

Bridgewater Middle



2014-15 School Improvement Plan

Bridgewater Middle

5600 TINY RD, Winter Garden, FL 34787

[no web address on file]

School Demographics

School Type

Middle

Title I

No

Free/Reduced Price Lunch

30%

Alternative/ESE Center

No

Charter School

No

Minority

44%

School Grades History

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

School Board Approval

This plan was approved by the Orange County School Board on 2/10/2015.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To lead students to success with the support and involvement of families and the community.

Provide the school's vision statement

To be the top producer of successful students in the nation.

School Environment

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

During the first weeks of the 2014-2015 school year, Bridgewater Middle School engages students in a variety of activities to gain a greater understanding of the students. Through these activities we learn about backgrounds, cultures, as well as students' interests and learning styles. Teachers utilize this information to make stronger connections with students. Students are taught to have inquiring minds, become thinkers and communicators, to be open-minded, caring, reflective, kind, and to understand the benefits of risk-taking.

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

Bridgewater Middle School is using the CHAMPS Model as common language to communicate expectations to students. Administration uses the morning announcements to review the expectations in the cafeteria, classrooms, hallways and media center. Adult supervision is provided before, during, and after school in the common areas.

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

Bridgewater holds high expectations for students as it relates to rigorous learning. The teachers assist with these efforts by keeping the students fully engaged and teaching from bell to bell. Bridgewater holds grade level meetings each quarter to ensure that all students understand the Orange County Code of Student Conduct. All students must sign an acknowledgment form that they have read and reviewed the OCPS Code of Student Conduct. Bridgewater Middle School is using the CHAMPS Model to communicate expectations to students. To support this model, adult supervision is provided before, during, and after school. Bridgewater is implementing a Positive Behavior Plan that allows students an opportunity to earn "Bridgewater Bucks" (BBs). The BBs are used by teachers to acknowledge positive behaviors or improvements in negative behaviors. Students can use the BBs to exchange for school supply items. Bridgewater Middle School is implementing a Loss of Privileges System to hold students accountable for inappropriate behaviors. As students earn points, they lose privileges to participate in fun activities. The plan will be monitored on a regular basis and adjusted as needed to support success.

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

Bridgewater Middle School promotes its campus as a healthy place for students and staff. Bridgewater has a safety plan in place which includes support for the social and emotional well-being of students. Guidance services are available for students who need counseling, access to mental health and youth development opportunities. Positive relationships are fostered through “mix and mingle” activities, grade-level parties, fun field trips, clubs and sports activities. Positive Behavioral Support (PBS) is practiced at Bridgewater Middle School. Student attendance, academics and behavior are monitored and rewards are provided for positive behavior.

Early Warning Systems

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

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

Bridgewater Middle School uses the following early warning indicators for potential issues: 1.) attendance below 90%: Child study team meetings are held with letters mailed to students regarding attendance. 2) failing course grades in ELA or Math: students take online course recovery class and tutoring opportunities are available for students failing a course; these students are monitored benchmark data and common assessments. 3) lack of progress in Reading and Math for all Level 1 students: student data chats are put into place and based on individual needs, interventions are put into place. A MTSS process will be utilized to identify and provide interventions.

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

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	26	28	27	81
One or more suspensions	17	29	14	60
Course failure in ELA or Math	21	21	15	57
Level 1 on statewide assessment	45	49	40	134

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	24	22	15	61

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

The Child Study Team meets to discuss truancy and excessive tardiness with parents. A plan is put in place to help the parents have the student attend school regularly and to be on time. Referrals are put into place as needed for the student who may need additional resources such as counseling. Students are monitored for Early Warning Signs both behaviorally and academically. The MTSS team meets to develop a plan so that the student can be successful. The team meets periodically to view the progress monitoring of the student to see if the interventions put into place for the student are working.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

We have planned academic and extracurricular activities to increase parental involvement in order to create a sense of community and to keep our parents informed of what is happening at Bridgewater Middle School. These activities include:

Bridgewater 101 (5th Grade Parent Night)

Family Open House-Sept. 30th

ESE/ELL Parent Night Out - October 16th; January 8th; March 5th; May 7th

Advanced Math Night - October 21st

Preparing for High School - November

College Readiness - January

Literacy Night during Florida Literacy Week

Bridgewater utilizes Connect Orange to communicate with parents on a regular basis to keep them informed about their student's progress.

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

Bridgewater Middle School works in partnership with the following organizations to provide services to our students and teachers: 1. OCPS Foundation (Teach-In); 2. Trinity Performing Arts Center; 3. Hukoos; 4. Kona Ice; 5. Strombolis NY Pizza; 6. Uno's; 7. Jilly Cakes; 8. Chick-Fil-A; 9. McDonald's; 10. Learn to Learn; 11. Edumatics; 12. CS Dance; 13. Panda Express; 14. Champion Orthodontics; 15. Macaroni Grill; 16. Red Eye Bar and Grill; 17. Sylvan Learning Center; 18. Gifted University.

Our Partners in Education (PIE) representatives and school administration work closely with these organizations and others to establish beneficial relationships and activities. The PIE are recognized at the events and activities they support, as well as with certificates of appreciation at the end of the year. Business and community members are encouraged to participate in the School Advisory Council (SAC) and Parent Teacher Student Association (PTSA) as members or as guests. Meetings are held the first Monday of the month at 5:00 pm for SAC and PTSA holds monthly board meetings.

Effective Leadership

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

School Leadership Team

Membership

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

Name	Title
James, Lisa	Principal
Cardaci, Susan	Instructional Coach
Ashley, Sam	Assistant Principal
Clinkscales, Sharia	Dean
Heidelberg, Arnetta	Assistant Principal
Ihnenfeld, Jackie	Instructional Coach
Kushner, Kristen	Teacher, K-12
Simes, Chrain	Other
Smart, Chris	Dean

Duties

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

- Lisa James - Principal
- Arnetta Heidelberg - Assistant Principal of Instruction
- Sam Ashley - Assistant Principal
- Chris Smart - Dean
- Sharia Clinkscales - Dean
- Susan Cardaci - Learning Resource Specialist
- Jackie Ihnenfeld - Literacy Coach
- Kristen Kushner - ESOL Compliance
- Chrain Simes - ESE Compliance
- Linda Peters - Math Department Chair
- Maria Bermudez - Science Department Chair
- Jan Leisher - Social Studies Department Chair
- Cynthia Johnson - Music Department Chair
- Rodney Leath - Physical Education Department Chair
- Susan Lublin - AVID Coordinator/Teacher
- Monique Foister - Media Specialist
- Melinda Stahl - 8th grade Guidance Counselor
- Ayesha Pittendreigh - 7th grade Guidance Counselor
- Claudia Lunn - 6th grade Guidance Counselor
- Melanie Williamson - Reading Department Chair
- Derek Ihnenfeld - Writing Coach
- Marci Whitaker - Back-up Science Chair
- Danielle Rispoli - Back-up Math Chair
- Angie Reilly - Back-up for LRS
- Heather Scully - Back-up Social Studies Chair

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

The MTSS team at Bridgewater Middle School meets weekly. During the weekly meetings, the students who were referred to the Learning Den, or Intervention Room, are discussed, along with the

reason they were referred. This is very important, because there are a variety of reasons that students can be referred to the Den. These include instructional support, testing, work completion, and problems with behavior.

If an academic concern is one that needs intervention beyond the core curriculum and the Learning Den, the grade level guidance counselor is designated as the case manager during the Tier 2 stage of the MTSS process. The student will be progress monitored during class and data will be collected using the data based decision model. A full MTSS meeting will be held with the school psychologist, teachers, administrator, literacy coach, and math representative to analyze and problem solve better ways to serve the child's needs.

Title II monies will be used for professional development, conferences, resource materials and TDYs for teachers. Teachers are expected to share knowledge gained with other teachers during their PLC meetings.

Title III monies will be used for ELL students for weekly tutoring. This may include transportation for students, funds to pay teachers for tutoring and student incentives. These funds can also be used for a para in content area classes.

Title X monies will be used for resources and tangible items for identified students under the McKinney-Vento Act to help eliminate barriers.

SAI monies will be used for tutorials for all Level 1 and 2 students. This may include transportation and incentives for our students.

Our cafeteria manager and personnel are responsible for providing nutritious meals for both breakfast and lunch for our students. They use creative ideas to survey and get feedback from the students.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Lisa James	Principal
Susan Cardaci	Teacher
Jackie Ihnenfeld	Teacher
Derek Ihnenfeld	Teacher
Maria Bermudez	Teacher
Linda Peters	Teacher
Cynthia Johnson	Teacher
Melanie Williamson	Teacher
Monique Foister	Teacher
Jan Leisher	Teacher
Angie Reilly	Teacher
Sharia Clinkscales	Teacher
Christopher Smart	Teacher
Kristen Kushner	Teacher
Melinda Stahl	Teacher
Danielle Rispoli	Teacher
Marci Whitaker	Teacher
Chrain Simes	Teacher
Susan Lublin	Teacher
Heather Scully	Teacher
Rakesh Singh	Parent
Judy Paulsen	Parent
Sharon Rumney	Parent
Christine Crenshaw	Parent
Dan Church	Education Support Employee
Maribeth Adelson	Parent
Jackie Hernandez	Parent
Jessica Kendall	Parent
Jane Kenkelberger	Parent
Taina Colon-Wolters	Parent
Michelle Murgall	Parent
Maryuri DeSousa	Parent
Tracy Croft	Parent
Clarence Ademu-Jean	Parent
Marlene Kirtland	Parent
Fatima Saied	Parent
Marci Sgattoni	Parent
	Parent

Duties

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

Evaluation of last year's school improvement plan

The Bridgewater Middle School SAC reviewed the implementation of the SIP throughout the school year. One of the initial SAC meetings in 2014-2015 will be a final review of the data from 2013-2014 and the review of the proposed SIP for 2014-2015. The review will include a determination of what worked well in 2013-2014 and will be continued, and also what did not work as well and will need to be eliminated, enhanced, or modified in some way to improve results.

Development of this school improvement plan

During the October meeting, SAC reviewed the data from the previous year. Members were asked to contribute any suggestions or ideas that felt needed to be added to the barriers and resources. We will continue to have ongoing monthly meetings to discuss the school improvement plan and update as needed.

Preparation of the school's annual budget and plan

SAC reviews the proposed budget in the spring of each year. SAC participates in the development of the SIP at the beginning of the school year, contributes any suggestions, and finalizes the approval of the plan at one of the initial meetings of the school year.

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

Projected use of funds for technology improvements and replacements. \$2,390.00

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

Yes

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

Literacy Leadership Team (LLT)

Membership

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

Name	Title
James, Lisa	Principal
Ashley, Sam	Assistant Principal
Heidelberg, Arnetta	Assistant Principal
Ihnenfeld, Jackie	Instructional Coach
Cardaci, Susan	Instructional Coach
Foister, Monique	Instructional Media
Backovsky, Kim	Teacher, K-12
Balkaran, Priya	Teacher, K-12
Bloor, Pam	Teacher, K-12
Bolden, Latasha	Teacher, K-12
Bouchie, Marcia	Teacher, K-12
Costa, Nick	Teacher, K-12
Draeger, Amy	Teacher, K-12
Fowler, Karen	Teacher, K-12
Ihnenfeld, Derek	Teacher, K-12
Lang, Krista	Teacher, K-12
Luke, Peggy	Teacher, K-12
Martino, John	Teacher, K-12
Montgomery, Happy	Teacher, K-12
Reilly, Angie	Teacher, K-12
Rivera, Laura	Teacher, K-12
Sarmiento, Sohira	Teacher, K-12
Sellers, Paul	Teacher, K-12
Williamson, Melanie	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Bridgewater Middle School will create a strong culture of literacy at our school by providing continuous instructional support and guidance for reading instruction across all subject areas. This will be done through:

- *School wide participation in Close Reads
- *School wide participation in Writing Across All Content Areas, using Core Connections
- *School wide participation in Text Mapping
- *School wide participation in using Text Dependent Questions (Finding answers using evidence from the text)
- *School wide use of Cornell Note Taking
- *School wide participation in Accelerated Reader
- *Having our TV Production students put together book "commercials" based on student recommendations (students in our reading classes can write the "scripts") that will promote certain books and get students excited about reading something "New". They can be shown on morning announcements
- *Vocabulary Word Walls in ALL areas of the school (classrooms, offices, hallways, cafeteria, etc.)

- *A Book Nook where classes can go with their teachers to read for pleasure in a warm and inviting atmosphere.
- *Battle of the Books" Club to encourage reading and competition
- *Book Fairs where students can work on building their own libraries of books they are interested in
- *Creating a social calendar of events hosted by the LLT and Media Center Specialist that encourages reading and promotes a literacy rich environment.

Public and Collaborative Teaching

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

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

All grade level/subject area PLCs will meet weekly to collaboratively plan for effective instruction, which helps to create a positive working relationship. In addition, all teachers will meet monthly as a department to look at data and effective instructional strategies to meet the needs of their students. This is a time for them to share what is going well in their classrooms so that others can benefit from their expertise. It is also a time for them to ask questions and share concerns so that they can get feedback from their peers.

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

Description of Strategy and person(s) responsible

1. Work collaboratively in grade level/subject area PLCs Administration
2. Work collaboratively in departments by subject areas Department Chairs
3. Induction Program Instructional Coach
4. "Open Door Policy" Administration
5. Instructional Support for all classroom teachers Leadership Team/Department Chairs
6. Mentor and Buddy Program Instructional Coach
7. Offer Professional Development Opportunities Weekly Leadership Team
8. Training and modeling of strategies needed to implement the Marzano teacher evaluation tool LRS
9. All teachers will be trained in and required to use the NGSSS and Common Core standards LRS/ Leadership Team

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

Bridgewater's mentoring program consists of the following: weekly meetings between mentor and mentee; peer observations; peer modeling; bi-monthly Induction meetings with Instructional Coach; use of DVD with book "What Great Teachers Do Differently"; One-on-one monthly meetings between new teachers and Instructional Coach; mentor meetings once every 9 weeks; informal observations by IC with follow-up meeting; use "The 21st Century Mentor's Handbook"; use activities from "Why Didn't I Learn This in College?"; use DVD's by Harry Wong "The First Days of School"; support and training on the required components of the Marzano teacher evaluation tool using the book "The Art and Science of Teaching"; a temporary duty day given to the new teachers where the Instructional Coach spends half of the day instructing the new teachers on research-based teaching strategies and the other half of the day observing different classrooms on campus and then meeting back together to discuss what was seen. We try to pair up the mentors and their mentees first by same subject taught and grade level. Our next choice would be same subject taught, but different grade level. Another way might be the proximity of their classrooms and common familiarity of the subject area.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

The District has a rigorous adoption process that analyzes the correlation between core materials and Florida Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. All schools are expected to utilize the standards based resources during daily instruction. We give our teachers TDYs to work with the other members in their PLC to make sure that their curriculum is aligned, using the district MTPs and Scope and Sequence.

Instructional Strategies

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

Bridgewater Middle School students that scored a Level 1 on the previous year's FCAT reading test will be scheduled into a double block reading class. Instruction will be delivered using the READ 180 or Systems 44 programs and rotational models of instruction with fidelity. Students will be assessed at the beginning of the year and assigned to Systems 44 only if they are disfluent. The SRI will be used to monitor progress along with the district Benchmark assessments. Students will be monitored and referred for additional support using the MTSS process.

Bridgewater Middle School students that scored a Level 2 on the previous year's FCAT reading test will be scheduled into a single class of reading. The teachers will deliver instruction using the ACHIEVE 3000 Program and rotational models of instruction with fidelity. Students will be monitored and referred for additional support using the MTSS process.

Bridgewater Middle School students that scored at a Level 1 or Level 2 on the previous year's FCAT math test will be scheduled into an intensive math class to support the core math instruction. The teachers will align their instruction with the grade level standards, as well as, work to fill the gaps in mathematical knowledge that may be hindering the students' success in more rigorous classes. Teacher will use software such as Algebra Nation, to support the district adopted textbooks and materials provided in the core classes. Students will be monitored and referred for additional support using the MTSS process.

District Benchmark Assessments will be used to monitor students' progress in ELA and Math.

Teachers have immediate access to the data and will provide differentiated instruction to re-teach as needed using whole group and small group instruction.

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

Strategy: Summer Program

Minutes added to school year: 3,780

Reading Camp:

Reading camp was not held at Bridgewater MS this summer. There were twelve 8th grade L1 students who were referred to Reading Camp at West Orange HS. Those students were serviced at West Orange High School for the summer.

Course Recovery:

For the 2014 school year 8 sixth graders, 7 seventh graders, and 14 eighth graders were enrolled in course recovery for the summer. Students recovered math, science, LA, and social studies credits during the 18 days of summer school. Students recovered their classes via a self-paced program called Compass Learning. There was one teacher assigned to the group who kept parents and leadership team abreast of student progress.

Pre-algebra Camp:

Pre-algebra camp was a voluntary program for students that were preparing to take Algebra 1 for the first time. The class was taught by a certified math teacher for 18 days. Both sessions had 7 students. The curriculum consisted of foundational level algebra units to better prepare students for Algebra 1.

Jump Start:

The purpose of jump start was to ensure success for students with disabilities as they transition from elementary to middle school by establishing relationships with key adults and through peer-to-peer support.

It was also used to provide students with early exposure to the cultural norms of their new school; provide activities for students that will help them build relationships; build their confidence; reduce their anxiety and maximize their feelings of inclusion. There were a total of 12 students that attended Jump Start at Bridgewater Middle School this summer. The students participated in the orientation session, reviewed the code of conduct and dress code procedures, learned about progress book and other school programs.

Strategy Rationale

Student data revealed that students should spend more time on the reading program to ensure a higher level of learning gains.

The students who took the pre-algebra camp should be better prepared to take Algebra 1 this school year. The students should have a better grasp of the information because of the foundation that they received by taking pre-algebra.

Course recovery allows the students to make up their classes and not get further behind. This way they can start high school on time and not have to stay longer than four years.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Smart, Chris, christopher.smart@ocps.net

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

Data was collected and analyzed for reading camp via Access. Students took a Scholastic SRI pre-test during the first several days of summer school and then took the post test at the end of reading camp. Students needed to score in the “needs improvement” band or better to pass reading camp.

For course recovery there was no data collection and analysis. The students either completed or

did not complete the course for recovery credit.

For Pre-Algebra prep students, there was an assessment given every two days that consisted of 5-10 questions. These concepts were taken from the Algebra II and 7th grade Math textbooks.

Strategy: Extended School Day

Minutes added to school year: 6,120

Bridgewater's Tutorial Program will provide targeted instruction to students who are identified through the MTSS process as needing additional time for core academics. Teachers will also assist in identifying students most in need in each subject area and recommend/personally invite students to participate in subject area tutoring. Tutoring is offered before school on Thursday mornings for Math (all grade levels), before school on Mondays and Fridays for Science (all grade levels), and Wednesdays before school for 7th grade Civics. Tutoring is also being held in the afternoons on Tuesdays and Thursdays for Language Arts (all grade levels) and on Wednesday afternoons for all grade levels in the area of writing.

Strategy Rationale

Data indicates the need for tutoring opportunities/extended learning opportunities for students who are struggling with core academics.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Ihnenfeld, Derek, derek.ihnenfeld@ocps.net

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

Enrollment and regular attendance is collected and monitored. Student grades and Florida assessment results are used to determine effectiveness.

Strategy: Weekend Program

Minutes added to school year: 1,620

The overall purpose is to offer instruction and remediation in core content areas and provide enrichment activities in reading and math.

Strategy Rationale

The data indicates the need for additional support for identified students.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

James, Lisa, lisa.james@ocps.net

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

Performance Matters data will be analyzed. Read 180, Achieve 3000, and Systems 44 data will be reviewed for differentiate instruction for students.

Student Transition and Readiness

PreK-12 Transition

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

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

The fifth graders from our feeder elementary schools visit Bridgewater for a tour of the school in the spring. Bridgewater also attends the local elementary feeder schools to talk with the fifth graders about middle school expectations. Bridgewater 101, which is a night event for our 5th grade parents to attend is implemented each year. Bridgewater offers Bobcat summer academy to incoming students. An IB magnet program speaker visits the school and talks with the 8th graders about placement.

College and Career Readiness

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

Counselors assist students with course selections. Students have the opportunity to choose a variety of electives to explore interests. Students begin exploring their interests by completing CHOICES in the 7th grade. The CHOICES Planner gives students the opportunity to compare, connect, and choose career and educational options. Students develop a four year plan to complete high school prior to completing the 8th grade. High school counselors assist students with the selection of their 9th grade classes.

We offer AVID for 6th and 7th graders, and all of our students are exposed to college and career strategies and expectations. We offer early exposure to high school credit classes by offering seven classes that students may take: Spanish 1, Spanish 2, Intro to Info Technology, Earth/Space Science, Physical Science, Algebra I, Algebra II.

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

Bridgewater Middle School offers classes based on the STEM curriculum. The courses include: Computer Applications 1, 2, 3, and 4, and Introduction to Information and Technology. The STEM classes engage students and focus on motivation with project-based learning. The courses encourage students to solve authentic problems and work with others building solutions. Students completing the Introduction to Information and Technology earn high school credit. Students successfully passing the CIW Certification Exam will receive an industry certification for internet business associates.

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

We promote the wearing of college jerseys on Fridays by all faculty and students. Our AVID students will participate in activities to promote a "college - going" culture. We participate in Teach-In to provide students with exposure to a wide range of careers. All of our teachers have their college pennant displayed outside their door with pride. TV Productions will feature different colleges on morning announcements. Achieve 3000 students (all FCAT Level 2 Readers on campus) identify potential career interests to include technical fields and identify lexile goals needed to be college and career ready for their desired career. Some of the articles in the curriculum are related to technical articles that are current and the importance of technology for all students if they are going to survive and thrive in our new world of work - the 21st Century.

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

NA

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Student achievement will increase as a result of teachers' understanding and use of the Florida Standards and the Instructional Framework.

Strategic Goals Detail

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

G1. Student achievement will increase as a result of teachers' understanding and use of the Florida Standards and the Instructional Framework. 1a

G049860

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	83.0
ELA/Reading Lowest 25% Gains	75.0
AMO Math - All Students	85.0
Math Lowest 25% Gains	78.0
FCAT 2.0 Science Proficiency	75.0

Resources Available to Support the Goal 2

- School based professional development
- Local and national conferences
- Software programs
- District coaches that support the schools
- Core Connections
- SpringBoard
- Departmental Consortium Meetings
- AVID Training
- Online resources for teachers and students
- Solutions Tree

Targeted Barriers to Achieving the Goal 3

- Teachers have little experience in planning for rigorous lessons and activities.
- Teachers have difficulty using writing strategies across other content areas.
- Teachers are not familiar with online resources.

Plan to Monitor Progress Toward G1. 8

Leadership team will meet weekly to share progress reports, observations, commendations and recommendations as observed by visiting classrooms and attending content PLC's. Follow-up instructional coaching will be provided to individual teachers or departments as needed.

Person Responsible

Lisa James

Schedule

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

Evidence of Completion

Learning goals and evidence based scales are present and aligned to standards. Observe activities for high rigor and the utilization of elements in design questions three and four. Performance Matters data will increase.

Action Plan for Improvement


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

Problem Solving Key


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

1 = Problem Solving Step  S123456 = Quick Key


G1. Student achievement will increase as a result of teachers' understanding and use of the Florida Standards and the Instructional Framework. **1**

 G049860

G1.B2 Teachers have little experience in planning for rigorous lessons and activities. **2**

 B124909

G1.B2.S1 Provide teachers the opportunity to plan together in their PLC using the Lesson Plan Facilitation Guide and the Marzano Teaching Framework. **4**

 S137844

Strategy Rationale

Data shows that not all teachers are providing rigorous instructional questions at the level of complexity needed to be successful on assessments.

Action Step 1 **5**

We will provide professional development on how to plan rigorous lessons and activities using the Marzano Teaching Framework, the Lesson Plan Facilitation Guide and the new standards.

Person Responsible

Susan Cardaci

Schedule

Biweekly, from 8/13/2014 to 5/29/2015

Evidence of Completion

Meeting agenda Sign in sheet

Action Step 2 5

Teachers will be provided with TDYs so that they can meet together in their PLCs at the end of each nine week grading period in order to generate a unit plan and individual lessons that meet the requirements of a Florida College & Career Readiness Standards lesson.

Person Responsible

Lisa James

Schedule

Quarterly, from 10/6/2014 to 3/27/2015

Evidence of Completion

TDY forms Copies of what was accomplished turned into Mrs. James.(i.e. lesson plans, unit plans, agenda notes, etc.)

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

Lesson plans will be reviewed with teachers and feedback will be provided on walk-through and observations.

Person Responsible

Lisa James

Schedule

Weekly, from 9/8/2014 to 5/29/2015

Evidence of Completion

iObservation data, PLC meeting notes, walk-through feedback, data

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

Weekly monitoring will take place and progress will be reported during administrative meetings. Common assessment data, Performance Matters data will be reviewed.

Person Responsible

Lisa James

Schedule

Weekly, from 9/8/2014 to 5/29/2015

Evidence of Completion

IObservation, student data, lesson plans, Benchmark assessments, EOC data.

G1.B4 Teachers have difficulty using writing strategies across other content areas. 2

 B125922

G1.B4.S1 Professional development in the area of writing will be provided for all content areas. 4

 S141569

Strategy Rationale

The data indicates the need for writing training across content areas

Action Step 1 5

Language Arts and Social Studies teachers will be trained in Core Connections.

Person Responsible

Jackie Ihnenfeld

Schedule

Every 2 Months, from 9/8/2014 to 5/29/2015

Evidence of Completion

Handouts and notes from trainings

Action Step 2 5

Our 6,7,8 grade Language Arts teachers will work frequently with our West Learning ELA coach to become more proficient at using the SpringBoard curriculum, which contains a rigorous writing curriculum.

Person Responsible

Jackie Ihnenfeld

Schedule

Biweekly, from 9/8/2014 to 5/29/2015

Evidence of Completion

I observation data, lesson plans incorporating writing strategies across content areas, walk-throughs.

Action Step 3 5

All teachers will be provided with Writing Across the Content Areas training.

Person Responsible

Susan Cardaci

Schedule

On 1/29/2015

Evidence of Completion

classroom walk through; artifacts of student work

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

During observations and walk-throughs, teachers will be using writing strategies across content areas.

Person Responsible

Arnetta Heidelberg

Schedule

Weekly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Classroom walk through; iObservation data; lesson plans

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

Writing practice, using the specific writing strategies, will be embedded across all content areas.

Person Responsible

Arnetta Heidelberg

Schedule

Quarterly, from 9/15/2014 to 5/29/2015

Evidence of Completion

formative assessments in Language Arts' classrooms using the rubric; OC Writes data

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S1.A1	We will provide professional development on how to plan rigorous lessons and activities using the Marzano Teaching Framework, the Lesson Plan Facilitation Guide and the new standards.	Cardaci, Susan	8/13/2014	Meeting agenda Sign in sheet	5/29/2015 biweekly
G1.B4.S1.A1	Language Arts and Social Studies teachers will be trained in Core Connections.	Ihnenfeld, Jackie	9/8/2014	Handouts and notes from trainings	5/29/2015 every-2-months
G1.B2.S1.A2	Teachers will be provided with TDYs so that they can meet together in their PLCs at the end of each nine week grading period in order to generate a unit plan and individual lessons that meet the requirements of a Florida College & Career Readiness Standards lesson.	James, Lisa	10/6/2014	TDY forms Copies of what was accomplished turned into Mrs. James.(i.e. lesson plans, unit plans, agenda notes, etc.)	3/27/2015 quarterly
G1.B4.S1.A2	Our 6,7,8 grade Language Arts teachers will work frequently with our West Learning ELA coach to become more proficient at using the SpringBoard curriculum, which contains a rigorous writing curriculum.	Ihnenfeld, Jackie	9/8/2014	l observation data, lesson plans incorporating writing strategies across content areas, walk-throughs.	5/29/2015 biweekly
G1.B4.S1.A3	All teachers will be provided with Writing Across the Content Areas training.	Cardaci, Susan	11/6/2014	classroom walk through; artifacts of student work	1/29/2015 one-time
G1.MA1	Leadership team will meet weekly to share progress reports, observations, commendations and recommendations as observed by visiting classrooms and attending content PLC's. Follow-up instructional coaching will be provided to individual teachers or departments as needed.	James, Lisa	8/18/2014	Learning goals and evidence based scales are present and aligned to standards. Observe activities for high rigor and the utilization of elements in design questions three and four. Performance Matters data will increase.	5/29/2015 weekly
G1.B2.S1.MA1	Weekly monitoring will take place and progress will be reported during administrative meetings. Common assessment data, Performance Matters data will be reviewed.	James, Lisa	9/8/2014	lObservation, student data, lesson plans, Benchmark assessments, EOC data.	5/29/2015 weekly
G1.B2.S1.MA1	Lesson plans will be reviewed with teachers and feedback will be provided on walk-through and observations.	James, Lisa	9/8/2014	iObservation data, PLC meeting notes, walk-through feedback, data	5/29/2015 weekly
G1.B4.S1.MA1	Writing practice, using the specific writing strategies, will be embedded across all content areas.	Heidelberg, Arnetta	9/15/2014	formative assessments in Language Arts' classrooms using the rubric; OC Writes data	5/29/2015 quarterly
G1.B4.S1.MA1	During observations and walk-throughs, teachers will be using writing strategies across content areas.	Heidelberg, Arnetta	9/8/2014	Classroom walk through; iObservation data; lesson plans	5/29/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Student achievement will increase as a result of teachers' understanding and use of the Florida Standards and the Instructional Framework.

G1.B2 Teachers have little experience in planning for rigorous lessons and activities.

G1.B2.S1 Provide teachers the opportunity to plan together in their PLC using the Lesson Plan Facilitation Guide and the Marzano Teaching Framework.

PD Opportunity 1

We will provide professional development on how to plan rigorous lessons and activities using the Marzano Teaching Framework, the Lesson Plan Facilitation Guide and the new standards.

Facilitator

Sue Cardaci and Jackie Ihnenfeld

Participants

All instructional staff members

Schedule

Biweekly, from 8/13/2014 to 5/29/2015

PD Opportunity 2

Teachers will be provided with TDYs so that they can meet together in their PLCs at the end of each nine week grading period in order to generate a unit plan and individual lessons that meet the requirements of a Florida College & Career Readiness Standards lesson.

Facilitator

District coach

Participants

all math instructional staff

Schedule

Quarterly, from 10/6/2014 to 3/27/2015

G1.B4 Teachers have difficulty using writing strategies across other content areas.

G1.B4.S1 Professional development in the area of writing will be provided for all content areas.

PD Opportunity 1

Language Arts and Social Studies teachers will be trained in Core Connections.

Facilitator

Core Connections consultant and district and school coaches

Participants

All instructional staff

Schedule

Every 2 Months, from 9/8/2014 to 5/29/2015

PD Opportunity 2

All teachers will be provided with Writing Across the Content Areas training.

Facilitator

Susan Cardaci

Participants

all instructional teachers

Schedule

On 1/29/2015

Budget Rollup

Summary	
Description	Total
Goal 1: Student achievement will increase as a result of teachers' understanding and use of the Florida Standards and the Instructional Framework.	2,880
Grand Total	2,880

Goal 1: Student achievement will increase as a result of teachers' understanding and use of the Florida Standards and the Instructional Framework.		
Description	Source	Total
B2.S1.A2 - Sub money	General Fund	2,880
Total Goal 1		2,880