

Miami-Dade County Public Schools

Bridgeprep Academy Of Greater Miami



2022-23 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

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	72%
2021-22 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	2021-22: C (46%) 2018-19: C (53%) 2017-18: C (52%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

N/A

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	72%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	93%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

School Board Approval

N/A

SIP Authority

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

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.
Cobbs, Pamela	Math Coach	As an instructional coaches, Mrs. Cobbs serves as the onsite professional developers who teach educators how to use proven instructional methods.
Cedeno, Valeska	Reading Coach	As an instructional coaches, Ms. Cedeno 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 2022 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 2022 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

31

Total number of students enrolled at the school

424

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

12

Identify the number of instructional staff who joined the school during the 2022-23 school year.

12

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	77	74	78	71	65	59	0	0	0	0	0	0	0	424
Attendance below 90 percent	0	1	4	1	3	10	0	0	0	0	0	0	0	19
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	0	3	2	3	0	0	0	0	0	0	0	9
Course failure in Math	0	0	0	4	5	1	0	0	0	0	0	0	0	10
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	3	9	11	0	0	0	0	0	0	0	23
Level 1 on 2022 statewide FSA Math assessment	0	0	0	3	19	14	0	0	0	0	0	0	0	36
Number of students with a substantial reading deficiency	1	4	2	7	11	9	0	0	0	0	0	0	0	34

Using the table above, complete the table below with the number of students by current grade level who have 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	1	23	21	0	0	0	0	0	0	0	45

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	1	1	3	5	2	0	0	0	0	0	0	0	13
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

Tuesday 10/4/2022

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	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	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	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

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	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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	52%	62%	56%				47%	62%	57%
ELA Learning Gains	50%						57%	62%	58%
ELA Lowest 25th Percentile	40%						46%	58%	53%
Math Achievement	46%	58%	50%				57%	69%	63%
Math Learning Gains	49%						60%	66%	62%
Math Lowest 25th Percentile	52%						48%	55%	51%
Science Achievement	35%	64%	59%				56%	55%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	33%	60%	-27%	58%	-25%
Cohort Comparison		0%				
04	2022					
	2019	52%	64%	-12%	58%	-6%
Cohort Comparison		-33%				
05	2022					
	2019	45%	60%	-15%	56%	-11%
Cohort Comparison		-52%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	48%	67%	-19%	62%	-14%
Cohort Comparison		0%				
04	2022					
	2019	54%	69%	-15%	64%	-10%
Cohort Comparison		-48%				
05	2022					
	2019	59%	65%	-6%	60%	-1%
Cohort Comparison		-54%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	52%	53%	-1%	53%	-1%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
ELL	50	49	29	43	46	53	46				
BLK	47	48		46	50		42				
HSP	54	49	38	46	48	48	36				
WHT	46			38							
FRL	49	49	38	44	48	52	35				
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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	42
Total Points Earned for the Federal Index	366
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A

Students With Disabilities	
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	45
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
Black/African American Students	
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%	0
Hispanic Students	
Federal Index - Hispanic Students	45
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0

White Students	
Federal Index - White Students	42
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	44
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Subgroups in all subgroups showed improved across the board in their overall data. Although the data trends indicate that the students did not make as much learning gains especially the lowest 25% students.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based off of progress monitoring and the latest assessments scores- the greatest need for improvement is for math and 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 primary grades and experience of new teachers. By monitoring rigor beginning in the primary grades in the area of math and 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 including the implementation of school wide strategies for math and science.

What data components, based off progress monitoring and 2022 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.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Science

Area of Focus Description and

Rationale: After reviewing the SSA data, the leadership team determined that this was a critical need.
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable Outcome: Our Science goal for this year will be 40% (a 5% growth from last year).
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Monitoring: Standard Based Assessments; Baseline and Mid-Year Assessments; Gizmos; Visual Learning Kids Data; Data chats with both teachers and students
Describe how this Area of Focus will be monitored for the desired outcome.

Person responsible for monitoring outcome: Pamela Cobbs (pcobbs@bridgeprepgreatermiami.com)

Evidence-based Strategy: Progress Monitoring and continual data chats
Describe the evidence-based strategy being implemented for this Area of Focus.

Rationale for Evidence-based Strategy: The resources are Standards based assessments, VLK, and Gizmos. All of these resources have been vetted to provide reliable proficiency data, areas of weaknesses, and areas of strengths.
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Additional professional development on the use of the VLK and Gizmos Science Labs will be provided in order for teachers to appropriately use these resources for instructional delivery, as well as targeted interventions and differentiated instruction. Tutoring will also be made available.

Person Responsible [no one identified]

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

After reviewing the FSA data, the leadership team determined that this was a critical need.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Our MATH goal for this year will be 54% (a 10% growth from last year).

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Istation Progress Monitoring; Topic Assessments; Intervention data; Data chats with both teachers and students

Person responsible for monitoring outcome:

Pamela Cobbs (pcobbs@bridgeprepgreatermiami.com)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Progress Monitoring and continual data chats

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The resources are Istation, Standards based assessments, Go Math DI and Reflex Math. All of these resources have been vetted to provide reliable proficiency data, areas of weaknesses, and areas of strengths.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Professional development on research-based strategies have been provided to teachers. Additional professional development on the use of the Istation teacher toolbox and Go Math digital platform will be provided in order for teachers to appropriately use these resources for instructional delivery, as well as targeted interventions and differentiated instruction. Tutoring will also be made available.

Person Responsible

Pamela Cobbs (pcobbs@bridgeprepgreatermiami.com)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

N/A

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

N/A

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

N/A

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
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N/A

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

BPA is a PBIS school. The in-house counselor is assisting in leading our program.

BPA uses a positive behavior system amongst the students to have all teachers and staff focus on disciplining the students in a positive way. BPA is also implementing the Second Step Character program in our school.

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

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

Second Step will along with the values of the month will be used to teach our students our character development and values matter.

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

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.