Duval County Public Schools

Bridgeprep Academy

2022-23 Schoolwide Improvement Plan

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Bridgeprep Academy

6400 ATLANTIC BLVD, Jacksonville, FL 32211

www.bridgeprepduval.com

Demographics

Principal: Jamie Griffin

Start Date for this Principal: 6/21/2021

2019-20 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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	80%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* Multiracial Students* White Students* Economically Disadvantaged Students*
School Grades History	2021-22: D (39%) 2018-19: D (40%) 2017-18: C (43%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CSI

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

This plan is pending approval by the Duval County School Board.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-8	Yes	80%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	88%

School Grades History

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

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SIP Authority

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our mission at BridgePrep Academy Duval, in partnership with our stakeholders, is to foster a nurturing and rigorous academic environment that embraces the Spanish culture and language, incorporates innovative technology, 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

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

Name	Position Title	Job Duties and Responsibilities
Griffin, Jamie	Principal	The members of the school leadership team collaborate to review multiple data points, including: student performance, attendance, professional development surveys and parent feedback. The teams role is to analyze data and create action plans with specific growth targets based on current school data. The team will also use data to inform professional development plans and teacher mentoring. Specific roles of the team members are as follows: Principal *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 PBS process *Monitor programs for efficiency and results and make changes when necessary Title One Professional Development and Parent Engagement Facilitator *Develops teachers on data driven decision making as well as successful targeted intervention programs *Models lessons for targeted students *Attend MTSS meetings and provide data to determine intervention needed Classroom Teacher *Plan and teach for small groups of identified students *Discuss problems and assist in the formulation of actions plans to move students into higher rates of academic and behavioral proficiency

Demographic Information

Principal start date
Monday 6/21/2021, Jamie Griffin

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Total number of teacher positions allocated to the school

Total number of students enrolled at the school

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

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

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	54	64	58	62	50	48	73	56	48	0	0	0	0	513
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	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 who have two or more early warning indicators:

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

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

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

Date this data was collected or last updated

Friday 8/26/2022

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

Indicator	Grade Level												Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

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

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

Indicator	Grade Level												Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	30%	47%	55%				31%	54%	61%
ELA Learning Gains	52%						45%	56%	59%
ELA Lowest 25th Percentile	56%						53%	53%	54%
Math Achievement	26%	40%	42%				34%	57%	62%
Math Learning Gains	39%						36%	57%	59%
Math Lowest 25th Percentile	38%						42%	52%	52%
Science Achievement	21%	45%	54%				23%	50%	56%
Social Studies Achievement	28%	50%	59%				55%	76%	78%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	29%	51%	-22%	58%	-29%
Cohort Comparison		0%				
04	2022					
	2019	35%	52%	-17%	58%	-23%
Cohort Comparison		-29%				
05	2022					
	2019	27%	50%	-23%	56%	-29%
Cohort Comparison		-35%				
06	2022					

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
	2019	27%	47%	-20%	54%	-27%
Cohort Comparison		-27%				
07	2022					
	2019	36%	44%	-8%	52%	-16%
Cohort Comparison		-27%				
08	2022					
	2019					
Cohort Comparison		-36%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	30%	61%	-31%	62%	-32%
Cohort Comparison		0%				
04	2022					
	2019	25%	64%	-39%	64%	-39%
Cohort Comparison		-30%				
05	2022					
	2019	22%	57%	-35%	60%	-38%
Cohort Comparison		-25%				
06	2022					
	2019	33%	51%	-18%	55%	-22%
Cohort Comparison		-22%				
07	2022					
	2019	45%	47%	-2%	54%	-9%
Cohort Comparison		-33%				
08	2022					
	2019					
Cohort Comparison		-45%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2022					
	2019	23%	49%	-26%	53%	-30%
Cohort Comparison						
06	2022					
	2019					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-23%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	50%	69%	-19%	71%	-21%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	8	35	50	24	38	36	8	10			

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
ELL	23	53	54	20	38	31	7	7			
BLK	22	45	64	19	36	32	24	33			
HSP	34	57	54	29	46	43	13	22			
WHT	41	69		36	29		32				
FRL	29	53	63	25	39	37	17	26	55		

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	26	22		23	32	36	25				
ELL	26	39	45	23	32	59	10	21			
BLK	22	23	13	21	26	37	21	29			
HSP	37	44	53	32	36	60	33	26			
MUL	10			30							
WHT	36	34		37	32		33	56			
FRL	29	29	24	27	26	42	25	34			

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	20	43	55	15	50	63	10				
ELL	16	48	59	16	32	56	36				
BLK	26	44	43	23	38	39	7	50			
HSP	30	53	65	33	31	45	31	52			
WHT	41	41		53	40		25	71			
FRL	29	47	55	30	35	49	16	53			

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CSI
OVERALL Federal Index – All Students	39
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	39
Total Points Earned for the Federal Index	392
Total Components for the Federal Index	10
Percent Tested	100%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	26
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1

English Language Learners	
Federal Index - English Language Learners	30
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	1

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	34
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	37
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

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

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	38
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

ESSA Subgroups showing greatest needs are ESE, ESOL, and Black students

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

1) ELA, mathematics and Science proficiency are the lowest performance areas as evident by FSA Assessments.
2) Math Learning Gains of the lowest 25% showed the greatest decline from the prior year from 45% to 38%.
3) Science Achievement declined from 28% to 21%

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

1) The need for additional support, resources, training and more small group interventions aligned with data along with the need for more regular progress monitoring contributed to low performance in these areas.
2) The need for additional support, resources, training and more small group interventions aligned with data along with the need for more regular progress monitoring contributed to low performance in this area.
3) The need for additional support, resources, training and more small group interventions aligned with data along with the need for more regular progress monitoring contributed to low performance in this area

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Math acceleration with Algebra I showed the most improvement increasing from 0% to 63%. Providing additional
training, appropriate scheduling, support, resources and regular small group interventions contributed to an increase in this performance area.

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

For the 2021-22 academic year, we added algebra I to the course offerings. Students were provided the opportunity to participate in algebra I, as it was added to our master schedule. These students were monitored and training and support were provided to the instructor.

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

Best practice teaching strategies in all content areas, especially ELA, mathematics and Science, will need to be
effectively implemented and monitored in order to accelerate learning. In ELA, teachers will need to model the effective use of comprehension strategies such as UNRAAVEL, predicting, summarizing, story mapping, visualizing, making inferences, and questioning. For mathematics, an inquiry-based approach will be implemented along with the use of manipulatives. In Science, these comprehension strategies will be utilized as well, in addition to hands-on learning through investigations and labs. In all content areas, test-taking strategies will be modeled for effective implementation. Our instructional coaches will provide continuous instructional support to teachers and students based on most recent data. Our MTSS Coordinator will monitor the progress of all students to ensure appropriate supports. We will employ in-school tutors for ELA mathematics and/or science to support struggling learners with foundational and grade level content. The Title I grant project and funds will be leveraged for supplemental programming and will be used to implement salaried and non-salaried activities.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional Development opportunities will focus evidence-based teaching strategies aimed at helping students with the following:
1. Increase literacy proficiency for all students and in all subject areas
2. Increase knowledge of basic math skills for all subgroups
3. Increase rigorous science instruction in all grades
4. Increase knowledge of social studies content for all students

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

In order to help teachers effectively develop and implement best instructional practices, Instructional Coaches will be utilized for core content area support. Paraprofessionals will be utilized to lower student to teacher ratio and to provide instructional support in small group settings. A Dean of Students will be utilized to promote positive behaviors, effective classroom management, and to limit behavioral concerns that cost instructional time. A MTSS Coordinator will be utilized to work with all instructional staff and oversee the implementation of MTSS/RTI, intense student intervention and continuous progress monitoring.

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

:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	ELA proficiency was identified as a critical need based on FSA ELA data. There was no growth in ELA proficiency. Student achievement in reading impacts student's overall achievement and academic success in school. Based on the BPA Duval charter contract after instruction in English language arts, at the end of Kindergarten, 80% of students will demonstrate readiness to enter first grade by scoring at or above the first grade level on the school Diagnostic Reading assessment; 80% of students in Grades 1-2 Diagnostic Reading assessment when compared to the score on the Fall assessment; 75% of students in grades 3-5 and 80% of students in grades 6-8 will score at or above proficiency as measured by the state-mandated assessment in English language arts (FSA-ELA). For the 2022-23 academic year, the percentage of students scoring at or above proficiency in reading will increase by ten percent each year as measured by the state-mandated assessment in English language arts (FSA-ELA). After instruction in English language arts, 60% in grades 3-5, 65% in grades 6-8 or more of students scoring in the lowest 25th percentile will demonstrate learning gains as measured by the state-mandated assessment in English language arts (FSA-ELA). Additional research-based reading intervention resources are needed to increase student achievement. These additional resources will be purchased by the second quarter of school.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	After instruction in reading, 75% of students in grades 3-5 and 80% of students in grades 6-8 will score at or above proficiency as measured by state-mandated FSA ELA assessments. Sixty percent of the lowest quartile in grades 3-5 will show gains as well as sixty-five percent of the lowest quartile in grades 6-8.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This area of focus will be monitored by analyzing benchmark assessment data to determine trends and deficiencies. Targeted intervention will occur based on patterns of deficiencies identified.
Person responsible for monitoring outcome:	Jamie Griffin (jgriffin@bridgeprepduval.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	All teachers will implement effective standards- and research-based teaching instruction, such as guided reading and small group differentiated instruction aligned with best practices for meeting the diverse needs of all students to increase ELA achievement and learning gains.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Research shows that guided reading and differentiated instruction improve student achievement in reading. According to Fountas & Pinnell guided reading and small group teaching for differentiated instruction in reading is an effective strategy for increasing student reading achievement. The United States Department of Education's "Use of Technology in Teaching and Learning" states that technology ushers in fundamental structural changes that can be integral to increasing student engagement and motivation and accelerating learning.

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. Guided Reading aligned to student data including LLI lessons according to Fountas and Pinell guidelines to include extension task
2. Fluency and comprehension instruction and progress monitoring including core reading instruction that adheres to the depth and rigor of the Florida BEST Standards
3. Modeling specific skills for students to master during core reading instruction, differentiated small group instruction, and core writing instruction through the use of Lucy Calkins Writing Workshop Curriculum
4. Daily differentiated literacy centers including the use of leveled libraries and LLI lessons according to Fountas and Pinell guidelines to include extension task
5. Admin and student data chats
6. After-School Tutoring
7. Appropriate use of technology to support instruction, including Achieve 3000 Daily Usage, I-Station Daily Usage, and I-Station lessons to remediate Tier II and Tier III skills daily.

Person Responsible	Katherine Sands (ksands@bridgeprepduval.com)

#2. ESSA Subgroup specifically relating to Black/African-American	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The achievement of African-American students were identified as a priority based on FSA data showing that the subgroup falls below the 41% threshold. Closing the achievement gap of African-American students is vital to ensuring the future academic success of this subgroup.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	After instruction in reading and math 50% of African-American students in grades 3-8 will score at or above proficiency as measured by state-mandated FSA ELA and Math assessments.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This area of focus will be monitored by analyzing benchmark assessment data to determine trends and deficiencies. Targeted intervention will occur based on patterns of deficiencies identified.
Person responsible for monitoring outcome:	Jamie Griffin (jgriffin@bridgeprepduval.com)
Evidence-based Strategy: Describe the evidence-based strategy being	All teachers will implement effective standards and research based teaching instruction in reading and math aligned with best practices for meeting the diverse needs of all students to increase reading and math achievement, including small group differentiated instruction based on student data. Manipulatives and technology resources will also be used to support instruction. Culturally-Responsive instruction will be infused within lessons taught across grade-levels.

implemented for this Area of Focus.	
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Research shows that guided reading and differentiated instruction improve student achievement in reading. According to Fountas & Pinnell guided reading and small group teaching for differentiated instruction in reading is an effective strategy for increasing student reading achievement. According to the National Council of Teachers of Mathematics using manipulatives and building procedural fluency from conceptual understanding are critical to effective math instruction. The United States Department of Education's "Use of Technology in Teaching and Learning" states that technology ushers in fundamental structural changes that can be integral to increasing student engagement and motivation and accelerating learning. According to ASCD's "A Framework for Culturally Responsive Teaching" research has shown that no one teaching strategy will consistently engage all learners. The key is helping students relate lesson content to their own backgrounds.

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. Guided reading and math aligned to student data.
2. Fluency and comprehension progress monitoring.
3. Modeling specific skills for students to master.
4. Daily differentiated literacy and math centers.
5. Culturally Responsive Instruction.
6. Admin and student data chats focusing on progress within and across sub groups
7. After-School Tutoring.
8. Appropriate use of technology to support instruction.

Person Responsible	Katherine Sands (ksands@bridgeprepduval.com)

#3. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Science proficiency was identified as a critical need based on State assessment data. There was a decline in Science proficiency. Student achievement in science at the elementary level impacts student's achievement in science at the secondary level. Achievement gaps must be closed to ensure students have the science foundation to be successful in secondary science classes and meet graduation requirements. Reading Rockets states that literature and inquiry-based along with discovery-focused science instruction is widely viewed as best practice. According to the BPA Duval charter contract after instruction in science, 60% of students in Grade 5 and Grade 8 will score at or above proficiency as measured by the State assessment in Science. Additional reading intervention resources, hands-on learning, and computer assisted instructional programs and materials are needed to increase science achievement that will also be used to increase student achievement in the ESE and African-American subgroups. These additional resources will be purchased by the second quarter of school.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	After instruction in science, 60% of students in Grade 5 and Grade 8 will score at or above proficiency as measured by the State assessment in science.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This area of focus will be monitored by analyzing benchmark assessment data to determine trends and deficiencies. Targeted intervention will occur based on patterns of deficiencies identified.
Person responsible for monitoring outcome:	Jamie Griffin (jgriffin@bridgeprepduval.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	All teachers will implement effective standards and research based teaching instruction, such as hands-on inquiry based lessons aligned with best practices for meeting the diverse needs of all students to increase science achievement.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy.	According to research students learn based on a developmental continuum. The National Science Teachers Association in alignment with Next Generation Science Standards recommends inquiry based investigations and hands-on explorations as essential to a high quality science education program.

Describe the resources/ criteria used for selecting this strategy.

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

1. Provide inquiry-based, hands-on, laboratory activities for students to make connections to real-life experiences, and explain and write about their results and experiences. Hands on inquiries once weekly
2. Integrate literacy and literacy strategies in the science classroom in order to enhance scientific meaning through writing, talking, and reading science.
3. Interactive science journals will be used as a reference.
4. Anchor charts for every standard will be developed and used in instruction.
5. Integration of appropriate technology in the core and differentiated science instruction including use of Gizmos, Visual Learning, and Achieve 3000 in grades 3-8.

Person Responsible Katherine Sands (ksands@bridgeprepduval.com)

RAISE

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

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

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

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

In grades Kindergarten through 2nd grade, students will be actively involved in and monitored in letter sounds, letter knowledge, and sight words (FRY Words) to promote fluent and comprehensive reading in addition to the use of Benchmark Advance curriculum that is aligned to the Florida B.E.S.T. Standards. Teachers and students will also utilize Fountas and Pinnell LLI for intensive small group interventions.

Students will also be completing Smarty Ants via McGraw Hill and iStation to boost their reading proficiency.

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

In grades 3 through 5, students will be actively engaged in evidence-based literacy instruction aligned to the Florida B.E.S.T standards using Benchmark Advanced while utilizing Fountas and Pinnell LLI for intensive small group instruction. Students will also be utilizing Achieve 3000 and iStation to boost their reading proficiency.

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

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

Grades K-2: Measureable Outcome(s)

ELA Proficiency was identified as a critical need based on iStation end of the year data. There was a severe deficiency in these grade levels. Student achievement in reading impacts a student's overall achievement and academic success in all subjects at school. As compared to the beginning of the year assessment on STAR, 80% of Kinder through 2nd grade students should have According to the STAR assessment at the end of the year, Kindergarten through 2nd grade students should meet proficiency to progress to the next grade level.

Grades 3-5: Measureable Outcome(s)

ELA Proficiency was identified as a critical need based on FSA Assessment data. There was a severe deficiency in these grade levels. Student achievement in reading impacts a student's overall achievement and academic success in all subjects at school. As compared to the 2021-2022 FSA Data, 75% of all students grades 3-5 should have, according to the FAST Assessment, meet a level 3 or higher.

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

ELA Progress Monitoring will be monitored by analyzing benchmark assessment data to determine trends and deficiencies. Targeted intervention will occur based on patterns of deficiencies identified. We will use iStation, Achieve 3000, Smarty Ants, and Benchmark Advanced.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Sands, Katherine, ksands@bridgeprepduval.com

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

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

1. Guided Reading aligned to student data including LLI lessons according to Fountas and Pinnell guidelines to include extension task
2. Fluency and comprehension instruction and progress monitoring including core reading instruction that adheres to the depth and rigor of the Florida BEST Standards
3. Modeling specific skills for students to master during core reading instruction, differentiated small group instruction, and core writing instruction using Lucy Calkins Writing Workshop Curriculum
4. Daily differentiated literacy centers including the use of leveled libraries and LLI lessons according to Fountas and Pinnell guidelines to include extension task
5. Admin and student data chats
6. After-School Tutoring
7. Appropriate use of technology to support instruction, including Achieve 3000 Daily Usage, I-Station
• Daily Usage, and I-Station lessons to remediate Tier II and Tier III skills daily.
8. Use of small group interventions and instructions for Tier II and Tier III (ELL/ESE Students)

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

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

Research shows that guided reading and differentiated instruction improve student achievement in reading. According to Fountas & Pinnell guided reading and small group teaching for differentiated instruction in reading is an effective strategy for increasing student reading achievement. The United States Department of Education's "Use of Technology in Teaching and Learning" states that technology ushers in fundamental structural changes that can be integral to increasing student engagement and
motivation and accelerating learning.

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
Implement: ◦ Literacy Training of Benchmark Advanced using B.E.S.T. standards from Benchmark Advanced ◦ Literacy Coaching from Literacy Coach (school based and corporate office) ◦ Assessment using STAR and FAST ◦ Professional Learning about LLI best practices from corporate trainer. ◦ Instructional support utilizing in-school tutors to reinforce literacy strategies to increase student understanding of grade level standards and course content.	Griffin, Jamie, jgriffin@bridgeprepduval.com

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

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

BridgePrep Academy of Duval develops activities to involve parents, families and other community stakeholders in the education of their children and to increase academic success. BridgePrep Academy of Duval 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 students achievement. A Dean of Students will assist in relationship building,
restorative justice, and maintaining positive morale. In addition, project-based learning is one of the core frameworks for our instructional program. Through hands-on project based learning, students participate in real-world investigations that involve collaborating and researching to find solutions to real-world
problems. Local community members and local issues are often incorporated into the project-based learning tasks. The school builds partnerships and involves the Duval community in contributing to student

learning and student success. BridgePrep Academy of Duval implements the Sanford Harmony social emotional learning (SEL) program and Culturally-Responsive Education that assists with supporting student's social-emotional needs. BridgePrep Academy of Duval also has a Special Populations specialist and Positive Behavior Support Team that help to support student needs and school-wide PBIS initiatives. Additionally, BridgePrep Academy of Duval employs the Multitiered System of Supports (MTSS) process that provides additional support for students needing assistance with academics or behaviors. Furthermore, Duval partners with Chrysalis to provide mental health counseling and support for students and their families needing additional assistance.

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

BridgePrep Academy of Duval 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 students achievement. Local community members and local issues are often incorporated into the project-based learning tasks. The school builds partnerships and involves the Duval community in contributing to student learning and student success.