

Bridgeprep Academy South



2014-15 School Improvement Plan

Bridgeprep Academy South

10700 SW 56TH ST, Miami, FL 33165

[no web address on file]

School Demographics

School Type

Combination

Title I

No

Free/Reduced Price Lunch

37%

Alternative/ESE Center

No

Charter School

Yes

Minority

93%

School Grades History

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

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, 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. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, 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 Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	19
Goals Summary	19
Goals Detail	19
Action Plan for Improvement	24
Appendix 1: Implementation Timeline	41
Appendix 2: Professional Development and Technical Assistance Outlines	44
Professional Development Opportunities	45
Technical Assistance Items	49
Appendix 3: Budget to Support Goals	50

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 organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

BridgePrep Academy believes every child learns best in a safe, nurturing and stimulating environment where high academic expectations, self esteem, good character and an appreciation for the arts are promoted. BridgePrep Academy's mission is to provide a challenging academic curriculum that will encompass an enriched Spanish language program, technology and experiences that will enable students to develop in all areas. BridgePrep Academy's goal is to educate well rounded individuals and enable students to reach their maximum potential.

Provide the school's vision statement

BridgePrep Academy believes that each child is a unique individual who needs a secure, nurturing and stimulating atmosphere in which to grow and mature emotionally, intellectually, physically and socially. BridgePrep believes in a student-centered educational philosophy that emphasizes hands on learning and students actively participating in learning. Students will be able to discover through hands on, engaging activities that will incorporate different approaches to accommodate each child's learning style and as a result, raise academic achievement.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

BridgePrep Academy South learns about cultures and builds relationships between teachers and students in a variety of ways. The school hosts at least one family function every month. These are a few of the events where we learn about our students cultures as we invite parents to partake in events; Hispanic heritage, black history, ESE week, monthly student projects related to cultural, field trips to local locations. There are also various school sponsored clubs that teachers sponsor and our students meet; NEHS, Patrols, Art Club, Chorus, Drama, News Paper, Book Club. Also BridgePrep has various after school sporting activities such as; basketball, ballet, cheerleading, volleyball, track & field, soccer, baseball, martial arts, and piano. We ask that each family volunteer time at the school each year. The school's parent club that has monthly meeting and helps raise funds for the school and which builds

Describe how the school creates an environment where students feel safe and respected before, during and after school

BridgePrep Academy has a safe and secure campus. The school has a set arrival and dismissal plan that is monitored by school security and teachers to ensure the well being of the students. School staff has procedure in place to review set protocol in emergency situations, critical incident response plan, and reviews them monthly. The students and staff practice emergency drills monthly.

Student advocates take part in the EESAC committee and various other clubs to voice their opinions and concerns. There is a Suggestion Box in main office for parents and students to use and is checked by the Student Council and brought to the Principal if need be. Students are selected to be patrols and monitor student movement at arrival and dismissal time.

BridgePrep Academy students are expected to show respect for themselves, for other students, and for their teachers. Students are expected to behave in ways that are acceptable to classmates and conducive to learning.

Misbehavior on the part of students can be generally corrected when home and school work together.

Teachers and students must foster a mutual respect for one another. Teachers will never use corporal punishment or offensive language toward a student. According to the Code of Student Conduct, methods of positive reinforcement/rewards and/or loss of privileges are utilized. Each classroom enforces practices that will ensure that students are focused during instructional time.

Our school wide behavioral system is as follows:

Classroom Consequences:

1st consequence: Verbal Warning

2nd consequence: Detention/ Loss of privilege

3rd consequence: Parent contacted/ Referral note sent home

Administrative Consequences:

4th consequence: parent is called, and Administrative Detention is given.

5th consequence: In School Suspension (ISS)/ Referral sent home.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

BridgePrep follows the Code of Student Conduct but also uses Positive Behavior Incentive Systems (BPIS) Program.

Tier 1: Generalized interventions (which includes rules, routines, rewards, expectations, consequences, etc) formally taught and practiced on a large scale in a systematic and structured manner on an ongoing basis.

Tier 1 interventions apply to large groups and systems, like an entire class or school. They tend to be more generalized interventions that most kids respond to, like classroom and school rules, expectations, and consequences.

Tier 2: Moderately intensive and focused interventions formally taught and practiced on a small group and individual scale in a systematic and structured manner on an ongoing basis. If necessary, the school counselor implements and meets with these students.

Tier 2 interventions apply to the small number of students who do not respond to Tier 1 interventions.

Tier 2 interventions consist of more highly intensive interventions and require more support and instruction. They may be delivered on an individual basis or to small groups.

Tier 3: Highly intensive, focused, and individualized interventions formally taught and practiced on an individual basis in a systematic and structured manner on an ongoing basis. This is developed in conjunction with the parents, school counselor, and teacher.

Tier 3 interventions apply to the smaller number students who do not respond to Tier 2 interventions.

Tier 3 interventions consist of highly customized and individualized interventions and require a high level of support and instruction. Tier 3 interventions are typically delivered on an individual basis due to their high degree of specificity. Tier 3 interventions are generally not pre-made and cannot usually be used for multiple students due to the fact that they address specific behaviors of a particular student in a particular place and time. Tier 3 interventions will employ the use of an extensive functional behavior assessment to help form and shape interventions as well as other scales and assessments.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

At BridgePrep Academy South we believe that a safe and orderly school is of primary importance. When children behave in a respectful, responsible, and safe manner, they learn more and develop into responsible children whose "character counts". The BridgePrep Academy Code of Excellence is a school wide plan, which clearly outlines student expectations.

Proper behavior is recognized and consequences are given for breaking our code. Each parent must take an active role in supporting this plan. We want our children to learn and to be responsible

citizens. It is in the children's best interest that parents and staff work together to ensure a happy, safe, and productive learning experience.

Students' Code of Excellence

Be honest, Be kind, Be respectful, Be patient, Be proud, Be courteous, Be prompt, Be prepared, and Be polite

If any of these codes are not adhered we will follow up with our school counselor to meet the social and emotional needs of any one child.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

The school will be monitoring the attendance by the administration sending a warning when the student reaches 5 absences and giving the student a referral when they reach 10 absences. Parents will be contacted at each instance and asked to come in and meet with the classroom teacher for the warning and the administration for the referral.

The school will contact parents and the students will receive counseling for behaviors that merit a behavioral referral as a early intervention to minimize the suspension rate.

Monitoring will occur through progress reports and the administration will pull each quarter a grade failure report.

Proving RTI for students that have received a level 1 or 2 on FCAT and he students that meet the criteria set out by the Dade Schools RTI Department.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level							Total
	K	1	2	3	4	5	6	
Attendance below 90 percent	6	6	2	5	2	2	2	25
One or more suspensions	0	0	0	0	1	1	0	2
Course failure in ELA or Math	0	3	1	0	0	0	0	4
Level 1 on statewide assessment	0	0	0	7	3	1	2	13

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level		Total
	1	6	
Students exhibiting two or more indicators	1	1	2

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

These are the Early Warning Systems in place: Parent-teacher Conferences, Progress Monitoring Plan, Response to Intervention, Interview with Guidance Counselor, Academic Review Committee, and Truancy. Once a student has been identified by the early warning system the first indicator the school complies with is a parent-teacher conference. At a parent teacher conference the school and home become educating partners to provide effective instruction to the student. If the student continues to have academic struggles the student will be placed on a progress monitoring plan. In a

progress monitoring plan all instructional strategies that are implemented in the classroom are discussed with the student's parent. Part of the plan is to place the student in tier 2 of response to intervention after data has been collected from the intervention for about six weeks the student is referred to an interview with the guidance counselor. Upon outcome student may be referred to the academic review committee and if necessary through the Truancy process.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

N/A

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Increasing parental involvement: All activities, such as the meet and greet, open house, parent conferences, classroom newsletters, and our school newspaper are posted and communicated through emails and announced on our school website. Phone calls and text messages will also be made through the BrightArrow System on a timely manner informing parents of events as well parents might be unaware of activities at the school. Volunteer logs, sign in sheets for meetings and Parents as Liaisons membership will be used to monitor progress.

At BridgePrep Academy South sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement by incorporating a Literacy Walk-A-Thon, Career Fair, Donors Choose, and Adopt A Classroom. BridgePrep Academy South has partnered up with Deering Estates to offer educational programs to our students and promote scientific learning. Businesses around the community have become proud sponsors and made donations to the school, in return the school hang banners that say "Proud Sponsor" and the name of the local business.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Nunez, Angela	Principal
Perez, Patricia	Assistant Principal
Tablado, Raquel	Teacher, K-12
Prieto, Athenas	Teacher, K-12
Chavez, Krystal	Teacher, ESE
Blandon, Arianna	Instructional Coach
Figueroa, Kassandra	Teacher, K-12
Williams, Danielle	Teacher, ESE
hernandez, barabara	Teacher, K-12
Ravelo, Marcy	Guidance Counselor

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

BridgePrep Academy’s Leadership Team consists of Angela Nunez, the principal, is the instructional leader of the school, who focuses instruction based on data derived from ongoing assessment. Patricia Perez, Assistant Principal and Krystal Chavez, ESE Specialist meet together to discuss students in need of further evaluation. 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:

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).

Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.

Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.

Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.

Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Our school’s administrative team 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

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

The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.

Nutrition education, as per state statute, is taught through physical education.

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

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Daniel Alfonso	Student
Angela Nunez	Principal
Patricia Perez	Education Support Employee
Amy Portal	Parent
Juan Carlos Quintana	Business/Community
Raquel Tablado	Teacher
Kristina Rocafort	Parent
Athenas Prieto	Teacher
Danielle Williams	Teacher
Krystal Chavez	Education Support Employee
Alexis Franco	Parent
Tanya Yulee	Parent
Tamu Fouri	Parent
Franlia Alonso	Parent
Kathy Salton	Business/Community
Mia Battle	Business/Community

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

In the last quarterly SAC committee meeting the 2013-2014 school improvement plans was discussed and evaluated using state wide assessment scores. During this meeting the committee comes to an agreement to drive our needs in creating the 2014-2015 school improvement plan.

Development of this school improvement plan

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.

Preparation of the school's annual budget and plan

In the first quarterly SAC committee meeting the 2014-2015 school improvement plans draft is discussed and evaluated to aline annual budget and plan. During this meeting the committee will discuss fundraisers the school will be having in order to promote and facilitate literacy. The SAC monies will be used to purchase at site license for Ticket to Read which is in the amount of \$3500.00. The portion that is not funded through the SAC monies will be fund raised at the school site.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

School improvement funds will be allocated for after school tutoring as well as our school-wide online reading program. According to the minutes from September 26, 2013 the SAC monies for the 2013-2014 school year were allocated for Ticket to Read program.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Nunez, Angela	Principal
Perez, Patricia	Assistant Principal
Tablado, Raquel	Teacher, K-12
Blandon, Arianna	Instructional Coach
Figueroa, Kassandra	Teacher, K-12
hernandez, barabara	Teacher, K-12
Rocafort, Kristina	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Focus for the 2014-2015 school year will be on informing parents on ways to increase literacy activities at home, while meeting the demands of the new Florida State 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 Achieve 3000, Ticket to Read, 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.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

BridgePrep has Small Learning Committees in which every teacher participates. The teachers collaborate in vertical and horizontal planning to share best practices, lesson plan, plan school wide events and participate in professional development. The school has implemented common planning for grade levels and departments to be able to plan effectively and efficiently.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

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

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Ms. Nunez will use her experience to assist and support teachers in their first year of teaching. Ms. Perez will assist teachers in lesson planning and classroom management on a weekly basis. New teachers will be given specific instruction by Ms. Nunez or Ms. Perez 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. Administration will mentor all teachers and assist them both by checking lesson plans and by quarterly data chats to help design effective instruction.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

BridgePrep Academy ensures its core instructional programs and materials are aligned to the New Florida's State Standards, LAFS and MAFS. We ensure this by utilizing the Miami-Dade County Public Schools district pacing guides and common core textbooks. The following textbooks are being used for subjects: Language Arts/Reading; Wonders. Mathematics; Florida Go Math, Science; Science Fusion, Social Studies; Horizons and Wonders, and for our bilingual instruction we utilize, Muy Bien.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Bridgeprep Academy will use data from both summative and formative assessments to determine need for small group and individual instruction. Students scoring below level on the FAIR, students who received 1's and 2's on 2014 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:

Holding regular team meetings where problem solving is the sole focus.

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 and/or behavioral success.

Determining how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response?)

Respond when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS problem solving process and monitoring progress of instruction)

Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.

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.

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:

Review OPM data for intervention groups to evaluate group and individual student response.

Support interventions where there is not an overall positive group response

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 to progress monitor (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.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 5,400

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

Strategy Rationale

The extended day will allow the school to meet the needs of the charter by including Spanish curriculum for one hour for all students.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Nunez, Angela, angelanunez@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the 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.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

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 "Orientation"; how to's will include reading to your child, common school anxieties, homework helps

and software education for parents.

The elementary students

To facilitate the transition to middle school, students will attend a half day camp in the summer preparing students for the upcoming school year, grade level expectations, and middle school programs.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Our academic goal for this school year is to increase student achievement by providing an enrich core instruction and provide additional opportunity to expose and participate in various activities for students to enrich their vocabulary.
- G2.** BridgePrep Academy will use the Early Warning System to provide strategic interventions and strategies to decrease the number of students receiving behavior referrals, increase daily attendance and decrease the percent of student academically at-risk students.
- G3.** BridgePrep Academy will provide opportunities for students to engage and participate in STEM related activities such as hands on experiments, participation in NESTT program from Deering Estates, and Lego Robotics program in order to increase student achievement.
- G4.** BridgePrep Academy will increase parental involvement by conducting parental workshops on literacy, which will lead to an improvement in student achievement.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Our academic goal for this school year is to increase student achievement by providing an enrich core instruction and provide additional opportunity to expose and participate in various activities for students to enrich their vocabulary. 1a

G046520

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	83.0
AMO Reading - ELL	77.0
AMO Reading - Hispanic	83.0
AMO Reading - ED	76.0
AMO Math - ELL	90.0
FCAT 2.0 Science Proficiency	78.0
FSA - English Language Arts - Proficiency Rate	80.0

Resources Available to Support the Goal 2

- Ongoing professional development
- Curriculum Support Specialist
- Achieve 3000
- Gizmos
- Ticket to Read
- IXL Math
- Reflex Math Program
- Wordly Wise 3000
- ThinkCentral

Targeted Barriers to Achieving the Goal 3

- Limited exposure to active reading and learning strategies in social studies classes
- Teachers lack rigorous lesson plans that lead to mastery of learning target that promote vocabulary instruction as required by the Language Arts Florida Standards
- Limited evidence of understanding computational skills, product and word problems.
- Limited hands on experiments in science for students to gain a deeper understand of the scientific methods.

Plan to Monitor Progress Toward G1. 8

Interim Assessment Data will be collected and review for student progress

Person Responsible

Angela Nunez

Schedule

Quarterly, from 9/1/2014 to 2/2/2015

Evidence of Completion

ThinkGate reports will be generated and Data Chats will be conducted for school progress.

G2. BridgePrep Academy will use the Early Warning System to provide strategic interventions and strategies to decrease the number of students receiving behavior referrals, increase daily attendance and decrease the percent of student academically at-risk students. 1a

G047895

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	16.0
Discipline incidents	3.0
Level 1 - All Grades	7.0
Level 1 - Grade 06	10.0
Level 1 - Grade 07	10.0

Resources Available to Support the Goal 2

- Throughout the year we will maintain contact with family members, medical providers, and social service workers to elicit their support to encourage daily attendance.
- An attendance incentive will be initiated for homerooms by the parent teacher association.
- The school wide character traits trainings, student of the month recognition and bulldog bucks will encourage students to show and exemplify positive behaviors throughout the school.
- Reading Wonderworks program for student at risk to receiving a level 1 on the Florida State Assessment in reading.
- School Counselor to support students on a FAB/BIB.
- RTI team along with the program specialist will assist in the identification of Tier 3 students.
- Technology programs such as IXL, Achieve 3000, Ticket to Read and Reflex Math for core subject remediation.

Targeted Barriers to Achieving the Goal 3

- The barrier for student behavior is the lack of positive behavior system.
- Attendance is impacted by lack of collaboration between the school and home.
- Lack of motivation hinders at-risk student achievement and causes course failure.

Plan to Monitor Progress Toward G2. 8

Leadership meeting will be held to review attendance, behavior and academic progress.

Person Responsible

Angela Nunez

Schedule

Monthly, from 10/1/2014 to 5/29/2015

Evidence of Completion

Use Gradebook attendance reports, detention logs and thinkgate reports.

G3. BridgePrep Academy will provide opportunities for students to engage and participate in STEM related activities such as hands on experiments, participation in NESTT program from Deering Estates, and Lego Robotics program in order to increase student achievement. 1a

G047899

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	78.0

Resources Available to Support the Goal 2

- Students will use the program Gizmos lab simulations.
- Deering Estate N.E.S.T.T. partnership
- Lego Robotics program implementation

Targeted Barriers to Achieving the Goal 3

- Limited exposure to the STEM curriculum and involvement in STEM related activities

Plan to Monitor Progress Toward G3. 8

Show an increase in student achievement as assessed by the Science Spring 2015 FCAT 2.0.

Person Responsible

Patricia Perez

Schedule

Annually, from 8/18/2014 to 5/29/2015

Evidence of Completion

Reports from the FLDOE and Miami-Dade's accountability department.

G4. BridgePrep Academy will increase parental involvement by conducting parental workshops on literacy, which will lead to an improvement in student achievement. 1a

G047904

Targets Supported 1b

Indicator	Annual Target
Non-proficient Reading by Grade 03	5.0

Resources Available to Support the Goal 2

- Monthly parental involvement school activities that are educationally driven.
- Parent Academy workshops will be provided for parents.

Targeted Barriers to Achieving the Goal 3

- Disengaged parents from school activities.
- Parent may not be able to attend at the time of parent workshop

Plan to Monitor Progress Toward G4. 8

Grade book reports on failing courses for students as well as sign-in sheets from parental involvement workshops.

Person Responsible

Patricia Perez

Schedule

On 5/29/2015

Evidence of Completion

Failing grades reports from grade book and sign in sheets from parental involvement workshops will be compared monthly to ensure student progress.

Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Our academic goal for this school year is to increase student achievement by providing an enrich core instruction and provide additional opportunity to expose and participate in various activities for students to enrich their vocabulary. **1**


 G046520

G1.B1 Limited exposure to active reading and learning strategies in social studies classes **2**

 B115346

G1.B1.S1 Teachers will learn how to implement active reading and learning strategies in the core areas.

4

 S126923

Strategy Rationale

Providing teachers with the necessary training will directly influence teacher instruction and student performance.

Action Step 1 **5**

The teachers will infuse active reading strategies and the utilization of technology programs that incorporate informational text to promote comprehension and meet the needs of students.

Person Responsible

Patricia Perez

Schedule

Monthly, from 9/29/2014 to 5/29/2015

Evidence of Completion

Lesson Plans

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

The teachers will pull reports and debrief with the curriculum team.

Person Responsible

Arianna Blandon

Schedule

Biweekly, from 9/29/2014 to 5/29/2015

Evidence of Completion

Student growth reports from Achieve3000

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

On going review of data such as: Interim assessments, topic assessment and end of course assessment will be reviewed

Person Responsible

Patricia Perez

Schedule

Quarterly, from 10/27/2014 to 5/29/2015

Evidence of Completion

Interim assessment data will be collect and data chats will occur with individual students and teachers to monitor effectiveness of implementation.

G1.B2 Teachers lack rigorous lesson plans that lead to mastery of learning target that promote vocabulary instruction as required by the Language Arts Florida Standards **2**

 B126918

G1.B2.S1 Provide professional development on rigorous lesson planning with explicit instruction. **4**

 S138917

Strategy Rationale

If teachers are exposed to rigorous lesson plans and explicit instruction then, student achievement will increase

Action Step 1 **5**

The teachers will development on rigorous lesson plans in English Language Arts by incorporating supporting details, and performance task items.

Person Responsible

Patricia Perez

Schedule

Biweekly, from 9/25/2014 to 4/3/2015

Evidence of Completion

Weekly lesson plans will be reviewed by the assistant principal or curriculum coach to ensure rigorous plan with explicit instruction

Plan to Monitor Fidelity of Implementation of G1.B2.S1 **6**

The curriculum team will provide professional development on lesson planning and explicit instruction

Person Responsible

Patricia Perez

Schedule

Monthly, from 9/25/2014 to 4/3/2015

Evidence of Completion

Agendas and sign-in sheets will be collected from all professional developments

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Benchmark test will be given to students and reviewed by teachers to ensure the effectiveness of vocabulary instruction

Person Responsible

Patricia Perez

Schedule

Weekly, from 9/26/2014 to 5/29/2015

Evidence of Completion

Wonders ELA weekly benchmark test

G1.B3 Limited evidence of understanding computational skills, product and word problems. 2

 B126930

G1.B3.S1 The curriculum coach will provide professional development to all math teachers. 4

 S138945

Strategy Rationale

The professional development will support teachers with implementing systematic processes in math instruction.

Action Step 1 5

Develop students' ability to make sense of real world application problems involving operations on real numbers and analyzing and summarizing data sets by quick draws, think-a-louds, connecting prior knowledge to student thinking.

Person Responsible

Arianna Blandon

Schedule

Weekly, from 10/10/2014 to 11/7/2014

Evidence of Completion

Agendas and Sign in sheets for the professional development.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Students will be given opportunities to model and translate multi-step real world problems using number operations.

Person Responsible

Arianna Blandon

Schedule

Biweekly, from 10/10/2014 to 5/29/2015

Evidence of Completion

Math lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Data chats will be conducted using topic assessments review effectiveness

Person Responsible

Arianna Blandon


Schedule

Monthly, from 10/10/2014 to 5/29/2015


Evidence of Completion

ThinkGate topic assessment reports will be generated by class/period

G1.B4 Limited hands on experiments in science for students to gain a deeper understand of the scientific methods. **2**

 B126931

G1.B4.S1 Gizmos utilization will increase student comprehension of scientific terminology. **4**

 S138972

Strategy Rationale

The exposure of scientific vocabulary through gizmos will enhance student comprehension.

Action Step 1 **5**

The curriculum support speciliast will provide professional development focusing on the proper use and implementation of Gizmos.

Person Responsible

Arianna Blandon

Schedule

Monthly, from 10/17/2014 to 5/15/2015

Evidence of Completion

The curriculum support specialist will collect a roster and the agenda/minutes at the end of every meeting.

Plan to Monitor Fidelity of Implementation of G1.B4.S1 **6**

Classroom observations will done to verify the proper implementation of the Gizmos program.

Person Responsible

Arianna Blandon

Schedule

Biweekly, from 11/14/2014 to 5/22/2015

Evidence of Completion

School created assessments will be generated focusing on the standards taught through Gizmos. Results from that assessment will be collected and analyzed.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Interim assessments will be used to monitor student progress of scientific terminology.

Person Responsible

Arianna Blandon

Schedule

Monthly, from 10/13/2014 to 2/2/2015

Evidence of Completion

ThinkGate generated reports on the interim assessments will be analyzed.

G2. BridgePrep Academy will use the Early Warning System to provide strategic interventions and strategies to decrease the number of students receiving behavior referrals, increase daily attendance and decrease the percent of student academically at-risk students. 1

G047895

G2.B1 The barrier for student behavior is the lack of positive behavior system. 2

B119286

G2.B1.S1 Implement a possitive behavior system that will reward students when displaying the positive "bulldogs" character traits with Bulldog Bucks and selecting a student of the month for each classroom to reinforce these behaviors. 4

S131083

Strategy Rationale

Research shows that student behavior is best shaped when they are "caught being good." These systemic changes are the best route to connect students to the school and create a positive and lasting impact on student behavior.

Action Step 1 5

Staff will participate in the character trait professional development training on the positive behavior program. Implement the program with students by explicitly instructing students on the following behaviors: Brilliant, Understanding, Loyal, Leaders, Determined, Optomistic and Genuine. Students will be rewarded daily with Bulldog Bucks for demonstrating these behaviors and one student per homeroom, per month will be recognized for exemplifying these positive characteristics.

Person Responsible

Angela Nunez

Schedule

On 6/3/2015

Evidence of Completion

Faculty sign in sheet and agenda is provided.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

BPS students will visit the school store biweekly to cash in their Bulldog Bucks. Monthly, the student of the month will receive a pin and note from their homeroom teacher. Quarterly, students that exhibit these positive behaviors will have a luncheon with their principal.

Person Responsible

Angela Nunez

Schedule

Biweekly, from 10/1/2014 to 5/31/2015

Evidence of Completion

Meeting logs and student of the month bulletin.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

There will be a decrease in the amount of behavior referrals.

Person Responsible

Angela Nunez


Schedule

Quarterly, from 10/1/2014 to 5/29/2015


Evidence of Completion

The results of our efforts will be measured by comparing the percentage of behavior referrals from the 2014-2015 to the 2013-2014 school year.

G2.B2 Attendance is impacted by lack of collaboration between the school and home. 2

 B126933

G2.B2.S1 Contacting parents after a student has 5 absences for a conference with teacher. 4

 S138927

Strategy Rationale

We know from past years that absenteeism is a problem that affects school grades. By decreasing the number of absences we will help students succeed academically, graduate on time, avoid dropping out, and increase the likelihood of job success after graduation.

Action Step 1 5

A parent conference will be scheduled.

Person Responsible

Raquel Tablado

Schedule

Biweekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Student attendance bulletin will used to identify and monitor the amount of absences.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Meet with teachers to monitor outcome of parent conferences.

Person Responsible

Raquel Tablado

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Gradebook attendance records by homeroom will be monitored.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

A log will be kept to ensure that parents have been contacted. Repeat offenders will then conference with administration.

Person Responsible

Patricia Perez

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Teachers will turn in the attendance log to administration.

G2.B3 Lack of motivation hinders at-risk student achievement and causes course failure. 2

 B126937

G2.B3.S1 Students will receive immediate reinforcement and coaching while they master skills in reading and math through the Reading Wonderworks Program, Achieve 3000, IXL, Ticket to Read and Reflex Math. These systematic and research based programs will assist in scaffolding for student achievement and building the academic capacity in our students. 4

 S138955

Strategy Rationale

Becoming skilled mathematicians, readers, writers, speakers, listeners, and thinkers requires ample opportunity for practice, authentic reasons for communicating, and effective instructional support. To achieve competence in math and literacy, students must be motivated to engage with tasks and to improve their proficiency. Instruction and practice then provides the coaching and feedback necessary to gain competence. Increased competence inspires continued motivation to engage. This cycle supports improved student achievement.

Action Step 1 5

Teachers will receive training in the various programs.

Person Responsible

Arianna Blandon

Schedule

On 6/3/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Teachers will train students, assign activities that correlate with the student deficiencies, monitor student performance and monitor student completion rate.

Person Responsible

Patricia Perez

Schedule

Monthly, from 10/8/2014 to 6/3/2015

Evidence of Completion

Administrative reports will be monitored.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Student performance on Florida Standards Intrums will increase over the school year.

Person Responsible

Schedule

Evidence of Completion

Class reports and comparison reports will be viewed through Thinkgate.

G3. BridgePrep Academy will provide opportunities for students to engage and participate in STEM related activities such as hands on experiments, participation in NESTT program from Deering Estates, and Lego Robotics program in order to increase student achievement. 1

G047899

G3.B1 Limited exposure to the STEM curriculum and involvement in STEM related activities 2

B119309

G3.B1.S1 Providing all students with extended learning opportunities to further develop their science content and skills across the curriculum through activities such as the Legos Robotics, field trips to Deering Estates for the N.E.S.T.T. program, and incorporating the SECME extended learning curriculum.

4

S131104

Strategy Rationale

Scientific and technological innovations are increasingly important as we face the benefits and challenges of both globalization and a knowledge-based economy. To succeed in this new information-based and highly technological society, students need to develop their capabilities in STEM to levels much beyond what was considered acceptable in the past.

Action Step 1 5

Promote and motivate students to participate in extended learning activities such as the SECME science club, math competitions & the Legos Robotics program.

Person Responsible

Patricia Perez

Schedule

Monthly, from 9/25/2014 to 5/29/2015

Evidence of Completion

This is evidenced through club/ competition flyers and agendas.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Monitor SECME club sign in sheets, competition registrations such as the Math Bowl, awards and recognitions.

Person Responsible

Patricia Perez

Schedule

Monthly, from 9/25/2014 to 5/29/2015

Evidence of Completion

Collect the club sign in sheets and track the competitions that student are participating in.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

The math and science district interims will be monitored.

Person Responsible

Patricia Perez

Schedule

Quarterly, from 10/15/2014 to 6/3/2015

Evidence of Completion

The thinkgate report will show an increase in the math and science district interims.

G3.B1.S2 Provide professional developemnt on incorporation and clear identification of stem concepts and activities in direct instruct through cross curriculuar instruction. identify specific scivities that can be directly alligned to stem instruction. 4

 S139265

Strategy Rationale

This is to increase student achievement in the areas of math and science.

Action Step 1 5

Provide professional development thourgh PD wednesday and provide a clear explanation of STEM. Provide elements of what STEM includes. Common plan with teachers infussing STEM activites and opportunities across the content areas.

Person Responsible

Arianna Blandon

Schedule

Monthly, from 10/1/2014 to 6/3/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

This will be monitored through lesson plans, sign in sheets and meeting agendas.

Person Responsible

Patricia Perez

Schedule

Monthly, from 10/1/2014 to 6/3/2015

Evidence of Completion

This is evidenced through the administration checking the lesson plans, administrative walkthroughs, and collecting the agendas and sign in sheets for each of the PDs.

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

The math and science district interims will be monitored.

Person Responsible

Angela Nunez

Schedule

Every 6 Weeks, from 10/1/2014 to 6/3/2015

Evidence of Completion

The thinkgate report will show an increase in the math and science district interims.

G4. BridgePrep Academy will increase parental involvement by conducting parental workshops on literacy, which will lead to an improvement in student achievement. 1

G047904

G4.B1 Disengaged parents from school activities. 2

B119312

G4.B1.S1 Improve parental communication through a variety of media. 4

S131107

Strategy Rationale

If the parent are made aware of the activities and benefit to student achievement the likelihood of participation will increase.

Action Step 1 5

Increase the media advertising for parental involvement benefits.

Person Responsible

Angela Nunez

Schedule

Monthly, from 9/25/2014 to 6/4/2015

Evidence of Completion

Various media announcements will be sent out to parents advertising the activity that will take place along with the benefit to student achievement.

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Sign in sheets will be collected and analyzed for increased parental participation.

Person Responsible

Patricia Perez

Schedule

Monthly, from 9/25/2014 to 6/4/2015

Evidence of Completion

Sign in sheets will be collected and analyzed for increased parental participation. The students of those parents will be monitored for proficiency in student course completion.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Parents with students that are failing courses will be contacted to attend parental workshops.

Person Responsible


Patricia Perez

Schedule

Biweekly, from 10/17/2014 to 5/29/2015

Evidence of Completion

G4.B2 Parent may not be able to attend at the time of parent workshop 2

 B127209

G4.B2.S1 Alternate between morning and evening events and the days that workshops are offered at the school. 4

 S139244

Strategy Rationale

Varying that days and times will give a better opportunity for parents to attend the events

Action Step 1 5

Provide a parental workshop of ways to access and use technology to support student learning.

Person Responsible

Angela Nunez

Schedule

Monthly, from 11/5/2014 to 5/29/2015

Evidence of Completion

Sign-in sheets and agendas will be collected as evidence

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

Monthly calendars will be developed to facilitate parental notification of workshops and topics.

Person Responsible

Patricia Perez

Schedule

Monthly, from 11/5/2014 to 5/27/2015

Evidence of Completion

Sign-in sheets from the workshops.

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

Parental communication will be increased through a new school website.

Person Responsible

Raquel Tablado

Schedule

Quarterly, from 10/27/2014 to 6/4/2015

Evidence of Completion

Record of parental sign ups for website blasts.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	The teachers will infuse active reading strategies and the utilization of technology programs that incorporate informational text to promote comprehension and meet the needs of students.	Perez, Patricia	9/29/2014	Lesson Plans	5/29/2015 monthly
G2.B1.S1.A1	Staff will participate in the character trait professional development training on the positive behavior program. Implement the program with students by explicitly instructing students on the following behaviors: Brilliant, Understanding, Loyal, Leaders, Determined, Optimistic and Genuine. Students will be rewarded daily with Bulldog Bucks for demonstrating these behaviors and one student per homeroom, per month will be	Nunez, Angela	9/24/2014	Faculty sign in sheet and agenda is provided.	6/3/2015 one-time

Dade - 2003 - Bridgeprep Academy South - 2014-15 SIP
Bridgeprep Academy South

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	recognized for exemplifying these positive characteristics.				
G3.B1.S1.A1	Promote and motivate students to participate in extended learning activities such as the SECME science club, math competitions & the Legos Robotics program.	Perez, Patricia	9/25/2014	This is evidenced through club/competition flyers and agendas.	5/29/2015 monthly
G4.B1.S1.A1	Increase the media advertising for parental involvement benefits.	Nunez, Angela	9/25/2014	Various media announcements will be sent out to parents advertising the activity that will take place along with the benefit to student achievement.	6/4/2015 monthly
G1.B2.S1.A1	The teachers will development on rigorous lesson plans in English Language Arts by incorporating supporting details, and performance task items.	Perez, Patricia	9/25/2014	Weekly lesson plans will be reviewed by the assistant principal or curriculum coach to ensure rigorous plan with explicit instruction	4/3/2015 biweekly
G1.B3.S1.A1	Develop students' ability to make sense of real world application problems involving operations on real numbers and analyzing and summarizing data sets by quick draws, think-a louds, connecting prior knowledge to student thinking.	Blandon, Arianna	10/10/2014	Agendas and Sign in sheets for the professional development.	11/7/2014 weekly
G2.B2.S1.A1	A parent conference will be scheduled.	Tablado, Raquel	8/18/2014	Student attendance bulletin will used to identify and monitor the amount of absences.	6/3/2015 biweekly
G2.B3.S1.A1	Teachers will receive training in the various programs.	Blandon, Arianna	9/28/2014		6/3/2015 one-time
G1.B4.S1.A1	The curriculum support specialist will provide professional development focusing on the proper use and implementation of Gizmos.	Blandon, Arianna	10/17/2014	The curriculum support specialist will collect a roster and the agenda/minutes at the end of every meeting.	5/15/2015 monthly
G4.B2.S1.A1	Provide a parental workshop of ways to access and use technology to support student learning.	Nunez, Angela	11/5/2014	Sign-in sheets and agendas will be collected as evidence	5/29/2015 monthly
G3.B1.S2.A1	Provide professional development thorough PD wednesday and provide a clear explanation of STEM. Provide elements of what STEM includes. Common plan with teachers infussing STEM activities and opportunities across the content areas.	Blandon, Arianna	10/1/2014		6/3/2015 monthly
G1.MA1	Interim Assessment Data will be collected and review for student progress	Nunez, Angela	9/1/2014	ThinkGate reports will be generated and Data Chats will be conducted for school progress.	2/2/2015 quarterly
G1.B1.S1.MA1	On going review of data such as: Interim assessments, topic assessment and end of course assessment will be reviewed	Perez, Patricia	10/27/2014	Interim assessment data will be collect and data chats will occur with individual students and teachers to monitor effectiveness of implementation.	5/29/2015 quarterly
G1.B1.S1.MA1	The teachers will pull reports and debrief with the curriculum team.	Blandon, Arianna	9/29/2014	Student growth reports from Achieve3000	5/29/2015 biweekly
G1.B2.S1.MA1	Benchmark test will be given to students and reviewed by teachers to ensure the effectiveness of vocabulary instruction	Perez, Patricia	9/26/2014	Wonders ELA weekly benchmark test	5/29/2015 weekly
G1.B2.S1.MA1	The curriculum team will provide professional development on lesson planning and explicit instruction	Perez, Patricia	9/25/2014	Agendas and sign-in sheets will be collected from all professional developments	4/3/2015 monthly
G1.B3.S1.MA1	Data chats will be conducted using topic assessments review effectiveness	Blandon, Arianna	10/10/2014	ThinkGate topic assessment reports will be generated by class/period	5/29/2015 monthly

Dade - 2003 - Bridgeprep Academy South - 2014-15 SIP
Bridgeprep Academy South

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B3.S1.MA1	Students will be given opportunities to model and translate multi-step real world problems using number operations.	Blandon, Arianna	10/10/2014	Math lesson plans	5/29/2015 biweekly
G1.B4.S1.MA1	Interim assessments will be used to monitor student progress of scientific terminology.	Blandon, Arianna	10/13/2014	ThinkGate generated reports on the interim assessments will be analyzed.	2/2/2015 monthly
G1.B4.S1.MA1	Classroom observations will done to verify the proper implementation of the Gizmos program.	Blandon, Arianna	11/14/2014	School created assessments will be generated focusing on the standards taught through Gizmos. Results from that assessment will be collected and analyzed.	5/22/2015 biweekly
G2.MA1	Leadership meeting will be held to review attendance, behavior and academic progress.	Nunez, Angela	10/1/2014	Use Gradebook attendance reports, detention logs and thinkgate reports.	5/29/2015 monthly
G2.B1.S1.MA1	There will be a decrease in the amount of behavior referrals.	Nunez, Angela	10/1/2014	The results of our efforts will be measured by comparing the percentage of behavior referrals from the 2014-2015 to the 2013-2014 school year.	5/29/2015 quarterly
G2.B1.S1.MA1	BPS students will visit the school store biweekly to cash in thier Bulldog Bucks. Monthly, the student of the month will receive a pin and note from their homeroom teacher. Quartely, students that exhibit these possitive behaviors will have a luncheon with their principal.	Nunez, Angela	10/1/2014	Meeting logs and student of the month bulletin.	5/31/2015 biweekly
G2.B2.S1.MA1	A log will be kept to ensure that parents have been contacted. Repeat offenders will them conference with administration.	Perez, Patricia	8/18/2014	Teachers will turn in the attendance log to administration.	6/3/2015 monthly
G2.B2.S1.MA1	Meet with teachers to monitor outcome of parent conferences.	Tablado, Raquel	8/18/2014	Gradebook attendance records by homeroom will be monitored.	6/3/2015 monthly
G2.B3.S1.MA1	Student performance on Florida Standards Intrums will increase over the school year.		Class reports and comparison reports will be viewed through Thinkgate.	one-time	
G2.B3.S1.MA1	Teachers will train students, assign activities that correlate with the student deficiencies, monitor student performance and monitor student completion rate.	Perez, Patricia	10/8/2014	Administrative reports will be monitored.	6/3/2015 monthly
G3.MA1	Show an increase in studnt achievement as assessment by the Science Spring 2015 FCAT 2.0.	Perez, Patricia	8/18/2014	Reports from the FLDOE and Miami-Dade's accountability department.	5/29/2015 annually
G3.B1.S1.MA1	The math and science district interims will be monitored.	Perez, Patricia	10/15/2014	The thinkgate report will show an increase in the math and science district interims.	6/3/2015 quarterly
G3.B1.S1.MA1	Monitor SECME club sign in sheets, competition registrations such as the Math Bowl, awards and recognations.	Perez, Patricia	9/25/2014	Collect the club sign in sheets and track the competions that student are paticipating in.	5/29/2015 monthly
G3.B1.S2.MA1	The math and science district interims will be monitored.	Nunez, Angela	10/1/2014	The thinkgate report will show an increase in the math and science district interims.	6/3/2015 every-6-weeks
G3.B1.S2.MA1	This will be monitored through lesson plans, sign in sheets and meeting agendas.	Perez, Patricia	10/1/2014	This is evidenced through the administration checking the lesson plans, administrative walkthroughs, and	6/3/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				collecting the agendas and sign in sheets for each of the PDs.	
G4.MA1	Grade book reports on failing courses for students as well as sign-in sheets from parental involvement workshops.	Perez, Patricia	10/17/2014	Failing grades reports from grade book and sign in sheets from parental involvement workshops will be compared monthly to ensure student progress.	5/29/2015 one-time
G4.B1.S1.MA1	Parents with students that are failing courses will be contacted to attend parental workshops.	Perez, Patricia	10/17/2014		5/29/2015 biweekly
G4.B1.S1.MA1	Sign in sheets will be collected and analyzed for increased parental participation.	Perez, Patricia	9/25/2014	Sign in sheets will be collected and analyzed for increased parental participation. The students of those parents will be monitored for proficiency in student course completion.	6/4/2015 monthly
G4.B2.S1.MA1	Parental communication will be increased through a new school website.	Tablado, Raquel	10/27/2014	Record of parental sign ups for website blasts.	6/4/2015 quarterly
G4.B2.S1.MA1	Monthly calendars will be developed to facilitate parental notification of workshops and topics.	Perez, Patricia	11/5/2014	Sign-in sheets from the workshops.	5/27/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

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

G1. Our academic goal for this school year is to increase student achievement by providing an enrich core instruction and provide additional opportunity to expose and participate in various activities for students to enrich their vocabulary.

G1.B1 Limited exposure to active reading and learning strategies in social studies classes

G1.B1.S1 Teachers will learn how to implement active reading and learning strategies in the core areas.

PD Opportunity 1

The teachers will infuse active reading strategies and the utilization of technology programs that incorporate informational text to promote comprehension and meet the needs of students.

Facilitator

Arianna Blandon

Participants

All teachers

Schedule

Monthly, from 9/29/2014 to 5/29/2015

G1.B2 Teachers lack rigorous lesson plans that lead to mastery of learning target that promote vocabulary instruction as required by the Language Arts Florida Standards

G1.B2.S1 Provide professional development on rigorous lesson planning with explicit instruction.

PD Opportunity 1

The teachers will development on rigorous lesson plans in English Language Arts by incorporating supporting details, and performance task items.

Facilitator

Curriculum Support Team

Participants

All teachers

Schedule

Biweekly, from 9/25/2014 to 4/3/2015

G1.B3 Limited evidence of understanding computational skills, product and word problems.

G1.B3.S1 The curriculum coach will provide professional development to all math teachers.

PD Opportunity 1

Develop students' ability to make sense of real world application problems involving operations on real numbers and analyzing and summarizing data sets by quick draws, think-a-louds, connecting prior knowledge to student thinking.

Facilitator

Curriculum Coach

Participants

All Math teachers

Schedule

Weekly, from 10/10/2014 to 11/7/2014

G1.B4 Limited hands on experiments in science for students to gain a deeper understanding of the scientific methods.

G1.B4.S1 Gizmos utilization will increase student comprehension of scientific terminology.

PD Opportunity 1

The curriculum support specialist will provide professional development focusing on the proper use and implementation of Gizmos.

Facilitator

Curriculum support specialist- Arianna Blandon

Participants

All science teachers.

Schedule

Monthly, from 10/17/2014 to 5/15/2015

G2. BridgePrep Academy will use the Early Warning System to provide strategic interventions and strategies to decrease the number of students receiving behavior referrals, increase daily attendance and decrease the percent of student academically at-risk students.

G2.B1 The barrier for student behavior is the lack of positive behavior system.

G2.B1.S1 Implement a positive behavior system that will reward students when displaying the positive "bulldogs" character traits with Bulldog Bucks and selecting a student of the month for each classroom to reinforce these behaviors.

PD Opportunity 1

Staff will participate in the character trait professional development training on the positive behavior program. Implement the program with students by explicitly instructing students on the following behaviors: Brilliant, Understanding, Loyal, Leaders, Determined, Optimistic and Genuine. Students will be rewarded daily with Bulldog Bucks for demonstrating these behaviors and one student per homeroom, per month will be recognized for exemplifying these positive characteristics.

Facilitator

Mrs. Nunez, Principal

Participants

The entire faculty will participate.

Schedule

On 6/3/2015

G2.B3 Lack of motivation hinders at-risk student achievement and causes course failure.

G2.B3.S1 Students will receive immediate reinforcement and coaching while they master skills in reading and math through the Reading Wonderworks Program, Achieve 3000, IXL, Ticket to Read and Reflex Math. These systematic and research based programs will assist in scaffolding for student achievement and building the academic capacity in our students.

PD Opportunity 1

Teachers will receive training in the various programs.

Facilitator

Ms. Blandon

Participants

All ELA and math teachers.

Schedule

On 6/3/2015

G3. BridgePrep Academy will provide opportunities for students to engage and participate in STEM related activities such as hands on experiments, participation in NESTT program from Deering Estates, and Lego Robotics program in order to increase student achievement.

G3.B1 Limited exposure to the STEM curriculum and involvement in STEM related activities

G3.B1.S2 Provide professional development on incorporation and clear identification of stem concepts and activities in direct instruction through cross curricular instruction. identify specific activities that can be directly aligned to stem instruction.

PD Opportunity 1

Provide professional development through PD Wednesday and provide a clear explanation of STEM. Provide elements of what STEM includes. Common plan with teachers infusing STEM activities and opportunities across the content areas.

Facilitator

Ms. Arianna Blandon

Participants

All teachers will participate.

Schedule

Monthly, from 10/1/2014 to 6/3/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

G4. BridgePrep Academy will increase parental involvement by conducting parental workshops on literacy, which will lead to an improvement in student achievement.

G4.B1 Disengaged parents from school activities.

G4.B1.S1 Improve parental communication through a variety of media.

PD Opportunity 1

Increase the media advertising for parental involvement benefits.

Facilitator

Angela Nunez

Participants

Stakeholders

Schedule

Monthly, from 9/25/2014 to 6/4/2015

G4.B2 Parent may not be able to attend at the time of parent workshop

G4.B2.S1 Alternate between morning and evening events and the days that workshops are offered at the school.

PD Opportunity 1

Provide a parental workshop of ways to access and use technology to support student learning.

Facilitator

Arianna Blandon

Participants

All Stakeholders

Schedule

Monthly, from 11/5/2014 to 5/29/2015

Budget Rollup

Summary

Description	Total
Goal 1: Our academic goal for this school year is to increase student achievement by providing an enrich core instruction and provide additional opportunity to expose and participate in various activities for students to enrich their vocabulary.	11,772
Grand Total	11,772

Goal 1: Our academic goal for this school year is to increase student achievement by providing an enrich core instruction and provide additional opportunity to expose and participate in various activities for students to enrich their vocabulary.

Description	Source	Total
B1.S1.A1 - Achieve3000	General Fund	6,422
B1.S1.A1 - Ticket to Read	School Improvement Funds	3,500
B3.S1.A1 - IXL math	Other	1,850
Total Goal 1		11,772