The Bridge To Success Academy At W Jacksonville School

2023-24

Schoolwide Improvement Plan (SIP)

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The Bridge To Success Academy At W Jacksonville

2115 COMMONWEALTH AVE, Jacksonville, FL 32209

http://www.duvalschools.org/btsm

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.

Bridge to Success Academy at West Jacksonville is a Place of Choice with One Supported Voice Engaging in Learning Today and Embracing the Expectations of Tomorrow. Thus fostering a community of learners who are developing socially, emotionally, and intellectually to the highest of their individual and collective potential.

Provide the school's vision statement.

The Bridge to Success Academy provides a culture of excellence that positively impacts all students to maximize their potential in preparation for college, career, and life.

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
McKinney, Megan	Principal	
Harper, Terry	Assistant Principal	
Jordan, Joe	Dean	
Lee-Johnson, Nicole	School Counselor	
Owen, D.L.	Graduation Coach	

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.

The School Improvement Plan was created by internal and external stakeholders. We have provided electronic surveys to our external stakeholders including parents, students, and community members. They are able to communicate how they think money should be spent as well as where the biggest need in the school is based on their experience. In regard to internal stakeholders, we work through leadership meetings to input and disaggregate data and present it to the rest of the faculty. Then, we work through professional learning communities to gather input from everyone. The SIP is communicated via faculty and staff meetings.

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 BTSA HS School Improvement Plan is a live document. The SIP is communicated via newsletters as well as via SAC. In addition, we utilize the mid year presentation to gather information from parents and community partners. The school shares data with the external stakeholders during this time.

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 4-12
Primary Service Type (per MSID File)	Alternative Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	93%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
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)* Black/African American Students (BLK)* Hispanic Students (HSP)* Multiracial Students (MUL)* White Students (WHT)* Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	
School Improvement Rating History	2021-22: MAINTAINING 2018-19: MAINTAINING 2017-18: MAINTAINING 2016-17: MAINTAINING
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	0	0	0	0	11	22	45	43	1139	1260
One or more suspensions	0	0	0	0	1	11	23	38	40	113
Course failure in English Language Arts (ELA)	0	0	0	0	1	4	15	12	14	46
Course failure in Math	0	0	0	0	0	6	18	13	12	49
Level 1 on statewide ELA assessment	0	0	0	0	10	24	32	38	55	159
Level 1 on statewide Math assessment	0	0	0	0	8	20	32	39	52	151
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	

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	0	10	22	34	45	55	166

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	2	4	26	24	14	70
Students retained two or more times	0	0	0	0	10	14	29	34	46	133

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	11	22	45	43	39	264
One or more suspensions	0	0	0	0	1	11	23	38	40	170
Course failure in ELA	0	0	0	0	1	4	15	12	14	72
Course failure in Math	0	0	0	0	0	6	18	13	12	94
Level 1 on statewide ELA assessment	0	0	0	0	10	24	32	38	55	239
Level 1 on statewide Math assessment	0	0	0	0	8	20	32	39	52	243
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	

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	10	22	34	45	55	269

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	2	4	26	24	14	121
Students retained two or more times	0	0	0	0	10	14	29	34	46	256

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	11	22	45	43	39	160
One or more suspensions	0	0	0	0	1	11	23	38	40	113
Course failure in ELA	0	0	0	0	1	4	15	12	14	46
Course failure in Math	0	0	0	0	0	6	18	13	12	49
Level 1 on statewide ELA assessment	0	0	0	0	10	24	32	38	55	159
Level 1 on statewide Math assessment	0	0	0	0	8	20	32	39	52	151
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	

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	10	22	34	45	55	166

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	2	4	26	24	14	70
Students retained two or more times	0	0	0	0	10	14	29	34	46	133

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*	13	45	53	8	47	55	10		
ELA Learning Gains				23			23		
ELA Lowest 25th Percentile				27			28		
Math Achievement*	13	46	55	6	40	42	12		
Math Learning Gains				25			23		
Math Lowest 25th Percentile				42			32		
Science Achievement*	14	45	52	6	45	54	10		
Social Studies Achievement*	27	62	68	26	50	59	31		
Middle School Acceleration	0	73	70		45	51			
Graduation Rate	87	72	74	68	41	50	69		
College and Career Acceleration	13	54	53	3	65	70	2		
ELP Progress		47	55		68	70			

* 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)	CSI
OVERALL Federal Index – All Students	24
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	6
Total Points Earned for the Federal Index	167
Total Components for the Federal Index	7
Percent Tested	93
Graduation Rate	87

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	23

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	6
Total Points Earned for the Federal Index	234
Total Components for the Federal Index	10
Percent Tested	96
Graduation Rate	68

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	4
ELL				
AMI				
ASN				
BLK	25	Yes	4	4
HSP	26	Yes	4	3
MUL	23	Yes	4	3
PAC				
WHT	35	Yes	2	
FRL	13	Yes	4	4

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	21	Yes	3	3
ELL				
AMI				
ASN				
BLK	22	Yes	3	3
HSP	18	Yes	3	2

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	25	Yes	3	2
PAC				
WHT	16	Yes	1	1
FRL	19	Yes	3	3

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	13			13			14	27	0	87	13	
SWD	7			8			8	16			5	
ELL												
AMI												
ASN												
BLK	10			11			10	25		7	6	
HSP	24			18			35	25			4	
MUL	27			21			20				3	
PAC												
WHT	33			35			35	38			4	
FRL	12			13			13	26	0		5	

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	8	23	27	6	25	42	6	26		68	3	
SWD	5	25	30	1	19	26	0	14		91	0	
ELL												
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	8	21	23	5	24	42	6	24		68	3	
HSP	5	38		12	43			0	10			
MUL	20			30								
PAC												
WHT	9	17		6	27			8	31			
FRL	8	21	26	5	24	42	5	22				

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	10	23	28	12	23	32	10	31		69	2	
SWD	4	18	28	4	17	31	2	21		83	0	
ELL												
AMI												
ASN												
BLK	9	23	28	9	21	32	7	29		64	0	
HSP	4	5		24	19			0	30			
MUL	40	60										
PAC												
WHT	22	23		21	38			29	50			
FRL	9	21	29	9	18	31	10	30		65	0	

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
10	2023 - Spring	15%	44%	-29%	50%	-35%
05	2023 - Spring	0%	47%	-47%	54%	-54%

ELA

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	13%	40%	-27%	47%	-34%
08	2023 - Spring	17%	41%	-24%	47%	-30%
09	2023 - Spring	9%	42%	-33%	48%	-39%
06	2023 - Spring	8%	38%	-30%	47%	-39%

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	8%	43%	-35%	54%	-46%
07	2023 - Spring	14%	40%	-26%	48%	-34%
08	2023 - Spring	22%	45%	-23%	55%	-33%
05	2023 - Spring	0%	52%	-52%	55%	-55%

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	13%	35%	-22%	44%	-31%
05	2023 - Spring	10%	48%	-38%	51%	-41%

ALGEBRA

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	13%	52%	-39%	50%	-37%

GEOMETRY

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	6%	52%	-46%	48%	-42%

BIOLOGY

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	23%	64%	-41%	63%	-40%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	32%	63%	-31%	66%	-34%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	20%	60%	-40%	63%	-43%

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.

The data component that showed the lowest performance is Reading. We believe when students come to us already behind, it is a barrier to get them to proficiency.

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

Math achievement showed the greatest decline from the prior year. We believe this is due to having vacancies in these areas for a great amount of time.

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.

Reading showed the biggest gap compared to the state. Last year the FAST was administered for the first time.

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

SWD showed the most gains for grad rate out of all the subgroups. We believe this is due to the fact that ESE student grades, attendance, and accommodations were met in each course subject; therefore, student grades improved which ultimately improved the grad rate.

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

1) Student Attendance
2) Student OSS rates

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

1) Reading gains
2) Math gains
3) Increase Daily Attendance Rate
4) Increase Grad Rate
5) Increase Acceleration

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 Benchmark-aligned Instruction

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.

BTSA Reading and Math learning gains will increased by 6% points in each subject area by July 2023.

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

BTSA Reading and Math learning gains will increased by 6% points in each subject area by July 2023 from July 2022.

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

District created progress monitoring assessments
State designed FAST assessments

Person responsible for monitoring outcome:

Megan McKinney (mckinneym4@duvalschools.org)

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.)

Curriculum Implementation Monitoring. BTSA will monitor the implementation of the new BEST standards in both ELA and Math classrooms with a focus on ensuring the alignment of the standard and what students are asked to do.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

If teachers are teaching to the standard and the assessments are derived from the standard, then the students will be better equipped to show gains. Learning gains was chosen over the proficiency due to the nature of our program. The state accountability system grades on learning gains and not proficiency.

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?

Yes

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.

During the PLC process, teachers will be given time and opportunity to work collaboratively on common lessons, equivalent assessment experiences, and common summative assessments to ensure proper alignment of standards and tasks.

Person Responsible: Megan McKinney (mckinneym4@duvalschools.org)

By When: August 2023 and ongoing

Create and utilize a common walkthrough form which addresses the following:
1) Communicating Standards and Learning for the day in BEST or FAST language.
2) Alignment of delivery

3) Alignment of student tasks
4) Alignment of assessments/checking for understanding
5) Explicit feedback to teachers focusing on the most leverage

Person Responsible: Megan McKinney (mckinneym4@duvalschools.org)

By When: August 2023 and ongoing

Administrators meet weekly to discuss overall trends in the building, positives to share with others, areas of concern as a whole as well as individual teacher concerns.

Person Responsible: Megan McKinney (mckinneym4@duvalschools.org)

By When: August 2023 and ongoing

Admin creates weekly PLC agendas that include walk through data to ensure alignment and to share best practices.

Person Responsible: Megan McKinney (mckinneym4@duvalschools.org)

By When: August 2023

Utilize district progress monitoring assessment as well as Exact Path to monitor that every student is making gains. If not, utilize small group instruction to reteach standards with low gains.

Person Responsible: Megan McKinney (mckinneym4@duvalschools.org)

By When: August 2023 and ongoing

Hire a Reading Interventionist to support potential grads as well as teachers .

Person Responsible: D.L. Owen (owend3@duvalschools.org)

By When: June 2024--Ongoing

ASCD memberships will be used to align professional development throughout the year but to also provide professional development for the administrators. This is including but not limited to: Instructional Leadership, Differentiated Instruction, and Leveraging high yield teaching strategies. The membership will grant the admin team access to resources.

Person Responsible: Megan McKinney (mckinneym4@duvalschools.org)

By When: January 2024

Attend the ASCD Leadership Summit to gain insight from colleagues across the nation. This dynamic leadership summit will help our leadership team navigate through change—both positive and negative—offering guidance on strategy, navigating conflict, harnessing innovation, and adapting to new realities, and taking care of yourself and others.

Person Responsible: Megan McKinney (mckinneym4@duvalschools.org)

By When: October 12-15

Leadership Team attend the Get Your Teach On Conference to gain knowledge on research-based workshops that will guide your school in creating rigorous and engaging lessons.

Person Responsible: Megan McKinney (mckinneym4@duvalschools.org)

By When: July 21-24

Title 1 UNiSig money will be used to buy professional development books for teachers and amin to use all year long. The books are tailored to standard alignment and high yield strategies.

Person Responsible: [no one identified]

By When: May 31, 2024

#2. 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.

Based on the 5 Essentials Survey, students and teachers do not feel celebrated which creates a negative atmosphere for all stakeholders. Student-teacher trust ranks in the very weak category. IN addition, students and parents want more access to post secondary options for their student.

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

Based on the 5 Essential Survey, Bridge to Success Academy will increase 10 points in the essential of Supportive Environment. Number of students attending a post secondary institution or enlisting in the military.

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

This area of focus will be monitored via the 5 Essentials survey at the end of the year. In addition, stakeholder surveys will be used to ensure there is a positive impact from the action steps.

Person responsible for monitoring outcome:

Megan McKinney (mckinneym4@duvalschools.org)

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.)

Improve faculty, staff, student, and family morale

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

If Bridge to Success Academy has a high teacher, staff, student, family morale, then school culture will remain positive and student achievement will continuously increase.

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?

Yes

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.

1. Provide overview of the 2022-2023 SIP to BTSA faculty and staff with the emphasis on 5 Essential data overview and analysis.

Person Responsible: Megan McKinney (mckinneym4@duvalschools.org)

By When: August 2023 and ongoing

Increase teacher morale through recognition, team building, and events outside of the school day.

Person Responsible: Terry Harper (harpert2@duvalschools.org)

By When: August 2023 and ongoing

Administration will recognize teachers through Teacher of the Month and monthly celebrations during early release.

Person Responsible: Megan McKinney (mckinneym4@duvalschools.org)

By When: August 2023 and ongoing

Dean: The stakeholders found the 21-22 discipline data to be immensely alarming. The number of out of school suspensions doubled from the previous school year. Hiring a dean who emphasizes the importance of an effective PBIS plan with restorative justice strategies would ultimately decrease the number of out of school suspensions and provide our scholars with the opportunity to soar to new heights.

Person Responsible: Joe Jordan (jordanj@duvalschools.org)

By When: August and ongoing

Book study throughout the year: Trauma Informed Instructional Practices for Both the Educator and Student.

Person Responsible: Megan McKinney (mckinneym4@duvalschools.org)

By When: Monthly beginning in August

Teachers will have access to a school professional development library where they can check out books for personal growth. Books releated to culture and climate include:
Trauma Responsive Educational Practices: Helping Students Cope and Learn--ASCD, Teaching with Poverty and Equity in Mind--ASCD,

Person Responsible: Terry Harper (harpert2@duvalschools.org)

By When: Ongoing

Provide teachers with office supplies including in-classroom laser printers to allow teachers to have access to resources for lesson planning and their students in the classroom

Person Responsible: Megan McKinney (mckinneym4@duvalschools.org)

By When: January 20, 2024

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).

Duval County Public Schools has a tiered system of support to align interventions for CSI, TSI and ATSI schools. The first tier of support begins with the Superintendent's cabinet of executive leaders who represent all district departments (Human Resources, Academic Services, Division of Schools, Operations, Finance, Technology, etc.). At a minimum, this team meets on a weekly basis to develop, monitor, and implement the district's strategic plan initiatives. The next level of the tier branches out with the Chief of Schools who oversees the district's Division of Schools. Schools are divided by region (Elementary, Middle, High, and Turnaround/Fragile (ISI Region). Each region has a Regional Superintendent, Executive Directors, and Content Area Specialists who work to ensure that the support is aligned and implemented.

Ensuring adequate funding, resources, and support is available to CSI, TSI and ATSI schools is a driver for district-wide collaboration. To accomplish this, the Division of Schools works with multiple district departments to further tier support for CSI, TSI and ATSI schools.

This support includes but is not limited to the following:
>Academic Services provides curriculum support and additional content specialists for schools. Academic

Services also oversees our district professional development department and coordinates professional development for instructional and non-instructional personnel.

>Title I – Coordinates the use of funds to best support the barriers that research has shown negatively impacts disadvantaged students. In addition, Title I provides professional development to teachers to improve their pedagogy.

>The Division of Schools conducts school visits that include instructional reviews and instructional walks. These visits occur on a weekly basis and serve as an opportunity to observe instructional delivery, student learning, and provide feedback to school staff.

>Finance – Finance provides the funds to provide resources and the personnel needed to address individual school needs.

>Human Resources – Human Resources works to recruit quality personnel for our most needy schools. This includes a dedicated staffing team to our Turnaround School Region (ISI), priority hiring, and monitoring teacher VAM rating percentage by school. They also work with unions to collective bargain memorandums of understanding that provide for incentives, professional development, and additional strategies to address school needs.

Though the above examples are not comprehensive of all support provided to School Improvement schools, they do provide a snapshot of the layers of support that are available and used to improve student outcomes. Through this layered approach, the district's team along with each school's academic leadership team, teachers, staff, parents, and other stakeholders collaborate on methods of improvement and monitor implementation on a continuous basis.

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.

We will post infomation on our website but we will also involve parents during orientation, open house, SAC meetings, and bi-weekly newsletters.

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))

A positive school climate is essential to fostering a school's success by increasing achievement, improving
attendance, and producing higher rates of graduation. The Bridge to Success Academy focused on key elements which proved invaluable to our accomplishments.
A few of the strategies we utilized were:
1. Creating student expectations
2. Giving students a voice (student leadership council)

3. Establishing school-wide rituals and routines
4. Built positive relationships between students and staff
5. Set high academic expectations for all students based on their strengths
6. Provide positive reinforcement in cooperation with mentor and CIS partnerships
7. Be open to feedback. ...
8. United campus as a "family"--involve parents with everything including celebrations.

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))

Math and Reading learning gains is the focus this school year. BTSAHS plans to strengthen our academic programs through rich professional learning communities. We will use the way of work from the ASCD book, Achievement teams which includes but not limited to:
-Collecting data
-Setting class/grade level SMART goals
-Creating Baseline Evidence statements
--selecting high yield strategies to close achievement gaps

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))

This school is implementing the supplemental Title I, Part A grant project. The activities in the Title I Schoolwide and Parent and Family Engagement plan were derived based on a Comprehensive Needs Assessment Process involving internal and external stakeholders. The Title I Schoolwide and Parent and Family Engagement Budgets include activities reflecting the use of funds and a rationale for each activity. Email title1@duvalschools.org for the school's Title I Schoolwide budget or Parent and Family Engagement plan and budget.

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: Benchmark-aligned Instruction				$85,886.17
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	120	0291 - The Bridge To Success Acad At W Jacksonville	UniSIG	1.0	$51,203.00
			Notes: Reading Interventionist Salary (PN2685)			
	5100	200	0291 - The Bridge To Success Acad At W Jacksonville	UniSIG		$19,887.00
			Notes: Reading Interventionist Benefits (PN2685)			

	6400	310		0291 - The Bridge To Success Acad At W Jacksonville	UniSIG		$478.00

Notes: ASCD Membership: 2 admin @$239/each ASCD's Whole Child approach transitions from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children. Through this approach, ASCD supports educators, families, community members, and policymakers as they move from a vision about educating the whole child to sustainable, collaborative actions. Membership benefits include: Educational Leadership Magazine, Member Books, Unlimited online content access, Newsletters, Discounts to conferences. ASCD website: www.ascd.org

| | 6400 | 333 | | 0291 - The Bridge To Success Acad At W Jacksonville | UniSIG | | $2,528.54 |

Notes: ASCD Leadership Summit: October 12-15, 2023; Grapevine, TX; 1 participant; Registration @$595 + Flight @$692 + Car Rental @$252 + Hotel @$800 + Per Diem @$190

| | 6400 | 333 | | 0291 - The Bridge To Success Acad At W Jacksonville | UniSIG | | $7,120.84 |

Notes: Get Your Teach On Conference: July 21-24, 2024; Orlando, FL; 4 participants x Registration @$629/each + Per Diem @$190/each + Hotel @$1050/each + Travel @$215

| | 6400 | 333 | | 0291 - The Bridge To Success Acad At W Jacksonville | UniSIG | | $1,154.84 |

Notes: Innovative School Summit Conference: March 7-10, 2024; Orlando, FL; 1 participant; Registration @$495 + Per Diem @$190 + Travel @$215 + Hotel @$750

| | 6400 | 310 | | 0291 - The Bridge To Success Acad At W Jacksonville | UniSIG | | $852.50 |

Notes: ASCD Technology Book Collection: 10 sets @$85.25/each

| | 6400 | 310 | | 0291 - The Bridge To Success Acad At W Jacksonville | UniSIG | | $1,318.00 |

Notes: Book Study - Leadning & Managing a Differentiated Classroom: 40 books @$32.95/each

| | 6400 | 310 | | 0291 - The Bridge To Success Acad At W Jacksonville | UniSIG | | $618.25 |

Notes: ASCD New Teacher Book Collection: 5 sets @$123.65/each

| | 6400 | 310 | | 0291 - The Bridge To Success Acad At W Jacksonville | UniSIG | | $589.40 |

Notes: ASCD Leadership Book Collection: 4 sets @$122.35

| | 6400 | 310 | | 0291 - The Bridge To Success Acad At W Jacksonville | UniSIG | | $135.80 |

Notes: ASCD Teacher Collection: 4 sets @$33.95/each

| **2** | **III.B.** | **Area of Focus: Positive Culture and Environment: Other** | | | | | **$6,501.33** |
| | Function | Object | | Budget Focus | Funding Source | FTE | 2023-24 |

	5100	644	0291 - The Bridge To Success Acad At W Jacksonville	UniSIG		$6,266.00
			Notes: Mono Laser Printer: 13 items @$482/each			
	5100	510	0291 - The Bridge To Success Acad At W Jacksonville	UniSIG		$235.33
			Notes: Office Supplies Includes the following items: Extension cord/power strip, Easel whiteboard, Electric stapler			
					Total:	**$92,387.50**

Budget Approval

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

No