

Orange County Public Schools

# Bridgeprep Academy Charter



## 2019-20 Schoolwide Improvement Plan

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# Bridgeprep Academy Charter

5710 LA COSTA DR, Orlando, FL 32807

www.bridgeprepacademy.com

## Demographics

**Principal: Joy Fernandez**

Start Date for this Principal: 7/25/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Combination School KG-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Students With Disabilities White Students
<b>School Grades History</b>	2018-19: D (34%) 2017-18: D (33%) 2016-17: D (37%) 2015-16: No Grade
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">Diane Leinenbach</a>
<b>Turnaround Option/Cycle</b>	
<b>Year</b>	
<b>Support Tier</b>	NOT IN DA
<b>ESSA Status</b>	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

This plan is pending approval by the Orange 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](http://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)

Combination School  
KG-8

**2018-19 Title I School**

Yes

**2018-19 Economically Disadvantaged (FRL) Rate**  
(as reported on Survey 3)

100%

**Primary Service Type**  
(per MSID File)

K-12 General Education

**Charter School**

Yes

**2018-19 Minority Rate**  
(Reported as Non-white on Survey 2)

94%

## School Grades History

**Year**  
**Grade**

**2018-19**  
D

**2017-18**  
D

**2016-17**  
D

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## 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 Orange, 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 of Orange 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	Job Duties and Responsibilities
Gordon Fernandez, Joy	Principal	Provides a common vision for the use of data-based decision-making, ensures that the school based team is implementing MTSS, evaluates instructional staff and gives timely corrective feedback, ensures implementation of intervention support and documentation, provides professional development to support effective teaching and learning, and communicates with parents regarding school based plans and activities.
Aldahondo, Elizabeth	Dean	Assists in the design and implementation of progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development Identifies systematic patterns of student need while working with leadership team to identify appropriate, evidence based intervention strategies
Aldahondo, Ziada	Instructional Coach	Facilitate implementation of core content instruction, by working with teachers to build instructional capacity using the coaching cycle. Guides the student data collection process, develops & helps with delivery of Tier I instruction/intervention, collaborates with staff to develop Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

## 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	0	0	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	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 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	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
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**FTE units allocated to school (total number of teacher units)**

**Date this data was collected or last updated**

Thursday 7/25/2019

**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
Attendance below 90 percent	6	4	3	5	6	7	4	3	0	0	0	0	0	38
One or more suspensions	4	3	0	5	3	3	14	5	0	0	0	0	0	37
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	25	12	16	22	14	0	0	0	0	0	89

**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	2	1	0	2	3	3	5	1	0	0	0	0	0	17

**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
Attendance below 90 percent	6	4	3	5	6	7	4	3	0	0	0	0	0	38
One or more suspensions	4	3	0	5	3	3	14	5	0	0	0	0	0	37
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	25	12	16	22	14	0	0	0	0	0	89

**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	2	1	0	2	3	3	5	1	0	0	0	0	0	17

**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	29%	62%	61%	25%	60%	60%
ELA Learning Gains	46%	60%	59%	38%	57%	57%
ELA Lowest 25th Percentile	52%	55%	54%	40%	54%	52%
Math Achievement	21%	61%	62%	17%	60%	61%
Math Learning Gains	40%	60%	59%	29%	60%	58%
Math Lowest 25th Percentile	49%	54%	52%	34%	55%	52%
Science Achievement	19%	56%	56%	45%	56%	57%
Social Studies Achievement	34%	74%	78%	36%	74%	77%

**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)									Total	
	K	1	2	3	4	5	6	7	8		
Number of students enrolled	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Attendance below 90 percent	0 (6)	0 (4)	0 (3)	0 (5)	0 (6)	0 (7)	0 (4)	0 (3)	0 (0)	0 (38)	
One or more suspensions	0 (4)	0 (3)	0 (0)	0 (5)	0 (3)	0 (3)	0 (14)	0 (5)	0 (0)	0 (37)	
Course failure in ELA or Math	0 (0)	0 (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 (25)	0 (12)	0 (16)	0 (22)	0 (14)	0 (0)	0 (89)	

**Grade Level Data**

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	19%	55%	-36%	58%	-39%
	2018	21%	55%	-34%	57%	-36%
Same Grade Comparison		-2%				
Cohort Comparison						
04	2019	10%	57%	-47%	58%	-48%
	2018	21%	54%	-33%	56%	-35%
Same Grade Comparison		-11%				
Cohort Comparison		-11%				
05	2019	14%	54%	-40%	56%	-42%
	2018	29%	55%	-26%	55%	-26%
Same Grade Comparison		-15%				
Cohort Comparison		-7%				
06	2019	32%	52%	-20%	54%	-22%

<b>ELA</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>
	2018	31%	48%	-17%	52%	-21%
Same Grade Comparison		1%				
Cohort Comparison		3%				
07	2019	27%	48%	-21%	52%	-25%
	2018	17%	48%	-31%	51%	-34%
Same Grade Comparison		10%				
Cohort Comparison		-4%				
08	2019	40%	54%	-14%	56%	-16%
	2018					
Cohort Comparison		23%				

<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>
03	2019	2%	62%	-60%	62%	-60%
	2018	14%	61%	-47%	62%	-48%
Same Grade Comparison		-12%				
Cohort Comparison						
04	2019	23%	63%	-40%	64%	-41%
	2018	20%	62%	-42%	62%	-42%
Same Grade Comparison		3%				
Cohort Comparison		9%				
05	2019	18%	57%	-39%	60%	-42%
	2018	26%	59%	-33%	61%	-35%
Same Grade Comparison		-8%				
Cohort Comparison		-2%				
06	2019	29%	43%	-14%	55%	-26%
	2018	14%	35%	-21%	52%	-38%
Same Grade Comparison		15%				
Cohort Comparison		3%				
07	2019	7%	49%	-42%	54%	-47%
	2018	0%	51%	-51%	54%	-54%
Same Grade Comparison		7%				
Cohort Comparison		-7%				
08	2019	35%	36%	-1%	46%	-11%
	2018					
Cohort Comparison		35%				

<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	2019	14%	54%	-40%	53%	-39%
	2018	38%	53%	-15%	55%	-17%
Same Grade Comparison		-24%				
Cohort Comparison						

<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>
08	2019	15%	49%	-34%	48%	-33%
	2018					
Cohort Comparison		-23%				

<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>
2019					
2018					

<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>
2019	32%	66%	-34%	71%	-39%
2018	32%	66%	-34%	71%	-39%
Compare		0%			

<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>
2019	0%	69%	-69%	70%	-70%
2018					

<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>
2019	20%	63%	-43%	61%	-41%
2018	0%	61%	-61%	62%	-62%
Compare		20%			

<b>GEOMETRY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	0%	53%	-53%	57%	-57%
2018					

**Subgroup Data**

<b>2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2016-17</b>	<b>C &amp; C Accel 2016-17</b>
SWD	7	28	25	15	35	30					
ELL	22	43	44	23	42	47	10	22			
BLK	7	15		7	38						
HSP	30	48	53	21	39	49	19	33	11		

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
WHT	43	54		38	58						
FRL	28	48	55	22	41	48	22	44	24		

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
SWD	18	23	30	16	13						
ELL	14	37	41	10	23	30	12	33			
BLK	24	30		18	20						
HSP	23	36	37	14	27	36	40	37			
WHT	47	57		40	43						
FRL	23	37	39	15	27	30	40	40			

**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	35
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	40
Total Points Earned for the Federal Index	348
Total Components for the Federal Index	10
Percent Tested	99%

**Subgroup Data**

Students With Disabilities	
Federal Index - Students With Disabilities	23
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2

English Language Learners	
Federal Index - English Language Learners	33
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

<b>Asian Students</b>	
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
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	17
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	2
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	34
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
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
<b>Native American Students</b>	
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
<b>Pacific Islander Students</b>	
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
<b>White Students</b>	
Federal Index - White Students	48
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
<b>Economically Disadvantaged Students</b>	
Federal Index - Economically Disadvantaged Students	37
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES

## Economically Disadvantaged Students

Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0
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### 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

3rd grade students performed poorly in FSA ELA and Math. This was due in the main to change of teacher in one class twice in the year, leading to break in teacher relationship/connection

5th performed very poorly in Science - due to limited hands on experience/labs

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

5th grade science showed the greatest decline with a fall from 45% to 16% proficiency. Limited assessment with corrective feedback, limited hands-on experience

#### 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

5th grade Science

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

Middle School ELA - experience, committed teacher with consistency of planned instruction

#### Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Attendance and Tardiness

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

1. Build teacher capacity to raise student engagement levels
2. Improve attendance
3. Increase /promote STEM to improve student engagement in Science
- 4.
- 5.

## Part III: Planning for Improvement

#### Areas of Focus:

*No activities were entered for this section.*



## Additional Schoolwide Improvement Priorities (optional)

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)**

## 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 Schoolwide Improvement Plan 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**

To promote greater parental involvement we will do the following:

1. Offer flexible meeting times
2. Actively promote Back to School Night, Open House and Parent Conferences
3. Arrange quarterly school sponsored activity nights in which teachers, parents and students participate:
  - Reading Nights
  - Book Fair Night
  - Parent Workshops in reading and Math
4. Advertise school activities and involvement opportunities through the school web site, newsletters and BPA communication App.
5. Conversational English for Parents and the Community

### 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**

Social-emotional learning is defined as “the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.” This is a priority for helping our students develop a positive attitude towards learning and school. Our goal is to promote stronger social-emotional health, and higher academic motivation and achievement and reduces behavior problems, especially for those populations that are more likely to struggle in school.

Promote parental involvement

We believe Teachers and families should be partners in helping children succeed. We do this by having a strong Home-school connections and regular parental involvement activities. These are some of the ways we promote resilience and foster supportive relationships between home and school:

- At the start of school we make every effort to learn about and respect the family and culture of the people important in your students' lives.
- We establish ways we will communicate and exchange information with families.
- We use a variety of strategies and family engagement events to ensure that families are involved in their children's education.
- Help children build language and communication skills by asking them open-ended questions throughout the day.
- Encourage children to be kind to one another and learn about feelings by reading books and singing songs about emotions.
- Teach children relaxation techniques and other appropriate ways to reduce stress and calm down using our Second Step Curriculum

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

1. During the 4th quarter of the school year, teachers will have the opportunity to plan vertically as well as to observe at the grade level above them to ensure preparedness and student readiness. During Quarter 4, all students in grades K - 7 will be exposed to grade level standards at the grade above and have access to instructional software at higher grade level pathways.
2. In April - Grade levels will be paired with higher grade level to teach a lesson at the upcoming grade.
3. In May - Students will be exposed to upcoming grades standards in ELA and Math to enrich and enhance the end-of-year curriculum maps.
4. End of year Personal Learning Plans [PLP's] will be finalized and added to student Data Folders for upcoming teacher

**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**

A master schedule is created that maximizes student learning. Teachers have blocks of time for common planning that supports collaboration and builds teacher leaders capacity. The LLT meets regularly to review and ensure resources are aligned with input from teachers. Maximizing resources includes co-teaching and assignment of paras to support our ESE and ELL population.

The implementation of a rigorous standards-based viable curriculum provides differentiated instruction including intervention , as well as enrichment opportunities, to maximize each student's learning.

Our school has also offers a Gifted teacher to provide services to our Gifted population. Students will receive 3 hours per week of Gifted Instruction, attend field trips, and engage in STEM and Robotics opportunities.

In May we will host our Annual Career Day for our Middle School students and establish partnerships with professionals from a variety of professions.

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

Offer weekly career guidance classes to 8th graders to promote students understanding of how their education choices impact their long-term career choices, as well as how behaviors such as punctuality, courtesy, language and hard work are essential to success in the job market. Students will be given opportunities to participate in scenarios to demonstrate initiative, teamwork, problem-solving, organization and communication competencies.

**Part V: Budget**

<b>Total:</b>	<b>\$0.00</b>
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