Marion County Public Schools

BRIDGEWAY ACADEMY

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2026-27 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

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

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The mission of BWA is to provide consistent academic support that helps students maintain learning while developing social skills following choices that led to negative outcomes. BWA is committed to fostering **rigor**, **relevance**, and **relationships**:

- **Rigor** means providing academic that challenges students to grow.
- **Relevance** connects learning to students' interests and supports better decision-making.
- **Relationships** focus on building strong, positive connections among students, families, educators, and the community.

Provide the school's vision statement

We Believe...
All students can have a positive learning experience from all previous decisions and continue to flourish academically while working to enhance their decision-making skills. We are committed to working with building a relationship between teachers, administrators, school support staff, and families that will support our students' academic achievement and strengthen their social skills. We believe that building that relationship, will allow for the student to progress towards graduation, and enhance the opportunity for Enrollment, Enlistment, or Employment.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

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

Leadership Team Member #1

Employee's Name

Ronald Jones, Jr.

Ronald.Jones@marion.k12.fl.us

Position Title

Principal

Job Duties and Responsibilities

The Principal will provide leadership needed to support the management necessary to administer and supervise all programs, policies and activities of the school to ensure high-quality educational experiences and services for the students in a safe and enriching environment that is conducive to student success.

Leadership Team Member #2

Employee's Name
Arick Howard

Arick.Howard1@marion.k12.fl.us

Position Title
Assistant Principal Curriculum

Job Duties and Responsibilities

The Assistant Principal of Curriculum plays a vital leadership role in shaping and supporting the academic vision of the school. This position is responsible to assist with:
Curriculum Leadership - Teacher Development - Student Scheduling - Academic Support and Interventions - Collaboration and Communication.

The Assistant Principal will serve as support tot he Principal to ensure that the school mission and vision is followed.

Leadership Team Member #3

Employee's Name
Michael Fronius

Michael.Fronius@marion.k12.fl.us

Position Title
Assistant Principal of Curriculum, Elementary

Job Duties and Responsibilities

The Assistant Principal of Curriculum plays a vital leadership role in shaping and supporting the academic vision of the school. This position is responsible to assist with:
Curriculum Leadership - Teacher Development - Student Scheduling - Academic Support and Interventions - Collaboration and Communication.

The Assistant Principal will serve as support tot he Principal to ensure that the school mission and

vision is followed.

Leadership Team Member #4

Employee's Name
Natasha Oliver

Natasha.Oliver@marion.k12.fl.us

Position Title
Guidance Counselor

Job Duties and Responsibilities

The Guidance Counselor plays a critical role in supporting the *whole child* by addressing **academic, social-emotional, behavioral, and career development needs**. This position requires a trauma-informed, student-centered approach to guide students toward personal growth and long-term success.

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2).

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

Following two full years of serving alternatively placed students, including those assigned due to expulsion and other placements, Bridgeway Academy now has sufficient trend data to evaluate program effectiveness and student outcomes. Feedback gathered during the final School Advisory Council meeting, including input from parents, staff, community partners, and business leaders, helped guide the school's improvement planning process. Analysis of two years of data indicates positive growth in student resilience and engagement. Using this feedback and performance data, the leadership team and teacher leaders identified key priorities for Year Three, focusing on strengthening academic achievement, social-emotional supports, and behavioral growth to ensure students are successful during their time at Bridgeway Academy and beyond.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on

increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The SIP at BWA will be referenced periodically at administrative meetings throughout the year to both monitor effectiveness and also so that the plan can be revised if needed. The plan will also be reviewed at SAC meetings to collect input from those stakeholders so that we can get all perspectives when it comes to our progress in meeting our goals of closing the achievement gap for ESSA subgroups. The plan is also a part of the Family Engagement meetings to ensure that parents know how to access the information.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**COMBINATION** **KG-12**
PRIMARY SERVICE TYPE (PER MSID FILE)	**ALTERNATIVE EDUCATION**
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	**100.0%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	**CSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**WHITE STUDENTS (WHT)*** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)***
SCHOOL GRADES HISTORY **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2025-26:** **2024-25:** **2023-24: COMMENDABLE** **2022-23:** **2021-22: MAINTAINING**

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	0	0	1	7	0	2	2	26	63	101
Absent 10% or more school days	0	0	0	7	0	2	2	24	53	88
One or more suspensions	0	0	0	7	0	2	2	26	63	100
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	14	19	33
Course failure in Math	0	0	0	0	0	0	0	13	21	34
Level 1 on statewide ELA assessment	0	0	0	0	0	1	1	16	39	57
Level 1 on statewide Math assessment	0	0	0	0	0	1	1	17	42	61
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	0	0	5	0	1	1	10	46	63
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	0	4	0	1	1	12	49	67

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	7	0	2	2	26	60	97

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	0	0	0	0	0	0	0	19	19
Students retained two or more times	0	0	0	0	0	0	0	0	3	3

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment		6	6	5	7	7	23	35	61	150
Absent 10% or more school days		5	4	3	5	6	21	30	46	120
One or more suspensions		6	6	5	7	7	23	35	61	150
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment					6	4	2	24	26	62
Level 1 on statewide Math assessment					2	4	3	30	26	65
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators		5	4	3	6	6	23	30	46	123

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year									15	15
Students retained two or more times									3	3

2. Grades 9-12 (optional)

Current Year (2026-27)

Using 2025-26 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
School Enrollment	18	35	30	31	114
Absent 10% or more school days	9	17	11	21	58
One or more suspensions	18	35	30	22	105
Course failure in English Language Arts (ELA)	6	12	8	3	29
Course failure in Math	8	11	7	3	29
Level 1 on statewide ELA assessment	13	17	15	12	57
Level 1 on statewide Algebra assessment		18	13	5	36

Current Year (2026-27)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	18	35	30	22	105

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days	[]	[]	[]	[]	0
One or more suspensions	[]	[]	[]	[]	0
Course failure in English Language Arts (ELA)	[]	[]	[]	[]	0
Course failure in Math	[]	[]	[]	[]	0
Level 1 on statewide ELA assessment	[]	[]	[]	[]	0
Level 1 on statewide Algebra assessment	[]	[]	[]	[]	0

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	[]	[]	[]	[]	0

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year	[]	[]	[]	[]	0
Students retained two or more times	[]	[]	[]	[]	0

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

A. ESSA School, District, State Comparison

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

Data for 2025-26 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*		51	64		47	61		43	58
Grade 3 ELA Achievement		60	64		54	62		53	59
ELA Learning Gains		58	62		51	61		50	59
ELA Lowest 25th Percentile		48	55		45	55		44	54
Math Achievement*		52	64		48	62		49	59
Math Learning Gains		58	61		50	60		56	61
Math Lowest 25th Percentile		52	52		44	53		51	56
Science Achievement		47	60		35	57		32	54
Social Studies Achievement*		59	77		64	74		60	72
Graduation Rate		16	77		12	72		24	71
Middle School Acceleration		61	79		57	75		52	71
College and Career Acceleration		3	61		0	56		4	54
Progress of ELLs in Achieving English Language Proficiency (ELP)					72	61		50	59

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

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

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

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

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	9%
OVERALL FPPI Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	2
Total Points Earned for the FPPI	45
Total Components for the FPPI	5
Percent Tested	41%
Graduation Rate	4%

ESSA OVERALL FPPI HISTORY						
2025-26	**2024-25**	**2023-24**	**2022-23**	**2021-22**	**2020-21****	**2019-20***
9%	14%		11%	31%	21%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
White Students	10%	Yes	2	2
Economically Disadvantaged Students	15%	Yes	2	2

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	6%		27%		0%	8%					4%		
White Students	10%												
Economically Disadvantaged Students	23%		30%		0%						6%		

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	1%		28%		1%	38%		0%					
Students With Disabilities	6%		38%		7%			0%					
Black/African American Students	0%		35%		5%			0%					
White Students	8%		27%		0%								
Economically Disadvantaged Students	3%		30%		4%	27%		0%					

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

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

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

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	6	26%	51%	-25%	62%	-36%
ELA	7	17%	53%	-36%	62%	-45%
ELA	8	12%	54%	-42%	60%	-48%
ELA	9	24%	51%	-27%	60%	-36%
ELA	10	17%	54%	-37%	61%	-44%
Math	6	8%	47%	-39%	60%	-52%
Math	7	23%	43%	-20%	53%	-30%
Math	8	0%	54%	-54%	61%	-61%
Science	8	5%	47%	-42%	52%	-47%
Civics	7	14%	68%	-54%	77%	-63%
Biology	10	18%	53%	-35%	60%	-42%
ELA	3	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
ELA	4	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
ELA	5	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Math	3	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Math	4	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Math	5	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Science	5	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Biology	9	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Biology	11	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Algebra	8	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Algebra	9	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra	10	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Algebra	11	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Algebra	12	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry	8	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry	9	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry	10	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry	11	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History	11	* data suppressed due to fewer than 10 students or all tested students scoring the same.				

III. Planning for Improvement

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

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

Most Improvement

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

ELA showed the most improvement. To support this growth, Bridgeway Academy staffed the department with two certified ELA teachers and a fully staffed reading department. Teachers took ownership of curriculum planning and implementation, collaborating to ensure instruction was aligned to the depth and rigor of the Florida standards. Through consistent monitoring of student progress, targeted reading interventions, and focused standards-based instruction, the ELA team was able to increase student achievement and literacy growth across the school.

Lowest Performance

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

The area with the lowest performance was middle school math proficiency. A major contributing factor was students' significant gaps in foundational math skills, which made it difficult for them to access grade-level content and demonstrate proficiency. Student engagement and motivation also presented challenges, limiting academic growth. Additionally, the school experienced turnover in the middle school math position, resulting in a lack of instructional continuity during the year. To address these challenges, Bridgeway Academy focused on increasing student engagement through individualized support and targeted interventions. The school implemented after-school tutoring with both in-person and virtual options to provide additional academic support and reinforce foundational math skills. Efforts were also made to improve instructional consistency by securing a dedicated middle school math teacher and providing students with structured opportunities to build confidence and success in mathematics.

Greatest Decline

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

8th grade math showed the greatest decline from the prior year. However, the students assessed in 8th grade math were the same cohort who participated in 7th grade math the previous year and demonstrated limited academic growth during that time. As a result, when compared to their grade-level peers statewide, this cohort experienced the largest decline in performance. Several factors

contributed to this outcome. Significant gaps in foundational math skills continued to impact students' ability to master grade-level standards. In addition, student engagement and motivation remained a challenge, limiting academic progress. The school also identified a need for greater consistency in holding students accountable for established academic and behavioral expectations. Strengthening student buy-in and reinforcing clear procedures and expectations among both students and staff will remain a priority as Bridgeway Academy works to improve mathematics achievement.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

7th Grade Civics showed the greatest gap when compared to the state average. While performance improved from the previous school year, the gap increased relative to state results. A key contributing factor was the need for stronger alignment between the curriculum and the assessed learning goals. To address this concern, the school is refining instructional practices to better connect classroom learning with state standards. Moving forward, teachers will place greater emphasis on real-world applications, observations, and discussion-based learning experiences while reducing reliance on computer-based assignments. This shift is expected to increase student engagement, deepen understanding of civics concepts, and improve overall performance trends.

EWS Areas of Concern

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

The Early Warning System (EWS) **E**data identifies student suspensions as a significant area of concern. As an alternative education program, we serve many students who have demonstrated remarkable resilience in overcoming personal, academic, and behavioral challenges. While these challenges can sometimes lead to poor decision-making, they also present opportunities for growth and development.

Our approach focuses on building strong, trusting relationships with students to better understand the circumstances and underlying factors influencing their behavior. By recognizing students' strengths, fostering resilience, and providing consistent support, we help them develop the skills needed to make more positive choices. At the same time, we maintain clear expectations and accountability measures to reinforce responsible decision-making. Through this balanced approach of support, relationship-building, and accountability, we aim to create lasting behavioral improvements and empower students to achieve long-term success.

Highest Priorities

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

1. Building on the Social Emotional Learning Curriculum
2. Building a Culture of Relationships with accountability.

3. Increase the promotion rate for 8th grade students
4. Increase the graduation rate of alternatively placed students

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

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

Area of Focus #1

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD), Black/ African American Students (BLK), White Students (WHT), Economically Disadvantaged Students (FRL)

Area of Focus Description and Rationale

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

Bridgeway Academy (BWA) has identified student engagement and academic achievement as a critical area of focus across all grade levels. Students complete their coursework through the Edgenuity online learning platform; however, prior-year data indicated that increased engagement and more direct standards-based instruction are needed to improve student learning outcomes. Analysis of school performance data revealed that several student subgroups, particularly Students with Disabilities and White students, performed below desired proficiency levels, making this a crucial area for improvement. Low levels of engagement can directly impact student motivation, course completion, mastery of standards, and overall academic performance. To address this need, teachers will receive ongoing professional development on engagement strategies within the Edgenuity platform and will implement standards-based instruction at least once per week during the first semester, increasing to twice per week during the second semester. These lessons will be aligned to priority standards and designed to close learning gaps while reinforcing essential skills. Additionally, daily bell ringers focused on targeted standards will be incorporated into classroom routines to provide consistent practice, strengthen foundational skills, and increase student readiness for learning. This area of focus was identified through a review of prior-year achievement data, subgroup performance, and classroom engagement trends. By increasing student engagement, providing consistent standards-based instruction, and emphasizing daily standards-based practice, BWA aims to improve academic outcomes for all students while providing additional support to Students with Disabilities and White students, whose data indicate the greatest need for improvement.

Measurable Outcome

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

If teachers engage students through standards-based lessons that incorporate high-interest

instructional strategies, student achievement will improve across multiple areas. ELA Achievement scores will increase for White students from 10% to 20% and for Economically Disadvantaged students from 23% to 30%. In Mathematics, both ESSA subgroups will increase achievement from 0% to 15%. These gains will be supported through increased student engagement, daily standards-based bell ringers, and consistent teacher-led instruction aligned to state standards.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

The area of monitoring will be done through biweekly academic meetings that will incorporate subject area collaboration with administrators. These meetings will focus on lesson reviews to ensure that the students are getting standards-based instruction that will produce outcomes that will increase student success. Administration will be reviewing the Data reports in their Monday Administrative meetings and monthly with teachers during the academic meetings.

Person responsible for monitoring outcome

Arick Howard (Arick.Howard1@marion.k12.fl.us)

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

We will focus on ensuring that teachers provide students with standards-based instruction that is both engaging and relevant. These lessons will be designed to connect with students' interests and experiences while also targeting the development of foundational academic skills. This instructional strategy will be implemented schoolwide, serving all students in grades K–12. By meeting students where they are academically, we aim to support continuous growth and improve outcomes across all grade levels.

Rationale:

Teachers will introduce students to lesson templates that are directly aligned to standards identified as areas for improvement based on their previous year's state assessment scores. This targeted approach will allow students to take ownership of their learning by focusing on the skills they need most. In turn, it will foster authentic engagement and provide meaningful instructional support that supplements the Edgenuity platform, ultimately contributing to greater student success.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3

action steps and the person responsible for each step.

Action Step #1
Collaboration with Administrators

Person Monitoring:
Ronald Jones (Ronald.Jones@marion.k12.fl.us)

By When/Frequency:
Completion by the end of the 4th quarter

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. Create bi-weekly meetings with departments to discuss standards based lessons.
2. Set Professional Development on a monthly basis on the use of Study Guides for Edgenuity aligned to the standards.

IV. Positive Learning Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

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

Students who enroll at Bridgeway Academy (BWA) have typically violated the student code of conduct and are either alternatively placed or assigned due to expulsion. While their placement at BWA is temporary, it serves as a critical opportunity for students to remain on track with graduation or promotion requirements. Given the nature of the student population, establishing a positive, supportive school culture is essential for academic and behavioral success. BWA has prioritized building strong relationships, building student Resiliency, and providing standards-based, engaging instruction to support student achievement. Teachers play a pivotal role in shaping the school culture by fostering positive relationships that encourage trust, communication, and student accountability. When teachers are intentional about creating opportunities for students to demonstrate positive behavior and resiliency, it not only enhances classroom dynamics but also motivates students to take ownership of their growth and progress. This approach is especially important in supporting our federally identified subgroups whose overall index scores fell below 41%, including Students with Disabilities, White students, and students eligible for Free and Reduced Lunch. In particular, this strategy will also benefit our entire student population.

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

If Bridgeway Academy (BWA) implements a robust Positive Behavioral Interventions and Supports

(PBIS) program, student engagement and accountability are expected to increase significantly. As students begin to take greater ownership of their behavior and become more resilient, we anticipate a reduction in disciplinary incidents and an increase in time spent in class—both of which are directly linked to improved academic outcomes. With increased instructional time and consistent behavioral support, we project growth in both student grades and state progress monitoring scores. Specifically, math proficiency is expected to improve from 8% to 13%. In addition, the federal index scores for several subgroups are anticipated to show measurable gains:

- **White students**: from 24% to 29%
- **Economically Disadvantaged students**: from 24% to 29%

This strategic focus on PBIS will play a key role in closing achievement gaps and creating a supportive, consistent learning environment for all students at Bridgeway Academy.

Monitoring

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

The implementation and impact of this Area of Focus will be monitored through bi-weekly PBIS meetings that include teachers, the guidance counselor, dean, and behavior specialist. These meetings will involve a thorough review of student behavior data and classroom observations to ensure that the PBIS framework is being applied effectively and is producing the intended outcomes. In addition, school administrators will regularly review student attendance and Edgenuity course completion data to assess student engagement and monitor academic progress. This will help determine whether students are responding positively to the PBIS strategies and remaining actively involved in their learning.

Person responsible for monitoring outcome

Michael Fronius (Michael.Fronius@marion.k12.fl.us)

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Reclaiming Youth at Risk - Futures of Promise

Rationale:

All teachers will continue participation in school-wide professional development on Reclaiming Youth at Risk to foster shared understanding and staff buy-in. This initiative is designed to strengthen

teacher-student relationships by equipping educators with proven strategies to support at-risk youth. Enhancing these relationships will not only improve classroom culture but also strengthen collaboration between teachers and families, ultimately increasing student success.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
Yes

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Collaborating Book Study

Person Monitoring:
Ronald Jones, Jr.

By When/Frequency:
December 20, 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. Collaborative Planning to review Reclaiming Youth at Risk
2. Monthly Family Engagement Meetings with staff and Stakeholders

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

The School Improvement Plan will be disseminated through the school's parent engagement events that are scheduled monthly. Students will be able to have a copy of this plan when they receive their 1st quarter progress report. The plan will also be placed on the school website https://bwa.marionschools.net/
The plan will also be shared with school business partners, community members, and organizations that come to visit students while they are on campus.

Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

The school is planning to follow the Family Engagement Plan that is listed on the school webpage https://bwa.marionschools.net/. The plan entails stakeholders having mutual dialogue with each other. This plan gives parents vital information to make informed decisions to foster their students' growth.

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

BWA plans on increasing the alternative curriculum supplants by doing more professional development on rigous hands on activities that supplement the Edgenuity curriculum. This will allow teachers to feel comfortable navigating through the process, giving students an enriched learning experience. This will also be supplemented with engaging standards based exercises weekly.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

The school principal, secretary, and title 1 coordinator will review the budget monthly to ensure that the school improvement funding is allocated based on student need. The federal programs department will also partner with the school to ensure that all money allocated will be used based on student(s) need. Information will be shared with stakeholders during SAC meetings.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

Partnering with parental figures of students begins with the mandatory intake program. During the intake, there is a counselor present and support staff, which includes the transition coordinator. This enables BWA to speak to parents about their concerns outside of academics. The school has partnered with outside agencies in order to provide students specialized services that they may include in their lives. Administration has incorporated time during the bell schedule to provide social skills initiatives on a daily basis.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

Students are provided with opportunities to have different workforce community partners come visit. During the 25-26 school year, a variety of postsecondary representatives visited to speak to our students, including members of each branch of the military, a local business owner and boxer Tito Ocasio, and Judge LeeAnn Mackey-Barnes. The School Advisory Committee sponsored the opportunity for students to visit the College of Central Florida and Marion Technical College.

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

Students who attend BWA have been alternatively placed; thus, all have intervening services that are coordinated upon intake. The schoolwide expectations are designed to incorporate the PBIS model. Each student discusses what behaviors they are here to improve upon; depending on the nature of the behavior, students will receive a level of mentoring. The mentoring ranges from:

- Frequent

- Weekly
- As needed

BWA has previously invested resources that provide outside mentoring for middle school female students to help them be successful. Families are directed to many resources during the intake process.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

Professional learning centered on *Reclaiming Youth at Risk* will empower teachers to better support students in need. This training will guide staff in developing actionable strategies to foster stronger connections with students, while also creating a foundation for the school's growth and the successful integration of new teachers into the culture. By emphasizing relationship-building and cultivating a culture of continuous professional learning, we can drive improvements in both staff collaboration and student achievement.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

N/A

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

Bridgeway Academy (BWA) transitioned to a student population that includes at-risk students during the 24-25 school year. Each student has been alternatively placed by the school district. Their placement is on the campus of BWA. The school principal, secretary, and Title 1 Coordinator will review the budget monthly to ensure that the school improvement funding is allocated based on student needs. The federal programs department will also partner with the school to ensure that all money allocated will be used based on student(s) needs. Information will be shared with stakeholders during SAC meetings.

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

We will use our title one funds to provide teachers with supplemental materials and professional development opportunities that they can use to enhance their learning. The teachers are given additional supplies through our title one funding to provide students with supplemental materials found outside of the Edgenuity platform. Teachers are allowed to print these materials as needed for students to better comprehend the standards they are working on.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Uploaded Budget	ESSA Subgroups - Students With Disabilities (SWD) - Black/African American Students (BLK) - White Students (WHT) - Economically Disadvantaged Students (FRL)	6400/730	UNISIG	0.0	450.00
Virtual Training Renaissance Flocabulary 60 minute session (District 6400 7300)					
Uploaded Budget	ESSA Subgroups - Students With Disabilities (SWD) - Black/African American Students (BLK) - White Students (WHT) - Economically Disadvantaged Students (FRL)	6300/110	UNISIG	0.0	5, 500.00
Leadership Planning 2 Assistant Principals x 10 hours x 10 days x $27.50					
Uploaded Budget	ESSA Subgroups - Students With Disabilities (SWD) - Black/African American Students (BLK) - White Students (WHT) - Economically Disadvantaged Students (FRL)	6300/120	UNISIG	0.0	31, 350.00
Teacher Planning 38 teachers x 1.5 hrs. x 20 days x $27.50					
Uploaded Budget	ESSA Subgroups - Students With Disabilities (SWD) - Black/African American Students (BLK) - White Students (WHT) - Economically Disadvantaged Students (FRL)	6300/130	UNISIG	0.0	1, 651.00
2 Guidance Counselors leadership planning 10 hours x 8 days x $27.50					
Uploaded Budget	ESSA Subgroups - Students With Disabilities (SWD) - Black/African American Students (BLK) - White Students (WHT) - Economically Disadvantaged Students (FRL)	6300/210	UNISIG	0.0	5, 660.00
Retirement-Planning (District 6300 2100)					
Uploaded Budget	ESSA Subgroups - Students With Disabilities (SWD) - Black/African American Students (BLK) - White Students (WHT) - Economically Disadvantaged Students (FRL)	6300/220	UNISIG	0.0	2, 388.00
FICA -Planning (District 6300 2200)					

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Uploaded Budget	ESSA Subgroups - Students With Disabilities (SWD) - Black/African American Students (BLK) - White Students (WHT) - Economically Disadvantaged Students (FRL)	6300/240	UNISIG	0.0	224.00
Worker's Compensation-Planning (District 6300 2320)					
Uploaded Budget	ESSA Subgroups - Students With Disabilities (SWD) - Black/African American Students (BLK) - White Students (WHT) - Economically Disadvantaged Students (FRL)	6300/220	UNISIG	0.0	559.00
Medicare -Planning (District 6300 2330)					
Uploaded Budget	ESSA Subgroups - Students With Disabilities (SWD) - Black/African American Students (BLK) - White Students (WHT) - Economically Disadvantaged Students (FRL)	5100/310	UNISIG	0.0	34, 000.00
Mentoring Girls on the Rise; Mentoring programs:The EnrichYou Mentorship Program, provided by Girls on the Rise, is a school-based mentoring and support initiative for female students in grades 6-8. It aims to promote academic accountability and personal growth while reducing disciplinary infractions in underrepresented students; particularly minority girls, through structured mentoring and weekly sessions aligned with the school's goals. Program Quote: Amount 10 Students - $3,000 each $30,000 Program Materials & Supplies: $2,000 Administrative Cost: $2,000 Total: $34,000					
Uploaded Budget	Positive Behavior and Intervention System (PBIS)	6400/335	UNISIG	0.0	10, 855.00
Innovative School Summit in Orlando. March 18-21 2027 Experts will share evidence-based programs and strategies that educators can use to prevent dropouts and to help students experience success in school. Registration for 7: $695 x 7= $4,865 Hotel for 7: $280 x 7 x 2 nights = $3,920 Travel (parking, mileage, meals, tolls) $2100 Total: $10,885 (District 6400 3550)					
Uploaded Budget	ESSA Subgroups - Students With Disabilities (SWD) - Black/African American Students (BLK) - White Students (WHT) - Economically Disadvantaged Students (FRL)	5100/369	UNISIG	0.0	2, 500.00
Renaissance Flocabulary Plus - 0-499 (District 5100 3690)					
Uploaded Budget	ESSA Subgroups - Students With	5100/510	UNISIG	0.0	2, 000.00

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
	Disabilities (SWD) - Black/African American Students (BLK) - White Students (WHT) - Economically Disadvantaged Students (FRL)				
Poster maker paper ($1500) (District 5100 5100)					
Uploaded Budget	ESSA Subgroups - Students With Disabilities (SWD) - Black/African American Students (BLK) - White Students (WHT) - Economically Disadvantaged Students (FRL)	5100/519	UNISIG	0.0	6, 113.00
Ink for poster maker (District 5100 5191)					
Uploaded Budget	ESSA Subgroups - Students With Disabilities (SWD) - Black/African American Students (BLK) - White Students (WHT) - Economically Disadvantaged Students (FRL)	6400/335	UNISIG	0.0	4, 827.00
Funding for four staff members to attend the 2027 Project SEARCH National Conference in Orlando, Florida. Participation will provide professional development on evidence-based transition and employment practices for students with disabilities. Estimated costs include registration ($1,800), hotel ($2,292), mileage ($303), and meals ($432), for a total of $4,827. (District 6400 3550)					
Uploaded Budget	ESSA Subgroups - Students With Disabilities (SWD) - Black/African American Students (BLK) - White Students (WHT) - Economically Disadvantaged Students (FRL)	5100/120	UNISIG	0.0	35, 000.00
Retention bonus for qualified teachers who meet one or more eligibility criteria that support ESSA subgroup success, including ESE Certification, ESOL Endorsement, Highly Effective or Effective evaluation ratings, or demonstrated impact on student achievement through progress monitoring, credit recovery, graduation, attendance, or behavioral outcomes aligned with the School Improvement Plan. Due to the alternative school setting and high student mobility, school grade improvement is not an applicable measure. The incentive supports retention of highly qualified staff and continuity of services for identified student subgroups. (District 5100 1200) 35 teachers × $1000					
Uploaded Budget	ESSA Subgroups - Students With Disabilities (SWD) - Black/African American Students (BLK) - White Students (WHT) - Economically	5100/150	UNISIG	0.0	2, 500.00

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
	Disadvantaged Students (FRL)				
Paraprofessional Retention Bonus Retention bonus for qualified paraprofessionals who provide direct instructional, intervention, behavioral, and student support services aligned with the School Improvement Plan. Paraprofessionals support academic achievement and success for identified ESSA subgroups, including ESE, ESOL, and Black/African American students. The incentive is intended to reduce staff turnover, maintain continuity of services, and support implementation of school improvement strategies. (District 5100 1500) 8 paraprofessionals × $500					
Uploaded Budget	ESSA Subgroups - Students With Disabilities (SWD) - Black/African American Students (BLK) - White Students (WHT) - Economically Disadvantaged Students (FRL)	5100/220	UNISIG	0.0	2, 170.00
FICA -Retention (District 5100 2200)					
Uploaded Budget	ESSA Subgroups - Students With Disabilities (SWD) - Black/African American Students (BLK) - White Students (WHT) - Economically Disadvantaged Students (FRL)	5100/240	UNISIG	0.0	203.00
Worker's Compensation-Retention (District 5100 2320)					
Uploaded Budget	ESSA Subgroups - Students With Disabilities (SWD) - Black/African American Students (BLK) - White Students (WHT) - Economically Disadvantaged Students (FRL)	5100/220	UNISIG	0.0	508.00
Medicare -Retention (District 5100 2330)					
Uploaded Budget	ESSA Subgroups - Students With Disabilities (SWD) - Black/African American Students (BLK) - White Students (WHT) - Economically Disadvantaged Students (FRL)	5100/644	UNISIG	0.0	17, 280.00
70 Chromebooks for student programs and assessments $240 x 72 (District 5100 6440)					
Uploaded Budget	Positive Behavior and Intervention System (PBIS)	5100/648	UNISIG	0.0	2, 665.00
Purchase of one IMAGIN-3D Multi-Color 3D Printer (Bambu Lab AMS 2 Pro Combo with Hub) to provide hands-on STEM, engineering, and project-based learning experiences that increase student engagement, problem-solving skills, and career readiness for at-risk students and identified ESSA subgroups. ($2590 + $75 shipping) (District 5100 6480)					

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Uploaded Budget	Positive Behavior and Intervention System (PBIS)	5100/590	UNISIG	0.0	225.00
Purchase of STEM3D Teacher Resource Kit including teacher guides, curriculum starter lessons, implementation resources, and instructional materials to support integration of 3D printing lessons into STEM, STEAM, and academic intervention activities aligned to the School Improvement Plan. (District 5100 5900)					
Uploaded Budget	Positive Behavior and Intervention System (PBIS)	5100/519	UNISIG	0.0	295.00
Purchase of five 0.5kg rolls of PLA filament in black, blue, green, yellow, and red colors, along with a 3D printer tool kit containing a nozzle maintenance kit, file kit, micro cutter, and storage toolbox. These consumable supplies and maintenance tools are necessary for student participation in hands-on STEM projects, engineering design activities, career exploration experiences, and the safe operation and maintenance of the school's 3D printing program. (District 5100 5191)					
Uploaded Budget	Positive Behavior and Intervention System (PBIS)	6400/310	UNISIG	0.0	300.00
Purchase of implementation support services including equipment setup, user training, instructional integration support, progress monitoring consultations, and technical assistance to ensure effective implementation of 3D printing technology and maximize student outcomes. (District 6400 3100)					
Uploaded Budget	Positive Behavior and Intervention System (PBIS)	5100/359	UNISIG	0.0	390.00
Purchase of one-year extended warranty coverage (for 3D printer) providing equipment protection, technical support, and repair services necessary to ensure continued access to instructional technology and minimize disruptions to student learning. (District 5100 3590)					
Uploaded Budget	ESSA Subgroups - Students With Disabilities (SWD) - Black/African American Students (BLK) - White Students (WHT) - Economically Disadvantaged Students (FRL)	6400/335	UNISIG	0.0	4, 849.00
Funds are requested to support 3 administrators attending the FASA Discover '27 Conference. Costs include registration ($1,377), lodging ($2,746), meals ($369), and mileage/ parking ($357), for a total of $4,849. Participation will provide professional learning opportunities that strengthen leadership capacity and support improved student outcomes. (District 6400 3350)					
Uploaded Budget	ESSA Subgroups - Students With Disabilities (SWD) - Black/African American Students (BLK) - White Students (WHT) - Economically	5100/510	UNISIG	0.0	4, 040.00

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
	Disadvantaged Students (FRL)				
Funds are requested to purchase consumable instructional supplies necessary to support project activities. Consumable items: paper , notebooks, folders, markers, pencils, pens, highlighter. (District 5100 5100)					
Uploaded Budget	ESSA Subgroups - Students With Disabilities (SWD) - Black/African American Students (BLK) - White Students (WHT) - Economically Disadvantaged Students (FRL)	5100/590	UNISIG	0.0	6, 266.00
Funds are requested to purchase durable instructional supplies that can be reused over multiple years to support project implementation. Items: manipulatives: counters and algerbra tiles, protractors, books, binders, and calculators. (District 5100 5900)					
Total	Uploaded Budget				184, 768.00
Plan Budget Total					**184, 768.00**

Bridgeway Academy
Parent and Family Engagement Plan (PFEP)

About Title I, Part A

Title I, Part A provides extra support to school districts and schools to help all students receive a high-quality education and meet Florida's academic standards. These resources may include additional teachers, ongoing staff training, extended learning time, family engagement activities, and other programs designed to improve student achievement.

Research shows that when parents and families are actively involved in their child's education, students are more likely to succeed in school, regardless of family income. Because of this, Title I requires schools that receive these funds to build strong partnerships with families and provide meaningful opportunities for them to be involved in their child's learning.

What is Parent and Family Engagement?

Title I, Part A defines parent and family engagement as the active involvement of parents and family members in their child's education. This includes regular, two-way, and meaningful communication between families and school staff that supports student learning and encourages participation in school activities.

This definition aligns with the Every Student Succeeds Act, which emphasizes the importance of strong partnerships between schools and families to help students succeed both academically and socially.

About the Parent and Family Engagement Plan

This plan explains how our school will create and improve opportunities for families to be involved in supporting student learning. It outlines the different ways we encourage family engagement and how parents and family members can help plan and take part in school activities and events.

We value the important role families play in student success. Our goal is to build a strong, equal partnership between home and school to support both student achievement and overall school improvement.

You can review the District's Title I Parent and Family Engagement Plan by clicking the link or by requesting a copy from the front office.

We value our families and believe that all children can learn and succeed when schools and families work together!

Principal Name:	Ronald Jones, Jr.
School Website:	https://bwa.marionschools.net
School Year:	2026-2027

1. Parent and Family Engagement Plan Goal

At Bridgeway Academy, we are committed to building positive relationships with families and community stakeholders to ensure every student has the support they need to thrive. We believe that student success is a shared responsibility, and we strive to provide families with the resources and tools necessary to empower their student's academic and personal growth. Together, we can create a strong foundation that supports achievement, engagement, and lifelong learning.

2. Jointly Developed

Please describe how the school will:

- Involve parents and family members in the development of the school's Parent and Family Engagement Plan (for example, through input, feedback, or participation in meetings).
- Share the Parent and Family Engagement Plan with families and the local community, including how and where the plan will be accessible.
- Review and update the plan each year to reflect the needs of families and the school, including how feedback and data will be used to make improvements.
- Collect and submit parent comments to the district if families are not satisfied with the Title I Schoolwide Plan.
- Provide opportunities for family involvement, including regular meetings, parent-teacher conferences, volunteer opportunities, and reasonable access to school staff upon request.

1. Parents and families are invited to attend parent meetings and provide feedback on the Family Engagement Feedback form. Parents are able to give feedback on their preference for items on the engagement plan through survey responses, there were encouraged to participate during the in-take process.
2. The parent and family engagement plan will be available on the school website in its entirety once board approved. Printed portions of the plan will be included in one-pagers that will be printed and available as a paper copy given to parents in-take.
3. The Parent and Family Engagement is updated annually based on the prior year's success and challenges as well as the programs that are being offered that year. Throughout the current year climate surveys are monitored to meet the changing needs of the families represented at Bridgeway Academy.
4. Comments from families and community stakeholders regarding the Parent and Family Engagement Plan and the Schoolwide Improvement Plan are gained through the annual survey for the school-based Parent and Family Engagement Plan and Schoolwide Improvement Plan, Annual District Family and Community Survey, quarterly Sac Meetings and Climate Surveys at student Intake. The aforementioned surveys and SAC minutes are made available to the District Title 1 office for review throughout the year.
5. Family meetings will be held on a flexible schedule on the different days and/or times, and duplicated meetings will be offered as needed. Meetings including parent-teacher conferences will also be available in person and virtually.

3. Annual Title I Meeting

Describe how the school will conduct an annual meeting (before November 1st) to inform parents of the requirements of Title I, the school's participation, and the parents' rights under Title I.

Parents and families will be invited to attend Bridgeway Academy's Annual Title I Meeting, held on campus. This event will feature a presentation on our school's Title I designation, along with information about available school and community resources. The purpose of the meeting is to inform families about how Title I support our school and enhances student success. Resources will be provided in multiple languages to ensure accessibility for all families. Attendees will also be asked to complete a Family Engagement Feedback Form and the MTI Climate Survey, offering valuable input on school events, curriculum, available resources, and communication between home and school.

4. Communications

Please describe how the school will:

- Ensure the plan is written in a clear and consistent format, and how it will be provided in a language that families can understand, to the extent possible.
- Offer meetings at flexible times, such as morning and evening, to accommodate family schedules.
- Provide meetings in a variety of formats, including in-person, virtual, and individual options (such as conferences or home visits, when applicable).
- Maintain ongoing, two-way communication between families and school staff, and how communication will be provided in a language families can understand, to the extent possible.
- Monitor communication practices to ensure families receive timely responses from school staff.

1. The plan will be presented in a clear, easy-to-understand format, including definitions when necessary. It will be provided in both English and Spanish, and when applicable, translated into the family's home language using a free online translation tool.
2. Family meetings will be scheduled in a flexible format (ex: different days and times) and when necessary, meetings will be duplicated at different times/days allowing for maximum family and community participation. Family meeting information will also be available (upon request) to those families unable to participate during face-to-face meetings. BWA will also perform phone and email follow up calls.
3. BWA will offer meetings in person, online (via Teams) and PowerPoint/Video resources will be available on the school website as well as by request.
4. Prepared messages related to progress reports, upcoming school-family events will be created using clear, easy to understand language (removing academic terms/acronyms whenever possible) and sent via Apptegy to registered phone numbers (numbers update via in-take process), and email addresses of our families. Additional communications will be relayed through medias such as: Allowable Social media platforms, site-based websites, school newsletters, fliers, and school marquee. For those students whose home language is not English, documents will be translated using a free online translation service to the home language of the family.
5. Bridgeway Academy will allocate resources to ensure that the two-way communication is monitored on a daily basis. This will enable the school to ensure stakeholders will received the information they need to help their students be successful.

5. Barriers

Please respond to the following questions.

- Will the school offer transportation services to help reduce barriers to parent and family engagement? If yes, please describe.
- Will the school offer childcare services to help reduce barriers to parent and family engagement? If yes, please describe.

- Transportation – Guidance counselors, transition specialist, and/or administrator will meet at centrally located area with the parents.
- Childcare – will be provided by volunteers
- Providing video resources and online feedback options and individually reaching out to parents to provide information on student progress and resources for support, the barriers of transportation, childcare and time constraints will be removed for our families.

6. School-Parent Compact

Please describe how the school will:

- Partner with families to jointly develop the School-Parent Compact.
- Clearly define shared responsibilities within the School-Parent Compact, including how parents, school staff, and students will contribute to improving student academic achievement.
- Strengthen partnerships with families to support students in meeting challenging state academic standards.

1. Families will be invited to join SAC and to provided feedback is collected during quarterly SAC meetings, annual Parent and Family Engagement Plan and Schoolwide Improvement Plan surveys. The School-Parent Compact is developed with this information and with SAC approval.
2. The compact includes statements with bulleted lists for students, families, and the school. Each statement describes the responsibility of the role that leads to students and school success. District as well as school goals are included for academic achievement. The areas of focus for BWA are also included in the compact. In addition to the "students will…" statements, students will create personal goals for English, Math, Social Studies and a personal goal for self-improvement. Students and families will receive data chats with administration or support staff to ensure every student is progressing towards standard mastery.
3. In addition to the "students will …" statements, students will create personal goals for English, Math, and Social Studies and a personal goal for self-improvement. Students and families will receive notification of upcoming assessments and will be provided resources for meeting the requirements of the content and career-based standards. Students and families will have regular data chats with administration or support staff to ensure every student is progressing towards standard mastery.

7. Coordination of Funds

Describe how the school will coordinate and connect its parent and family engagement efforts with other programs and resources. Include early childhood programs for elementary schools, college and career readiness resources for middle and high schools, parent resource centers, and any other relevant community or district programs.

Coordination with stakeholders to provide parent and family engagement defined as participation of parents in ongoing consultation and meaningful communications with school staff that involves that student, addresses learning and engages the family in school activities. Coordination with stakeholders to promote collaboration between the parents, families and school and to promote the involvement of parents.

8. Building Capacity of Parents

Describe how the school will build parents' understanding of their child's education by providing:

- Explanations of the curriculum and instructional resources
- Individual student assessment results, along with support to help parents understand those results
- Information about the assessments used to measure student progress and state academic standards

1. BWA uses as its primary instructional delivery tool the online curriculum made available through Edgenuity as a product of Imagine Learning. The requirements of each of these courses are outlined in the Annual Title 1 Meeting, school-based website, newsletters, and the in-take process. 2. Families will be notified about the forms of assessment through teacher websites, teacher communications, ongoing school meetings. 3. The achievement levels students are expected to obtain will be described and explained during the Annual Title 1 Meeting, and ongoing academic based family engagement events occurring throughout the year.

9. Parent and Family Engagement Events

Please list a minimum of 4 parent and family engagement events that are planned for the 2026-27 school year. Note that 2 of these will require compliance documentation to be submitted (sign-in sheets, presentation or handouts

Title	**Purpose**	**Quarter Date/Time**
Annual Title I Meeting	We invite you to an evening of learning and sharing about our Title 1 program, including our parent and family engagement policy, the schoolwide improvement plan, the school-parent compacts, and parent's requirements. Invitations will be emailed and posted on the school's social media platforms, and local media.	**Quarter 1** September 10, 2026 5:00 pm

	Staff will call to give each family a personal invitation to the event.	
Family Game Night	Families will come together for a purely social, enjoying each other's company game night with activities for the whole family. Invitations will be emailed and posted in the school newsletter, social media, and local media. Staff will call to give each family a person invitation to the event	**Quarter 1** September 17, 2026 5:30 pm
Resources for the Future	Families will come together for an opportunity to receive information on resources that the MCPS community has to offer. This include representatives from Teen court, Arrnet house, and mentoring programs.	**Quarter 2** November 12, 2026 5:30 pm
Understanding Bridgeway Academy	This night will serve as an overview, for parents of the academic and behavior systems in place at MTI, along with how return to base and graduation works for students placed at MTI. Invitations will be emailed and posted in the school newsletter, social media, and local media. Staff will call to give each family a person invitation to the event	**Quarter 3** January 14, 2027 6 pm
Code of Conduct 101	Families will be given the opportunity to ask questions and gain fuller understanding of the different parts of the Code of Conduct and BWA policies. Invitations will be emailed and posted in the school newsletter, social media, and local media. Staff will call to give each family a person invitation to the event.	**Quarter 4** April 1, 2027 5:00 pm

Note: The activities listed may be updated after publishing.

10. Building Capacity of School Staff

Describe how the school will build staff capacity, with input from parents, to:

- Value and include parent contributions in the school community
- Effectively communicate and work with parents as equal partners
- Implement and coordinate strong parent and family engagement activities
- Ensure information is accessible and understandable for all families and, when possible, in a language parents can understand
- Respond to parent needs and requests for engagement opportunities

1. The teachers will be given a refresher on Karen Maps framework to assist them in value and utility of parent contribution.

2. BWA will continue to provide support to ensure effective parent/teacher relationships, effective methods of two-way communication, website updates, and use of all resources to reach our families. We also utilize our transition specialist to help train teachers to work with families as equal partners.

3. BWA will provide support for effectively communicating with stakeholders (families, community, business partners) to maximize engagement. The training will expand our professional development on the Dual Capacity-Building Framework for Family-School Partnerships. New staff were introduced to this framework during Pre-planning.

4. Bridgeway Academy will provide all information in under stable English free of educational jargon that may not be understandable to families. All documentation and flyers will be translated and also provided in Spanish. For any additional home language, we will use an online translation tool to make the information accessible as needed. We will provide training to use this free online translation tool for all staff.

5. Bridgeway Academy will provide support and will collaborate with staff to plan and include parent feedback into family event planning. We will use a responsive plan to remain flexible to our school's changing needs. BWA will utilize our Family Engagement Rehearsal to give parents and families the opportunity to give suggested engagement activities.

School Advisory Council (SAC) Interest Form

Bridgeway Academy

2026-27

The School Advisory Council (SAC) is a team of parents, school staff, and community members who work together to support student success and school improvement. The council helps review school data, provides input on plans and goals, and encourages strong communication between the school and families. SAC members share ideas, give feedback, and help make decisions that improve the learning environment for all students.

Role Interest

Please select all that apply:

☐Parent/Guardian
☐School Staff
☐Community Member
☐Business Partner

Contact Information

Name:

Student's Name (if applicable):

Student's Grade Level (if applicable):

Address:

Phone Number:

Email Address:

What is your preferred method of contact?

☐Phone Call
☐Text Message
☐Email

Parent and Family Engagement Plan Feedback Form

Thank you for taking a few minutes to provide feedback on our Parent and Family Engagement Plan (PFEP). Your input helps us better understand how well our school is supporting families and where we can improve. We value your ideas and experiences and will use your feedback to strengthen communication, involvement opportunities, and support for student success. Please write any comments in the space provided below and submit this form to the school's main office.

Name: _____

Phone Number:_____

Email Address: _____

Comments:

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