

Miami-Dade County Public Schools

# Bridgeprep Academy Of Greater Miami



2021-22 Schoolwide Improvement Plan

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# Bridgeprep Academy Of Greater Miami

137 NE 19TH ST, Miami, FL 33180

www.bridgepreacademygreatermiami.com

## Demographics

Principal: Guillermo Gonzalez

Start Date for this Principal: 8/22/2016

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School KG-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	72%
<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 Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: C (53%) 2017-18: C (52%) 2016-17: B (59%)
<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 Greater Miami

137 NE 19TH ST, Miami, FL 33180

[www.bridgepreacademygreatermiami.com](http://www.bridgepreacademygreatermiami.com)

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p style="text-align: center;">Elementary School KG-5</p>	<p><b>2020-21 Title I School</b></p> <p>Yes</p>	<p><b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p>85%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p><b>Charter School</b></p> <p>Yes</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p>94%</p>

## School Grades History

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

## 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.

BridgePrep Academy believes every child learns best in a safe, nurturing and stimulating environment where high academic expectations, self-esteem, good character, and an appreciation for the arts are promoted. BridgePrep Academy's mission is to provide a challenging academic curriculum that will encompass an enriched Spanish language program, technology and experiences that will enable students to develop in all areas. BridgePrep Academy's goal is to educate well rounded individuals and enable students to reach their maximum potential.

#### Provide the school's vision statement.

BridgePrep Academy believes that each child is a unique individual who needs a secure, nurturing and stimulating environment 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 achievements.

### 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
Ortiz, Mitzie	Principal	Mrs. Ortiz oversees the daily activities and operations within a school. Her main duties include disciplining or advising students, approving Teachers' curriculums and ensuring the school environment is safe for all students and staff members.
March , Mary	Assistant Principal	Mrs. March serves at the school's testing chair, oversees the Title 1 Program, and assists the principal of the school.
Lopez, Johanna	Instructional Coach	As an instructional coaches, Ms. Lopez serves as the on-site professional developers who teach educators how to use proven instructional methods.
	Instructional Coach	As an instructional coaches, Mrs. Vidal serves as the on-site professional developers who teach educators how to use proven instructional methods.

### Demographic Information

#### Principal start date

Monday 8/22/2016, Guillermo Gonzalez

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

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

**Total number of teacher positions allocated to the school**

28

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

425

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

14

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

14

**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	69	79	71	80	61	67	0	0	0	0	0	0	0	427
Attendance below 90 percent	1	3	7	2	4	9	0	0	0	0	0	0	0	26
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	1	2	3	5	0	0	0	0	0	0	0	12
Course failure in Math	0	1	1	2	4	10	0	0	0	0	0	0	0	18
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	6	22	0	0	0	0	0	0	0	28
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	3	9	0	0	0	0	0	0	0	12
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	12	3	15	23	0	0	0	0	0	0	0	54

**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	4	0	1	0	0	0	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Wednesday 9/22/2021

**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	69	73	86	63	68	74	0	0	0	0	0	0	0	433
Attendance below 90 percent	0	1	5	0	1	5	0	0	0	0	0	0	0	12
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	1	0	0	1	2	0	0	0	0	0	0	0	4
Course failure in Math	0	2	1	0	2	1	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide ELA assessment	0	0	0	0	6	22	0	0	0	0	0	0	0	28
Level 1 on 2019 statewide Math assessment	0	0	0	0	3	9	0	0	0	0	0	0	0	12

**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	2	9	0	6	30	0	0	0	0	0	0	0	47

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

**2020-21 - Updated**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	69	73	86	63	68	74	0	0	0	0	0	0	0	433
Attendance below 90 percent	0	1	5	0	1	5	0	0	0	0	0	0	0	12
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	0	0	1	2	0	0	0	0	0	0	0	4
Course failure in Math	0	2	1	0	2	1	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide ELA assessment	0	0	0	0	6	22	0	0	0	0	0	0	0	28
Level 1 on 2019 statewide Math assessment	0	0	0	0	3	9	0	0	0	0	0	0	0	12

**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	2	9	0	6	30	0	0	0	0	0	0	0	47

**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	2	1	0	1	0	0	0	0	0	0	0	0	4
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				47%	62%	57%	53%	62%	56%
ELA Learning Gains				57%	62%	58%	51%	62%	55%
ELA Lowest 25th Percentile				46%	58%	53%	57%	59%	48%
Math Achievement				57%	69%	63%	60%	69%	62%
Math Learning Gains				60%	66%	62%	57%	64%	59%
Math Lowest 25th Percentile				48%	55%	51%	39%	55%	47%
Science Achievement				56%	55%	53%	49%	58%	55%

**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	33%	60%	-27%	58%	-25%
Cohort Comparison						
04	2021					
	2019	52%	64%	-12%	58%	-6%
Cohort Comparison		-33%				
05	2021					
	2019	45%	60%	-15%	56%	-11%
Cohort Comparison		-52%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	48%	67%	-19%	62%	-14%
Cohort Comparison						
04	2021					
	2019	54%	69%	-15%	64%	-10%
Cohort Comparison		-48%				
05	2021					
	2019	59%	65%	-6%	60%	-1%
Cohort Comparison		-54%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	52%	53%	-1%	53%	-1%
Cohort Comparison						

### Grade Level Data Review - Progress Monitoring Assessments

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

BridgePrep Academy of Greater Miami uses assessments via Mastery Connects and IStation to progress monitor the students.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	49	47	46
	Economically Disadvantaged	48	49	71
	Students With Disabilities	50	58	58
	English Language Learners	48	55	56
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	70	68	80
	Economically Disadvantaged	39	40	41
	Students With Disabilities	35	58	58
	English Language Learners	48	55	55

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	53	52	52
	Economically Disadvantaged	42	44	47
	Students With Disabilities	59	60	60
	English Language Learners	39	48	55
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	47	25	43
	Economically Disadvantaged	42	48	44
	Students With Disabilities	33	66	67
	English Language Learners	50	68	69

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	69	63	73
	Economically Disadvantaged	41	47	50
	Students With Disabilities	45	53	53
	English Language Learners	32	32	36
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	49	39	53
	Economically Disadvantaged	39	42	45
	Students With Disabilities	24	48	48
	English Language Learners	24	31	40
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	64	64	68
	Economically Disadvantaged	52	55	51
	Students With Disabilities	41	51	56
	English Language Learners	41	41	56
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	45	21	46
	Economically Disadvantaged	37	41	42
	Students With Disabilities	96	34	34
	English Language Learners	20	32	32

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	56	54	58
	Economically Disadvantaged	52	57	50
	Students With Disabilities	41	48	48
	English Language Learners	31	40	48
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	25	36	48
	Economically Disadvantaged	21	27	29
	Students With Disabilities	30	37	44
	English Language Learners	20	37	50
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	49	45	47
	Economically Disadvantaged	42	48	29
	Students With Disabilities	41	42	39
	English Language Learners	37	38	40

**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
ELL	50	55	62	46	23	20	12				
BLK	44	33		35	8		9				
HSP	52	54	64	49	30	20	16				
FRL	49	53	56	46	27	24	11				
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	23			15							
ELL	47	64	53	57	63	44	54				
BLK	37	39		39	43		41				
HSP	49	60	50	61	65	47	63				
FRL	43	54	48	56	57	48	54				

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	33			33							
ELL	44	51	57	54	55	28	47				
BLK	47	40	50	47	46	45	29				
HSP	55	57	61	65	64	44	54				
WHT	50	45		59	41		45				
FRL	47	50		59	64						

### 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	40
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	59
Total Points Earned for the Federal Index	320
Total Components for the Federal Index	8
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	41
English Language Learners Subgroup Below 41% in the Current Year?	NO
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%	

<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	26
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	43
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
<b>Economically Disadvantaged Students</b>	
Federal Index - Economically Disadvantaged Students	41
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?**

HSP and ELL subgroups both showed improved across the board in their overall data (both progress monitoring and state assessment scores).

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

Based off of progress monitoring and the latest assessments scores-the greatest need for improvement is the area of 5th Grade Science.

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

Some of the contributing factors for this need for improvement was the lack of rigor in the primary grades. By monitoring rigor beginning in the primary grades in the area of science would need to be taken to address this need. In addition, weekly hands-on and virtual science experiments will need to take place to meet the needs of all learners.

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

The data components (based off progress monitoring) that showed the most improvement was in the area of ELA.

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

Some of the contributing factors for this improvement was the use of Achieve 3000, the use of IStation, and the support from a full time Reading Coach. By using these programs with fidelity, the students gained a better understanding of the standards that are assessed. In addition, the reading coach was able to assist teachers in best teaching these standards to the students.

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

Some of the strategies that will need to be implemented in order to accelerate learning in the proper planning and implementation of strategic differentiated instruction in all subject areas to best meet the needs of all learners.

**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.**

All teachers are assigned specific professional developments that will target their particular area of need. In addition, teachers are participating in school-wide professional developments that will help improve their overall ability to become a stronger educator. These professional developments are offered by: outside vendors, in-house coaches, and by BPA's Curriculum Support Team. (All professional developments are research based.)

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

Some additional services that are now implemented to ensure sustainability of improvement are the assigned individualized professional developments and the implementation of weekly common plannings. The professional developments are as aforementioned. The common plannings are guided and lead by the two in-house instructional coaches and hosted on a group and individual basis based on teacher need. These common plannings will help ensure teachers are prepared to best teach their students the standards in a effective manner.

### Part III: Planning for Improvement

#### Areas of Focus:

*No activities were entered for this section.*

#### 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.

**One of the main concerns at BPA is the attendance. BPA has hosted parent workshops on the importance of daily at school holding on to the motto of "if you are not here, you are not learning". By attempting to educate the parents, the goal is for that desire to be present in school to trickle down to the students.**

**BPA has an in-house counselor that oversees students' attendance and communicates with the parents.**

**BPA has also implemented an in-house attendance behavior system that encourages students to attend school.**

### 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 is working on becoming a PBIS school. The in-house counselor is assisting in leading this endeavor. BPA uses a positive behavior system amongst the students to have all teachers and staff focus on discipling the students in a positive way.

BPA believes that positive reinforcement reinforces what the student is doing right rather than concentrating on what the student doing wrong. BPA's goal is that this increases the likelihood that the positive behavior

will be repeated. BPA uses a school-wide app that focuses on positive deeds and qualities through enthusiasm, descriptive encouragement, and natural, logical rewards.

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

BPA's counselor leads the PBIS in partnership with Mrs. Ortiz (the principal) and Mrs. March (the assistant principal). As a team-all teachers and staff members are trained before the school year starts in order to implement it effectively. It is also communicated to all parents and families BPA's goals for the new school year and are in constant communication with families.

**Part V: Budget**

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

<b>Total:</b>	<b>\$0.00</b>
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