

2013-2014 SCHOOL IMPROVEMENT PLAN

Bridgeprep Academy South
10700 SW 56TH ST
Miami, FL 33165
305-271-3109

School Demographics

School Type Combination School	Title I No	Free and Reduced Lunch Rate 37%
Alternative/ESE Center No	Charter School Yes	Minority Rate 93%

School Grades History

2013-14 A	2012-13 A	2011-12 A	2010-11
---------------------	---------------------	---------------------	----------------

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.

Table of Contents

Purpose and Outline of the SIP	3
Differentiated Accountability	4
Part I: Current School Status	5
Part II: Expected Improvements	18
Goals Summary	22
Goals Detail	22
Action Plan for Improvement	28
Part III: Coordination and Integration	0
Appendix 1: Professional Development Plan to Support Goals	55
Appendix 2: Budget to Support Goals	57

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. 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

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

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

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

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

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 South

Principal

Jenny Rodriguez (Chairperson of the Governing Board), Dr. Maria E. Saunders (Principal)

School Advisory Council chair

Tamu Fourie

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

Name	Title
Maria Saunders	Principal
Crystal Chavez	ESE Specialist
Margaret Olson	Curriculum Specialist
Alexis Franco	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

Principal (Dr. Maria Saunders -1), teachers (Raquel Tablado, Kristina Rocafort, and Valerie Alvarez -3), educational support (Margaret Olson -1), student (Luke Fourie– 1), parents (Tanya Yulee, Alexis Franco, Tamu Fourie, Bonnie Fernandez, and Amy Portal) – 5, business community representative (Kathy Salton and Mia Battle) -2, board of directors (Juan C. Quintana and Lidia Steel) -2, alternate student (Ray Fernandez) – 1, alternate parent (Marjorie Rodriguez) 1, alternate educational support (Natasha Brao) 1

Involvement of the SAC in the development of the SIP

The SAC committee focuses on the school improvement plan at each of its meetings in order to guide the school in the direction of improved student achievement. At each meeting the members of the SAC committee discuss ways to improve the learning culture of the school.

Activities of the SAC for the upcoming school year

The SAC committee will meet four times per school year to discuss student achievement and school climate and to plan for integrating the use of school data to improve student achievement and school climate and safety.

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

School improvement funds will be allocated for Reading Plus reading software.

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

1

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Margaret Olson

Part-time / District-based

Years as Coach: 4

Years at Current School: 4

Areas

Reading/Literacy

Credentials

M.S., Ed. S. (Reading)

Performance Record

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

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

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

This is Margaret Olson's 4th year as a charter school curriculum specialist. Prior to that, she served for 7 years as the assistant principal of St. Paul Lutheran School. SAT-10 scores for 2008-2009 and 2009-2010 averaged 70% for the full battery assessment.

Alexis Trabanco-Franco		
Part-time / District-based	Years as Coach: 3	Years at Current School: 1
Areas	Reading/Literacy	
Credentials	Bachelors of Arts and Science with minor in Business Management and Economics Professional Certification includes Integrated Curriculum and Business Education	
Performance Record	. 2012-2013: 75% of students made learning gains in Reading 90% of lowest 25% made gains. 2011-2012: 76% Meeting high standards in Reading 90% of lowest 25% made learning gains 2010-2011: 85% meeting high standards in Reading 77% of lowest 25% made learning gains *Experience prior to 2010 was in private school sector.	

Lourdes Pena

Part-time / District-based Years as Coach: 1 Years at Current School: 4

Areas Mathematics

Credentials

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

Performance Record

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

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

This is Ms. Pena's first year as a math coach. The previous three years at our school were spent as a 3rd grade math teacher.

Classroom Teachers

of classroom teachers
 22

receiving effective rating or higher
 0%

Highly Qualified Teachers
 95%

certified in-field
 21, 95%

ESOL endorsed

18, 82%

reading endorsed

1, 5%

with advanced degrees

2, 9%

National Board Certified

0, 0%

first-year teachers

3, 14%

with 1-5 years of experience

17, 77%

with 6-14 years of experience

3, 14%

with 15 or more years of experience

0, 0%

Education Paraprofessionals

of paraprofessionals

1

Highly Qualified

, 0%

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

1. Professional Growth Teams will meet monthly to assist with lesson plans, teaching strategies and classroom management
2. Grade -level or department chairpersons will assist teacher within their grade-levels and provide instructional support when needed.
3. 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.
4. For job vacancies, the administration will solicit referrals; recruit with district and university job fairs.
5. Administration will collaborate with University of Miami to reach out to new teachers seeking internship and employment.
6. Administration will plan ways to provide bonuses for teachers to encourage staff retention.

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

Dr. Saunders will use her experience to assist and support teachers in their first year of teaching. Dr. Saunders will assist teachers in lesson planning and classroom management on a weekly basis. New teachers will be given specific instruction by Dr. Saunders on implementing data driven instruction and on conducting data chats with students. More experienced teachers are paired with new teachers to ease the process of planning for the new teachers. New teachers will receive coverage for their class in order to allow them to observe modeling from more experienced teachers. Dr. Saunders will mentor all teachers and assist them both by checking lesson plans and by quarterly data chats to help design effective instruction.

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

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

Bridgeprep Academy will use data from both summative and formative assessments to determine need for small group and individual instruction. Students scoring below 50% on the FAIR, students who received 1's and 2's on 2013 FCAT and students performing below grade level based on classroom assessments will be monitored and referred for Tier 2 intervention. The MTSS Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response?)
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students (see SST guidelines) for SST Tier 3 intervention

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

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

Bridgeprep Academy's Leadership Team consists of Dr. Maria Saunders the principal, is the instructional leader of the school, who focuses instruction based on data derived from ongoing assessment. Margaret Olson, Curriculum Specialist and Jessica Arias, ESE Specialist meet together to discuss students in need of further evaluation. Dr. Saunders will function as director of the educational program at the school, Ms. Olson will collect data on struggling students and Ms. Chavez will coordinate with parents and district personnel to assist struggling students.

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

Bridgeprep Academy uses a system of both group and individual student data collection to drive instruction as well as to monitor individual student achievement. All data for MTSS implementation is kept in a MTSS/Rtl binder in the principal's office. The principal uses teacher observation, ongoing data analysis from formative assessments, interims and FAIR data to guide teacher's instructional design. The ESE Specialist collaborates with the teachers and administration to identify students with special needs. The Curriculum Specialists in both math and reading provide teacher support to meet student need with best practices to maximize student achievement.

The Tier 1 and Tier 2 worksheets document aim lines and supports for any academic or behavioral goal listed on the SIP plan. They also document the specific plan to monitor fidelity of MTSS implementation. These documents are the centerpiece of any discussion related to these areas in any school meeting that plans, reviews, or revises efforts at increasing academic or behavioral proficiency. The 4 step problem solving process then becomes a structure for these meetings, and fidelity data is reviewed each time a group meets. Data gathered through the MTSS process informs the discussion at MTSS leadership, grade level, attendance review, Tier 2, and Tier 3 SST meetings.

The MTSS Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response?)
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition to

and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students (see SST guidelines) for SST Tier 3 intervention

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

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

Bridgeprep Academy uses data from state mandated assessments such as the FCAT 2.0 and the FAIR, as well as data from district assessments from interim testing, mini benchmark assessments and classroom monitoring both in the form of classroom tests and teacher observation to determine student need for intervention. Students also participate in bi-weekly assessments to determine ongoing need for instructional design. Each teacher maintains a data binder, has quarterly data chats to set goals for students and administration maintains a data binder for the school and meets with teachers quarterly to discuss each teacher's use of data.

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

Bridgeprep Academy's leadership team will emphasize professional development in the use of data for determining student need and focused instruction. Teachers and leadership team will share RtI's 3 tier process and problem solving program through individual parent conferences, letters home and parent informational meetings.

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: 8,400

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

Name	Title
Maria Saunders	Principal
Margaret Olson	Curriculum Specialist
Kristina Rocafort	Grade 1 Reading Teacher
Raquel Marmalejo	Grade 2 Reading Teacher
Elizabeth Perez Arche	Grade 3 Reading Teacher
Natasha Brao	Grade 4 Reading Teacher
Stephanie Salazar	Grades 5 and 6 Reading

How the school-based LLT functions

The school base literacy team is led by the principal who helps to define instructional leadership to 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 capacity.

The LLT will meet monthly in the media center on the first Monday of the month at 7:45 am. Items of focus will include summative and formative assessments (FAIR, Baseline, FCAT and SAT testing), fidelity of instruction (including differentiated instruction), while transitioning to common core standards.

Response for the Literacy Leadership Team

As Sited in the 2013-2014 CRRP

A key factor to an individual school's success is the building leadership. The principal sets the tone as the school's instructional leader, reinforcing the positive and convincing the students, parents and teachers that all children can learn and improve academically. In essence, the school principal has the potential to have a great impact on student learning through his or her support of teachers and coaches. In order for principals to become instructional leaders, it is imperative that they understand the literacy challenges of the populations of students whom they serve. The reading/literacy coach is vital in the process of providing job embedded professional development at the school level. To describe the process for monitoring reading instruction at the school level, including the role of the principal and the reading coach, please address the following:

The purpose of the Reading Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal, reading coach, mentor reading teachers, content area teachers, and other principal appointees should serve on this team which should meet at least once a month.

The principal selects team members for the Reading Leadership Team (RLT) based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The reading coach must be a member of the Reading Leadership Team. The team will meet monthly throughout the school year. School Reading Leadership Teams may choose to meet more often. Additionally, the principal may expand the RLT by encouraging personnel from various sources such as District and Regional support staff to join. The RLT maintains a connection to the school's Response to Intervention process by using the Rtl problem solving approach to ensure that a multi-tiered system of reading support is present and effective. Reading Leadership Teams will be encouraged and supported in developing Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout.

Major initiatives of the LLT

Focus for the 2013-2014 school year will be on informing parents on ways to increase literacy activities at home, while meeting the demands of state and national standards.

Family literacy will be the focus of the LLT this year. The LLT will sponsor two book fairs to promote school-wide reading and also to raise money to buy books for the school library. The school based literacy leadership team will sponsor 4 family literacy events throughout the school year. (Sept.-reading under the stars, October-meet the author, Nov.-edible book night, Dec-make a book night). The LLT will also sponsor incentives to read such as, awards for our Reading Plus and Accelerated Reader programs. The LLT will also encourage teachers to join Dade Reading Council sponsor an after-school club where children will make their own books and be part of the Books with Wings program.

Every Teacher Contributes to Reading Instruction

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

Reading is taught across the curriculum. All teachers assist in the instruction of reading., including FAIR data in their instructional plans, All teachers implement instructional intervention for low performing students once per week including reading strategies in content area reading.

CTE teachers lacking knowledge of Common Core State Standards (CCSS): Reading Standards for Literacy in Science and Technical Subjects 6–12

CTE instructors will integrate the Common Core Reading Standards for Literacy in Science and Technical Subjects into CTE content area curriculum.

- CTE teachers participate in online PD, such as Fla. Assoc. of Career and Technical Education (FACTE) online course "Common Core State Standards 101 for CTE" (offered 2 to 3 times a year)

Instructional and/or academy committee create expectations and monitoring timeline for integration of CCSS into CTE instruction

- Reading data of CTE students measuring CCSS

Each teacher will 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.

Parents of pre-school students will be invited to tour the campus and meet with administration to discuss school readiness.

Students and parents of kindergarten children will participate in their own "Back to School Night"; how to's will include reading to your child, common school anxieties, homework helps and software education for parents.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

School will implement career day with guest speakers from a broad spectrum of careers in order to assist students brainstorming about future career choices. Students in middle school grades will have an advisement class included in their schedule.

Strategies for improving student readiness for the public postsecondary level

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	78%	75%	No	81%
American Indian				
Asian				
Black/African American				
Hispanic	78%	75%	No	81%
White				
English language learners	72%	70%	No	74%
Students with disabilities				
Economically disadvantaged	70%	70%	Yes	73%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	34	25%	31%
Students scoring at or above Achievement Level 4	66	48%	50%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		78%	80%
Students in lowest 25% making learning gains (FCAT 2.0)		78%	80%

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)	25	61%	65%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	12	29%	36%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	13	32%	39%

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	25	57%	61%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

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	68%	85%	Yes	72%
American Indian				
Asian				
Black/African American				
Hispanic	69%	86%	Yes	72%
White				
English language learners	87%	78%	No	88%
Students with disabilities				
Economically disadvantaged	62%	80%	Yes	66%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	46	34%	35%
Students scoring at or above Achievement Level 4	71	52%	52%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		67%	70%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		67%	70%

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	10	24%	26%
Students scoring at or above Achievement Level 4	17	41%	42%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

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)	1		100
Participation in STEM-related experiences provided for students	300	95%	98%

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	26	8%	7%
Students retained, pursuant to s. 1008.25, F.S.	4	1%	1%
Students who are not proficient in reading by third grade	13	25%	23%
Students who receive two or more behavior referrals	0	0%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

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

Parents might be unaware of activities at the school.

? Strategy(ies) All activities at the school will be posted on the internet, emailed and phone calls made Administration

Volunteer logs, sign in sheets for meetings and PTA membership will be used to monitor progress.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Goal for 13-14 school year is 225 members in PTA	185	61%	75%

Goals Summary

- G1.** The overall reading goal is for students reading at Level 3-5 on the 2014 FCAT will increase from 75% 81%
- G2.** The overall writing goal is to increase the percentage of level 3.5 or higher from 57% to 61 % on the 2014 FCAT Writing test.
- G3.** The overall math goal for students scoring at Level 3-5 on the 2014 FCAT will be to achieve 72% level 3-5.
- G4.** The overall goal for science for students is to increase students scoring level 3's from 24% to 26% and for level 4-5 from 41% to 42%.
- G5.** 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.
- G6.** The overall EWS goal is to decrease the percentage of students missing 10% instructional time from 8% to 7%, decrease or maintain the retention level of 1%, reduce % or non-proficient readers from 1% to 0.
- G7.** The overall goal for parent involvement is to increase participation in the PTA from 61% to 65% in the year 2013-14.

Goals Detail

G1. The overall reading goal is for students reading at Level 3-5 on the 2014 FCAT will increase from 75% 81%

Targets Supported

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

Resources Available to Support the Goal

- Collaborative effort by teachers across the curriculum to increase reading skill using appropriate grade level texts, re-teach resources, and software supplements will assist student achievement in reading.

Targeted Barriers to Achieving the Goal

- Level 3 Students - Based on our data analysis, the area of deficiency as noted on the 2013 administration of the FCAT reading test was Reporting Category 3, Literary Analysis. Students are lacking experience in defining story structure, use of vocabulary to define tone, and figurative language.
- Level 4 and 5 Students - Based on our data analysis, the area of deficiency as noted on the 2013 administration of the FCAT reading test was Reporting Category 2, Reading Application. Student approach challenging text structures without a variety of strategies to assist in comprehension of difficult text.
- Overall Learning Gains - Based on Vocabulary scores from from FCAT 2013, students entering school with limited vocabulary will have difficulty being successful readers.
- Lowest 25% Learning Gains - Based on our data analysis, the area of deficiency as noted on the 2012 administration of the FCAT reading test was Category 2, Reading Application. Students fail to identify Author's Purpose in text and how Author's Perspective influences text
- ELL -ELL students did not meet their AMO for 2013. The area of deficiency for the 2013 FCAT was Category 1 Vocabulary. ELL students may not have trouble reading due to lack of English vocabulary.

Plan to Monitor Progress Toward the Goal

Weekly assessments, Interims, FCAT 2014

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule:

weekly classroom assessments, interims, FCAT 2014

Evidence of Completion:

Student performance on mini benchmark assessments, Interims, FCAT 2014

G2. The overall writing goal is to increase the percentage of level 3.5 or higher from 57% to 61 % on the 2014 FCAT 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.

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.
- ELL students are not familiar with pre-writing stage, planning, editing, grammar, punctuation, etc.

Plan to Monitor Progress Toward the Goal

FCAT 2014, CELLA

Person or Persons Responsible

Administration

Target Dates or Schedule:

Yearly

Evidence of Completion:

Scores on FCAT 2014, CELLA

G3. The overall math goal for students scoring at Level 3-5 on the 2014 FCAT will be to achieve 72% level 3-5.

Targets Supported

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

Resources Available to Support the Goal

- The overall mathematics goal for students scoring Level 3-5 will be to increase % from 85% to 90%. Teachers will collaborate with each other and with administration to create increased opportunities to strengthen understanding of math processes.

Targeted Barriers to Achieving the Goal

- FCAT 2.0 Level 3 students are lacking knowledge of math facts and need daily practice to help them understand math processes
- FCAT 2.0 Level 4 and above students, the area of deficiency as noted on the 2013 administration of the FCAT 2.0 math test was Category 3, Geometry.
- ELL students struggle to understand explanation of math processes due to vocabulary limitations

Plan to Monitor Progress Toward the Goal

Student scores on assessments

Person or Persons Responsible

Administration

Target Dates or Schedule:

Monthly/Yearly

Evidence of Completion:

Classroom test, Interims, FCAT 2014

G4. The overall goal for science for students is to increase students scoring level 3's from 24% to 26% and for level 4-5 from 41% to 42%.

Targets Supported

- Science
- Science - Elementary School
- Science - Middle School

Resources Available to Support the Goal

- Teacher will use increase in science lab supplies to more effectively demonstrate science concepts.

Targeted Barriers to Achieving the Goal

- Level 3 -Students lack a variety of background knowledge and hands on experience in science. The goal is to increase students scoring Level 3 from 24% to 26% on the 2014 FCAT. Students struggle with understanding without hands-on experiences.

Plan to Monitor Progress Toward the Goal

Assessments

Person or Persons Responsible

Administration

Target Dates or Schedule:

Monthly, Quarterly, Yearly

Evidence of Completion:

Classroom assessments, Interims, administration of the 2014 FCAT 2.0

G5. 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

Resources Available to Support the Goal

- Teachers will use cross-curricular emphasis in teaching to show how math and science work together to create solutions to 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. •
- The number of experiences combining STEM elements is not sufficient to encourage student interest in science, math and technology.
- The percentage of students participating in science field trips is impeded by parents not wanting students to go on field trip without their parents.

Plan to Monitor Progress Toward the Goal

Implementation of field trips and two science fairs.

Person or Persons Responsible

Administration

Target Dates or Schedule:

Monthly, Yearly

Evidence of Completion:

Administrative records, class records

G6. The overall EWS goal is to decrease the percentage of students missing 10% instructional time from 8% to 7%, decrease or maintain the retention level of 1%, reduce % or non-proficient readers from 1% to 0.

Targets Supported

- EWS
- EWS - Elementary School
- EWS - Middle School

Resources Available to Support the Goal

- Administration will concentrate on creating a positive reward system for students not absent or tardy for the week in order to encourage attendance.

Targeted Barriers to Achieving the Goal

- Students who miss 10% or more instructional time have parents who might not realize the cumulative effect of chronic tardies or absences.

Plan to Monitor Progress Toward the Goal

Attendance record for year.

Person or Persons Responsible

Administration

Target Dates or Schedule:

End of Year

Evidence of Completion:

Attendance record for year.

G7. The overall goal for parent involvement is to increase participation in the PTA from 61% to 65% 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

- Parents might not receive notification of meetings and other events.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. The overall reading goal is for students reading at Level 3-5 on the 2014 FCAT will increase from 75% 81%

G1.B1 Level 3 Students - Based on our data analysis, the area of deficiency as noted on the 2013 administration of the FCAT reading test was Reporting Category 3, Literary Analysis. Students are lacking experience in defining story structure, use of vocabulary to define tone, and figurative language.

G1.B1.S1 . Students will be provided experience in defining story structure, use of vocabulary to define tone, and figurative language.

Action Step 1

For Grade 3, teach students to identify and interpret elements of story structure within a text. Help students understand character development, character point of view by asking “What does he think, what is his attitude toward...and what did he say to let me know?” Use poetry to practice identifying descriptive language that defines moods and provides imagery. Note how authors use figurative language such as similes, metaphors, and personification. Use text features (subtitles, headings, charts, graphs, diagrams, etc) to locate, interpret, and organize information. For Grade 4, teach students to identify and interpret elements of story structure within and across texts. Help students understand character development, character point of view by asking “What does he think, what is his attitude toward... and what did he say to let me know?” Use poetry to practice identifying descriptive language that defines moods and provides imagery. Note how authors use figurative language such as similes, metaphors, and personification. Use how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc) and to locate, interpret and organize information. For Grade 5 Use biographies, diary entries, poetry and drama to teach students to identify and interpret elements of story structure within and across texts. Help students understand character development, character point of view by asking “What does he think, what is his attitude toward... and what did he say to let me know?” Use poetry to practice identifying descriptive language that defines moods and provides imagery. Note how authors use figurative language such as similes, metaphors, and personification.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily/Weekly

Evidence of Completion

Data from mini benchmark assessments, interim assessments and the 2014 FCAT 2.0

Action Step 2

PD "Instructional Strategies to Guide Instructions for 2013-14"

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plan records, teacher observation records.

Facilitator:

Maria Saunders

Participants:

Teachers

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

Lesson plans

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Record of observations, lesson plans

Plan to Monitor Effectiveness of G1.B1.S1

Lesson plans, teacher observation, after school tutoring

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Interims, FCAT 2014

G1.B2 Level 4 and 5 Students - Based on our data analysis, the area of deficiency as noted on the 2013 administration of the FCAT reading test was Reporting Category 2, Reading Application. Student approach challenging text structures without a variety of strategies to assist in comprehension of difficult text.

G1.B2.S1 Barrier(s) Reading Application ? Strategy(ies) Student will learn a variety of strategies with which to approach challenging text structures to assist in comprehension of difficult text.

Action Step 1

Teachers will model, think aloud strategies in small group for challenging texts that incorporate different text structures and practice and students apply

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Student performance on mini benchmark assessments, interim assessments and on the 2014 FCAT 2.0.

Action Step 2

For Grade 5, to read and comprehend literature and informational text at the high end of the 4-5 text complexity band independently and proficiently. Provide opportunities for students to quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Student performance on mini benchmark assessments, interim assessments and on the 2014 FCAT 2.0.

Plan to Monitor Fidelity of Implementation of G1.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B2.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B2.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B3 Overall Learning Gains - Based on Vocabulary scores from from FCAT 2013,students entering school with limited vocabulary will have difficulty being successful readers.

G1.B3.S1 Students with limited vocabulary will be given strategies to help them build their vocabularies in order to become successful readers.

Action Step 1

Lesson plans based on the PD "Beyond the Pacing Guide"

Person or Persons Responsible

Teacher

Target Dates or Schedule

Daily, weekly

Evidence of Completion

PD registration

Facilitator:

Alexis Trabanco- Franco and Lourdes Pena

Participants:

Teacher

Plan to Monitor Fidelity of Implementation of G1.B3.S1

Increased rigor in planning "beyond the Pacing Guides"

Person or Persons Responsible

Teacher

Target Dates or Schedule

Daily, Weekly

Evidence of Completion

Lesson Plans

Plan to Monitor Effectiveness of G1.B3.S1

Increased student achievement

Person or Persons Responsible

Students

Target Dates or Schedule

Interims, FCAT 2014

Evidence of Completion

FCAT 2014

G1.B3.S2 Students will be given opportunity to use newly introduced vocabulary in a variety of school settings, not limited to initial introduction, but using new words in multiple exposures across curriculum.

Action Step 1

For Grade 4, during pre-reading activities educators should instruct students in the use of concept maps to help build their general knowledge of word meanings and relationships, the study of synonyms and antonyms, and the practice of recognizing examples and non-examples of word relationships, and provide practice in determining the meaning of general academic and domain-specific words or phrases in a text relevant to the main idea, or topic

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Mini benchmark assessment, interim and FCAT 2014 testing

Plan to Monitor Fidelity of Implementation of G1.B3.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B3.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B4 Lowest 25% Learning Gains - Based on our data analysis, the area of deficiency as noted on the 2012 administration of the FCAT reading test was Category 2, Reading Application. Students fail to identify Author's Purpose in text and how Author's Perspective influences text

G1.B4.S1 Strategy(ies) Students will be given practice and develop confidence in defining story structure, use of vocabulary to define tone and figurative language.

Action Step 1

After and before school tutoring will be available to assist students. Students will use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. The author's perspective will be recognizable in text. Students will focus on what the author thinks and feels. Main idea may be stated or implied. Students will be able to identify causal relationships embedded in text. Students will be familiar with text structures such as cause/effect, compare/contrast, and chronological order. Provide practice in identifying topics and themes within texts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

FCAT Crunch time, before and after school

Evidence of Completion

Attendance at after school tutoring

Plan to Monitor Fidelity of Implementation of G1.B4.S1

Afterschool tutoring

Person or Persons Responsible

Administration

Target Dates or Schedule

FCAT Crunch Time

Evidence of Completion

Attendance rosters

Plan to Monitor Effectiveness of G1.B4.S1

FCAT scores

Person or Persons Responsible

Administration

Target Dates or Schedule

Yearly

Evidence of Completion

FCAT 2014

G1.B5 ELL -ELL students did not meet their AMO for 2013. The area of deficiency for the 2013 FCAT was Category 1 Vocabulary. ELL students may not have trouble reading due to lack of English vocabulary.

G1.B5.S2 After school tutoring for ELL students as well as before school help sessions.

Action Step 1

ELL students work together in small intellectually and culturally mixed groups to achieve functioned, and an academic assessment tool for the instructor A2 Modeling B9 Think Aloud C6 Use Task Cards C16 Focus on Key Vocabulary C-17 Vocabulary with Context Clues C-19 Use Multiple Meaning Words C20 Interactive Word Walls C22 Word Banks/Vocabulary Notebooks G1 Heritage Language/ English Dictionary

Person or Persons Responsible

Teacher

Target Dates or Schedule

Daily/Weekly

Evidence of Completion

Student performance on classroom assessments, mini-benchmark assessments, interims and the 2014 FCAT 2.0. Also performance on the FAIR AP1, AP2, and AP3 will be monitored.

Action Step 2

FCAT Tutoring after school

Person or Persons Responsible

Administration

Target Dates or Schedule

FCAT Crunch Time

Evidence of Completion

Attendance Rosters

Plan to Monitor Fidelity of Implementation of G1.B5.S2

ELL tutoring after school

Person or Persons Responsible

Administration

Target Dates or Schedule

FCAT Crunch Time

Evidence of Completion

Attendance rosters

Plan to Monitor Effectiveness of G1.B5.S2

FCAT 2014

Person or Persons Responsible

Administration

Target Dates or Schedule

End of Year

Evidence of Completion

Scores on FCAT 2014

G2. The overall writing goal is to increase the percentage of level 3.5 or higher from 57% to 61 % on the 2014 FCAT Writing test.

G2.B1 Students scoring 3.0 on the FCAT Writing 2013 scores, lack proficiency in the areas of grammar and conventions of writing.

G2.B1.S1 Students will have more opportunities to perfect grammar and conventions.

Action Step 1

Students will practice conventions through a biweekly expository writing prompt, edit using peer editing and re-write to improve writing Action Steps Use revising/editing chart and conferencing with teachers for capitalization, punctuation, subject/verb and pronoun agreement in simple and compound sentences by:

- using left to right progression and sequencing,
- utilizing conventional spelling of sight words and spelling patterns, and then apply to other spelling generalizations
- correctly spelling approximations previously circled,
- 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.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily/Weekly

Evidence of Completion

Student achievement on mini benchmark assessments, interim assessments and on 2014 FCAT 2.0

Action Step 2

Administration and LLT will meet monthly to analyze data and adjust instruction as needed

Person or Persons Responsible

Administration and Literacy Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Interim Assessments and FCAT 2014

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

will meet monthly to analyze data and adjust instruction as needed

Person or Persons Responsible

Teachers, Administration and LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Mini benchmark assessment scores, Interims, FCAT 2014

Plan to Monitor Effectiveness of G2.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2.B2 ELL students are not familiar with pre-writing stage, planning, editing, grammar, punctuation, etc.

G2.B2.S1 Students will be provided practice writing to become familiar with pre-writing, planning, editing, grammar, punctuation, etc.

Action Step 1

Have students utilize drafting techniques to sustain writing by: • developing a pre-writing plan to create a picture, • describing the main idea topic and experiences, characters, setting, problem, events, solution, and ending, • applying personal narrative genre characteristics, • creating a personal word list of include: list sensory words, detail attributes, rhyming words, words with multiple meanings, idioms, surprising language, words with high impact similes, alliteration, etc..., to assist in writing, • using a graphic organizer/plan to write a draft organized with a logical sequence of beginning, middle, and end, • sequencing ideas in a logical manner using transitional words or phrases specific to the genre (narrative, expository, and persuasive), • using effective lead and a statement of the opinion or position, • using supporting details, or providing facts and/or opinions through (concrete examples, statistics, comparisons, real life examples, anecdotes, amazing facts), ? writing daily to increase writing fluency.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily/Weekly

Evidence of Completion

Student achievement on mini benchmark, district interims and on the 2014 FCAT 2.0.

Action Step 2

Meetings to review use of school-wide writing rubrics.

Person or Persons Responsible

Administration and LLT will meet to review effectiveness of school wide writing rubrics

Target Dates or Schedule

Monthly

Evidence of Completion

Administration will collect classroom sample of completed work based on rubric across grade levels. Interims, FCAT 2014

Plan to Monitor Fidelity of Implementation of G2.B2.S1

Classroom writing samples posted

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthl

Evidence of Completion

Teachers will have assigned bulletin board to post writing samples based on writing rubric.

Plan to Monitor Effectiveness of G2.B2.S1

Interims

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Interims, FCAT 2014

G3. The overall math goal for students scoring at Level 3-5 on the 2014 FCAT will be to achieve 72% level 3-5.

G3.B1 FCAT 2.0 Level 3 students are lacking knowledge of math facts and need daily practice to help them understand math processes

G3.B1.S1 Students will practice math facts and processes daily.

Action Step 1

Using Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of multiplication, patterns, and graphs and math journals during class time and also in after school tutoring. Using Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of multiplication, patterns, and graphs and math journals during class time and also in after school tutoring.

Person or Persons Responsible

Teachers

Target Dates or Schedule

During school and during after school tutoring

Evidence of Completion

Students achievement on mini benchmark assessments, interims and on the 2014 FCAT 2.0.

Action Step 2

Review data from assessment

Person or Persons Responsible

Administration Math Literacy Team (MLT) Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Evidence collected in data binders

Action Step 3

After school tutoring

Person or Persons Responsible

Administration

Target Dates or Schedule

FCAT Crunch Time

Evidence of Completion

Attendance rosters

Action Step 4

Planning for increased rigor based on pd "Beyond the Pacing Guide"

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily /Weekly

Evidence of Completion

PD registration, lesson plans

Facilitator:

Lourdes Pena

Participants:

Teachers

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

Data chats with teachers, after school tutoring

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly, FCAT Crunch time

Evidence of Completion

Administrative records. Attendance records

Plan to Monitor Effectiveness of G3.B1.S1

Data records of student achievement, PD registration

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Interims, FCAT 2014

G3.B2 FCAT 2.0 Level 4 and above students, the area of deficiency as noted on the 2013 administration of the FCAT 2.0 math test was Category 3, Geometry.

G3.B2.S1 Students will be provided with instruction on Category 3, Geometry in order to prepare for the 2014 FCAT 2.0.

Action Step 1

•Grade 3 Provide opportunities for students to: • identify a fraction from an area or set model, or vice versa • compare and order fractions with like denominators using a model • identify an equivalent fraction for one-half and one-fourth using a model Grade 4 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. • Provide opportunities for students to: • determine the area of a rectangle or composite shape made only of rectangles on a plane by counting whole units with or without grid lines shown through the rectangle or composite shape Grade 5 • identify acute, obtuse, right, or straight angles • identify a shape that is the result of one rotation or one reflection of the given shape • identify a two-dimensional front or top view of a given three-dimensional figure • 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

Teachers and Administration Math Literacy Team (MLT)

Target Dates or Schedule

Monthly

Evidence of Completion

Students achievement on classroom assessments, mini benchmark assessments, interims, and on the 2014 FCAT 2.0.

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

Math Literacy Team (MLT) Administration and MLT will meet to review data monthly and change instruction as needed ?

Person or Persons Responsible

Math Literacy Team (MLT) Administration and MLT

Target Dates or Schedule

Monthly

Evidence of Completion

Administrative records

Plan to Monitor Effectiveness of G3.B2.S1

Math Literacy Team (MLT) Administration and MLT will meet to review data monthly and change instruction as needed

Person or Persons Responsible

Math Literacy Team (MLT) Administration and MLT

Target Dates or Schedule

Monthly

Evidence of Completion

Administrative Records

G3.B3 ELL students struggle to understand explanation of math processes due to vocabulary limitations

G3.B3.S1 ELL students did not meet their AMO for the 2013 FCAT administration. Students who are ELL need additional math vocabulary instruction in small group and after school during FCAT Crunch Time using ESOL strategies.

Action Step 1

ELL Tutoring after school.

Person or Persons Responsible

Administration

Target Dates or Schedule

FCAT Crunch Time

Evidence of Completion

Attendance rosters

Plan to Monitor Fidelity of Implementation of G3.B3.S1

ELL tutoring for math after school.

Person or Persons Responsible

Administration

Target Dates or Schedule

FCAT Crunch Time

Evidence of Completion

Attendance rosters.

Plan to Monitor Effectiveness of G3.B3.S1

ELL tutoring.

Person or Persons Responsible

Administration

Target Dates or Schedule

FCAT Crunch Time

Evidence of Completion

FCAT 2014

G4. The overall goal for science for students is to increase students scoring level 3's from 24% to 26% and for level 4-5 from 41% to 42%.

G4.B1 Level 3 -Students lack a variety of background knowledge and hands on experience in science. The goal is to increase students scoring Level 3 from 24% to 26% on the 2014 FCAT. Students struggle with understanding without hands-on experiences.

G4.B1.S1 • Level 3 students will be provided a variety of experiences in science.

Action Step 1

Action Steps Plan collaboratively on a weekly basis using the District Pacing Guide • Implement a routine of inquiry based, hands-on activities relevant to the objectives of the topic. • Implement all essential laboratories developed by MDCPS. • Promote Project Based Learning (PBL) throughout the year. • Develop Higher-Order Questioning Strategies using Explicit-Reflective instruction to enhance student thinking. • Participate in District recommended field studies. • Encourage students to communicate verbally (accountable talk) and in writing. • Increase rigor in science writing as evidenced in science journals and in laboratory conclusions (i.e. incorporating claims, evidence and reasoning), as delineated by Common Core Standards. • Promote parental involvement through planned science parent night incorporating hands-on activities. • Utilize district developed science resources (see supplemental page in Pacing Guide) to support NGSSS and gap benchmarks. • Use professional learning community (PLC) to promote best practices and support vertical alignment. • Incorporate instructional technology resources into the classroom (Gizmos, FCAT Explorer, Discovery, PBS, etc.) • Utilize data driven instruction and differentiated instruction strategies to address students' needs (i.e. at grade level, intervention and enrichment groups.) • Participate in data chats with students. • Participate in Science Fair, SECME, Fairchild Challenge and other Project Based Learning activities. • Use quality formative assessments to inform instruction (Florida Achieve-Focus) • Promote the use of corrective feedback on assignments. • Promote reading informational text, as delineated by Common Core Standards. ? Provide opportunities for all students to participate in scientific enrichment activities, after-school tutorials, and science clubs

Person or Persons Responsible

Teachers and Administration

Target Dates or Schedule

Daily/Weekly

Evidence of Completion

Student achievement on mini benchmark assessments, interims and on the 2014 FCAT 2.0

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

Teacher observation

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

1. Walk-through 2. Lesson plans 3. Monitor PACES 4. Mentor staff 5. Data chats

Plan to Monitor Effectiveness of G4.B1.S1

Student achievement

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Interims, Grades

G5. 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.

G5.B1 Students do not have an understanding of the engineering design process. Students lack the motivation needed apply imaginative thinking, science, and math skills. •

G5.B1.S1 Students will develop an understanding and appreciation for science through teacher instruction and modeling.

Action Step 1

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. School wide class project on creating a green environment.

Person or Persons Responsible

Administration, teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Science and math scores on the interims and on the administration of the 2014 FCAT 2.0. Activities will be posted on school calendar

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

Monitor school calendar for field trip and fairs

Person or Persons Responsible

Administration/Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

School records of field trip, grades for projects, scores on interims, and on the FCAT 2014.

Plan to Monitor Effectiveness of G5.B1.S1

School field trips, fair

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly, yearly

Evidence of Completion

Interims, FCAT 2014

G5.B2 The number of experiences combining STEM elements is not sufficient to encourage student interest in science, math and technology.

G5.B2.S1 More experience in science and engineering will be provided throughout the school year.

Action Step 1

Science fairs and science field trips

Person or Persons Responsible

Students

Target Dates or Schedule

Two science field trips and two science fairs per school year.

Evidence of Completion

School records.

Plan to Monitor Fidelity of Implementation of G5.B2.S1

The number of science and engineering experiences offered to students.

Person or Persons Responsible

Students

Target Dates or Schedule

Twice a year

Evidence of Completion

School records.

Plan to Monitor Effectiveness of G5.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G5.B3 The percentage of students participating in science field trips is impeded by parents not wanting students to go on field trip without their parents.

G5.B3.S1 A higher percentage of students will participate in field trips.

Action Step 1

The percentage of students participating in field trips and science fairs will increase.

Person or Persons Responsible

Students

Target Dates or Schedule

Twice a year during the field trips and the science fairs.

Evidence of Completion

School records.

Plan to Monitor Fidelity of Implementation of G5.B3.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G5.B3.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G6. The overall EWS goal is to decrease the percentage of students missing 10% instructional time from 8% to 7%, decrease or maintain the retention level of 1%, reduce % or non-proficient readers from 1% to 0.

G6.B1 Students who miss 10% or more instructional time have parents who might not realize the cumulative effect of chronic tardies or absences.

G6.B1.S1 • Parents are not aware of the connection between education and attendance and the vital importance of attending school regularly to prevent loss of instruction Strategy(ies) Special events to encourage attendance, including awards for best attended class.

Action Step 1

Parents will be addressed at special event assemblies and presented with data indicating how hours of loss instruction can accumulate.

Person or Persons Responsible

Administration

Target Dates or Schedule

Special quarterly awards, PTA meetings

Evidence of Completion

Administrative agenda

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

Administration to instruct parents on the importance of attendance and the consequences of excessive tardies and absences.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly PTA, Quarterly Awards Assemblies

Evidence of Completion

Administrative notes.

Plan to Monitor Effectiveness of G6.B1.S1

Attendance records

Person or Persons Responsible

Administration

Target Dates or Schedule

Daily

Evidence of Completion

Yearly attendance records

G7. The overall goal for parent involvement is to increase participation in the PTA from 61% to 65% in the year 2013-14.

G7.B1 Parents might not receive notification of meetings and other events.

G7.B1.S1 All activities at the school will be posted on the internet, emailed and phone calls made.

Action Step 1

Parent emails, texts, flyers

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 G7.B1.S1

Records of notifications sent home.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Email, text records.

Plan to Monitor Effectiveness of G7.B1.S1

Evidence of parent participation

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly, Yearly sign ins, membership

Evidence of Completion

Increase in PTA participation

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.

G1. The overall reading goal is for students reading at Level 3-5 on the 2014 FCAT will increase from 75% 81%

G1.B1 Level 3 Students - Based on our data analysis, the area of deficiency as noted on the 2013 administration of the FCAT reading test was Reporting Category 3, Literary Analysis. Students are lacking experience in defining story structure, use of vocabulary to define tone, and figurative language.

G1.B1.S1 . Students will be provided experience in defining story structure, use of vocabulary to define tone, and figurative language.

PD Opportunity 1

PD "Instructional Strategies to Guide Instructions for 2013-14"

Facilitator

Maria Saunders

Participants

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plan records, teacher observation records.

G1.B3 Overall Learning Gains - Based on Vocabulary scores from from FCAT 2013,students entering school with limited vocabulary will have difficulty being successful readers.

G1.B3.S1 Students with limited vocabulary will be given strategies to help them build their vocabularies in order to become successful readers.

PD Opportunity 1

Lesson plans based on the PD "Beyond the Pacing Guide"

Facilitator

Alexis Trabanco- Franco and Lourdes Pena

Participants

Teacher

Target Dates or Schedule

Daily, weekly

Evidence of Completion

PD registration

G3. The overall math goal for students scoring at Level 3-5 on the 2014 FCAT will be to achieve 72% level 3-5.

G3.B1 FCAT 2.0 Level 3 students are lacking knowledge of math facts and need daily practice to help them understand math processes

G3.B1.S1 Students will practice math facts and processes daily.

PD Opportunity 1

Planning for increased rigor based on pd "Beyond the Pacing Guide"

Facilitator

Lourdes Pena

Participants

Teachers

Target Dates or Schedule

Daily /Weekly

Evidence of Completion

PD registration, lesson plans

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	The overall reading goal is for students reading at Level 3-5 on the 2014 FCAT will increase from 75% 81%	\$800
G3.	The overall math goal for students scoring at Level 3-5 on the 2014 FCAT will be to achieve 72% level 3-5.	\$3,300
G5.	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		\$4,450

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
Florida grant		\$2,500
Principal's fund		\$350
EESAC		\$1,600
Total		\$4,450

Budget Details

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

G1. The overall reading goal is for students reading at Level 3-5 on the 2014 FCAT will increase from 75% 81%

G1.B1 Level 3 Students - Based on our data analysis, the area of deficiency as noted on the 2013 administration of the FCAT reading test was Reporting Category 3,Literary Analysis. Students are lacking experience in defining story structure, use of vocabulary to define tone, and figurative language.

G1.B1.S1 . Students will be provided experience in defining story structure, use of vocabulary to define tone, and figurative language.

Action Step 2

PD "Instructional Strategies to Guide Instructions for 2013-14"

Resource Type

Evidence-Based Program

Resource

FCAT Coach

Funding Source

EESAC

Amount Needed

\$800

G3. The overall math goal for students scoring at Level 3-5 on the 2014 FCAT will be to achieve 72% level 3-5.

G3.B1 FCAT 2.0 Level 3 students are lacking knowledge of math facts and need daily practice to help them understand math processes

G3.B1.S1 Students will practice math facts and processes daily.

Action Step 3

After school tutoring

Resource Type

Evidence-Based Program

Resource

FCAT Coach/Teachers

Funding Source

EESAC

Amount Needed

\$800

G3.B3 ELL students struggle to understand explanation of math processes due to vocabulary limitations

G3.B3.S1 ELL students did not meet their AMO for the 2013 FCAT administration. Students who are ELL need additional math vocabulary instruction in small group and after school during FCAT Crunch Time using ESOL strategies.

Action Step 1

ELL Tutoring after school.

Resource Type

Evidence-Based Program

Resource

FCAT Coach/Teachers

Funding Source

Florida grant

Amount Needed

\$2,500

G5. 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.

G5.B1 Students do not have an understanding of the engineering design process. Students lack the motivation needed apply imaginative thinking, science, and math skills. •

G5.B1.S1 Students will develop an understanding and appreciation for science through teacher instruction and modeling.

Action Step 1

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. 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 disadvantaged.

Funding Source

Principal's fund

Amount Needed

\$350