

## 2013-2014 SCHOOL IMPROVEMENT PLAN

Bridgeprep Academy Of Village Green  
13300 SW 120TH ST  
Miami, FL 33186  
305-290-4246

### School Demographics

<b>School Type</b> Combination School	<b>Title I</b> No	<b>Free and Reduced Lunch Rate</b> 54%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> Yes	<b>Minority Rate</b> 98%

### School Grades History

<b>2013-14</b> A	<b>2012-13</b>	<b>2011-12</b>	<b>2010-11</b>
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### SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## **Purpose and Outline of the SIP**

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### **Part I: Current School Status**

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### **Part II: Expected Improvements**

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### **Part III: Coordination and Integration**

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### **Appendix 1: Professional Development Plan to Support Goals**

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### **Appendix 2: Budget to Support Goals**

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

##### School

Bridgeprep Academy Of Village Green

##### Principal

Yenier Padron; Maria Saunders

##### School Advisory Council chair

Illete Calzadilla

#### Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Mitzie Ortiz	Assistant principal
Krystal Chavez	ESE Program Specialist
Margaret Olson	Literarcy Curriculum Specialist
Lourdes Pena	Mathematics Curriculum Specialist
Alexis Franco	Literarcy Curriculum Specialist

#### District-Level Information

##### District

Dade

##### Superintendent

Mr. Alberto M Carvalho

##### Date of school board approval of SIP

12/11/2013

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

Maria Saunders- Principal, Teachers- 3, Educational Support- 1, Parents- 4, Student-1, BCR- 1, Illete Calzadilla- EESAC Chair-1, Juan Carlos Quintana- Governing Board

#### Involvement of the SAC in the development of the SIP

SAC has to review and approve our school improvement plan as well as making any suggestions to it.

#### Activities of the SAC for the upcoming school year

SAC will hold at least 4 meetings this upcoming school year to review and discuss our school improvement plan through the year as well as our school's data.

#### Projected use of school improvement funds, including the amount allocated to each project

School improvement funds will be allocated for after school tutoring as well as our school-wide online reading program.

**Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**  
In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

**Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Administrators**

**# of administrators**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Yenier Padron; Maria Saunders**

Principal

Years as Administrator: 25

Years at Current School: 2

**Credentials**

D. ED.

**Performance Record**

2012-2013 – No Grade  
 Rdg. Proficiency, 64%  
 Math Proficiency, 44 %  
 Writing Proficiency 70%  
 Science Proficiency 45%  
 Rdg. Lrg. Gains, 86 points  
 Math Lrg. Gains, 60points  
 Rdg. Imp. of Lowest 25% 86 points  
 Math Imp. of Lowest 25% 60 points  
 Rdg. AMO –Y  
 Math AMO–Y  
 2011 -2012  
 School Grade A  
 Reading % Satisfactory of higher 73%  
 Math % Satisfactory or higher 83%  
 Writing % Satisfactory or Higher 89%  
 Science % Satisfactory or Higher 65%  
 Reading points for Gains 60  
 Math Points for Gains 82 Reading Gains low 25% 60  
 Math Gains for low 25% 82  
 2010-2011  
 School Grade: NG  
 AYP: Y  
 High standards Rdg: 87  
 High standards Math: 74  
 Lrng. Gains-Rdg: 50  
 Lrng. Gains- Math: 21  
 Gains-Rdg.-25%: 50  
 Gains-Math-25%: 21  
 2009-2010  
 Served for 21 years as the principal of St. Paul Lutheran School.  
 SAT-10 scores for 2008-2009 and 2009-2010 averaged 70 % for  
 the full battery assessment.

<b>Mitzie Ortiz</b>		
Asst Principal	Years as Administrator: 4	Years at Current School: 2

<b>Credentials</b>	BA Elementary Education
	2012-2013- No Grade Rdg. Proficiency, 64% Math Proficiency, 44 % Rdg. Lrg. Gains, 86 points Math Lrg. Gains, 60points Rdg. Imp. of Lowest 25% 86 points Math Imp. of Lowest 25% 60 points Rdg. AMO – __ Math AMO– __ FY 2011-2012 Miami Dade School District Administrator, Lincoln Marti Hialeah School grade maintained the school grade at an “A” with 637 points. 56% of the students making high standards in Reading, 54 % of the students making high Standards in math, 85% high standards in writing, 58% high standards in science. Lowest 25% making learning gains in reading 76% and in math 79%. School also made 100% AYP. AMO-2 data pending. FY 2010-2011 Miami Dade School District Administrator, Lincoln Marti Hialeah School grade increased from a “D” to an “A” with 573. 60% of the students making high standards in Reading, 58 % of the students making high Standards in math, 76% high standards in writing, 49% high standards in science. Lowest 25% making learning gains in reading 87% and in math 87%. School also made 100% AYP. FY 2009-2010 Middle School Self Contained Teacher, Adequate progress of lowest 25%
<b>Performance Record</b>	

**Instructional Coaches**

<b># of instructional coaches</b>	1
<b># receiving effective rating or higher</b> (not entered because basis is < 10)	
<b>Instructional Coach Information:</b>	



<b>Margaret Olson</b>		
<b>Part-time / School-based</b>	<b>Years as Coach: 4</b>	<b>Years at Current School: 2</b>
<b>Areas</b>	Reading/Literacy	
<b>Credentials</b>	M.S. Ed., Ed. S. (Reading)	
<b>Performance Record</b>	<p>2012-13                  School Grade A                  Reading % Satisfactory or Higher 75%                  Math % Satisfactory or Higher 85%                  Writing % Satisfactory or Higher 59%                  Science % Satisfactory or Higher 67%                  Reading Points for Gains 78                  Math Points for Gains 67 Writing % Satisfactory or Higher 59%                  Science % Satisfactory or Higher 67%                  Reading Gains for Low 25% 78                  Math Gains for Low 25% 67</p> <p>2011-2012                  School Grade A                  Reading % Satisfactory or Higher 73%                  Math % Satisfactory or Higher 83%                  Writing % Satisfactory or Higher 89%                  Science % Satisfactory or Higher 65%                  Reading Points for Gains 60                  Math Points for Gains 82 Reading Gains for Low 25% 60                  Math Gains for Low 25% 82</p> <p>2010-2011                  School Grade: NG                  AYP: Y2                  High Standards Rdg.: 87                  High Standards Math: 74                  Lrng. Gains-Rdg.: 50                  Lrng. Gains-Math: 21                  Gains-Rdg.-25%: 50                  Gains-Math-25%: 21</p> <p>2009-2010                  St. Paul Lutheran School                  SAT-10 scores averaged 70 % for the full battery assessment.</p>	

**Lourdes Pena**

Part-time / School-based

Years as Coach: 1

Years at Current School: 1

**Areas**

Mathematics

**Credentials**Bachelors of Science in Elementary Education and TESOL  
Endorsed**Performance Record**

2012 - 2013

BridgePrep Academy

School Grade A

Math 93% Satisfactory or Higher 85%

2011 - 2012

BridgePrep Academy

School Grade A

Math 91% Satisfactory or Higher 85%

2010 - 2011

BridgePrep Academy

School Grade A

Math 100% Satisfactory or Higher 85%

2009-2010

Aug. 2009 - Dec. 2009 Student Internship

Jan. 2010 - Jun. 2010 3rd grade Intervention &amp; daily substitute

<b>Alexis Franco</b>		
<b>Part-time / School-based</b>	<b>Years as Coach: 1</b>	<b>Years at Current School: 1</b>
<b>Areas</b>	Reading/Literacy	
<b>Credentials</b>	Bachelor of Arts and Science in Religious Studies with a minor in Business management and Economics. Professional Teaching Certifications in Integrated Curriculum a Business Education Grades 6-12	
<b>Performance Record</b>	<p>2012-2013 Renaissance Middle Charter School 8th Grade Reading teacher 75% of students made learning gains in Reading 90% of lowest 25% made gains.</p> <p>2011-2012 Renaissance Middle Charter School 8th Grade Reading teacher 76% of students made learning gains in Reading 90% of lowest 25% made gains.</p> <p>2010-2011 Renaissance Middle Charter School 8th Grade Reading teacher 85% of students made learning gains in Reading 77% of lowest 25% made gains.</p> <p>2009-2010 Good Shepherd Catholic School Teacher No data in private school.</p> <p>2008-2009 Good Shepherd Catholic School Teacher No data in private school.</p>	

**Classroom Teachers**

<b># of classroom teachers</b>	13
<b># receiving effective rating or higher</b>	13, 100%
<b># Highly Qualified Teachers</b>	85%
<b># certified in-field</b>	13, 100%
<b># ESOL endorsed</b>	9, 69%
<b># reading endorsed</b>	1, 8%

**# with advanced degrees**

0, 0%

**# National Board Certified**

0, 0%

**# first-year teachers**

3, 23%

**# with 1-5 years of experience**

5, 38%

**# with 6-14 years of experience**

5, 38%

**# with 15 or more years of experience**

0, 0%

**Education Paraprofessionals****# of paraprofessionals**

0

**# Highly Qualified**

0

**Other Instructional Personnel****# of instructional personnel not captured in the sections above**

0

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

For job vacancies, the school will seek referrals when hiring teachers as well as job fairs. Provide a various PDs and in house support as well as annual contracts to retain our teachers and end of the year bonuses based on evaluations.

**Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities**

The mentoring and induction for new teachers (MINT) program assists in providing guidance and support to new teachers by pairing them with an experienced teacher. Teachers will also have a scheduled planning time with another teacher aside from meeting with their cohorts at least once a month. Leadership team will also provide the support in a frequent basis. Principal also hold a new teacher orientation meeting at the beginning of each school year.

## Multi-Tiered System of Supports (MTSS) / Response to Intervention (Rtl)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

Our school's Instructional Coaches will meet weekly with our K-5 grade teachers to assist with lesson plans, teaching strategies and classroom small groups. Administration will assist teachers within their grade levels and provide instructional support when needed. They will also will ensure commitment and allocate resources. The school's Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:

- School reading, math, science teacher
- Special education personnel
- School psychologist
- School social worker
- Member of advisory group
- Community stakeholders

### **Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

Dr. Saunders and Mrs. Ortiz, administration- monitor and assist teachers on an on-going basis  
Mrs. Olson and Alexis Franco, Reading Instructional Coach as well as Lourdes Pena our Mathematics Instructional Specialist - monitors and assists Reading teachers on an on-going basis

The following steps will be considered by the school's Leadership Team to address how we can utilize the Rtl process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.

The Leadership Team will:

1. Monitor academic and behavior data evaluating progress by addressing the following important questions:
  - What will all students learn? (curriculum based on standards)
  - How will we determine if the students have learned? (common assessments)
  - How will we respond when students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
  - How will we respond when students have learned or already know? (Enrichment opportunities).
2. Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.
3. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
4. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.
5. Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress.

### **Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

The MTSS Leadership Team will meet every other Thursday at 7:45 a.m. The team meets to discuss any data generate by State, District and school based assessment in order to make necessary changes to our pacing guides and ensure that our students have mastered the NGSSS benchmarks. The team collaborates, solves problems, shares best practices, makes decisions, identifies professional development opportunities/needs and discusses upcoming events. School-wide programs are monitored

regularly to check fidelity and participation. Decisions are made after everyone's input has been given and the pros and cons for every grade level have been addressed. A binder will be in place with all our supporting documents such as sign in sheets, agendas, records of administrative data chats, and assessment scores.

**Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

Data will be used to guide instructional decisions and system procedures for all students to:

- Adjust the delivery of curriculum and instruction to meet the specific needs of students
- Adjust the delivery of behavior management system
- Adjust the allocation of school-based resources
- Drive decisions regarding targeted professional development
- Create student growth trajectories in order to identify and develop interventions

Managed data will include:

Academic

- FAIR assessment
- Interim assessments
- State/Local Math and Science assessments
- FCAT
- Student grades
- School site specific assessments
- Edusoft software

Behavior

- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month
- Team climate surveys
- Attendance
- Referrals to special education programs

This data will be used to hold our leadership data chats, administrative data chats followed by our student data chats. Decision will be made to improve strategies, student grouping, differentiated instructions, as well as intervention groups (RtI).

**Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

1. Hold regular grade level meetings.
2. Conduct Professional Developments for our staff  
The district professional development and support will include:
  - Training for all administrators in the MTSS problem solving, data analysis process;
  - Providing support for school staff to understand basic MTSS principles and procedures; and
  - Providing a network of ongoing support for MTSS organized through feeder patterns.
3. Hold EESAC and Parent Orientation meetings for our parents
4. Maintain communication with staff and parents for input and feedback, as well as updating them on procedures and progress.

**Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Before or After School Program

**Minutes added to school year:** 6,000

Bridgeprep Academy requires staff to participate in ongoing professional development to meet increased expectations for data driven instruction. High achieving and gifted students will receive enrichment through curriculum based extension activities, low achieving students will small group as well as pull-out intervention, and students on-grade level will be challenged through special projects to apply classroom learning to activities that require critical thinking and planning.

**Strategy Purpose(s)**

- Instruction in core academic subjects

**How is data collected and analyzed to determine the effectiveness of this strategy?**

Bridgeprep Academy collects data from FAIR testing (AP 1, 2, and 3), Baseline, Fall and Winter Interims, and classroom assessments to determine student need for placement in small group as well as individual instruction. The classroom teacher is responsible for individual data chats with each student, small group differentiated instruction and reporting to administration . Administration is responsible for recording class data and monitoring teacher placement of students in intervention.

**Who is responsible for monitoring implementation of this strategy?**

Administration

**Literacy Leadership Team (LLT)**

**Names and position titles of the members of the school-based LLT**

<b>Name</b>	<b>Title</b>
Maria Saunders	Principal
Mltzie Ortiz	Assistant principal
Astelia Handal	Kindergarten Lead Teacher
Jennifer Abreu	1st Grade Lead Teacher
Jennifer Childers	2nd Grade Lead Teacher
Rachel San Martin	3rd and 4th grade teacher
Aniutka Rodriguez	5th Grade teacher
Margaret Olson	Reading Coach
Alexis Franco	Reading Coach
Lourdes Pena	Math Coach

**How the school-based LLT functions**

The school-based literacy team is led by the Principal who helps to define instructional leadership to her coaches, and teachers. The Literacy Leadership team's primary goal is to meet the school population in its areas of greatest literacy need, and to meet that need through professional collaboration and support.

This would include collaboration across the curriculum and support at the district and community level. This team functions to encourage literacy in the school community as well as to make sure that a multi-tiered approach to teaching is implemented at the school and individual level and works with the MTSS/RTI in a support

The Literacy Leadership Team is made up of participating members of the schools community. It includes the principal, the curriculum specialist, the special education specialist, grade level team leaders, special area teachers, media specialist, student and community representatives. These members meet monthly to address the best way to encourage a community of literacy to develop. Items included on meeting agendas include, but are not limited to: ensuring the 90 minute daily reading instruction using the CRRP, whole group initial instruction using the CRRP/Houghton Mifflin, explicit instruction in phonics/spelling/vocabulary, differentiated instruction/immediate intensive intervention (iii) using appropriate materials, guided reading using leveled text and/or skills based lessons. Also under review will be whether literacy centers are in use, that groups are fluid and using assessment results, classroom libraries being used effectively, theme related CRRP assessment (unit test) are being used to monitor student learning, instruction for all levels of learners including LEP, and that lesson plans reflect instruction in -phonemic awareness, phonics, fluency, vocabulary and comprehension.

### **Major initiatives of the LLT**

#### **“Learning to Gain”**

Our reading coach will attend the monthly coaches’ meetings; return to the school and train the staff. The principal by visiting the classrooms will ensure that all teachers are using differentiated instructions and that the level I and II students are being pulled out for intensive small group reading.

The major initiative of the LLT will be "Put Reading First", a program for family literacy, encouraging families to read together through monthly literacy activities. The literacy activities will require that parents and students attend a family activity night.

At the family nights, we will take the opportunity to encourage reading in the family circle. We will be using Reading Strategies to support our initiative. We will be using Ticket to Read for our students and Tumble Books for our Kindergarten and 1st graders.

## **Every Teacher Contributes to Reading Instruction**

### **How the school ensures every teacher contributes to the reading improvement of every student**

All teachers will be integrating reading strategies into their subject taught. Each teacher will also interview student during student data chat, meeting once every 9 weeks to go over student progress, student scores on interims and FAIR and to set goals for the coming weeks of instruction.

## **Preschool Transition**

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs**

Bridgeprep Academy will host a parent meeting for transitioning students to kindergarten. Resources shared with the parents will include goals for individual student independence, school behavior and literacy.



## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

#### Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	46%	64%	Yes	51%
American Indian				
Asian				
Black/African American				
Hispanic	46%	66%	Yes	51%
White				
English language learners				
Students with disabilities				
Economically disadvantaged	44%	60%	Yes	49%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	12	29%	32%
Students scoring at or above Achievement Level 4	13	32%	33%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		86%	87%
Students in lowest 25% making learning gains (FCAT 2.0)		86%	87%

#### Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	39	67%	70%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	10	18%	26%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	18	31%	38%

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	[data excluded for privacy reasons]		73%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		0%

**Area 3: Mathematics****Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	35%	44%	Yes	41%
American Indian				
Asian				
Black/African American				
Hispanic	35%	46%	Yes	41%
White				
English language learners				
Students with disabilities				
Economically disadvantaged	39%	30%	No	44%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	34	14%	38%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		12%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		60%	64%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		60%	64%

**Area 4: Science****Elementary School Science**

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		29%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		19%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		0%
Students scoring at or above Level 7	[data excluded for privacy reasons]		0%

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)****All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	2		3
Participation in STEM-related experiences provided for students	185	93%	94%

**Area 8: Early Warning Systems****Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	21	12%	11%
Students retained, pursuant to s. 1008.25, F.S.	1	1%	1%
Students who are not proficient in reading by third grade	6	33%	30%
Students who receive two or more behavior referrals	5	3%	2%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	2	1%	1%

**Area 9: Parent Involvement**

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Parental involvement targets for the school**

- Increasing parental involvement

? All activities, such as the meet and greet, open house and PTA as well as any other school activity will be posted on the internet, communicated through emails. Phone calls and text messages will also be made through the Bright Arrow System on a timely manner.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase parents PTA membership	50	31%	34%

## Goals Summary

- G1.** The overall goal for parent involvement is to increase participation from 32% to 34% in the year 2013-14.
- G2.** Our overall goal for the 2013-2014 school year is to use the Early Warning System to increase reading proficiency, attendance, and reduce retention and behavior referrals.
- G3.** The overall reading goal is to increase from 64% to 65% in the 2014 FCAT 2.0.
- G4.** The overall math goal is to increase from 44% to 45% in the 2014 Math FCAT 2.0.
- G5.** The overall science goal is to increase student proficiency from 42% to 48% in the 2014 FCAT 2.0.
- G6.** The overall writing goal is to increase the percentage of level 3.5 or higher from 70% to 73% on the 2014 FCAT 2.0 Writing test.
- G7.** The overall goal for STEM for the school is to increase environmental awareness for the student body with an emphasis on combined use of math and science.

## Goals Detail

**G1.** The overall goal for parent involvement is to increase participation from 32% to 34% in the year 2013-14.

### Targets Supported

- Parental Involvement

### Resources Available to Support the Goal

- PTA and administration will work together to notify and encourage parents to attend meetings and other school-wide functions

### Targeted Barriers to Achieving the Goal

- Lack of parent involvement due to informing parents on a timely manner.

### Plan to Monitor Progress Toward the Goal

All activities, such as the meet and greet, open house and PTA as well as any other school activity will be posted on the internet, communicated through emails. Phone calls and text messages will also be made through the Bright Arrow System on a timely manner.

**Person or Persons Responsible**

Administration and PTA

**Target Dates or Schedule:**

Yearly

**Evidence of Completion:**

Increase in PTA membership and school event sign in sheets

**G2.** Our overall goal for the 2013-2014 school year is to use the Early Warning System to increase reading proficiency, attendance, and reduce retention and behavior referrals.

**Targets Supported**

- EWS
- EWS - Elementary School

**Resources Available to Support the Goal**

- Positive rewards system for students behavior, absence, and tardy.

**Targeted Barriers to Achieving the Goal**

- Reduce students who miss 10% or more instructional time from 12% to 11% in the 2013-2014 school year.

### Plan to Monitor Progress Toward the Goal

Student records

**Person or Persons Responsible**

administration

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

Daily attendance records and yearly attendance records

**G3.** The overall reading goal is to increase from 64% to 65% in the 2014 FCAT 2.0.

**Targets Supported**

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)

**Resources Available to Support the Goal**

- Collaborative effort by teachers across the curriculum to increase reading skills using appropriate grade level texts and re-teach strategies that will assist student achievement in reading.
- Reading software supplements that will assist student achievement in reading.

**Targeted Barriers to Achieving the Goal**

- The area of deficiency for listening and speaking subgroup noted in the 2013 CELLA was understanding vocabulary.
- The area of deficiency for Reading subgroup noted in the 2013 CELLA was comprehension.
- The AMO target for reading was met for all Reading subgroups. The overall area of deficiency for all students on the 2013 Reading FCAT 2.0 was the reporting category 1-Vocabulary.

**Plan to Monitor Progress Toward the Goal**

LLT will monitor by conducting walk-through, review assessments and instruction will be adjusted as needed.

**Person or Persons Responsible**

LLT

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

Student assessments and 2014 CELLA

**G4. The overall math goal is to increase from 44% to 45% in the 2014 Math FCAT 2.0.**

**Targets Supported**

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

**Resources Available to Support the Goal**

- Teachers will collaborate with each other and with administration to create increased opportunities to strengthen understanding of math processes.
- Manipulative
- Online programs such as FCAT Explorer and Think Central

**Targeted Barriers to Achieving the Goal**

- The ED subgroup did not make their AMO for 2013. The area of deficiency for ED, Hispanic, and ELL subgroups students noted on the 2013 FCAT 2.0 were the following reporting categories: Number: Fractions in 3rd grade, Number: Base Ten & Fractions in 4th grade students and Geometry and Measurements for 5th grade students.
- The area of deficiency noted on the 2013 FCAT 2.0 level 3 students were the following reporting categories: Number: Fractions in 3rd grade, Number: Base Ten & Fractions in 4th grade students and Geometry and Measurements for 5th grade students.

**Plan to Monitor Progress Toward the Goal**

Administration and teacher will monitor for progress by reviewing and monitoring data and student generated work, making adjustments instruction as needed.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule:**

Bi Weekly

**Evidence of Completion:**

Formative Assessments, Bi-Weekly, Interim Assessments, 2014 FCAT 2.0



**G5.** The overall science goal is to increase student proficiency from 42% to 48% in the 2014 FCAT 2.0.

**Targets Supported**

- Science
- Science - Elementary School

**Resources Available to Support the Goal**

- Science lab supplies
- Manipulative
- Brainpop

**Targeted Barriers to Achieving the Goal**

- The area of deficiency for students that scored a level 3 on the 2013 FCAT 2.0 was Nature of Science.
- The area of deficiency for the students that scored a level 4 and above on the 2013 FCAT 2.0 was Physical Science.

**Plan to Monitor Progress Toward the Goal**

Administration will monitor progress by review data.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule:**

Bi Weekly

**Evidence of Completion:**

Interim Assessments, Bi-weekly and the 2014 FCAT 2.0

**G6.** The overall writing goal is to increase the percentage of level 3.5 or higher from 70% to 73% on the 2014 FCAT 2.0 Writing test.

**Targets Supported**

- Writing

**Resources Available to Support the Goal**

- Teachers will collaborate across curricular areas to strengthen use of conventions and clarity of writing.
- Journal
- Writers of the month

**Targeted Barriers to Achieving the Goal**

- Students scoring 3.0 on the FCAT writing 2013 scores, lack proficiency in the areas of grammar and conventions of writing.

## Plan to Monitor Progress Toward the Goal

Monitoring student data

### Person or Persons Responsible

LLT

### Target Dates or Schedule:

Yearly

### Evidence of Completion:

Writing Assessments, student work and 2014 FCAT Writing 2.0

**G7.** The overall goal for STEM for the school is to increase environmental awareness for the student body with an emphasis on combined use of math and science.

### Targets Supported

- STEM
- STEM - All Levels
- STEM - High School

### Resources Available to Support the Goal

- Teachers will use cross-curricular emphasis I teaching to show how math and science work together to create solutions t real-world problems.

### Targeted Barriers to Achieving the Goal

- Students do not have an understanding of the engineering design process. Students lack the motivation needed apply imaginative thinking, science, and math skills.

## Plan to Monitor Progress Toward the Goal

Student scores

### Person or Persons Responsible

Administration

### Target Dates or Schedule:

Yearly

### Evidence of Completion:

FCAT 2014

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** The overall goal for parent involvement is to increase participation from 32% to 34% in the year 2013-14.

**G1.B1** Lack of parent involvement due to informing parents on a timely manner.

**G1.B1.S1** Providing enough time for parents to plan for school activities. ? ?

#### **Action Step 1**

All activities, such as the meet and greet, open house and PTA events as well as any other school activity will be posted on the internet, communicated through emails with enough time in advance. Phone calls and text messages will also be made through the Bright Arrow System on a timely manner.

#### **Person or Persons Responsible**

PTA and administration

#### **Target Dates or Schedule**

Daily, weekly, monthly

#### **Evidence of Completion**

email, text, and correspondence records

#### **Plan to Monitor Fidelity of Implementation of G1.B1.S1**

All activities, such as the meet and greet, open house and PTA as well as any other school activity will be posted on the internet, communicated through emails. Phone calls and text messages will also be made through the Bright Arrow System on a timely manner.

#### **Person or Persons Responsible**

Administration

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

email, text records, flyers, calendars and sign in sheets.

### Plan to Monitor Effectiveness of G1.B1.S1

All activities, such as the meet and greet, open house and PTA as well as any other school activity will be posted on the internet, communicated through emails. Phone calls and text messages will also be made through the Bright Arrow System on a timely manner.

#### Person or Persons Responsible

administration

#### Target Dates or Schedule

monthly

#### Evidence of Completion

Sign in sheets and PTA memberships

**G2.** Our overall goal for the 2013-2014 school year is to use the Early Warning System to increase reading proficiency, attendance, and reduce retention and behavior referrals.

**G2.B1** Reduce students who miss 10% or more instructional time from 12% to 11% in the 2013-2014 school year.

**G2.B1.S1** Implement attendance incentives and truancy procedures. Also, parent newsletters, advisor bulletins and parent conferences to emphasize attendance policies.

#### Action Step 1

Administration will have incentives for homeroom perfect attendance each month

#### Person or Persons Responsible

Administration

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Perfect attendance bulletin

### **Action Step 2**

Administration will follow the truancy process with students with too many absences.

#### **Person or Persons Responsible**

Administration

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Parent letter, Parent meetings, referrals

### **Action Step 3**

Teachers have to verify attendance bulletin on a daily basis.

#### **Person or Persons Responsible**

Teacher

#### **Target Dates or Schedule**

Daily

#### **Evidence of Completion**

Attendance bulletin

### **Plan to Monitor Fidelity of Implementation of G2.B1.S1**

Administration will monitor for fidelity by checking attendance bulletins, monitor truancy data, and promoting perfect attendance.

#### **Person or Persons Responsible**

Administrative

#### **Target Dates or Schedule**

monthly, quarterly awards assemblies

#### **Evidence of Completion**

administrative notes

### Plan to Monitor Effectiveness of G2.B1.S1

Attendance records

**Person or Persons Responsible**

administration

**Target Dates or Schedule**

daily

**Evidence of Completion**

Daily attendance bulletins and yearly attendance records

**G3.** The overall reading goal is to increase from 64% to 65% in the 2014 FCAT 2.0.

**G3.B1** The area of deficiency for listening and speaking subgroup noted in the 2013 CELLA was understanding vocabulary.

**G3.B1.S1** Students will be provided with opportunities to improve vocabulary through the use of Substitution, Expansion, Paraphrase, and Repetition.

**Action Step 1**

Use Substitution, Expansion, Paraphrase, and Repetition activities in the classroom.

**Person or Persons Responsible**

Teacher

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Lesson plans and student generated work

### Plan to Monitor Fidelity of Implementation of G3.B1.S1

Conduct classroom walkthrough and review of teacher lesson plans.

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Student generated work and assessment data

### Plan to Monitor Effectiveness of G3.B1.S1

Monitor students' listening and speaking skills

#### Person or Persons Responsible

Teacher and LLT

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Student work and assessments

**G3.B2** The area of deficiency for Reading subgroup noted in the 2013 CELLA was comprehension.

**G3.B2.S1** Provide students with opportunities to increase their reading comprehension through activating prior knowledge and use of task cards.

#### Action Step 1

Teacher activates prior knowledge in various activities while students use task cards to complete the activities.

#### Person or Persons Responsible

Teacher

#### Target Dates or Schedule

Daily

#### Evidence of Completion

Student work and lesson plans

### Plan to Monitor Fidelity of Implementation of G3.B2.S1

Monitor for Fidelity by conducting classroom walkthroughs and review student data.

#### Person or Persons Responsible

LLT

#### Target Dates or Schedule

Bi weekly

#### Evidence of Completion

Student work and bi weekly

### Plan to Monitor Effectiveness of G3.B2.S1

Monitor for effectiveness by conducting walkthroughs and review data. Adjust instruction as needed.

#### Person or Persons Responsible

LLT and Teacher

#### Target Dates or Schedule

Bi weekly

#### Evidence of Completion

Bi weekly, Quizzes/test

**G3.B4** The AMO target for reading was met for all Reading subgroups. The overall area of deficiency for all students on the 2013 Reading FCAT 2.0 was the reporting category 1-Vocabulary.

**G3.B4.S1** Provide all students with the opportunities to practice vocabulary skills across the curriculum.

#### Action Step 1

Students will be required to use Achieve 3000 an online based reading program as supplement.

#### Person or Persons Responsible

Teacher

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Student usage and performance in Achieve 3000.

#### Facilitator:

Achieve 3000

#### Participants:

Teachers and LLT Team



## **Action Step 2**

Students will develop and maintain a response journal, practice in determining the meaning of general academic and domain-specific words or phrases in a text relevant to the main idea, or topic and provide opportunities in determining the meaning of words and phrases as they are used in a text including figurative language, and general academic and domain specific words and phrases.

### **Person or Persons Responsible**

Teacher

### **Target Dates or Schedule**

Weekly

### **Evidence of Completion**

Student work and generated school assessment, including benchmark assessments.

### **Facilitator:**

Reading Coach

### **Participants:**

Administrators and teachers

## **Action Step 3**

Useful instructional strategies include: • word walls, • personal dictionaries, • context clue chart, • understanding context clues, • common morpheme chart, • spectrum of a word, • concept of definition map, • word arrays, • Other Ways to Say Vocabulary Map, • multiple meaning chart, • understanding multiple meaning words.

### **Person or Persons Responsible**

Teacher

### **Target Dates or Schedule**

Weekly

### **Evidence of Completion**

Student work and generated school assessment, including benchmark assessments.

### **Plan to Monitor Fidelity of Implementation of G3.B4.S1**

LLT will monitor by conducting walk-through, review Bi weekly assessments and instruction will be adjusted as needed.

#### **Person or Persons Responsible**

LLT

#### **Target Dates or Schedule**

Bi Weekly

#### **Evidence of Completion**

Quizzes/test and interim assessments

### **Plan to Monitor Effectiveness of G3.B4.S1**

LLT will monitor by conducting walk-through, review Bi weekly assessments and instruction will be adjusted as needed.

#### **Person or Persons Responsible**

LLT

#### **Target Dates or Schedule**

Bi-weekly

#### **Evidence of Completion**

Formative assessments: FAIR, Interim Assessments, and summative assessments such as the 2014 FCAT 2.0. Achieve 3000 reports

**G4.** The overall math goal is to increase from 44% to 45% in the 2014 Math FCAT 2.0.

**G4.B1** The ED subgroup did not make their AMO for 2013. The area of deficiency for ED, Hispanic, and ELL subgroups students noted on the 2013 FCAT 2.0 were the following reporting categories: Number: Fractions in 3rd grade, Number: Base Ten & Fractions in 4th grade students and Geometry and Measurements for 5th grade students.

**G4.B1.S1** 3rd Grade students- Provide contexts for mathematical exploration and the development of student understanding of fractions through the use of manipulatives/ models and engaging opportunities for practice.

**Action Step 1**

Support mathematical fluency and problem solving skills in the areas of properties of fractions, fraction equivalence and comparison by providing time to practice and apply learned concepts in real-life situations.

**Person or Persons Responsible**

Teacher

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Lesson plans

**Plan to Monitor Fidelity of Implementation of G4.B1.S1**

Meet to reaview data monthly and change instruction as needed

**Person or Persons Responsible**

Math literacy Team and administration

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Administrative records

### Plan to Monitor Effectiveness of G4.B1.S1

Math Literarcy Team and administration will meet to review data monthly and change instruction as needed

**Person or Persons Responsible**

Math Literarcy Team and Administration

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Administrative records

**G4.B1.S2** 4th Grade students- Provide support to students as they make sense of problems and persevere in solving them, taking advantage on learning opportunities and adjust instruction appropriately to meet student needs.

**Action Step 1**

Support Mathematical fluency and problem solving skills in the areas of: relating decimals, fractions, and percents; and comparing and ordering fractions and decimals by providing time to practice and apply learned concepts in real-life situations.

**Person or Persons Responsible**

Teacher

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Lesson plans and student generated work

### Plan to Monitor Fidelity of Implementation of G4.B1.S2

Administration will monitor fidelity by conducting walkthroughs, bi weekly assessments, monitoring data and data chats.

**Person or Persons Responsible**

School administration and Math coach.

**Target Dates or Schedule**

Bi weekly

**Evidence of Completion**

Formative Assessments, interim assessments, student sample work, and Bi weekly.

## Plan to Monitor Effectiveness of G4.B1.S2

Administration will monitor for effectiveness by reviewing and monitoring data and student generated work, making adjustments instruction as needed.

### Person or Persons Responsible

Teacher, Math Coach and Administration

### Target Dates or Schedule

Bi- Weekly

### Evidence of Completion

Formative Assessments, District Interim Reports, and Results of 2014 FCAT 2.0

**G4.B1.S3** 5th Grade students- Describe three-dimensional shapes and analyze their properties, including volume and surface area; identify and plot ordered pairs on the first quadrant; compare, contrast, and convert units of measures within the same dimension to solve problems; solve problems requiring attention to approximations, selections of appropriate tools, and precision in measurement; and derive and apply formulas for area.

### Action Step 1

Support mathematical fluency and problem solving skills in the areas of determining the area of measurement conversions, area and volume, and coordinate plane by providing time to practice and apply learned concepts in real-life situations. Teacher will adjust instruction as necessary.

### Person or Persons Responsible

Teacher

### Target Dates or Schedule

Weekly

### Evidence of Completion

Bi-Weekly, Teacher assessments and student generated work

### **Plan to Monitor Fidelity of Implementation of G4.B1.S3**

Administration will monitor for fidelity by conducting walk-throughs, Bi-weekly assessments, reviewing lesson plans, monitor data, and holding data chats with teachers.

#### **Person or Persons Responsible**

Administration and math coach

#### **Target Dates or Schedule**

Bi-weekly

#### **Evidence of Completion**

Lesson plans, Bi weekly, Interim assessments, and student generated work.

### **Plan to Monitor Effectiveness of G4.B1.S3**

Administrations will monitor for effectiveness by reviewing data and making adjustments to instructions as needed.

#### **Person or Persons Responsible**

Administration and Math coach

#### **Target Dates or Schedule**

Bi-Weekly

#### **Evidence of Completion**

Formative assessments, interim assessment, Bi-weekly

**G4.B2** The area of deficiency noted on the 2013 FCAT 2.0 level 3 students were the following reporting categories: Number: Fractions in 3rd grade, Number: Base Ten & Fractions in 4th grade students and Geometry and Measurements for 5th grade students.

**G4.B2.S1** 3rd Grade students- Provide the opportunities to use patterns, models, and relationships as contexts for writing and solving simple equations.

**Action Step 1**

Provide opportunities for students to: • identify a fraction, including fractions greater than one, using area, set, and linear models, or vice versa • compare and order fractions, including fractions greater than one, using models or strategies • identify an equivalent fraction, excluding fractions greater than one, using a model

**Person or Persons Responsible**

Teacher

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Lesson Plans and student generated work

**Plan to Monitor Fidelity of Implementation of G4.B2.S1**

Administration will monitor for fidelity by conducting classrooms walkthroughs, reviewing lesson plans, monitoring data, holding data chats and adjusting instruction as needed.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Bi Weekly

**Evidence of Completion**

Bi Weekly, Interim Assessments, Student generated work, Quizzes/test

### Plan to Monitor Effectiveness of G4.B2.S1

Administration will monitor for effectiveness by monitoring data and adjusting instruction as needed.

#### Person or Persons Responsible

Administration

#### Target Dates or Schedule

Bi weekly

#### Evidence of Completion

Formative assessment; Bi- weekly, interim assessments, Quizzes/test

**G4.B2.S2** 4th grade students- Provide contexts for mathematical exploration and the development of student understanding of number and operations through the use of manipulatives and engaging opportunities for practice.

#### Action Step 1

Provide opportunities for students to: • describe and determine the area of a figure or region on a plane by counting units with or without grid lines shown through the figure or region • identify benchmark angles of  $45^\circ$ ,  $90^\circ$ ,  $180^\circ$ , or  $360^\circ$ ; and identify acute, obtuse, right, or straight angles. • identify and build a three-dimensional object from a two-dimensional representation of the object

#### Person or Persons Responsible

Teacher

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Lesson Plans and student generated work

### Plan to Monitor Fidelity of Implementation of G4.B2.S2

Administration will monitor for fidelity by conducting walkthroughs, review of lesson plans, monitor data, conduct data chats, and adjust instruction as needed.

#### Person or Persons Responsible

Administration and math coach

#### Target Dates or Schedule

Bi-weekly

#### Evidence of Completion

Formative assessments, interim assessments, bi-weekly.



## Plan to Monitor Effectiveness of G4.B2.S2

Administration and teacher will monitor for effectiveness by monitoring data and adjusting instruction as needed.

### Person or Persons Responsible

Administration, math coach, and teacher

### Target Dates or Schedule

Bi-Weekly

### Evidence of Completion

Formative assessments, bi weekly, interim assessments, Quizzes/test, Student work

**G4.B2.S3** 5th grade students- Provide grade-level appropriate activities that promote the use geometric knowledge and spatial reasoning to develop foundations for understanding area, volume, and surface area ; these activities should include the selection of appropriate units, strategies, and tools to solve problems involving these measures.

### Action Step 1

Provide opportunities for students to: • determine the volume of prisms and determine the surface area of prisms given a graphic or net • solve problems based on geometric properties of figures or horizontal and vertical movements of locations of ordered pairs in the first quadrant of a coordinate plane • perform a two-step unit conversion (linear, weight/mass, and time) within the same measurement system and determine elapsed time

### Person or Persons Responsible

Teacher

### Target Dates or Schedule

Bi Weekly

### Evidence of Completion

Lesson plans and student work

### **Plan to Monitor Fidelity of Implementation of G4.B2.S3**

Administration will monitor for fidelity by conducting classrooms walkthroughs, analyzing data, holding data chats and adjusting instructions as needed.

#### **Person or Persons Responsible**

Administration and math coach

#### **Target Dates or Schedule**

Bi weekly

#### **Evidence of Completion**

Formative assessments, bi weekly, interim assessments, and student work.

### **Plan to Monitor Effectiveness of G4.B2.S3**

Administration will monitor for effectiveness by monitor and analyzing data and making adjustments to instruction as needed

#### **Person or Persons Responsible**

Administration

#### **Target Dates or Schedule**

Bi weekly

#### **Evidence of Completion**

Formative assessments, bi weekly, interim assessments, Quizzes/test, student work

**G5.** The overall science goal is to increase student proficiency from 42% to 48% in the 2014 FCAT 2.0.

**G5.B1** The area of deficiency for students that scored a level 3 on the 2013 FCAT 2.0 was Nature of Science.

**G5.B1.S1** Implement a routine of inquiry based, hands-on activities relevant to the objectives of the topic.

**Action Step 1**

Students will formulate testable questions, evaluate investigations and experiments, organize data, identify a control group, interpret data, analyze information, distinguish between observations and opinions, and defend conclusions. Teacher will adjust instruction as needed.

**Person or Persons Responsible**

Teacher

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

lesson plans, lab reports, and student generated work

**Plan to Monitor Fidelity of Implementation of G5.B1.S1**

Administration will monitor fidelity by conducting walkthrough observations, monitor data, hold data chats and adjusting instruction as needed.

**Person or Persons Responsible**

administration

**Target Dates or Schedule**

Bi Weekly

**Evidence of Completion**

Formative Assessment, Interim Assessments, Teacher assessments, Bi-weekly, and lab reports.

## **Plan to Monitor Effectiveness of G5.B1.S1**

Administration will monitor for effectiveness by monitoring data and adjusting instruction as needed.

### **Person or Persons Responsible**

Administration

### **Target Dates or Schedule**

Bi Weekly

### **Evidence of Completion**

Bi weekly, interim assessments, lab reports, student generated work.

**G6.** The overall writing goal is to increase the percentage of level 3.5 or higher from 70% to 73% on the 2014 FCAT 2.0 Writing test.

**G6.B1** Students scoring 3.0 on the FCAT writing 2013 scores, lack proficiency in the areas of grammar and conventions of writing.

**G6.B1.S1** Provide the student with the opportunity edit and correct the draft for standard language conventions.

### **Action Step 1**

School Wide Writing Plan PD on: Use revising/editing chart and conferencing with teachers for capitalization, punctuation, subject/verb and pronoun agreement in simple and compound sentences by: • correctly spelling approximations using class resources, • utilizing conventional spelling of sight words and spelling patterns, and then apply to other spelling generalizations • capitalizing the first word in each sentence, • completing sentences with correct capitalization including proper nouns, names and the proper noun I, • using ending punctuation including periods, questions marks and exclamation points, apostrophes, commas, colons, quotations to assist with creating voice within a writing piece, • using subject/verb and noun/pronoun agreement in simple and compound sentences within the writing piece, • including present/past tense agreement, subjective/objective pronouns, and plurals or irregular nouns, • using checklist/FCAT Writing Rubric refine draft conventions.

#### **Person or Persons Responsible**

Teacher

#### **Target Dates or Schedule**

Weekly

#### **Evidence of Completion**

Lesson Plans and student generated work

#### **Facilitator:**

Reading Coach

#### **Participants:**

Teachers and administrators

### **Plan to Monitor Fidelity of Implementation of G6.B1.S1**

LLT will monitor fidelity by conducting walkthroughs, reviewing weekly prompts, hold data chats, and adjust instruction as needed.

#### **Person or Persons Responsible**

LLT

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Writing assessments and student work

### **Plan to Monitor Effectiveness of G6.B1.S1**

LLT and teacher will monitor effectiveness by review student samples and class data.

#### **Person or Persons Responsible**

LLT and teacher

#### **Target Dates or Schedule**

Weekly

#### **Evidence of Completion**

Interims, 2014 FCAT Writing 2.0

**G7.** The overall goal for STEM for the school is to increase environmental awareness for the student body with an emphasis on combined use of math and science.

**G7.B1** Students do not have an understanding of the engineering design process. Students lack the motivation needed apply imaginative thinking, science, and math skills.

**G7.B1.S1** Using field trips (one per grade level) and two school-wide science fairs ( one with class projects , one with individual projects) students will increase understanding of the importance of the science/mathematics connection.

**Action Step 1**

school wide science based field trip, school wide general science fair with individual projects, school wide class project on creating a green environment

**Person or Persons Responsible**

Administration, teachers

**Target Dates or Schedule**

quarterly

**Evidence of Completion**

School calendar

**Plan to Monitor Fidelity of Implementation of G7.B1.S1**

monitor school calendar for field trip and fairs

**Person or Persons Responsible**

administration

**Target Dates or Schedule**

monthly

**Evidence of Completion**

school records of field trips, grades for projects, pictured, school calendar

## Plan to Monitor Effectiveness of G7.B1.S1

School field trips, fair

### **Person or Persons Responsible**

administration

### **Target Dates or Schedule**

monthly, yearly

### **Evidence of Completion**

Interims, FCAT 2014



## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

#### District Policy Against Bullying and Harassment

- Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.
- This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.
- Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.
- Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.

#### Nutrition Programs

- 1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

#### Housing Programs

N/A

Head Start

N/A

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G3.** The overall reading goal is to increase from 64% to 65% in the 2014 FCAT 2.0.

**G3.B4** The AMO target for reading was met for all Reading subgroups. The overall area of deficiency for all students on the 2013 Reading FCAT 2.0 was the reporting category 1-Vocabulary.

**G3.B4.S1** Provide all students with the opportunities to practice vocabulary skills across the curriculum.

### PD Opportunity 1

Students will be required to use Achieve 3000 an online based reading program as supplement.

#### Facilitator

Achieve 3000

#### Participants

Teachers and LLT Team

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Student usage and performance in Achieve 3000.

## **PD Opportunity 2**

Students will develop and maintain a response journal, practice in determining the meaning of general academic and domain-specific words or phrases in a text relevant to the main idea, or topic and provide opportunities in determining the meaning of words and phrases as they are used in a text including figurative language, and general academic and domain specific words and phrases.

### **Facilitator**

Reading Coach

### **Participants**

Administrators and teachers

### **Target Dates or Schedule**

Weekly

### **Evidence of Completion**

Student work and generated school assessment, including benchmark assessments.

**G6.** The overall writing goal is to increase the percentage of level 3.5 or higher from 70% to 73% on the 2014 FCAT 2.0 Writing test.

**G6.B1** Students scoring 3.0 on the FCAT writing 2013 scores, lack proficiency in the areas of grammar and conventions of writing.

**G6.B1.S1** Provide the student with the opportunity edit and correct the draft for standard language conventions.

### **PD Opportunity 1**

School Wide Writing Plan PD on: Use revising/editing chart and conferencing with teachers for capitalization, punctuation, subject/verb and pronoun agreement in simple and compound sentences by: • correctly spelling approximations using class resources, • utilizing conventional spelling of sight words and spelling patterns, and then apply to other spelling generalizations • capitalizing the first word in each sentence, • completing sentences with correct capitalization including proper nouns, names and the proper noun I, • using ending punctuation including periods, questions marks and exclamation points, apostrophes, commas, colons, quotations to assist with creating voice within a writing piece, • using subject/verb and noun/pronoun agreement in simple and compound sentences within the writing piece, • including present/past tense agreement, subjective/objective pronouns, and plurals or irregular nouns, • using checklist/FCAT Writing Rubric refine draft conventions.

#### **Facilitator**

Reading Coach

#### **Participants**

Teachers and administrators

#### **Target Dates or Schedule**

Weekly

#### **Evidence of Completion**

Lesson Plans and student generated work

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G3.	The overall reading goal is to increase from 64% to 65% in the 2014 FCAT 2.0.	\$5,000
G5.	The overall science goal is to increase student proficiency from 42% to 48% in the 2014 FCAT 2.0.	\$800
G7.	The overall goal for STEM for the school is to increase environmental awareness for the student body with an emphasis on combined use of math and science.	\$350
Total		\$6,150

### Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Other	Total
EESAC		\$800	\$800
Principal's FUnds		\$350	\$350
EESAC Funds		\$5,000	\$5,000
		\$0	\$0
Total		\$6,150	\$6,150

### Budget Details

*Budget items identified in the SIP as necessary to achieve the school's goals.*

**G2.** Our overall goal for the 2013-2014 school year is to use the Early Warning System to increase reading proficiency, attendance, and reduce retention and behavior referrals.

**G2.B1** Reduce students who miss 10% or more instructional time from 12% to 11% in the 2013-2014 school year.

**G2.B1.S1** Implement attendance incentives and truancy procedures. Also, parent newsletters, advisor bulletins and parent conferences to emphasize attendance policies.

#### Action Step 1

Administration will have incentives for homeroom perfect attendance each month

#### Resource Type

Other

#### Resource

#### Funding Source

#### Amount Needed

**G3.** The overall reading goal is to increase from 64% to 65% in the 2014 FCAT 2.0.

**G3.B4** The AMO target for reading was met for all Reading subgroups. The overall area of deficiency for all students on the 2013 Reading FCAT 2.0 was the reporting category 1-Vocabulary.

**G3.B4.S1** Provide all students with the opportunities to practice vocabulary skills across the curriculum.

**Action Step 1**

Students will be required to use Achieve 3000 an online based reading program as supplement.

**Resource Type**

Evidence-Based Program

**Resource**

Achieve 3000

**Funding Source**

EESAC Funds

**Amount Needed**

\$5,000

**G5.** The overall science goal is to increase student proficiency from 42% to 48% in the 2014 FCAT 2.0.

**G5.B1** The area of deficiency for students that scored a level 3 on the 2013 FCAT 2.0 was Nature of Science.

**G5.B1.S1** Implement a routine of inquiry based, hands-on activities relevant to the objectives of the topic.

**Action Step 1**

Students will formulate testable questions, evaluate investigations and experiments, organize data, identify a control group, interpret data, analyze information, distinguish between observations and opinions, and defend conclusions. Teacher will adjust instruction as needed.

**Resource Type**

Evidence-Based Program

**Resource**

FCAT Coach/Teachers

**Funding Source**

EESAC

**Amount Needed**

\$800

**G7.** The overall goal for STEM for the school is to increase environmental awareness for the student body with an emphasis on combined use of math and science.

**G7.B1** Students do not have an understanding of the engineering design process. Students lack the motivation needed apply imaginative thinking, science, and math skills.

**G7.B1.S1** Using field trips (one per grade level) and two school-wide science fairs ( one with class projects , one with individual projects) students will increase understanding of the importance of the science/mathematics connection.

**Action Step 1**

school wide science based field trip, school wide general science fair with individual projects, school wide class project on creating a green environment

**Resource Type**

Evidence-Based Program

**Resource**

Funds for display, ribbons, science FAIRS and field trip money for economically disadvantage

**Funding Source**

Principal's FUNds

**Amount Needed**

\$350