

Duval County Public Schools

Bridgeprep Academy



2021-22 Schoolwide Improvement Plan

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Bridgeprep Academy

6400 ATLANTIC BLVD, Jacksonville, FL 32211

www.bridgeprepeduval.com

Demographics

Principal: Jamie Griffin

Start Date for this Principal: 6/30/2021

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	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	80%
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* Multiracial Students* White Students* Economically Disadvantaged Students*
School Grades History	2018-19: D (40%) 2017-18: C (43%) 2016-17: 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	

* 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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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	Yes	79%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	85%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		D	D	C

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

Principal start date

Wednesday 6/30/2021, 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.*

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.*

Total number of teacher positions allocated to the school

Total number of students enrolled at the school

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

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

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	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	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	0	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

Date this data was collected or last updated

Wednesday 6/30/2021

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	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	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	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	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				31%	54%	61%	30%	51%	60%
ELA Learning Gains				45%	56%	59%	53%	53%	57%
ELA Lowest 25th Percentile				53%	53%	54%	57%	50%	52%
Math Achievement				34%	57%	62%	32%	57%	61%
Math Learning Gains				36%	57%	59%	48%	55%	58%
Math Lowest 25th Percentile				42%	52%	52%	53%	50%	52%
Science Achievement				23%	50%	56%	29%	52%	57%
Social Studies Achievement				55%	76%	78%		78%	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	29%	51%	-22%	58%	-29%
Cohort Comparison						
04	2021					
	2019	35%	52%	-17%	58%	-23%
Cohort Comparison		-29%				
05	2021					
	2019	27%	50%	-23%	56%	-29%
Cohort Comparison		-35%				
06	2021					
	2019	27%	47%	-20%	54%	-27%
Cohort Comparison		-27%				
07	2021					
	2019	36%	44%	-8%	52%	-16%
Cohort Comparison		-27%				
08	2021					
	2019					
Cohort Comparison		-36%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	30%	61%	-31%	62%	-32%
Cohort Comparison						
04	2021					
	2019	25%	64%	-39%	64%	-39%
Cohort Comparison		-30%				
05	2021					
	2019	22%	57%	-35%	60%	-38%
Cohort Comparison		-25%				
06	2021					
	2019	33%	51%	-18%	55%	-22%
Cohort Comparison		-22%				
07	2021					
	2019	45%	47%	-2%	54%	-9%
Cohort Comparison		-33%				
08	2021					
	2019					
Cohort Comparison		-45%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	23%	49%	-26%	53%	-30%
Cohort Comparison						
08	2021					
	2019					
Cohort Comparison		-23%				

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	50%	69%	-19%	71%	-21%

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.

Data forthcoming

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring

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	26	22		23	32	36	25				
ELL	26	39	45	23	32	59	10	21			
BLK	22	23	13	21	26	37	21	29			
HSP	37	44	53	32	36	60	33	26			
MUL	10			30							
WHT	36	34		37	32		33	56			
FRL	29	29	24	27	26	42	25	34			
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	20	43	55	15	50	63	10				
ELL	16	48	59	16	32	56	36				
BLK	26	44	43	23	38	39	7	50			

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
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				

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	28
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	7
Progress of English Language Learners in Achieving English Language Proficiency	25
Total Points Earned for the Federal Index	281
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	23
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	31
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	24
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	38
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	20
Multiracial Students Subgroup Below 41% in the Current Year?	YES
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	38
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	30
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?

Information coming

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

Information coming

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

Information coming

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

Information coming

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

Information coming

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

Information coming

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.

Information coming

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

Information coming

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:

Measurable Outcome:

Monitoring:

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy:

Rationale for Evidence-based Strategy:

Action Steps to Implement

No action steps were entered for this area of focus

#2. ESSA Subgroup specifically relating to African-American

Area of Focus Description and Rationale:

Measurable Outcome:

Monitoring:

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy:

Rationale for Evidence-based Strategy:

Action Steps to Implement

No action steps were entered for this area of focus

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:

Measurable Outcome:

Monitoring:

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy:

Rationale for Evidence-based Strategy:

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.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.

Information coming

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.

Information coming

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

Information coming

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$205,152.85
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5900	120-Classroom Teachers	5611 - Bridgeprep Academy	UniSIG		\$45,891.00
			<i>Notes: 1 Instructional Coach - Assignment of Coach to build capacity for all teachers to learn strategies for meeting the ELA/Science content learning needs of students and to better understand the rigorous requirements of the FSA. • Build capacity for all teachers for differentiating instruction by acting as professional peer mentors and PD facilitators • Improve the alignment of curriculum, instruction and assessment to the rigor of the Florida Standards • The implementation of the coaching cycle/coaching</i>			
	5900	150-Aides	5611 - Bridgeprep Academy	UniSIG		\$43,200.00
			<i>Notes: Classroom paraprofessionals – use to reduce the ratio of staff to instructional staff and provide targeted instructional support (2*180 days @\$15* 8hrs)</i>			
	6150	160-Other Support Personnel	5611 - Bridgeprep Academy	UniSIG		\$18,240.00
			<i>Notes: Parent Liaison-Expand functions of family and community engagement staff to focus engagement on academics and to lead and assist Title I initiatives. Build capacity for all staff on development and implementation of effective , academically focused family and community engagement (190 days @ \$12 an hour @ 8 hours a day)</i>			
	5900	150-Aides	5611 - Bridgeprep Academy	UniSIG		\$45,891.00
			<i>Notes: MTSS Coordinator-MTSS Coordinator to work with the paraprofessionals and instructional staff to oversee the implementation the BPA-MTSS/RTI model of increasingly intense student interventions and monitor student progress according to prescribed procedures.</i>			

	5100	360-Rentals	5611 - Bridgeprep Academy	UniSIG		\$22,230.00
			<i>Notes: Achieve 3000 for literacy subscription including professional development and site set up fee</i>			
	5100	360-Rentals	5611 - Bridgeprep Academy	UniSIG		\$7,660.85
			<i>Notes: Mastery Connect Subscription</i>			
	5900	120-Classroom Teachers	5611 - Bridgeprep Academy	Title, I Part A		\$10,000.00
			<i>Notes: Full-time teachers doing tutoring (projected salary)</i>			
	5900	200-Employee Benefits	5611 - Bridgeprep Academy	Title, I Part A		\$1,000.00
			<i>Notes: full-time teachers doing tutoring (benefits)</i>			
	5100	510-Supplies	5611 - Bridgeprep Academy	Title, I Part A		\$6,040.00
			<i>Notes: Instructional consumable materials/supplies</i>			
	5100	640-Furniture, Fixtures and Equipment	5611 - Bridgeprep Academy	Title, I Part A		\$5,000.00
			<i>Notes: Classroom equipment (projectors, document cameras, student tablets, computers, laptops/lapcarts)</i>			
2	III.A.	Areas of Focus: ESSA Subgroup: African-American				\$82,649.25
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	7300	590-Other Materials and Supplies	5611 - Bridgeprep Academy	UniSIG		\$22,529.25
			<i>Notes: Technology-Tablets and Tablet Charging Carts with delivery, setup, and deployment (4 10 pack os tablets laptops @ \$4779.50, 2 tablet carts @ \$961.39, delivery, setup, deployment @ \$1,488.47)</i>			
	6400	120-Classroom Teachers	5611 - Bridgeprep Academy	UniSIG		\$12,600.00
			<i>Notes: Professional Development-Data days-three times a year on 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 students data analysis to meet individual students needs by utilizing data to drive instruction every 20 days (3*3 hours for 40 teacher @ \$35 an hour)</i>			
	5100	150-Aides	5611 - Bridgeprep Academy	Title, I Part A		\$43,200.00
			<i>Notes: Full-time instructional paraprofessionals (projected salary)</i>			
	5100	200-Employee Benefits	5611 - Bridgeprep Academy	Title, I Part A		\$4,320.00
			<i>Notes: Full-time instructional paraprofessionals (benefits)</i>			
3	III.A.	Areas of Focus: Instructional Practice: Science				\$65,600.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6400	130-Other Certified Instructional Personnel	5611 - Bridgeprep Academy	Title, I Part A		\$46,000.00
			<i>Notes: Full-time Math/Reading/Science coach (projected salary)</i>			
	6400	200-Employee Benefits	5611 - Bridgeprep Academy	Title, I Part A		\$4,600.00
			<i>Notes: Full-time Math/Reading/Science coach (benefits)</i>			
	5100	360-Rentals	5611 - Bridgeprep Academy	Title, I Part A		\$15,000.00
			<i>Notes: Basic instruction-Rentals/Software licenses</i>			
					Total:	\$414,052.50