Miami-Dade County Public Schools

BRIGHTVIEW PREPARATORY ACADEMY

2024-25 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://cims2.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The mission of Brightview Preparatory Academy is to provide a diverse population of students in grades K-5 a high-quality academic experience with a strong focus in STEM (science, technology, engineering and math) education. We believe all students, beginning at the elementary level, have the capacity to develop a passion for learning and a sense of wonder and excitement for STEM. We hold high standards of student achievement and will prepare our students for the demands of middle, high school and beyond while inspiring a lifelong love of learning in STEM fields. We also believe in the importance of fostering a community centered on family values and building strong character at an early age, and the need to develop students' social and emotional skills while promoting academic excellence.

Provide the school's vision statement

The vision of Brightview Preparatory Academy is to provide students with a safe, nurturing environment that establishes a solid educational foundation with a focus on STEM for students in grades K-5. Charter schools provide flexibility to parents who are looking for diverse options within Florida's public-school system. Our pedagogical focus is based in constructivist theory and will include age appropriate inquiry-based education in all subject areas that provides opportunities for students to investigate real world issues while developing 21st century skills including problem solving, analysis, communication, and critical thinking. We will maximize our young students' innate curiosity by enabling them to engage in creative, hands-on learning, utilizing evidence-based practices and implementing state of the art curricula, including Project Lead the Way Launch for grades K-5. Our rigorous curriculum in all subject areas will align with the Florida Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards for Mathematics and English Language Arts and the Next Generation Science Standards, and will prepare students for success on all assessments, including Florida's Statewide Assessment Program. Finally, our faculty will be well prepared to implement inquiry-based learning in their classrooms through various professional development and training opportunities.

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Rommy Rodriguez

Position Title

Principal

Job Duties and Responsibilities

- Managing the budget
- Managing day-to-day operations
- Coordinating security and safety
- Addressing parental concerns
- Organizing district-level policy
- Assessing student needs
- Handling disciplinary actions
- Managing school activities and staff
- Establishing and overseeing class schedules
- Developing, implementing, and maintaining curriculum standards
- Counseling and disciplining students
- Observing teachers and evaluating their performance
- Providing necessary teaching equipment
- Establishing a stimulating and positive learning environment
- Training teachers on effective techniques for classroom management, teaching and behavior modification

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process. *(ESEA 1114(b)(2))*

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The leadership team, including administrators and key staff members, initiated the School Improvement Plan (SIP) process by reviewing prior year data, identifying areas of need, and setting preliminary goals. Discussions among stakeholders to gather input were facilitated.
Teachers and staff participated in workshops and meetings where they shared insights from classroom experiences, student performance data, and professional perspectives. Their input was crucial in identifying effective instructional strategies and interventions.
Parents were engaged through surveys, focus groups, and school meetings. Their feedback on their children's experiences and challenges at school was used to shape family-focused initiatives and support systems within the SIP.
Community stakeholders, including local businesses and organizations, were consulted to ensure that the SIP aligns with broader community goals and workforce needs. Their involvement helped in designing career readiness programs and community partnerships.
The input gathered from all stakeholders was synthesized and used to refine the SIP goals, strategies, and interventions

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. *(ESEA 1114(b)(3))*

The SIP will be monitored through ongoing data collection, including student performance on state assessments, classroom assessments, and behavior tracking. Specific focus will be placed on students with the greatest achievement gaps.
Student achievement data will be disaggregated by subgroup (e.g., economically disadvantaged, English Language Learners, students with disabilities) to identify progress in closing achievement gaps.
If the data indicates that the strategies are not effectively closing the gaps, adjustments will be made to the SIP. This could include refining instructional strategies, introducing new interventions, or

reallocating resources.

 Stakeholders, including parents, teachers, students, and community members, will be regularly engaged through surveys and EESAC meetings to gather feedback on the SIP's effectiveness and relevance.

 The SIP will be revised as necessary based on both the collected data and stakeholder feedback. The leadership team will ensure that revisions are made to address emerging needs, improve instructional practices, and support continuous improvement in student achievement.

 Any changes to the SIP will be communicated transparently to all stakeholders, ensuring that the school community is aware of the goals, strategies, and progress being made.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY** **KG-5**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2023-24 TITLE I SCHOOL STATUS	**NO**
2023-24 MINORITY RATE	**98.3%**
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	**87.4%**
CHARTER SCHOOL	**YES**
RAISE SCHOOL	**NO**
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	**N/A**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**ENGLISH LANGUAGE LEARNERS (ELL)** **HISPANIC STUDENTS (HSP)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2023-24: C** **2022-23: B*** **2021-22:** **2020-21:** **2019-20:**

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days										0
One or more suspensions										0
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2024-25

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators										0

Current Year 2024-25

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year				2						2
Students retained two or more times										0

Prior Year (2023-24) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Absent 10% or more school days										0
One or more suspensions										0
Course failure in ELA										0
Course failure in Math										0
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Students with two or more indicators										0

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Retained students: current year										0
Students retained two or more times										0

2. Grades 9-12 (optional)

> This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2023-24 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	50	63	57	59	60	53		62	56
ELA Grade 3 Achievement **	36	63	58	46	60	53			
ELA Learning Gains	43	64	60						
ELA Learning Gains Lowest 25%		62	57						
Math Achievement *	50	69	62	41	66	59		58	50
Math Learning Gains	52	65	62						
Math Learning Gains Lowest 25%		58	52						
Science Achievement *	70	61	57	55	58	54		64	59
Social Studies Achievement *								71	64
Graduation Rate								53	50
Middle School Acceleration								63	52
College and Career Readiness									80
ELP Progress	72	64	61	47	63	59			

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	53%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	373
Total Components for the FPPI	7
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
53%	50%					

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
English Language Learners	50%	No		
Hispanic Students	53%	No		
Economically Disadvantaged Students	53%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
English Language Learners	47%	No		
Hispanic Students	50%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%

No ESSA data found for this school and year

D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	50%	36%	43%		50%	52%		70%					72%
English Language Learners	46%	36%	42%		50%	53%							72%
Hispanic Students	50%	36%	43%		50%	52%		70%					72%
Economically Disadvantaged Students	50%	36%	43%		50%	52%		70%					68%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	59%	46%			41%			55%					47%
English Language Learners	57%	46%			39%								
Hispanic Students	59%	46%			41%			55%					

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

		2023-24 SPRING				
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	21%	56%	-35%	55%	-34%
Ela	4	23%	55%	-32%	53%	-30%
Ela	5	54%	56%	-2%	55%	-1%
Math	3	21%	65%	-44%	60%	-39%
Math	4	54%	62%	-8%	58%	-4%
Math	5	38%	59%	-21%	56%	-18%
Science	5	54%	53%	1%	53%	1%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

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

The data component that showed the most improvement is **5th Grade ELA**, which increased to 54%, closely aligning with both district and state averages. The improvement in 5th-grade ELA suggests effective interventions and instructional strategies were implemented in that area.

The school introduced targeted literacy programs, small group instruction, or additional reading support to help students improve their reading comprehension and writing skills. Teachers used assessment data to tailor their teaching approaches to meet students' specific needs in ELA.

Lowest Performance

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

The data component that showed the lowest performance is **3rd Grade Math**, with a proficiency rate of 21%, which is 44% below the district average and 39% below the state average. Third graders struggled with foundational math concepts, which are critical at this stage.

Greatest Decline

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

The data component that showed the greatest decline from the prior year is **3rd Grade Math**, with only 21% proficiency, a significant drop compared to previous years.

Contributing Factors: Third grade marks a transition to more complex math concepts, which might have been challenging for students.

Greatest Gap

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.

The data component with the greatest gap compared to the state average is **3rd Grade Math**, with a 39% gap (21% proficiency at the school vs. 60% at the state level).

Students lacked a strong foundation in basic math skills, which is crucial at this grade level.

EWS Areas of Concern

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

3rd Grade Math Performance: The low proficiency rate of 21%, combined with the large gap compared to district and state averages, signals a critical need for intervention in foundational math skills.

3rd grade ELA performance: Similarly, 3rd Grade ELA performance at 21%, with a 34% gap compared to the state, indicates struggles with literacy skills. These foundational issues in both math and ELA at the 3rd-grade level highlight the need for targeted interventions to support early learning.

Highest Priorities

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

3rd Grade ELA Performance: Addressing the low proficiency rate (21%) in 3rd Grade ELA is the top priority, as literacy skills are foundational for overall academic success.

3rd Grade Math Performance: Focus on improving the 21% proficiency rate in 3rd Grade Math, which shows a significant gap compared to district and state averages.

Student Engagement and Attendance: Addressing absenteeism, which contributes to learning gaps, particularly in foundational subjects.

Intervention Programs: Implement targeted intervention strategies to support students struggling in both ELA and Math.

Teacher Professional Development: Provide ongoing professional development focused on effective instructional strategies for foundational skills in early grades.

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

3rd Grade ELA Performance has been identified as the school's highest priority based on the data showing a low proficiency rate of 21%, which is significantly below both district and state averages. Improving literacy skills at this foundational level is crucial for overall academic success, making it the key area of focus. The school will concentrate on targeted interventions, instructional strategies, and resources to address this critical need, ensuring that students develop the necessary reading and writing skills to succeed in subsequent grades.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

3rd Grade ELA:
- **Prior Year Data:** 21% proficiency
- **Specific Outcome:** Increase proficiency to 40% by the end of the school year.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Regular assessments will be conducted to track students' progress in 3rd Grade ELA. These include weekly benchmark assessments, reading fluency checks, and writing samples (iReady diagnostics, iReady standard masteries, Progress monitoring assessments)

Monthly meetings with teachers and leadership teams will analyze assessment data to monitor progress toward the 40% proficiency goal.

 Based on ongoing data, targeted interventions will be adjusted or intensified to ensure students stay on track.

Continuous monitoring allows for quick adjustments in instructional strategies, leading to improved student outcomes.

Regular feedback and targeted support will contribute to achieving the desired increase in 3rd Grade

ELA proficiency by the end of the school year.

Person responsible for monitoring outcome
Principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
3rd Grade ELA Guided Reading Small group instruction/Differentiated Instruction Tiered Interventions

Rationale:
Guided reading is a research-based practice that tailors reading instruction to individual student needs, enhancing comprehension and fluency. Small group instruction allows for differentiated teaching, addressing specific learning gaps in foundational math skills. The Response to Intervention (RTI) model provides varying levels of support based on student needs, allowing for timely and targeted interventions.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Implement Guided Reading Groups

Person Monitoring:	**By When/Frequency:**
3rd grade teacher	ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Our 3rd Grade Teacher will organize students into small, skill-based reading groups based on their current reading levels and specific literacy needs. These groups will receive targeted instruction designed to address particular areas of difficulty, such as decoding, comprehension, or fluency. Instructional Focus: The teacher will utilize differentiated reading materials and strategies, ensuring that each student receives the appropriate level of challenge and support. Monitoring Impact: Weekly Progress Checks: Teacher will monitor student progress through weekly assessments, including running records, comprehension quizzes, and reading fluency checks. Data Review Meetings: Teacher will meet with administration bi-weekly to discuss progress, share best practices, and make necessary adjustments to groupings or instructional strategies based on data. Observation and Feedback: Principal will observe guided reading sessions regularly, providing feedback and additional support to ensure the effectiveness of instruction.

Action Step #2
Conduct Professional Development on Differentiated Instruction

Person Monitoring:
Principal

By When/Frequency:
Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Principal will provide training sessions focused on strategies for differentiating reading instruction based on student data. These sessions will cover best practices for tailoring instruction to meet the diverse needs of students in 3rd Grade ELA. Follow-Up: Principal will conduct classroom observations and offer coaching sessions to support teachers in implementing differentiated strategies effectively. Observation Reports: Principal will document observations and provide feedback to teachers on their implementation of differentiated instruction. Teacher Feedback: Surveys and feedback forms will be collected from teachers to gauge the effectiveness of the professional development and identify areas needing further support. Student Performance Data: The impact on student learning will be monitored through periodic assessments and progress tracking, with a focus on improvements in literacy skills as a direct result of differentiated instruction.

Action Step #3
Regular Data Review and Intervention Adjustments

Person Monitoring:
Teacher

By When/Frequency:
Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The school Principal will lead monthly data review meetings involving the 3rd-grade teacher and relevant staff. The meetings will focus on analyzing student performance data in ELA, including assessment results, reading progress, and behavioral observations. Intervention Adjustments: Based on the data, the team will identify students who are not meeting the expected progress and adjust interventions or instructional strategies as needed. This may include reassigning students to different reading groups, modifying lesson plans, or providing additional support. Monitoring Impact: The school will use student assessment data and reading logs to track the effectiveness of adjusted interventions. The Principal will ensure that changes lead to measurable improvements in student performance. Documentation and Reporting: Each meeting will include documentation of discussed data, decisions made, and action steps planned. The Principal will report on progress toward the measurable outcomes outlined in the SIP, ensuring that interventions are aligned with the goals of increasing ELA proficiency.

IV. Positive Culture and Environment

Area of Focus #1

Other

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Data from the previous year indicated a decline in the quality of peer interactions. Surveys and teacher observations noted increased instances of conflict, decreased collaboration, and a general

lack of teamwork skills.

Team Building: Encourage collaboration through team-building activities, shared goals, and cross-functional projects that strengthen relationships and foster a sense of community.

Supportive Interactions: Promote a culture where individuals support one another, celebrate successes together, and offer help when challenges arise.

Focus on foundational skills in collaboration, communication, and social interaction through team-building activities that are developmentally appropriate. Activities include group projects, cooperative games, and peer-assisted learning.

Collaborative activities are often more engaging for students, as they involve interaction with peers and a sense of shared purpose. This increased engagement can lead to higher motivation and participation in learning tasks.

The decline in peer interaction quality and engagement highlighted a need to strengthen social-emotional learning through structured team-building activities. Enhancing these skills is crucial for improving the overall school culture and student relationships.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By focusing on team-building, the school aims to reignite student engagement, particularly in collaborative tasks, leading to improved motivation and academic outcomes. Teacher observations and student surveys indicated that only 65% of students regularly engaged in positive peer interactions during group activities.

Our goal is to increase the percentage of students who engage in positive peer interactions during group activities from 65% to 80% by the end of the school year.

Addressing the need for improved peer interactions at an early age is crucial for developing strong foundational social skills that will benefit students in higher grades.

The school aims to strengthen collaboration and teamwork across all grade levels, leading to measurable improvements in student interactions, engagement, academic performance, and attendance during collaborative activities.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Teachers will use rubrics to evaluate group projects, tracking improvements in communication, collaboration, and academic performance. These assessments will be conducted periodically to monitor progress towards the set objectives.

Engagement and confidence levels will be gauged through surveys conducted at regular intervals. This will help identify areas where additional support or intervention may be needed.

Teachers will document peer interactions and conflicts during collaborative activities to track the quality of teamwork and make necessary adjustments to the curriculum or teaching strategies.

Person responsible for monitoring outcome
Principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
SEL programs are selected for their effectiveness in developing students' social and emotional competencies, such as empathy, conflict resolution, and teamwork. These skills are crucial for successful collaboration and academic achievement. Progress in SEL will be monitored through student surveys, behavioral observations, and feedback from teachers. Data on peer interactions and conflict resolution will be collected and analyzed to ensure the desired outcomes are being met.

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action Step #1

Person Monitoring: **By When/Frequency:**

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

The dissemination plan includes multiple methods to reach all stakeholders effectively, ensuring that the information is accessible, understandable, and relevant.
School website: www.brightviewprep.com
Social Media: School official social media accounts on facebook and instagram.
In person: Coffee with the principal.
EESAC meetings.

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

Building positive relationships with parents, families, and community stakeholders is crucial to creating a supportive and collaborative environment that fulfills the school's mission, supports students' needs, and keeps parents informed of their child's progress. BPA provides both digital and printed versions of school communications to ensure accessibility for all families. We conduct parent-teacher conferences at least twice in the school year with every parent. The school maintains an up-to-date website with information about school policies, calendars, academic programs, and resources for parents. BPA uses platforms like Facebook and Instagram to share positive stories, celebrate student successes, and post reminders about school events. WE conduct Open House events, STEM Night, Seasonal student performances in school shows, among other activities.

BPA hosts monthly Coffee with the Principal sessions to discuss important information and resources available to parents.

Our school has established a parent resource center where parents can access information on academic support, community services, and parenting resources.

Furthermore, we conduct regular surveys to gather feedback on school communication, parent engagement activities, and overall satisfaction with the school's efforts.

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)ii))

Strengthening the academic program, increasing the amount and quality of learning time, and providing an enriched and accelerated curriculum are critical components of our comprehensive school improvement strategy. These efforts aim to enhance student achievement, close achievement gaps, and ensure that all students are prepared for future academic and career success. For that matter we:

Ensure that the curriculum is fully aligned with state standards and emphasizes critical thinking, problem-solving, and real-world application.

Maximize classroom instructional time.

Implement a multi-tiered system of supports (MTSS) through RTI to provide early intervention for students struggling in academic areas. This includes targeted small-group instruction following the student progression plan.

Instructs teachers to use differentiated instruction strategies to meet the diverse learning needs of students within the classroom, ensuring that all students are challenged appropriately.

Incorporate STEM and project-based learning across the curriculum, allowing students to engage in hands-on, inquiry-based projects that enhance their understanding and application of knowledge.

Implement frequent formative and summative assessments to monitor student progress and identify areas of need.

Meet weekly in professional learning communities consisting of teachers and the instructional leader to analyze assessment data and adjust instruction accordingly. Develop individualized learning plans for students based on data, allowing for targeted interventions and enrichment opportunities.

Provide teachers with continuous professional development focused on evidence-based instructional strategies, curriculum alignment, and effective use of technology in the classroom.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with

other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

Brightview Preparatory Academy follows the district's Mental Health Plan. Our school mental health coordinator provides support for students and parents in general as well as , addresses specific cases in which different strategies are needed to improv student's social and emotional skills.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

To implement a schoolwide tiered model to prevent and address problem behavior BPA establishes a framework that systematically identifies, supports, and intervenes with students who display behavioral challenges: Multi-Tiered System of Supports (MTSS) for behavior. The goal is to create a proactive, structured approach to improving student behavior, enhancing the school environment, and ensuring that all students, including those with disabilities, have access to the support they need.
Tier I: Develop and teach clear behavioral expectations to all students.
Implement consistent positive reinforcement for appropriate behaviors.
Establish a schoolwide behavior management system.
Regular monitoring of student behavior through data collection (e.g., office discipline referrals).
Tier II: Small group interventions focused on social skills training, anger management, or conflict resolution.
Check-in/check-out systems where students receive additional monitoring and feedback.
Behavioral contracts and individualized positive reinforcement plans.
Regular progress monitoring to adjust interventions as needed.

Tier III: Functional Behavioral Assessments (FBAs) to identify the underlying causes of problem behaviors.

Individualized Behavior Intervention Plans (BIPs) tailored to the student's specific needs.

Wraparound services that may include collaboration with external agencies, mental health services, and family support.

Frequent and detailed progress monitoring to ensure interventions are effective.

BPA implements a schoolwide tiered model in coordination with IDEA to create a supportive and inclusive environment that proactively addresses student behavior, supports academic success, and ensures that all students, including those with disabilities, receive the interventions they need to thrive.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii(V)).

Data disaggregation and differentiated instruction professional developments are offered through out the year. Professional learning is offered based on teacher's needs. In addition, teacher's attend required district wide PD's. To recruit teacher DPA follows a detailed plan:

 Determine Staffing Needs

Advertise Broadly (indeed, social media, job board, colleges of Education)

Structured Interviews

Professional References

Background Checks

Onboarding Plan

Feedback Loop

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00