



District Improvement Plan

Bridge Academy

Mr. Mohamad Issa
9600 Buffalo St
Hamtramck, MI 48212-3323

TABLE OF CONTENTS

| | |
|--|----|
| Introduction..... | 1 |
| Improvement Plan Stakeholder Involvement | |
| Introduction..... | 3 |
| Improvement Planning Process..... | 4 |
| District Improvement Plan 17-18 | |
| Overview..... | 7 |
| Goals Summary..... | 8 |
| Goal 1: All Bridge Academy students will improve Reading proficiency..... | 9 |
| Goal 2: All Bridge Academy students will improve Math proficiency..... | 13 |
| Goal 3: All Bridge Academy students will improve Science Proficiency..... | 17 |
| Goal 4: All Bridge Academy students will improve Social Studies proficiency..... | 20 |
| Goal 5: All Bridge Academy students will improve Writing proficiency..... | 23 |
| Goal 6: Bridge Academy will make improvements to meet the developmental needs of growing students..... | 25 |
| Activity Summary by Funding Source..... | 27 |
| Activity Summary by School..... | 36 |

Introduction

The District Improvement Plan (DIP) has been designed to provide schools and districts with a common planning template that addresses student learning and system needs that have been identified through the schools' Comprehensive Needs Assessment.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

Bridge East and West maintain high expectations for highly qualified teachers, and staff (including Special Education, ELL, and Reading Specialists). Interview teams consisting of administration, coaches, and teachers are put together to help interview the candidates to help determine if they are a good fit for the open position. Qualities looked for include: education, experience, classroom management skills, willingness to collaborate and reflect on their own practices. Paraprofessionals are thoroughly interviewed for their position and ability to fulfill the duties required. Paraprofessionals either maintain 60 plus credit hours that are earned at a credible university, or they must pass the WorkKeys assessment. Board members are chosen through a submission of an application. Current members interview them and select them for a recommendation that is then sent on to Ferris State University for a final decision. Global Education Excellence and current building administration collaborate to hire the best and highest qualified candidate for any open administration position. Many times these people have been with the GEE community for a number of years and are working to establish themselves in higher positions. All stakeholders play a crucial role in the development and implementation of our District Improvement Plan. First and foremost data is analyzed by all stakeholders to determine areas of strength and challenges. Communication then takes place by participants to determine the best strategies for improvement. Teachers best utilize the strategies in their classroom. Administration helps to support, monitor, and offer constructive feedback to the teachers. Data teams are created at the grade level or content area to monitor growth within areas of need. The SIP team leaders focus on staff feedback, concerning resources, programs, and success. Feedback is then used to create plans for upcoming years improvement plan. The SIP leader then communicates the drafted plans with the administration, building staff, board members, and GEE. With the help of Ferris State University learning goals are created for student proficiency and growth. Student participation as a stakeholder involves students having high expectations for their future, and demonstrate a continuous growth as academic and respectful participants at Bridge Academy East and West.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

The District Improvement Plan is developed by teachers. Teachers meet in their grade levels and as a a building to discuss the strengths and needs of their students. It is their responsibility to make sure they are voicing their opinions, concerns, and ideas about the improvement of the school and student's academic achievement. Through this collaborative participation, students K-8 are advocated for respectfully and effectively. The administration is responsible for facilitating and monitoring this process. Administration is available for ideas, support, and feedback when needed. Building administration communicates with GEE to ensure the Improvement Plans are achievable and listened to. GEE is responsible for the effective budgeting to obtain these resources. GEE is also responsible for following up with the SIP lead and Administration to ensure that deadlines are met and other requirements are met.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

documentation. The final improvement plan is communicated at the end of the year board meeting for all stakeholders to hear. Stakeholders can then voice their opinions and ask questions concerning the content of the plan.

District Improvement Plan 17-18

Overview

Plan Name

District Improvement Plan 17-18

Plan Description

New

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

| # | Goal Name | Goal Details | Goal Type | Total Funding |
|---|--|--|----------------|---------------|
| 1 | All Bridge Academy students will improve Reading proficiency. | Objectives: 1 Strategies: 2 Activities: 11 | Academic | \$379000 |
| 2 | All Bridge Academy students will improve Math proficiency. | Objectives: 1 Strategies: 3 Activities: 12 | Academic | \$102500 |
| 3 | All Bridge Academy students will improve Science Proficiency. | Objectives: 1 Strategies: 3 Activities: 7 | Academic | \$3460 |
| 4 | All Bridge Academy students will improve Social Studies proficiency. | Objectives: 1 Strategies: 3 Activities: 9 | Academic | \$10880 |
| 5 | All Bridge Academy students will improve Writing proficiency. | Objectives: 1 Strategies: 3 Activities: 5 | Academic | \$0 |
| 6 | Bridge Academy will make improvements to meet the developmental needs of growing students. | Objectives: 1 Strategies: 1 Activities: 3 | Organizational | \$0 |

Goal 1: All Bridge Academy students will improve Reading proficiency.

Measurable Objective 1:

A 10% increase of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in Comprehension and Fluency in Reading by 06/15/2018 as measured by NWEA and state assessments, such as M-STEP..

Strategy 1:

Close and Critical Reading in All Content Areas - Teachers will use close and critical reading strategies in all content areas including Math, Science, and Social Studies to help students better comprehend information.

Recommendation-Teachers receive training in close reading strategies.

Recommendation-Training can be all k-5 teachers, but it is suggested to divide k-1, 2-3, 4-5 for specific grade level/developmental strategies for lower elementary and upper elementary students. It is recommended that the middle school teachers receive training within their content areas.

By having separate training opportunities, teachers can better apply the information to their teaching and student's specific needs.

Category: English/Language Arts

Research Cited: Robert Marzano's Meta Analysis of Instructional Strategies 2004 to 2008 - Marzano Research Laboratory

Beck, I.L., McKeown, M.G., Sandora, C., & Worthy, J.(1996). "Questioning the Author: AYearlong Classroom Implementation to Engage Students With Text." The Elementary School Journal, 96, 385-414.

Taylor, B.M. & Beach, R.W. (1984). "The Effects of Text Structure Instruction on Middle-Grade Students' Comprehension and Production of Expository Text." Reading Research Quarterly, 19, 134-146.

Gallagher, M., & Pearson, P.D. (1989) "Discussion, Comprehension, and Knowledge Acquisition in Content Area Classrooms" (Tech. Rep. No. 480). Urbana, IL: University of Illinois, Center for the Study of Reading.

Tier: Tier 1

| Activity - SIOP | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--|--------|-----------|------------|------------|-------------------|-------------------|--|
| Teachers will meet together to gain an in-depth understanding of how SIOP works in the content areas. Some examples include: peer-teacher observations, classroom lessons on video, and Q&A about SIOP practices. The focus will be how can we apply SIOP effectively to all lessons. Schools: All Schools | Academic Support Program, Supplemental Materials | Tier 1 | Implement | 08/21/2017 | 06/14/2018 | \$250000 | Title II Part A | Teachers K-8, Reading and ELL Specialists, and Paraprofessionals |

| Activity - ELA Coach | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|----------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|----------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

District Improvement Plan

Bridge Academy

| | | | | | | | | |
|--|---|--------|-----------|------------|------------|---------|--------------------|-------------------------------|
| <p>ELA Coaches will support all teachers in their ELA curriculum. They will provide help with reading instruction, guided reading, and offer feedback on how to improve planning and practicing. Recommendation: Have staff meeting to review and clarify the role of an ELA coach in the classroom. In addition, set the expectation for constructive feedback, modeling, and reflecting for professional growth.</p> <p>Schools: All Schools</p> | Curriculum Development, Teacher Collaboration, Academic Support Program | Tier 1 | Implement | 08/21/2017 | 06/14/2018 | \$40000 | Title I Schoolwide | GEE and School Administration |
|--|---|--------|-----------|------------|------------|---------|--------------------|-------------------------------|

| Activity - Technology | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|--------|-----------|------------|------------|-------------------|--------------------|-----------------------------------|
| <p>Recommendation: 120 Chromebooks and 2 charging stations; 60 BAE, 60 BAW. Recommendation: 20 document cameras; 4 for BAW and 12 for BAE Having technology resources in each classroom will support learning in all content areas.</p> <p>Schools: All Schools</p> | Technology, Materials | Tier 1 | Implement | 08/21/2017 | 06/14/2018 | \$15000 | Title I Schoolwide | GEE, Administration, and Teachers |

| Activity - Reading Program | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------------------|--------|-----------|------------|------------|-------------------|-------------------|---------------------------------------|
| <p>Bridge Academy (GEE) is in the works to adopt a reading curriculum. This reading curriculum will align vertically K-5 and support all 6-8 students. It will include guided reading, grammar, spelling, writing, and phonics components. Students will be exposed to leveled texts, grade appropriate, and complex texts. If GEE adopts Benchmark Advance, the program will include Building Content Knowledge, Meaning Making, Effective Expression, Foundational Skills, and Language Development as the five themes throughout the framework. It is recommended that an additional program be implemented for 6-8 students which will also offer these foundational skills at an appropriate grade level. Recommendation: Teacher receive extensive training prior to the start of school- including program overview, implementation, and assessment.</p> <p>Schools: All Schools</p> | Curriculum Development, Materials | Tier 1 | Implement | 08/21/2017 | 06/14/2018 | \$0 | General Fund | GEE, Administration, and K-8 Teachers |

Strategy 2:

Differentiated Instruction - Teachers will differentiate instruction based on students' strengths and needs, as collected by data, through content, process, and environment in order to meet individual student needs.

Category: English/Language Arts

District Improvement Plan

Bridge Academy

Research Cited: Tomlinson, C. A. (2000a). *The Differentiated Classroom: Responding to the Needs of all Learners*. Alexandria: Association for Supervision and Curriculum Development.

Tier: Tier 1

| Activity - Paraprofessionals | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|--------|---------------|------------|------------|-------------------|--------------------|--|
| <p>Paraprofessionals will support tier 2 and 3 students in reading (and math) based on their needs using data collected through classroom, local, and state testing.</p> <p>Recommendation: In addition to the current number of paraprofessionals, it is highly recommended that two more paraprofessionals are hired to support early elementary (K-1) classrooms and the growing number of ELL and struggling students. Early intervention will greatly influence the growth and proficiency now and later on influence the proficiency scores for upper elementary.</p> <p>Recommendation: It is recommended that BAW maintains the 5 paraprofessionals that they currently have, and add one additional paraprofessional.</p> <p>Schools: All Schools</p> | Academic Support Program | Tier 1 | Implement | 08/21/2017 | 06/14/2018 | \$34000 | Title I Schoolwide | K-8 Teachers, Paraprofessionals, ELL Teachers, and Reading Specialist, GEE |
| Activity - Title 1 Teacher | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| <p>Bridge Academy West is requesting a Title I Intervention Teacher that will work to address the specific educational needs of struggling students. The instructor will collaborate with teachers and provide feedback regarding student progress, goals, and activities.</p> <p>Schools: Bridge Academy West</p> | Academic Support Program | Tier 3 | Getting Ready | 08/21/2017 | 06/14/2018 | \$40000 | Title I Schoolwide | GEE, Administration |
| Activity - Supplemental Reading Resources | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |

District Improvement Plan

Bridge Academy

| | | | | | | | | |
|---|------------------------|--------|-----------|------------|------------|-----|----------------|---|
| Supplemental reading resources enhance student learning and fill the gaps in educational experiences through differentiation and meaningful opportunities. Additional supplemental materials and reading consumables will enhance the Benchmark Curriculum and give extended resources for ELL learners. Recommendation: Renew Reading A-Z, Raz-Kids, and Discovery Education accounts. Recommendation: Rosetta Stone- BAE- 20 BAW- 70 accounts Recommendation: Lexia-BAE-80 BAW-70 Recommendation: BAW- NewsELA Pro Recommendation: BAW renews Scholastic Action & BAE renews Scholastic News and Time for Kids | Supplemental Materials | Tier 1 | Implement | 08/21/2017 | 06/14/2018 | \$0 | Title I Part A | GEE, Administration, K-8 Teachers, Specialists, and Paraprofessionals |
| Schools: All Schools | | | | | | | | |

| Activity - Professional Development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|--------|-----------|------------|------------|-------------------|-------------------|--|
| Teachers that are K-5 will be provided professional development for Daily 5, Guided Reading, and Reader's Workshop. Schools: Bridge Academy - Elementary | Professional Learning, Academic Support Program | Tier 1 | Implement | 08/21/2017 | 06/14/2018 | \$0 | General Fund | K-5 Teachers, GEE, Administration, and Paraprofessionals |

| Activity - Lexia | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|--------|---------------|------------|------------|-------------------|--------------------|---------------------------------------|
| This remedial reading program will be used by teachers with students who have been identified as struggling readers. Recommendations: BAE (80 Accounts), BAW (70 Accounts). Schools: All Schools | Academic Support Program | Tier 3 | Getting Ready | 08/21/2017 | 06/14/2018 | \$0 | Title I Schoolwide | GEE, Administration, All K-8 Teachers |

| Activity - Discussion Based Teaching/Learning | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|--------|-----------|------------|------------|-------------------|---------------------|-------------------|
| Discussions will assist students in applying mathematical concepts and will help them think critically while engaging them in problem-solving with others. Staff will need require professional development for this activity. Schools: Bridge Academy West | Direct Instruction | Tier 1 | Implement | 08/21/2017 | 06/14/2018 | \$0 | No Funding Required | All Staff |

| Activity - Summer School | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
| | | | | | | | | |

District Improvement Plan

Bridge Academy

| | | | | | | | | |
|--|--------------------------|--------|-----------|------------|------------|-----|----------------|-------------------------------------|
| At-risk students will be offered the opportunity to attend the summer school program to receive additional, interactive math support. This will be offered to students who are incoming 6th, 7th, and 8th graders. Schools: Bridge Academy West | Academic Support Program | Tier 2 | Implement | 08/21/2017 | 06/14/2018 | \$0 | Title I Part A | Administration, Summer School Staff |
|--|--------------------------|--------|-----------|------------|------------|-----|----------------|-------------------------------------|

Goal 2: All Bridge Academy students will improve Math proficiency.

Measurable Objective 1:

A 10% increase of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in Mathematics by 06/15/2018 as measured by NWEA and state assessments, such as M-STEP..

Strategy 1:

Common Core Instructional Practice in Math - Math standards and practices have presented a significant shift in the way educators are currently teaching, requiring students in each grade level to possess deeper understanding and achieve higher standards. Teachers are working diligently to support students in showing their understanding multiple ways, demonstrate a procedure, and explain their thinking. Teachers are also trying to expose students to multiple mathematical situations in the hopes that they can apply their mathematical education in the real world.

Category: Mathematics

Research Cited: Common Core State Standards Initiative. Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects. Washington, DC: National Governors Association Center for Best Practices and the Council of Chief State School Officers, 2010. Dacey, L. & Lynch, J. Math for All: Differentiating Instruction, Grades 3-5. Sausalito: Math Solutions Publications, 2007.

Tier: Tier 1

| Activity - Math Coach | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---|--------|-----------|------------|------------|-------------------|-------------------|-----------------------------------|
| Teachers will meet with math coach on a weekly basis to discuss and plan learning activities and teaching practices with curriculum timelines. Coaches will provide constructive feedback to improve teaching and assist teachers in staying on pace with curriculum guides and modules. Schools: Bridge Academy - Elementary | Professional Learning, Academic Support Program | Tier 1 | Implement | 08/21/2017 | 06/14/2018 | \$40000 | Title I Part A | GEE, Administration, Math Coaches |

| Activity - Interactive Curriculum Resources | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

District Improvement Plan

Bridge Academy

| | | | | | | | | |
|---|--|--------|---------------|------------|------------|--------|--------------|----------------------------------|
| <p>It is recommended that Eureka Math Workbooks are purchased to supplement the math curriculum and support student in meeting their achievement goals.</p> <p>Recommendations for BAW: Teachers and students will use Learn Zillion (Free), Khan Academy (Free), Test Wiz 9 (Free), Illustrative Mathematics (Free), Yummy Math (Free), TI-84 Graphing Calculators (15 @ \$115), and Google Chromebooks (\$6700/class set) as supplemental technology resource to enrich student achievement in mathematics.</p> <p>Schools: All Schools</p> | Curriculum Development, Supplemental Materials | Tier 1 | Getting Ready | 08/21/2017 | 06/14/2018 | \$9000 | General Fund | GEE, Math Teachers, K-5 Teachers |
|---|--|--------|---------------|------------|------------|--------|--------------|----------------------------------|

Strategy 2:

Differentiated Instruction - Teachers will differentiate instruction through content, process, and learning environment in order to meet all students' needs.

Category: Mathematics

Research Cited: Tomlinson, C. A. (2000a). The Differentiated Classroom: Responding to the Needs of all Learners. Alexandria: Association for Supervision and Curriculum Development.

Tier: Tier 1

| Activity - SIOP | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---|--------|-----------|------------|------------|-------------------|-------------------|--------------------------------|
| <p>Teachers will meet to gain an in-depth understanding of how SIOP works in content-areas. Some examples include: peer-teacher observations, classroom lessons on video, and Q&A about SIOP practices. The focus will be how can we apply SIOP effectively to all lessons and classrooms.</p> <p>Schools: All Schools</p> | Direct Instruction, Professional Learning, Academic Support Program | Tier 1 | Implement | 08/21/2017 | 06/14/2018 | \$2500 | Title I Part A | GEE, Administration, All Staff |
| Activity - Paraprofessionals | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| <p>3 (2/BAW and 1/BAE) paraprofessionals will provide supplemental support and instruction in class to students in math.</p> <p>Schools: All Schools</p> | Academic Support Program | Tier 2 | | 08/21/2017 | 06/14/2018 | \$51000 | Title I Part A | Gee, Administration |
| Activity - After School Program | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |

District Improvement Plan

Bridge Academy

| | | | | | | | | |
|--|--|-------------|--------------|-------------------|-----------------|--------------------------|--------------------------|---|
| At-risk students will be offered the opportunity to attend the after school program to receive an additional hour of math support. Schools: All Schools | Academic Support Program | Tier 2 | Monitor | 08/21/2017 | 06/14/2018 | \$0 | Title III | After School Program Leader, Administration |
| Activity - Student Centered Learning | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Students will engage with mathematical concepts using Hands-On approaches and problem solving skills. Schools: Bridge Academy - Elementary | Direct Instruction, Academic Support Program | Tier 1 | Implement | 08/21/2017 | 06/14/2018 | \$0 | No Funding Required | K-5 Teachers |
| Activity - Manipulatives | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Students will use manipulatives to engage in hands-on learning, and problem solving with mathematical concepts. Schools: Bridge Academy - Elementary | Materials | Tier 1 | Implement | 08/21/2017 | 06/14/2018 | \$0 | No Funding Required | K-5 Teachers |
| Activity - Discussion Based Teaching/Learning | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Discussions will assist students in applying mathematical concepts and will help them think critically while engaging them in problem-solving with others. Staff will need require professional development for this activity. Schools: Bridge Academy West | Direct Instruction | Tier 1 | Implement | 08/21/2017 | 06/14/2018 | \$0 | No Funding Required | All staff |
| Activity - Summer School | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| At-risk students will be offered the opportunity to attend the summer school program to receive additional, interactive math support. This will be offered to students who are incoming 6th, 7th, and 8th graders. Schools: Bridge Academy West | Academic Support Program | Tier 2 | Implement | 08/21/2017 | 06/14/2018 | \$0 | Title I Part A | Administration and Summer School Staff |

Strategy 3:

Close and Critical Reading Across All Content Areas - Teachers in all content areas will implement Close and Critical Reading strategies to help students comprehend information, analyze how it is presented, determine the purpose and perspective, and establish how it applies to their life. Teachers will attend workshops and training

District Improvement Plan

Bridge Academy

on how to implement close reading strategies in the classroom.

Category: Learning Support Systems

Research Cited: Robert Marzano's Meta Analysis of Instructional Strategies 2004 to 2008 - Marzano Research Laboratory Beck, I.L., McKeown, M.G., Sandora, C., & Worthy, J.(1996). "Questioning the Author: AYearlong Classroom Implementation to Engage Students With Text." The Elementary School Journal, 96, 385-414. Taylor, B.M. & Beach, R.W. (1984). "The Effects of Text Structure Instruction on Middle-Grade Students' Comprehension and Production of Expository Text." Reading Research Quarterly, 19, 134-146. Gallagher, M., & Pearson, P.D. (1989) "Discussion, Comprehension, and Knowledge Acquisition in Content Area Classrooms" (Tech. Rep. No. 480). Urbana, IL: University of Illinois, Center for the Study of Reading.

Tier: Tier 1

| Activity - Close and Critical Reading Professional Development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|--------|---------------|------------|------------|-------------------|--------------------|---------------------|
| Teachers will be trained and equipped with instructional approaches for close and critical reading. Schools: All Schools | Academic Support Program | Tier 1 | Getting Ready | 08/21/2017 | 06/01/2018 | \$0 | Title I Schoolwide | GEE, Administration |

| Activity - Academic Vocabulary | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|--------|-----------|------------|------------|-------------------|---------------------|---------------------------|
| Through the Close and Critical Reading of math texts (math problems, stories, picture books, non-fiction texts, etc...) students will increase their academic vocabulary. Teachers will also use SIOp and direct vocabulary instruction incorporated into every lesson. Schools: All Schools | Academic Support Program | Tier 1 | Implement | 08/21/2017 | 08/21/2018 | \$0 | No Funding Required | Administration, All Staff |

| Activity - Supplemental Resources | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|--------|---------------|------------|------------|-------------------|--------------------|--|
| Using Scholastic Math Magazine (\$8.75/student, 2 class sets) Students will make meaningful connections by applying core math concepts to high-interest, real-world topics. It also incorporates Close and Critical Reading Strategies to support both math and reading comprehension. In addition: Teachers and students will use Learn Zillion (Free), Front Row (Free), Extra Math (Free), Skoolbo (Free), Kahoot, Khan Academy (Free), Test Wiz 9 (Free), Illustrative Mathematics (Free), Yummy Math (Free) as supplemental technology resource to enrich student achievement in mathematics. Schools: All Schools | Materials, Academic Support Program, Supplemental Materials | Tier 1 | Getting Ready | 08/21/2017 | 06/14/2018 | \$0 | Title I Schoolwide | Administration, K-8 Teachers, GEE, Paraprofessionals |

Goal 3: All Bridge Academy students will improve Science Proficiency.

Measurable Objective 1:

A 10% increase of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in all areas in Science by 06/15/2018 as measured by classroom and state assessments, such as M-STEP..

Strategy 1:

Instruction of Next Generation Science Standards - Teachers improve Science education through three dimensional learning. Students will explore science through connections across the four domains of science, including Physical Science, Life Science, Earth and Space Science, and Engineering Design. Science and Engineering Practices describe what scientists do to investigate the natural world and what engineers do to design and build systems. The practices better explain and extend what is meant by “inquiry” in science and the range of cognitive, social, and physical practices that it requires. Students engage in practices to build, deepen, and apply their knowledge of core ideas and crosscutting concepts. When these concepts are make explicit for students, they can develop a coherent and scientifically-based view of the world around them. Through curriculum, best teaching practices, professional development, and student resources we can make this inquiry based, content rich, and collaborative learning available to all K-8 students.

Category: Science

Research Cited: NGSS Lead States. 2013. Next Generation Science Standards: For States, by States. Washington, DC; National Academies Press. National Science Teachers Association

<https://www.sciencea-z.com/>

<http://sciencspin-k1.scholastic.com/>

<http://www.stemedcoalition.org/>

Tier: Tier 1

| Activity - Science Curriculum and Supplies | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---|--------|---------------|------------|------------|-------------------|-------------------|---|
| A science curriculum that is aligned with NGSS and supplies to support teachers with the instruction of NGSS. The science supplies will be literacy rich, hands-on, and allow students to explore, discovery, and strengthen their understanding. Recommendations: BAE needs textbooks and workbooks to use with the curriculum. Schools: All Schools | Curriculum Development, Materials, Academic Support Program | Tier 1 | Getting Ready | 08/21/2017 | 06/14/2018 | \$0 | General Fund | K-5 Teachers and Middle School Science Teachers |

| Activity - Inquiry Based Learning | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|-----------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|-----------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

District Improvement Plan

Bridge Academy

| | | | | | | | | |
|---|---|--------|-----------|------------|------------|-----|-----------------|---------------------------------------|
| Recommended: Professional Development- How can we create/plan/encourage/implement inquiry based learning? Professional Development: STEM Schools: All Schools | Technology , Curriculum Development, Teacher Collaboration, Materials, Supplemental Materials | Tier 1 | Implement | 08/21/2017 | 06/14/2018 | \$0 | Title II Part A | All K-8 Teachers, GEE, Administration |
|---|---|--------|-----------|------------|------------|-----|-----------------|---------------------------------------|

| Activity - Professional Development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|--------|-----------|------------|------------|-------------------|---------------------|---------------------|
| Teachers will receive training and/or professional development opportunities related to the science curriculum and NGSS. Schools: All Schools | Professional Learning | Tier 1 | Implement | 08/21/2017 | 06/14/2018 | \$0 | No Funding Required | GEE, Administration |

Strategy 2:

Close and Critical Reading - Teachers in all content areas will implement Close and Critical Reading strategies to help students comprehend information, analyze how it is presented, determine the purpose and perspective, and establish how it applies to their life. Teachers will attend workshops and training on how to implement close reading strategies in the classroom.

Category: Learning Support Systems

Research Cited: Robert Marzano's Meta Analysis of Instructional Strategies 2004 to 2008 - Marzano Research Laboratory Beck, I.L., McKeown, M.G., Sandora, C., & Worthy, J.(1996). "Questioning the Author: AYearlong Classroom Implementation to Engage Students With Text." The Elementary School Journal, 96, 385-414. Taylor, B.M. & Beach, R.W. (1984). "The Effects of Text Structure Instruction on Middle-Grade Students' Comprehension and Production of Expository Text." Reading Research Quarterly, 19, 134-146. Gallagher, M., & Pearson, P.D. (1989) "Discussion, Comprehension, and Knowledge Acquisition in Content Area Classrooms" (Tech. Rep. No. 480). Urbana, IL: University of Illinois, Center for the Study of Reading.

Tier: Tier 1

| Activity - Supplementary Reading Resources | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

District Improvement Plan

Bridge Academy

| | | | | | | | | |
|---|------------------------|--------|-----------|------------|------------|--------|--------------|-----------------------------------|
| Non-Fiction Reading Opportunities- Through whole group and small group instruction. Science Spin Magazine- Scholastic (K-1, 2, 3-5, Middle) - Includes digital resources for teachers and students (ex. Science App, Videos, Games) - NGSS content aligned non-fiction texts for students K-5 (ex. National Geographic) - Science A-Z Schools: All Schools | Supplemental Materials | Tier 1 | Implement | 08/21/2017 | 06/14/2018 | \$2000 | General Fund | Teachers K-8, GEE, Administration |
|---|------------------------|--------|-----------|------------|------------|--------|--------------|-----------------------------------|

| Activity - Technology | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|--------|---------------|------------|------------|-------------------|-------------------|----------------------|
| Technology resources, such as document cameras, will assist teachers in the instruction of science and the experimental practices during lab. Schools: All Schools | Technology, Materials | Tier 1 | Getting Ready | 08/21/2017 | 06/14/2018 | \$0 | General Fund | Science Teachers 6-8 |

Strategy 3:

Differentiated Instruction - Teachers will raise student achievement with differentiated instructional approaches.

Category: Science

Research Cited: Tomlinson, C. A. (2000a). The Differentiated Classroom: Responding to the Needs of all Learners. Alexandria: Association for Supervision and Curriculum Development.

Tier: Tier 1

| Activity - United Streaming/Discovery Education | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|------------------------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Teachers will have access to United Streaming/Discovery Education to enhance educational experiences in Science (and Social Studies). Students will have access to thousands of videos and articles highlighting science (and social studies) content. This will also provide students with additional non-fiction resources and enhance instruction for active and visual learners. Schools: All Schools | Technology, Supplemental Materials | Tier 1 | Implement | 08/21/2017 | 06/14/2018 | \$1460 | General Fund | K-5 Teachers, 6-8 Science Teachers, GEE, Administration |

| Activity - Discussion Based Teaching/Learning | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

District Improvement Plan

Bridge Academy

| | | | | | | | | |
|--|--------------------|--------|-----------|------------|------------|-----|---------------------|-----------|
| Discussions will assist students in applying mathematical concepts and will help them think critically while engaging them in problem-solving with others. Staff will need require professional development for this activity. | Direct Instruction | Tier 1 | Implement | 08/21/2017 | 06/14/2018 | \$0 | No Funding Required | All staff |
| Schools: Bridge Academy West | | | | | | | | |

Goal 4: All Bridge Academy students will improve Social Studies proficiency.

Measurable Objective 1:

A 10% increase of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in Social Studies by 06/14/2018 as measured by classroom and state assessments, such as M-STEP..

Strategy 1:

Close and Critical Reading Across All Content Areas - Teachers in all content areas will implement Close and Critical Reading strategies to help students comprehend information, analyze how it is presented, determine the purpose and perspective, and establish how it applies to their life. Teachers will attend workshops and training on how to implement close reading strategies in the classroom.

Category: Learning Support Systems

Research Cited: Research Cited: Robert Marzano's Meta Analysis of Instructional Strategies 2004 to 2008 - Marzano Research Laboratory Beck, I.L., McKeown, M.G., Sandora, C., & Worthy, J.(1996). "Questioning the Author: AYearlong Classroom Implementation to Engage Students With Text." The Elementary School Journal, 96, 385-414. Taylor, B.M. & Beach, R.W. (1984). "The Effects of Text Structure Instruction on Middle-Grade Students' Comprehension and Production of Expository Text." Reading Research Quarterly, 19, 134-146. Gallagher, M., & Pearson, P.D. (1989) "Discussion, Comprehension, and Knowledge Acquisition in Content Area Classrooms" (Tech. Rep. No. 480). Urbana, IL: University of Illinois, Center for the Study of Reading.

Tier: Tier 1

| Activity - Close and Critical Reading Professional Development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|--------|---------------|------------|------------|-------------------|--------------------|-----------------------------|
| Social Studies teachers will be provided training with close and critical reading comprehension strategies to help raise academic achievement in Social Studies. | Academic Support Program | Tier 1 | Getting Ready | 08/21/2017 | 06/14/2018 | \$0 | Title I Schoolwide | All Social Studies Teachers |
| Schools: Bridge Academy West | | | | | | | | |

| Activity - Supplemental Reading Resources | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
| | | | | | | | | |

District Improvement Plan

Bridge Academy

| | | | | | | | | |
|--|--------------------------|-------------|---------------|-------------------|-----------------|--------------------------|--------------------------|---|
| Teachers will use a variety of supplemental reading resources such as Scholastic Magazines, Time for Kids, and NewsELA Pro to enhance student knowledge and reading schools with current events, geography activities, connections to U.S. and world history, political cartoons, and text analysis activities. Schools: All Schools | Academic Support Program | Tier 1 | Getting Ready | 08/21/2017 | 06/14/2018 | \$4830 | General Fund | All Middle School Social Studies Teachers, and K-5 Teachers |
| Activity - Academic Vocabulary | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Teachers will use a variety of vocabulary instructional strategies to assist with close and critical reading skills and comprehension. Schools: All Schools | Direct Instruction | Tier 1 | Implement | 08/21/2017 | 06/14/2018 | \$0 | No Funding Required | Administration, all staff |
| Activity - Teacher Modeling | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Teachers can provide demonstration of close reading skills that good readers use during the reading process while learning about Social Studies content with the use of document cameras (\$130 each) Schools: All Schools | Direct Instruction | Tier 1 | Getting Ready | 08/21/2017 | 06/14/2018 | \$0 | General Fund | GEE, Administration, All Staff |
| Activity - Guided and Independent Practice | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Teachers will provide students with opportunity to practice close reading interactions with Social Studies textbooks entitled, "Discovering Our Past: A History of the World," by McGraw Hill Education for 7th Grade. Teachers have this text, but need a full class set; therefore 15 are being requested (approximately \$70/book). Schools: Bridge Academy West | Materials | Tier 1 | Getting Ready | 08/21/2017 | 06/14/2018 | \$1050 | General Fund | Middle School Social Studies Staff, GEE |

Strategy 2:

Differentiated Instruction - Teachers will use differentiated instructional strategies to reach all learners; using a variety of instructional approaches.

Category: Social Studies

Research Cited: Tomlinson, C. A. (2000a). The Differentiated Classroom: Responding to the Needs of all Learners. Alexandria: Association for Supervision and Curriculum Development. Helping English Language Learners Succeed: An overview of the SIOP Model Justine Hudec and Deborah Short

Tier: Tier 1

District Improvement Plan

Bridge Academy

| Activity - SIOP | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|--------|-------|------------|------------|-------------------|--------------------|-------------------|
| Teachers will meet to gain an in-depth understanding of how SIOP works in content-area classrooms through live expert-led sessions, SIOP classroom lessons on video, SIOP author videos, and Q&A from Pearson. Schools: All Schools | Direct Instruction | Tier 1 | | 08/21/2017 | 06/14/2018 | \$0 | Title I Schoolwide | GEE |

| Activity - Supplemental Curriculum Resources | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|------------------------|--------|-----------|------------|------------|-------------------|--------------------|---|
| Teachers will use clips from United Streaming/Discovery Education to enforce Social Studies Concepts within the classroom, and enhance their instruction to visual learners. Schools: All Schools | Supplemental Materials | Tier 1 | Implement | 08/21/2017 | 06/14/2018 | \$5000 | Title I Schoolwide | All K-5 Teachers, Middle School Social Studies Teachers |

| Activity - Discussion Based Teaching/Learning | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|--------|-------|------------|------------|-------------------|---------------------|-------------------|
| Discussions will assist students in applying mathematical concepts and will help them think critically while engaging them in problem-solving with others. Staff will need require professional development for this activity. Schools: Bridge Academy West | Direct Instruction | Tier 1 | | 08/21/2017 | 06/14/2018 | \$0 | No Funding Required | All Staff |

Strategy 3:

Social Development/Positive Citizens - The strategies will be implemented by all teachers K-8, specialists, and paraprofessionals. All behavior programs will be supported by administration. Teachers will communicate and follow through with strategies in order to support and maintain a school community that promotes positive behavior and academic success.

Category: School Culture

Research Cited: Research Cited: <http://www.safeandcivilschools.com> (CHAMPS)

<http://flippengroup.com/solutions/capturing-kids-hearts/> (Capturing Kids Hearts)

Tier: Tier 1

| Activity - CHAMPS and Capturing Kid's Hearts | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

District Improvement Plan

Bridge Academy

| | | | | | | | | |
|--|----------------------------|--------|-----------|------------|------------|-----|---------------------|-------------------------------|
| Teachers will implement strategies to maintain positive behavior expectations within the school and classrooms. Students are learning to become responsible, active, and successful citizens in a growing and diverse world. Administration will support these strategies and the teachers when implementing them. All stake holders will implement CHAMPS and Capturing Kids Hearts. When all stakeholders are held accountable, continuity of expectations and positive behavior development can be seen. Recommendation: Professional Development/Training to review these programs and train new teachers. Recommendation: Review School Rules, Teachers Expectations, and Discipline Procedures Recommendation: communication with parents, in relation to: school policy, discipline procedures, and how they can support their childrens' social development. | Behavioral Support Program | Tier 1 | Implement | 08/21/2017 | 06/14/2018 | \$0 | No Funding Required | All Staff, All Administration |
| Schools: All Schools | | | | | | | | |

Goal 5: All Bridge Academy students will improve Writing proficiency.

Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency in skills in Writing by 06/16/2017 as measured by NWEA and state assessments, such as M-STEP..

Strategy 1:

Writing with Rubrics - Having vertical and horizontal writing rubrics will help alleviate the stress of assessing writing and all of it's components.

While teachers may have their own rubrics, a collaboration needs to occur within the grade level team and the grade above and below. This will help smooth the transition of writing between grade levels and support the fluidity of students growth.

Having purposeful writing rubrics will also allow parents a tool for analyzing their students writing based on grade level expectations. This can support the conversation between home and school, as parents wonder what could they work on at home to help their child.

Category: Career and College Ready

Research Cited: "The Writing Rubric," Bruce Sadler and Heidi Andradre, October 2004, Volume 62 Number 2. "Writing!" pages 48-52.

Tier: Tier 1

| Activity - Collaboration with Writing Rubrics | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--|--------|-----------|------------|------------|-------------------|---------------------|------------------------------|
| All teachers will attend collaborative meetings to discuss the implementation process of rubrics among grade, and content areas over the three main types of writing within Common Core: Narrative, Persuasive, Expository. | Professional Learning, Teacher Collaboration | Tier 1 | Implement | 08/21/2017 | 06/14/2018 | \$0 | No Funding Required | All teachers, administration |
| Schools: All Schools | | | | | | | | |

District Improvement Plan

Bridge Academy

Strategy 2:

Writing Across All Content Areas - Teachers will provide daily opportunities for students to write during all subjects, including Math, Reading, Science, and Social Studies. Writing within all subject areas strengthens student understanding by allowing them an additional avenue to explore, respond, ask questions, and build connections to new learning.

Recommendation: Professional Development and/or collaborative conversations between teachers and staff- How can I start doing this and/or How can we do this better?

Category: School Culture

Research Cited: Bouchey, G., Moser, .J. "The Daily 5: Fostering Literacy Independence in the Elementary Grades." Second Ed., 2014.

Tier: Tier 1

| Activity - Professional Development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|--------|-----------|------------|------------|-------------------|---------------------|---------------------------|
| Training that answers these questions (but not limited to these questions): How can I add writing into all content areas? What does it look like? What should I expect students to be able to do? How can I create these opportunities within my instructional time (small groups/centers etc..) | Academic Support Program | Tier 1 | Implement | 08/21/2017 | 06/14/2018 | \$0 | No Funding Required | All staff, administration |
| Schools: All Schools | | | | | | | | |

| Activity - Celebration of Writing | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---|--------|-----------|------------|------------|-------------------|---------------------|-------------------|
| Recommendation: provide students opportunities to celebrate their writing, creativity, and new learning. This can be done during the scheduled subject time, among the grade level, between the grade levels, by displaying work in hallway or classroom, and/or inviting parents to come and celebrate. | Other - Celebration of Student Work, Parent Involvement | Tier 1 | Implement | 08/21/2017 | 06/14/2018 | \$0 | No Funding Required | K-5 Teachers |
| Schools: Bridge Academy - Elementary | | | | | | | | |

Strategy 3:

Differentiated Instruction - Differentiation - Through differentiation of instruction, students will be able to focus on and build the foundational skills necessary for grade level writing proficiencies. Recommendation: highlight and bring focus to the importance of writing conferences.

Category: English/Language Arts

Research Cited: "The Art of Teaching Writing." Lucy McCormick Calkins

Writer's Workshop- "Units of Study for Teaching Writing." Lucy Calkins

"Writing Workshop: The Essential Guide,"- Ralph Fletcher

SY 2016-2017

© 2017 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

District Improvement Plan

Bridge Academy

"A Writer's Notebook- Unlocking the Writer within You,"- Ralph Fletcher

"Boy Writer's- Reclaiming Their Voices."- Ralph Fletcher

"Assessing Writer's,"- Carl Anderson

Tier: Tier 1

| Activity - Writing Conferences with Writer's Workshop | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|--------|-----------|------------|------------|-------------------|---------------------|--------------------------------|
| It is recommended that all teachers receive professional development on Writer's Workshop, what does it look like in the classroom and specifically- how to conference with students about their writing. It is extremely important that students are talking about good examples of writing, their own writing, collaborating, setting goals, and reflecting on their own progress. Conferencing with students is an extremely important part of writing development as it's the foundation for differentiation of needs. Schools: All Schools | Academic Support Program | Tier 1 | Implement | 08/21/2017 | 06/14/2018 | \$0 | No Funding Required | All Staff, GEE, Administration |

| Activity - Discussion Based Teaching/Learning | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|--------|-----------|------------|------------|-------------------|---------------------|-------------------|
| Discussions will assist students in applying mathematical concepts and will help them think critically while engaging them in problem-solving with others. Staff will need require professional development for this activity. Schools: Bridge Academy West | Direct Instruction | Tier 1 | Implement | 08/21/2017 | 06/14/2018 | \$0 | No Funding Required | All Staff |

Goal 6: Bridge Academy will make improvements to meet the developmental needs of growing students.

Measurable Objective 1:

collaborate to improve student growth as social and emotional citizens in a growing and diverse world by 06/14/2018 as measured by student academic achievement, student behavior, and stakeholder surveys..

Strategy 1:

Building Improvements - Bridge Academy East stakeholders will work together to improve the culture and community at Bridge Academy East to help promote the growth of respectful, social, and responsible students.

Category: School Culture

District Improvement Plan

Bridge Academy

Tier: Tier 1

| Activity - Building Appearance | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---|--------|---------------|------------|------------|-------------------|---------------------|--------------------------------|
| Teachers will work together to maintain a welcoming and clean appearance for families and students. Recommendations: frequently update bulletin boards to display student learning. Recommendations: paint bottom half of the hallways to help appearance and cleanliness. Schools: Bridge Academy - Elementary | Teacher Collaboration | Tier 1 | Getting Ready | 08/21/2017 | 06/14/2018 | \$0 | General Fund | GEE, Administration, All Staff |
| Activity - Team Building Activities | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Creating opportunities for BAE staff to collaborate and work together. This can include staff outings and activities that promote a sense of friendship and community. Schools: Bridge Academy - Elementary | Teacher Collaboration | Tier 1 | | 08/21/2017 | 06/14/2018 | \$0 | No Funding Required | BAE Staff and Administration |
| Activity - Welcoming Subs | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| It is recommended that all substitute teachers are able to meet and speak with administration prior to placement, or during the first day of their placements. This will help continue the safety, building, and behavior procedures that we are working to maintain. It will also help to make substitute teachers feel more welcome, appreciated, and prepared for their positions. Doing so will help keep the list of good and available substitute teachers high. Schools: All Schools | Other - Substitutes, Policy and Process | Tier 1 | Implement | 08/21/2017 | 06/14/2018 | \$0 | No Funding Required | Administration |

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Schoolwide

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|-----------------------------------|---|---|--------|---------------|------------|------------|-------------------|---|
| ELA Coach | ELA Coaches will support all teachers in their ELA curriculum. They will provide help with reading instruction, guided reading, and offer feedback on how to improve planning and practicing. Recommendation: Have staff meeting to review and clarify the role of an ELA coach in the classroom. In addition, set the expectation for constructive feedback, modeling, and reflecting for professional growth. | Curriculum Development, Teacher Collaboration, Academic Support Program | Tier 1 | Implement | 08/21/2017 | 06/14/2018 | \$40000 | GEE and School Administration |
| Supplemental Curriculum Resources | Teachers will use clips from United Streaming/Discovery Education to enforce Social Studies Concepts within the classroom, and enhance their instruction to visual learners. | Supplemental Materials | Tier 1 | Implement | 08/21/2017 | 06/14/2018 | \$5000 | All K-5 Teachers, Middle School Social Studies Teachers |
| Lexia | This remedial reading program will be used by teachers with students who have been identified as struggling readers. Recommendations: BAE (80 Accounts), BAW (70 Accounts). | Academic Support Program | Tier 3 | Getting Ready | 08/21/2017 | 06/14/2018 | \$0 | GEE, Administration, All K-8 Teachers |

District Improvement Plan

Bridge Academy

| | | | | | | | | |
|---|---|---|--------|---------------|------------|------------|---------|--|
| Paraprofessionals | Paraprofessionals will support tier 2 and 3 students in reading (and math) based on their needs using data collected through classroom, local, and state testing. Recommendation: In addition to the current number of paraprofessionals, it is highly recommended that two more paraprofessionals are hired to support early elementary (K-1) classrooms and the growing number of ELL and struggling students. Early intervention will greatly influence the growth and proficiency now and later on influence the proficiency scores for upper elementary. Recommendation: It is recommended that BAW maintains the 5 paraprofessionals that they currently have, and add one additional paraprofessional. | Academic Support Program | Tier 1 | Implement | 08/21/2017 | 06/14/2018 | \$34000 | K-8 Teachers, Paraprofessionals, ELL Teachers, and Reading Specialist, GEE |
| Title 1 Teacher | Bridge Academy West is requesting a Title I Intervention Teacher that will work to address the specific educational needs of struggling students. The instructor will collaborate with teachers and provide feedback regarding student progress, goals, and activities. | Academic Support Program | Tier 3 | Getting Ready | 08/21/2017 | 06/14/2018 | \$40000 | GEE, Administration |
| Supplemental Resources | Using Scholastic Math Magazine (\$8.75/student, 2 class sets) Students will make meaningful connections by applying core math concepts to high-interest, real-world topics. It also incorporates Close and Critical Reading Strategies to support both math and reading comprehension. In addition: Teachers and students will use Learn Zillion (Free), Front Row (Free), Extra Math (Free), Skoolbo (Free), Kahoot, Khan Academy (Free), Test Wiz 9 (Free), Illustrative Mathematics (Free), Yummy Math (Free) as supplemental technology resource to enrich student achievement in mathematics. | Materials, Academic Support Program, Supplemental Materials | Tier 1 | Getting Ready | 08/21/2017 | 06/14/2018 | \$0 | Administration, K-8 Teachers, GEE, Paraprofessionals |
| SIOP | Teachers will meet to gain an in-depth understanding of how SIOP works in content-area classrooms through live expert-led sessions, SIOP classroom lessons on video, SIOP author videos, and Q&A from Pearson. | Direct Instruction | Tier 1 | | 08/21/2017 | 06/14/2018 | \$0 | GEE |
| Close and Critical Reading Professional Development | Social Studies teachers will be provided training with close and critical reading comprehension strategies to help raise academic achievement in Social Studies. | Academic Support Program | Tier 1 | Getting Ready | 08/21/2017 | 06/14/2018 | \$0 | All Social Studies Teachers |
| Close and Critical Reading Professional Development | Teachers will be trained and equipped with instructional approaches for close and critical reading. | Academic Support Program | Tier 1 | Getting Ready | 08/21/2017 | 06/01/2018 | \$0 | GEE, Administration |

District Improvement Plan

Bridge Academy

| | | | | | | | | |
|------------|--|-----------------------|--------|-----------|------------|------------|---------|-----------------------------------|
| Technology | Recommendation: 120 Chromebooks and 2 charging stations; 60 BAE, 60 BAW. Recommendation: 20 document cameras; 4 for BAW and 12 for BAE Having technology resources in each classroom will support learning in all content areas. | Technology, Materials | Tier 1 | Implement | 08/21/2017 | 06/14/2018 | \$15000 | GEE, Administration, and Teachers |
|------------|--|-----------------------|--------|-----------|------------|------------|---------|-----------------------------------|

Title III

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|----------------------|--|--------------------------|--------|---------|------------|------------|-------------------|---|
| After School Program | At-risk students will be offered the opportunity to attend the after school program to receive an additional hour of math support. | Academic Support Program | Tier 2 | Monitor | 08/21/2017 | 06/14/2018 | \$0 | After School Program Leader, Administration |

Title I Part A

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|-------------------|--|---|--------|-----------|------------|------------|-------------------|--|
| Math Coach | Teachers will meet with math coach on a weekly basis to discuss and plan learning activities and teaching practices with curriculum timelines. Coaches will provide constructive feedback to improve teaching and assist teachers in staying on pace with curriculum guides and modules. | Professional Learning, Academic Support Program | Tier 1 | Implement | 08/21/2017 | 06/14/2018 | \$40000 | GEE, Administration, Math Coaches |
| Summer School | At-risk students will be offered the opportunity to attend the summer school program to receive additional, interactive math support. This will be offered to students who are incoming 6th, 7th, and 8th graders. | Academic Support Program | Tier 2 | Implement | 08/21/2017 | 06/14/2018 | \$0 | Administration and Summer School Staff |
| SIOP | Teachers will meet to gain an in-depth understanding of how SIOP works in content-areas. Some examples include: peer-teacher observations, classroom lessons on video, and Q&A about SIOP practices. The focus will be how can we apply SIOP effectively to all lessons and classrooms. | Direct Instruction, Professional Learning, Academic Support Program | Tier 1 | Implement | 08/21/2017 | 06/14/2018 | \$2500 | GEE, Administration, All Staff |
| Paraprofessionals | 3 (2/BAW and 1/BAE) paraprofessionals will provide supplemental support and instruction in class to students in math. | Academic Support Program | Tier 2 | | 08/21/2017 | 06/14/2018 | \$51000 | Gee, Administration |

District Improvement Plan

Bridge Academy

| | | | | | | | | |
|--------------------------------|--|--------------------------|--------|-----------|------------|------------|-----|---|
| Supplemental Reading Resources | Supplemental reading resources enhance student learning and fill the gaps in educational experiences through differentiation and meaningful opportunities. Additional supplemental materials and reading consumables will enhance the Benchmark Curriculum and give extended resources for ELL learners. Recommendation: Renew Reading A-Z, Raz-Kids, and Discovery Education accounts. Recommendation: Rosetta Stone- BAE- 20 BAW-70 accounts Recommendation: Lexia-BAE-80 BAW-70 Recommendation: BAW- NewsELA Pro Recommendation: BAW renews Scholastic Action & BAE renews Scholastic News and Time for Kids | Supplemental Materials | Tier 1 | Implement | 08/21/2017 | 06/14/2018 | \$0 | GEE, Administration, K-8 Teachers, Specialists, and Paraprofessionals |
| Summer School | At-risk students will be offered the opportunity to attend the summer school program to receive additional, interactive math support. This will be offered to students who are incoming 6th, 7th, and 8th graders. | Academic Support Program | Tier 2 | Implement | 08/21/2017 | 06/14/2018 | \$0 | Administration, Summer School Staff |

Title II Part A

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|------------------------|---|--|--------|-----------|------------|------------|-------------------|--|
| SIOP | Teachers will meet together to gain an in-depth understanding of how SIOP works in the content areas. Some examples include: peer-teacher observations, classroom lessons on video, and Q&A about SIOP practices. The focus will be how can we apply SIOP effectively to all lessons. | Academic Support Program, Supplemental Materials | Tier 1 | Implement | 08/21/2017 | 06/14/2018 | \$250000 | Teachers K-8, Reading and ELL Specialists, and Paraprofessionals |
| Inquiry Based Learning | Recommended: Professional Development- How can we create/plan/encourage/implement inquiry based learning? Professional Development: STEM | Technology, Curriculum Development, Teacher Collaboration, Materials, Supplemental Materials | Tier 1 | Implement | 08/21/2017 | 06/14/2018 | \$0 | All K-8 Teachers, GEE, Administration |

No Funding Required

District Improvement Plan

Bridge Academy

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|------------------------------------|--|----------------------------|--------|-----------|------------|------------|-------------------|-------------------------------|
| Team Building Activities | Creating opportunities for BAE staff to collaborate and work together. This can include staff outings and activities that promote a sense of friendship and community. | Teacher Collaboration | Tier 1 | | 08/21/2017 | 06/14/2018 | \$0 | BAE Staff and Administration |
| Discussion Based Teaching/Learning | Discussions will assist students in applying mathematical concepts and will help them think critically while engaging them in problem-solving with others. Staff will need require professional development for this activity. | Direct Instruction | Tier 1 | Implement | 08/21/2017 | 06/14/2018 | \$0 | All Staff |
| Academic Vocabulary | Through the Close and Critical Reading of math texts (math problems, stories, picture books, non-fiction texts, etc...) students will increase their academic vocabulary. Teachers will also use SIOP and direct vocabulary instruction incorporated into every lesson. | Academic Support Program | Tier 1 | Implement | 08/21/2017 | 08/21/2018 | \$0 | Administration, All Staff |
| Professional Development | Teachers will receive training and/or professional development opportunities related to the science curriculum and NGSS. | Professional Learning | Tier 1 | Implement | 08/21/2017 | 06/14/2018 | \$0 | GEE, Administration |
| CHAMPS and Capturing Kid's Hearts | Teachers will implement strategies to maintain positive behavior expectations within the school and classrooms. Students are learning to become responsible, active, and successful citizens in a growing and diverse world. Administration will support these strategies and the teachers when implementing them. All stakeholders will implement CHAMPS and Capturing Kids Hearts. When all stakeholders are held accountable, continuity of expectations and positive behavior development can be seen. Recommendation: Professional Development/Training to review these programs and train new teachers. Recommendation: Review School Rules, Teachers Expectations, and Discipline Procedures Recommendation: communication with parents, in relation to: school policy, discipline procedures, and how they can support their childrens' social development. | Behavioral Support Program | Tier 1 | Implement | 08/21/2017 | 06/14/2018 | \$0 | All Staff, All Administration |

District Improvement Plan

Bridge Academy

| | | | | | | | | |
|--|--|---|--------|-----------|------------|------------|-----|--------------------------------|
| Welcoming Subs | It is recommended that all substitute teachers are able to meet and speak with administration prior to placement, or during the first day of their placements. This will help continue the safety, building, and behavior procedures that we are working to maintain. It will also help to make substitute teachers feel more welcome, appreciated, and prepared for their positions. Doing so will help keep the list of good and available substitute teachers high. | Other - Substitutes, Policy and Process | Tier 1 | Implement | 08/21/2017 | 06/14/2018 | \$0 | Administration |
| Discussion Based Teaching/Learning | Discussions will assist students in applying mathematical concepts and will help them think critically while engaging them in problem-solving with others. Staff will need require professional development for this activity. | Direct Instruction | Tier 1 | Implement | 08/21/2017 | 06/14/2018 | \$0 | All staff |
| Collaboration with Writing Rubrics | All teachers will attend collaborative meetings to discuss the implementation process of rubrics among grade, and content areas over the three main types of writing within Common Core: Narrative, Persuasive, Expository. | Professional Learning, Teacher Collaboration | Tier 1 | Implement | 08/21/2017 | 06/14/2018 | \$0 | All teachers, administration |
| Manipulatives | Students will use manipulatives to engage in hands-on learning, and problem solving with mathematical concepts. | Materials | Tier 1 | Implement | 08/21/2017 | 06/14/2018 | \$0 | K-5 Teachers |
| Celebration of Writing | Recommendation: provide students opportunities to celebrate their writing, creativity, and new learning. This can be done during the scheduled subject time, among the grade level, between the grade levels, by displaying work in hallway or classroom, and/or inviting parents to come and celebrate. | Other - Celebration of Student Work, Parent Involvement | Tier 1 | Implement | 08/21/2017 | 06/14/2018 | \$0 | K-5 Teachers |
| Discussion Based Teaching/Learning | Discussions will assist students in applying mathematical concepts and will help them think critically while engaging them in problem-solving with others. Staff will need require professional development for this activity. | Direct Instruction | Tier 1 | | 08/21/2017 | 06/14/2018 | \$0 | All Staff |
| Writing Conferences with Writer's Workshop | It is recommended that all teachers receive professional development on Writer's Workshop, what does it look like in the classroom and specifically- how to conference with students about their writing. It is extremely important that students are talking about good examples of writing, their own writing, collaborating, setting goals, and reflecting on their own progress. Conferencing with students is an extremely important part of writing development as it's the foundation for differentiation of needs. | Academic Support Program | Tier 1 | Implement | 08/21/2017 | 06/14/2018 | \$0 | All Staff, GEE, Administration |
| Academic Vocabulary | Teachers will use a variety of vocabulary instructional strategies to assist with close and critical reading skills and comprehension. | Direct Instruction | Tier 1 | Implement | 08/21/2017 | 06/14/2018 | \$0 | Administration, all staff |

District Improvement Plan

Bridge Academy

| | | | | | | | | |
|------------------------------------|--|--|--------|-----------|------------|------------|-----|---------------------------|
| Discussion Based Teaching/Learning | Discussions will assist students in applying mathematical concepts and will help them think critically while engaging them in problem-solving with others. Staff will need require professional development for this activity. | Direct Instruction | Tier 1 | Implement | 08/21/2017 | 06/14/2018 | \$0 | All staff |
| Professional Development | Training that answers these questions (but not limited to these questions): How can I add writing into all content areas? What does it look like? What should I expect students to be able to do? How can I create these opportunities within my instructional time (small groups/centers etc..) | Academic Support Program | Tier 1 | Implement | 08/21/2017 | 06/14/2018 | \$0 | All staff, administration |
| Student Centered Learning | Students will engage with mathematical concepts using Hands-On approaches and problem solving skills. | Direct Instruction, Academic Support Program | Tier 1 | Implement | 08/21/2017 | 06/14/2018 | \$0 | K-5 Teachers |
| Discussion Based Teaching/Learning | Discussions will assist students in applying mathematical concepts and will help them think critically while engaging them in problem-solving with others. Staff will need require professional development for this activity. | Direct Instruction | Tier 1 | Implement | 08/21/2017 | 06/14/2018 | \$0 | All Staff |

General Fund

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------------------------|--|--------------------------|--------|---------------|------------|------------|-------------------|---|
| Building Appearance | Teachers will work together to maintain a welcoming and clean appearance for families and students. Recommendations: frequently update bulletin boards to display student learning. Recommendations: paint bottom half of the hallways to help appearance and cleanliness. | Teacher Collaboration | Tier 1 | Getting Ready | 08/21/2017 | 06/14/2018 | \$0 | GEE, Administration, All Staff |
| Supplemental Reading Resources | Teachers will use a variety of supplemental reading resources such as Scholastic Magazines, Time for Kids, and NewsELA Pro to enhance student knowledge and reading schools with current events, geography activities, connections to U.S. and world history, political cartoons, and text analysis activities. | Academic Support Program | Tier 1 | Getting Ready | 08/21/2017 | 06/14/2018 | \$4830 | All Middle School Social Studies Teachers, and K-5 Teachers |
| Guided and Independent Practice | Teachers will provide students with opportunity to practice close reading interactions with Social Studies textbooks entitled, "Discovering Our Past: A History of the World," by McGraw Hill Education for 7th Grade. Teachers have this text, but need a full class set; therefore 15 are being requested (approximately \$70/book). | Materials | Tier 1 | Getting Ready | 08/21/2017 | 06/14/2018 | \$1050 | Middle School Social Studies Staff, GEE |

District Improvement Plan

Bridge Academy

| | | | | | | | | |
|--------------------------------------|--|---|--------|---------------|------------|------------|--------|--|
| Professional Development | Teachers that are K-5 will be provided professional development for Daily 5, Guided Reading, and Reader's Workshop. | Professional Learning, Academic Support Program | Tier 1 | Implement | 08/21/2017 | 06/14/2018 | \$0 | K-5 Teachers, GEE, Administration, and Paraprofessionals |
| Supplementary Reading Resources | Non-Fiction Reading Opportunities- Through whole group and small group instruction. Science Spin Magazine- Scholastic (K-1, 2, 3-5, Middle) - Includes digital resources for teachers and students (ex. Science App, Videos, Games) - NGSS content aligned non-fiction texts for students K-5 (ex. National Geographic) - Science A-Z | Supplemental Materials | Tier 1 | Implement | 08/21/2017 | 06/14/2018 | \$2000 | Teachers K-8, GEE, Administration |
| Teacher Modeling | Teachers can provide demonstration of close reading skills that good readers use during the reading process while learning about Social Studies content with the use of document cameras (\$130 each) | Direct Instruction | Tier 1 | Getting Ready | 08/21/2017 | 06/14/2018 | \$0 | GEE, Administration, All Staff |
| Technology | Technology resources, such as document cameras, will assist teachers in the instruction of science and the experimental practices during lab. | Technology, Materials | Tier 1 | Getting Ready | 08/21/2017 | 06/14/2018 | \$0 | Science Teachers 6-8 |
| Interactive Curriculum Resources | It is recommended that Eureka Math Workbooks are purchased to supplement the math curriculum and support student in meeting their achievement goals. Recommendations for BAW: Teachers and students will use Learn Zillion (Free), Khan Academy (Free), Test Wiz 9 (Free), Illustrative Mathematics (Free), Yummy Math (Free), TI-84 Graphing Calculators (15 @ \$115), and Google Chromebooks (\$6700/class set) as supplemental technology resource to enrich student achievement in mathematics. | Curriculum Development, Supplemental Materials | Tier 1 | Getting Ready | 08/21/2017 | 06/14/2018 | \$9000 | GEE, Math Teachers, K-5 Teachers |
| United Streaming/Discovery Education | Teachers will have access to United Streaming/Discovery Education to enhance educational experiences in Science (and Social Studies). Students will have access to thousands of videos and articles highlighting science (and social studies) content. This will also provide students with additional non-fiction resources and enhance instruction for active and visual learners. | Technology, Supplemental Materials | Tier 1 | Implement | 08/21/2017 | 06/14/2018 | \$1460 | K-5 Teachers, 6-8 Science Teachers, GEE, Administration |

District Improvement Plan

Bridge Academy

| | | | | | | | | |
|--|---|--|---------------|----------------------|-------------------|-------------------|------------|--|
| <p>Reading Program</p> | <p>Bridge Academy (GEE) is in the works to adopt a reading curriculum. This reading curriculum will align vertically K-5 and support all 6-8 students. It will include guided reading, grammar, spelling, writing, and phonics components. Students will be exposed to leveled texts, grade appropriate, and complex texts. If GEE adopts Benchmark Advance, the program will include Building Content Knowledge, Meaning Making, Effective Expression, Foundational Skills, and Language Development as the five themes throughout the framework. It is recommended that an additional program be implemented for 6-8 students which will also offer these foundational skills at an appropriate grade level. Recommendation: Teacher receive extensive training prior to the start of school- including program overview, implementation, and assessment.</p> | <p>Curriculum Development, Materials</p> | <p>Tier 1</p> | <p>Implement</p> | <p>08/21/2017</p> | <p>06/14/2018</p> | <p>\$0</p> | <p>GEE, Administration, and K-8 Teachers</p> |
| <p>Science Curriculum and Supplies</p> | <p>A science curriculum that is aligned with NGSS and supplies to support teachers with the instruction of NGSS. The science supplies will be literacy rich, hands-on, and allow students to explore, discovery, and strengthen their understanding. Recommendations: BAE needs textbooks and workbooks to use with the curriculum.</p> | <p>Curriculum Development, Materials, Academic Support Program</p> | <p>Tier 1</p> | <p>Getting Ready</p> | <p>08/21/2017</p> | <p>06/14/2018</p> | <p>\$0</p> | <p>K-5 Teachers and Middle School Science Teachers</p> |

Activity Summary by School

Below is a breakdown of activity by school.

All Schools

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|------------------------------------|---|--|--------|-----------|------------|------------|-------------------|--|
| Paraprofessionals | Paraprofessionals will support tier 2 and 3 students in reading (and math) based on their needs using data collected through classroom, local, and state testing. Recommendation: In addition to the current number of paraprofessionals, it is highly recommended that two more paraprofessionals are hired to support early elementary (K-1) classrooms and the growing number of ELL and struggling students. Early intervention will greatly influence the growth and proficiency now and later on influence the proficiency scores for upper elementary. Recommendation: It is recommended that BAW maintains the 5 paraprofessionals that they currently have, and add one additional paraprofessional. | Academic Support Program | Tier 1 | Implement | 08/21/2017 | 06/14/2018 | \$34000 | K-8 Teachers, Paraprofessionals, ELL Teachers, and Reading Specialist, GEE |
| Collaboration with Writing Rubrics | All teachers will attend collaborative meetings to discuss the implementation process of rubrics among grade, and content areas over the three main types of writing within Common Core: Narrative, Persuasive, Expository. | Professional Learning, Teacher Collaboration | Tier 1 | Implement | 08/21/2017 | 06/14/2018 | \$0 | All teachers, administration |
| Supplemental Reading Resources | Supplemental reading resources enhance student learning and fill the gaps in educational experiences through differentiation and meaningful opportunities. Additional supplemental materials and reading consumables will enhance the Benchmark Curriculum and give extended resources for ELL learners. Recommendation: Renew Reading A-Z, Raz-Kids, and Discovery Education accounts. Recommendation: Rosetta Stone- BAE- 20 BAW-70 accounts Recommendation: Lexia-BAE-80 BAW-70 Recommendation: BAW- NewsELA Pro Recommendation: BAW renews Scholastic Action & BAE renews Scholastic News and Time for Kids | Supplemental Materials | Tier 1 | Implement | 08/21/2017 | 06/14/2018 | \$0 | GEE, Administration, K-8 Teachers, Specialists, and Paraprofessionals |

District Improvement Plan

Bridge Academy

| | | | | | | | | |
|---------------------------------|--|---|--------|---------------|------------|------------|----------|--|
| Science Curriculum and Supplies | A science curriculum that is aligned with NGSS and supplies to support teachers with the instruction of NGSS. The science supplies will be literacy rich, hands-on, and allow students to explore, discovery, and strengthen their understanding. Recommendations: BAE needs textbooks and workbooks to use with the curriculum. | Curriculum Development, Materials, Academic Support Program | Tier 1 | Getting Ready | 08/21/2017 | 06/14/2018 | \$0 | K-5 Teachers and Middle School Science Teachers |
| SIOP | Teachers will meet together to gain an in-depth understanding of how SIOP works in the content areas. Some examples include: peer-teacher observations, classroom lessons on video, and Q&A about SIOP practices. The focus will be how can we apply SIOP effectively to all lessons. | Academic Support Program, Supplemental Materials | Tier 1 | Implement | 08/21/2017 | 06/14/2018 | \$250000 | Teachers K-8, Reading and ELL Specialists, and Paraprofessionals |
| ELA Coach | ELA Coaches will support all teachers in their ELA curriculum. They will provide help with reading instruction, guided reading, and offer feedback on how to improve planning and practicing. Recommendation: Have staff meeting to review and clarify the role of an ELA coach in the classroom. In addition, set the expectation for constructive feedback, modeling, and reflecting for professional growth. | Curriculum Development, Teacher Collaboration, Academic Support Program | Tier 1 | Implement | 08/21/2017 | 06/14/2018 | \$40000 | GEE and School Administration |
| Technology | Recommendation: 120 Chromebooks and 2 charging stations; 60 BAE, 60 BAW. Recommendation: 20 document cameras; 4 for BAW and 12 for BAE Having technology resources in each classroom will support learning in all content areas. | Technology, Materials | Tier 1 | Implement | 08/21/2017 | 06/14/2018 | \$15000 | GEE, Administration, and Teachers |
| Supplemental Reading Resources | Teachers will use a variety of supplemental reading resources such as Scholastic Magazines, Time for Kids, and NewsELA Pro to enhance student knowledge and reading schools with current events, geography activities, connections to U.S. and world history, political cartoons, and text analysis activities. | Academic Support Program | Tier 1 | Getting Ready | 08/21/2017 | 06/14/2018 | \$4830 | All Middle School Social Studies Teachers, and K-5 Teachers |
| Academic Vocabulary | Teachers will use a variety of vocabulary instructional strategies to assist with close and critical reading skills and comprehension. | Direct Instruction | Tier 1 | Implement | 08/21/2017 | 06/14/2018 | \$0 | Administration, all staff |
| Teacher Modeling | Teachers can provide demonstration of close reading skills that good readers use during the reading process while learning about Social Studies content with the use of document cameras (\$130 each) | Direct Instruction | Tier 1 | Getting Ready | 08/21/2017 | 06/14/2018 | \$0 | GEE, Administration, All Staff |

District Improvement Plan

Bridge Academy

| | | | | | | | | |
|---|--|---|--------|---------------|------------|------------|---------|---|
| SIOPI | Teachers will meet to gain an in-depth understanding of how SIOPI works in content-area classrooms through live expert-led sessions, SIOPI classroom lessons on video, SIOPI author videos, and Q&A from Pearson. | Direct Instruction | Tier 1 | | 08/21/2017 | 06/14/2018 | \$0 | GEE |
| Supplemental Curriculum Resources | Teachers will use clips from United Streaming/Discovery Education to enforce Social Studies Concepts within the classroom, and enhance their instruction to visual learners. | Supplemental Materials | Tier 1 | Implement | 08/21/2017 | 06/14/2018 | \$5000 | All K-5 Teachers, Middle School Social Studies Teachers |
| Interactive Curriculum Resources | It is recommended that Eureka Math Workbooks are purchased to supplement the math curriculum and support student in meeting their achievement goals. Recommendations for BAW: Teachers and students will use Learn Zillion (Free), Khan Academy (Free), Test Wiz 9 (Free), Illustrative Mathematics (Free), Yummy Math (Free), TI-84 Graphing Calculators (15 @ \$115), and Google Chromebooks (\$6700/class set) as supplemental technology resource to enrich student achievement in mathematics. | Curriculum Development, Supplemental Materials | Tier 1 | Getting Ready | 08/21/2017 | 06/14/2018 | \$9000 | GEE, Math Teachers, K-5 Teachers |
| SIOPI | Teachers will meet to gain an in-depth understanding of how SIOPI works in content-areas. Some examples include: peer-teacher observations, classroom lessons on video, and Q&A about SIOPI practices. The focus will be how can we apply SIOPI effectively to all lessons and classrooms. | Direct Instruction, Professional Learning, Academic Support Program | Tier 1 | Implement | 08/21/2017 | 06/14/2018 | \$2500 | GEE, Administration, All Staff |
| Paraprofessionals | 3 (2/BAW and 1/BAE) paraprofessionals will provide supplemental support and instruction in class to students in math. | Academic Support Program | Tier 2 | | 08/21/2017 | 06/14/2018 | \$51000 | Gee, Administration |
| After School Program | At-risk students will be offered the opportunity to attend the after school program to receive an additional hour of math support. | Academic Support Program | Tier 2 | Monitor | 08/21/2017 | 06/14/2018 | \$0 | After School Program Leader, Administration |
| Close and Critical Reading Professional Development | Teachers will be trained and equipped with instructional approaches for close and critical reading. | Academic Support Program | Tier 1 | Getting Ready | 08/21/2017 | 06/01/2018 | \$0 | GEE, Administration |
| Academic Vocabulary | Through the Close and Critical Reading of math texts (math problems, stories, picture books, non-fiction texts, etc...) students will increase their academic vocabulary. Teachers will also use SIOPI and direct vocabulary instruction incorporated into every lesson. | Academic Support Program | Tier 1 | Implement | 08/21/2017 | 08/21/2018 | \$0 | Administration, All Staff |

District Improvement Plan

Bridge Academy

| | | | | | | | | |
|--------------------------------------|---|--|--------|---------------|------------|------------|--------|---|
| Supplemental Resources | Using Scholastic Math Magazine (\$8.75/student, 2 class sets) Students will make meaningful connections by applying core math concepts to high-interest, real-world topics. It also incorporates Close and Critical Reading Strategies to support both math and reading comprehension. In addition: Teachers and students will use Learn Zillion (Free), Front Row (Free), Extra Math (Free), Skoolbo (Free), Kahoot, Khan Academy (Free), Test Wiz 9 (Free), Illustrative Mathematics (Free), Yummy Math (Free) as supplemental technology resource to enrich student achievement in mathematics. | Materials, Academic Support Program, Supplemental Materials | Tier 1 | Getting Ready | 08/21/2017 | 06/14/2018 | \$0 | Administration, K-8 Teachers, GEE, Paraprofessionals |
| Professional Development | Training that answers these questions (but not limited to these questions): How can I add writing into all content areas? What does it look like? What should I expect students to be able to do? How can I create these opportunities within my instructional time (small groups/centers etc..) | Academic Support Program | Tier 1 | Implement | 08/21/2017 | 06/14/2018 | \$0 | All staff, administration |
| Inquiry Based Learning | Recommended: Professional Development- How can we create/plan/encourage/implement inquiry based learning? Professional Development: STEM | Technology, Curriculum Development, Teacher Collaboration, Materials, Supplemental Materials | Tier 1 | Implement | 08/21/2017 | 06/14/2018 | \$0 | All K-8 Teachers, GEE, Administration |
| Supplementary Reading Resources | Non-Fiction Reading Opportunities- Through whole group and small group instruction. Science Spin Magazine- Scholastic (K-1, 2, 3-5, Middle) - Includes digital resources for teachers and students (ex. Science App, Videos, Games) - NGSS content aligned non-fiction texts for students K-5 (ex. National Geographic) - Science A-Z | Supplemental Materials | Tier 1 | Implement | 08/21/2017 | 06/14/2018 | \$2000 | Teachers K-8, GEE, Administration |
| United Streaming/Discovery Education | Teachers will have access to United Streaming/Discovery Education to enhance educational experiences in Science (and Social Studies). Students will have access to thousands of videos and articles highlighting science (and social studies) content. This will also provide students with additional non-fiction resources and enhance instruction for active and visual learners. | Technology, Supplemental Materials | Tier 1 | Implement | 08/21/2017 | 06/14/2018 | \$1460 | K-5 Teachers, 6-8 Science Teachers, GEE, Administration |

District Improvement Plan

Bridge Academy

| | | | | | | | | |
|--|--|----------------------------|--------|---------------|------------|------------|-----|--------------------------------|
| Technology | Technology resources, such as document cameras, will assist teachers in the instruction of science and the experimental practices during lab. | Technology , Materials | Tier 1 | Getting Ready | 08/21/2017 | 06/14/2018 | \$0 | Science Teachers 6-8 |
| CHAMPS and Capturing Kid's Hearts | Teachers will implement strategies to maintain positive behavior expectations within the school and classrooms. Students are learning to become responsible, active, and successful citizens in a growing and diverse world. Administration will support these strategies and the teachers when implementing them. All stakeholders will implement CHAMPS and Capturing Kids Hearts. When all stakeholders are held accountable, continuity of expectations and positive behavior development can be seen. Recommendation: Professional Development/Training to review these programs and train new teachers. Recommendation: Review School Rules, Teachers Expectations, and Discipline Procedures Recommendation: communication with parents, in relation to: school policy, discipline procedures, and how they can support their children's social development. | Behavioral Support Program | Tier 1 | Implement | 08/21/2017 | 06/14/2018 | \$0 | All Staff, All Administration |
| Writing Conferences with Writer's Workshop | It is recommended that all teachers receive professional development on Writer's Workshop, what does it look like in the classroom and specifically- how to conference with students about their writing. It is extremely important that students are talking about good examples of writing, their own writing, collaborating, setting goals, and reflecting on their own progress. Conferencing with students is an extremely important part of writing development as it's the foundation for differentiation of needs. | Academic Support Program | Tier 1 | Implement | 08/21/2017 | 06/14/2018 | \$0 | All Staff, GEE, Administration |
| Welcoming Subs | It is recommended that all substitute teachers are able to meet and speak with administration prior to placement, or during the first day of their placements. This will help continue the safety, building, and behavior procedures that we are working to maintain. It will also help to make substitute teachers feel more welcome, appreciated, and prepared for their positions. Doing so will help keep the list of good and available substitute teachers high. | Other, Policy and Process | Tier 1 | Implement | 08/21/2017 | 06/14/2018 | \$0 | Administration |

District Improvement Plan

Bridge Academy

| | | | | | | | | |
|--------------------------|--|-----------------------------------|--------|---------------|------------|------------|-----|---------------------------------------|
| Reading Program | Bridge Academy (GEE) is in the works to adopt a reading curriculum. This reading curriculum will align vertically K-5 and support all 6-8 students. It will include guided reading, grammar, spelling, writing, and phonics components. Students will be exposed to leveled texts, grade appropriate, and complex texts. If GEE adopts Benchmark Advance, the program will include Building Content Knowledge, Meaning Making, Effective Expression, Foundational Skills, and Language Development as the five themes throughout the framework. It is recommended that an additional program be implemented for 6-8 students which will also offer these foundational skills at an appropriate grade level. Recommendation: Teacher receive extensive training prior to the start of school- including program overview, implementation, and assessment. | Curriculum Development, Materials | Tier 1 | Implement | 08/21/2017 | 06/14/2018 | \$0 | GEE, Administration, and K-8 Teachers |
| Professional Development | Teachers will receive training and/or professional development opportunities related to the science curriculum and NGSS. | Professional Learning | Tier 1 | Implement | 08/21/2017 | 06/14/2018 | \$0 | GEE, Administration |
| Lexia | This remedial reading program will be used by teachers with students who have been identified as struggling readers. Recommendations: BAE (80 Accounts), BAW (70 Accounts). | Academic Support Program | Tier 3 | Getting Ready | 08/21/2017 | 06/14/2018 | \$0 | GEE, Administration, All K-8 Teachers |

Bridge Academy West

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---|---|--------------------------|--------|---------------|------------|------------|-------------------|-----------------------------|
| Title 1 Teacher | Bridge Academy West is requesting a Title I Intervention Teacher that will work to address the specific educational needs of struggling students. The instructor will collaborate with teachers and provide feedback regarding student progress, goals, and activities. | Academic Support Program | Tier 3 | Getting Ready | 08/21/2017 | 06/14/2018 | \$40000 | GEE, Administration |
| Close and Critical Reading Professional Development | Social Studies teachers will be provided training with close and critical reading comprehension strategies to help raise academic achievement in Social Studies. | Academic Support Program | Tier 1 | Getting Ready | 08/21/2017 | 06/14/2018 | \$0 | All Social Studies Teachers |

District Improvement Plan

Bridge Academy

| | | | | | | | | |
|------------------------------------|--|--------------------------|--------|---------------|------------|------------|--------|---|
| Guided and Independent Practice | Teachers will provide students with opportunity to practice close reading interactions with Social Studies textbooks entitled, "Discovering Our Past: A History of the World," by McGraw Hill Education for 7th Grade. Teachers have this text, but need a full class set; therefore 15 are being requested (approximately \$70/book). | Materials | Tier 1 | Getting Ready | 08/21/2017 | 06/14/2018 | \$1050 | Middle School Social Studies Staff, GEE |
| Discussion Based Teaching/Learning | Discussions will assist students in applying mathematical concepts and will help them think critically while engaging them in problem-solving with others. Staff will need require professional development for this activity. | Direct Instruction | Tier 1 | Implement | 08/21/2017 | 06/14/2018 | \$0 | All Staff |
| Discussion Based Teaching/Learning | Discussions will assist students in applying mathematical concepts and will help them think critically while engaging them in problem-solving with others. Staff will need require professional development for this activity. | Direct Instruction | Tier 1 | Implement | 08/21/2017 | 06/14/2018 | \$0 | All staff |
| Discussion Based Teaching/Learning | Discussions will assist students in applying mathematical concepts and will help them think critically while engaging them in problem-solving with others. Staff will need require professional development for this activity. | Direct Instruction | Tier 1 | Implement | 08/21/2017 | 06/14/2018 | \$0 | All staff |
| Discussion Based Teaching/Learning | Discussions will assist students in applying mathematical concepts and will help them think critically while engaging them in problem-solving with others. Staff will need require professional development for this activity. | Direct Instruction | Tier 1 | | 08/21/2017 | 06/14/2018 | \$0 | All Staff |
| Discussion Based Teaching/Learning | Discussions will assist students in applying mathematical concepts and will help them think critically while engaging them in problem-solving with others. Staff will need require professional development for this activity. | Direct Instruction | Tier 1 | Implement | 08/21/2017 | 06/14/2018 | \$0 | All Staff |
| Summer School | At-risk students will be offered the opportunity to attend the summer school program to receive additional, interactive math support. This will be offered to students who are incoming 6th, 7th, and 8th graders. | Academic Support Program | Tier 2 | Implement | 08/21/2017 | 06/14/2018 | \$0 | Administration and Summer School Staff |
| Summer School | At-risk students will be offered the opportunity to attend the summer school program to receive additional, interactive math support. This will be offered to students who are incoming 6th, 7th, and 8th graders. | Academic Support Program | Tier 2 | Implement | 08/21/2017 | 06/14/2018 | \$0 | Administration, Summer School Staff |

Bridge Academy - Elementary

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------|----------------------|---------------|------|-------|------------|----------|-------------------|-------------------|
|---------------|----------------------|---------------|------|-------|------------|----------|-------------------|-------------------|

District Improvement Plan

Bridge Academy

| | | | | | | | | |
|---------------------------|--|---|--------|---------------|------------|------------|---------|--|
| Math Coach | Teachers will meet with math coach on a weekly basis to discuss and plan learning activities and teaching practices with curriculum timelines. Coaches will provide constructive feedback to improve teaching and assist teachers in staying on pace with curriculum guides and modules. | Professional Learning, Academic Support Program | Tier 1 | Implement | 08/21/2017 | 06/14/2018 | \$40000 | GEE, Administration, Math Coaches |
| Student Centered Learning | Students will engage with mathematical concepts using Hands-On approaches and problem solving skills. | Direct Instruction, Academic Support Program | Tier 1 | Implement | 08/21/2017 | 06/14/2018 | \$0 | K-5 Teachers |
| Manipulatives | Students will use manipulatives to engage in hands-on learning, and problem solving with mathematical concepts. | Materials | Tier 1 | Implement | 08/21/2017 | 06/14/2018 | \$0 | K-5 Teachers |
| Professional Development | Teachers that are K-5 will be provided professional development for Daily 5, Guided Reading, and Reader's Workshop. | Professional Learning, Academic Support Program | Tier 1 | Implement | 08/21/2017 | 06/14/2018 | \$0 | K-5 Teachers, GEE, Administration, and Paraprofessionals |
| Celebration of Writing | Recommendation: provide students opportunities to celebrate their writing, creativity, and new learning. This can be done during the scheduled subject time, among the grade level, between the grade levels, by displaying work in hallway or classroom, and/or inviting parents to come and celebrate. | Other, Parent Involvement | Tier 1 | Implement | 08/21/2017 | 06/14/2018 | \$0 | K-5 Teachers |
| Building Appearance | Teachers will work together to maintain a welcoming and clean appearance for families and students. Recommendations: frequently update bulletin boards to display student learning. Recommendations: paint bottom half of the hallways to help appearance and cleanliness. | Teacher Collaboration | Tier 1 | Getting Ready | 08/21/2017 | 06/14/2018 | \$0 | GEE, Administration, All Staff |
| Team Building Activities | Creating opportunities for BAE staff to collaborate and work together. This can include staff outings and activities that promote a sense of friendship and community. | Teacher Collaboration | Tier 1 | | 08/21/2017 | 06/14/2018 | \$0 | BAE Staff and Administration |