

Collier County Public Schools

# Bridgeprep Academy Collier School



2023-24

Schoolwide Improvement Plan (SIP)

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## Bridgeprep Academy Collier

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### SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

#### Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

#### Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

#### Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

## 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 Department 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.

## I. School Information

### School Mission and Vision

#### **Provide the school's mission statement.**

Our mission at BridgePrep Academy of Collier, in partnership with our stakeholders, is to foster a nurturing and rigorous academic environment that embraces the Spanish heritage and language, incorporates innovative instructional techniques, 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, Stakeholder Involvement and SIP Monitoring

#### **School Leadership Team**

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Gilcher, Carey	Principal	<p>Creates foundational school's documents including:</p> <ul style="list-style-type: none"> <li>Master schedule</li> <li>Student rosters</li> <li>Culture rubric</li> <li>Campus operating mechanisms</li> <li>School discipline plan</li> <li>Leadership core calendar</li> <li>School yearlong calendar</li> <li>Staff handbook</li> <li>Emergency response plan</li> </ul> <p>Plans for the use of discretionary school funds.</p> <p>Submits Title 1, UNISIG, and ESSER documentation and reimbursement.</p> <p>Build relationships with school district personnel.</p> <p>Monitors compliance status and submits required documentation to the district.</p> <p>Manages the school budget and approves campus level purchases from the discretionary budget.</p> <p>Attends monthly budget reviews and makes needed adjustments to spending.</p> <p>Maintains inventory of instructional material</p> <p>Creates order for instructional material</p> <p>Manages crisis situations (e.g., lockdown, shelter-in-place, etc.)</p> <p>Hires and dismisses campus instructional staff.</p> <p>Monitors campus instructional staff performance and issues write-ups and performance improvement plans.</p> <p>Monitors progress towards campus goals and makes school-wide adjustments when off track.</p> <p>Monitors and manages student discipline.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Approves student disciplinary actions (e.g. suspension, expulsion, etc.)</p> <p>Assigns a point person on campus for ESOL, ESE, 504, afterschool programing, athletic director (if applicable) and testing coordination.</p> <p>Publishes a weekly family and staff newsletter.</p> <p>Manages the campus leadership team.</p> <p>Completes the staff development cycle with each direct report.</p> <p>Leads weekly instructional rounds with VP/AP/IC.</p> <p>Participates in weekly data meetings with IST.</p> <p>Organizes and leads campus professional development.</p> <p>Leads daily huddle, weekly tactical meetings, and quarterly step backs with campus leadership team.</p> <p>Holds weekly check-ins with direct reports.</p> <p>Approves absences and tracks attendance for direct reports.</p> <p>Approves timesheets for hourly campus instructional staff.</p> <p>Ensures staff attends network meetings.</p>

### **Stakeholder Involvement and SIP Development**

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Stakeholders (including the school leadership team, teachers and school staff, parents, students and families, and business or community leaders) provided their input in the SIP development process via monthly parent meetings, coffee with the principal meetings, and bi-weekly staff meetings. The school leadership team is also actively involved with Naples Kiwanis on the Gulf, a community-based organization focused on supporting children and schools in Collier County. Kiwanis members are invited to attend parent meetings and provide input.

### **SIP Monitoring**

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))



The SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards with weekly leadership data meetings, monthly staff data meetings, and quarterly executive/network data meetings. The plan will be revised as needed based on student performance data and input from parents and stakeholders regarding student needs. Qualitative narrative data will be collected during monthly staff and parent meetings and using surveys and questionnaires and changes to the SIP will be brought to stakeholders via monthly meetings.

**Demographic Data**  
Only ESSA identification and school grade history updated 3/11/2024

<b>2023-24 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Combination School KG-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2022-23 Title I School Status</b>	No
<b>2022-23 Minority Rate</b>	76%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	81%
<b>Charter School</b>	Yes
<b>RAISE School</b>	No
<b>ESSA Identification</b> *updated as of 3/11/2024	ATSI
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: D 2018-19: D
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

**Early Warning Systems**

Using 2022-23 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	
Absent 10% or more days	7	5	4	1	1	1	1	1	0	21
One or more suspensions	0	0	0	0	0	0	0	2	0	2
Course failure in English Language Arts (ELA)	0	3	1	0	0	1	0	1	0	6
Course failure in Math	1	2	0	0	2	0	0	2	0	7
Level 1 on statewide ELA assessment	0	0	0	13	5	10	10	8	10	56
Level 1 on statewide Math assessment	0	0	0	8	9	15	7	6	1	46
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0

**Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	1	10	7	15	9	9	51

**Using the table above, complete the table below with the number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	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

**Prior Year (2022-23) As Initially Reported (pre-populated)**

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0

**The number of students by current grade level that had two or more early warning indicators:**

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

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	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

**Prior Year (2022-23) Updated (pre-populated)**

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0

**The number of students by current grade level that had two or more early warning indicators:**

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

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	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

**II. Needs Assessment/Data Review**

**ESSA School, District and State Comparison (pre-populated)**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

**On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.**

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	33	58	53	45	62	55	51		
ELA Learning Gains				51			44		
ELA Lowest 25th Percentile				47			29		
Math Achievement*	47	63	55	48	45	42	31		
Math Learning Gains				58			31		
Math Lowest 25th Percentile				53			20		
Science Achievement*	38	55	52	21	59	54	26		
Social Studies Achievement*	18	76	68	81	56	59	57		
Middle School Acceleration	0	62	70		51	51			
Graduation Rate		56	74		54	50			
College and Career Acceleration		63	53		73	70			
ELP Progress	49	58	55	40	66	70	12		

\* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

**ESSA School-Level Data Review (pre-populated)**

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	31
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	214
Total Components for the Federal Index	7
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	49

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	444
Total Components for the Federal Index	9
Percent Tested	97
Graduation Rate	

**ESSA Subgroup Data Review (pre-populated)**

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	13	Yes	2	1
ELL	30	Yes	2	1
AMI				
ASN				
BLK	31	Yes	1	1
HSP	41			
MUL				
PAC				
WHT	40	Yes	1	
FRL	39	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	34	Yes	1	
ELL	39	Yes	1	
AMI				
ASN				
BLK				
HSP	48			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL				
PAC				
WHT				
FRL	51			

**Accountability Components by Subgroup**

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	33			47			38	18	0			49
SWD	0			25							2	
ELL	20			42			17				5	49
AMI												
ASN												
BLK	38			23							2	
HSP	34			51			44				5	52
MUL												
PAC												
WHT	18			55							3	46
FRL	33			45			36				5	48

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	45	51	47	48	58	53	21	81				40
SWD	31	45		15	45							
ELL	34	51	43	34	52	50	10					40
AMI												
ASN												

2021-22 ACCOUNTABILITY 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	ELP Progress
BLK												
HSP	44	47	36	49	60	55	26	79				40
MUL												
PAC												
WHT												
FRL	45	55		45	59		20	92				44

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	51	44	29	31	31	20	26	57				12
SWD	17	27		15	20							
ELL	57	50	36	33	31	20						12
AMI												
ASN												
BLK				13								
HSP	53	46		34	33	10	26	60				14
MUL												
PAC												
WHT												
FRL	52	47		32	38		25					11

**Grade Level Data Review– State Assessments (pre-populated)**

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	27%	60%	-33%	54%	-27%
07	2023 - Spring	19%	52%	-33%	47%	-28%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	42%	47%	-5%	47%	-5%
04	2023 - Spring	52%	65%	-13%	58%	-6%
06	2023 - Spring	13%	51%	-38%	47%	-34%
03	2023 - Spring	28%	56%	-28%	50%	-22%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	38%	70%	-32%	54%	-16%
07	2023 - Spring	31%	75%	-44%	48%	-17%
03	2023 - Spring	52%	67%	-15%	59%	-7%
04	2023 - Spring	48%	74%	-26%	61%	-13%
08	2023 - Spring	79%	52%	27%	55%	24%
05	2023 - Spring	18%	70%	-52%	55%	-37%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	47%	45%	2%	44%	3%
05	2023 - Spring	18%	62%	-44%	51%	-33%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	19%	68%	-49%	66%	-47%

### III. Planning for Improvement

**Data Analysis/Reflection**  
 Answer the following reflection prompts after examining any/all relevant school data sources.

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

6th and 7th grade English Language Arts results show the lowest performance. Teacher turnover contributed most to the low performance in 7th grade language arts, and a high number of students new



to the country entering school for the first time during the school year and having limited English proficiency contributes to the low performance in both grades.

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

Growth in English Language Arts in 6th and 7th grades showed the greatest decline. Teacher turnover contributed most to the low performance in 7th grade language arts, and a high number of students new to the country entering school for the first time during the school year and having limited English proficiency contributes to the low performance in both grades.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

English Language Arts in 6th and 7th grades showed the greatest gap. Teacher turnover contributed most to the low performance in 7th grade language arts, and a high number of students new to the country entering school for the first time during the school year and having limited English proficiency contributes to the low performance in both grades.

**Which data component showed the most improvement? What new actions did your school take in this area?**

Middle school Math shows the most improvement. Extra training in instructional techniques specific to math were provided to the middle school math teacher which allowed him to translate his talents in mathematics to teaching math to students.

**Reflecting on the EWS data from Part I, identify one or two potential areas of concern.**

The number of students with high absentee rates and performance on state ELA assessments are of greatest concern.

**Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.**

1. Overall ELA performance on state assessments
2. Growth in ELA performance for English Language Learners
3. Performance on Algebra I state exam

### **Area of Focus**

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

**#1. Positive Culture and Environment specifically relating to Other****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The focus area is building school-wide culture through systematic routines and procedures. Overall low academic performance across all grades indicates that despite a positive culture with strong relationships between school staff and students and families, significant improvement in school culture to create a learning environment conducive to high achievement is necessary.

**Measurable Outcome:**

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

The measurable outcome achievement goal is at least 60% proficiency in each grade level on state assessments for progress monitoring period 3 in math and English language arts.

**Monitoring:**

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

Student achievement data will be monitored weekly, monthly, and with progress monitoring periods 1 and 2 in math and English language arts.

**Person responsible for monitoring outcome:**

Carey Gilcher (gilcheca@collierschools.com)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The evidence-based intervention being implemented is the Good Behavior Game.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

According to What Works Clearinghouse, "Good Behavior Game is a classroom management strategy that aims to improve social skills, minimize disruptive behaviors, and create a positive learning environment. Teachers place students into teams and reward them for demonstrating appropriate behaviors and following classroom rules." Evidence indicates there is a strong effectiveness rating for a positive impact on classroom environments and learning.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**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.

***No action steps were entered for this area of focus***

## #2. ESSA Subgroup specifically relating to English Language Learners

### Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

13 out of 52, 25% of ELL students had negative learning gains as measured by the 2023 FAST ELA. Learning gains are identified as a critical need based on FAST ELA data. Student achievement in reading impacts student's overall achievement and academic success in school.

### Measurable Outcome:

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

By May 2024, 85% or more of ELL students will have learning gains as measured from progress monitoring period 1 to progress monitoring period 3 on the FAST ELA test.

### Monitoring:

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

Scores from all progress monitoring tests will be recorded as well as monthly iReady monitoring tests.

### Person responsible for monitoring outcome:

[no one identified]

### Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Reading Mastery Signature Edition (for use in grades K–5) includes three strands: (a) the Reading strand addresses phonemic awareness, phonics, word analysis, fluency, vocabulary, comprehension, spelling, decoding, and word recognition skills; (b) the Oral Language/Language Arts strand addresses oral language, communication, and writing skills; and (c) the Literature strand is designed to provide students with

opportunities to read a variety of different types of text and to develop their vocabulary. During the implementation of Reading Mastery, students are grouped with other students at a similar reading level, based on program placement tests. The program includes a continuous monitoring component.

### Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Reading Mastery, one of several curriculum components that constitute the Direct Instruction curriculum from SRA/McGraw Hill, is designed to provide systematic instruction in reading to students in grades K–6. Reading Mastery, which can be used as an intervention program for struggling readers, as a supplement to a school's core reading program, or as a stand-alone reading program, is available in three versions, including English language learning edition and decoding.

### Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 2 - Moderate Evidence

### Will this evidence-based intervention be funded with UniSIG?

No

### 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.

***No action steps were entered for this area of focus*****#3. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

ESSA requires that school's sub groups should not be below 41%. When schools are below this percentage, it overall student achievement is impacted negatively across core curricula.

**Measurable Outcome:**

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

BridgePrep Academy of Collier will achieve a minimum of 41% proficiency rate in all ESSA Subgroups (Hispanic, ELL, SWD, and Economically Disadvantage students) as evidenced by the 2023-2024 FAST Progress Monitoring test administrations.

**Monitoring:**

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

The school will use iReady universal screeners in conjunction with school wide benchmark assessments to monitor for the desired outcomes.

**Person responsible for monitoring outcome:**

Carey Gilcher (gilcheca@collierschools.com)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Teachers will provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Six studies showed positive effects on decoding, and four showed effects on both decoding and reading comprehension.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**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.

***No action steps were entered for this area of focus***

## CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

A team of BridgePrep Academy of Collier stakeholders reviewed academic, behavioral and attendance data, both from EOY 2022 and 2023 and ongoing progress monitoring using the Data Warehouse Dashboard provided by Collier County Public Schools. Participating stakeholders determined which areas needed improvement for the current school year and identified trends that have developed over the past one to two years in specific grade levels, content areas and underperforming subgroups.

As the school improvement goals were established, the team determined - within the comprehensive needs assessment - how Title I dollars should be spent to best support the indicated areas of concern.

## Reading Achievement Initiative for Scholastic Excellence (RAISE)

### 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

Based on 2022-2023 Renaissance STAR ELA screening and progress monitoring system data, 25.8% of students in Kindergarten, 1st grade, 2nd grade at or above grade level and 74.2 scored below grade level. These percentages are indicators of the percentage of students in each grade level who are not on track to score at proficiency level on the statewide, standardized ELA assessment. The 1st and 2nd grade scores were due to students entering a grade already below level which impacted their on grade-level performance and showed a need for acceleration to close the existing achievement gap.

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

Based on the 2022-2023 ELA FAST scores, 26.7% of students in 3rd grade and 27.3% of students in 5th grade scored below level 3. These percentages are indicators of the percentage of students in each grade level who are not on track to score a proficiency level on the statewide, standardized ELA assessment. This score was due to students entering a grade already below level which impacted their on grade-level performance and showed a need for acceleration to close the existing achievement gap.

## 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 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 Measurable Outcomes

The percent of grades K-2 students scoring proficient, will increase to 50% or higher as measured by the Spring 2024 ELA assessment.

### Grades 3-5 Measurable Outcomes

The percent of grades 3-5 students scoring proficient, which is a level 3 or higher will increase to 50% or higher as measured by the 2024 ELA state assessment.

## Monitoring

### 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 impact student achievement outcomes.

Students progress in ELA will be progress monitored through school monthly and state progress monitoring assessments. This data will be used to set individualized goals, plan for instruction, and monitor students' progress toward proficiency.

### Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Gilcher, Carey, gilcheca@collierschools.com

## Evidence-based Practices/Programs

### Description:

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. §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?

BridgePrep Academy of Collier will implement a planning structure with ELA grade level teams in grades K-5 that will allow them to internalize the content rehearse lesson delivery and techniques with colleagues as preparation for instruction. These planning structures will include instructional techniques that increase the rigor of content presented to students and scaffold the content while encouraging student discussion, students accountability, and active engagement during the ELA block.

**Rationale:**

Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

The improvement strategy of providing a revised, standard-based planning structure focuses core instruction on developing rigorous and meaningful ELA lessons and lesson delivery that are purposeful and engage students in critical thinking and reading strategies that will increase reading proficiency.

**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
Provide a professional development across kindergarten through second grade on the implementation of Reading Mastery Standard Edition and Decoding. This curriculum series emphasizes the critical reading skills of phonemic awareness, decoding, reading comprehension, and fluency at appropriate grade levels. Teachers learn how to use literacy strategies that can be embedded into core instruction and student intervention. Administration will set the expectation that the Reading Mastery program is used daily with fidelity and provide instructional coaching to strengthen delivery. Professional development will take place in August 2023 and implementation will span from August 2023 through June 2024.	Gilcher, Carey, gilcheca@collierschools.com

**Title I Requirements**

**Schoolwide Program Plan (SWP) Requirements**

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

**Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))**  
List the school's webpage\* where the SIP is made publicly available.

The school improvement plan is highlighted for all stakeholders during BridgePrep Academy of Collier's annual Title I meeting in both English and Spanish. It is also available online and in print for those who prefer a hard copy.

**Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.**

List the school's webpage\* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

BridgePrep Academy of Collier uses a variety of means to support strong communications with stakeholders. A monthly newsletter in both English and Spanish is shared audibly and in text, the website has updated events and calendars, surveys are used regularly for stakeholder input, classroom newsletters, flyers and group messages are ongoing, and parent engagement events are planned monthly.

**Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)**

Given student need across grade-levels, our staff will consistently implement differentiated instruction by using supplemental units, technology, instructional materials, and professional development to increase reading proficiency, and learning gains, math proficiency, learning gains, and science proficiency based on Florida State Assessments in 2024 by 10% in each area.

Instructional coaching in each content area - Reading, Math and Science - will focus on modeling in the classroom, lesson planning, data reviews with teachers, school-wide communication of family engagement events, and small group instruction with students identified to be within an underperforming subgroup.

Accountability measures are used to ensure students receive consistent learning opportunities within their daily schedules and instructional materials are reviewed for alignment to benchmarks.

**If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))**

BridgePrep Academy of Collier's school improvement plan is developed in coordination and integration with state FTE guidelines, Collier County supported materials and instructional guides and assessments in alignment with benchmarks outlined in the BEST standards.

### **Optional Component(s) of the Schoolwide Program Plan**

Include descriptions for any additional strategies that will be incorporated into the plan.

**Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))**



BridgePrep Academy partners with David Lawrence Center and private contractor services to provide counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. Services are provided in an individual, small group, or large group setting depending on the needs of the students.

**Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))**

BridgePrep students are prepared for and develop awareness of of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school via student Lead Days each Monday where teachers focus on career connections to the core curriculum and through regular guest speakers who teach students about their careers and the pathway they took to get there.

**Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).**

Positive Behavioral Interventions and Supports (PBIS) is an evidence-based, tiered framework for supporting students' behavioral, academic, social, emotional, and mental health. When implemented with fidelity, PBIS improves social emotional competence, academic success, and school climate. It also improves teacher health and wellbeing. It is a way to create positive, predictable, equitable and safe learning environments where everyone thrives. PBIS emphasizes five inter-related elements: equity, systems, data, practices, and outcomes. (Center on PBIS, www. PBIS.org)

**Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))**

Professional learning is provided for all staff in school culture mechanisms, instructional techniques, and implementation of curriculum. Opportunities are provided by in-house experts and network experts via preservice training and teacher work days.

**Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))**

BridgePrep Academy provides "culture camp" for all students to learn about the procedures and routines for all aspects of the school. Kindergarten and new students attend new student orientation with their parents to learn information about the school and communication systems.

**Budget to Support Areas of Focus**

**Part VII: Budget to Support Areas of Focus**

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

1	III.B.	Area of Focus: Positive Culture and Environment: Other	\$0.00
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2	III.B.	Area of Focus: ESSA Subgroup: English Language Learners	\$0.00
3	III.B.	Area of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	\$0.00
<b>Total:</b>			<b>\$0.00</b>

**Budget Approval**

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No