
Title I Comprehensive Schoolwide Plan
BRIDGEPREP ACADEMY OF PALM BEACH (4102)

ELA

1. List prioritized needs statements.

Current PM2 data reveals significant and urgent academic gaps in English Language Arts across the intermediate grades, with the most critical needs concentrated in Grades 3 and 4. Only 5% of 3rd graders are reading at grade level, indicating that nearly the entire cohort lacks foundational literacy proficiency. This represents a substantial barrier to accessing grade-level content and suggests systemic gaps in early literacy instruction, intervention structures, and consistency of Tier 1 delivery. The concern intensifies in 4th grade, where the Bottom Quartile (BQ) students demonstrate 0% proficiency and only 17% have made learning gains. This pattern signals that our most academically vulnerable students are not receiving the targeted, data-driven supports necessary to accelerate growth. The lack of movement among BQ students also suggests that intervention systems may be fragmented, inconsistently implemented, or insufficiently aligned to diagnostic data.

2. List the root causes for the needs assessment statements you prioritized.

Across both grade levels, the data points to several underlying challenges: - Instructional instability due to teacher turnover and staffing gaps has disrupted continuity of instruction, particularly in ELA. - Inconsistent implementation of Tier 1 standards-aligned instruction, resulting in students not mastering prerequisite skills needed for grade-level reading. - Limited effectiveness of intervention structures, especially for students in the Bottom Quartile who require intensive, frequent, and targeted support. - Behavioral and cultural disruptions that reduce instructional time and impact the learning environment, further widening achievement gaps.

1. Curriculum & Instruction Root Cause 1: Inconsistent implementation of Tier 1 standards-aligned instruction Evidence suggests that Tier 1 instruction varies widely across classrooms, leading to gaps in foundational reading skills. Students are not consistently receiving explicit instruction in phonics, vocabulary, fluency, and comprehension aligned to the B.E.S.T. standards. Contributing Factors: - Variability in lesson planning and instructional delivery - Limited use of high-quality instructional materials with fidelity - Insufficient time spent on foundational literacy routines

Root Cause 2: Lack of targeted, skill-specific intervention for struggling readers Intervention systems are not consistently aligned to diagnostic data, resulting in students—especially BQ learners—receiving support that does not match their specific skill deficits. Contributing Factors: - Intervention groups not consistently formed using current data - Irregular progress monitoring cycles - Intervention time interrupted by behavior, coverage needs, or schedule changes

2. Assessment & Data Use Root Cause 3: Inconsistent use of data to drive instructional decisions Teachers are not consistently analyzing PM, i-Ready, or classroom data to adjust instruction, reteach standards, or identify prerequisite skill gaps. Contributing Factors: - Limited structures for collaborative data analysis - Teachers need additional support interpreting diagnostic data - Data not always used to plan small-group instruction or re-teaching

3. Professional Capacity Root Cause 4: Gaps in teacher capacity related to foundational reading instruction and small-group instruction Teacher turnover and staffing instability have resulted in uneven instructional expertise across grade levels. Contributing Factors: - New or inexperienced teachers needing deeper training in foundational literacy - Limited coaching cycles focused on Tier 1 rigor and small-group instruction - Inconsistent feedback loops to support instructional improvement

4. School Culture & Environment Root Cause 5: Behavioral disruptions reducing instructional time Frequent classroom disruptions and inconsistent behavior systems reduce the amount of time students spend engaged in high-quality instruction. Contributing Factors: - Inconsistent implementation of schoolwide behavior expectations - High teacher redirection load during core instruction - Limited Tier 2 behavior supports for students with repeated disruptions

5. Parents/community not equipped to support student academics at home. The combination of unstable Tier 1 instruction, weak intervention systems, limited data-driven planning, uneven teacher capacity, and behavioral interruptions creates a learning environment where struggling readers—especially those in the Bottom Quartile—do not receive the consistent, targeted, high-quality instruction needed to accelerate growth. These root causes directly explain the extremely low proficiency rates in Grade 3 and the lack of movement among Grade 4 BQ students.

3. Share possible solutions that address the root causes.

Given these findings, the school's highest-priority needs for the Title I plan include: - Strengthening Tier 1 ELA instruction through coaching, curriculum alignment, and consistent use of high-quality instructional materials. - Implementing a structured, data-driven intervention system with progress monitoring cycles that ensure BQ students receive targeted, skill-specific support. - Stabilizing instructional staffing and providing professional development that builds teacher capacity in foundational reading skills, small-group instruction, and standards-based planning. - Improving schoolwide culture and behavior systems to maximize instructional time and reduce disruptions that disproportionately affect struggling learners. Addressing these prioritized needs over the next academic cycle is essential to reversing the current trajectory, accelerating learning gains, and ensuring that all students—especially those in the Bottom Quartile—receive the high-quality, equitable instruction required for academic success.

Root Cause 1: Inconsistent implementation of Tier 1 standards-aligned instruction Solutions: - Implement a schoolwide ELA instructional framework outlining expectations for lesson structure, small-group routines, and use of high-quality instructional materials. - Establish weekly coaching cycles focused on Tier 1 instruction, including model lessons, co-teaching, and real-time feedback. - Provide professional development on the B.E.S.T. standards, with emphasis on foundational reading skills, text complexity, and comprehension strategies. - Conduct weekly fidelity walkthroughs using a calibrated tool (Get Better Faster coaching tool and/or Marzano Growth Model) to monitor alignment to standards and instructional expectations.

Root Cause 2: Lack of targeted, skill-specific intervention for struggling readers Solutions: - Launch a data-driven intervention block with protected time, consistent staffing, and skill-based grouping updated every 9 weeks. - Adopt diagnostic-aligned intervention materials that directly address phonics, fluency, vocabulary, and comprehension gaps. - Train teachers and interventionists in progress monitoring protocols, ensuring weekly checks for BQ students. - Create a BQ Acceleration Plan that includes daily small-group instruction, targeted skill ladders, and structured reteach cycles.

2. Assessment & Data Use Root Cause 3: Inconsistent use of data to drive instructional decisions Solutions: - Implement weekly PLC data meetings with a structured protocol for analyzing PM, i-Ready, and classroom assessments/Mastery Connect assessments - Provide PD on interpreting diagnostic data and using it to plan small-group instruction and reteach lessons. - Develop teacher-friendly data dashboards that highlight BQ students, skill deficits, and growth trends. - Require reteach plans after each PM cycle, ensuring teachers adjust instruction based on student performance.

3. Professional Capacity Root Cause 4: Gaps in teacher capacity related to foundational reading instruction and small-group instruction Solutions: - Provide targeted PD on foundational literacy, including phonics routines, fluency instruction, and comprehension scaffolds. - Establish a new-teacher support cohort with weekly coaching, planning support, and classroom modeling. - Use instructional rounds to build collective teacher expertise and calibrate expectations across grade levels. - Implement a feedback loop system where teachers receive strengths-based, actionable feedback within 48 hours of observations.

4. School Culture & Environment Root Cause 5: Behavioral disruptions reducing instructional time Solutions: - Strengthen schoolwide behavior systems with clear expectations, consistent routines, and aligned consequences. - Provide PD on restorative practices, de-escalation strategies, and proactive classroom management. - Launch a Tier 2 behavior support system for students with repeated disruptions, including check-in/check-out and behavior intervention plans. - Increase classroom coverage stability by reducing pullouts during core instruction and ensuring predictable schedules.

5. Create a parent resource room where parents/guardians can be equipped with strategies and resources to support their children's learning at home.

4. How will school strengthen the PFEP to support ELA?

- Communication

1. Strengthen Two-Way Communication Between School and Families Actions: - Implement weekly ELA progress updates through ClassDojo and printed notices for families who need paper communication. - Provide monthly teacher-family check-ins for students in the Bottom Quartile, focusing on specific reading skills (phonics, fluency, vocabulary, comprehension). - Launch a “Family Feedback Loop” where parents can ask questions, request support, or share concerns about their child’s reading progress. - Ensure all communication is translated into Spanish and Haitian Creole, using clear, family-friendly language. Purpose: Families become active partners in monitoring reading progress and supporting skill development at home.

2. Increase Transparency of ELA Data and Expectations Actions: - Host 3 ELA Data Nights where families learn how to interpret PM data, i-Ready reports, and classroom assessments. - Provide grade-level ELA expectation guides outlining the B.E.S.T. standards, reading behaviors, and sample questions families can use at home. - Share monthly ELA progress dashboards with families, highlighting class trends, upcoming standards, and areas of focus. Purpose: Families understand what proficiency looks like and how to support their child’s movement toward grade-level reading.

3. Provide Families With Tools to Support Reading at Home Actions: - Distribute home literacy kits with leveled books, phonics practice sheets, vocabulary cards, and reading strategy bookmarks. - Create short instructional videos (2–3 minutes) demonstrating how to support decoding, fluency practice, and comprehension questioning. - Offer monthly parent workshops on foundational reading skills, small-group strategies, and how to use i-Ready at home. Purpose: Parents gain practical, easy-to-use tools that reinforce the same skills taught during intervention and Tier 1 instruction.

4. Improve Communication Consistency Across Classrooms Actions: - Establish a schoolwide communication protocol for ELA updates, ensuring every teacher sends consistent messages about reading expectations, homework, and upcoming assessments. - Provide teachers with communication templates for progress updates, intervention notices, and reading recommendations. - Monitor communication logs monthly to ensure families receive timely, accurate information. Purpose: Families receive predictable, aligned communication that supports continuity of learning.

5. Strengthen Communication Around Behavior to Protect Instructional Time Actions: - Communicate schoolwide behavior expectations clearly and consistently to families, emphasizing how behavior impacts reading progress. (completed on a daily basis) - Provide behavior-academic connection reports for students with repeated disruptions, showing how lost instructional minutes affect reading growth. - Offer families strategies for supporting routines, focus, and self-regulation at home.

- Parent Training

1. Provide High-Impact Literacy Workshops for Families Actions: - Offer monthly parent literacy workshops focused on foundational reading skills (phonemic awareness, phonics, fluency, vocabulary, comprehension). - Host grade-specific sessions that explain the B.E.S.T. standards and demonstrate what grade-level reading looks like. - Provide hands-on modeling of small-group routines, decoding strategies, and comprehension questioning so parents can replicate them at home. - Ensure all sessions are offered in English, Spanish, and Haitian Creole to support equitable access. Purpose: Parents gain practical, easy-to-use strategies that mirror classroom instruction and directly support skill gaps identified in PM2 data. 2. Train Families to Understand and Use Student Data Actions: - Conduct quarterly "Understanding Your Child's Data" trainings where staff walk families through PM data, i-Ready reports, and progress monitoring results. - Teach parents how to identify their child's specific reading deficits (e.g., decoding, fluency, vocabulary). - Provide data-aligned home practice guides so families know exactly which skills to reinforce. - Offer one-on-one data conferences for families of BQ students to ensure clarity and individualized support. Purpose: Families become informed partners who can monitor progress and support targeted skill development at home. 3. Equip Parents With Home Literacy Tools and Training Actions: - Distribute home literacy kits during trainings, including leveled books, phonics cards, fluency passages, and comprehension prompts. - Provide short video tutorials demonstrating how to use each tool effectively. - Train families on how to support daily reading routines, including how to model fluent reading, ask comprehension questions, and track progress. - Offer take-home practice calendars aligned to weekly ELA focus skills. Purpose: Parents leave trainings with concrete materials and clear guidance on how to support reading at home. 4. Increase Accessibility and Flexibility of Parent Trainings Actions: - Offer trainings in multiple formats: in-person, virtual, recorded, and small-group sessions. - Provide childcare, refreshments, and flexible scheduling to increase participation. - Send reminders and follow-up summaries through ClassDojo, email, and printed flyers. - Track attendance and use feedback surveys to refine future sessions.

5. How will each stakeholder group strengthen the School-Parent Compact to support ELA?

- School

The school will: - Provide high-quality, standards-aligned ELA instruction and ensure students receive targeted small-group support based on data. - Communicate ELA progress regularly through ClassDojo, progress reports, conferences, and translated updates for multilingual families. - Offer parent literacy workshops that model decoding, fluency, vocabulary, and comprehension strategies families can use at home. - Share family-friendly data reports explaining PM, i-Ready, and classroom assessment results. - Provide home literacy materials such as leveled books, fluency passages, vocabulary cards, and reading strategy guides. - Maintain a positive, structured learning environment that protects instructional time and supports reading growth. - Ensure all ELA resources and communication are accessible in multiple languages and formats. Purpose: The school ensures families have the tools, information, and support needed to reinforce reading skills at home.

- Students

Students will: - Read every day at home and complete reading logs or practice tasks provided by their teacher. - Come to school prepared, on time, and ready to participate in ELA instruction and small-group learning. - Use reading strategies taught in class—such as decoding, rereading, annotating, and asking questions—during independent reading. - Track their own progress using student-friendly data charts and set personal reading goals. - Ask for help when they do not understand a text or skill. - Demonstrate positive behavior that protects instructional time and supports learning for themselves and others. - Take responsibility for bringing home literacy materials and returning them as needed. Purpose: Students take ownership of their reading growth and actively participate in improving their literacy skills.

- Parents

Parents will: - Ensure their child reads at least 20 minutes daily and discuss the text using school-provided comprehension prompts. - Review and support weekly ELA updates, including vocabulary lists, reading logs, and small-group practice tasks. - Attend parent workshops, data nights, or virtual sessions to learn strategies for supporting reading at home. - Monitor their child's ELA progress using PM data, i-Ready reports, and teacher feedback. - Communicate regularly with teachers through ClassDojo, email, or conferences to ask questions or request support. - Establish consistent routines at home that promote focus, homework completion, and daily reading habits. - Provide a quiet space and necessary materials for reading practice. Purpose: Parents reinforce literacy skills at home and partner with the school to accelerate reading growth.

- Staff Training

1. Train Staff on Effective Family Communication About ELA Progress Actions: - Provide PD on clear, strengths-based communication strategies for sharing reading data with families. - Train teachers to use family-friendly language when explaining PM data, i-Ready reports, and reading skill deficits. - Offer coaching on how to conduct productive parent conferences that focus on actionable next steps for reading improvement. - Ensure staff know how to use translation supports and culturally responsive communication practices. Purpose: Teachers communicate ELA expectations and progress clearly, consistently, and in ways families can act on. 2. Build Staff Capacity to Train Parents on Foundational Literacy Skills Actions: - Provide PD on how to model phonics routines, fluency practice, and comprehension strategies for families during workshops. - Train teachers to create simple, replicable demonstrations that parents can use at home. - Develop a shared bank of parent-friendly literacy resources (videos, handouts, practice guides) that staff can distribute. - Offer coaching on how to lead interactive parent sessions that build confidence and skill. Purpose: Staff are prepared to teach parents the same literacy strategies used in the classroom, strengthening home-school alignment. 3. Train Staff to Use Data to Guide Parent Engagement Actions: - Provide PD on identifying specific reading skill deficits (decoding, fluency, vocabulary, comprehension) and communicating them to families. - Train teachers to create individualized home practice plans aligned to each student's data. - Implement protocols for BQ student data conversations, ensuring families receive targeted guidance. - Support staff in using progress monitoring tools to track and share growth with families. Purpose: Staff can clearly explain what each child needs and how families can support targeted skill development. 4. Strengthen Staff Skills in Culturally Responsive Family Engagement Actions: - Provide PD on cultural competence, including how to build trust with multilingual and multicultural families. - Train staff to use multiple communication platforms (ClassDojo, phone calls, printed notices) to reach all families. - Offer coaching on how to create inclusive parent workshops that honor diverse backgrounds and literacy experiences. - Ensure staff understand how to remove barriers to participation (childcare, scheduling, language access). Purpose: Families feel welcomed, respected, and supported—leading to stronger engagement in ELA improvement efforts. 5. Train Staff to Support Behavior-Academic Connections for Families Actions: - Provide PD on explaining how behavior and attendance impact reading growth, especially for BQ students. - Train teachers to communicate behavior-academic connections in a supportive, non-punitive way. - Equip staff with tools to help families establish home routines that promote focus, stamina, and reading habits. - Offer guidance on how to partner with families when behavior disrupts literacy progress.

• Accessibility

To address the significant literacy gaps identified in the CNA, the school will strengthen its Parent and Family Engagement Plan (PFEP) by ensuring that all ELA-related communication, training, and resources are fully accessible to every family. This includes removing barriers related to language, technology, scheduling, transportation, and disability access so that all parents can participate in supporting their child's reading development.

1. Increase Language Accessibility for Multilingual Families Actions: - Translate all ELA communication—including progress updates, workshop materials, data reports, and home practice guides—into Spanish and Haitian Creole. - Provide live interpretation during parent workshops, conferences, and data nights. - Offer multilingual literacy videos demonstrating reading strategies families can use at home. - Ensure bilingual staff or interpreters are available during parent-teacher conferences, especially for families of BQ students. Purpose: Families who speak languages other than English can fully understand their child's reading needs and participate in literacy support.

2. Expand Access to ELA Resources Through Multiple Formats Actions: - Provide ELA materials in print, digital, and video formats so families can choose what works best for them. - Offer recorded versions of parent trainings for families who cannot attend live sessions. - Distribute home literacy kits with physical materials for families with limited internet access. - Utilize social media to share parent resources Purpose: Families can access ELA supports anytime, regardless of technology limitations or scheduling conflicts.

3. Remove Logistical Barriers to Participation Actions: - Offer parent workshops at multiple times (morning, afternoon, evening) to accommodate work schedules. - Provide childcare and light refreshments during in-person sessions to increase attendance. - Host virtual workshops for families who cannot travel to campus. Purpose: Families can participate without being limited by work schedules, childcare needs, or transportation challenges.

4. Ensure Accessibility for Families With Disabilities Actions: - Provide materials in large print, high-contrast formats, and screen-reader-friendly digital versions. - Ensure meeting spaces are ADA-compliant, with accessible seating and clear audio. - Offer closed-captioned videos for all digital literacy content. - Provide sign-language interpretation upon request for parent workshops and conferences. Purpose: Families with disabilities can fully engage in ELA-related communication and training.

5. Increase Accessibility of ELA Data and Progress Monitoring Actions: - Create family-friendly data reports that use visuals, color coding, and simple language to explain PM and i-Ready results. - Provide one-on-one data conferences for families who need additional support understanding their child's reading progress. - Offer step-by-step guides showing families how to access digital data platforms. - Ensure all data explanations are available in multiple languages and formats. Purpose: Families can clearly understand their child's reading strengths, needs, and next steps.

6. Strengthen Accessibility of Communication Between Home and School Actions: - Use multiple communication platforms (ClassDojo, phone calls, printed notices, email) to reach families with different preferences and access levels. - Provide two-way communication options so families can ask questions, request support, or schedule conferences easily. - Ensure communication is consistent across classrooms, using templates and schoolwide expectations. - Track communication patterns to identify families who may need additional outreach. Purpose: Every family receives timely, clear, and accessible information that supports ELA growth. By improving accessibility, the school ensures that all families—regardless of language, technology, disability, or schedule—can: - Understand their child's reading data - Participate in literacy workshops - Access home-support materials - Communicate effectively with teachers - Reinforce foundational reading skills at home These actions directly support the PFEP's mission to remove barriers and build strong family-school partnerships, ultimately improving ELA proficiency and learning gains

1. List prioritized needs statements.

Based on PM2 math proficiency data—3rd Grade: 5%, 4th Grade: 13%, 5th Grade: 14%, and 6th Grade: 14%—the school has identified the following prioritized needs: - 3rd Grade Math Proficiency: 5% - 4th Grade Math Proficiency: 13% - 5th Grade Math Proficiency: 14% - 6th Grade Math Proficiency: 14% Math proficiency is significantly below grade-level expectations across all tested grades, indicating systemic instructional, structural, and capacity-related challenges. BridgePrep Academy of Palm Beach must strengthen Tier 1 math instruction, implement a data-driven intervention system, build teacher capacity in math pedagogy, improve data use for instructional planning, increase student engagement in rigorous math tasks, and expand family support structures to address proficiency rates ranging from 5% to 14% in Grades 3–6.

2. List the root causes for the needs assessment statements you prioritized.

1. Curriculum & Instruction Root Cause 1: Inconsistent implementation of standards-aligned Tier 1 math instruction Instructional delivery varies across classrooms, resulting in gaps in conceptual understanding, procedural fluency, and application of math skills. Contributing Factors: - Inconsistent use of high-quality instructional materials - Limited emphasis on math discourse, modeling, and problem-solving - Insufficient scaffolding for students below grade level - Variability in lesson planning and pacing Root Cause 2: Lack of targeted, skill-specific math intervention Students performing below grade level are not consistently receiving intervention aligned to diagnostic data. Contributing Factors: - Intervention groups not formed using current data - Irregular progress monitoring cycles - Intervention time interrupted by behavior, coverage, or schedule changes - Limited access to intervention materials aligned to math progressions 2. Assessment & Data Use Root Cause 3: Inconsistent use of data to drive math instruction Teachers need stronger systems and support for analyzing PM, i-Ready, and classroom assessment data to identify prerequisite skill gaps. Contributing Factors: - Limited structures for collaborative data analysis - Teachers need support interpreting math diagnostics - Data not consistently used to plan small-group instruction or reteach lessons - Lack of student-friendly data tracking to build ownership 3. Professional Capacity Root Cause 4: Gaps in teacher content knowledge and math pedagogy Low proficiency across all grades suggests uneven teacher understanding of math standards, progressions, and instructional strategies. Contributing Factors: - New or inexperienced teachers needing deeper training in math content - Limited coaching cycles focused on math instruction - Inconsistent feedback loops to support instructional improvement - Need for PD on math discourse, modeling, and conceptual teaching 4. School Culture & Environment Root Cause 5: Behavioral disruptions and inconsistent routines reducing math instructional time Frequent classroom disruptions and inconsistent behavior systems reduce the amount of time students spend engaged in rigorous math tasks. Contributing Factors: - High teacher redirection load during core math instruction - Inconsistent implementation of schoolwide behavior expectations - Limited Tier 2 supports for students with repeated disruptions - Loss of instructional minutes due to transitions, coverage, or schedule instability 5. Student Engagement & Learning Behaviors Root Cause 6: Low student stamina, confidence, and engagement in math Students struggle to persist through multi-step problems and rigorous tasks. Contributing Factors: - Limited opportunities for productive struggle - Low confidence due to chronic skill gaps - Insufficient use of hands-on, real-world, or collaborative math tasks - Lack of consistent routines for math discourse and reasoning Math proficiency is significantly below grade-level expectations in all tested grades, indicating a need for more consistent, standards-aligned Tier 1 instruction that emphasizes conceptual understanding, procedural fluency, and problem-solving. With proficiency rates ranging from 5% to 14%, a large percentage of students require targeted, skill-specific intervention. The school needs a structured intervention block, frequent progress monitoring, and materials aligned to diagnostic data. Low proficiency across all grade levels suggests gaps in teacher understanding of math progressions, scaffolding techniques, and effective small-group instruction. Ongoing professional development and coaching are needed to build instructional expertise. Teachers need stronger systems and support for analyzing PM, i-Ready, and classroom assessment data to identify prerequisite skill gaps, adjust instruction, and form flexible groups that respond to student needs. Students demonstrate difficulty applying math concepts to multi-step problems, indicating a need for explicit instruction in math vocabulary, reasoning, and modeling strategies across all grade levels. Low proficiency suggests that students may struggle with persistence, productive struggle, and engagement in rigorous math tasks. The school needs structures that promote math discourse, hands-on learning, and real-world application. Families need accessible tools, training, and communication to understand math expectations and support foundational skills outside of school, especially given the high percentage of students performing below grade level. Parents need practical tools to support foundational math skills and problem-solving at home.

3. Share possible solutions that address the root causes.

1. Curriculum & Instruction Root Cause 1: Inconsistent implementation of standards-aligned Tier 1 math instruction Solutions: - Implement a schoolwide math instructional framework outlining expectations for lesson structure, modeling, guided practice, and independent problem-solving. - Adopt and monitor fidelity of high-quality instructional materials, ensuring teachers use the full lesson cycle, manipulatives, and math discourse routines. - Provide weekly coaching cycles focused on conceptual understanding, math modeling, and problem-solving strategies. - Conduct weekly math fidelity walkthroughs using a calibrated tool to monitor alignment to standards and instructional expectations. - Increase use of hands-on manipulatives and visual models to strengthen conceptual understanding. Root Cause 2: Lack of targeted, skill-specific math intervention Solutions: - Launch a protected math intervention block with consistent staffing and skill-based grouping updated every 9 weeks. - Adopt diagnostic-aligned intervention materials that target prerequisite skills (number sense, operations, fractions, place value). - Train interventionists and teachers in progress monitoring protocols, ensuring weekly checks for students performing below grade level. - Create a Math Acceleration Plan for students significantly below grade level, including daily small-group instruction and structured reteach cycles. - Use intervention trackers to ensure students receive uninterrupted intervention minutes. 2. Assessment & Data Use Root Cause 3: Inconsistent use of data to drive math instruction Solutions: - Implement weekly PLC data meetings using a structured protocol to analyze PM, i-Ready, and classroom assessments. - Provide PD on interpreting math diagnostics and identifying prerequisite skill gaps. - Develop teacher-friendly math data dashboards highlighting skill deficits, growth trends, and students needing intervention. - Require reteach plans after each PM cycle, ensuring instruction adjusts based on student performance. - Introduce student-friendly data trackers so students monitor their own progress and set goals. 3. Professional Capacity Root Cause 4: Gaps in teacher content knowledge and math pedagogy Solutions: - Provide targeted PD on math content progressions, conceptual teaching, and effective scaffolding. - Establish a Math Teacher Cohort for new and developing teachers with weekly coaching and planning support. - Use instructional rounds focused on math discourse, modeling, and problem-solving to build collective expertise. - Implement a 48-hour feedback loop for math observations to ensure timely, actionable coaching. - Offer PD on productive struggle, error analysis, and questioning techniques that deepen reasoning. 4. School Culture & Environment Root Cause 5: Behavioral disruptions reducing math instructional time Solutions: - Strengthen schoolwide behavior systems with consistent routines and aligned consequences during math blocks. - Provide PD on proactive classroom management, de-escalation, and maintaining engagement during rigorous tasks. - Launch a Tier 2 behavior support system for students with repeated disruptions, including check-in/check-out and behavior intervention plans. - Reduce pullouts and coverage interruptions during core math instruction to protect instructional minutes. - Implement bell-to-bell engagement routines to maximize time on task. 5. Student Engagement & Learning Behaviors Root Cause 6: Low student stamina, confidence, and engagement in math Solutions: - Integrate daily math discourse routines (turn-and-talks, error analysis, reasoning prompts) to build confidence and stamina. - Increase use of real-world problem-solving tasks to boost engagement and relevance. - Implement math goal-setting and reflection routines so students track growth and celebrate progress. - Provide hands-on learning opportunities using manipulatives, digital tools, and collaborative tasks. - Teach explicit strategies for perseverance, including how to break down multi-step problems. 6. Targeted parent training that equips families with the tools and strategies needed to reinforce math skills outside of school. These solutions directly target the instructional, structural, and behavioral barriers that led to math proficiency rates of 5%–14% across Grades 3–6. By strengthening Tier 1 instruction, stabilizing intervention systems, improving data use, building teacher capacity, and increasing student engagement, the school creates the conditions necessary for accelerated math growth.

4. How will school strengthen the PFEP to support Math?

- Communication

To address low math proficiency across Grades 3–6, the school will strengthen communication systems so families receive clear, timely, and actionable information about math expectations and student progress. Actions: - Provide weekly math updates through ClassDojo, email, and printed notices for families who prefer paper communication. - Share family-friendly math data reports after each PM cycle, using visuals and simple language to explain student performance. - Send monthly math focus newsletters outlining upcoming standards, vocabulary, and sample problems families can practice at home. - Establish two-way communication channels where families can ask questions, request support, or schedule conferences. - Ensure all communication is translated into Spanish and Haitian Creole and written in accessible, family-friendly language. Purpose: Families understand math expectations, know how their child is performing, and receive consistent guidance on how to support learning at home.

- Parent Training

The school will strengthen the PFEP by offering targeted parent training that equips families with the tools and strategies needed to reinforce math skills outside of school. Actions: - Host 4 math workshops focused on number sense, operations, fractions, problem-solving, and math vocabulary. - Provide hands-on modeling of math strategies (manipulatives, visual models, multi-step problem-solving routines) so parents can replicate them at home. - Offer grade-specific math sessions explaining the B.E.S.T. standards and what proficiency looks like at each grade level. - Train families to interpret i-Ready and PM math data, including how to identify skill gaps and track progress. - Distribute home math kits with manipulatives, flashcards, problem-solving guides, and practice calendars. - Provide recorded training videos for families who cannot attend live sessions. Purpose: Parents gain confidence and practical tools to support foundational math skills and problem-solving at home.

5. How will each stakeholder group strengthen the School-Parent Compact to support Math?

- School

BPA of Palm Beach will: - Provide high-quality, standards-aligned math instruction that emphasizes conceptual understanding, procedural fluency, and problem-solving. - Communicate regular math progress updates through ClassDojo, progress reports, and conferences, using family-friendly language and translated materials. - Offer math parent workshops that model strategies for number sense, operations, fractions, and multi-step problem-solving. - Share family-friendly math data reports after each PM cycle and help families interpret i-Ready and classroom assessment results. - Provide home math resources, including manipulatives, practice guides, vocabulary cards, and sample problems. - Maintain a structured, positive learning environment that protects math instructional time and supports student engagement. - Ensure all math communication and resources are accessible in multiple languages and formats. Purpose: The school equips families with the information, tools, and support needed to reinforce math learning at home.

- Students

Students will: - Complete math homework and practice math facts daily to build fluency. - Come to school prepared, on time, and ready to participate in math instruction and small-group learning. - Use math strategies taught in class—such as drawing models, using manipulatives, showing work, and checking answers—during independent practice. - Track their own progress using student-friendly math data charts and set personal math goals. - Ask questions when they do not understand a concept or problem. - Demonstrate positive behavior that protects math learning time for themselves and others. - Bring home math materials and return them as needed. Purpose: Students take ownership of their math learning and actively participate in improving their skills.

- Parents

Parents will: - Ensure their child completes daily math practice, including homework, math facts, or problem-solving tasks. - Review weekly math updates and support practice of key skills such as multiplication facts, fractions, and word problems. - Attend math workshops, data nights, or virtual sessions to learn strategies for supporting math at home. - Monitor their child's math progress using PM data, i-Ready reports, and teacher feedback. - Communicate regularly with teachers to ask questions, request clarification, or seek additional support. - Establish consistent routines at home that promote focus, homework completion, and math fluency practice. - Provide a quiet space and necessary materials for math work. Purpose: Parents reinforce foundational math skills and partner with the school to accelerate student growth.

- **Staff Training**

To strengthen family engagement in math, the school will provide staff with training that improves communication, instructional alignment, and partnership with families. Actions: - Train teachers on effective family communication strategies for explaining math concepts, data, and expectations in clear, accessible language. - Provide PD on how to model math strategies for families during workshops and conferences. - Offer training on interpreting math diagnostics and creating individualized home practice plans aligned to student needs. - Build staff capacity in culturally responsive engagement, ensuring communication and training honor diverse family backgrounds. - Provide teachers with math communication templates for newsletters, progress updates, and intervention notices. - Train staff to support families in understanding the connection between attendance, behavior, and math achievement. Purpose: Teachers are equipped to partner effectively with families and provide consistent, high-quality math support beyond the classroom.

- **Accessibility**

The school will strengthen the PFEP by ensuring all math communication, training, and resources are accessible to every family, regardless of language, technology, disability, or scheduling barriers. Actions: - Translate all math materials—including newsletters, data reports, workshop materials, and home practice guides—into Spanish and Haitian Creole. - Offer multiple formats for math resources: print, digital, video, and hands-on materials. - Provide virtual, in-person, and recorded versions of math workshops to accommodate family schedules. - Ensure all digital materials are mobile-friendly and accessible on phones and tablets. - Provide childcare and flexible scheduling for key math events. - Offer materials in large print, high-contrast formats, and screen-reader-friendly versions for families with disabilities. - Ensure meeting spaces are ADA-compliant and provide closed-captioning or sign-language interpretation upon request. Purpose: All families—regardless of language, ability, or access—can fully participate in supporting their child’s math growth.

Science

1. List prioritized needs statements.

Based on topic assessment data showing 35% mastery in 5th Grade Science, the school has identified the following prioritized needs. With only 35% of students demonstrating mastery on topic assessments, there is a need for more consistent, standards-aligned instruction that emphasizes scientific inquiry, vocabulary development, and conceptual understanding across all science domains. BridgePrep of Palm Beach must strengthen Tier 1 science instruction, expand inquiry-based learning, implement data-driven reteach systems, build teacher capacity in science content and pedagogy, improve science vocabulary instruction, and increase family engagement to address the low mastery rate of 35% on 5th grade science topic assessments.

2. List the root causes for the needs assessment statements you prioritized.

1. Curriculum & Instruction Root Cause 1: Inconsistent implementation of standards-aligned Tier 1 science instruction Students are not consistently receiving rigorous, inquiry-based instruction aligned to the NGSSS/B.E.S.T. science standards. Contributing Factors: - Variability in lesson planning and pacing - Limited use of hands-on investigations and lab experiences - Inconsistent emphasis on scientific inquiry and conceptual understanding

2. Instructional Materials & Learning Experiences Root Cause 2: Limited opportunities for hands-on, inquiry-based learning Students lack frequent exposure to labs, experiments, and real-world applications that deepen understanding and improve retention. Contributing Factors: - Insufficient access to lab materials or structured lab time - Overreliance on textbook-based or worksheet-based instruction - Limited integration of STEM tools, models, and manipulatives

3. Assessment & Data Use Root Cause 3: Inconsistent use of science data to guide reteach and intervention Teachers need stronger systems for analyzing topic assessments and adjusting instruction based on student performance. Contributing Factors: - Limited structures for collaborative data analysis - Reteach cycles not consistently implemented after topic assessments - Lack of targeted small-group instruction aligned to science data

4. Professional Capacity Root Cause 4: Gaps in teacher content knowledge and science pedagogy Teachers need deeper understanding of science content progressions and effective instructional strategies for scientific reasoning. Contributing Factors: - Limited professional development focused on science content - Inconsistent coaching or feedback specific to science instruction - Need for support in facilitating inquiry-based learning and lab investigations

5. Academic Language & Vocabulary Root Cause 5: Insufficient explicit instruction in science vocabulary and academic language Students struggle with scientific terminology and the language demands of explanations, models, and written responses. Contributing Factors: - Vocabulary instruction not embedded consistently in lessons - Limited opportunities for students to write, explain, or justify scientific thinking - Difficulty interpreting complex informational texts in science

6. Cross-Curricular Integration Root Cause 6: Limited integration of science with literacy and math Students need more opportunities to apply reading comprehension, data analysis, and writing skills within science content. Contributing Factors: - Science texts not consistently used during ELA informational reading - Limited practice with data tables, graphs, and measurement skills - Few opportunities for students to write scientific explanations or arguments

7. Family Engagement & Home Support Root Cause 7: Families lack accessible tools and communication to support science learning at home Parents need clearer guidance on science expectations and ways to reinforce inquiry-based learning outside of school. Contributing Factors: - Limited family-friendly science resources - Few science-focused parent workshops or communication tools - Lack of multilingual materials explaining science standards and vocabulary

Students need more exposure to labs, investigations, and real-world applications to deepen understanding of scientific concepts and improve retention. Low mastery indicates that students require targeted reteach cycles and small-group support aligned to topic assessment data, especially in high-leverage standards tested on. Teachers need additional support in science content, lab facilitation, and instructional strategies that build conceptual understanding and scientific reasoning. Students struggle with science terminology and the language of scientific explanations, indicating a need for explicit vocabulary instruction and structured writing in science. Students need more opportunities to connect science to reading, writing, and math to reinforce comprehension of complex informational texts and data analysis. Families need accessible resources, communication, and training to understand science expectations and support inquiry-based learning at home. Addressing them will require strengthening Tier 1 instruction, expanding inquiry-based learning, improving data-driven reteach systems, building teacher capacity, enhancing vocabulary instruction, integrating science across content areas, and increasing family engagement.

3. Share possible solutions that address the root causes.

Root Cause 1: Inconsistent implementation of standards-aligned Tier 1 science instruction Solutions: - Implement a schoolwide science instructional framework outlining expectations for inquiry, modeling, vocabulary, and hands-on learning. - Provide weekly planning support to ensure lessons align to NGSSS/B.E.S.T. standards and include inquiry-based components. - Conduct monthly science walkthroughs using a calibrated tool to monitor fidelity of instruction. - Integrate visual models, anchor charts, and graphic organizers to support conceptual understanding. - Ensure teachers use high-quality instructional materials consistently across classrooms.

Root Cause 2: Limited opportunities for hands-on, inquiry-based learning Solutions: - Establish a weekly lab or investigation block with protected time for hands-on science activities. - Provide teachers with lab kits, materials, and step-by-step investigation guides aligned to tested standards. - Train teachers on how to facilitate inquiry cycles (questioning, predicting, testing, analyzing, concluding). - Incorporate STEM tools, models, and manipulatives to deepen conceptual understanding. - Partner with local organizations to bring STEM demonstrations, guest speakers, or mobile labs to campus.

Root Cause 3: Inconsistent use of science data to guide reteach and intervention Solutions: - Implement biweekly science PLCs focused on analyzing topic assessments and identifying reteach needs. - Create reteach plans after each topic assessment, including small-group instruction and targeted practice. - Use data trackers to monitor student mastery of each benchmark and adjust instruction accordingly. - Provide intervention groups for students who consistently score below mastery on key standards. - Train teachers to use exit tickets and quick checks to identify misconceptions in real time.

Root Cause 4: Gaps in teacher content knowledge and science pedagogy Solutions: - Provide professional development on science content progressions, especially in high-leverage areas (Earth, Physical, and Life Science). - Offer coaching cycles focused on modeling inquiry-based lessons, facilitating labs, and building conceptual understanding. - Create a Science Teacher Cohort for new or developing teachers with weekly support and planning. - Conduct instructional rounds focused on science to build collective teacher expertise. - Provide PD on scientific reasoning, modeling, and explanation writing.

Root Cause 5: Insufficient explicit instruction in science vocabulary and academic language Solutions: - Implement daily science vocabulary routines, including word walls, Frayer models, and vocabulary games. - Embed structured writing tasks (CER: Claim, Evidence, Reasoning) into weekly science instruction. - Provide sentence stems and graphic organizers to support academic language. - Integrate informational text reading strategies to help students interpret complex science texts. - Use visuals, diagrams, and models to reinforce vocabulary meaning.

Root Cause 6: Limited integration of science with literacy and math Solutions: - Incorporate science informational texts into ELA instruction to build background knowledge and comprehension. - Use data tables, graphs, and measurement tasks in science to reinforce math skills. - Implement cross-curricular projects that require reading, writing, and analyzing scientific information. - Collaborate across grade levels to align ELA, math, and science vocabulary. - Provide PD on disciplinary literacy in science.

Root Cause 7: Families lack accessible tools and communication to support science learning at home Solutions: - Offer family science nights with hands-on activities and demonstrations aligned to tested standards. - Provide home science kits with simple experiments, vocabulary cards, and practice questions. - Create family-friendly science newsletters explaining upcoming topics and ways to support learning at home. - Record short science strategy videos for families in English, Spanish, and Haitian Creole. - Provide translated guides explaining science standards, vocabulary, and test expectations.

These solutions directly target the instructional, structural, and engagement-related barriers that contributed to 35% mastery on 5th grade science topic assessments. By strengthening Tier 1 instruction, expanding inquiry-based learning, improving data-driven reteach systems, building teacher capacity, enhancing vocabulary instruction, integrating science across content areas, and increasing family engagement, the school creates the conditions necessary for improved science mastery and readiness for the Grade 5 Statewide Science Assessment.

4. How will school strengthen the PFEP to support Science?

- Communication

To address low science mastery (35% on topic assessments), the school will strengthen communication systems so families receive clear, timely, and accessible information about science expectations, upcoming units, and student progress. Actions: - Provide monthly science newsletters outlining upcoming topics, vocabulary, and at-home discussion prompts. - Share family-friendly science data reports after each topic assessment, using visuals and simple language to explain mastery levels. - Communicate weekly classroom updates through ClassDojo, email, and printed notices for families who prefer paper communication. - Establish two-way communication channels where families can ask questions about science content, labs, or assessments. - Translate all science communication into Spanish and Haitian Creole to ensure equitable access. Purpose: Families understand what their child is learning in science, how they are performing, and how to support inquiry-based learning at home.

- Parent Training

The school will strengthen the PFEP by offering targeted parent training that equips families with the tools and strategies needed to reinforce science learning outside of school. Actions: - Host quarterly Science Family Nights featuring hands-on experiments aligned to tested standards. - Offer parent workshops on key science concepts (Earth, Physical, and Life Science), vocabulary strategies, and how to support inquiry at home. - Provide model demonstrations of simple at-home experiments that reinforce classroom learning. - Train families to interpret science topic assessment data, including how to identify areas for improvement. - Distribute home science kits with materials for simple investigations, vocabulary cards, and practice questions. - Record short science strategy videos for families who cannot attend live sessions. Purpose: Parents gain confidence and practical tools to support scientific thinking, vocabulary, and inquiry-based learning at home.

5. How will each stakeholder group strengthen the School-Parent Compact to support Science?

- **School**

BPA of Plam Beach will: - Provide high-quality, standards-aligned science instruction that includes hands-on investigations, inquiry-based learning, and real-world applications. - Communicate regular science progress updates through ClassDojo, progress reports, and conferences, using family-friendly language and translated materials. - Offer Science Family Nights and parent workshops that model simple investigations, vocabulary strategies, and ways to support inquiry at home. - Share family-friendly science data reports after each topic assessment and help families interpret results. - Provide home science resources, including vocabulary cards, experiment guides, and practice questions aligned to tested standards. - Maintain a safe, structured learning environment that supports lab work, collaboration, and scientific thinking. - Ensure all science communication and resources are accessible in multiple languages and formats. Purpose: The school equips families with the information, tools, and support needed to reinforce science learning and inquiry at home.

- **Students**

Students will: - Complete science homework, review vocabulary, and participate in at-home practice or investigations. - Come to school prepared, on time, and ready to participate in science instruction, labs, and group activities. - Use science strategies taught in class—such as observing, predicting, experimenting, analyzing, and explaining—during classwork and labs. - Track their own progress using student-friendly science data charts and set personal goals for improvement. - Ask questions when they do not understand a concept or investigation step. - Demonstrate positive behavior that protects learning time and ensures safety during labs and hands-on activities. - Bring home science materials and return them as needed. Purpose: Students take ownership of their science learning and actively participate in building inquiry skills and content mastery.

- **Parents**

Parents will: - Review weekly science updates and support practice of key vocabulary, concepts, and review questions. - Encourage their child to discuss science topics at home, including observations, predictions, and explanations. - Attend science workshops, data nights, or virtual sessions to learn strategies for supporting science learning. - Monitor their child's science progress using topic assessments, i-Ready data (if applicable), and teacher feedback. - Provide a quiet space and necessary materials for completing science assignments or at-home investigations. - Support curiosity and inquiry by encouraging questions, exploration, and hands-on learning at home. - Communicate regularly with teachers to ask questions or request clarification about science content or expectations. Purpose: Parents reinforce scientific thinking, vocabulary, and inquiry skills at home and partner with the school to strengthen science mastery.

- **Staff Training**

To strengthen family engagement in science, the school will provide staff with training that improves communication, instructional alignment, and partnership with families. Actions: - Train teachers on effective communication strategies for explaining science concepts and data in family-friendly language. - Provide PD on how to model science investigations for families during workshops and conferences. - Offer training on interpreting science diagnostics and creating individualized home practice plans aligned to student needs. - Build staff capacity in culturally responsive engagement, ensuring communication and training honor diverse family backgrounds. - Provide teachers with science communication templates for newsletters, progress updates, and lab announcements. - Train staff to help families understand the connection between vocabulary, inquiry, and science mastery. Purpose: Teachers are equipped to partner effectively with families and provide consistent, high-quality science support beyond the classroom.

- **Accessibility**

The school will strengthen the PFEP by ensuring all science communication, training, and resources are accessible to every family, regardless of language, technology, disability, or scheduling barriers. Actions: - Translate all science materials—including newsletters, data reports, workshop materials, and home practice guides—into Spanish and Haitian Creole. - Offer multiple formats for science resources: print, digital, video, and hands-on materials. - Provide virtual, in-person, and recorded versions of science workshops to accommodate family schedules. - Ensure all digital materials are mobile-friendly and accessible on phones and tablets. - Provide childcare and flexible scheduling for key science events. - Offer materials in large print, high-contrast formats, and screen-reader-friendly versions for families with disabilities. - Ensure meeting spaces are ADA-compliant and provide closed-captioning or sign-language interpretation upon request. Purpose: All families—regardless of language, ability, or access—can fully participate in supporting their child’s science learning.

Social Studies

1. List prioritized needs statements.

Current social studies data indicate that 71% of students require remediation in the universal standard, “Understand how to apply geography to interpret the past and present and plan for the future.” This significant skill gap shows that students are not yet able to use geographic concepts to analyze historical events, understand contemporary issues, or make predictions about future outcomes. Because geographic reasoning is a foundational component of 7th-grade Civics, this deficit presents a critical barrier to future success in understanding government, citizenship, and civic decision-making.

2. List the root causes for the needs assessment statements you prioritized.

A cause is the lack of explicit instruction in academic vocabulary related to geography and civics. Students demonstrate limited understanding of essential terms such as region, migration, climate, human-environment interaction, and spatial patterns. Without a strong vocabulary foundation, students are unable to comprehend complex informational texts, analyze primary and secondary sources, or articulate geographic reasoning. This vocabulary gap directly impacts their readiness for 7th-grade Civics, where precise academic language is required to understand government structures, public policy, and civic responsibilities. Another root cause is the limited cross-curricular integration of geography with reading, writing, and data analysis. Students need frequent opportunities to interpret informational texts, analyze maps and graphs, and write evidence-based explanations using geographic reasoning. However, these skills are not consistently reinforced across content areas. The lack of integration reduces students' ability to transfer literacy and analytical skills into social studies, weakening their comprehension of both historical and contemporary issues. Together, these root causes create a learning environment where students are not consistently developing the geographic reasoning, vocabulary knowledge, or analytical skills needed to meet grade-level expectations. Addressing these gaps is essential to preparing students for the increased rigor of 7th-grade Civics, where the ability to apply geography is foundational to understanding how governments function, how communities evolve, and how citizens engage in civic life. Students demonstrate difficulty applying geographic concepts to real-world situations. Many struggle to use maps, spatial relationships, and geographic tools to interpret cause-and-effect relationships across time. This limits their ability to understand how geography shapes historical events, cultural development, migration patterns, and modern civic issues. Additionally, students need stronger academic vocabulary related to geography and civics. Limited understanding of key terms—such as region, migration, climate, human-environment interaction, and spatial patterns—impacts their ability to comprehend informational texts, analyze primary and secondary sources, and respond accurately to standards-aligned questions. Without explicit vocabulary instruction, students are unable to articulate geographic reasoning or apply it to civic contexts. Students also require more cross-curricular integration of geography with reading, writing, and data analysis. Many struggle to interpret informational texts, analyze maps and graphs, and write evidence-based explanations—skills that are essential not only in social studies but also in Civics, where students must evaluate public issues, analyze data, and justify claims using geographic evidence. The lack of consistent integration across content areas contributes to weak comprehension and limited transfer of skills. Overall, the data show that students need strengthened instruction in geographic reasoning, vocabulary development, data interpretation, and inquiry-based learning. Addressing these needs is essential to ensure students are prepared for the increased rigor of 7th-grade Civics, where the ability to apply geography is central to understanding how governments function, how policies impact communities, and how citizens engage in civic life. Instructional staff lack opportunities to develop effective social studies and civics teaching strategies. Additionally, the delayed implementation of a civics teaching department highlights the need for additional professional development geared toward properly capacitating teachers. Families lack accessible tools and communication to support social studies and civics learning at home. Parents need clearer guidance on social studies and civics expectations and ways to reinforce inquiry-based learning outside of school. Limited availability of family-friendly social studies and civics resources.

3. Share possible solutions that address the root causes.

School will implement a series of targeted, high-leverage solutions designed to strengthen instruction, vocabulary development, cross-curricular integration, and student engagement. The school will implement explicit, consistent vocabulary instruction focused on essential geography and civics terms such as region, migration, climate, human-environment interaction, and spatial patterns. Teachers will use structured routines—including word walls, graphic organizers, Frayer models, and vocabulary games—to reinforce understanding. Students will also engage in short writing tasks that require them to use academic vocabulary in context, strengthening both comprehension and application. To improve students' ability to transfer skills across subjects, the school will increase cross-curricular integration of geography with reading, writing, and data analysis. ELA teachers will incorporate informational texts with geographic content, while math and science teachers will reinforce map reading, graph interpretation, and data analysis skills. Social studies teachers will embed literacy strategies such as annotating texts, analyzing primary and secondary sources, and writing evidence-based explanations. This integrated approach will help students build the analytical skills needed for both geography and 7th-grade Civics. Additionally, the school will expand inquiry-based learning opportunities by incorporating map investigations, case studies, simulations, and project-based learning that require students to apply geographic reasoning to real civic issues. These experiences will help students develop the critical thinking skills necessary to understand how geography shapes government decisions, community planning, and civic life. Together, these solutions directly address the instructional, vocabulary, and cross-curricular gaps that contribute to students' difficulty with the geography application standard. Strengthening these areas will better prepare students for the rigor of 7th-grade Civics, where geographic reasoning is essential for understanding government structures, public policy, and civic decision-making. Implement a schoolwide science instructional framework outlining expectations for inquiry, modeling, vocabulary, and hands-on learning. Provide teachers with materials and step-by-step investigation guides aligned to tested standards. Implement biweekly social studies and civics PLCs focused on analyzing topic assessments and identifying reteach needs. Provide professional development on social studies and civics content progressions. Offer coaching cycles focused on modeling inquiry-based lessons and building conceptual understanding. Provide PD on social studies and civics standards to enhance teaching strategies. Offer family trainings with hands-on activities and demonstrations aligned to tested standards. Provide home use vocabulary cards and practice questions. Provide translated guides explaining social studies and civics standards, vocabulary, and test expectations.

4. How will school strengthen the PFEP to support Social Studies?

- Communication

To support student growth in social studies—particularly in the universal geography standard where 71% of students require remediation—the school will strengthen communication systems to ensure families receive clear, timely, and accessible information about what students are learning and how they can support these skills at home. The school will provide monthly social studies updates outlining upcoming units, key vocabulary, and at-home discussion prompts that help students connect geography to historical and current events. Teachers will share family-friendly progress updates after major assessments, using visuals and simplified language to explain student performance. Communication will be delivered through multiple channels, including ClassDojo, email, printed notices, and school newsletters, ensuring families remain informed and engaged in their child’s social studies learning.

- Parent Training

BPA pf Palm Beach will strengthen the PFEP by offering targeted parent training designed to help families support geographic reasoning, map skills, and civic understanding at home. The school will host Social Studies Family Nights where parents participate in hands-on activities such as map investigations, primary source analysis, and simple simulations that mirror classroom learning. Workshops will focus on helping families understand key geography concepts—such as regions, migration, climate, and human-environment interaction—and how these concepts prepare students for the rigor of 7th-grade Civics. Families will also receive take-home resources, including vocabulary cards, graphic organizers, and conversation starters that reinforce geographic thinking and civic awareness.

5. How will each stakeholder group strengthen the School-Parent Compact to support Social Studies?

- School

BridgePrep Academy of Palm Beach will: - Provide high-quality, standards-aligned social studies instruction that emphasizes geographic reasoning, map skills, and inquiry-based learning. - Communicate clear learning goals and share regular updates on student progress in family-friendly language. - Offer Social Studies Family Nights, workshops, and take-home resources that model how families can support map analysis, vocabulary development, and civic understanding. - Provide family-friendly explanations of key concepts, especially those related to geography and preparation for 7th-grade Civics. - Maintain a structured, supportive learning environment that encourages curiosity, discussion, and critical thinking. - Ensure all communication and resources are accessible in multiple languages and formats.

- **Students**

Students will: - Come to school prepared and participate actively in social studies lessons, discussions, and map activities. - Complete assignments, practice academic vocabulary, and engage in inquiry-based tasks. - Analyze maps, primary sources, and informational texts using strategies taught in class. - Track their own progress and set goals for improvement. - Ask questions when they need clarification and share what they are learning with their families. - Demonstrate positive behavior that supports a productive learning environment.

- **Parents**

Parents will: - Review weekly social studies updates and reinforce key vocabulary and concepts at home. - Engage their child in conversations about geography, current events, and historical connections. - Attend workshops, family nights, or virtual sessions to learn strategies for supporting social studies learning. - Monitor their child's progress and communicate regularly with teachers. - Provide a quiet space and necessary materials for completing social studies assignments. - Encourage curiosity, ask questions, and help their child connect classroom learning to real-world examples.

- **Staff Training**

To strengthen family engagement in social studies, the school will provide staff with professional development focused on effective communication, instructional alignment, and strategies for partnering with families. Teachers will receive training on how to explain complex social studies concepts in family-friendly language, how to model map and data analysis during parent events, and how to create home-practice activities that reinforce classroom learning. Staff will also be trained in culturally responsive engagement, ensuring that communication and parent interactions honor the diverse backgrounds and experiences of families. Additionally, teachers will receive templates for newsletters, progress updates, and workshop materials to ensure consistency and clarity across grade levels.

- **Accessibility**

The school will ensure that all social studies communication, training, and resources are accessible to every family, regardless of language, technology access, or scheduling barriers. All materials—including newsletters, vocabulary guides, workshop handouts, and at-home activities—will be translated into Spanish and Haitian Creole. The school will offer multiple formats for parent training, including in-person sessions, virtual workshops, and recorded videos that families can access at their convenience. Digital resources will be mobile-friendly, and printed copies will be available for families who prefer or require non-digital materials. The school will also provide childcare, flexible scheduling, and ADA-compliant meeting spaces to ensure all families can participate fully in social studies engagement opportunities.

Acceleration Success

1. List prioritized needs statements.

This school has chosen to be exempt from this area.

2. List the root causes for the needs assessment statements you prioritized.

This school has chosen to be exempt from this area.

3. Share possible solutions that address the root causes.

This school has chosen to be exempt from this area.

4. How will school strengthen the PFEP to support Acceleration Success?

How will school strengthen the PFEP to support Acceleration Success?

• How will school strengthen the PFEP to support Acceleration Success?

This school has chosen to be exempt from this area.

• Communication

This school has chosen to be exempt from this area.

• Parent Training

This school has chosen to be exempt from this area.

5. How will each stakeholder group strengthen the School-Parent Compact to support Acceleration Success?

How will each stakeholder group strengthen the School-Parent Compact to support Acceleration Success?

• How will each stakeholder group strengthen the School-Parent Compact to support Acceleration Success?

This school has chosen to be exempt from this area.

- **School**

This school has chosen to be exempt from this area.

- **Students**

This school has chosen to be exempt from this area.

- **Parents**

This school has chosen to be exempt from this area.

- **Staff Training**

This school has chosen to be exempt from this area.

- **Accessibility**

This school has chosen to be exempt from this area.

Action Step: Classroom Instruction

Provide differentiated, small group instruction to students in order to reduce the achievement gaps.

Budget Total: **\$67,806.00**

Acct Description	Description					
Online subscription	Item	Quantity	Rate	Type	Total	
	iReady (Site License) will be used in school and at home to support struggling scholars, across all grade levels, in math, reading, and phonics. This tool will be used to remediate standards for all students based on PM achievement levels and classroom assessments.	1	\$18,610.00	Original	\$18,610.00	
	Mastery Connect (Site License) will be used to progress monitor all scholars across all grade levels and provide teachers with immediate data needed to make instructional decisions for all subject areas.	1	\$3,665.32	Original	\$3,665.32	
	PearDeck (Site License) will be used by Math and ELA teachers to support all learners, across all grade levels, with a focus on ELL and ESE populations by providing engaging monitoring tools, visuals, and speech to text modifications in lesson presentation.	1	\$607.70	Original	\$607.70	
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Reading mastery workbook A, B, C gr 2	50	\$17.64	Instructional Materials	Original	\$882.00
	Reading mastery teacher materials gr 2	1	\$686.97	Instructional Materials	Original	\$686.97
	Reading mastery gr k textbook	50	\$51.90	Instructional Materials	Original	\$2,595.00
	ELA novels (Classroom Sets) - Hachiko's Wait, Sadako, Charlotte's Web, Bridge to Terabithia, Sarah Plain and Tall, Matilda, Shell Silverstein Poetry	1	\$1,232.65	Instructional Materials	Original	\$1,232.65
	Reading mastery gr 3 textbook	50	\$73.89	Instructional Materials	Original	\$3,694.50

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Reading mastery teacher materials gr 1	2	\$1,023.21	Instructional Materials	Original	\$2,046.42
	Reading mastery workbook A, B, C gr k	75	\$71.64	Instructional Materials	Original	\$5,373.00
	Reading mastery transition 1-2 textbook	25	\$54.84	Instructional Materials	Original	\$1,371.00
	Reading mastery teacher materials gr 3	1	\$686.31	Instructional Materials	Original	\$686.31
	Reading master workbook A, B, C gr 1	150	\$17.64	Instructional Materials	Original	\$2,646.00
	Reading mastery A, B, C gr 2 textbook	50	\$64.59	Instructional Materials	Original	\$3,229.50
	Reading mastery teacher package gr k	3	\$1,023.21	Instructional Materials	Original	\$3,069.63
	Reading mastery gr 1 textbook	50	\$59.70	Instructional Materials	Original	\$2,985.00
Paraprofessional	This interventionist will be supporting K-2 scholars in ELA, using Reading Mastery Signature Edition (RMSE) intervention strategies to develop early literacy skills. This interventionist will implement a push model to provide support to L25 students under the supervision of a certified classroom teacher.					

Action Step: Professional Development

Provide Professional Learning and support through side-by-side modeling, analysis of data and identification of students in need of additional support, facilitation of PLC's, and facilitation of the SBT process and Schoolwide Positive Behavior.

Budget Total: \$0.00

Acct Description	Description
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Action Step: Parent Engagement

Engage parents to increase and maximize the home to school connection, Increase publicity and communication in all native languages for all school events.

Budget Total: \$1,120.00

Acct Description	Description					
Enrichment Contracts	Item	Quantity	Rate	Type	Total	
	The Cox Museum will provide engaging, hands-on science experiments that will enrich the content taught in the classroom while equipping teachers and parents with strategic ways they can support learners with academic vocabulary and inquiry-based thinking. Tentative date of service will be October 2026.	1	\$500.00	Original	\$500.00	
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Refreshments for parent trainings included in the PFEP	150	\$3.00	Program Supplies	Original	\$450.00

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Copy Paper	1	\$170.00	General Supplies	Original	\$170.00

Mission Statement

1. Mission Statement

At BridgePrep Acedemy, our mission is to partner with families as valued collaborators in education, fostering strong, respectful relationships that empower parents, support every student's success, and build a welcoming, inclusive school community where all families feel inspired and equipped to actively engage in their child’s learning.

Involvement of Stakeholders

Name	Title
Celia Lawrence	Principal
Kristina McCann	MTSS Specialist/Coach
Yaleesa Rey	K-2 Team Leader
Eva Stuckwish	Parent
Sarah Boyce	3-7 Team Leader
Erika Johnson	Dean of Operations and Safety/ ESOL Coordinator

2. What are the procedures for selecting members representing all stakeholders? Describe the process for electing members.

The principal chose individuals in leadership positions to support the development of each plan and parents had the opportunity to sign up as volunteers.

3. How will stakeholders be involved in jointly developing the Schoolwide Plan (CNA/SWP/PFEP)? Include details of meeting dates and times.

Stakeholders, including parents, teachers, administrators, and community members, will be actively involved in jointly developing the Schoolwide Plan (CNA/SWP/PFEP) through a series of collaborative meetings and feedback opportunities. Input will be gathered during scheduled meetings such as the Annual Title I Planning Meeting on August 7, 2026, at 9:00AM; the School Advisory Council Meeting on September 8, 2026, at 6:00 PM; and a Parent Engagement Workshop on October 15, 2026, at 5:00 PM. Additionally, surveys and open forums will be provided to ensure all voices are heard. Feedback collected will be reviewed and incorporated into the final plan to reflect the shared vision and priorities of the school community.

4. How did stakeholders provide input as to how Title I funding will support parent and family engagement? Include the outcome.

Stakeholders provided input on how Title I funding will support parent and family engagement through open discussions held during a townhall meeting. Parents and community members shared their priorities, such as funding for family workshops, communication tools, and resources to support learning at home. As a result of this input, Title I funds were allocated to provide parent training sessions, family engagement events, instructional materials for home use, and improved communication platforms. The outcome ensures that funding decisions directly reflect stakeholder needs and strengthen meaningful family involvement in student achievement.

Name	Title
Erika Johnson	DOO/ESOL Coordinator
Kristina McCann	MTSS Specialist/Coach

Annual Parent Meeting

1. What is the actual date, time and location of the Annual Meeting?

September 24, 2026 at 6pm in the cafeteria at BridgePrep Academy of Palm Beach

2. How will you notify parents, teachers and the community of the Annual Meeting? Be specific (school website, marquee, call-out, newsletter, invitations, etc.).

Parents, teachers, and community members will be notified of the Annual Meeting through multiple communication methods to ensure broad awareness and participation. Information will be shared on the school website and posted on the school's social media platforms and included in the weekly school newsletter. Families will also receive automated call-outs, text messages, and emails with meeting details. Printed flyers and invitations will be sent home with students to encourage attendance and engagement.

3. What resources will be prepared for the Annual Meeting? List materials or supplies needed to host the meeting.

Sign-in sheets to document attendance Agendas outlining meeting topics and schedule Copies of the Schoolwide Plan (CNA/SWP/PFEP) for review Presentation materials (PowerPoint slides, projector, screen, laptop) Feedback forms or surveys to collect parent and stakeholder input Translation services or translated documents (if needed) to support all families Name tags for participants and staff Writing supplies (pens, pencils, notepads) Light refreshments to create a welcoming environment Free books

Staff Trainings

1. Staff Training for Parent and Family Engagement #1

• Name of Training

Effective Parent-Teacher Conferences

- What specific strategy, skill or program will staff learn to implement with families?

This training will focus on developing staff skills to conduct productive, respectful, and collaborative parent-teacher conferences. Participants will learn how to: Prepare for conferences by organizing student data, work samples, and specific examples of progress. Use strengths-based language that highlights student successes alongside areas for growth. Engage families as partners by inviting input, asking open-ended questions, and actively listening. Communicate clearly and respectfully across diverse cultural and linguistic backgrounds. Develop actionable next steps with families to support student learning at home and school. Role-playing scenarios and modeling will allow staff to practice effective communication techniques and problem-solving during conferences.

- What is the expected impact of this training on family engagement?

Increased Family Participation Stronger Trust and Relationships Increased Confidence Among Families

- What will teachers submit as evidence of implementation?

Conference notes, reports of data provided to parents

- Month of Training

August 2026

- Responsible Person(s)

Celia Lawrence

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Supporting Parents in Helping Children with Reading at Home

- What specific strategy, skill or program will staff learn to implement with families?

Provide families with simple, practical reading strategies (reading aloud, asking comprehension questions, practicing fluency). Model how to explain reading strategies in family-friendly language. Share resources such as book lists, digital tools, and guided questions parents can use during reading time. Encourage families to create a positive reading culture at home, regardless of their own reading proficiency. Address diverse family needs by offering flexible and culturally responsive literacy supports. Teachers will also develop take-home materials and workshop ideas to directly engage families in literacy practices.

- What is the expected impact of this training on family engagement?

Greater Consistency Between Home and School Improved Student Achievement

- What will teachers submit as evidence of implementation?

A plan for take-home materials and workshop ideas to directly engage families in literacy practices.

- Month of Training

September 2026

- Responsible Person(s)

Kristina McCann

Parent Trainings

1. Parent and Family Capacity Building Training #1

- Name of Training

Math Matters at Home

- What specific strategy, skill or program will parents learn to implement with their children at home?

Parents will learn and implement math computation strategies that build their child's accuracy, fluency, and confidence with basic math facts and problem solving at home. Parents will learn how to: -Implement number sense activities that help children understand relationships between numbers rather than relying solely on memorization. -Conduct brief math fact fluency practice using games, flashcards, and timed activities.

- Describe the interactive hands-on component of the training.

1. Number Sense Activity: Build It, Compare It, Explain It Objective: Help children understand relationships between numbers rather than memorizing facts. Instructions: Give each student a number card. Students use cubes to build their number. Ask students to find a partner and compare numbers. Students discuss: Which number is greater/less? How many more or fewer does one number have? Can the larger number be broken into two smaller numbers? Have students represent their number on a ten frame and write an equation showing a number relationship (e.g., $8 = 5 + 3$). Extension Questions: What number is 2 more than yours? What number is 1 less? ----- 2. Math Fact Fluency Activity: Math Fact Relay Race Objective: Build quick recall of basic math facts through engaging practice. Divide students into small teams. Place a stack of flashcards at the front of the room. One student from each team runs to the stack, draws a card, solves the fact on a whiteboard, and returns. The next teammate repeats the process. Continue for 2-3 minutes. Teams count the number of correct facts completed. Variations: Partner Flashcard Challenge: Partners quiz each other and sort cards into "Know It" and "Practice More." Beat the Clock: Students try to solve a set number of facts in one minute and track personal growth over time. Dice Fact Game: Roll two dice and create addition, subtraction, or multiplication facts.

- What is the expected impact of this training on student achievement?

Students will be able to improve their number sense skills and will become more confident, fluent with solving basic math problems

- Date of Training

September 8

- Responsible Person(s)

Celia Lawrence, Yaleesa Rey, Sarah Boyce

- Resources and Materials

Materials: Flashcards with addition, subtraction, multiplication, or division facts, Timer, Whiteboards and markers, Materials: Linking cubes or counters, Number cards (1-20), Ten frames, Dry erase boards

- Amount (e.g. \$10.00)

\$150.00

3. Parent and Family Capacity Building Training #2

- Name of Training

Growing Young Scientists at Home: Supporting Science Vocabulary Development

- What specific strategy, skill or program will parents learn to implement with their children at home?

Equip families with simple strategies (such as "word of the week") to help children understand, use, and remember science vocabulary at home

- Describe the interactive hands-on component of the training.

Students/families will learn the following vocabulary words: Sink, Float, Predict, Observe, Density, Buoyancy, Compare, Classify, Properties, Material, Hypothesis, Conclusion; by participating in the following activity: Sink or Float Materials: Bowl of water Various household objects Parent Questions: What do you predict will happen? What did you observe? Why did it float?

- What is the expected impact of this training on student achievement?

Participation in the Sink or Float/ word of the week activity will increase students' understanding of scientific inquiry by engaging them in predicting, observing, testing, and explaining outcomes. Students will develop critical thinking skills, strengthen science vocabulary, and build foundational knowledge of properties of matter while fostering curiosity and confidence in science learning.

- Date of Training

Thursday, January 28th, 2027

- Responsible Person(s)

Celia Lawrence, Darion Johnson, Sarah Boyce

- Resources and Materials

Copilot said: Materials for Sink or Float Activity Large bowl, tub, or sink filled with water Variety of household objects (plastic spoon, coin, cork, rock, toy block, rubber ball, paper clip, etc.) Prediction recording sheet Pencil or crayons Science journal or notebook Towel for spills Chart paper or whiteboard Sink/Float sorting chart Science vocabulary cards (predict, observe, sink, float, compare, conclude) Materials for Word of the Week Activity Weekly science vocabulary word list Index cards or sentence strips Sticky notes Markers or pencils Vocabulary notebook or journal Family discussion questions sheet Drawing paper Crayons, colored pencils, or markers Science books or articles Word wall space (wall, refrigerator, bulletin board, etc.) Real-life objects or pictures related to the vocabulary word Vocabulary practice chart for tracking word usage throughout the week

- Amount (e.g. \$10.00)

\$200

5. Parent and Family Capacity Building Training #3

- Name of Training

Poetry Pizzazz: Bringing Figurative Language to Life at Home!

- What specific strategy, skill or program will parents learn to implement with their children at home?

Teach parents fun, hands-on strategies to help children understand and use poetry and figurative language at home.

- Describe the interactive hands-on component of the training.

Figurative language scavenger hunt: Parents work in small groups. Search for examples of: Similes Metaphors Personification Hyperbole Onomatopoeia Phrases or pictures containing these devices will be posted around the campus. Parents will be given a tic-tac-toe type chart to complete as they find these Once the hunt is over, parents will discuss what the author is trying to help the reader imagine. Home Connection-Families can notice these figurative language examples while reading bedtime stories or listening to music together.

- What is the expected impact of this training on student achievement?

The expected impact of this training on student achievement will be: Increase vocabulary and reading comprehension. Better understand similes, metaphors, personification, hyperbole, and onomatopoeia. Strengthen oral language and communication abilities. Develop confidence in analyzing and writing poetry. Build stronger connections between home and school learning.

- Date of Training

Thursday, January 28th, 2027

- Responsible Person(s)

Celia Lawrence, Kristina McCann, Lenijane Ebona, Sarah Boyce

- Resources and Materials

Materials Figurative language recording sheet Magazine pages Children's books Song lyrics (age-appropriate) Highlighters

- Amount (e.g. \$10.00)

\$100

Coordination and Integration

1. Partnership #1 - List Federal Program such as Migrant, Homeless, Professional Learning, ESOL/ELL, IDEA, Region Support, or Safe Schools

- **Name of Agency**

Homeless - McKinney Vento

- **Describe how agency/organization supports families.**

The McKinney-Vento Program (MVP) of the School District of Palm Beach County supports students and families who are experiencing homelessness or unstable housing situations. The program's goal is to remove barriers that may prevent children from attending school regularly and succeeding academically. How the McKinney-Vento Program Helps Families Ensures immediate school enrollment even when families do not have required documents such as proof of residence, immunization records, or school records. Provides transportation assistance so students can remain at their school of origin and maintain educational stability when possible. Supplies school essentials such as school supplies, uniforms, and toiletries. Ensures access to free school meals, including breakfast and lunch. Connects families with community resources for housing assistance, food, healthcare, and other social services. Provides outreach and case management services to help students overcome challenges related to homelessness. Supports parent engagement and encourages families to stay involved in their child's education. Advocates for students' educational rights under the federal McKinney-Vento Homeless Assistance Act

- **Based on the description list the documentation you will provide to showcase this partnership.**

Below are some examples of the possible documentation that we will provide to showcase this partnership: Meeting agendas and sign-in sheets documenting collaboration between school staff and McKinney-Vento representatives. Referral logs or forms showing students and families referred to McKinney-Vento services (with confidential information redacted). Parent workshop flyers, invitations, and presentations that include information about McKinney-Vento resources. Photographs of family engagement events, resource fairs, or school-based support activities involving the McKinney-Vento Program. Parent communication samples, such as newsletters, emails, text messages, or brochures informing families about available services. Resource guides and informational handouts distributed to families regarding housing assistance, food support, transportation, and educational rights. Student Housing Questionnaires (sample copies) used to identify eligible families. Documentation of transportation assistance provided to eligible students to maintain school stability. Documentation of school supply, uniform, and toiletry distributions to students experiencing homelessness. Evidence of community resource referrals, including partnerships with local agencies for housing, food, healthcare, and social services. Data reports showing the number of students served and the types of supports provided through the partnership. Family testimonials or feedback surveys describing the impact of McKinney-Vento services on students and families.

- Frequency

Throughout the year, as needed. Meetings to review progress of MVP students will be held once every 8 weeks through SBT.

2. Partnership #2 - List Department, Organization, or Agency

- Name of Agency

Sheriff's Department

- Describe how agency/organization supports families.

Sheriff's Department participates in School Career day and provides information to families about community services. They also drop off school supplies to the school.

- Based on the description list the documentation you will provide to showcase this partnership.

Sign-In sheet, pictures event, materials shared, pictures of donated materials

- Frequency

Twice a year

3. Partnership #3 - List Department, Organization, or Agency

- Name of Agency

Multicultural Department of SDPBC

- Describe how agency/organization supports families.

Provides support services to ensure compliance with district, state, and federal requirements for English Language Learners (ELLs). Offers professional development and training for teachers and staff on effective instructional strategies for ELL students and ESOL programs Facilitates ESOL certification and required training to help educators meet Florida ESOL requirements. Provides bilingual and bicultural counseling services to support students' social, emotional, and academic needs. Supplies language-related instructional materials to support classroom instruction. Coordinates parent and family engagement opportunities to increase family involvement in student learning and school activities. Supports the Migrant Education Program, which provides academic, social, health, family literacy, and enrichment services to eligible migrant students and families

- Based on the description list the documentation you will provide to showcase this partnership.

Professional development agendas, sign-in sheets, and training certificates. Parent workshop flyers and multilingual family engagement materials. Translation and interpretation service requests and records. Multilingual parent communications, newsletters, and brochures. Records of instructional resources provided to teachers and students. Meeting agendas and collaboration logs with Multicultural Department staff. Student support plans and ELL program documentation (with confidential information redacted). Photographs from multicultural events, family nights, and Dual Language activities. Data reports demonstrating support for ELL and migrant students.

- Frequency

Throughout the year, as needed

Communication

1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.
2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.
3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.
4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.

5. Describe how the school will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance.

- Description

At our Annual Title I Meeting on September 8th, we will provide families with detailed information about available programs, services, and resources that support student achievement. This information will be shared through a presentation that highlights opportunities for family involvement, academic support, and community partnerships. Families will learn about programs such as Title I services, the McKinney-Vento Program, Multicultural Education supports, and other resources available to help students succeed. In addition to the presentation, families will receive printed handouts containing important information, contact details, eligibility requirements, and instructions for accessing available services. The handouts will serve as a take-home resource so parents can review the information, share it with family members, and easily connect with school and district personnel when assistance is needed. Translation services and multilingual materials will be provided as needed to ensure all families have equitable access to the information. This outreach effort will increase awareness of available supports, strengthen family engagement, and foster meaningful partnerships between the school, families, and community organizations.

- List evidence that you will upload based on your description.

Meeting agenda showing the presentation of Title I programs, services, and community resources. Sign-in sheets documenting parent and family attendance. Copies of the Title I Meeting presentation slides. Parent handouts distributed during the meeting. Flyers and invitations advertising the Annual Title I Meeting. Photographs of the presentation and family participation. Samples of multilingual handouts and translated materials. Parent feedback surveys or evaluation forms completed after the meeting. School website screenshots posting meeting information and resources. Parent communication records, including emails, text messages, newsletters, and phone call logs promoting the meetin

- Description

During Curriculum Night, teachers will provide an overview of grade-level learning goals, state standards, instructional materials, and assessment expectations in reading, mathematics, science, and other content areas. Parents will have the opportunity to learn about the skills and knowledge their children are expected to master and how classroom instruction is designed to support student success. Throughout the year, parents will receive progress reports and report cards that provide updates on their child's academic performance, growth, and progress toward meeting grade-level standards and proficiency expectations. These reports will help families monitor achievement, identify areas of strength, and recognize areas where additional support may be needed. In addition, parent-teacher conferences will provide opportunities for individualized discussions about student progress. During these meetings, teachers will review assessment data, explain academic expectations, discuss student strengths and areas for improvement, and recommend strategies that families can use at home to support learning.

- List evidence that you will upload based on your description.

Agendas Sign-in sheets Parent Conference Notes Flyers to invite parents to events (translated) Report card distribution schedule

- Description

The school will inform parents about the academic assessments used to measure student progress (weekly classroom assessments, IXL diagnostics and progress, classwork, etc) and achievement of State academic standards (PM results, WIDA, etc) through multiple communication methods throughout the school year. These methods may include: Parent-teacher conferences Student progress reports and report cards Parent newsletters and email communications Parent information meetings and workshops Parents will receive information about: The purpose of each assessment The content and skills being measured The assessment schedule and dates How assessment results are used to support student learning Student performance levels and progress toward meeting State academic standards Ways parents can support their child's academic growth at home

- List evidence that you will upload based on your description.

Copies of flyers and sample artifacts of report cards (with student information redacted) Parent-Teacher Conference Agendas and Sign-In Sheets Meeting agendas showing discussion of assessment results Signed Student Progress Reports, confirming parent receipt Signed Interim progress reports shared with families, confirming receipt Examples of progress monitoring reports shared with parents and signed Parent Newsletters sharing academic achievers (ex- highest IXL performance, highest AR student, etc) Newsletters explaining assessment types, schedules, and how results will be shared Communications about State assessments and testing dates Copies of emails informing parents about upcoming assessments School Website Screenshots announcing release of grades/test results Assessment information pages Testing calendars and parent resources Parent Workshop Materials Presentation slides Handouts explaining State academic standards and assessments Sign-in sheets from assessment information sessions School Handbook or Parent Guide Sections describing assessment programs and reporting procedures Assessment Calendar Annual testing schedule distributed to parents State Assessment Reports Sample student score reports shared with families Guides explaining achievement levels and performance categories Curriculum Guides Documents connecting instructional standards to assessment measures Family Engagement Event Documentation Flyers, agendas, photographs, and sign-in sheets from parent information nights focused on student achievement and assessments

- Description

The school will inform parents about opportunities to participate in educational decision-making through newsletters, emails, flyers, phone messages, the school website, and family engagement events throughout the year. Parents will be encouraged to provide input through Board meetings, Title I meetings, surveys, parent-teacher conferences, and committees involved in the development and review of the School Improvement Plan, Parent and Family Engagement Plan, and School-Parent Compact. The school will also provide timely notices, translated materials, and interpretation services as needed to ensure all families have meaningful opportunities to participate in decisions that support student learning and school improvement.

- List evidence that you will upload based on your description.

Agenda Sign-in sheet Flyers to announce events

- Description

We will offer some parent events before school, different times after school, and different days of the week to ensure flexible meeting dates to remove barriers for attendance.

- List evidence that you will upload based on your description.

Flyers Sign-in sheets

Accessibility

1. Parents and families with limited English proficiency

2. Parents and families with disabilities

3. Families engaged in migratory work

4. Families experiencing homelessness

- **Description**

In order to ensure equitable access for all parents with limited English proficiency, BPA of Palm Beach will provide the accommodations below: Provide information in families' preferred language. Offer translated notices, flyers, report cards, and school documents. Use multiple communication methods, including phone calls, text messages, emails, messaging apps. Maintain updated contact information to ensure communication continues during periods of relocation. Provide recorded presentations and meeting summaries for families unable to attend live sessions Offer virtual participation through Zoom or other online platforms. Schedule meetings at various times, including evenings and weekends. Conduct phone conferences when internet access is limited

- **List evidence that you will upload based on your description.**

Screenshot of Zoom participants, interpreter's sign-in sheets, flyers of events highlighting various dates and times, receipts for refreshments, pictures of events, sign-in sheets, meeting agendas

- **Description**

BridgePrep Academy of Palm Beach is committed to ensuring that all families have meaningful opportunities to participate in family engagement activities, meetings, and decision-making processes. To remove barriers to participation, the school will provide a variety of accommodations and supports for families with disabilities. BridgePrep Academy of Palm Beach will provide reasonable accommodations upon request, including wheelchair-accessible meeting locations, closed captioning for virtual meetings, large-print materials, electronic copies of documents, and language that is accessible and easy to understand. Virtual participation options, such as Zoom or other online platforms, will also be available when feasible to support families who may be unable to attend in person due to mobility or health-related concerns. We will also schedule meetings at varying times to accommodate family needs, and provide access to meeting materials electronically. When possible and allowable, the school may assist with transportation arrangements or provide information about available community transportation resources to support participation in school-sponsored events. When feasible, BPA of Palm Beach may provide refreshments, childcare during meetings, or access to community resources that help address barriers to participation.

- **List evidence that you will upload based on your description.**

Screenshot of Zoom participants, pictures of ramps/elevators, interpreter's sign-in sheets, flyers of events highlighting various dates and times, receipts for refreshments, pictures of events, sign-in sheets, meeting agendas

- Description

To ensure that migrant families have full and meaningful opportunities to participate in their children's education, the school will provide flexible and responsive accommodations that address the unique challenges associated with seasonal and migrant employment. Accommodations: Host events in churches, community centers Offer flexible participation options Provide multiple time slots (daytime + evening). Offer virtual access when possible. Use home-visiting models or small-group meetings to build relationships. Engage families in familiar environments to reduce anxiety and increase comfort.

- List evidence that you will upload based on your description.

Screenshot of Zoom participants, interpreter's sign-in sheets, flyers of events highlighting various dates and times, receipts for refreshments, pictures of events, sign-in sheets, meeting agendas

- Description

BridgePrep Academy of Palm Beach recognizes that families experiencing homelessness may face barriers that limit participation in their child's education. In accordance with the McKinney-Vento Homeless Assistance Act, the school will provide accommodations and supports to ensure these families can participate fully in school activities and decision-making processes. Accommodations: Multiple methods of communication, including phone calls, text messages, emails. Flexible communication when families relocate frequently. Translation and interpretation services for families whose primary language is not English. Electronic copies of school documents and family engagement materials. Recorded virtual meetings for parents unable to attend live sessions. Meeting and participation supports Zoom and virtual meeting options for all major family engagement events. Flexible scheduling, including evening and weekend meetings. Telephone conferences when internet access is unavailable. Access to meeting recordings, handouts, and presentations after events. Assistance coordinating transportation to maintain school stability for students. Virtual attendance options to eliminate transportation barriers. Information regarding community transportation resources.

- List evidence that you will upload based on your description.

Flyers and meeting notices showing virtual participation options. Communications informing families about McKinney-Vento services. Parent outreach logs, phone logs, emails, and text message records. Transportation request and coordination records. Meeting agendas and sign-in sheets from family engagement events. Parent surveys identifying barriers related to homelessness.

Other Activities

1. Activity #1

Activity #1

- Activity #1

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

2. Activity #2

Activity #2

- Activity #2

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

3. Activity #3

Activity #3

- Activity #3

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

Building Non-Academic Skills

1. Building Students' Non-Academic Skills

At BridgePrep Academy of Palm Beach we believe that educating the whole child requires intentional development of Skills for Life and Learning (SLL) alongside academic learning. We teach students healthy strategies for managing stress, emotions, and challenges through social-emotional small groups led by our social worker. Students learn how to identify emotions, seek help when needed, and apply effective coping strategies in difficult situations. We encourage students to see challenges as opportunities for growth and learning. Through positive feedback, goal setting, reflection, and celebration of effort and progress, students learn that abilities can be developed through dedication, practice, and persistence. Our school utilizes the Positive Behavioral Interventions and Supports (PBIS) framework to create a safe, respectful, and positive learning environment. Clear behavioral expectations are taught and reinforced throughout the school day, helping students develop self-discipline, responsibility, respect, integrity, and empathy. Positive behaviors are recognized and celebrated through our Bulldog Bucks incentive program, which allows students to earn rewards and shop at the school store. In addition, students who consistently demonstrate positive behavior are recognized through monthly behavior celebrations, dances, and parties. By emphasizing positive reinforcement and character development, we encourage students to make responsible choices and contribute to a supportive and inclusive school culture. Students receive guidance in time management, planning, goal setting, and task completion. Teachers support students in using take home folders, schedules, checklists, and goal setting trackers which promote independence and accountability. We explicitly teach effective study strategies such as note-taking, test preparation, active reading, self-monitoring, and study planning during "crunch time." Character development is integrated throughout the school experience. Students are encouraged to demonstrate honesty, kindness, respect, responsibility, perseverance, citizenship, and ethical decision-making through daily interactions and service opportunities. A daily affirmation/quote around character development is shared on the morning announcements. We foster compassion and civic responsibility by providing opportunities for community service, volunteer projects, peer mentoring, and school-wide initiatives that encourage students to contribute positively to their communities and recognize the value of helping others through our safety patrols and student government clubs. Through these combined efforts, students develop the confidence, resilience, character, and life skills needed to become successful learners, responsible citizens, and compassionate members of society.

SBT/MTSS Implementation

1. SBT/MTSS Implementation

At BridgePrep Academy of Palm Beach, we implement a systematic, data-driven Multi-Tiered System of Supports (MTSS) to ensure that all students receive the academic interventions and support necessary for success. Our process is focused on identifying student needs early, providing targeted interventions, and continuously monitoring progress to maximize student growth. At the beginning of each school year, all students complete a Beginning-of-Year (BOY) placement assessment to determine their instructional reading level. This assessment data, along with state assessment results, classroom performance, teacher observations, and other available academic data, is analyzed to identify students who may require additional support. Using multiple data sources allows us to accurately determine each student's strengths and areas of need. Based on the analysis of assessment data, students are placed into appropriate intervention groups aligned to their specific skill deficits and instructional needs. The MTSS team and instructional staff review student performance data to determine the intensity and type of intervention required. Supports are differentiated to ensure students receive targeted instruction at the appropriate tier level. Students participate in intervention groups designed to address their individual academic needs, particularly in reading and foundational literacy skills. Intervention instruction is intentional, skill-based, and aligned to identified learning gaps. Instructional strategies, resources, and intervention programs are selected based on student data and are delivered consistently throughout the intervention cycle. Direct Instruction resources are used for phonics (RMSE), comprehension (corrective reading) and math computation (corrective math). Intervention at BridgePrep Academy of Palm Beach is systematically and frequently tracked and monitored. Students receiving interventions are assessed on a weekly basis to measure progress toward their goals and evaluate the effectiveness of the support being provided. Data is regularly reviewed by teachers and school leadership to determine whether students are making adequate progress, require adjustments to their intervention plan, or are ready to transition to a different level of support. This continuous monitoring process ensures that instructional decisions remain data-driven and responsive to student needs. Through this structured MTSS framework, BridgePrep Academy of Palm Beach provides timely, targeted support that promotes academic growth and ensures every student has the opportunity to succeed.

Provision of a Well-Rounded Education

1. Well-Rounded Education

At BridgePrep Academy of Palm Beach, we are committed to providing all students with a well-rounded educational experience that balances academics with enrichment opportunities designed to foster creativity, critical thinking, career readiness, and personal growth. Through data-driven instruction, standards-aligned curriculum, diverse electives, extended learning opportunities, and extracurricular activities, we ensure that students are prepared for success both in school and beyond. The school uses multiple sources of data to identify students' instructional needs and guide academic planning. At the beginning of the year, students participate in diagnostic and placement assessments to establish baseline performance levels. Teachers also analyze state assessment data, classroom assessments, progress-monitoring results, and teacher observations to identify strengths and areas requiring support. This data is reviewed regularly by teachers, interventionists, and school leadership teams to inform instructional decisions, intervention placement, and enrichment opportunities. Instruction is aligned to Florida's B.E.S.T. Standards through the use of standards-based curricula, pacing guides, and instructional resources. Teachers engage in collaborative planning through course collaboration, professional development, and ongoing data analysis to ensure lessons reflect grade-level expectations and learning targets. Classroom instruction is regularly monitored through observations, lesson plan reviews, and student performance data to ensure high-quality, standards-aligned learning experiences for all students. In addition to core academic subjects, students participate in a variety of enrichment courses that support the development of the whole child. These opportunities may include: Physical Education, Foreign Language (Spanish), Character Education Students are introduced to career readiness and workforce skills through digital literacy instruction, and project-based learning opportunities, and through college and career week. These experiences help students develop critical workplace competencies such as communication, collaboration, problem-solving, adaptability, leadership, and responsible use of technology. Students gain exposure to career pathways while building skills that are transferable to future educational and professional environments. BridgePrep Academy of Palm Beach provides multiple opportunities for students to extend learning beyond the traditional school day. These opportunities may include: Academic intervention and support programs, Before- and after-school tutoring, Enrichment clubs and activities, Summer learning opportunities, and Targeted small-group instruction based on student needs. Through our approach to academics, enrichment, intervention, and extracurricular involvement, BridgePrep Academy of Palm Beach ensures that every student has access to meaningful learning experiences that support achievement, character development, and lifelong success.

Post-Secondary Opportunities and Workforce Readiness

1. Post-Secondary Opportunities and Workforce Readiness

At BridgePrep Academy of Palm Beach, we build students' awareness of and readiness for post-secondary opportunities and the workforce through intentional career exploration and college readiness initiatives. Each year, we host a College and Career Week, designed to expose students to a wide range of educational and career pathways. As part of this effort, we partner with Junior Achievement to host a Career Day, where professionals from various industries share their experiences, discuss career opportunities, and help students understand the skills and education needed for success in different fields. In addition, we provide opportunities for students to learn about and engage with colleges, universities, and technical schools through presentations, informational sessions, and exposure to post-secondary options. These experiences help students connect their interests and strengths to future educational and career goals, empowering them to make informed decisions about their next steps after graduation. By fostering career awareness, college readiness, and workforce knowledge, we help students develop a clearer vision for their future and the confidence to pursue it.

Transition From Early Childhood to Elementary School

1. Transition to Elementary School

We help preschool students and their families successfully move from early childhood education programs into elementary school. Our approach begins with a Kindergarten Readiness Kit, which provides families with resources and activities to support learning and prepare students for the expectations of kindergarten. Prior to the start of the school year, students participate in placement screeners that help us better understand their individual strengths and needs, allowing us to create supportive learning environments from day one. We also host a Kindergarten Orientation, where students and families have an opportunity to meet school staff, become familiar with the campus, and learn about kindergarten routines and expectations. There is also a meet the teacher event prior to the school year starting to introduce students and their families to the learning environment. To ease the adjustment to a new school setting, we implement a staggered start, which allows students to begin school in smaller groups and receive additional attention as they acclimate to the elementary environment. We recognize that transitioning to kindergarten is a significant milestone for families as well as students, so we also host a "Boo-Hoo, Ya-Hoo" Breakfast for parents. This event provides an opportunity for families to celebrate this important step, connect with other parents, build relationships with school staff, and ask questions in a welcoming and supportive setting.

Professional Learning

1. Professional Learning

We provide multiple opportunities throughout the year for teachers, tutors and paraprofessionals to strengthen instructional practices and effectively use data to inform decision-making. Our professional learning model is grounded in a systematic coaching approach utilizing Get Better Faster and Teach Like a Champion strategies. Through regular coaching cycles, educators receive targeted feedback, modeling, observation, and support focused on high-impact instructional practices that improve student engagement and achievement faster. In preparation for the school year, teachers participate in rigorous summer professional development institutes that emphasizes classroom management, instructional excellence, and academic content planning. These trainings ensure staff begin the year equipped with clear instructional frameworks, effective routines, and strong curriculum knowledge. Throughout the school year, our Directors of Instruction provide ongoing professional development, individualized coaching, and instructional resources aligned to school and student needs. Teachers and instructional staff engage in data analysis discussions, review student performance trends, and collaborate on instructional adjustments to address learning gaps and accelerate student growth. Professional learning opportunities are differentiated to meet the needs of educators at various levels of experience and are designed to build instructional capacity, strengthen data literacy, and promote continuous improvement across all classrooms.

Recruitment and Retention of Effective Educators

1. Recruitment and Retention

We employ a multifaceted approach to recruit and retain highly effective teachers, particularly in high-need subject areas. To expand our talent pipeline, we partner with organizations such as Greenheart Exchange and Teach For America, which provide access to qualified educators who are committed to serving diverse student populations and addressing critical staffing needs. These partnerships help us attract talented teachers who bring a variety of experiences, perspectives, and expertise to our school community. In addition, we are proactively building a sustainable pipeline of future educators through partnerships with Grand Canyon University and Doral College. These collaborations provide opportunities for student teachers to complete field experiences and internships at our school, allowing us to identify and develop promising teaching candidates before they enter the workforce. To support retention, we have established a comprehensive onboarding playbook that helps new staff successfully transition into our school culture, instructional expectations, and operational systems. New teachers also participate in a structured mentoring program, where experienced educators provide guidance, coaching, and ongoing support throughout their first years of teaching. Beyond onboarding, teachers benefit from continuous professional development, instructional coaching, and leadership support that foster professional growth and career satisfaction. By combining strong recruitment partnerships with intentional onboarding, mentoring, and professional learning opportunities, we are able to attract, develop, and retain high-quality educators who are committed to student success and long-term service within our school community.