Collier County Public Schools

Bridgeprep Academy Collier

2021-22 Schoolwide Improvement Plan

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Bridgeprep Academy Collier

3161 SANTA BARBARA BLVD, Naples, FL 34116

www.bridgeprepcollier.com

Demographics

Principal: Carey Gilcher

Start Date for this Principal: 6/25/2021

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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	81%
2020-21 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 White Students* Economically Disadvantaged Students*
School Grades History	2018-19: D (38%) 2017-18: No Grade 2016-17: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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 Collier 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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School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-8	No	56%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	76%

School Grades History

Year	2020-21	2019-20	2018-19
Grade		D	D

School Board Approval

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our mission at BridgePrep Academy of Collier, 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	Position Title	Job Duties and Responsibilities
Feria, Kenneth	Principal	Serve as the chief administrator of the school Supervise all school personnel Develop and implement policies, programs, curriculum activities and budgets in a manner that promotes the educational development of each student and the professional development of each staff member Identify 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 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 Attend MTSS meetings and provide data to determine intervention needed Monitor programs for efficiency and results and make changes when necessary Develop and implement a professional development plan Develop teachers on data driven decision making Develop successful targeted intervention programs
Andreacchio, Lisa	Instructional Coach	Support the instructional development of all teachers in understanding curriculum, varied assessments, instruction framework, and data analysis Facilitate instructional planning to ensure the alignment state standards, curriculum, and assessments Provide or arrange professional development in an effort to understand and facilitate adult learning, generate discussions around analyzing and improving student work Model lessons in classrooms on a daily/weekly basis using a tiered system of support Analyze data to ensure that student achievement data is used to drive decisions at the classroom and school level Build strong relationships with teachers, administrators, and other coaches.

Demographic Information

Principal start date
Friday 6/25/2021, Carey Gilcher

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

18

Total number of students enrolled at the school

214

Identify the number of instructional staff who left the school during the 2020-21 school year.

11

Identify the number of instructional staff who joined the school during the 2021-22 school year.

11

Demographic Data

Early Warning Systems

2021-22

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	42	45	31	32	20	16	20	22	17	0	0	0	0	245
Attendance below 90 percent	2	10	7	5	3	6	7	8	4	0	0	0	0	52
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	5	1	0	0	1	1	3	2	0	0	0	0	13
Course failure in Math	0	2	0	0	0	0	1	6	4	0	0	0	0	13
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	5	6	6	4	0	0	0	0	21
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	12	7	7	9	6	0	0	0	0	41
Number of students with a substantial reading deficiency	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	1	0	0	2	5	4	8	6	0	0	0	0	26

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	0	0	1	0	0	0	0	1

Date this data was collected or last updated

Wednesday 8/18/2021

2020-21 - 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	57	48	24	21	21	23	18	15	0	0	0	0	0	227
Attendance below 90 percent	13	9	1	5	5	4	2	0	0	0	0	0	0	39
One or more suspensions	0	0	0	0	0	1	1	1	0	0	0	0	0	3
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	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	7	3	7	7	0	0	0	0	0	24

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

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

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

2020-21 - 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	57	48	24	21	21	23	18	15	0	0	0	0	0	227
Attendance below 90 percent	13	9	1	5	5	4	2	0	0	0	0	0	0	39
One or more suspensions	0	0	0	0	0	1	1	1	0	0	0	0	0	3
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	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	7	3	7	7	0	0	0	0	0	24

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

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

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	1	0	0	0	0	0	0	0	0	0	0	0	2
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 Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				40%	59%	61%		56%	60%
ELA Learning Gains				52%	61%	59%		58%	57%
ELA Lowest 25th Percentile					63%	54%		49%	52%
Math Achievement				35%	66%	62%		65%	61%
Math Learning Gains				23%	61%	59%		63%	58%
Math Lowest 25th Percentile					58%	52%		59%	52%
Science Achievement					46%	56%		62%	57%
Social Studies Achievement					83%	78%		86%	77%

Grade Level Data Review - State Assessments
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	2021					
	2019	53%	61%	-8%	58%	-5%
Cohort Comparison						
04	2021					
	2019	64%	58%	6%	58%	6%
Cohort Comparison		-53%				
05	2021					
	2019	20%	60%	-40%	56%	-36%
Cohort Comparison		-64%				
06	2021					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	0%	56%	-56%	54%	-54%
Cohort Comparison		-20%				
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	33%	68%	-35%	62%	-29%
Cohort Comparison						
04	2021					
	2019	50%	65%	-15%	64%	-14%
Cohort Comparison		-33%				
05	2021					
	2019	40%	67%	-27%	60%	-20%
Cohort Comparison		-50%				
06	2021					
	2019	0%	61%	-61%	55%	-55%
Cohort Comparison		-40%				
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	40%	56%	-16%	53%	-13%
Cohort Comparison						
08	2021					
	2019					
Cohort Comparison		-40%				

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019					
CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019					
HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019					
ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019					
GEOMETRY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019					

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Fall, Winter, and Spring Assessments through Mastery Connect

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	31	27	30
	Economically Disadvantaged	29	25	27
	Students With Disabilities	25	16	24
	English Language Learners	22	17	24
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	16	14	21
	Economically Disadvantaged	15	12	18
	Students With Disabilities	12	12	15
	English Language Learners	13	14	17

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	37	34	38
	Economically Disadvantaged	35	32	36
	Students With Disabilities	31	31	32
	English Language Learners	27	24	27
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	33	24	27
	Economically Disadvantaged	24	25	26
	Students With Disabilities	26	26	28
	English Language Learners	25	24	29

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	22	18	19
	Economically Disadvantaged	18	15	20
	Students With Disabilities	17	17	20
	English Language Learners	15	17	18
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	14	12	24
	Economically Disadvantaged	11	10	14
	Students With Disabilities	10	10	15
	English Language Learners	12	13	21

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	25	18	27
	Economically Disadvantaged	24	15	25
	Students With Disabilities	17	17	19
	English Language Learners	17	18	20
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	12	16	21
	Economically Disadvantaged	9	7	13
	Students With Disabilities	10	12	14
	English Language Learners	9	11	14

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	15	18	27
	Economically Disadvantaged	16	16	18
	Students With Disabilities	16	17	19
	English Language Learners	14	18	23
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	4	14	21
	Economically Disadvantaged	3	12	16
	Students With Disabilities	2	12	15
	English Language Learners	2	11	15
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	46	20	16
	Economically Disadvantaged	35	18	15
	Students With Disabilities	29	18	14
	English Language Learners	32	18	14

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	12	27	27
	Economically Disadvantaged	10	14	17
	Students With Disabilities	11	16	18
	English Language Learners	9	10	13
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	12	6	23
	Economically Disadvantaged	10	9	18
	Students With Disabilities	10	10	19
	English Language Learners	10	8	22

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	11	22	29
	Economically Disadvantaged	9	15	17
	Students With Disabilities	9	16	20
	English Language Learners	9	12	15
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	10	6	15
	Economically Disadvantaged	8	5	13
	Students With Disabilities	8	5	14
	English Language Learners	6	5	14
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	21	22	13
	Economically Disadvantaged	17	18	11
	Students With Disabilities	16	19	11
	English Language Learners	18	20	12

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	17	27		15	20						
ELL	57	50	36	33	31	20					
BLK				13							
HSP	53	46		34	33	10	26	60			
FRL	52	47		32	38		25				
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	45	60		37	21						
HSP	41	53		38	17						
FRL	32	44		32	17						

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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	33
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	12
Total Points Earned for the Federal Index	301
Total Components for the Federal Index	9
Percent Tested	87%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	20
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	34
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	13
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	35
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	34
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

In the elementary grades, our Mastery Connect Data Trackers show that ELA proficiency is at its lowest in 3rd grade (19% Spring assessment), yet at its highest in 2nd grade (38% Spring assessment). These results lead to reflection on the possible causes of this decline in achievement. All this prompts us to make better educational decisions about the support given to teachers and the

importance of fidelity to our intervention plan in addressing gaps in instruction. When looking at 2021 ELA FSA results, 4th grade ranks the lowest at 43% proficiency.

When comparing gains as shown by Mastery Connect data, 7th grade ELA results show the most improvement from a baseline of 11% proficiency to a high of 29% in the Spring assessment. Similar results are found in the 6th grade data with an increase of 15 percentage points between baseline and end-of-the-year assessments.
Of the content areas on the FSA ELA, students had the lowest scores in the area of Integration of Knowledge and Ideas.

Of the subgroups, one data point that stands out is the comparison of reading gains between 2019 and 2021 for our ESE students. In 2019, 67% of our ESE students made reading gains versus only 27% in 2021.
Reading gains for our English Language Learners (ELL) also decreased from 73% in 2019 to 45% in 2021.

Because Math is our priority area (and space is not allowed in this section), please refer to the next question for our math data analysis.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The greatest need for improvement as indicated by 2021 FSA results, is in the area of mathematics with proficiency ranging from 12% (5th grade) to 21% (4th grade) in the elementary and 36% (6th grade) to 50% (7th grade) in the middle school. This represents below District and State averages.

At the middle school level, our Mastery Connect Trackers indicate that math is an area of concern with no grade levels scoring beyond 27% proficiency when analyzing the results of the 2021 Spring assessments. The lowest proficiency numbers are at the 7th grade level with only 15% of students scoring at mastery levels (3 or above). When looking at 2021 FSA results, 5th grade ranks the lowest at 12% proficiency.

In Math, a larger percentage of our Hispanic subgroup made gains in math: 33% in 2021 versus 17% in 2019.

Of the content areas on the FSA Math, the lowest scores in the elementary grades were in the area of Operations, Algebraic Thinking, and Numbers Base 10. At the middle school level, it was in Geometry.

2021 FSA results indicate that the lowest performing subgroup in both reading and math is the Economically Disadvantaged.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Factors that contributed to this need for improvement include the lack of continuity with the same group of students having several teachers. Most were teachers with little experience who lacked the knowledge
necessary to unpack state standards and implement research-based instructional
practices as well as how to use data analysis to drive instruction.

Another factor was the lack of fidelity to our intervention plan. While we had a plan in place, staffing was an issue, as the interventionists changed throughout the year.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The area which showed the most improvement was ELA proficiency. The 2019 FSA results indicate that 40% of the students were proficient, versus 51% in 2021. Math gains also improved from 23% of students showing gains in 2019 to 31% of students showing gains in 2021. However, these results are still below district and state averages.

What were the contributing factors to this improvement? What new actions did your school take in this area?

One of the main contributing factors to ELA improving from 40% proficiency in 2019 to 51% in 2021 is consistency, cross curriculum, and confidence. The curriculum for the ELA program is very well scripted which enables the teacher to teach with proficiency. However, in order to build the consistency each teacher in all division would teach in the same objective pattern. First identify the terms. Break the terms down to the root basis and have the children understand the meaning behind the vocabulary in order to grasp the concepts. We aligned this procedure over all subjects including math, science, history as well as ELA, since it is relevant for all. Confidence of building a vocabulary bank was a huge asset to our students and weekly writing assignments applying the vocabulary to each written assignment, rough drafts one-week, final drafts second week.

Weekly reading and comprehension question assignments from our Achieve 3000 program allowed students the accessibility to build confidence with reading and comprehension which was also applied for all core subjects. Finally, we had weekly Socratic discussions for the children to incorporate the vocabulary into their oral word banks. Comprehension and confidence with their knowledge were a result of fidelity and application and most importantly - consistency and accountability with the applications. Other factors that contributed to this improvement was the stability of the teaching staff in this department, the fidelity of the intervention plan, and the services of the curriculum support team to strengthen teaching skills.

What strategies will need to be implemented in order to accelerate learning?

To accelerate learning, differentiated instruction must be implemented effectively to target students' areas of deficiency. The intervention plan must be followed through with consistency. Professional development is key to achieve program components.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

BridgePrep Academy offers professional development through its curriculum support team as well as going beyond in-house expertise. The organization hosts a two-week summer academy to all administrators as well as instructional coaches. Instructional coaches have been trained by Dr Puig, Arles Carballo and Darliny Katz to turn key first month to all new teachers. In addition, observational classes will be set forth for teachers to observe, network and enhance their teaching tool buckets. BridgePrep curriculum coordinators conduct bi-weekly visits to provide instructional support and ensure program fidelity. Teachers have access to PD modules developed by BridgePrep's Researchers in Educational Development & Systems (REDS). REDS members also coordinate training for our core content programs such as Achieve 3000 and iStation.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

A new meeting schedule will be followed to include all stakeholders:
Committee meetings with representatives from several BridgePrep campuses
BridgePrep principal meetings with all 15 principals led by Patricia Garcia, Lead Principal

Quarterly visits by BridgePrep Department Directors
Data conferences with BridgePrep Curriculum Support Team

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Enhanced Mathematics instruction - Mathematics proved to be one the lowest performing areas for all tested grade levels both in proficiency and learning gains. Math proficiency decreased since 2019 (the last accountability year) from 35% to 31%. While math learning gains increased from 23% to 31%, it is still considered a critical need area. In third grade, only 18% of students achieved proficiency and, in fifth grade, it was only 12%. Achievement gaps must be closed to ensure students have the math skills to be successful in math classes at every grade level in order to meet graduation requirements.
Measurable Outcome:	After instruction in math, our math goals for the 2021-2022 school year are: 40% or more of students in grades 3-8 will score at or above proficiency on the FSA 40% or more of students will demonstrate learning gains 40% or more of students in the lowest 25th percentile will demonstrate learning gains
Monitoring:	Progress-monitoring will occur with the use of iStation and Mastery Connect. Quarterly data conferences will be implemented among the Curriculum Support Team, the Executive Director of Education, and the School Administration. Administration will hold monthly data chats with teachers. Teachers will hold data chats with students. Baseline, Winter, and Spring Assessments will identify areas of improvement for targeted intervention.
Person responsible for monitoring outcome:	Kenneth Feria (feriak@collierschools.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

Core math instruction aligned with rigor of standard and student tasks aligned with assessment.

Person Responsible	Kenneth Feria (feriak@collierschools.com)

Modeling specific skills for students to master and strategies to use, including the CUBES strategy.

Person Responsible	Lisa Andreacchio (landreacchio@bridgeprepcollier.com)

Progress monitoring through iStation.

Person Responsible	Kenneth Feria (feriak@collierschools.com)

#2. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	Science proficiency was identified as a critical need based on the state standardized data of 2021. Only 26% of the students tested scored at proficiency levels in science. 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. 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 lowest performing subgroups.
Measurable Outcome:	After instruction in science, 50% of students in Grade 5 and Grade 8 will score at or above proficiency as measured by the state standardized assessment.
Monitoring:	Progress-monitoring will occur with the use of iStation and Mastery Connect. Quarterly data conferences will be implemented among the Curriculum Support Team, the Executive Director of Education, and the School Administration. Administration will hold monthly data chats with teachers. Teachers will hold data chats with students. Baseline, Winter, and Spring Assessments will identify areas of improvement for targeted intervention.
Person responsible for monitoring outcome:	Kenneth Feria (feriak@collierschools.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	

Provide inquiry-based, hands-on, laboratory activities for students to make connections to real-life experiences, where students explain and write about their results and experiences.

Person Responsible	Kenneth Feria (feriak@collierschools.com)

Integrate literacy and literacy strategies in the science classroom in order to enhance scientific meaning through writing, talking, and reading science

Person Responsible	Lisa Andreacchio (landreacchio@bridgeprepcollier.com)

Use of Anchor Charts in instruction.

Person Responsible	Lisa Andreacchio (landreacchio@bridgeprepcollier.com)

#3. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	While ELA proficiency increased as measured by the 2021 FSA (51% in 2021 vs 40% in 2019), learning gains decreased, from 52% in 2019 to 44% in 2021. The learning gains of the lowest 25% was one of the lowest data elements with only 29% of students in this group making gains. The 2019 FSA results indicate that only 27% of ESE students made reading gains, compared to 67% in 2019. Learning gains are identified as a critical need based on FSA ELA data. Student achievement in reading impacts students' overall achievement and academic success in school.
Measurable Outcome:	After instruction in reading: 55% of students in grades 3-8 will score at or above proficiency as measured by state-mandated FSA 50% of students will demonstrate learning gains 50% of students in the lowest 25% will demonstrate learning gains
Monitoring:	Progress-monitoring will occur with the use of iStation and Mastery Connect. Quarterly data conferences will be implemented among the Curriculum Support Team, the Executive Director of Education, and the School Administration. Administration will hold monthly data chats with teachers. Teachers will hold data chats with students. Baseline, Winter, and Spring Assessments will identify areas of improvement for targeted intervention.
Person responsible for monitoring outcome:	Kenneth Feria (feriak@collierschools.com)
Evidence-based Strategy:	All teachers will implement effective standards- and research-based teaching instruction, such as guided reading and small group differentiated instruction aligned with best practices for meeting the diverse needs of all students to increase ELA achievement and learning gains.
Rationale for Evidence-based Strategy:	Research shows that guided reading and differentiated instruction improve student achievement in reading. According to Fountas & Pinnell guided reading and small group teaching for differentiated instruction in reading is an effective strategy for increasing student reading achievement. The United States Department of Education's "Use of Technology in Teaching and Learning" states that technology ushers in fundamental structural changes that can be integral to increasing student engagement and motivation and accelerated learning.

Action Steps to Implement

Core reading instruction that adheres to the depth and rigor of the Florida Standards.

Person Responsible	Kenneth Feria (feriak@collierschools.com)

Monitor the use of technology and disaggregate data from Achieve 3000 and iStation to identify focus areas of intervention.

Person Responsible	Lisa Andreacchio (landreacchio@bridgeprepcollier.com)

#4. ESSA Subgroup specifically relating to Economically Disadvantaged	
Area of Focus Description and Rationale:	Economically disadvantaged students were identified as a priority based on FSA data showing that the subgroup falls below the 41% threshold. Closing the achievement gap for economically disadvantaged students is vital to ensuring the future academic success of this subgroup.
Measurable Outcome:	After instruction in reading and math 42% of economically disadvantaged students in grades 3-8 will score at or above proficiency as measured by state-mandated FSA ELA and Math assessments.
Monitoring:	Progress-monitoring will occur with the use of iStation and Mastery Connect. Quarterly data conferences will be implemented among the Curriculum Support Team, the Executive Director of Education, and the School Administration. Administration will hold monthly data chats with teachers. Teachers will hold data chats with students. Baseline, Winter, and Spring Assessments will identify areas of improvement for targeted intervention.
Person responsible for monitoring outcome:	Lisa Andreacchio (landreacchio@bridgeprepcollier.com)
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

Monitor the use of technology and disaggregate data from Achieve 3000 and iStation to identify focus areas of intervention.

Person Responsible	Lisa Andreacchio (landreacchio@bridgeprepcollier.com)

Use of Mastery Connect Data Trackers for progress monitoring.

Person Responsible	Lisa Andreacchio (landreacchio@bridgeprepcollier.com)

Data conferences as follows:
Between the leadership team and the curriculum support team
Between the leadership team and the teachers
Between the teachers and the students

Person Responsible	Kenneth Feria (feriak@collierschools.com)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Attendance will be monitored with interventions provided at different data points. The attendance intervention plan includes parent and student conferences and adherence to the attendance contract.

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.

BPA of Collier addresses building a positive school culture and environment by building a foundation of trust and positivity among the students, administration, and the teachers. We will provide the opportunity for each student to know their worth by providing various outlets for the students to celebrate their interests and have a voice within the walls of BPA and our community.

In order to build a level of trust with our students we must observe and get to know them as individuals in order to give them a place in the community. Therefore, we are providing various outlets for the students to express their interests as well as support the broadening of their mindset. Some of the outlets we are providing will be student government, Leadership Day, the arts with seasonal shows - private and group musical lessons, after school FSA prep, sports clubs, and our Alumni Give Back Program.

We here at BPA collier are providing support to our community by creating bi-lingual friendly classrooms and daily Spanish classes as part of our everyday curriculum. Reflecting our demographics, we strive to install confidence in our ELL students as well as the need for our non-Spanish speaking students to learn Spanish and have daily support to fulfill that need.

Our Leadership Day will open our doors to well respected people of our community such as doctors, lawyers, local and public entrepreneurs, Collier County employees, sports figures, and motivational public speakers to instill confidence and create a positive mindset. We have arranged for our community leaders such as the Fire and Police Departments and Collier Cat Transportation to visit and allow our students to see them as part of the community and develop a level of respect for the unsung heroes that are always there for us if needed.

The arts programs will allow a creative outlet for our students to expand the lessons from the pages of our books and place them in a three-dimensional world of display. While our curriculum is important and supports the need for our students to have a solid intellectual foundation, we at BPA also see a need for our students to implement that intellect with a creative outlet by creating short plays and one man shows that reflect our quarterly lessons in subjective entertainment.

A student government will provide the students awareness of how we must work as a cohesive community to obtain a common goal. We will provide opportunities for students to vote on field trips and to develop a plan for fundraising to provide the equity to pursue the trips and have a vested interest.

We at BPA Collier have found that the FSA afterschool prep was very beneficial to our ELA department therefore we will implement that with our Science and Math courses as well. The additional prep depletes some of the anxiety that has been placed upon our students regarding testing and clears the mind to focus on the task and not the test.

In moving into our after-school sports clubs, we will provide a much-needed outlet for our students to develop their social skills through sports without the competitive nature that sometimes disrupts the lesson of comradery that also aligns with athletics. Scrimmages and community games will help the students to build a friendly comradery amongst our student culture as well as provide a safe environment to channel that after school energy.

This year we have our "Alumni Give Back Program". This is new for the 2021-22 school year since we have just had our first graduating class last year. We have had an interest for our students to return and "give back" to our community. We will welcome Alumni and their strengths back into our school to support our students and build the sense of pride to be a BPA Bulldog.

We at BPA Collier are striving to build a culture of confidence and pride within our community and within our students and support their needs to succeed. With this year's programs we feel that we have developed a realistic goal for the students as well the school to succeed in meeting our goal of a positive mindset where there are no dead ends, only obstacles.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

BridgePrep Academy develops activities to involve parents, families and other community stakeholders in the education of their children and to increase academic success. BridgePrep Academy 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 student 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 community in contributing to student learning and student success.

BridgePrep Academy 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 employs

the Multitiered System of Supports (MTSS) process that provides additional support for students needing assistance with academics or behaviors.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Math				$253,871.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	120-Classroom Teachers	9037 - Bridgeprep Academy Collier	General Fund	4.0	$190,000.00
	5100	319-Technology-Related Professional and Technical Services	9037 - Bridgeprep Academy Collier	General Fund	1.0	$15,000.00
			Notes: Professional Development			
	5100	200-Employee Benefits	9037 - Bridgeprep Academy Collier	General Fund	4.0	$19,000.00
	5100	319-Technology-Related Professional and Technical Services	9037 - Bridgeprep Academy Collier	General Fund	1.0	$10,871.00
			Notes: iStation			
	5100	200-Employee Benefits	9037 - Bridgeprep Academy Collier	General Fund		$19,000.00
2	III.A.	Areas of Focus: Instructional Practice: Science				$209,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	120-Classroom Teachers	9037 - Bridgeprep Academy Collier	General Fund	4.0	$190,000.00
	5100	200-Employee Benefits	9037 - Bridgeprep Academy Collier	General Fund	4.0	$19,000.00
			9037 - Bridgeprep Academy Collier			$0.00
3	III.A.	Areas of Focus: Instructional Practice: ELA				$288,078.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	120-Classroom Teachers	9037 - Bridgeprep Academy Collier	General Fund	4.0	$190,000.00
	5100	510-Supplies	9037 - Bridgeprep Academy Collier	General Fund	1.0	$7,000.00
	5100	200-Employee Benefits	9037 - Bridgeprep Academy Collier	General Fund	4.0	$19,000.00
	5100	520-Textbooks	9037 - Bridgeprep Academy Collier	General Fund	1.0	$39,478.00
			Notes: Reading Horizons			

	5100	319-Technology-Related Professional and Technical Services	9037 - Bridgeprep Academy Collier	General Fund	1.0	$13,600.00
			Notes: Achieve 3000			
	5100	200-Employee Benefits	9037 - Bridgeprep Academy Collier	General Fund	4.0	$19,000.00
4	**III.A.**	**Areas of Focus: ESSA Subgroup: Economically Disadvantaged**				**$5,192.00**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	319-Technology-Related Professional and Technical Services	9037 - Bridgeprep Academy Collier	General Fund	1.0	$5,192.00
			Notes: Mastery Connect			
					Total:	**$756,141.00**