

Collier County Public Schools

# Bridgeprep Academy Collier



## 2018-19 Schoolwide Improvement Plan

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# Bridgeprep Academy Collier

3161 SANTA BARBARA BLVD, Naples, FL 34116

[www.bridgeprepcollier.com](http://www.bridgeprepcollier.com)

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p>Combination School KG-7</p>	<p><b>2018-19 Title I School</b></p> <p>No</p>	<p><b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p>72%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p>K-12 General Education</p>	<p><b>Charter School</b></p> <p>Yes</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p>83%</p>

## School Grades History

**Year  
Grade**

## School Board Approval

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

## SIP Authority

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

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

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and

using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

## Part I: School Information

### School Mission and Vision

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

Our mission at BridgePrep Academy of Collier, in partnership with our stakeholders, is to foster a nurturing and rigorous academic environment that embraces the Spanish 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

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Philippi, Dayana	Principal

#### Duties

#### Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

Dr. Philippi is promotes the learning and success of all students. She serves as the instructional leader and helps teachers to accomplish this goal by focusing on learning, encouraging collaboration, using data to improve learning, providing support, and aligning curriculum, assessment, and instruction.

Working with the instructional lead teachers, Ms. S. Wagner and Ms. S. Zolbrod, Dr. Philippi and the team make instructional decisions that impact learning school-wide. These decisions are based on data, both quantitative and qualitative.

The team gathers information for planning and monitoring purposes and meets weekly to enhance shared decision making in schools. Two methods are used to design plans, 1) Collecting data on what is already occurring or not occurring in the classroom and 2) surveying teachers about practices they would prefer to implement in individuals classrooms as well as school-wide.

### Early Warning Systems

#### Year 2017-18

**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		
Attendance below 90 percent	0	0	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	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	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	0	0
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Date this data was collected**

Pending

**Year 2016-17 - As Reported**

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

**Year 2016-17 - Updated**

**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
Attendance below 90 percent	0	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	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**The number of students identified by the system as exhibiting two or more early warning indicators:**

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

## Part II: Needs Assessment/Analysis

### Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

**Which data component performed the lowest? Is this a trend?**

Being that we are a newly established LEA, there is not comparative data.

**Which data component showed the greatest decline from prior year?**

N/A

**Which data component had the biggest gap when compared to the state average?**

N/A

**Which data component showed the most improvement? Is this a trend?**

N/A

**Describe the actions or changes that led to the improvement in this area.**

N/A

### School Data

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	2018			2017		
	School	District	State	School	District	State
ELA Achievement	0%	56%	60%	0%	60%	57%
ELA Learning Gains	0%	58%	57%	0%	55%	57%
ELA Lowest 25th Percentile	0%	49%	52%	0%	54%	51%

School Grade Component	2018			2017		
	School	District	State	School	District	State
Math Achievement	0%	65%	61%	0%	63%	58%
Math Learning Gains	0%	63%	58%	0%	65%	56%
Math Lowest 25th Percentile	0%	59%	52%	0%	58%	50%
Science Achievement	0%	62%	57%	0%	68%	53%
Social Studies Achievement	0%	86%	77%	0%	79%	75%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)								Total
	K	1	2	3	4	5	6	7	
Attendance below 90 percent	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)	0 (0)	0 (0)
Course failure in ELA or Math	0 ( )	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 ( )	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

#### Grade Level Data

**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
03	2018					
	2017					
Cohort Comparison						
04	2018					
	2017					
Cohort Comparison		0%				
05	2018					
	2017					
Cohort Comparison		0%				
06	2018					
	2017					
Cohort Comparison		0%				
07	2018					
	2017					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018					
	2017					
Cohort Comparison						
04	2018					



<b>MATH</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
	2017					
Cohort Comparison		0%				
05	2018					
	2017					
Cohort Comparison		0%				
06	2018					
	2017					
Cohort Comparison		0%				
07	2018					
	2017					
Cohort Comparison		0%				

<b>SCIENCE</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
05	2018					
	2017					
Cohort Comparison						

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2018					
2017					

<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2018					
2017					

<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2018					
2017					

<b>ALGEBRA EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2018					
2017					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

**Subgroup Data**

2018 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 2016-17	C & C Accel 2016-17

2017 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 2015-16	C & C Accel 2015-16

**Part III: Planning for Improvement**

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

**Areas of Focus:**

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**Activity #1**

**Title** ELA Reading

**Rationale** Our current achievement in ELA) in grades 4-6 is 38% (8/25) meeting/ exceeding for FSA FY 18. 8/25 (32%) met or exceeded grade level proficiency as evidenced by a level 3, 4, or 5 on the FSA.

**Intended Outcome** This group will make AYP of at least 55% on, that is 18% increase, as evidenced by a score of 3 or higher on the FSA ELA Reading and Writing.

100 % of students who met or exceeded reading proficiency in the previous year will make a gain of at least 1 point on the FSA ELA for their respective grade levels.

**Point Person** Dayana Philippi (dphilippi@bridgeprepacademy.com)

**Action Step**

Require and provide timely feedback on standards-based lesson plans. Couple high quality teacher-led instruction with digital learning to close the achievement gap. Students will be pulled-out to receive interventions 3-4 days per week. Focus on increasing low income students' academic vocabulary. Provide on-going professional development/training on data analysis to support differentiation. We will create procedures for assessing students as they move into our school to design appropriate interventions as needed. We will identify strategies and activities for students who are on the cusp of meeting standards and on the cusp of exceeding standards and determine what interventions are needed to push them into meets or exceeds. We will use a deviation of 5 scale score points to determine "cusp" students. We will ensure that the Reading Street series is taught with fidelity. Teachers will develop key vocabulary lists based on the FSA framework at each grade level to increase students' academic vocabulary. Teachers will be introduced to the social emotional learning standards and cultural competencies to increase student engagement and reading achievement.

**Description**

**Person Responsible** Dayana Philippi (dphilippi@bridgeprepacademy.com)

**Plan to Monitor Effectiveness**

**Description** Monitor instructional implementation of grade-level standards to increase student proficiency. Lesson plans are due weekly on Thursdays so that ample time is provided for review and feedback prior to implementation. Review formative assessment data from iStation and Achieve3000 on a bi-weekly basis to monitor progress in phonemic awareness/comprehension and Lexile growth respectively. Use logs and running records to track student progress during teacher-led intervention times. Review these records to ensure growth and revise action plans as needed. Teachers will monitor the books chosen for independent reading and will monitor the amount of time spent on independent reading at home.

**Person Responsible** Dayana Philippi (dphilippi@bridgeprepacademy.com)

## Activity #2

<b>Title</b>	Mathematics
<b>Rationale</b>	48% (12 out of 25) students in grades 4-6 were below mathematics proficiency as evidenced by a Level 1 or 2 on the respective FSA mathematics assessments. 52% met or exceeded grade level proficiency as evidenced by a level 3, 4, or 5 on the FSA. A baseline Mathematics assessment modeled after the FSA was administered at the beginning of the year to students in grades K-6. The fall average score for grades 3-6 was 36%, with 0 students meeting/exceeding proficiency. Students fared better on the iStation math baseline, with about 46% scoring at Tier 1 that is meeting/exceeding proficiency.
<b>Intended Outcome</b>	70% of students in grades 4-6 will be proficient in ELA as evidenced by a score of 3 or higher on the FSA. 100 % of students who met or exceeded proficiency in the previous year will make a gain of at least 1 point on the FSA.
<b>Point Person</b>	Dayana Philippi (dphilippi@bridgeprepacademy.com)

## Action Step

<b>Description</b>	Require and provide timely feedback on standards-based mathematics lesson plans. Couple high quality teacher-led instruction with digital learning (i.e. Go Math, Carnegie, and iStation) to close the achievement gap. Students will be pulled-out to receive interventions 2-3 days per week. Require and utilize intervention logs and running records to assess fluency and progress. Provide opportunities for teachers to attend PD sessions on how to use instructional tools (Go Math manipulatives and digital components) effectively. Focus on increasing low income students' development of automatic recall of basic math facts. Provide on-going professional development/training on data analysis to support differentiation. We will create procedures for assessing students as they move into our school to design appropriate interventions as needed. We will identify proven math strategies and activities for students who are on the cusp of meeting standards and on the cusp of exceeding standards and determine what interventions are needed to push them into meets or exceeds. We will use a deviation of 5 scale score points to determine "cusp" students.
<b>Person Responsible</b>	Dayana Philippi (dphilippi@bridgeprepacademy.com)

## Plan to Monitor Effectiveness

<b>Description</b>	Administrator visits classroom(s) and provides feedback to teacher(s) who will collaborate to determine next steps. Monitor instructional implementation of grade-level standards to increase student proficiency. Lesson plans are due weekly on Thursdays so that ample time is provided for review and feedback prior to implementation. Review formative assessment data from iStation, Go Math and Carnegie on a bi-weekly basis to monitor progress.
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Review intervention logs and math running records bi-weekly to ensure that the intervention strategies are working, and revise action plans as needed.

**Person  
Responsible**

Dayana Philippi (dphilippi@bridgeprepacademy.com)

### Activity #3

<b>Title</b>	5th Grade Science
<b>Rationale</b>	5th Graders will participate in the statewide science assessment. Given that this is a new cohort of students, the comparative data is non-existent. However, a baseline Science assessment modeled after the FSA was administered at the beginning of the year. The fall average score for the 5th grade class was 48% with 0 students meeting/exceeding proficiency.
<b>Intended Outcome</b>	Despite the lack of substantive data, we aim to attain 55% proficiency in Science as evidenced by the FSA Science scores.
<b>Point Person</b>	Dayana Philippi (dphilippi@bridgeprepacademy.com)

### Action Step

<b>Description</b>	Teachers will receive training on implementing standards-based science lessons built around the 5E instructional model and differentiated for students based on data. Create a science lab and schedule where students across grade levels engage in hands-on science experiments to reinforce theoretical knowledge. Increase the number of STEAM-related experiences provided for students. Launch a STEAM after school club. Administer Middle-of-year and end-of-year science baselines to track individual and cohort progress and revise the action plan. Science teachers will provide students with extensive research and writing opportunities (claims and evidence). Science teachers will provide students with opportunities to read informational and persuasive texts using high-interest texts from Achieve 3000 among other sources, to write about the process and outcomes of their investigations and use the language of science as they work through each lab. Science teachers provide students with opportunities to write lab reports during inquiry-based science projects.
<b>Person Responsible</b>	Dayana Philippi (dphilippi@bridgeprepacademy.com)

### Plan to Monitor Effectiveness

<b>Description</b>	Administrator visits classroom(s) and science lab and provide feedback to teacher(s) who will collaborate to determine next steps. Ensure that the allotted 1 hour instructional time per day, is use explicitly for core science instruction and/or labs. Administrator will monitor and support the implementation of literacy in the science content area - including the use of grade appropriate complex texts in science classes. Principal will work with the Literacy Leadership Team to plan agendas for Professional Learning Community (PLC) time to ensure the process is consistent. Principal will attend and occasionally lead PLC meetings. Beginning of the year, Middle of the Year and End of the Year assessments will be administered and tracked to determine student progress.
<b>Person Responsible</b>	Dayana Philippi (dphilippi@bridgeprepacademy.com)

#### Activity #4

<b>Title</b>	ELA Writing
<b>Rationale</b>	Text-based writing scores weigh heavily on the overall FSA ELA scores. Our current achievement in ELA in grades 4-6 is 8/25 (32%) met or exceeded grade level proficiency as evidenced by a level 3, 4, or 5 on the FSA. 68% scored below grade-level proficiency as evidenced by a score of 1 or 2 on the FY18 FSA ELA assessment. Score breakdowns by subskills indicate that text-based writing is an area where are students can make significant gains and as such increase their overall ELA proficiency.
<b>Intended Outcome</b>	70% of students in grades 3-6 score an 8 out of 10 in subskill 5 text-based writing. Students who earned a score equal to or greater than 80 in subkill 5 will maintain or increase their text-based writing score.
<b>Point Person</b>	Dayana Philippi (dphilippi@bridgeprepacademy.com)

#### Action Step

<b>Description</b>	Teachers will implement more specific writing strategies like QAR with guidance from the Instructional lead to improve students' writing achievement. Provide collaboration among related arts teachers to create opportunities for students to demonstrate their writing skills in areas other than Language Arts classes. Teachers will implement Lucy Caulkins writing with fidelity in conjunction with the Claim-Proof-Response (CPR/CER) method for short answer written responses with guidance from the instructional leadership team to ensure that all students have access to the core curriculum to improve their writing. The no-struggle essay writing framework with be used with level 1 and 2 students to scaffold text-based writing. ELL students will be explicitly taught how to use sentence stems and sentence frames to focus on developing text-based writing skills. Instructional leadership team will model scaffolded text-based writing instruction for teachers. Teachers will use common short and extended wring rubrics based on the FSA. Short rubrics will be used by student for peer-review and self-assessment on writing assignments.
<b>Person Responsible</b>	[no one identified]

#### Plan to Monitor Effectiveness

<b>Description</b>	Instructional leadership team will continue to collect and analyze student data from Achieve 3000, common assessments, and writing assessments to assess student progress and the effectiveness of our strategies and activities. Administration will conduct Walk-Throughs to monitor implementation of writing strategies and activities. Administration will review lesson plans to ensure strategies and activities are planned for with fidelity.
<b>Person Responsible</b>	[no one identified]



## Part IV: Title I Requirements

### Additional Title I Requirements

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

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

BridgePrep Academy believes that parents play an integral part in helping their children become global citizens. The school will implement the "Parents as Partners" program which will play a major role in bridging the home-school connection. BridgePrep Academy will hold monthly workshops for parents to provide them with ideas, strategies, and activities that they can use with their children at home. During workshops we will outline proven ideas gathered from research for parents. Determination regarding the dissemination of other appropriate publications will be made as needed. Parents will be asked to listen to their child read aloud nightly and ask thought-provoking, open-ended questions to determine comprehension. Parents will be made aware of pertinent web sites and online activities for at-home enrichment or reinforcement.

In addition, BridgePrep Academy's commitment to ongoing communication between the School and the home requires parents to fulfill a minimum of 20 volunteer hours per school year. Parents are provided with ample opportunities to volunteer in the School. Additionally, a Parent Liaison Volunteer will be recruited to assist families in identifying and meeting their requirement for completing volunteer hours.

#### **PFEP Link**

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

#### **Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.**

BridgePrep Academy believes that student learning is enhanced when the School encourages parents to take an active role in their child's intellectual as well as their social development. To this end, BridgePrep Academy will promote parental involvement through its unique Parents as Partners initiative. The focus of this program is to empower parents to work with their children at home to be safe, respectful and responsible. By providing hands-on workshops, parents learn best practices and gain access to resources to help facilitate their child's education and character development.

In addition, Dr. Philippi is the 2018-19 recipient of the Social and Emotional Learning grant by the Rockefeller Foundation. The school will use the grant to promote two-way communication between school and home, using native language translators to serve as the language liaisons between limited English proficient parents and school staff. BPA Collier will host two workshops on SEL that are open to the entire community.

#### **Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.**

BPA Collier utilizes various proven practices to help students cohorts of students in transition from one school level to another. We pair students with buddies through the year for scholastic programs. Informative parent workshops help parents and student prepare for the up coming school year. Meet the Teacher night, allows student to familiarize themselves with the school campus and faculty and staff before the end of the school year. We also host moving-up ceremonies for each grade level.

**Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.**

The Multi-Tiered System of Support (MTSS) Leadership team will review, discuss, and monitor student academic and/or behavioral procedures and data while working in conjunction with faculty to support students' needs. The team will focus on gathering data, the implementation of programs, data collection and analysis and interventions, to ensure the proper implementation of MTSS. The school administrator, instructional leadership team and teachers will participate in grade level PLC's. Members of the school based The leadership team will meet at least twice per month to review and analyze student data and determine supports that will help to solve issues. Title I and School Improvements Title II, are managed in collaboration with S.M.A.R.T. Management, Board Members, who provide oversights, coordination, budgeting, staffing, and monitoring. In addition, the Federal and State Grants Office in Collier County, provides support, oversight, guidance and technical assistance as per our contract.

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.**

BPA Collier promotes college and career awareness through strategic programming, such as the Lead Day program where upper level students are introduced to various professions. Professionals from the community are invited into the classroom to share their experiences and promote college and career exploration. The Sheriffs Department will provide key career training through programs as D.A.R.E. and Jr. Deputy. BPA Collier also hosts a career day for all grade-levels, so that even at a young age, students are exposed to different career opportunities and are encouraged to explore their talents and interests.