

Miami-Dade County Public Schools

Bridgeprep Academy South School



2023-24

Schoolwide Improvement Plan (SIP)

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Bridgeprep Academy South

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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.

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 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
Rodriguez, Yvette	Principal	<p>Serve as the chief administrator of the school including but not limited to: Supervise all school personnel Develop and implement policies, programs, curriculum activities and budgets in a manner that promotes the educational development of each student and the professional development of each staff member. Identify annual objectives for the instructional, extracurricular and athletic programs of the school in addition to providing activities which facilitate the professional growth of the school staff and enhance the quality of the instructional program. Provide leadership and organization to the school leadership team Facilitate implementation for the MTSS problem solving process Assign staff to support goals of MTSS and PBIS process Attend MTSS meetings and provide data to determine intervention needed Monitor programs for efficiency and results and make changes when necessary Develop and implement a professional development plan Develop teachers on data driven decision making Develop successful targeted intervention programs Monitor and protect school fundraising account Work with managing company to ensure the school's operating account is managed effectively Observe and evaluate teachers.</p>
Fernandez Four, Yurien	Assistant Principal	<p>Support the instructional development of all teachers in understanding curriculum, varied assessments, instruction framework, and data analysis Facilitate instructional planning to ensure the alignment state standards, curriculum, and assessments Provide or arrange professional development in an effort to understand and facilitate adult learning, generate discussions around analyzing and improving student work Observe lessons in classrooms on a daily/weekly basis using a tiered system of support Serves as the Test Chair Person for the school Assists fundraising efforts Participates in parent/teacher conferences</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.

BridgePrep Academy develops activities to involve parents, families and other community stakeholders in the education of their children and to increase academic success. BridgePrep Academy South

partners with local business to receive awards and incentives for teachers and students. Additionally, local businesses assist with donations that support school events and activities that contribute to a positive learning environment and increased student achievement. The school builds partnerships and involves the community in contributing to student learning and student success.

A Dean of Operations was brought to the team to assist in relationship-building, and assisting in the overall operations for the school.

BridgePrep Academy South also has a Special Populations specialist and Positive Behavior Intervention Support

Team that help to support student needs and school-wide PBIS initiatives. Additionally, BridgePrep Academy South employs the Multitiered System of Supports (MTSS) process that provides additional support for students needing assistance with academics or behaviors.

BridgePrep Academy South involves its student population through the quarterly EESAC meetings. A student representative attends the meetings as a voting member.

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 administrative team will meet weekly to review data for all core subject areas.

The administrative team at BridgePrep Academy South will share the SIP during the monthly faculty meetings throughout the school year. All faculty members will be debriefed on current data and goals thereof. Should changes be made, based on data, the administrative team will inform stakeholders.

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

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	97%
2022-23 Economically Disadvantaged (FRL) Rate	76%
Charter School	Yes
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (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)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: C

	2018-19: C 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

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	1	15	5	2	3	3	2	4	11	46
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	1	0	3	3	0	0	0	0	7
Course failure in Math	0	1	0	2	0	3	5	0	0	11
Level 1 on statewide ELA assessment	1	41	45	15	2	12	0	15	26	157
Level 1 on statewide Math assessment	1	41	45	8	3	9	0	24	28	159
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	41	45	15	2	12	0	15	26	157
	0	0	0	0	0	0	0	0	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	1	41	45	6	2	5	0	14	19	133

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	1	0	1	4	0	0	0	0	0	6
Students retained two or more times	0	0	0	0	1	0	1	0	0	2

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
Absent 10% or more school days		
One or more suspensions		
Course failure in English Language Arts (ELA)		
Course failure in Math		
Level 1 on statewide FSA ELA assessment		
Level 1 on statewide FSA Math assessment		
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.		

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified retained:

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

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 school 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 English Language Arts (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 FSA ELA assessment	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide FSA 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*	61	61	53	60	62	55	60		
ELA Learning Gains				54			44		
ELA Lowest 25th Percentile				38			44		
Math Achievement*	65	63	55	59	51	42	52		
Math Learning Gains				65			38		
Math Lowest 25th Percentile				65			20		
Science Achievement*	60	56	52	65	60	54	58		
Social Studies Achievement*	76	77	68	71	68	59	68		
Middle School Acceleration	89	75	70	87	61	51	56		
Graduation Rate		76	74		53	50			
College and Career Acceleration		73	53		78	70			
ELP Progress	60	62	55	44	75	70	73		

** 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	64
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	448
Total Components for the Federal Index	7
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	61
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	608
Total Components for the Federal Index	10
Percent Tested	100
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	26	Yes	4	1
ELL	49			
AMI				
ASN				
BLK				
HSP	63			
MUL				
PAC				
WHT				

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%
FRL	63			

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	38	Yes	3	
ELL	50			
AMI				
ASN				
BLK				
HSP	61			
MUL				
PAC				
WHT				
FRL	59			

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	61			65			60	76	89			60
SWD	28			24							2	
ELL	55			60			40				5	60
AMI												
ASN												
BLK												
HSP	61			64			60	74	88		7	60
MUL												

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
PAC												
WHT												
FRL	60			62			60	72	88		7	55

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	60	54	38	59	65	65	65	71	87			44
SWD	19	35	20	23	55	73						
ELL	46	48	34	51	55	61	52	58				44
AMI												
ASN												
BLK												
HSP	61	55	38	59	65	64	65	71	86			44
MUL												
PAC												
WHT												
FRL	59	52	33	57	65	64	61	73	84			40

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	60	44	44	52	38	20	58	68	56			73
SWD	33	33		14	13							
ELL	49	49	50	52	31	22	42	67				73
AMI												
ASN												
BLK												
HSP	60	45	44	53	38	21	56	66	57			73
MUL												
PAC												
WHT												
FRL	59	43	47	49	35	21	60	76	50			76

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	50%	56%	-6%	54%	-4%
07	2023 - Spring	64%	50%	14%	47%	17%
08	2023 - Spring	65%	51%	14%	47%	18%
04	2023 - Spring	67%	58%	9%	58%	9%
06	2023 - Spring	54%	50%	4%	47%	7%
03	2023 - Spring	34%	52%	-18%	50%	-16%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	61%	58%	3%	54%	7%
07	2023 - Spring	38%	48%	-10%	48%	-10%
03	2023 - Spring	66%	63%	3%	59%	7%
04	2023 - Spring	63%	64%	-1%	61%	2%
08	2023 - Spring	82%	59%	23%	55%	27%
05	2023 - Spring	66%	58%	8%	55%	11%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	24%	40%	-16%	44%	-20%
05	2023 - Spring	48%	50%	-2%	51%	-3%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	91%	56%	35%	50%	41%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	87%	65%	22%	63%	24%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	73%	68%	5%	66%	7%

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.

According to PM3 data for 2023, the lowest performing was the third grade ELA. This was due to students loss of learning from the COVID 19 pandemic.

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

According to PM3 data for 2023, the largest decline was in the third grade ELA. This was due to students loss of learning from the COVID 19 pandemic.

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.

According to PM3 data for 2023, the data component that had the greatest gap when compared to the state average was third grade ELA. This was due to students loss of learning from the COVID 19 pandemic.

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

According to the PM3 data for 2023, the area that showed the most improvement was eighth grade math.

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

According to the EWS data, potential areas of concerns are first and second grades in ELA and Math.

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

- 1- ELA proficiency 3-8th grades
- 2- Science proficiency 8th grade

- 3- Math proficiency in 8th grade
- 4- ELA proficiency K-2nd grades
- 5- Math proficiency K-2nd grade

Area of Focus

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

#1. Instructional Practice specifically relating to ELA**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.

As demonstrated by the 2023 PM3 Data, ELA performance is lower than our Mathematics performance in grades 3-8. Additionally, ELA performance in grades K-2 also needs to improve based on data gathered from PM3.

Measurable Outcome:

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

Beginning with PM1 which will be administered during the month of September 2023, data will be analyzed by student in order to target areas of need and student learning gaps. The goal is that for PM2, which will be administered during December 2023, a growth of at least 15 percentage points will be evident in the ELA assessments. By PM3, administered during May of 2024, ELA data from grades k-8 will be at minimum 3 percentage points higher than PM3 ELA data from the 2023 assessment year.

Monitoring:

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

Student data will be analyzed weekly through the implementation of Exit Tickets in all ELA classes. Weekly graded ELA/Reading assessments will be monitored through the use of the program Mastery Connect which tracks students' performance on standards-based assessments. Monthly Admin-teacher Data chats will consist of reviewing data and targeting instruction. PM2 data will be the major data point to check for progress.

Person responsible for monitoring outcome:

Yurien Fernandez Four (yfernandezfour@bridgeprepsouth.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.)

Students who performed at a level 1 in the 2023 PM3 ELA assessment will receive 30 minutes for a minimum of 3 times per week of intervention from the MTSS coordinator using research-based curriculum. These students will be closely monitored and their data will be analyzed strategically.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Research indicates that small group instruction utilizing research-based reading intervention materials for an additional 30-minutes will help to close the gap in the population of students.

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. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment

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.

From the 2022 to the 2023 school year, BridgePrep Academy South had a teacher turnover of 11 teachers out of a total 28. This is 39% of our instructional staff. Of these 11 teachers, 2 teachers did not recertify with the FLDOE and 2 moved out of the county/state.

Measurable Outcome:

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

For the 2023 School Year, BridgePrep Academy South intends to retain 90% of instructional staff.

Monitoring:

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

Administrative team will continue to monitor certification expiration dates. Additionally, initiatives will continue for Teacher Appreciation and monthly recognition events. This will positively affect teacher retention and school-wide culture.

Person responsible for monitoring outcome:

Yvette Rodriguez (yrodriquez2@dadeschools.net)

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.)

Monthly recognition for Teacher of the Month
Daily recognition during Teacher Appreciation Week
Frequent "Shout-Outs" for exhibiting data increases and other areas within teacher performance.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Through these initiatives, teachers will feel appreciated and develop a culture of positivity at the work place.

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.

Administrators and social committee will provide opportunities for teachers & staff to feel a sense of community and appreciation by conducting "teacher of the month", treats and recognitions throughout to allow teachers to feel appreciated and valued for their work.

Person Responsible: Yvette Rodriguez (yrodriquez2@dadeschools.net)

By When: Monthly

#3. ESSA Subgroup specifically relating to Students with Disabilities**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.

SWD data reflects 19 (ELA) and 23 (math) requiring for more practices and consistent monitoring by both home and school. As a school-wide implementation plan, all students including SWD, are to write home assignments in their own agenda for each subject area on a daily basis. Parents are to ensure student(s) complete their assignments and sign acknowledgement thereof. Class DOJO is also used to communicate specific messages to parents.

Measurable Outcome:

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

Students, specifically SWD, will know which assignments to complete and will allow the parent and teacher to communicate regarding the assignments on a daily basis. Students will write their home assignments in their agenda, parents will know what to check off as completed and teachers will become aware of the completion of the assignment and see the parent signature on the next school day. Class DOJO is also used to communicate specific messages to parents.

Monitoring:

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

Both parents and students home assignments and signature in the student's agenda will be monitored daily by the classroom teacher. The outcome is for students to know what they must complete at home independently and able to practice after school hours as teachers assign reviews and practices of appropriate skills and standards for class assignments and assessments throughout the school year that will prepare them for FAST PM3.

Person responsible for monitoring outcome:

Yurien Fernandez Four (yfernandezfour@bridgeprepsouth.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.)

Each student agenda, Class DOJO messages will reflect the implementation and monitoring of the school wide plan to ensure students complete home assignments.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

SWD students were not completing at home assignments; thus not practicing after the school day when particular skills were not yet mastered. Parents were not aware of what their child was required to complete at home.

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.

Wednesday, midweek, spot checks of agendas

Person Responsible: Yurien Fernandez Four (yfernandezfour@bridgeprepsouth.com)

By When: Wednesday

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).

The school will utilize funding for supplemental resources to support the needs of Students with Disabilities based on PM1 & PM2 data from the 2023-2024 FAST Assessment. School leaders will create a tutoring program to support ELA, Math and Science in various grade levels in an effort to provide additional academic support o the identified students. During the tutoring program, certified teachers will use these resources to allow students opportunities for reviews & enrichments within these core subject areas.

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

n/a

Grades 3-5: Instructional Practice specifically related 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 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

n/a

Grades 3-5 Measurable Outcomes

n/a

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.

n/a

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

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?

n/a

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?

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

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 website address is www.bridgeprepsouth.com

Additionally, the SIP will be presented and discussed at the monthly PALS (parents meeting) and during the EESAC quarterly meetings.

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))

The school website address is www.bridgeprepsouth.com

Additionally, the SIP will be presented and discussed at the monthly PALS (parents meeting) and during the EESAC quarterly meetings.

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)

The school altered the master schedules providing more allocated times for ELA and Math, implementation of weekly "exit tickets" which will be monitored by administrators and weekly observations and debriefing sessions between administrators and teachers.

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))

The school counselor will provide families with resources within the community for mental health and behavior intervention programs outside of the school day.

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))

The school counselor will provide a tier 1 behavior plan for all students, PBIS, to ensure the schoolwide culture is positive. The school will provide enrichments and sports to involve physical and mental engaging opportunities to all 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))

n/a

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).

The school implements PBIS as a preventive measure, utilizes the district "behavior toolbox" and the Code of Student Conduct to ensure all students, including the SWD, with a clear guidance on positive behaviors and expectations that may/may not affect the academic programs offered monthly.

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))

The school provides teachers and paraprofessionals with monthly professional learning opportunities through teacher planning and early release days.

A partnership will be developed with Florida International University School of Education for teacher recruitment.

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))

The school coordinates with preschools within the logistical area to establish a feeder pattern that will allow for vertical planning to occur between prekindergarten and kindergarten.

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: Instructional Practice: ELA	\$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment	\$0.00
3	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
Total:			\$0.00

Budget Approval

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

No