Bridgeprep Academy Interamerican Campus

2014-15 School Improvement Plan

Bridgeprep Academy Interamerican Campus

621 BEACOM BLVD, Miami, FL 33135

[no web address on file]

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Combination	No	74%

Alternative/ESE Center	Charter School	Minority
No	Yes	96%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	B	F		

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

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 has a diverse population of students. Therefore Bridgeprep holds school events that recognize different cultures and student backgrounds such as Hispanic heritage week, black history month, school-wide projects covering different culture topics, etc which are displayed in the classrooms and or around the school. Bridgeprep Academy also integrates family and community members by having family night functions in our school and field trips.

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

At Bridgeprep Academy, school administrators, teachers, school staff, students and community members are all partners in creating a welcoming learning environment. Homeroom teachers are our students' advocates and they work to create a positive classroom climate that has rules and norms that are followed, and where positive peer relationships are nurtured. The school believes that it is very imortant to maintain great communication with our parents and community through blackboard connect, Edline, and Class Dojo as well as having an open door policy to meet with teachers and principal whenever available. Parents are also welcome and encourgaed to participate in our school by attending the Principal's Parent Roundtable meetings and they are also required to complete 20 parent volunteer hours each school year.

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 Academy follows the Code of Student Conduct as its main behavioral plan. Students and parents are introduced to this plan and the behavioral expectations at the beginning of the school

year. In addition to the Code of Student Conduct, the school implements the use of a positive behavioral system which is called Classroom DOJO. Students received point for doing the right thing in and out of the classroom. Parents have access to this program through their phone and/or computer to check on student behavior. The school also implements the student of the month per homeroom which they are announced and pictures are displayed in their homeroom. Aside from implementing these programs in school, we also offer school counseling and maintain parent communication through our school website, blackboard connect, flyers, team conferences, and class dojo.

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

Bridgeprep Academy has on board a School guidance counselor which meets and assist students as needed. Students experiencing personal or academic social-emotional needs meet with the counselor one to two times a week. The counselor also provides small group counseling sessions with students that have been retained or are experiencing academic difficulties.

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

Bridgeprep Academy's Early Warning System includes the RtI Team and the attendance Review Committee. These teams monitor the Early Warning Systems indicators on a quarterly basis . The current indicators are: Students who have an attendance below 90 percent, students with one or more suspensions, students with a course failure in English Language Arts or Mathematics, Students who received a level 1 on a statewide assessment in English Language Arts or Mathematics, Students who failed two or more courses, and students who were retained.

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	7	8	
Attendance below 90 percent	1	3	1	1	3	0	1	3	1	14
One or more suspensions	0	0	6	0	0	0	0	0	0	6
Course failure in ELA or Math	1	0	2	2	2	0	1	0	0	8
Level 1 on statewide assessment	0	0	0	12	10	1	9	9	4	45

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

Indicator	Grade Level			Total
	2	3	6	
Students exhibiting two or more indicators	2	2	1	5

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

The school implements several startegies for students identified as exhibiting two or more Early warning Systems. Students exhibiting academics indicators, are placed in the Wonder Works Reading Intervention Program. In addition to the interventions, the school as implemented an extended day schedule for 2nd-6th grade which is used to support Reading through Achieve 3000 and Mathematics through Mathletics. Students in kindergarten and first grade complete Ticket to Read for reading and Mathletics for math fluency.

Teachers also work with these students in small differentiated instructional groups in the classroom setting. Parents of students with excessive absences and tardies meet with the Attendance Review Team once every 9 week period where an action plan is developed to ensure that the student's absences and/or tardies decrease.

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

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

Bridgeprep Academy believes that effective partnerships are an essential part of creating a highly successful school. The principal of the school establishes partnerships with local community businesses thorugh phone calls, letters or direct communication at school site events. Members of SACS and the Principal's Roundtable committee also reach out to local business to create and partnerships with the school. Private businesses around our area have made donations to help us purchase materials and resources for our school. Another business partner, Publix has donated food for our school events. Bridgeprep Academy has a 20 hour parent participation program per family per year. We involve our parents through various activities such as meet and greet, open house, movie nights, school activities, school field trips, etc.

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
Ortiz, Mitzie	Principal
Katz, Darliny	Other
Acosta, Yadira	Instructional Coach
Perez, Sophie	Instructional Coach
Uriza , Maria	Teacher, K-12

Duties

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

Mitzie Ortiz, Principal: The Principal provides a common vision for the use of data-based decision making. The Principal ensures that the school based team is implementing intervention support and documentation and adequate professional development to support student achievement at the school. The Principal Oversees the administration of RtI skills of school staff, and communicates with parents regarding school-based plans and activities.

Darliny Katz, Administrative Director of Curriculum and Instruction: Assist the Principal in carrying out the mission/vision and the implementation of academic programs. Attends meetings and relays pertinent information to staff and curriculum support. Collects and analyzes data to plan and set recommendation for support and professional development for instructional staff.

Krystal Chavez, ESE Program Specialist: Works in partnership with the general education teachers and provides teachers with intervention strategies and materials. Provides, designs, and participates in professional development opportunities in accordance with specific needs.

Sophie Perez (Reading Coach), Yadira Acosta (Mathematics Coach), and Maria Uriza (Lead Teacher); Provide data to the RtI team based on state, district and school-wide based assessments. The school leadership team works together, using all available data and resources to make instructional decision which will impact all students.

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

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.
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 monthly 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 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.to 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.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Mitzie Ortiz	Principal
Maria Uriza	Teacher
Jose Cruz	Teacher
Samantha Pasqua	Teacher
Arlyn Guillen	Education Support Employee
Elena Cruz	Education Support Employee
Viviana Mendible	Parent
Maria Ruiz	Parent
Cristina DIaz	Parent
Jessica Lores	Parent
Germina Fernandez	Parent
Emily Lores	Student
Robert Lores	Business/Community
Antonnette Klucar	Student

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

The SAC evaluates the previous year's school improvement plan at the first SAC meeting of the school year. The areas of strength and growth for the year are discussed as well ads the areas in need of improvement.

Development of this school improvement plan

The SAC is an integral part of the development of the School Improvement Plan. The SAC shall: implement the state system of school improvement and accountability, assist in the preparation and evaluation of the School Improvement Plan , and assist in the preparation of the school's annual budget. At each quarterly meeting, data is reviewed and presented. Teams discuss strategies to implement and adjustments are made if necessary. Input is received from stakeholders of the SAC as it pertains to changes in the School Improvement Plan for the following year.

Preparation of the school's annual budget and plan

The SAC makes suggestion for fundraiser and help decide how to allocate our school funds.

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

Bridgeprep Academy used their funds to purchase various resources such as Florida Coach for supplemental instruction for $1270, Achieve 3000 $10000 and Ticket to Read $975 which were used for our online reading programs, Mathletics $1496 for our online math program, Wonder Works $3193 as our intervention program, and for communication we purchased Edline and Brightarrow.

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
Perez, Sophie	Instructional Coach
Uriza , Maria	Teacher, K-12
Ortiz, Mitzie	Principal
Katz, Darliny	Other

Duties

Describe how the LLT promotes literacy within the school

"Reading Across the Curriculum"
We will have to organize our team and acquire the necessary training for a successful team. Our reading coach will attend monthly coaches' meetings, return to the school and train staff. The principal will visit the classrooms to ensure all teachers are using differentiated instruction and that level I and II students are being pulled out for intensive small group reading.

Another major initiative of the LLT will be "Book It!," which is a program that motivates children to read by rewarding their reading accomplishments with praise, recognition and pizza. The program is simple for the teacher to use, flexible because goals match reading ability, and fun because achieving a goal is a great reason to celebrate.

We also motivate and encourage the use of the online reading programs such as Ticket to Read and Achieve 3000 by displaying top students in the programs followed by incentives and giving certificates once levels are completed,

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

The school promotes positive working relationship through several strategies. At the monthly faculty meetings, individual teachers and grade levels are recognized and celebrated for their achievements. Several times a year the Reading coach organizes team building activities which promote a sense of collaboration and understanding of each other's differences. Professional development workshop offer teachers the opportunity to further collaborate together on curriculum and instructional strategies to increase student achievement. Teachers also have collaborative planning time everyday which allow the teachers in the grade level to plan their content instruction for the week.

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

The administration recruits highly qualified teachers through referrals, recommendations, and postings on the school website. The administration hires highly qualified teachers and offers compensation based on certification/degrees. As the teacher accumulates years with the school, their salary is increased by a set, board approved percentage.

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

The mentoring plan at Bridgeprep Academy is one that provides several layers of support to new teachers. Each new teacher is assigned a highly qualified mentor teacher who will work closely with them throughout the year.

Additionally, the Lead Teacher and Reading Coach will provide assistance and feedback to new teachers through informal classroom walk-through observations and through monthly mentoring meetings each which focuses on a different topic.

Mentor: Christina Hernandez and Maria Uriza Mentee: Monica Fernandez, Antonette Klucar, and Esther Rojas.

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

The school ensures that its core instructional program and materials are aligned to the Florida standards by selecting the materials adopted by the Miami-Dade County School District. In addition, supplemental materials that are purchased for classroom use in the core program, are reviewed by the administrative team to ensure that they are aligned to the Florida Standards and provide the rigor

needed. Classroom grade level chairpersons also have an input in the selection of materials of classroom use.

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

The school drives its Differentiated Instruction on an ongoing base through the analysis of a variety of data. These data is taken from the results of our Interim Assessments, FAIR, Achieve 3000 weekly results, intervention programs, and different types of student classroom assessments. Teachers constantly meet with students through data chats to identify areas for improvement and set specific goals. Based on these assessments and data chats teachers will adjust their instruction methods to meet students' needs and will assign them to the necessary intervention programs where they will receive targeted instruction on the students' individual level.

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: 16,200

The students receive 30 extra minutes of instruction daily in Spanish (Language Arts in Spanish). We also allocated an additional hour for 2nd- 6th grade where students will be working on Achieve 3000 and Mathletics.

Strategy Rationale

As the school is bilingual students receive 30 extra minutes of instruction daily in Spanish in order to ensure that they master both English and Spanish languages. Through the different computer programs students can practice concepts taught in class which helps them aquire necessary skills and master concepts modeled by their teachers.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Ortiz, Mitzie, ortiz@bridgeprepacademy.com

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

Data is collected by the instructional coaches, the curriculum specialist, and/ or the interventionist twice a month. It is analyzed for standard mastery, from which the students are tiered and given interventions at their level.

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

In order to assist our Kindergarten students and parents we offer a Kindergarten Orientation prior to the beginning of school to ensure that they are made aware of our school's rules, regulations, and expectations. At this time they are also able to tour the school, meet the staff, and see their classroom. We also administer FLKRS, FAIR, and subject area pre-tests in order to determine the readiness of each child. Parents are also invited and encouraged to attend our round table meetings and made aware of all the opportunities for parental involvement at our school. A monthly calendar of events goes out to all our families to notify/remind them of the activities taking place each month. They are also informed about the MDCPS Parent Portal and our school's Edline page, where they can access information about what is currently happening at our school, in their child's class, and where they can find homelearning assignments and helpful links.
We also assist our students to transition to middle school by bringing in neighboring schools such as Shenandoah Middle School to provide a school orientation for our students. They provide information about their magnet program and academic programs options at their school.

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

N/A

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

N/A

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

N/A

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

N/A

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. Our Early Warning Systems goal this year is to provide strategic interventions and strategies that address the academic performance of at-risk students, behavior and attendance.

G3. Our STEM goal is to increase the opportunites for students to engage, expose and participate in STEM related activities to increase student achievement .

G4. Our goal for parental involvement is to increase the level of parental participation in school events and activities that will lead to help us improve 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

Targets Supported 1b

🔍 G045018

Indicator	Annual Target
AMO Math - All Students	47.0
AMO Math - ELL	52.0
AMO Reading - ELL	48.0
AMO Reading - All Students	52.0
AMO Math - ED	44.0

Resources Available to Support the Goal 2

- Manipulative
- McGrall Hill Reading Wonders
- Curriculum Support Team
- Intervention material- Wonder Works
- Classroom Libraries aligned to FSA
- Online programs- Mathletics, Ticket to Read, Achieve 3000, & Gizmo 3-6 grade
- Houghton Mifflin Go Math along with intervention and enrichment kits
- Houghton Mifflin Harcourt Science Fusion

Targeted Barriers to Achieving the Goal 3

- ELA: Limited evidence of the implementation of the differentiated instruction that will expose students to different vocabulary.
- Math: Lack of visuals connecting to the vocabulary that the students are being exposed to.
- Social Studies: Limited exposure to background knowledge to understand new concepts.
- Science: Lack of exposure to scientific vocabulary and language barrier.

Plan to Monitor Progress Toward G1. 8

Monitor school data, conducting classroom walkthroughs, to determine effectiveness of strategy and making necessary adjustments to instruction as needed.

Person Responsible
Mitzie Ortiz

Schedule
Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion
Formative Assessments, Teacher assessments, classroom walkthrough, interim reports, and 2015 FSA

G2. Our Early Warning Systems goal this year is to provide strategic interventions and strategies that address the academic performance of at-risk students, behavior and attendance. 1a

🔍 G048846

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	28.0
Level 1 - All Grades	10.0

Resources Available to Support the Goal 2

- Achieve 3000
- Ticket to Read
- Mathletics
- Class Dojo
- School Counselor
- Program Specialist
- Curriculum Team
- Adminitsrator
- Go Math Intervention

Targeted Barriers to Achieving the Goal 3

- Fidelity of implementation of the academic programs and incentive programs that address the academic performance of at risk students, bahavior and attendance issues.

Plan to Monitor Progress Toward G2. 8

Monitor data closely and conduct walktrhoughs to determine progress toward meeting our goal and make any necesary changes to our strategies.

Person Responsible
Mitzie Ortiz

Schedule
Quarterly, from 8/18/2014 to 6/26/2015

Evidence of Completion
District assessment, program reports, 2015 FSA scores

G3. Our STEM goal is to increase the opportunites for students to engage, expose and participate in STEM related activities to increase student achievement . 1a

🔍 G049784

Targets Supported 1b

Indicator	Annual Target
	10.0

Resources Available to Support the Goal 2

- Houghton Mifflin Harcourt Science Fusion

- Computers

- classroom science mobile labs

- Science Fair

- MDCP STEM Website

- Gizmos

- Science materials

- Botanical Garden at school

- Project based activities kits

Targeted Barriers to Achieving the Goal 3

- Fidelity of the implementation and use of all STEM related activities and materials.

Plan to Monitor Progress Toward G3. 8

Following the FCIM model, monthly reports including student assessment data will be monitored as well as classroom walkthrough and necessary adjustment will be made to instruction and startegies if needed.

Person Responsible
Mitzie Ortiz

Schedule
Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion
District assessment, school reports, science fair, 2015 Science FCAT 2.0

G4. Our goal for parental involvement is to increase the level of parental participation in school events and activities that will lead to help us improve student achievement. 1a

G049864

Targets Supported 1b

Indicator	Annual Target
	5.0

Resources Available to Support the Goal 2

- Principal's Rountable
- SAC Committee
- School activities and events
- school calendar
- Black Board Connect
- School website

Targeted Barriers to Achieving the Goal 3

- Parents varied work schedules prevent them from attending events and activties

Plan to Monitor Progress Toward G4. 8

Attendance rosters will be monitored for each event. The enrollment in the Principal's roundtable will also be monitored.

Person Responsible
Mitzie Ortiz

Schedule
Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion
Attendance rosters for school events and volunteer logs

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`

🔑 G045018

G1.B1 ELA: Limited evidence of the implementation of the differentiated instruction that will expose students to different vocabulary. `2`

🔑 B111734

G1.B1.S1 Students will have a vocabulary center during Differentiated instruction. `4`

🔑 S128246

Strategy Rationale

The implementation of differentiated instruction will help teachers target individual student needs which will lead to an increase in academic progress.

Action Step 1 `5`

Students will be exposed to a vocabulary center during differentiated instruction in order to target their needs.

Person Responsible

Schedule

Annually, from 8/18/2014 to 6/4/2015

Evidence of Completion

Centers, Lesson plans, Students work, data binder, student and administrative data chats

Action Step 2 `5`

Differentiated Instruction PD

Person Responsible

Darliny Katz

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

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

Leadership team will monitor and support the implementation of differentiated instruction in the classroom by modeling best practices to our teachers and review data.

Person Responsible

Mitzie Ortiz

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Lesson Plans, Data binders, District assessments, student work, lesson plans

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

Review and monitor formative assessments, data, classroom walkthroughs and making adjustments to instruction as needed.

Person Responsible

Mitzie Ortiz

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Formative assessments, Student mini assessments, Interim Reports, student work.

G1.B2 Math: Lack of visuals connecting to the vocabulary that the students are being exposed to. 2

B111736

G1.B2.S1 Model vocabulary when teaching new concepts and use appropriate labels clearly and consistently. 4

S138873

Strategy Rationale

This strategy will help them understand the new vocabulary and reference back to them with the support of the visuals used.

Action Step 1 5

Students will interact with the vocabulary word wall and will use the search and destroy strategy.

Person Responsible

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Lesson plans and classrooms.

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

Leadership team will review lesson plans and will conduct daily walkthroughs to monitor for fidelity of implementation. Also we will be review data and making necessary changes to instruction if needed.

Person Responsible

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

We will review weekly assessments, lesson plans, student work, and district assessments

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

Leadership team will monitor the data and adjustments to instruction will be adjusted if needed.

Person Responsible

Schedule

On 6/4/2015

Evidence of Completion

Weekly assessments, District assessments, and student work

G1.B3 Social Studies: Limited exposure to background knowledge to understand new concepts. `2`

🔍 B126886

G1.B3.S1 Teachers will built background knowledge using organizers such as the KWL charts to present new concepts. `4`

🔍 S138977

Strategy Rationale

This strategy will help the students understand the concepts better and will clarify any misunderstanding.

Action Step 1 `5`

Students will use graphic organizers such as the KWL chart.

Person Responsible

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Lesson plan, student work and classroom walkthroughs will be utilized as evidence of our action step.

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

We will conduct classroom walkthroughs and review lesson plans to monitor implementation of our strategy.

Person Responsible

Mitzie Ortiz

Schedule

On 6/4/2015

Evidence of Completion

Lesson plans, student work, classrooms

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

We will review data and make necessary adjustments to instruction as needed.

Person Responsible

Mitzie Ortiz

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Monthly data from teacher assessments, district assessment, and student work

G1.B4 Science: Lack of exposure to scientific vocabulary and language barrier. 2

B126887

G1.B4.S1 Students will have interactive journals in the classroom. 4

S139007

Strategy Rationale

Students will be exposed to note taking skills with visuals that will enhance their learning.

Action Step 1 5

Students will work on interactive journals where they will have to use note taking skills and student generated work related to the topic taught in class.

Person Responsible

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Student interactive journals, lesson plans, and student work

Action Step 2 5

Gizmo PD

Person Responsible

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Gizmo Reports

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

Leadership team will review lesson plans, student journals and conduct classroom walkthroughs to ensure the implementation of the strategy.

Person Responsible

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Lesson plans, student journals, classroom walkthrough

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

We will monitor and review data and make necessary adjustments to instruction as needed.

Person Responsible

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Teacher assessments, district assessments, student journals and work.

G2. Our Early Warning Systems goal this year is to provide strategic interventions and strategies that address the academic performance of at-risk students, behavior and attendance. 1

🔑 G048846

G2.B1 Fidelity of implementation of the academic programs and incentive programs that address the academic performance of at risk students, bahavior and attendance issues. 2

🔑 B121975

G2.B1.S1 Review data reports from the educational websites to monitor usage and progress. 4

🔑 S136592

Strategy Rationale

Progress needs to be monitored with fidelity in order to ensure proper usage of the technology and how students are progressing.

Action Step 1 5

Students will have to complete a certain amount of sessions and they will be receiving incentives based on their progress and usage.

Person Responsible

Maria Uriza

Schedule

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

Evidence of Completion

Data from instructional websites, data from students' weekly assessments, District assessments and student portfolio.

Action Step 2 5

Achieve 3000

Person Responsible

Maria Uriza

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Achieve 3000 Report

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

We will monitor and review data to provide necessary changes to instruction and support.

Person Responsible

Mitzie Ortiz

Schedule

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

Evidence of Completion

District assessments, class assessments, student work, data from online programs.

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

Data will be reviewed to determine deficiencies and make appropriate changes to instruction and support.

Person Responsible

Mitzie Ortiz

Schedule

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

Evidence of Completion

Reports, District assessments, student work

G2.B1.S2 Implementation of student incentive activities, parent newletters, advisor bulletins, and parent conferences to emphasize concerns on issues related to academic performance, behavior and attendance. 4

Strategy Rationale

S136593

is crucial when it comes student achievement.

Action Step 1 5

Students will participate in homeroom attendance contests.

Person Responsible

Maria Uriza

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Student attendance reports

Action Step 2 5

Teachers will put in place a positive reinforement plan such as Class DOJO to help improve behavior and class participation.

Person Responsible

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Class DOJO reports

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

The leadership team will review the attendance bulletins, monitor academic and behavior issues at school.

Person Responsible

Mitzie Ortiz

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Student attendance and school reports

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Leadership team will monitor the data and make necessary changes as needed.

Person Responsible

Mitzie Ortiz

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Review reports and bulletin boards.

G3. Our STEM goal is to increase the opportunites for students to engage, expose and participate in STEM related activities to increase student achievement . 1

G049784

G3.B1 Fidelity of the implementation and use of all STEM related activities and materials. 2

B124764

G3.B1.S1 Teachers will be required to incorporate project based activities along with materials in their lessons 4

S136668

Strategy Rationale

Student need to be exposed to STEM related activties that will help increase student achievement.

Action Step 1 5

Students will participate in project based activties throughout the school year.

Person Responsible

Schedule

On 5/29/2015

Evidence of Completion

Science Fair, Project based activities

Action Step 2 5

STEM Professional Development

Person Responsible

Darliny Katz

Schedule

Every 2 Months, from 8/18/2014 to 6/4/2015

Evidence of Completion

Science Fair, Project based activities

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

Teachers will implement project based activties and opportunities for students to participate in various STEM related activities. The leadership team, following the FCIM model, periodic reports will be reviewed and strategy adjusted if needed.

Person Responsible

Mitzie Ortiz

Schedule

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

Evidence of Completion

Lesson plans, school activities, projects, reports

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

Following the FCIM model, monthly reports will be monitored as well as classroom walkthrough and necessary adjustment will be made if needed.

Person Responsible

Mitzie Ortiz

Schedule

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

Evidence of Completion

Projects, student data, reports, science fair

G4. Our goal for parental involvement is to increase the level of parental participation in school events and activities that will lead to help us improve student achievement. 1

G049864

G4.B1 Parents varied work schedules prevent them from attending events and activties 2

B124814

G4.B1.S1 Host a variety of events and activties for different purposes at varied times in order to allow parents and families greater flexibility to attend. 4

S136746

Strategy Rationale

Providing parents with the opportunity to attend events at different time and on different days increases the rate of attendance at school events.

Action Step 1 5

Communicate with parents about upcoming school events through a variety of methods so that they are able to make the arrangements needed in order to attend.

Person Responsible

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Parent sign-in sheets at events

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

COnduct FSA parent night for grades 3rd-6th grade and SAT-10 night for Kindergarten-2nd to provide parents with information regarding the expectations of the assessments and how to help their child.

Person Responsible

Mitzie Ortiz

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Parent Sign-in sheet and Communication logs and reports

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

We will monitor by reviewing communication logs and student data to then carryout parent workshops and "How to" clinics to provide parents with strategies and techniques with helping their child with academics

Person Responsible

Mitzie Ortiz

Schedule

On 6/3/2015

Evidence of Completion

Parent sign-in sheets, communication logs

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	Students will be exposed to a vocabulary center during differentiated instruction in order to target their needs.		8/18/2014	Centers, Lesson plans, Students work, data binder, student and administrative data chats	6/4/2015 annually
G2.B1.S1.A1	Students will have to complete a certain amount of sessions and they will be receiving incentives based on their progress and usage.	Uriza , Maria	8/18/2014	Data from instructional websites, data from students' weekly assessments, District assessments and student portfolio.	5/29/2015 daily
G2.B1.S2.A1	Students will participate in homeroom attendance contests.	Uriza , Maria	8/18/2014	Student attendance reports	6/4/2015 daily
G3.B1.S1.A1	Students will participate in project based activties throughout the school year.		8/18/2014	Science Fair, Project based activities	5/29/2015 one-time
G4.B1.S1.A1	Communicate with parents about upcoming school events through a variety of methods so that they are able to make the arrangements needed in order to attend.		8/18/2014	Parent sign-in sheets at events	6/4/2015 daily
G1.B2.S1.A1	Students will interact with the vocabulary word wall and will use the search and destroy strategy.		8/18/2014	Lesson plans and classrooms.	6/4/2015 daily
G1.B3.S1.A1	Students will use graphic organizers such as the KWL chart.		8/18/2014	Lesson plan, student work and classroom walkthroughs will be utilized as evidence of our action step.	6/4/2015 daily
G1.B4.S1.A1	Students will work on interactive journals where they will have to use note taking skills and student generated work related to the topic taught in class.		8/18/2014	Student interactive journals, lesson plans, and student work	6/4/2015 daily
G2.B1.S2.A2	Teachers will put in place a positive reinforcement plan such as Class DOJO to help improve behavior and class participation.		8/18/2014	Class DOJO reports	6/4/2015 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B1.S1.A2	STEM Professional Development	Katz, Darliny	8/18/2014	Science Fair, Project based activities	6/4/2015 every-2-months
G1.B1.S1.A2	Differentiated Instruction PD	Katz, Darliny	8/18/2014		6/4/2015 monthly
G1.B4.S1.A2	Gizmo PD		8/18/2014	Gizmo Reports	6/4/2015 quarterly
G2.B1.S1.A2	Achieve 3000	Uriza , Maria	8/18/2014	Achieve 3000 Report	6/4/2015 monthly
G1.MA1	Monitor school data, conducting classroom walkthroughs, to determine effectiveness of strategy and making necessary adjustments to instruction as needed.	Ortiz, Mitzie	8/18/2014	Formative Assessments, Teacher assessments, classroom walkthrough, interim reports, and 2015 FSA	6/4/2015 monthly
G1.B1.S1.MA1	Review and monitor formative assessments, data, classroom walkthroughs and making adjustments to instruction as needed.	Ortiz, Mitzie	8/18/2014	Formative assessments, Student mini assessments, Interim Reports, student work.	6/4/2015 monthly
G1.B1.S1.MA1	Leadership team will monitor and support the implementation of differentiated instruction in the classroom by modeling best practices to our teachers and review data.	Ortiz, Mitzie	8/18/2014	Lesson Plans, Data binders, District assessments, student work, lesson plans	6/4/2015 weekly
G1.B2.S1.MA1	Leadership team will monitor the data and adjustments to instruction will be adjusted if needed.		8/18/2014	Weekly assessments, District assessments, and student work	6/4/2015 one-time
G1.B2.S1.MA1	Leadership team will review lesson plans and will conduct daily walkthroughs to monitor for fidelity of implementation. Also we will be review data and making necessary changes to instruction if needed.		8/18/2014	We will review weekly assessments, lesson plans, student work, and district assessments	6/4/2015 weekly
G1.B3.S1.MA1	We will review data and make necessary adjustments to instruction as needed.	Ortiz, Mitzie	8/18/2014	Monthly data from teacher assessments, district assessment, and student work	6/4/2015 monthly
G1.B3.S1.MA1	We will conduct classroom walkthroughs and review lesson plans to monitor implementation of our strategy.	Ortiz, Mitzie	8/18/2014	Lesson plans, student work, classrooms	6/4/2015 one-time
G1.B4.S1.MA1	We will monitor and review data and make necessary adjustments to instruction as needed.		8/18/2014	Teacher assessments, district assessments, student journals and work.	6/4/2015 monthly
G1.B4.S1.MA1	Leadership team will review lesson plans, student journals and conduct classroom walkthroughs to ensure the implementation of the strategy.		8/18/2014	Lesson plans, student journals, classroom walkthrough	6/4/2015 weekly
G2.MA1	Monitor data closely and conduct walktrhoughs to determine progress toward meeting our goal and make any necesary changes to our strategies.	Ortiz, Mitzie	8/18/2014	District assessment, program reports, 2015 FSA scores	6/26/2015 quarterly
G2.B1.S1.MA1	Data will be reviewed to determine deficiencies and make appropriate changes to instruction and support.	Ortiz, Mitzie	8/18/2014	Reports, District assessments, student work	5/29/2015 quarterly
G2.B1.S1.MA1	We will monitor and review data to provide necessary changes to instruction and support.	Ortiz, Mitzie	8/18/2014	District assessments, class assessments, student work, data from online programs.	5/29/2015 monthly
G2.B1.S2.MA1	Leadership team will monitor the data and make necessary changes as needed.	Ortiz, Mitzie	8/18/2014	Review reports and bulletin boards.	6/4/2015 monthly
G2.B1.S2.MA1	The leadership team will review the attendance bulletins, monitor	Ortiz, Mitzie	8/18/2014	Student attendance and school reports	6/4/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	academic and behavior issues at school.				
G3.MA1	Following the FCIM model, monthly reports including student assessment data will be monitored as well as classroom walkthrough and necessary adjustment will be made to instruction and startegies if needed.	Ortiz, Mitzie	8/18/2014	District assessment, school reports, science fair, 2015 Science FCAT 2.0	5/29/2015 quarterly
G3.B1.S1.MA1	Following the FCIM model, monthly reports will be monitored as well as classroom walkthrough and necessary adjustment will be made if needed.	Ortiz, Mitzie	8/18/2014	Projects, student data, reports, science fair	5/29/2015 quarterly
G3.B1.S1.MA1	Teachers will implement project based activties and opportunities for students to participate in various STEM related activities. The leadership team, following the FCIM model, periodic reports will be reviewed and strategy adjusted if needed.	Ortiz, Mitzie	8/18/2014	Lesson plans, school activities, projects, reports	5/29/2015 monthly
G4.MA1	Attendance rosters will be monitored for each event. The enrollment in the Principal's roundtable will also be monitored.	Ortiz, Mitzie	8/18/2014	Attendance rosters for school events and volunteer logs	6/4/2015 monthly
G4.B1.S1.MA1	We will monitor by reviewing communication logs and student data to then carryout parent workshops and "How to" clinics to provide parents with strategies and techniques with helping their child with academics	Ortiz, Mitzie	8/18/2014	Parent sign-in sheets, communication logs	6/3/2015 one-time
G4.B1.S1.MA1	COnduct FSA parent night for grades 3rd-6th grade and SAT-10 night for Kindergarten-2nd to provide parents with information regarding the expectations of the assessments and how to help their child.	Ortiz, Mitzie	8/18/2014	Parent Sign-in sheet and Communication logs and reports	6/4/2015 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 Opportuntities

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 ELA: Limited evidence of the implementation of the differentiated instruction that will expose students to different vocabulary.

G1.B1.S1 Students will have a vocabulary center during Differentiated instruction.

PD Opportunity 1

Differentiated Instruction PD

Facilitator

Darliny Katz

Participants

Teachers

Schedule

Monthly, from 8/18/2014 to 6/4/2015

G1.B2 Math: Lack of visuals connecting to the vocabulary that the students are being exposed to.

G1.B2.S1 Model vocabulary when teaching new concepts and use appropriate labels clearly and consistently.

PD Opportunity 1

Students will interact with the vocabulary word wall and will use the search and destroy strategy.

Facilitator

Darliny Katz

Participants

Teachers

Schedule

Daily, from 8/18/2014 to 6/4/2015

G1.B4 Science: Lack of exposure to scientific vocabulary and language barrier.

G1.B4.S1 Students will have interactive journals in the classroom.

PD Opportunity 1

Gizmo PD

Facilitator

Jose Cruz

Participants

Teacher and students

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

G3. Our STEM goal is to increase the opportunites for students to engage, expose and participate in STEM related activities to increase student achievement .

G3.B1 Fidelity of the implementation and use of all STEM related activities and materials.

G3.B1.S1 Teachers will be required to incorporate project based activities along with materials in their lessons

PD Opportunity 1

STEM Professional Development

Facilitator

Darliny Katz

Participants

Teachers and students

Schedule

Every 2 Months, from 8/18/2014 to 6/4/2015

Technical Assistance Items

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

G2. Our Early Warning Systems goal this year is to provide strategic interventions and strategies that address the academic performance of at-risk students, behavior and attendance.

G2.B1 Fidelity of implementation of the academic programs and incentive programs that address the academic performance of at risk students, bahavior and attendance issues.

G2.B1.S1 Review data reports from the educational websites to monitor usage and progress.

PD Opportunity 1

Students will have to complete a certain amount of sessions and they will be receiving incentives based on their progress and usage.

Facilitator

Maria Uriza

Participants

Teachers and students

Schedule

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

PD Opportunity 2

Achieve 3000

Facilitator

Maria Uriza

Participants

Teacher and students

Schedule

Monthly, from 8/18/2014 to 6/4/2015

G2.B1.S2 Implementation of student incentive activities, parent newletters, advisor bulletins, and parent conferences to emphasize concerns on issues related to academic performance, behavior and attendance.

PD Opportunity 1

Teachers will put in place a positive reinforement plan such as Class DOJO to help improve behavior and class participation.

Facilitator

Jose Cruz

Participants

Teachers and students

Schedule

Daily, from 8/18/2014 to 6/4/2015

G4. Our goal for parental involvement is to increase the level of parental participation in school events and activities that will lead to help us improve student achievement.

G4.B1 Parents varied work schedules prevent them from attending events and activties

G4.B1.S1 Host a variety of events and activties for different purposes at varied times in order to allow parents and families greater flexibility to attend.

PD Opportunity 1

Communicate with parents about upcoming school events through a variety of methods so that they are able to make the arrangements needed in order to attend.

Facilitator

Mitzie Ortiz

Participants

Teachers

Schedule

Daily, from 8/18/2014 to 6/4/2015

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.	38,400
Goal 2: Our Early Warning Systems goal this year is to provide strategic interventions and strategies that address the academic performance of at-risk students, behavior and attendance.	900
Goal 3: Our STEM goal is to increase the opportunites for students to engage, expose and participate in STEM related activities to increase student achievement .	13,587
Goal 4: Our goal for parental involvement is to increase the level of parental participation in school events and activities that will lead to help us improve student achievement.	1,742
Grand Total	**54,629**

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 - Achieve 3000	General Fund	10,000
B1.S1.A1 - Wonders	General Fund	20,000
B1.S1.A1 - Ticket to Read	General Fund	1,800
B1.S1.A1 - Supplemental Materials	General Fund	5,000
B1.S1.A2 - Substitute Allocation	Other	600
B2.S1.A1 - Online math program called Mathletics	Other	1,000
Total Goal 1		**38,400**

Goal 2: Our Early Warning Systems goal this year is to provide strategic interventions and strategies that address the academic performance of at-risk students, behavior and attendance.		
Description	**Source**	**Total**
B1.S1.A1 - Incentive	Other	500
B1.S2.A1 - Incentives	Other	400
Total Goal 2		**900**

Goal 3: Our STEM goal is to increase the opportunites for students to engage, expose and participate in STEM related activities to increase student achievement .		
Description	**Source**	**Total**
B1.S1.A1 - Science Lab Materials	General Fund	7,408
B1.S1.A1 - Engineering is Elementary	General Fund	3,932
B1.S1.A1 - Science Cedar Garden Beds	General Fund	2,247
Total Goal 3		**13,587**

Goal 4: Our goal for parental involvement is to increase the level of parental participation in school events and activities that will lead to help us improve student achievement.		
Description	**Source**	**Total**
B1.S1.A1 - Blackboard Connect	General Fund	242
B1.S1.A1 - Educational Network (School Website)	General Fund	1,500
Total Goal 4		**1,742**