and Reflex Subscription				
	7300	590-Other Materials and Supplies	5611 - Bridgeprep Academy	UniSIG		$23,117.26
		Notes: Technology-Laptops/Tablets and Laptop/Tablet Charging Carts				
	6500	590-Other Materials and Supplies	5611 - Bridgeprep Academy	UniSIG		$13,131.38
		Notes: Office Supplies - Expenditures for stationery supplies and materials for tutors, PD				
3	**III.A.**	**Areas of Focus: Instructional Practice: Math**				**$62,545.00**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	360-Rentals	5611 - Bridgeprep Academy	UniSIG		$11,865.00
		Notes: Achieve 3000 Subscription for Math				
	6400	130-Other Certified Instructional Personnel	5611 - Bridgeprep Academy	Title, I Part A		$45,000.00
		Notes: Full-time Instructional Coach salary				
	6400	200-Employee Benefits	5611 - Bridgeprep Academy	Title, I Part A		$4,500.00
		Notes: Full-time Instructional Coach benefits				
	7300	590-Other Materials and Supplies	5611 - Bridgeprep Academy	UniSIG		$1,180.00
		Notes: Technology-Document Cameras				

4	**III.A.**	**Areas of Focus: ESSA Subgroup: Students with Disabilities**				**$15,180.00**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	360-Rentals	5611 - Bridgeprep Academy	Title, I Part A		$3,180.00
		Notes: Basic instruction-rentals/software licenses				
	5100	510-Supplies	5611 - Bridgeprep Academy	Title, I Part A		$12,000.00
		Notes: Instructional consumable materials/supplies				
5	**III.A.**	**Areas of Focus: ESSA Subgroup: African-American**				**$71,478.00**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6100	130-Other Certified Instructional Personnel	5611 - Bridgeprep Academy	Title, I Part A		$45,000.00
		Notes: Full-time Dean of Students salary				
	6100	200-Employee Benefits	5611 - Bridgeprep Academy	Title, I Part A		$4,500.00
		Notes: Full-time Dean of Students benefits				
	6400	120-Classroom Teachers	5611 - Bridgeprep Academy	UniSIG		$19,800.00
		Notes: Professional Development:Data Days: four times per year on a Saturday after diagnostic and progress monitoring assessments; Includes data reviews to monitor progress, reflect on practice, make instructional adjustments, and share best practices; Allow teachers the opportunity to collaborate on student data analysis to meet individual student needs by utilizing data to drive instruction every 20 days (4*3 hours for 55 teachers @$30 per hour)				
	6400	220-Social Security	5611 - Bridgeprep Academy	UniSIG		$2,178.00
		Notes: Benefits, Social Security, Workmans comp, and ADP processing fee (11% of base) for teacher professional development days				
					Total:	**$461,507.50**