School District of Osceola County, FL

Bridgeprep Academy Osceola County

2021-22 Schoolwide Improvement Plan

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Bridgeprep Academy Osceola County

4851 KOA ST, Kissimmee, FL 34758

www.bridgepreposceola.com

Demographics

Principal: Tbd Tbd　　　　　　　　　　　　　　Start Date for this Principal: 7/25/2020

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	90%
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 (34%) 2017-18: No Grade 2016-17: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
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 Osceola County School Board.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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Bridgeprep Academy Osceola County

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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	80%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	92%

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.

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Ramdath, Ria	Principal	The principal serves as the chief administrator of a school, supervises all school personnel, develops and implements policies, programs, curriculum activities, and budgets in a manner that promotes the educational development of each student and the professional development of each staff member. The principal identifies annual objectives for the instructional, extracurricular, and athletic programs of the school in addition to providing activities that facilitate the professional growth of the school staff and enhance the quality of the instructional program.
Moriarty, Alyssa	Assistant Principal	The assistant principal is responsible for overseeing the ELA and social studies program implementation school-wide. She assists the principal in interviewing and evaluating instructional and non-instructional staff. She supervises instructional and non-instructional staff and helps create school-wide goals related to student learning in the areas of ELA and social studies. She supervises or arranges for supervision of student activities both during and after school hours including school assemblies, athletic activities, and music and drama productions.
Harrington, Sharanta	Dean	The dean is responsible for overseeing the mathematics program implementation school-wide. She assists the principal in interviewing and evaluating instructional and non-instructional staff. She supervises instructional and non-instructional staff and helps create school-wide goals related to student learning in the area of mathematics as well as behavior. She sets up the academic schedule for teachers and students. She supervises or arranges for supervision of student activities both during and after school hours including school assemblies, athletic activities, and music and drama productions. The dean is also the administrator who oversees the MTSS process at the school.
Lyons-Stovall, Candra	Instructional Coach	The Math Instructional Coach helps teachers reflect on math instruction and facilitates the collaboration of math teachers in grades K-8. She encourages positive change in the school culture and promotes the use of data analysis to inform teaching practice. She promotes two-way accountability and promotes supportive, connected environments. The instructional coach oversees the implementation of new learning management or student data systems, as well as helps with training and coaching for staff on how to use those systems.
Velazquez, Elizabeth	School Counselor	The school counselor designs and delivers school counseling programs that improve student outcomes. She leads, advocates, and collaborates to promote equity and access for all students by connecting the school's counseling program to the school's academic mission and school improvement plan.
Bauza Otero, Rosa	Reading Coach	The Reading Instructional Coach helps teachers reflect on ELA instruction and facilitates the collaboration of ELA teachers in grades K-8. She

Name	Position Title	Job Duties and Responsibilities
		encourages positive change in the school culture and promotes the use of data analysis to inform teaching practice. She promotes two-way accountability and promotes supportive, connected environments. The instructional coach oversees the implementation of new learning management or student data systems, as well as helps with training and coaching for staff on how to use those systems.

Demographic Information

Principal start date

Saturday 7/25/2020, Tbd Tbd

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

0

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

4

Total number of teacher positions allocated to the school

37

Total number of students enrolled at the school

602

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

7

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	59	45	59	75	55	66	80	75	87	0	0	0	0	601
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	2	0	0	0	0	0	2
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 FSA ELA assessment	0	0	0	0	10	14	37	25	22	0	0	0	0	108
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	8	18	56	32	24	0	0	0	0	138
Number of students with a substantial reading deficiency	0	0	0	0	18	23	26	24	38	0	0	0	0	129

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	11	18	25	20	30	0	0	0	0	104

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	1	10	1	0	0	0	0	0	0	0	0	12

Date this data was collected or last updated

Monday 8/30/2021

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

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

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

The number of students identified as retainees:

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

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	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	
One or more suspensions	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	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	10	14	37	25	22	0	0	0	0	108
Level 1 on 2019 statewide Math assessment	0	0	0	0	8	18	56	32	24	0	0	0	0	138
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	11	18	25	20	30	15	0	0	0	0	119

The number of students identified as retainees:

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

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				42%	56%	61%		58%	60%
ELA Learning Gains				43%	57%	59%		58%	57%
ELA Lowest 25th Percentile				42%	55%	54%		52%	52%
Math Achievement				33%	52%	62%		52%	61%
Math Learning Gains				28%	55%	59%		54%	58%
Math Lowest 25th Percentile				31%	49%	52%		50%	52%
Science Achievement				21%	49%	56%		54%	57%
Social Studies Achievement				43%	75%	78%		71%	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	43%	51%	-8%	58%	-15%
Cohort Comparison						
04	2021					
	2019	39%	51%	-12%	58%	-19%
Cohort Comparison		-43%				
05	2021					
	2019	39%	48%	-9%	56%	-17%
Cohort Comparison		-39%				
06	2021					

				ELA		
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
	2019	38%	48%	-10%	54%	-16%
Cohort Comparison		-39%				
07	2021					
	2019	38%	47%	-9%	52%	-14%
Cohort Comparison		-38%				
08	2021					
	2019	44%	49%	-5%	56%	-12%
Cohort Comparison		-38%				

				MATH		
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2021					
	2019	65%	54%	11%	62%	3%
Cohort Comparison						
04	2021					
	2019	39%	53%	-14%	64%	-25%
Cohort Comparison		-65%				
05	2021					
	2019	21%	48%	-27%	60%	-39%
Cohort Comparison		-39%				
06	2021					
	2019	16%	45%	-29%	55%	-39%
Cohort Comparison		-21%				
07	2021					
	2019	38%	30%	8%	54%	-16%
Cohort Comparison		-16%				
08	2021					
	2019	4%	47%	-43%	46%	-42%
Cohort Comparison		-38%				

				SCIENCE		
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2021					
	2019	17%	45%	-28%	53%	-36%
Cohort Comparison						
08	2021					
	2019	22%	42%	-20%	48%	-26%
Cohort Comparison		-17%				

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	38%	73%	-35%	71%	-33%
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	30%	49%	-19%	61%	-31%
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.

The progress monitoring tool used to compile the data below is from MasteryConnect.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	50	69	72
	Economically Disadvantaged	0	35	16
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	37	61	65
	Economically Disadvantaged	0	41	31
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	40	28	36
	Economically Disadvantaged	6	38	24
	Students With Disabilities	0	0	0
	English Language Learners	0	5	3
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	37	48	53
	Economically Disadvantaged	16	34	18
	Students With Disabilities	0	0	0
	English Language Learners	0	10	5

Grade 3				
English Language Arts	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	21	29	25
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Mathematics	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	11	19	35
	Economically Disadvantaged	0	4	1
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 4				
English Language Arts	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	21	18	22
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Mathematics	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	12	16	29
	Economically Disadvantaged	0	4	1
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	14	23	26
	Economically Disadvantaged	0	8	4
	Students With Disabilities	0	0	0
	English Language Learners	0	33	22
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	5	17	17
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	42	14	11
	Economically Disadvantaged	0	8	5
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	18	22	21
	Economically Disadvantaged	0	8	6
	Students With Disabilities	0	33	26
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	10	10	29
	Economically Disadvantaged	1	7	3
	Students With Disabilities	0	0	0
	English Language Learners	1	0	0

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	12	13	23
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	4	4	13
	Economically Disadvantaged	0	2	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	13	27	13
	Economically Disadvantaged	0	6	4
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	24	27	14
	Economically Disadvantaged	0	4	2
	Students With Disabilities	0	14	11
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	5	5	14
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	23	21	16
	Economically Disadvantaged	0	1	0
	Students With Disabilities	0	14	6
	English Language Learners	0	0	0

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	3	33	31	10	29	33	8				
ELL	22	36	37	21	25	30	23	60			
BLK	34	32	46	28	31	54	16	36			
HSP	29	35	35	25	28	24	20	64			
WHT	44	52		33	27		43				
FRL	29	35	36	25	29	31	21	44			
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	17	62		7	18						
ELL	27	43	42	24	28	30	7				
BLK	43	38		36	27	27	35				
HSP	40	44	41	28	30	34	16	40			

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
WHT	41	30		50							
FRL	41	44	42	32	27	34	21	43			
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17

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	39
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	38
Total Points Earned for the Federal Index	390
Total Components for the Federal Index	10
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	22
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	32
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	35
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	33
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	40
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	32
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?

The performance in Math and ELA was strongest in the lower grade levels K-2.

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

Based on progress monitoring and 2019 state assessments, the area that demonstrates the greatest need for improvement is 5th and 8th Grade Science. The scores for these areas were 15% proficiency and 29% proficiency respectively.

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

The contributing factors to this need for improvement:
a) Teachers who are relatively new to teaching science who do not have the pedagogy and strategies needed to successfully impart the required content in the manner that it needs to be imparted to students to ensure student success on the 5th and 8th grade FSSA assessment.
b) No coach/support personnel with expertise in science to help science teachers focus on the correct science content, the pedagogy required to make it meaningful for students, lesson planning, or instructional delivery.

New actions that would need to be taken to address this need for improvement:
a) A new instructional coach needs to be hired who is dedicated to improving teaching and learning across the school in the area of science but who will also pay special attention to the instruction in the 5th and 8th grade students who will be taking the FSSA tests.
b) The science instructional coach will work with the science teachers to provide them with professional development and pedagogical training that will assist them in making instructional improvements.

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

The data component that showed the most improvement was Civics.

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

The contributing factors to this improvement:
a) A teacher who was very dedicated, driven, and determined to do well.
b) A strong focus on teaching the standards and spiral review to ensure that prior content knowledge was constantly being activated and recalled.
c) A strong focus on remediation that was very data-driven.

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

The following strategies will need to be implemented in order to accelerate learning:
a) Implementation of MTSS with fidelity in all assessed classrooms.
b) The implementation of differentiated instruction (DI) to assist in the acceleration of learning.
c) On-going data chats with both teachers and students to ensure that deficiencies are identified and that the teachers and students are actively focusing on working on the identified deficiencies.

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.

The following professional development opportunities will be provided at the school to support teachers and leaders for the 2021-2022 school year:
a) Data Analysis Training ("Digging Into Data")
b) MTSS Training
c) DI Training

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

In addition to the professional learning for teachers and leaders above, there will also be a heavy focus on social-emotional learning. The school will be purchasing an SEL program called Second Step to be used with all K-8 students.

Part III: Planning for Improvement

Areas of Focus:

#1. Leadership specifically relating to Instructional Leadership Team	
Area of Focus Description and Rationale:	The school's administration and leadership team will be trained in the use of the Marzano Observational Protocol currently being used in an effort to develop a better understanding of how the observational protocol and qualitative data obtained during observations can be used to improve instruction.
Measurable Outcome:	There will be an increase in the number of documented walkthroughs completed in iObservation by the administrative team as a result of the training provided. Each administrator will complete at least five (5) walkthroughs weekly.
Monitoring:	In addition to the principal conducting a training for the administrators on the use of the iObservation Observational Protocol, there will be weekly monitoring by the principal to ensure that the walkthroughs are being completed.
Person responsible for monitoring outcome:	Ria Ramdath (rramdath@academirpreparatoryofchampionsgate.com)
Evidence-based Strategy:	Prominent educational researcher John Hattie is best known for his meta-analyses of dozens of influences on student learning. Hattie ranked these influences according to "effect size," and found that collective teacher efficacy ranks highest on the most recent iteration of the list.
Rationale for Evidence-based Strategy:	One of the key challenges in any system of teacher evaluation is the need for stakeholders (including teachers and administrators) to agree on what exactly constitutes "good" or "effective" teaching. Researchers have labored for more than a century over definitions, descriptions, frameworks, and rubrics (many of these current tools are abundant in the marketplace) to differentiate poor from mediocre from exemplary teaching – the main purpose of a good evaluation system. If as a school we, therefore, focus on evaluating teachers on an ongoing basis as a tool to improve teacher performance and by extension, student achievement.

Action Steps to Implement

Conduct training for the other members of the administration on the effective use of the Observational Protocol from iObservation.

Person Responsible	Ria Ramdath (rramdath@academirpreparatoryofchampionsgate.com)

Monitor the frequency of walkthroughs and evaluations being conducted by administrators, to ensure that all administrators are conducting the required number of walkthroughs weekly and that the feedback to the teachers is targeted and timely in order for there to be a positive effect on instruction.

Person Responsible	Ria Ramdath (rramdath@academirpreparatoryofchampionsgate.com)

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	According to our School Data Profile for the 2020-2021 school year, BPA of Osceola decreased in ELA in all categories. The school experienced an 11% point drop in overall proficiency across all grade levels for ELA, a 7% point drop in overall learning gains, and a 12% point drop in the learning gains of the lowest 25%.
Measurable Outcome:	In order for BPA of Osceola to improve the overall school grade there needs to be an improvement in all of the ELA categories. The school will aim to increase by at least 10% points in each ELA category for the upcoming school year. The goals are therefore: Goal for Overall Proficiency - 41% Goal for Overall Learning Gains - 46% Goal for Lowest Quartile (25%) - 48%
Monitoring:	The school will ensure that the MTSS model is being followed. BPA of Osceola will ensure that Tier I instruction is implemented with fidelity and that there are strategic plans to implement Tier 2 and Tier 3 instruction with specified materials to be used for Tier 2 and Tier 3 instruction. The implementation of the instructional model to include the Tiers will be monitored by the ELA Instructional Coach and the Assistant Principal.
Person responsible for monitoring outcome:	Alyssa Moriarty (amoriarty@bridgepreposceola.com)
Evidence-based Strategy:	Multi-Tiered System of Supports (MTSS) is a framework that helps educators provide academic and behavioral strategies for students with various needs. MTSS grew out of the integration of two other intervention-based frameworks: Response to Intervention (RtI) and PBIS. As part of the Individuals with Disabilities Education Act (IDEA) updated by Congress in 2004, the Response to Intervention model of assessment originally sought to identify students who would benefit from more intensive supports. From these beginnings as a tool to help improve educational outcomes for students in special education, MTSS has grown to encompass all students at every level.
Rationale for Evidence-based Strategy:	Based on the losses that have been experienced by students in the last year and a half due to the pandemic, we need to accelerate learning for students versus providing remediation for students. The fastest way to do this is by using MTSS to identify deficiencies by students and to specifically target those deficiencies. MTSS is an evidence-based and proven strategy that is very successful if implemented with fidelity and it is for this reason that this strategy was selected.

Action Steps to Implement

Create a plan for the implementation of all Tiers of MTSS in all ELA classrooms and submit it to the principal for review, discussion and approval.

Person Responsible	Alyssa Moriarty (amoriarty@bridgepreposceola.com)

Present the plan that has been created in step one to the ELA teachers and ensure that all expectations for implementation are clearly understood.

Person Responsible	Alyssa Moriarty (amoriarty@bridgereposceola.com)

Monitor the teachers weekly through observations of classroom instruction and documentation/student work related to Tier 2 and Tier 3 to ensure implementation of the MTSS model with fidelity in all ELA classrooms K-8.

Person Responsible   Rosa Bauza Otero (bauzaotero@bridgepreposceola.com)

In collaboration with the Reading Coach, provide a weekly summary of the status of MTSS in all ELA classrooms in the building to the principal for review and/or discussion to be able to formulate action steps based on the status. This will be an ongoing process and will last the entire school year.

Person Responsible   Alyssa Moriarty (amoriarty@bridgepreposceola.com)

The School's Literacy Leadership Team will engage with ELA teachers in the following practices:
a) Establishment of Model Classrooms for ELA
b) Collaborative Planning across all grade levels.
c) School-Wide Learning Walks

Person Responsible   Alyssa Moriarty (amoriarty@bridgepreposceola.com)

#3. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	According to our School Data Profile for the 2020-2021 school year, BPA of Osceola decreased in Math in one category and showed only a very slight improvement in the two other areas. The improvements were statistically insignificant. The school experienced an 6% point drop in overall proficiency across all grade levels for Math, a 1% point increase in overall learning gains and a 1% point increase in the learning gains of the lowest 25% in Math.
Measurable Outcome:	In order for BPA of Osceola to improve the overall school grade there needs to be improvement in all of the Math categories. The school will aim to increase by at least 10% points in each Math category for the upcoming school year. The goals are therefore: Goal for Overall Proficiency - 37% Goal for Overall Learning Gains - 39% Goal for Lowest Quartile (25%) - 42%
Monitoring:	The school will ensure that the MTSS model is being followed. BPA of Osceola will ensure that Tier I instruction is implemented with fidelity and that there are strategic plans to implement Tier 2 and Tier 3 instruction with specified materials to be used for Tier 2 and Tier 3 instruction. The implementation of the instructional model to include the Tiers will be monitored by the Math Instructional Coach and the Dean of Instruction.
Person responsible for monitoring outcome:	Sharanta Harrington (sharrington@bridgepreposceola.com)
Evidence-based Strategy:	Multi-Tiered System of Supports (MTSS) is a framework that helps educators provide academic and behavioral strategies for students with various needs. MTSS grew out of the integration of two other intervention-based frameworks: Response to Intervention (RtI) and PBIS. As part of the Individuals with Disabilities Education Act (IDEA) updated by Congress in 2004, the Response to Intervention model of assessment originally sought to identify students who would benefit from more intensive supports. From these beginnings as a tool to help improve educational outcomes for students in special education, MTSS has grown to encompass all students at every level.
Rationale for Evidence-based Strategy:	Based on the losses that have been experienced by students in the last year and a half due to the pandemic, we need to accelerate learning for students versus providing remediation for students. The fastest way to do this is by using MTSS to identify deficiencies by students and to specifically target those deficiencies. MTSS is an evidence-based and proven strategy that is very successful if implemented with fidelity and it is for this reason that this strategy was selected.

Action Steps to Implement

Create a plan for the implementation of all Tiers of MTSS in all Math classrooms and submit it to the principal for review, discussion and approval.

Person Responsible	Sharanta Harrington (sharrington@bridgepreposceola.com)

Present the plan that has been created in step one to the math teachers and ensure that all expectations for implementation are clearly understood.

Person Responsible	Sharanta Harrington (sharrington@bridgepreposceola.com)

Monitor the teachers weekly through observations of classroom instruction and documentation/student work related to Tier 2 and Tier 3 to ensure implementation of the MTSS model with fidelity in all Math classrooms K-8.

Person Responsible Candra Lyons-Stovall (clyons-stovall@bridgeprepossceola.com)

In collaboration with the Math Coach, provide a weekly summary of the status of MTSS in all Math classrooms in the building to the principal for review and/or discussion to be able to formulate action steps based on the status. This will be an on-going process and will last the entire school year.

Person Responsible Sharanta Harrington (sharrington@bridgeprepossceola.com)

#4. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	According to our School Data Profile for the 2020-2021 school year, BPA of Osceola decreased in 5th grade science from 17% in 2019 to 15% in 2021, and showed only a small increase in performance in 8th grade science from 23% in 2019 to 29% in 2021.
Measurable Outcome:	In order for BPA of Osceola to improve the overall school grade there needs to be improvement in both 5th and 8th grade science for the 2021-2022 school year. The school will aim to increase significantly in both grade levels in science. The goals are therefore: 5th Grade Science - 50% 8th Grade Science - 50%
Monitoring:	BPA of Osceola will ensure that hands-on learning and labs are implemented in all science classrooms with specific emphasis on the 5th and 8th grade science classrooms. Teachers will be required to have a minimum of one lab and/or demonstration activity each week for students to demonstrate and reinforce concepts taught in theory.
Person responsible for monitoring outcome:	Ria Ramdath (rramdath@academirpreparatoryofchampionsgate.com)
Evidence-based Strategy:	Research has confirmed many of the seemingly intuitive benefits of hands-on learning and has also documented a variety of unanticipated benefits. Students in a hands-on science program will remember the material better, feel a sense of accomplishment when the task is completed, and be able to transfer that experience easier to other learning situations. When more than one method of learning is accessed as in hands-on learning, the information has a better chance of being stored in the memory for useful retrieval. Students who have difficulty in the learning arena for reasons of ESL barriers, auditory deficiencies, or behavioral interference can be found to be on task more often because they are part of the learning process and not just spectators.
Rationale for Evidence-based Strategy:	Hands-on learning (also known as experiential learning) is the science classroom that teaches a future scientist to be comfortable with dissection; the vehicle shop experience that helps a future mechanic understand the nuances of an engine with not just their eyes and ears but also with actual hands-on training. It gives students the opportunity to self-correct any educational missteps in the moment – with professional guidance at arm's reach. While notes can be copied down incorrectly and the thread of learning can get buried under a teacher that talks too quickly or a poorly-written textbook, live examples of core concepts are registered in the brain as holistic experiences, giving the student's mind more "anchors" to tie the memory to.

Action Steps to Implement

Conduct a training on the importance of hands-on learning with the science teachers.
Identify barriers to hands-on learning and plan with teachers, how as a school we will overcome the barriers for the implementation of weekly lab-based/hands-on activities in their classrooms.

Person Responsible	Ria Ramdath (rramdath@academirpreparatoryofchampionsgate.com)

Review lesson plans weekly to ensure that there is at least one lab-based/hand-on activity included.

Person Responsible	Ria Ramdath (rramdath@academirpreparatoryofchampionsgate.com)

During weekly classroom walkthroughs and/or observations, check for implementation of lab-based/ hands-on activities as well as work samples from students to determine the effectiveness of the instruction as well as well as to game plan for instructional modifications.

Person Responsible   Ria Ramdath (rramdath@academirpreparatoryofchampionsgate.com)

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

Action Steps to Implement

Teachers will be provided with training on specific ESOL strategies that work to be implemented in the classrooms. Once the training is complete the instructional coaches and administrators will monitor to ensure that the strategies are being used.
There will be an increased focus on ESOL strategy implementation during walkthroughs and observations to ensure that the strategies acquired in the training are being implemented.

Person Responsible Sharanta Harrington (sharrington@bridgepreposceola.com)

Teachers will receive training on specific ESE strategies to be implemented in the classrooms.
Once the training is complete the instructional coaches and administrators will monitor to ensure that the strategies are being used.

There will be an increased focus on ESE strategy implementation during walkthroughs and observations to ensure that the strategies acquired in the training are being implemented.

Person Responsible   Sharanta Harrington (sharrington@bridgepreposceola.com)

#6. Culture & Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale:	Firstly, there will be an identification of all students deemed to be socially or emotionally vulnerable within the first month of the school year based on historical data and teacher feedback. Secondly, with all of the social-emotional issues stemming from the pandemic, BridgePrep Academy of Osceola will implement an online program for SEL and will implement this program with fidelity across all grade levels to support students who may be struggling socially and/or emotionally.
Measurable Outcome:	One hundred percent (100%) of all students identified as needing additional support will either be referred for services through our guidance counselor or will be matched in house with an adult/teacher who will provide ongoing support to the student throughout the school year. All students K-8 will be exposed to the digital SEL program Second Step and use the program as a tool in assisting them with dealing with the social/emotional issues that often arise in the K-8 setting.
Monitoring:	The administrator responsible for the supervision of Student Services will monitor the work of the school counselor to ensure that 100% of all students identified as needing additional support will either be referred for services. The administrator responsible for the supervision of Student Services will ensure that the digital program Second Step is implemented in all grade levels K-8 to promote SEL.
Person responsible for monitoring outcome:	Sharanta Harrington (sharrington@bridgepreposceola.com)
Evidence-based Strategy:	We define social and emotional learning (SEL) as an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions. SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy and just communities.
Rationale for Evidence-based Strategy:	Research demonstrates that an education that promotes SEL has a positive impact on a wide range of outcomes, including academic performance, healthy relationships, mental wellness, and more. SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities.

Action Steps to Implement

BridgePrep Academy of Osceola will implement two programs to address SEL this school year 2021-2022:
a) The Second Step SEL program in all grade levels K-8.
b) A school-based program that focuses on issues identified by the counselor and administration as areas

of concern with respect to the social/emotional climate at the school. This program will be implemented once per week on Wednesdays during 1st period.

Person Responsible   Sharanta Harrington (sharrington@bridgeprepDosceola.com)

The school counselor will collaborate with administrators and teachers to plan to build an environment of belonging through a series of school-based lessons that address specific topics that have been raised as areas of concern by administration such as community, respect, empathy, etc.
These lessons will occur every Wednesday during 1st period.

Person Responsible   Elizabeth Velazquez (evelazquez@bridgeprepDosceola.com)

Teachers will increase student input and voice through planning and reflection activities that are related to SEL based on the materials provided in the Second Step program as well as the school-based activities provided to students every Wednesday.

Person Responsible   Elizabeth Velazquez (evelazquez@bridgeprepDosceola.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.

N/A

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.

The effect of positive school climate not only contributes to improved academic outcomes among diverse groups of students (Astor, Benbenisty, & Estrada, 2009; Haahr, Nielsen, Hansen, & Jakobsen, 2005; OECD, 2009), but its effect seems to persist for years (Kerr, Ireland, Lopes, Craig, & Cleaver, 2004). Research shows that there is a powerful correlation between improved school climate and increased motivation to learn (K. B., & Pachan, M. 2008). School connectedness is a powerful predictor of and is associated with adolescent health and academic outcomes (Whitlock, 2006). In schools where students

perceive a better structured school, fair discipline practices, and more positive student-teacher relationships, the "probability and frequency of subsequent behavioral problems" is lower (M. C. Wang, Selman, Dishion, & Stormshak, 2010).

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

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

The following stakeholders will be responsible for promoting a positive culture and environment at the school:

a) The Principal - The principal will be responsible for actively promoting Title I activities as well as all activities in the Parent and Family Engagement Plan (PFEP) to ensure that all stakeholders have an opportunity to participate in the activities.

b) The Parents - Parents will participate actively in school activities and will provide input for school-related activities and documents where input is required.

c) The Students - Students will participate actively in school activities and will provide input for school-related activities and documents where input is required.

c) The Faculty and Staff - The Faculty and Staff will actively participate in any and all school activities designed to promote a positive culture and environment at the school.

Part V: Budget

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

1	III.A.	Areas of Focus: Leadership: Instructional Leadership Team				$38,727.37
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6400	120-Classroom Teachers	0184 - Bridgeprep Academy Osceola County	UniSIG		$12,600.00
			Notes: Saturday Professional Development - after diagnostics and and progress monitoring assessments.			
	7300	590-Other Materials and Supplies	0184 - Bridgeprep Academy Osceola County	UniSIG		$26,127.37
			Notes: Technology- Tablets and Tablet Charging Carts with delivery, set-up and deployment.			
2	III.A.	Areas of Focus: Instructional Practice: ELA				$73,470.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5900	120-Classroom Teachers	0184 - Bridgeprep Academy Osceola County	UniSIG	1.0	$46,100.00
			Notes: Reading Instructional Coach			
	5100	360-Rentals	0184 - Bridgeprep Academy Osceola County	UniSIG		$27,370.00

		Notes: Achieve 3000 School Site License Subscription for Literacy including professional development and site set up fee.				
3	**III.A.**	**Areas of Focus: Instructional Practice: Math**				**$30,225.00**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	360-Rentals	0184 - Bridgeprep Academy Osceola County	UniSIG		$30,225.00
		Notes: I-Station School Site License subscription including online curriculum and professional development.				
4	**III.A.**	**Areas of Focus: Instructional Practice: Science**				**$46,100.00**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5900	120-Classroom Teachers	0184 - Bridgeprep Academy Osceola County	UniSIG	1.0	$46,100.00
		Notes: Science Instructional Coach				
5	**III.A.**	**Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups**				**$51,840.00**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5900	150-Aides	0184 - Bridgeprep Academy Osceola County	UniSIG	3.0	$51,840.00
		Notes: Paraprofessionals				
6	**III.A.**	**Areas of Focus: Culture & Environment: Social Emotional Learning**				**$11,950.03**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6500	590-Other Materials and Supplies	0184 - Bridgeprep Academy Osceola County	UniSIG		$11,950.03
		Notes: Office Supplies - Expenditures for stationary supplies and materials for tutors, PD				
					Total:	**$252,312.40**