

Miami-Dade County Public Schools

# Bridgeprep Academy Of Village Green



2021-22 Schoolwide Improvement Plan

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# Bridgeprep Academy Of Village Green

13300 SW 120TH ST, Miami, FL 33186

http://bavillagegreen.bridgeprepacademy.com

## Demographics

Principal: Patricia Garcia

Start Date for this Principal: 7/1/2015

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Combination School KG-10
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	No
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	59%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Hispanic Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: B (61%) 2017-18: B (61%) 2016-17: B (57%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

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

## SIP Authority

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

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

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

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

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

## Purpose and Outline of the SIP

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

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# Bridgeprep Academy Of Village Green

13300 SW 120TH ST, Miami, FL 33186

<http://bavillagegreen.bridgeprepacademy.com>

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2020-21 Title I School</b>	<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Combination School KG-10	No	63%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	Yes	96%

## School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

## School Board Approval

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## SIP Authority

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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 Village Green, 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
Garcia, Patricia	Principal	<p>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.</p> <p>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.</p>
DiGirolamo, Antonietta	Assistant Principal	<p>As Vice Principal , serve as Principal's designee. Assist the principal in interviewing and evaluating instructional and non-instructional staff. Supervise instructional and non-instructional staff. Help create school-wide goals including those related to student learning and student behavior. Manage student behavioral issues including those in the cafeteria along with those referred by teachers and bus drivers. Supervise or arrange for supervision of student activities both during and after school hours including school assemblies, athletic activities, and music and drama productions. Share responsibility for setting and meeting the school's budget. Set up the academic schedule for teachers and students. Keep track of all activities on the school calendar. Conduct staff meetings. 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,</p>
Abreu, Jeniffer	Assistant Principal	<p>Assist the principal in interviewing and evaluating instructional and non-instructional staff. Supervise instructional and non-instructional staff. Help create school-wide goals including those related to student learning and student behavior. Manage student behavioral issues including those in the cafeteria along with those referred by teachers and bus drivers. Supervise or arrange for supervision of student activities both during and after school hours including school assemblies, athletic activities, and music and drama productions.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Share responsibility for setting and meeting the school's budget.                      Set up the academic schedule for teachers and students.                      Keep track of all activities on the school calendar.                      Conduct staff meetings.                      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,</p>
<p>Suarez, Jacqueline</p>	<p>Assistant Principal</p>	<p>Assist the principal in interviewing and evaluating instructional and non-instructional staff.                      Supervise instructional and non-instructional staff.                      Help create school-wide goals including those related to student learning and student behavior.                      Manage student behavioral issues including those in the cafeteria along with those referred by teachers and bus drivers.                      Supervise or arrange for supervision of student activities both during and after school hours including school assemblies, athletic activities, and music and drama productions.                      Share responsibility for setting and meeting the school's budget.                      Set up the academic schedule for teachers and students.                      Keep track of all activities on the school calendar.                      Conduct staff meetings.                      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,</p>
<p>Maytin, Eileen</p>	<p>Instructional Coach</p>	<p>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 following the coaching cycle and coaching continuum.</p>
<p>Cruz, Jose</p>	<p>Instructional Coach</p>	<p>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</p>



Name	Position Title	Job Duties and Responsibilities
		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 following the coaching cycle and coaching continuum.

**Demographic Information**

**Principal start date**

Wednesday 7/1/2015, Patricia Garcia

**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**

85

**Total number of students enrolled at the school**

1,301

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

4

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

28

**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	138	152	116	106	116	141	159	131	91	73	48	30	0	1301
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	1	1	0	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	1	1	0	2
Course failure in Math	0	0	0	0	0	0	0	0	5	1	9	6	0	21
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	33	36	16	6	10	13	0	114
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	24	22	26	12	19	2	0	105
Number of students with a substantial reading deficiency	0	0	0	0	0	0	33	36	16	6	10	13	0	114

**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	8	10	3	24	46	55	55	38	27	6	12	0	284

**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	2	0	0	0	1	1	0	0	0	4
Students retained two or more times		0	0	0	0	0	0	0	0	0	0	0	0	

**Date this data was collected or last updated**

Wednesday 9/15/2021

**2020-21 - As Reported**

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

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

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

**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	142	107	99	111	119	137	120	93	96	52	39	0	0	1115
Attendance below 90 percent	0	0	0	0	0	0	0	1	0	1	0	0	0	2
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	1	1	1	7	0	0	0	0	0	10
Course failure in Math	0	0	0	0	0	0	0	13	0	0	0	0	0	13
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	10	5	33	28	25	26	7	0	0	0	134
Level 1 on 2019 statewide FSA Math assessment	0	0	0	5	3	28	30	27	30	15	0	0	0	138

**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	1	27	29	18	24	15	0	0	0	115

**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	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				67%	63%	61%	65%	62%	60%
ELA Learning Gains				60%	61%	59%	63%	61%	57%
ELA Lowest 25th Percentile				60%	57%	54%	48%	57%	52%
Math Achievement				62%	67%	62%	65%	65%	61%

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
Math Learning Gains				60%	63%	59%	57%	61%	58%
Math Lowest 25th Percentile				36%	56%	52%	52%	55%	52%
Science Achievement				48%	56%	56%	49%	57%	57%
Social Studies Achievement				84%	80%	78%	88%	79%	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	74%	60%	14%	58%	16%
Cohort Comparison						
04	2021					
	2019	68%	64%	4%	58%	10%
Cohort Comparison		-74%				
05	2021					
	2019	60%	60%	0%	56%	4%
Cohort Comparison		-68%				
06	2021					
	2019	62%	58%	4%	54%	8%
Cohort Comparison		-60%				
07	2021					
	2019	58%	56%	2%	52%	6%
Cohort Comparison		-62%				
08	2021					
	2019	71%	60%	11%	56%	15%
Cohort Comparison		-58%				
09	2021					
	2019					
Cohort Comparison		-71%				
10	2021					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	67%	67%	0%	62%	5%
Cohort Comparison						
04	2021					
	2019	56%	69%	-13%	64%	-8%
Cohort Comparison		-67%				

<b>MATH</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
05	2021					
	2019	69%	65%	4%	60%	9%
Cohort Comparison		-56%				
06	2021					
	2019	53%	58%	-5%	55%	-2%
Cohort Comparison		-69%				
07	2021					
	2019	54%	53%	1%	54%	0%
Cohort Comparison		-53%				
08	2021					
	2019	56%	40%	16%	46%	10%
Cohort Comparison		-54%				

<b>SCIENCE</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
05	2021					
	2019	48%	53%	-5%	53%	-5%
Cohort Comparison						
08	2021					
	2019	26%	43%	-17%	48%	-22%
Cohort Comparison		-48%				

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	73%	68%	5%	67%	6%
<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	79%	73%	6%	71%	8%
<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	83%	63%	20%	61%	22%
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.

- K-2 Mastery Connect and Istation (ELA and Math)
- 3-5 Mastery Connect and Istation (ELA and Math), Achieve 3000 (ELA)
- 5th Mastery Connect and Performance Matters (Science)
- 6-8 Mastery Connect (ELA, Math, Science, Civics), Istation (ELA)
- 7th and 8th Performance Matters (Civics and 8th Science)
- 6-11 Carnegie (Mathias) and Achieve 3000
- Biology Mastery Connect and Performance Matters
- Algebra 1, Algebra 2, and Geometry Carnegie (Mathias), Mastery Connect, and Performance Matters

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	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			

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			



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

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

Grade 9				
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			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 10				
	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
Biology	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

**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	13	13	15	15	16	13	17				
ELL	42	43	34	32	33	33	33	48			
BLK	62			31							
HSP	55	48	29	41	36	30	43	61	53		
WHT	36	36		24	20						

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
FRL	50	45	27	36	33	32	33	55	48		
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	60	57	12	30	23					
ELL	60	56	58	56	62	39	44	80	55		
HSP	67	60	60	62	59	34	46	87	68		
WHT	38	50		31	42						
FRL	63	59	62	57	61	43	45	92	61		
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	9	28	33	27	33						
ELL	56	64	62	57	53	50	44	85			
HSP	66	64	50	65	58	53	52	87	59		
WHT	35	50		60	44						
FRL	73	63		78	74						

### 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	46
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	64
Total Points Earned for the Federal Index	457
Total Components for the Federal Index	10
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	19
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

<b>English Language Learners</b>	
Federal Index - English Language Learners	40
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
<b>Native American Students</b>	
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%	
<b>Asian Students</b>	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	47
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	46
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
<b>Pacific Islander Students</b>	
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%	
<b>White Students</b>	
Federal Index - White Students	29
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	42
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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?

If we are to rank grade levels based on proficiency on the 2021 FSA ELA (scoring 3 or above), we have:

4th: 70%

5th: 59%

6th: 60%

7th: 53%

8th: 34%

9th: 46%

10th: 35%

11th: 27%

11th grade was the lowest-performing grade level.

If we are to rank grade levels based on proficiency on the 2021 FSA Math (scoring 3 or above), we have:

4th: 43%

5th: 41%

6th: 52%

7th: 32%

8th: 45%

9th: 40%

9th Alg. 1: 75%

10th: 83%

11th: 8.7%

11th grade was the lowest-performing grade level.

If we are to rank grade levels based on proficiency on the 2021 FSA Science (scoring 3 or above), we have:

5th: 48%

8th: 23%

Biology: 58%

8th grade was the lowest-performing grade level.

The following two subgroups will be our focus for the 2021-2022 school year in ELA:

Economically Disadvantaged students showing a decline in ELA with 62% proficiency in 2019 to 50% proficiency in 2021 state assessments and Students with Disabilities showing a decline in ELA with 21% proficiency in 2019 to 11% proficiency in 2021 on state assessments.

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

The data component demonstrating the greatest need for improvement is Mathematics with learning gains of the lowest 25% percentile at 60% in 2019 state assessments compared to 30% in 2021.

**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 due to the teacher turnover rate and the lack of student engagement and motivation. Most were teachers with minimal 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 were transient.

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

The data component showing the most improvement was the ELA 5th grade with proficiency ranging 60.3% in 2019 state assessments to 60.4% proficiency in 2021 state assessments. The data components are above the state average in ELA grades 3-5th. The data component with the greatest gap compared to the state average is ELA 3rd grade with a 71% proficiency compared to the state with a 54% proficiency.

**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 maintaining from 60.3% proficiency in 2019 to 60.4% in 2021, is fidelity to the program and to its implementation. The curriculum for the ELA program is research-based which facilitates the teacher to target all types of learners. However, in order to build consistency, each teacher would structure their lesson using the same components found in the curriculum. Across all core areas, students will identify the terms using context clues, then break the terms down, and chunk the information in order to grasp the concept. Building a vocabulary bank over time is vital to student learning especially when it is applied to written assignments. Weekly reading and comprehension question assignments from our Achieve 3000 program allowed our students the accessibility to build their fluency which was also helpful in all our core subjects. Finally, we had weekly Socratic discussions for the students to incorporate their newly attained vocabulary.

Our success is dependent upon the accountability of teachers and students using the applications with fidelity and consistency. Additionally, stability of the teaching staff in core areas is necessary as well as fidelity to the intervention plan and services of the curriculum support team which will aid in strengthening teaching skills.

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

Strategies that need to be implemented in order to accelerate learning include the following:

Differentiated instruction must be implemented effectively in order to target students' areas of deficiency and strengths. The intervention plan will be led by our new MTSS coordinator who will ensure that intervention is occurring with fidelity and confidence.

Implementation of a third instructional coach will also ensure that modeling of lessons will be consistent based on data analysis and progress monitoring. The third coach will also help facilitate professional developments and instructional planning which is needed due to our growing population.



Acquisition of the program Cerego, will aid our Civics students retain knowledge and information using a platform measured to accelerate mastery of the content.

Acquiring the proper equipment for our Science labs will also ensure that students are able to conduct STEM labs which are vital for student achievement and scientific understanding.

**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 Village Green 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 of school to all new teachers.

In addition, observational classes will be set forth for teachers to observe, network and enhance their teaching tool buckets. BridgePrep's curriculum coordinators conduct weekly visits to schools in all core areas. Trainers from core content programs such as Achieve 3000, Istation, and Mastery Connect also provide trainings in order to support our staff throughout the year.

**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.  
Quarterly visits by BridgePrep Department Directors.  
Data conferences with BridgePrep Curriculum Support Team.  
Weekly meetings led by the Literacy Leadership 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 is the area of focus with the greatest need. Mathematics proved to be one of the lowest-performing areas for all tested grade levels both in proficiency and learning gains. Math proficiency has decreased since 2019 (the last accountability year) from 60% to 40% in 2021. Of our current 11th-grade students, 8.7% achieved proficiency and in 7th grade, only 32% achieved proficiency. 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: 40% or more students in grades 3-6th will score at or above proficiency in the FSA. At least 40% or more students will demonstrate learning gains. At least 40% or more of the lowest 25th percentile will demonstrate learning gains.

In addition, at least 45% or more of our 11th graders will achieve proficiency on state assessments and our 7th graders will also achieve 45% in order to be compatible with the state average.

**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 Curriculum, and the administrative staff. 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:** Patricia Garcia (pgarcia@bridgeprepacademy.com)

**Evidence-based Strategy:** All teachers will implement effective standards and research-based teaching instruction, such as using manipulatives and small group differentiated instruction aligned with best practices for meeting the diverse needs of all students to increase math achievement and learning gains.

**Rationale for Evidence-based Strategy:** According to the National Council of Teachers of Mathematics (NCTM), building procedural fluency from conceptual understanding and supporting instruction using manipulatives and student discourse are key elements to effective math instruction. The United States Department of Education's "Use of Technology in Teaching and Learning" states that technology ushers in fundamental structural changes that can be integral to increasing student engagement and motivation and accelerating learning.

**Action Steps to Implement**

1. Core math instruction aligned with the rigor of standards and student tasks aligned with response mechanisms.
2. Guided math instruction and intervention with student discourse aligned to current data.
3. Modeling specific skills for students to masters and strategies to use, including C.U.B.E.S. strategy.
4. Daily differentiated math rotations incorporating manipulatives and including Istation daily usage and remediation for students who score less than 70% on progress monitoring assessments.
5. Fluency daily and skill progress monitoring daily with formal assessments every 20 days.
6. Math Prep Boot Camps will be implemented as an ongoing means of support for those students not meeting proficiency based on current Mastery Connect data.

**Person Responsible** Patricia Garcia (pgarcia@bridgeprepacademy.com)

1. Core math instruction aligned with the rigor of standards and student tasks aligned with response mechanisms.
2. Guided math instruction and intervention with student discourse aligned to current data.
3. Modeling specific skills for students to masters and strategies to use, including C.U.B.E.S. strategy.
4. Daily differentiated math centers incorporating manipulatives and including Istation daily usage and remediation for students who score less than 70% on progress monitoring assessments.
5. Fluency daily and skill progress monitoring daily with formal assessments every 20 days.

**Person Responsible** Antonietta DiGirolamo (adigirolamo@bridgeprepvillagegreen.com)

## #2. Instructional Practice specifically relating to ELA

**Area of Focus Description and Rationale:** Learning gains of the lowest 25th percentile decreased from 60%, based on the 2019 ELA FSA, to 30% as measured by the 2021 ELA FSA. Learning gains are identified as a critical need based on FSA ELA data. Student achievement in reading impacts student's overall achievement and academic success in school.

**Measurable Outcome:** After instruction in reading:  
 60% of students in grades 3-11 will score at or above proficiency as measured by state-mandated FSA  
 60% 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, Achieve 3000, and Mastery Connect. Quarterly data conferences will be implemented among the Curriculum Support Team, the Executive Director of Curriculum, and the administrative staff. 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:** Patricia Garcia (pgarcia@bridgeprepacademy.com)

**Evidence-based Strategy:** All teachers will implement effective standards and research-based teaching instruction such as small group differentiated instruction aligned with best practices in order to close the learning gap across all grade levels.

**Rationale for Evidence-based Strategy:** The article " How Differentiating Instruction Helps Students Connect to Learning" outlines how differentiated instruction is implemented into a classroom setting in various methods in which students are able to achieve their highest potential.

## Action Steps to Implement

1. Use Mastery Connect for progress monitoring
2. Create small instructional groups based on Mastery Connect, Achieve 3000, and Istation data
3. Establish intervention groups based on a specific area of need.
4. ELA Prep Boot Camps will be implemented as an ongoing means of support for those students not meeting proficiency based on current data.

**Person Responsible** Patricia Garcia (pgarcia@bridgeprepacademy.com)

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

Science proficiency was identified as a critical need based on 2021 FSA standardized data. Evidence of decline is based on 2019 FSA Science data which shows that overall, 48% of students achieved proficiency while 42% of students achieved proficiency in 2021.

**Area of Focus Description and Rationale:**

In 2019, 48% of students achieved proficiency level in the Grade 5 Science FSA while in 2021 students maintained with 48% of students achieving proficiency. Biology showed a decline based on 2021 EOC data which showed that only 58% of students achieved proficiency while in 2019 students had a 73% proficiency level.

Achievement gaps must be closed in order to ensure that students have the scientific foundation needed to be successful in secondary science courses. Inquiry-based lessons along with discovery-focused science instruction are best practices that must be utilized. Reading intervention resources, hands-on learning materials, and S.T.E.M. labs will aid in bridging the gap so that student achievement in the lowest-performing subgroups is achieved.

**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 assessments.

**Monitoring:**

Progress-monitoring will occur with the use of Mastery Connect and Performance Matters. Quarterly data conferences will be implemented among the Curriculum Support Team, the Executive Director of Curriculum, and Administrative staff. Administration will hold monthly data chat with teachers. Teachers will hold data chats with students. Assessments will be administered three times a year so that the data will determine and target next steps for planning individualized instruction.

**Person responsible for monitoring outcome:**

Antonietta DiGirolamo (adigirolamo@bridgeprepvillagegreen.com)

**Evidence-based Strategy:**

All teachers will implement standards effectively using research-based teaching instructional practices, such as hands-on inquiry based lessons with multiple strategic action in order to meet the diverse needs of all students to increase science achievement.

**Rationale for Evidence-based Strategy:**

According to research, students learn best based on a developmental continuum. The National Science Teachers Association in alignment with Next Generation Science Standards recommends inquiry based investigations and hands-on explorations as essential to a high quality science education program.

**Action Steps to Implement**

1. Provide an inquiry-based and hands-on approach to laboratory activities which will allow students to make scientific connections to real-world problems and share their results through written documentation.
2. S.T.E.M. Labs and hands-on activities will occur bi-weekly in all grade levels.
3. Integration of literacy strategies using non-fiction scientific articles will be used in order to enhance scientific meaning and connection.
4. Anchor charts will be displayed and used a reference.
5. Integration of appropriate technology such as Gizmos and Achieve 3000 in grades 3-11 will provide understanding and enrichment of content.
6. Science Prep Boot Camps will be implemented as an ongoing means of support for those students not meeting proficiency based on current data.

**Person Responsible** Antonietta DiGirolamo (adigirolamo@bridgeprepvillagegreen.com)

**#4. Instructional Practice specifically relating to Social Studies**

**Area of Focus**  
**Description and Rationale:** Social Studies proficiency demonstrated a great decline based on 2019 data which showed that 79% of students were proficient in the Civics End of Course Assessment compared to 2021 where only 59% of students demonstrated proficiency.

**Measurable Outcome:** After instruction in social studies, 65% of students in Grade 7 will score at or above proficiency as measured by the state standardized assessment.

**Monitoring:** Progress-monitoring will occur with the use of iCivics and differentiated instruction. Quarterly data conferences will be implemented among the Curriculum Support Team, the Executive Director of Curriculum, and the Administrative staff. Administration will hold monthly data chats with teachers. Teachers will hold regular data chats with students. The assessments will identify areas of improvement for targeted intervention.

**Person responsible for monitoring outcome:** Antonietta DiGirolamo (adigirolamo@bridgeprepvillagegreen.com)

**Evidence-based Strategy:** All teachers will implement effective standards and research based teaching instruction aligned with best practices for meeting the diverse needs of all students to increase social studies achievement.

**Rationale for Evidence-based Strategy:** According to research, students learn best based on a developmental continuum. The National Social Studies Teachers Association in alignment with Next Generation Standards recommends real-world connections as being an essential component to the civics lesson.

**Action Steps to Implement**

1. Provide real-world examples to help students make connections to lessons.
2. Integrate literacy and literacy strategies in the social studies classroom in order to enhance meaning through writing and collaboration.
3. Interactive journals will be used as references.
4. Anchor charts for every standard will be developed and used in instruction.
5. Integration of appropriate technology such as iCivics, Achieve 3000, and Cerego.
6. Integrate Civics Bootcamp in order to prepare students for the EOC assessment.

**Person Responsible** Antonietta DiGirolamo (adigirolamo@bridgeprepvillagegreen.com)

**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.

- 1. Provide teachers with an opportunity to access and review appropriate curriculum and effective resources.**
- 2. Provide classroom hourly teachers and hourly interventionists for supplemental instructional support that will include various delivery models to improve learning gains through small group instruction during extended learning opportunities before, during, or after the school day.**
- 3. Provide supplemental textbooks and teacher's guides in reading & mathematics to support the re-teaching of FSA standards during small group instruction by the interventionists and teachers to targeted students to increase learning gains in these subjects.**
- 4. Instructional leads will maintain classroom collaboration with content area teachers to address student academic needs.**

### **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 Village Green establishes a positive school culture and environment by building a foundation of trust and positivity among the students, families, administration, teachers, and community members. We allow and support students to understand their worth by providing multiple opportunities for students to celebrate their interests and have a voice within 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 avenues for the students to express their interests as well as support the broadening of their mindset. Enrichment to our school culture will be attained by allowing students to be part of student government, Leadership Day, arts with seasonal shows, private and group music lessons, before and after school FSA Academy preparation, and sports clubs and activities.

We here at BPA Village Green are providing support to our community by creating Bi-lingual friendly classrooms and daily Spanish classes as part of our everyday curriculum. Reflecting on 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 program at our school includes the use of Gallup Strength Finder which will uncover unique rank order of strengths and themes. The Strength Finder will uncover a student's unique rank of order of 34 strengths which will demonstrate how students most naturally think, feel, and behave. Research shows that

people who know and use their strengths are more engaged and productive, happier, and healthier. Our students will improve their leadership skills which can be them more productive members of society. Our Leadership Day will open our doors to well-respected people of our community such as doctors, lawyers, educators, local and public entrepreneurs, Miami-Dade 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 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 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 enrich that intellect by offering various opportunities to express themselves by creating short plays and one-man shows that reflect our quarterly lessons in subjective entertainment.

Our enrichment and gifted program will develop the problem-solving creative mindset that is much needed in our students today. We will provide our elementary as well as our Middle and High School students, the opportunity to create a cohesive team throughout the BPA community.

A student government will provide the student's 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 develop a plan for fundraising to provide the equity to pursue the trips and have a vested interest.

We at BPA Village Green, have found that the FSA afterschool and Saturday Prep Academy 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.

Our after-school sports clubs will provide students the ability to develop their social and leadership 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.

We at BPA Village Green, 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 to 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 businesses to receive awards and incentives for teachers and students. Additionally, local businesses assist with donations that support school events and activities that contribute to a positive learning environment and increased students achievement.

Vice Principal, Assistant Principals, Mental Health Counselor, and CAP Counselor serve 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 has secured a teacher dedicated to the Multitiered System of Supports (MTSS) process who 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.**

<b>1 III.A. Areas of Focus: Instructional Practice: Math \$22,588.75</b>						
Function	Object	Budget Focus	Funding Source	FTE	2021-22	
5100	319-Technology-Related Professional and Technical Services	3034 - Bridgeprep Academy Of Village Green	General Fund	1.0	\$20,188.75	
<i>Notes: Mastery Connect</i>						
5100	120-Classroom Teachers	3034 - Bridgeprep Academy Of Village Green	General Fund	4.0	\$2,400.00	
<i>Notes: Math Bootcamp</i>						
<b>2 III.A. Areas of Focus: Instructional Practice: ELA \$219,640.80</b>						
Function	Object	Budget Focus	Funding Source	FTE	2021-22	
5100	319-Technology-Related Professional and Technical Services	3034 - Bridgeprep Academy Of Village Green	General Fund	1.0	\$44,176.00	
<i>Notes: Istation</i>						
5100	520-Textbooks	3034 - Bridgeprep Academy Of Village Green	General Fund	1.0	\$71,550.40	
<i>Notes: Read180</i>						
5100	520-Textbooks	3034 - Bridgeprep Academy Of Village Green	General Fund	1.0	\$45,938.00	
<i>Notes: Reading Horizons</i>						
5100	520-Textbooks	3034 - Bridgeprep Academy Of Village Green	General Fund	1.0	\$3,326.40	
<i>Notes: Wordly Wise</i>						
5100	130-Other Certified Instructional Personnel	3034 - Bridgeprep Academy Of Village Green	General Fund	4.0	\$52,250.00	
<i>Notes: Instructional ELA Coach</i>						
5100	120-Classroom Teachers	3034 - Bridgeprep Academy Of Village Green	General Fund	4.0	\$2,400.00	
<i>Notes: ELA Bootcamp</i>						
<b>3 III.A. Areas of Focus: Instructional Practice: Science \$35,030.00</b>						



	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	319-Technology-Related Professional and Technical Services	3034 - Bridgeprep Academy Of Village Green	General Fund	1.0	\$32,630.00
			<i>Notes: Achieve 3000</i>			
	5100	120-Classroom Teachers	3034 - Bridgeprep Academy Of Village Green	General Fund	4.0	\$2,400.00
			<i>Notes: Science Bootcamp</i>			
<b>4</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: Social Studies</b>				<b>\$40,630.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	319-Technology-Related Professional and Technical Services	3034 - Bridgeprep Academy Of Village Green	General Fund	1.0	\$32,630.00
			<i>Notes: Achieve 3000</i>			
	5100	120-Classroom Teachers	3034 - Bridgeprep Academy Of Village Green	General Fund	4.0	\$2,400.00
			<i>Notes: Social Studies Bootcamp</i>			
	5100	319-Technology-Related Professional and Technical Services	3034 - Bridgeprep Academy Of Village Green	General Fund		\$5,600.00
			<i>Notes: Cerego</i>			
					<b>Total:</b>	<b>\$317,889.55</b>