

Bridgeprep Academy Of Greater Miami



2014-15 School Improvement Plan

Bridgeprep Academy Of Greater Miami

137 NE 19TH ST, Miami, FL 33132

[no web address on file]

School Demographics

School Type
Elementary

Title I
No

Free/Reduced Price Lunch
44%

Alternative/ESE Center
No

Charter School
Yes

Minority
83%

School Grades History

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

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	16
Goals Summary	16
Goals Detail	16
Action Plan for Improvement	22
Appendix 1: Implementation Timeline	37
Appendix 2: Professional Development and Technical Assistance Outlines	39
Professional Development Opportunities	40
Technical Assistance Items	43
Appendix 3: Budget to Support Goals	44

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

Our school makes an effort to learn about our students by hosting family functions, Hispanic heritage celebrations, Black history month celebration, community service projects, and a relationship with Miami Rescue Mission. The teachers, students, and families are invited to incorporate their culture and background in these events as well.

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

To ensure the comfort and safety of all students, we let them know they have advocate throughout the campus, maintain parent communication, host principal roundtable meetings, employ school security guards and student patrols, and utilize video cameras as constant hall security.

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

Each family is given a parent/ student handbook (aligned to the Miami Dade County Public School code of student conduct), classroom behavior charts, Classroom Dojo, referral/ SCAM forms, detentions, suspensions, expulsions, Public Address (PA) system, school guidance counselor, parent communication

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

Each student has an adult advocate at the school where they can express and social-emotional need. We have employed a counselor to visit students as needed or in the case of an emergency. If there is

a need that extends beyond our offered services, with the guardian consent and clearance, we cooperate to make sure the student is receiving what they need.

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. In addition, administrators highlight and monitor contact between the families of students exhibiting early warning signs, to make sure students and families are aware of their status. The indicators are attendance below 90 percent, one or more (in school or out of school) suspensions, course failure in English Language Arts or mathematics, and/or a level 1 score on a statewide standardized assessment in English Language Arts or math.

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	
Attendance below 90 percent	7	7	6	3	2	1	26
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	0	6	2	2	0	0	10
Level 1 on statewide assessment	0	0	0	5	3	6	14

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

Indicator	Grade Level				Total
	1	3	4	5	
Students exhibiting two or more indicators	3	2	2	1	8

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

To reach the students exhibiting academic indicators, our students receive interventions using Wonder Works Reading Intervention Program, as well as Achieve3000. In addition, these students will also work in a small group setting with their teachers for differentiated instruction. Students with excessive tardies and absences will meet with the homeroom teacher, administration, and school counselor and discuss interventions, as well as the effects of tardies, absences, and suspensions in regards to academics and truancy.

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

To increase family and parental involvement, we host a variety of activities to incorporate parental involvement in academic activities. Through our cultural activities linked to classroom assignments as well as school wide projects, parents are able to be a part of the lessons and assist their child in the learning process. We also host workshops that inform parents of our academic and testing calendar. In order to maintain communication with parents, teachers and administration utilize our school website, BrightArrow messaging system for emails and text messages, mandatory school agendas, school sign in sheets, and weekly newsletters/ emails from teachers.

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

The school sustains partnership by reaching out to neighborhood stores and business for donations and promotions. In addition, as a schools we have teams/ committees that participate in community activities and use that as a venue to reach out to the community.

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
Natali, Ana	Principal
Latorre, Vanessa	Assistant Principal
Burton, Leah	Teacher, K-12

Duties

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

MTSS/RtI leadership is vital, therefore, in building our team we have considered the following: Administrator(s) who will ensure commitment and allocate resources; Teachers, who share the common goal of improving instruction for all students; and Team members who will work to build staff support, internal capacity, and sustainability over time. 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 teachers
Special education personnel and Members of school advisory committee.
MTSS/RtI is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. MTSS/RtI uses increasingly more intense instruction and interventions. The Tier 1 level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum. The Tier 2 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. The Tier 3 of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally. There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data. The MTSS/RtI four step problem-solving model will be used to plan, monitor, and revise instruction and intervention. The four steps are problem identification, problem analysis, intervention implementation, and response evaluation.

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. 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
Monica Cueto	Principal
Leah Burton	Teacher
Vanessa Latorre	Education Support Employee
Tianika Holland	Parent

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

For the monthly meetings held on our campus, each meeting included a review of the current school improvement plan and explanations for the current goals. Suggestions were also discussed for ways to make improvements, which was included in the SAC minutes.

Development of this school improvement plan

The SAC monitored data throughout the year and was instrumental in providing suggestions and strategies for the 2014-2015 SIP. This committee plans to make sure the SIP is carried out with fidelity.

Preparation of the school's annual budget and plan

The SAC makes suggestions for fundraisers and helps decide where those funds are allocated.

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

The \$5.00 per student received went towards purchasing licenses for Achieve 3000 and our Bright Arrow messaging system

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
Natali, Ana	Principal
Latorre, Vanessa	Assistant Principal
Burton, Leah	Teacher, K-12

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 the monthly coaches’ meetings; return to the school and train the 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!,” a program that motivate 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).

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

Teachers plan collaboratively amongst their grade level. In addition, community and in-school activities are planned by administration and our social committee to strengthen our relationships and empower us as a team.

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

Mentors will support the creation of effective classroom strategies to enhance the delivery of classroom instruction. The teachers will participate in shared planning after school 3-5 days and articulate monthly with the grade levels above and below theirs.

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

We make sure that we use the Miami Dade County approved textbooks and that they are aligned with the current Florida standards.

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

Teachers use data from interim and classroom assessments to determine how to tier the students. Based on the tier, the teacher differentiates the instruction to meet the needs of the students.

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

- The students receive 30 extra minutes of instruction daily in Spanish (Language Arts in Spanish).
- Our school offers access to the computers before and after school for students to utilize for web-based programs (Achieve 3000, Sumdog).
- Our teachers are given time every day and on TPD when they can plan collaboratively and attend/receive professional development.
- We offer several enrichment activities such as ballet, cheerleading, basketball, karate, tennis, and art.

Strategy Rationale

In order to offer our students the daily instruction of the Spanish language, as linefeed in our charter, our students have an extended day in comparison to traditional Miami Dade County Public Schools.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Latorre, Vanessa, vlatorre@dadeschools.net

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 by benchmark 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. For our students graduating to sixth grade, we partner with BridgePrep Academy Interamerican Campus, where the students are given an orientation and an opportunity to experience the school first-hand.

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

NA

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

NA

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

NA

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

NA

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.** Bridgeprep Academy Greater Miami campus plans to implement writing strategies through all content areas.
- G2.** Bridgeprep Academy Greater Miami Campus will provide interventions that address attendance, behavior, and academics, leading to success.
- G3.** Our STEM goal is to increase the opportunities for students to engage, expose, and participate in STEM related activities to increase student achievement.
- G4.** Our goal is to provide opportunities focused on promoting parental involvement in school and the community, which will lead to 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. Bridgeprep Academy Greater Miami campus plans to implement writing strategies through all content areas. **1a**

G044679

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - All Students	78.0
AMO Math - All Students	69.0
AMO Reading - ELL	39.0
AMO Reading - Hispanic	74.0
AMO Math - All Students	69.0
AMO Math - Hispanic	66.0
AMO Math - ED	54.0
AMO Math - ELL	32.0
FCAT 2.0 Science Proficiency	61.0
CELLA Writing Proficiency	51.0

Resources Available to Support the Goal **2**

- Achieve3000
- Computer Access
- Wonder Works
- Think Central, GoMath Textbooks
- District assessments, Bi-weekly assessments
- Writing prompts
- Lab activities

Targeted Barriers to Achieving the Goal **3**

- Students have limited foundation in writing conventions.
- Students lack experience writing to explain reasoning in math operations.
- Students do not have a wide depth of knowledge in science concepts and the background information it requires to expand on topics.
- Students have limited background knowledge in the social studies area.

Plan to Monitor Progress Toward G1. 8

Data from interim test data, classroom assessments, and writing samples will be analyzed and compared to baseline scores.

Person Responsible

Ana Natali

Schedule

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

Evidence of Completion

Interim assessment results, classroom assessments, and benchmark exams will be used to demonstrate the goal is being monitored and whether progress is made.

G2. Bridgeprep Academy Greater Miami Campus will provide interventions that address attendance, behavior, and academics, leading to success. 1a

G042314

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	8.0
2+ Behavior Referrals	1.0
Level 1 - All Grades	40.0

Resources Available to Support the Goal 2

- Parent/ Student Handbook
- Weekly Emails
- Student agendas
- Wonder Works
- Classroom and teacher-made assessments
- District-wide and state assessments
- Quarterly interim progress reports and report cards
- Think Central

Targeted Barriers to Achieving the Goal 3

- Student and parent unfamiliarity with attendance policy.
- Student unfamiliarity with school and teacher behavioral policy.
- Student unfamiliarity with their current data performance in core areas.

Plan to Monitor Progress Toward G2. 8

Behavior charts, data from student agenda, classroom conduct grades, behavior incident reports, and student case management referrals will be collected.

Person Responsible

Vanessa Latorre

Schedule

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

Evidence of Completion

Student agendas, incident reports, student case management forms, interim progress reports, report cards

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

G042315

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	61.0

Resources Available to Support the Goal 2

- GoMath Textbooks
- Think Central
- Science Fusion textbook
- District Assessments
- Bi-weekly Assessments
- Field trips

Targeted Barriers to Achieving the Goal 3

- Lack of resources.

Plan to Monitor Progress Toward G3. 8

Teachers will assess students, providing data to be reviewed to determine progress.

Person Responsible

Vanessa Latorre

Schedule

Quarterly, from 10/1/2014 to 6/12/2015

Evidence of Completion

Formative Assessments, District Interim Assessments, student work samples, and student Grades will provide data.

G4. Our goal is to provide opportunities focused on promoting parental involvement in school and the community, which will lead to improvement in student achievement. 1a

G049247

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

- Principal Roundtable Meeting
- Parent As Volunteers in Education (P.A.V.E.)
- 20 required volunteer hours per family
- Annual Activities (ex. Scholastics Book Fair, Trunk or Treat, yearly gala)

Targeted Barriers to Achieving the Goal 3

- Inability to attend meetings because they're scheduled in the morning.

Plan to Monitor Progress Toward G4. 8

P.A.V.E. booklets will be checked after the second grading period indicating progress towards completion.

Person Responsible

Ana Natali

Schedule

On 6/12/2015

Evidence of Completion

Completed and signed P.A.V.E. booklets, parent sign in sheets, homeroom teacher spreadsheet

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. Bridgeprep Academy Greater Miami campus plans to implement writing strategies through all content areas. **1**

 G044679

G1.B1 Students have limited foundation in writing conventions. **2**

 B110045

G1.B1.S1 Students will use Wonders, schools wide novel selections, and Achieve 3000 to build writing skills. **4**

 S126533

Strategy Rationale

The utilization of these resources because they provide leveled work for students, and challenge students to provide a purposeful response based on the information gathered.

Action Step 1 **5**

Students will use Wonders, novel selections, and Achieve 3000 during core instructional time.

Person Responsible

Ana Natali

Schedule

On 6/4/2015

Evidence of Completion

Teacher lesson plans, walk throughs, writing samples, Achieve 3000 data

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

Administration will conduct walk throughs, observations, and view lesson plans to ensure implementation.

Person Responsible

Ana Natali

Schedule

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

Evidence of Completion

Administrative notes, lesson plans

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

Administration will conduct walkthroughs and teachers will review and edit student writing samples.

Person Responsible

Ana Natali


Schedule

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


Evidence of Completion

Chapter tests, interim assessments, district assessments

G1.B2 Students lack experience writing to explain reasoning in math operations. 2

 B120820

G1.B2.S1 Students will utilize math journals to express their mathematical reasoning and guide the reader to answer given math problems. 4

 S136727

Strategy Rationale

math journals will give students more opportunities to explain their math answers in written form.

Action Step 1 5

Students will be given vocabulary tests and assessments requiring short answer responses which will help strengthen their depth of knowledge.

Person Responsible

Vanessa Latorre

Schedule

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

Evidence of Completion

Teachers will provide vocabulary tests and classroom assessments with detailed explanation of answers

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

Administration will monitor lesson plans and review classroom assessments and conduct walk throughs.

Person Responsible

Vanessa Latorre

Schedule

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

Evidence of Completion

Lesson plans, classroom assessments

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

Writing samples and assessments will be analyzed for effectiveness.

Person Responsible


Vanessa Latorre

Schedule

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

Evidence of Completion

G1.B3 Students do not have a wide depth of knowledge in science concepts and the background information it requires to expand on topics. 2

 B120821

G1.B3.S1 Students will utilize science projects, science journals and classroom assignments to expand on a given topic. 4

 S138989

Strategy Rationale

The strategies mentioned above will give students a closer look through note taking and visualization.

Action Step 1 5

Students will utilize their science journals and technology to respond to science prompts

Person Responsible

Ana Natali

Schedule

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

Evidence of Completion

Lesson plans, student journals, classroom projects

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

Students will use Achieve 3000 during technology and/or interactive journals as weekly research based project

Person Responsible

Vanessa Latorre

Schedule

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

Evidence of Completion

Teacher lesson plans, science journals, Achieve 3000 usage log

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

Administration will review usage reports from Achieve 3000 and interims assessments

Person Responsible

Vanessa Latorre


Schedule

On 6/4/2015


Evidence of Completion

State assessment, interim assessments, Achieve 3000, classroom assessments, science journals

G1.B4 Students have limited background knowledge in the social studies area. 2

 B126878

G1.B4.S1 Students will write responses to texts from Achieve 3000 and research based projects 4

 S139207

Strategy Rationale

Research based projects and Achieve 3000 will give students the opportunity to use informational texts to expand their writing

Action Step 1 5

Students will use Achieve 3000 and classroom research project to build writing responses to articles and current events.

Person Responsible

Schedule

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

Evidence of Completion

Achieve 3000 data, classroom writing samples

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

Administration will review teacher lesson plans, as well as Achieve 3000 usage, and conduct walk throughs to monitor fidelity.

Person Responsible

Ana Natali

Schedule

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

Evidence of Completion

Teacher lesson plans, Achieve 3000 usage logs

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

Students will take interim writing exams or provide interim writing samples. Collected data will be compared for effectiveness.

Person Responsible

Vanessa Latorre

Schedule

On 6/4/2015

Evidence of Completion

Interim writing samples, classroom writing samples

G2. Bridgeprep Academy Greater Miami Campus will provide interventions that address attendance, behavior, and academics, leading to success. 1

G042314

G2.B1 Student and parent unfamiliarity with attendance policy. 2

B103214

G2.B1.S1 Students and parents will receive a detailed copy of the school's current Parent/ Student handbook 4

S114320

Strategy Rationale

By distributing these handbooks, parents and students can familiarize themselves with current attendance policies.

Action Step 1 5

Students will receive a Parent/ Student handbook, containing the detailed attendance policy, as well as consequences.

Person Responsible

Vanessa Latorre

Schedule

Quarterly, from 10/27/2014 to 6/12/2015

Evidence of Completion

Assessment data, student work samples

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

Parents will sign and return signature page of the handbook, acknowledging they reviewed the policies and procedures with their child.

Person Responsible

Ana Natali

Schedule

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

Evidence of Completion

Signature page of Parent/ Student Handbook

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

Attendance data will be collected and analyzed weekly to review class attendance.

Person Responsible

Vanessa Latorre

Schedule

Weekly, from 10/27/2014 to 6/12/2015

Evidence of Completion

Weekly homeroom attendance log

G2.B2 Student unfamiliarity with school and teacher behavioral policy. 2

B122607

G2.B2.S1 Students and parents will receive a Parent/ Student handbook with a copy of the school behavior policy. 4

S134492

Strategy Rationale

By distributing a Parent/ Student handbook, students and parents receive a tangible code of conduct that they can refer back to.

Action Step 1 5

Students will be informed of behavioral expectations and their rewards and consequences, as stated in the Parent/ Student handbook.

Person Responsible

Vanessa Latorre

Schedule

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

Evidence of Completion

Signature page of Parent/ Student handbook

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

Students will know, on a daily basis, the status of their behavior by the use of classroom behavior charts and teacher communication through student agendas.

Person Responsible

Ana Natali

Schedule

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

Evidence of Completion

Classroom behavior chart, student agendas, communication folder, parent/ teacher email

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

Administrators and counselor will communicate with classroom teachers to check on the behavioral status of students.

Person Responsible

Ana Natali


Schedule

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

Evidence of Completion


Student agenda, classroom behavior chart

G2.B3 Student unfamiliarity with their current data performance in core areas. 2

 B127202

G2.B3.S1 Teacher will hold quarterly data chats with parents and students to follow student progress.

4

 S139295

Strategy Rationale

By hosting mandatory quarterly data chats, parents, teachers, and students are aware of student progress and can enforce interventions, in a timely manner.

Action Step 1 5

Students and parents will attend data chats to raise awareness of student's strengths and areas for improvement.

Person Responsible

Vanessa Latorre

Schedule

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

Evidence of Completion

Collected data, data chat forms, parent/ student sign in sheet

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

Student data will be communicated in understandable terms with a basic form highlighting student strengths and areas of weakness.

Person Responsible

Vanessa Latorre

Schedule

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

Evidence of Completion

Data chat form, interim assessment data, classroom assessment data

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

Students' interim data and classroom assessments will be collected and compared to previously collected data.

Person Responsible

Vanessa Latorre

Schedule

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

Evidence of Completion

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

G042315

G3.B1 Lack of resources. 2

B103219

G3.B1.S1 Teachers can utilize stem.dadeschools.net, hold science fair, participate in science based field trips, and teach science across the curriculum. 4

S114325

Strategy Rationale

Teachers can maximize time and materials offered in school

Action Step 1 5

Teachers will incorporate science across the curriculum to develop a stronger base in science and show students how science is in the world around them.

Person Responsible

Ana Natali

Schedule

Weekly, from 8/18/2014 to 6/12/2015

Evidence of Completion

Formative Assessments, District Assessments, Student Work Samples

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

Administration will check lesson plans and coordinate school field trips, with specific attention to science and math.

Person Responsible

Vanessa Latorre

Schedule

Weekly, from 8/18/2014 to 6/12/2015

Evidence of Completion

Teacher lesson plans, student work samples

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

Students will provide weekly monthly samples, as lineated in lesson plans, and following field trips to

Person Responsible

Vanessa Latorre

Schedule

Monthly, from 10/1/2014 to 10/1/2014

Evidence of Completion

Teacher lesson plans, Student Work Samples

G3.B1.S2 Math and science teachers will attend professional development courses offered throughout the district and/ or online. 4

 S114326

Strategy Rationale

Professional developments will provide teachers with a better understanding of science material and provide the opportunity to effectively teach students science and math material.

Action Step 1 5

Teachers will participate in professional development centered around science and math.

Person Responsible

Darliny Katz

Schedule

Quarterly, from 10/1/2014 to 6/12/2015

Evidence of Completion

Teacher professional development points, teacher follow up activities

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

Teachers will go to professional developments sessions and come back and present the information to the rest of the staff.

Person Responsible

Vanessa Latorre

Schedule

Quarterly, from 10/1/2014 to 6/12/2015

Evidence of Completion

Staff meeting agenda

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

Math and science data will be collected to determine whether students are making adequate progress.

Person Responsible

Vanessa Latorre

Schedule

Quarterly, from 10/1/2014 to 6/12/2015

Evidence of Completion

Data collected from classroom assessments, interim assessments, district assessments, and state assessments.

G4. Our goal is to provide opportunities focused on promoting parental involvement in school and the community, which will lead to improvement in student achievement. 1

G049247

G4.B1 Inability to attend meetings because they're scheduled in the morning. 2

B123331

G4.B1.S1 Schools will plan activities at a variety of times. 4

S135236

Strategy Rationale

By offering activities at a variety of times, we empower parents to find a time in their schedule to participate in school activities.

Action Step 1 5

The school will offer parents a variety of volunteer activities and time slots (before, during, and after school) to participate in school-wide activities.

Person Responsible

Ana Natali

Schedule

Monthly, from 8/18/2014 to 6/12/2015

Evidence of Completion

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

Person Responsible

Schedule

Evidence of Completion

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

Each homeroom teacher will complete a spreadsheet listing the names of each student, and the volunteer hours completed.

Person Responsible

Ana Natali

Schedule

Annually, from 8/18/2014 to 6/12/2015

Evidence of Completion

Completed and signed P.A.V.E. booklets, parent sign in sheets, homeroom teacher spreadsheet

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
G2.B1.S1.A1	Students will receive a Parent/ Student handbook, containing the detailed attendance policy, as well as consequences.	Latorre, Vanessa	10/27/2014	Assessment data, student work samples	6/12/2015 quarterly
G3.B1.S1.A1	Teachers will incorporate science across the curriculum to develop a stronger base in science and show students how science is in the world around them.	Natali, Ana	8/18/2014	Formative Assessments, District Assessments, Student Work Samples	6/12/2015 weekly
G3.B1.S2.A1	Teachers will participate in professional development centered around science and math.	Katz, Darliny	10/1/2014	Teacher professional development points, teacher follow up activities	6/12/2015 quarterly
G1.B1.S1.A1	Students will use Wonders, novel selections, and Achieve 3000 during core instructional time.	Natali, Ana	8/18/2014	Teacher lesson plans, walk throughs, writing samples, Achieve 3000 data	6/4/2015 one-time
G2.B2.S1.A1	Students will be informed of behavioral expectations and their rewards and consequences, as stated in the Parent/ Student handbook.	Latorre, Vanessa	8/18/2014	Signature page of Parent/ Student handbook	6/4/2015 weekly
G4.B1.S1.A1	The school will offer parents a variety of volunteer activities and time slots (before, during, and after school) to participate in school-wide activities.	Natali, Ana	8/18/2014		6/12/2015 monthly
G1.B2.S1.A1	Students will be given vocabulary tests and assessments requiring short answer responses which will help strengthen their depth of knowledge.	Latorre, Vanessa	8/18/2014	Teachers will provide vocabulary tests and classroom assessments with detailed explanation of answers	6/4/2015 biweekly
G1.B3.S1.A1	Students will utilize their science journals and technology to respond to science prompts	Natali, Ana	8/18/2014	Lesson plans, student journals, classroom projects	6/4/2015 weekly
G1.B4.S1.A1	Students will use Achieve 3000 and classroom research project to build writing responses to articles and current events.		8/18/2014	Achieve 3000 data, classroom writing samples	6/4/2015 weekly

Dade - 2013 - Bridgeprep Academy Of Greater Miami - 2014-15 SIP
Bridgeprep Academy Of Greater Miami

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B3.S1.A1	Students and parents will attend data chats to raise awareness of student's strengths and areas for improvement.	Latorre, Vanessa	8/18/2014	Collected data, data chat forms, parent/ student sign in sheet	6/4/2015 quarterly
G1.MA1	Data from interim test data, classroom assessments, and writing samples will be analyzed and compared to baseline scores.	Natali, Ana	8/18/2014	Interim assessment results, classroom assessments, and benchmark exams will be used to demonstrate the goal is being monitored and whether progress is made.	6/4/2015 monthly
G1.B1.S1.MA1	Administration will conduct walkthroughs and teachers will review and edit student writing samples.	Natali, Ana	8/18/2014	Chapter tests, interim assessments, district assessments	6/4/2015 biweekly
G1.B1.S1.MA1	Administration will conduct walk throughs, observations, and view lesson plans to ensure implementation.	Natali, Ana	8/18/2014	Administrative notes, lesson plans	6/4/2015 monthly
G1.B2.S1.MA1	Writing samples and assessments will be analyzed for effectiveness.	Latorre, Vanessa	8/18/2014		6/4/2015 monthly
G1.B2.S1.MA1	Administration will monitor lesson plans and review classroom assessments and conduct walk throughs.	Latorre, Vanessa	8/18/2014	Lesson plans, classroom assessments	6/4/2015 monthly
G1.B3.S1.MA1	Administration will review usage reports from Achieve 3000 and interims assessments	Latorre, Vanessa	8/18/2014	State assessment, interim assessments, Achieve 3000, classroom assessments, science journals	6/4/2015 one-time
G1.B3.S1.MA1	Students will use Achieve 3000 during technology and/or interactive journals as weekly research based project	Latorre, Vanessa	8/18/2014	Teacher lesson plans, science journals, Achieve 3000 usage log	6/4/2015 weekly
G1.B4.S1.MA1	Students will take interim writing exams or provide interim writing samples. Collected data will be compared for effectiveness.	Latorre, Vanessa	8/18/2014	Interim writing samples, classroom writing samples	6/4/2015 one-time
G1.B4.S1.MA1	Administration will review teacher lesson plans, as well as Achieve 3000 usage, and conduct walk throughs to monitor fidelity.	Natali, Ana	8/18/2014	Teacher lesson plans, Achieve 3000 usage logs	6/4/2015 monthly
G2.MA1	Behavior charts, data from student agenda, classroom conduct grades, behavior incident reports, and student case management referrals will be collected.	Latorre, Vanessa	8/18/2014	Student agendas, incident reports, student case management forms, interim progress reports, report cards	6/4/2015 quarterly
G2.B1.S1.MA1	Attendance data will be collected and analyzed weekly to review class attendance.	Latorre, Vanessa	10/27/2014	Weekly homeroom attendance log	6/12/2015 weekly
G2.B1.S1.MA1	Parents will sign and return signature page of the handbook, acknowledging they reviewed the policies and procedures with their child.	Natali, Ana	8/18/2014	Signature page of Parent/ Student Handbook	6/4/2015 annually
G2.B2.S1.MA1	Administrators and counselor will communicate with classroom teachers to check on the behavioral status of students.	Natali, Ana	8/18/2014	Student agenda, classroom behavior chart	6/4/2015 weekly
G2.B2.S1.MA1	Students will know, on a daily basis, the status of their behavior by the use of classroom behavior charts and teacher communication through student agendas.	Natali, Ana	8/18/2014	Classroom behavior chart, student agendas, communication folder, parent/ teacher email	6/4/2015 daily
G2.B3.S1.MA1	Students' interim data and classroom assessments will be collected and compared to previously collected data.	Latorre, Vanessa	8/18/2014		6/4/2015 quarterly
G2.B3.S1.MA1	Student data will be communicated in understandable terms with a basic form highlighting student strengths and areas of weakness.	Latorre, Vanessa	8/18/2014	Data chat form, interim assessment data, classroom assessment data	6/4/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.MA1	Teachers will assess students, providing data to be reviewed to determine progress.	Latorre, Vanessa	10/1/2014	Formative Assessments, District Interim Assessments, student work samples, and student Grades will provide data.	6/12/2015 quarterly
G3.B1.S1.MA1	Students will provide weekly monthly samples, as lineated in lesson plans, and following field trips to	Latorre, Vanessa	10/1/2014	Teacher lesson plans, Student Work Samples	10/1/2014 monthly
G3.B1.S1.MA1	Administration will check lesson plans and coordinate school field trips, with specific attention to science and math.	Latorre, Vanessa	8/18/2014	Teacher lesson plans, student work samples	6/12/2015 weekly
G3.B1.S2.MA1	Math and science data will be collected to determine whether students are making adequate progress.	Latorre, Vanessa	10/1/2014	Data collected from classroom assessments, interim assessments, district assessments, and state assessments.	6/12/2015 quarterly
G3.B1.S2.MA1	Teachers will go to professional developments sessions and come back and present the information to the rest of the staff.	Latorre, Vanessa	10/1/2014	Staff meeting agenda	6/12/2015 quarterly
G4.MA1	P.A.V.E. booklets will be checked after the second grading period indicating progress towards completion.	Natali, Ana	1/9/2015	Completed and signed P.A.V.E. booklets, parent sign in sheets, homeroom teacher spreadsheet	6/12/2015 one-time
G4.B1.S1.MA1	Each homeroom teacher will complete a spreadsheet listing the names of each student, and the volunteer hours completed.	Natali, Ana	8/18/2014	Completed and signed P.A.V.E. booklets, parent sign in sheets, homeroom teacher spreadsheet	6/12/2015 annually
G4.B1.S1.MA1	[no content entered]			one-time	

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. Bridgeprep Academy Greater Miami campus plans to implement writing strategies through all content areas.

G1.B1 Students have limited foundation in writing conventions.

G1.B1.S1 Students will use Wonders, schools wide novel selections, and Achieve 3000 to build writing skills.

PD Opportunity 1

Students will use Wonders, novel selections, and Achieve 3000 during core instructional time.

Facilitator

Achieve 3000 representative

Participants

All classroom and special area instructors

Schedule

On 6/4/2015

G1.B2 Students lack experience writing to explain reasoning in math operations.

G1.B2.S1 Students will utilize math journals to express their mathematical reasoning and guide the reader to answer given math problems.

PD Opportunity 1

Students will be given vocabulary tests and assessments requiring short answer responses which will help strengthen their depth of knowledge.

Facilitator

Administration

Participants

Math teachers

Schedule

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

G1.B4 Students have limited background knowledge in the social studies area.

G1.B4.S1 Students will write responses to texts from Achieve 3000 and research based projects

PD Opportunity 1

Students will use Achieve 3000 and classroom research project to build writing responses to articles and current events.

Facilitator

Administration

Participants

All teachers

Schedule

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

G2. Bridgeprep Academy Greater Miami Campus will provide interventions that address attendance, behavior, and academics, leading to success.

G2.B2 Student unfamiliarity with school and teacher behavioral policy.

G2.B2.S1 Students and parents will receive a Parent/ Student handbook with a copy of the school behavior policy.

PD Opportunity 1

Students will be informed of behavioral expectations and their rewards and consequences, as stated in the Parent/ Student handbook.

Facilitator

Vanessa Latorre

Participants

All teachers

Schedule

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

G2.B3 Student unfamiliarity with their current data performance in core areas.

G2.B3.S1 Teacher will hold quarterly data chats with parents and students to follow student progress.

PD Opportunity 1

Students and parents will attend data chats to raise awareness of student's strengths and areas for improvement.

Facilitator

Administration

Participants

All teachers, interventionist

Schedule

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

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

G3.B1 Lack of resources.

G3.B1.S2 Math and science teachers will attend professional development courses offered throughout the district and/ or online.

PD Opportunity 1

Teachers will participate in professional development centered around science and math.

Facilitator

Administration

Participants

Math, Science, Social Studies, and special area teachers.

Schedule

Quarterly, from 10/1/2014 to 6/12/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	Total
Goal 1: Bridgeprep Academy Greater Miami campus plans to implement writing strategies through all content areas.	1,500
Grand Total	1,500

Goal 1: Bridgeprep Academy Greater Miami campus plans to implement writing strategies through all content areas.		
Description	Source	Total
B1.S1.A1 - The collected funds will go towards classroom materials that will enhance learning and differentiate instruction.	General Fund	1,500
Total Goal 1		1,500