

Collier County Public Schools

Bridgeprep Academy Collier



2020-21 Schoolwide Improvement Plan

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Bridgeprep Academy Collier

3161 SANTA BARBARA BLVD, Naples, FL 34116

www.bridgeprepcollier.com

Demographics

Principal: Dayana Philippi

Start Date for this Principal: 7/1/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-7
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	72%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Economically Disadvantaged Students English Language Learners Hispanic Students
School Grades History	2018-19: D (38%) 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* 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 Collier 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.

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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Zolbrod, Stephanie	Principal	<p>As a school principal, Ms. Stephanie Zolbrod manages all school operations and activities. She oversees teachers and other staff members and class schedules. Ms. Zolbrod provides a common vision for the school and works with Ms. Kara O'Connor to ensure that curriculum implemented is data-driven and is based on the school's research driven curriculum and models. Ms.Zolbrod monitors instruction and assessments and provides feedback to teachers following the Marzano model.</p> <p>Ms. Stephanie Zolbrod supports the implementation of curriculum standards set by the school district, state, and/or federal regulations. She ensures the teachers have the necessary resources and equipment to reach the school's academic goals. Ms. Zolbrod ensures that standards are taught with fidelity and supports both staff and parents with the MTSS process as needed with Ms .Herrera.</p> <p>In addition, as the principals she counsels and disciplines students and assists teachers in managing students' behavior. Quite frequently she meets with parents and teachers to discuss students' behavior and academic progress. It is her responsibility to address and resolve concerns of parents and community members when possible. Ms. Zolbrod works with Ms. O'Connor to organize professional development programs and workshops for staff, observes teachers, data and classroom activities.</p> <p>She has the responsibility of managing in part the school's budget with Ms. Perez, with ordering school supplies, and arranging maintenance schedules. Ms. Zolbrod works with the local sheriff's offices to ensure proper school security and procedures for teachers, students, staff, and visitors. Like all school principals, she serves as the public face of the school, meeting with district administrators, legislators, and community members to promote the school, and explain or request school funding.</p> <p>Ms. Zolbrod works full-time and frequently attends school functions and community events that may affect or involve the school and the local school district.</p>
Alba, Paul	Teacher, K-12	<p>Mr. Alba will provide technology support and training to staff members to ensure that all staff members have access to all technology programs and will sit on our accountability committee with Ms. Zolbrod, Mr. Alba will review, monitor and advise on score gains and increases with date and meet with Ms. Zolbrod, ESE teacher, Ms. Petit and Ms. O'Connor.</p>
O'Connor, Kara	Instructional Coach	<p>Ms. Kara O'Connor will work closely will teachers to provide guidance and interpretation of C&I resources - Curriculum guides,</p>

Name	Title	Job Duties and Responsibilities
		<p>develop professional development workshops for all teachers and staff grades K-8, and hold 1:1 private meetings with teachers to provide specific and subjective feedback and guidance after observations.</p> <p>Ms. O'Connor will provide training for and samples of student data binders, data trackers, how to conduct data chats, and provide folders for students to record and monitor their own progress. Kara will model effective strategies for teachers/ students and coach/ model effective instruction, effective strategies, routines, and best practices for staff members to utilize. Ms. O'Connor will provide training and explain weekly standards, scales, essential questions and ideas for teachers. She will monitor data including but not limited to our Istation and Achieve 3000 programs and technology resources. She will train teacher on how to interpret data, analyze and record it, use it to motivate students and provide immediate feedback following standards mastery test, benchmark test, etc.</p> <p>She will train all teachers how to implement all standards, break them down, provide explicit instruction and how to use the gradual release model. She will assist teachers in monitoring student progress through data and provide teacher training on how to monitor student progress, conduct data chats, and enter student data for data tracking.</p> <p>She will meet with the leadership team regularly and participate in PLC meetings, assist in interpreting data and create groupings, accommodations for students and identify staff that may need the most support and provide this support to these teachers in need .</p>
Wagner, Susan	Teacher, ESE	<p>ESE teacher will work with school, district and school-based leadership teams including the Director and Instructional coach to implement and follow the Tier 2 and Tier 3 intervention process with fidelity prior to referral for evaluations.</p> <p>ESE teacher will have a working knowledge of state, local and federal laws and regulations related to the compliance with the IDEA (Individuals with Disabilities Education Act), ESEA and ELL (English Language Learners) guidelines relating to eligibility, delivery of services and individualized plans.</p> <p>ESE teacher will provide consultation and direction to teachers in the development of Individual Educational Plans (IEP), Educational Plans (EP) and 504 plans. She will plan according to student needs, review, monitor, and complete all necessary steps and documentation in student records pertaining to exceptional student services (IEP, EP, 504) services to ensure</p>

Name	Title	Job Duties and Responsibilities
		<p>compliance with federal, state, and local requirements.</p> <p>ESE teacher will review all teacher documentation and facilitate effective meetings with IEP teams to reach goals and appropriate accomodations that will provide positive, beneficial and the most successful outcome possible for students.</p> <p>She will provide information about organizations that are available for parents of students with disabilities that provide support and information on agencies that can assist a student with a disability as well as offer parents training about Exceptional Student Education.</p>
Petit-Fort, Donnalle	Teacher, K-12	<p>ELL - Ms. Donnalle Petit coordiantes student support in the area of ELL (English Language Learners). Ms. Petit will work with teachers and school leadership to provide support for students who qualify for services. Ms. Petit will provide support and strategies to teachers in the classroom by modeling and using best practices, providing resources for teachers, providing training and information for teachers about the various levels of student performance from their WIDA testing results and the varying domains - reading, writing, listening and speaking.</p> <p>Ms. Petit will maximize instructional time by coordinating tutor support with the leadership team. She will closely monitor and identify students who are showing a discrepancy in learning gains when compared to peers in their same group with to make sure that proper steps are taken with the tiered intervention process if necessary and that support is being provided while discussing this with the ESE teacher.</p>

Demographic Information

Principal start date

Wednesday 7/1/2020, Dayana Philippi

Number of teachers with a 2019 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.*

0

Number of teachers with a 2019 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.*

0

Total number of teacher positions allocated to the school

19

Demographic Data

2020-21 Status (per MSID File)	Active
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Year	
Support Tier	
ESSA Status	CS&I
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Early Warning Systems

Current Year

The number of students by 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	57	48	24	21	21	23	18	15	0	0	0	0	0	227
Attendance below 90 percent	13	9	1	5	5	4	2	0	0	0	0	0	0	39
One or more suspensions	0	0	0	0	0	1	1	1	0	0	0	0	0	3
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 ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	7	3	7	7	0	0	0	0	0	24

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	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	1	1	0	0	0	0	0	0	0	0	0	0	0	2
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

Saturday 8/15/2020

Prior Year - As Reported

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	57	48	24	21	21	23	18	15	0	0	0	0	0	227
Attendance below 90 percent	13	9	1	5	5	4	2	0	0	0	0	0	0	39
One or more suspensions	0	0	0	0	0	1	1	1	0	0	0	0	0	3
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	7	3	7	7	0	0	0	0	0	24

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

Prior Year - 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
Number of students enrolled	57	48	24	21	21	23	18	15	0	0	0	0	0	227
Attendance below 90 percent	13	9	1	5	5	4	2	0	0	0	0	0	0	39
One or more suspensions	0	0	0	0	0	1	1	1	0	0	0	0	0	3
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	7	3	7	7	0	0	0	0	0	24

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	1	0	3	5	3	4	4	0	0	0	0	0	20

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

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	40%	59%	61%	0%	56%	60%
ELA Learning Gains	52%	61%	59%	0%	58%	57%
ELA Lowest 25th Percentile	0%	63%	54%	0%	49%	52%
Math Achievement	35%	66%	62%	0%	65%	61%
Math Learning Gains	23%	61%	59%	0%	63%	58%
Math Lowest 25th Percentile	0%	58%	52%	0%	59%	52%

School Grade Component	2019			2018		
	School	District	State	School	District	State
Science Achievement	0%	46%	56%	0%	62%	57%
Social Studies Achievement	0%	83%	78%	0%	86%	77%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)								Total
	K	1	2	3	4	5	6	7	
	(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	2019	53%	61%	-8%	58%	-5%
	2018					
Cohort Comparison						
04	2019	64%	58%	6%	58%	6%
	2018					
Cohort Comparison		64%				
05	2019	20%	60%	-40%	56%	-36%
	2018					
Cohort Comparison		20%				
06	2019	0%	56%	-56%	54%	-54%
	2018					
Cohort Comparison		0%				
07	2019					
	2018					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	33%	68%	-35%	62%	-29%
	2018					
Cohort Comparison						
04	2019	50%	65%	-15%	64%	-14%
	2018					
Cohort Comparison		50%				
05	2019	40%	67%	-27%	60%	-20%
	2018					
Cohort Comparison		40%				
06	2019	0%	61%	-61%	55%	-55%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018					
Cohort Comparison		0%				
07	2019					
	2018					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	40%	56%	-16%	53%	-13%
	2018					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

Subgroup Data

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 2016-17	C & C Accel 2016-17
ELL	45	60		37	21						
HSP	41	53		38	17						
FRL	32	44		32	17						

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 2015-16	C & C Accel 2015-16

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index - All Students	42
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	59
Total Points Earned for the Federal Index	209
Total Components for the Federal Index	5
Percent Tested	100%

Subgroup Data

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

English Language Learners	
Federal Index - English Language Learners	44
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners 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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	44
Hispanic Students Subgroup Below 41% in the Current Year?	NO
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
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
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	36
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Since we did not have testing in 2020 due to the Covid-19 transition to online learning, we are focusing on our prior lowest area of academic gains and achievement which was mathematics achievement. In the year 2019 three of the teachers were novices with 2.5 combined years of elementary teaching experience as well as a cohort of three teachers there were responsible for planning, implementing multiple subjects which was a challenge with a 5th/6th grade combined class. Teachers lacked the knowledge necessary to unpack state standards and implement research-based instructional practices as well as how to use data analysis to drive instruction.

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

Due to the cancellation of the FSA last year (2019-2020), we do not have prior year data in which to compare it to as a third year school. Bridgeprep does not have prior year data that would enumerate the greatest decline, However, the component in which students underperformed greatly in the inaugural year was in mathematics as explained in section II. 1.E.a. There is also indication that students qualifying for free and reduced lunch demonstrated the lowest achievement in both ELA (32%) and Math (32% and only 17% in learning gains). More specifically, in ELA, students' averaged a score of 4.3 in writing, which was 2 points below the district average of 6.3, indication of a significant gap in ELA analytical writing instruction.

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.

When compared to the state's ELA average last year's 5th grade students (this years 6th graders) under performed by 36 percentage points. With respect to Mathematics performance on the State assessment, grade 3 students (this years 4th graders) when compared to the State, under performed by 29 percentage points. Factor's that lead to the gap in performance were reflected upon earlier, in section II.1.E.a. These factors included inexperienced teachers, the need for increased professional development in data literacy, deficiencies in carrying out the mathematics RTI process.

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

BridgePRep of Collier first opened its door to students for the 2018-2019 school year, therefore comparison data to determine improvements is not available. However, the component that shows the best performance is English Language Arts where learning gains totaled 52%. Students in the English Language Learners subgroup demonstrated a learning gain of 60 percentage points on the FSA for English Language Arts which is also notable.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

The greatest concern was the number of Level 1 students in grades 4,6 and 7. One third of the students in grades 4 and 6 earned a Level 1 on the State Assessment for ELA and/

or Mathematics, while half of the students in grades 7 earned a level 1 on either or both ELA and Mathematics Florida State Assessment.

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

1. Our economically disadvantaged group of students who scored low in ELA
2. Our third grade students who scored below district average of 68% in the area of Math.
3. Small group, Tiered and differentiated instruction with Level 1 students in both Math and ELA
4. We will focus on Level 1 WIDA students and provide high quality instruction and accommodations
5. Teacher and Administrative team will provide accountability with student achievement by aggregating analyzing data

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Instructional Coaching

Area of Focus
Description and Rationale: Improving knowledge and awareness of the MTSS process, how to identify and locate Level 1 students most at-risk and implementation of proper monitoring in order to increase student achievement .

Measureable Outcome: Students achievement will increase by 3%

Person responsible for monitoring outcome: Stephanie Zolbrod (szolbrod@bridgeprepcollier.com)

Evidence-based Strategy: Gradual Release of Responsibility Model during Tier 1 instruction, Differentiated instruction for Tier 2 instruction, and Response to Intervention for Tier 3 Intervention.

Rationale for Evidence-based Strategy:

When teachers are able to identify students in need and understand/ implement the MTSS process effectively, then those students in need are able to receive the interventions that they need based on their specific needs in order to close the achievement gaps. This helps to increase learning gains and growth through those accommodations. Professional Development and training for staff will help teachers learn how to identify our Level 1 students, those students in need of remediation and how to implement interventions properly and with fidelity. They will learn how to identify, collect, interpret and monitor student data and performance. Teachers will then be able to adjust instruction, reteach standards, group children properly and identify those in need of Tier 2 interventions and implement accommodations needed in order to maximize student learning and growth/gains.

Action Steps to Implement

1. Provide Professional development training on the MTSS/MTSSS process
2. Have coaches and leadership team work with teachers to effectively monitor the implementation of strategies and usage of fluid grouping of students in instructional tiers.
3. Create a support staff and leadership team to monitor LEVEL 1 students and consistent assessment tools/methods to streamline the identification and grouping of students in instructional tiers.
4. Leadership meetings with coaches to analyze data on the effectiveness of the interventions.
5. Continual monitoring of students particularly of those in the ESSA sub-group categories: Students with Disabilities (SWD), ELL, Low SES (Economically disadvantaged) every 6 weeks to analyze and adjust instructional needs or groupings to maximize student achievement.

Person Responsible Stephanie Zolbrod (szolbrod@bridgeprepcollier.com)

#2. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale: If students are provided with standards and data driven instruction and rigorous / explicit instruction while also implementing the Gradual Release of Responsibility Model then students will increase in proficiency in all areas thus making learning gains and with a focus on LEVEL 1 WIDA students.

Measurable Outcome: Student achievement will increase in all school graded areas by a minimum of 3% in all school grade components.

Person responsible for monitoring outcome: Stephanie Zolbrod (szolbrod@bridgeprepcollier.com)

Evidence-based Strategy: Providing Level 1 students standards-based, on grade level instruction that is aligned to standards is shown to increase student achievement across all learning subjects and domains. If students are provided with solid strategies (Math and ELA), complex text to work through and higher level thinking opportunities then it will result in stronger critical thinking and analytical skills. Accommodations will be in place to support those Level 1 students.

Rationale for Evidence-based Strategy: When looking at the student data from the 2019 school year, proficiency in all academic areas was below state averages. Progress monitoring and use of running records, formative, summative assessments and differentiation based on individual student needs, deficits and low performing standards will help with mastery and proficiency thus helping to achieve those gains.

Action Steps to Implement

Teachers will conduct data chats with students with fidelity and weekly in order to review data collected from Standards Mastery tests and to identify areas of need through Summative tests and assessments. Teacher(s) and Administrative team will print reports, identify what standards and skills the class as a whole as well as individual clusters of students need to review and revisit. Level 1 students will be identified and focused upon. Strategies will be retaught and reviewed in the area of ELA/Math while using research based strategies, annotating texts, making connections, and grouping (with social distancing) based on skills that are identified as areas of need from Istation.

Math data will be reviewed and the lowest performing standards/skills will be identified for each teacher and strategies will be provided for re-teaching and repetition. Small groups will be utilized and morning warm-up activities with spiral review of standards they performed poorly on.

Person Responsible Stephanie Zolbrod (szolbrod@bridgeprepcollier.com)

#3. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	Enhanced Mathematics instruction - Mathematics proved to be the lowest performing area for all tested grade levels and subgroups. Of the students who did not make gains we will identify students who are in this economically disadvantaged subgroup.
Measureable Outcome:	Through the provision of timely coaching and support, we aim for the following improvements in mathematics scores: Increase Math achievement levels by a minimum of 3% points
Person responsible for monitoring outcome:	Paul Alba (ptajada@bridgeprepcollier.com)
Evidence-based Strategy:	Instructional coaching and professional development in mathematics with a better focus on student-centered techniques, strategies, flexible thinking strategies, hands-on math and the usage of technology to engage and motivate students. Math teachers will focus on the 8 best mathematical practices, provide modeling and explicit instruction for students, allow time for collaboration amongst peers, and provide authentic math lessons/ opportunities. When possible, teachers will transform classrooms into lively and engaging environments in which students can take charge of their own learning and learn real-life application of math concepts.
Rationale for Evidence-based Strategy:	Through math coaching and promoting/modeling of more effective strategies and engaged learning in the classroom, teachers will be able to help students learn critical math skills by improving math instruction and teaching students how to do mathematical procedures as well as embedding the understanding as to the how and why concept behind learning the skills.

Action Steps to Implement

1. Usage of technology and digital programs - Go Math, Istation and Reflex Math, Khan Academy and Carnegie Math app
2. PD on improving math best practices and strategies within the classroom ; number talks, etc.
3. Analyze data and use data to drive instruction and re-teach standards that a cluster of students and/or the entire class did poorly on
4. Small group instruction will be provided for students in need and to work on skills in need
5. To identify economically disadvantaged students in this subgroup that need additional assistance

Person Responsible Stephanie Zolbrod (szolbrod@bridgeprepcollier.com)

#4. ESSA Subgroup specifically relating to Economically Disadvantaged

Area of Focus Description and Rationale: There was a strong correlation noted between students who qualified for free and reduced lunch and them being amongst the lowest achievement in ELA.

Measureable Outcome: Students will make gains tied to ELA by 3% points

Person responsible for monitoring outcome: Stephanie Zolbrod (szolbrod@bridgeprepcollier.com)

Evidence-based Strategy: Gradual Release of Responsibility Model during Tier 1 instruction, Differentiated instruction for Tier 2 instruction, and Response to Intervention for Tier 3 Intervention.

Rationale for Evidence-based Strategy: Students will receive ELL supports, tutoring opportunities and/or Tiered interventions/RTI as needed based upon their individual circumstances. These supports and remedial groups/interventions will help to close the gap for these students. Teachers will work with their teams or Instructional Coach to engage in this ongoing cycle of questions that promote deep team learning and thinking and make adjustments in their classroom/intervention groups, Teacher's will work together during PLC's to brainstorm and use this powerful collaboration process amongst educational professionals.

Action Steps to Implement

1. The Leadership team will follow and and Monitor these students from 2019 and their current assessments, data, classwork and collaborate with the classroom teacher(s) to identify and provide support needed for these students
2. PLC's will be scheduled bi-weekly
3. Data literacy training will be provided/is comprised of 5 parts:
 1. Identifying problems - obstacles from the SES/Economically disadvantaged angle; material needs, social-emotional or otherwise identified basic needs that are impacting them academically
 2. Understanding, interpreting and using data to drive instruction and focus on areas of need
 3. Drawing information from data-gaps, skills and standards that need to be revisited and re-taught
 4. Determining a decision/action step based on individual clusters, groups and fluid grouping practices
 5. Evaluating outcomes. adjusting teaching methods and practices and celebrating success Teachers will learn how to make meaning out of data, incorporate into instructional action and teachers must participate in this process.

Person Responsible Kara O'Connor (koconnor@bridgeprepcollier.com)

#5. Leadership specifically relating to Specific Teacher Feedback

Area of Focus Description and Rationale: Administrative and Instructional Coach will provide data monitoring, meetings and student data binders for accountability from teachers and students. It is a focus in attempt to close the gap from 33% (at our school) vs. 68% from the district average.

Measureable Outcome: Our goal is to see a 3% increase

Person responsible for monitoring outcome: Stephanie Zolbrod (szolbrod@bridgeprepcollier.com)

Evidence-based Strategy: Students will use Istation, Achieve 3000, and additional research based instructional software.

Rationale for Evidence-based Strategy: All software programs have prepopulated data and reports that identify student performance, areas of needs and groups them according to skill levels and skills in need of remediation.

Action Steps to Implement

1. All students will have data binders that they will fill in themselves for personal accountability, awareness and motivation
2. Teachers will perform weekly data chats based on reports from instructional software reports
3. Instructional Coach will perform weekly checks of data binders to insure that teachers are utilizing the data binders with their students with fidelity and consistency
4. Training and modeling will be provided for new teacher(s) on how to conduct data monitoring
5. Bi-weekly and monthly meetings with ESE, ELL, Administration and Instructional coach to review all data and revisit grouping of students
6. Teachers will revise groups and stay fluid in their grouping as students master skills, become proficient with former areas of deficits and make gains.

Person Responsible Kara O'Connor (koconnor@bridgeprepcollier.com)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

The Leadership team will meet frequently to analyze data from online assessments, standards mastery tests, summative assessments. Every teacher/classroom will also have crates that will house : Student data binders, Student work portfolios, Writing portfolios, and Teacher Data binders. There will be a high rate of teacher accountability as well as consistent DATA chats with students weekly so that they get immediate feedback, are aware of their own strengths/weaknesses, so that teacher and Instructional coach can assess what standards may need to be revisited, retaught and adjusted. Instructional coach will provide modeling of best practices after observations with Director to ensure that effective strategies are being used. Ms. Zolbrod and Ms. O'Connor will be looking at work in the student data crates and work samples to help identify students potentially at-risk, to look at trends, areas and skills in need of remediation for RTI grouping or MTSS referral/process to begin.

Part IV: 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 to employ school improvement strategies that impact the positive school culture and environment are critical. 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.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Our leadership team in addition to appropriate instructional staff, tutors and personnel will work together to create schedules that address students' emotional and academic needs. We will work to create a master schedule that addresses fluid grouping by students' academic needs, and then create personal schedules that will allow for the maximum amount of time possible to work with students in need of remediation.

We are in touch with Champions for Learning (Mary Ann) who would like to and will be delivering supplies to our school for our children in need. This delivery has already arrived.

This year we will be building a positive school culture by incorporating Peer Staff nominations (Bridgeprep Babe Ruth Awards) to boost staff morale and in order to recognize one another (co-workers) at meetings through nominations and staff dedication.

We will be continuing to promote a positive and motivating school culture through incentives such as: Treasure box trolley where Ms. Zolbrod and Ms. O'Connor will be going around to classrooms to reward student academic growth via Istation data and nominations from teachers.

Our methods for utilizing our federal, state and local funds involves staff having input into decisions regarding spending based on the desired outcomes specified in our Schoolwide Improvement Plan and effectiveness of using / continuing to use programs and materials that have been shown to be effective.

Families are invited for various family night events which will include events that will build a culture of respect and high expectations through awards ceremonies, family nights (Drive-in movies) and partnerships through the local community.

We will also be working with Laces of Love to support our students in need. Lastly, our motto is a "GROW" theme this year to get student buy-in and create a culture of learning what it means to GROW throughout this year. We will focus on how this is a year of change, adaptations and we will utilize parent volunteers when it is safe to do so in order to help foster this powerful positive school culture. GROW stands for : Goals, Respect, Opportunity and Will. We will be embedding this theme and positive mindset along with our growth mindset.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget						
1	III.A.	Areas of Focus: Instructional Practice: Instructional Coaching				\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Differentiation				\$5,672,847.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	110-Administrators	9037 - Bridgeprep Academy Collier	Title II	1.0	\$5,672,847.00
3	III.A.	Areas of Focus: Instructional Practice: Math				\$5,672,847.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	120-Classroom Teachers	9037 - Bridgeprep Academy Collier	Title II	1.0	\$5,672,847.00
4	III.A.	Areas of Focus: ESSA Subgroup: Economically Disadvantaged				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			9037 - Bridgeprep Academy Collier		0.0	\$0.00
5	III.A.	Areas of Focus: Leadership: Specific Teacher Feedback				\$0.00
					Total:	\$11,345,694.00