

Orange County Public Schools

Bridgewater Middle



2015-16 School Improvement Plan

Bridgewater Middle

5600 TINY RD, Winter Garden, FL 34787

www.ocps.net/lc/west/mbr

School Demographics

| | | |
|--------------------|-------------------------------|---|
| School Type | 2014-15 Title I School | 2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2) |
| Middle | No | 30% |

| | | |
|-------------------------------|-----------------------|---|
| Alternative/ESE Center | Charter School | 2015-16 Minority Rate (Reported as Non-white on Survey 2) |
| No | No | 48% |

School Grades History

| | | | | |
|--------------|----------------|----------------|----------------|----------------|
| Year | 2014-15 | 2013-14 | 2012-13 | 2011-12 |
| Grade | A* | A | A | A |

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

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

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

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

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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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 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 2015-2016 school year, Bridgewater Middle School engages students in a variety of activities to gain a greater understanding of the students. Through these activities the staff learns 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 continue to be monitored on a regular basis and adjusted as needed to support success. Bridgewater Middle School teachers have been trained in the Restorative Justice process which

builds trust in the classroom and uses the proactive approach in preventing multiple behavior infractions.

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 their 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 mix-it-up lunches, 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.) One or more suspensions, whether in school or out of school: Bridgewater implements the Restorative Justice model to help determine the reason behind the behavior that lead to the suspensions. The team, including the student, takes an active role in modeling what is expected for the student in order to avoid future suspensions/unacceptable behavior. 3.) 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 through formative assessments given in their ELA and Math classes.

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 | 42 | 48 | 52 | 142 |
| One or more suspensions | 14 | 12 | 28 | 54 |
| Course failure in ELA or Math | 13 | 21 | 15 | 49 |
| Level 1 on statewide assessment | 0 | 0 | 0 | |

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 | 9 | 9 | 16 | 34 |

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 also put into place as needed for students 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 an individualized plan so that the student can be successful. The team meets regularly to discuss the progress of the student and 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)

Meet the Teacher August 20th

Avid Parent Night September 17th

Family Open House October 13th

Writing Parent Night November 17th

ESE/ELL Parent Night- Sept 22nd, December 1st, February 23rd, May 3rd

Math Parent Night - December 15th

Preparing for High School - November 2015

College Readiness - January 2016

Literacy Night during Florida Literacy Week January 25-29th

Bridgewater utilizes Connect Orange to communicate with parents on a regular basis to keep them informed about upcoming events and 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: Firehouse Subs, Mathnasium, Gifted University, Susan James Gifts, Right Combination. Creative Soles, Arbonne, Papa Johns, Subway, Panda Express, Jilly Cakes, Victory Martial Arts, Champion Orthodontics, Learn To Learn, Scribble Space, Garden Music, and City Homes. 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:

| Name | Title |
|----------------------|------------------------|
| James, Lisa | Principal |
| Heidelberg, Arnetta | Assistant Principal |
| Ashley, Sam | Assistant Principal |
| Clinkscales, Sharia | Dean |
| Pearson, Steve | Dean |
| Foister, Monique | Instructional Media |
| Cardaci, Susan | Instructional Coach |
| Ihnenfeld, Jackie | Instructional Coach |
| Kushner, Kristen | Teacher, K-12 |
| Sarmiento, Sohira | Instructional Coach |
| Simes, Chrain | Administrative Support |
| Pittendreigh, Ayesha | Guidance Counselor |
| Carrasquillo, Evette | Teacher, K-12 |
| Rispoli, Danielle | Teacher, K-12 |
| Robbins, Stephanie | Teacher, K-12 |
| Scully, Heather | Teacher, K-12 |
| Lang, Krista | Teacher, K-12 |
| Johnson, Cynthia | Teacher, K-12 |
| Leath, Rodney | Teacher, K-12 |
| Williamson, Melanie | Teacher, K-12 |
| Joseph, Virgilo | Teacher, K-12 |
| Bolden, Latasha | Teacher, K-12 |

Duties

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

Lisa James - Principal - Responsible for total school operations

Arnetta Heidelberg - Assistant Principal of Instruction - Responsible for Master Schedule, student scheduling and student registration. Oversee Math, Social Studies and Physical Education departments

Sam Ashley - Assistant Principal - Responsible for student discipline, inventory and facilities. Oversee Science and Elective departments and the MTSS process

Sharia Clinkscales - Dean - Responsible for student discipline, 8th grade activities and social studies department

Steve Pearson - Dean - Responsible for student discipline, 7th grade activities and math department

Monique Foister - Media Specialist - Responsible for providing students with print rich environments and multi-level fiction and non-fiction reading material

Susan Cardaci - Learning Resource Specialist - Responsible for providing teachers with curriculum resource materials, certification information, MTSS process, textbook manager
Jackie Ihnenfeld - Instructional Coach - Responsible for coaching reading and language arts teachers on classroom strategies and the use of curriculum materials
Kristen Kushner - ESOL Compliance - Responsible for testing ELL students, properly coding ELL students' classes in SMS , providing appropriate curriculum materials to the ESOL department and PD on ELL strategies for teachers
Sohira Sarmiento - Instructional Coach - Responsible for coaching reading teachers on classroom strategies and the use of curriculum materials and programs
Chrain Simes - ESE Compliance - Responsible for updating IEPs, processing student referrals for services, updating information in SMS, PD on ESE strategies for teachers
Ayesha Pittendreigh - 8th grade Guidance Counselor and Department Chair - Responsible for student scheduling, providing information on student progression and updating courses on SMS
Evette Carrasquillo- Math Department Chair - Responsible for providing guidance on math strategies, facilitating PLCs for the math department and informing the department of PDs that are available
Danielle Rispoli - Math Department Chair (back-up) - Same as Carrasquillo in her absence
Stephanie Robbins - Science Department Chair - Responsible for providing guidance on science strategies, facilitating PLCs for the science department and informing the department of PDs that are available
Heather Scully - Social Studies Department Chair - Responsible for providing guidance on social studies strategies, facilitating PLCs for the social studies department and informing the department of PDs that are available
Krista Lang - ELA Department Chair - Responsible for providing guidance on ELA strategies, facilitating PLCs for the ELA department and informing the department of PDs that are available
Cynthia Johnson - Music Department Chair - Responsible for leading the music department, providing the music calendar of events, facilitating PLCs for the music department and organizing Field Trips for the department
Rodney Leath - Physical Education Department Chair and Athletic Director - Responsible for leading the Physical Education Department, providing a calendar of athletic events, facilitating PLCs for the PE department and organizing other events for the department
Melanie Williamson - Reading Department Chair (back-up) - Same as Sohira Sarmiento in her absence
Virgilo Joseph - Elective Department Chair - Responsible for facilitating PLCs for the elective department and sharing information in the leadership meeting regarding that department
Latosha Bolden - Intern - Working on ED Leadership and taking on responsibilities where needed

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 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 this room. 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 Intervention Room, 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, instructional coach(s), and math representative to analyze and problem solve better ways to serve the child's needs.

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 paraprofessional 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:

| Name | Stakeholder Group |
|-----------------------|----------------------------|
| Lisa James | Principal |
| Susan Cardaci | Teacher |
| Jackie Ihnenfeld | Teacher |
| Kristen Kushner | Teacher |
| Judy Paulsen | Parent |
| Sharon Rumney | Parent |
| Christine Crenshaw | Parent |
| Jackie Hernandez | Parent |
| Michelle Mungall | Parent |
| Tracy Croft | Parent |
| Clarence Ademu-Jean | Parent |
| Fatima Saied | Parent |
| Patrick Leccese | Parent |
| Holly Wahl | Parent |
| Rita Singh | Parent |
| Sarah McAdoo | Student |
| Jane Benner | Parent |
| Laura Fink | Parent |
| Sohira Sarmiento | Teacher |
| Steve Pearson | Teacher |
| Ayesha Pittendreigh | Teacher |
| Sharnett Henry-Mundet | Education Support Employee |
| Virgilo Joseph | Teacher |
| Kathleen Engle | Parent |
| Chali Marcoccia | Parent |
| Debra Allen | Parent |
| Evette Carrasquillo | Teacher |
| Krista Lang | Teacher |
| Jennifer Casademont | 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 2015-2016 will be a final review of the data from 2014-2015 and the review of the proposed SIP for 2015-2016. The review will include a determination of what worked well in 2014-2015 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 will review the data from the previous year. Members will be 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. The School Advisory Council 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

No

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

The SAC will meet in October and the SAC rosters are expected to be available by the district to ensure we have the correct representation at the meetings.

Literacy Leadership Team (LLT)

Membership:

| 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 |
| Bolden, Latasha | Teacher, K-12 |
| Costa, Nick | 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 |
| 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
- *One Book, One School initiative
- *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.)
- *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, but is not limited to, the following: bi-weekly meetings between the mentor and the mentee; peer observations; peer modeling; bi-monthly Induction meetings with various coaches and administrators; one-on-one monthly meetings between new teachers and Instructional Coach; mentor meetings once every 9 weeks; informal observations by various instructional coaches followed by a debriefing; 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 will be provided to the new teachers so they can spend the day observing different classrooms on campus, and then discuss the best practices that were observed and that they would like to use in their classroom. We have paired up the mentors and mentees by the subject and grade level taught if it was possible. If it was not, we paired them up by the subject taught and who would be the best mentor for that mentee.

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 program materials and the 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.

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 most recent year's FCAT reading test and/or scored in the lowest bracket for one or both of their most recent reading benchmark tests 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 throughout the year. Students will be monitored and referred for additional support using the MTSS process.

Bridgewater Middle School students that scored a Level 2 on the most recent year's FCAT reading test and /or scored in the lowest bracket for one or both of their most recent reading benchmark tests 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 assessed via the Level Set test and monitored using this same test throughout the year. They will be referred for additional support using the MTSS process as necessary.

Bridgewater Middle School students that scored at a Level 1 or Level 2 on the most recent year's FCAT math test and/or in the lowest bracket for one or both of their most recent benchmark tests will be scheduled into an intensive math class to support the core math instruction. Per district guidelines, all students taking Algebra I, will also be placed into a Pre-Algebra class to offer additional support. Teacher recommendations and results from the math placement test are also taken into consideration when placing students into these support classes. 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, Khan Academy, and IXL 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.

Common District and teacher created 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

Course Recovery

This summer, we offered course recovery to seventeen students. All seventeen students required course recovery to advance to their next grade level. Of the seventeen students, one student moved to another school and sixteen students passed.

The students were in the following grades:

6th Grade: 2

7th Grade: 2

8th grade: 13

Reading Camp (Climb) – This summer, we offered reading camp to our students through a partnership with the YMCA. All students that attended the YMCA summer program received reading instruction through Achieve3000.

Middle School ESE Transition Camp (Jump Start) - All incoming 6th grade ESE students were invited to Jump Start. Jump Start is a program led by a certified ESE teacher intended to help incoming ESE 6th graders become acclimated to the middle school. We had seven students attend the Jump Start Camp.

Band Camp - Students from elementary through middle school were invited to attend Bridgewater Middle School Band Camp. Students that attended the camp were able to perform in a concert eight days after being introduced to their instrument.

Bobcat Camp - All students transitioning to middle school were invited to Bobcat Camp. Led by a certified teacher, bobcat camp was an opportunity for all incoming 6th grade students to become acclimated to our school and meet various school personnel.

Algebra Camp - All students that were recommended for Algebra 1 for the 2015-2016 school year were invited to Algebra Camp. Algebra Camp was designed to provide students with a strong foundation in Algebra so that they were better prepared for the Algebra 1. Five students attended Algebra Camp.

Math Camp - All students recommended for M/J Adv Math 7 were invited to Math Camp. This camp was designed for incoming 6th grade students going into Math 7. This camp provided intense instruction in Math 6. Two students attended Math Camp.

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
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Ashley, Sam, samuel.ashley@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, a night event for our 5th grade parents to attend, is implemented each year. Bridgewater offers Bobcat summer academy to incoming students. Also, an IB magnet program speaker visits the school each year to talk 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 My Career Shines in the 8th grade. The student 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, 7th, and 8th 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 eight classes that students may take: Spanish 1, Spanish 2, Intro to Info Technology, Earth/Space Science Honors, Physical Science Honors, Algebra I, Algebra I Honors, and Geometry.

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 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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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 with the implementation of the MTSS process. (Division Priority: Narrow achievement gap)

- G2.** Student achievement will increase as a result of teachers' understanding and use of the Florida Standards and the Marzano Instructional Framework. (Division Priority: Accelerate Student Performance)

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 with the implementation of the MTSS process. (Division Priority: Narrow achievement gap) 1a

G072867

Targets Supported 1b

| Indicator | Annual Target |
|------------------------------|---------------|
| Algebra I FSA EOC Pass Rate | 95.0 |
| AMO Math - All Students | 87.0 |
| AMO Reading - All Students | 85.0 |
| FCAT 2.0 Science Proficiency | 70.0 |
| Civics EOC Pass | 92.0 |

Resources Available to Support the Goal 2

- IMS
- C Palms
- Instructional coaches
- Software programs
- Performance Matters
- Core curriculum

Targeted Barriers to Achieving the Goal 3

- Teachers have difficulty tracking data and progress monitoring to ensure that the intervention is productive.

Plan to Monitor Progress Toward G1. 8

i-Observation data and feedback to teachers, formative and summative data reports

Person Responsible

Lisa James

Schedule

Biweekly, from 12/11/2015 to 6/8/2016

Evidence of Completion

Formative and summative data reports, FSA/FCAT/EOC data reports

G2. Student achievement will increase as a result of teachers' understanding and use of the Florida Standards and the Marzano Instructional Framework. (Division Priority: Accelerate Student Performance)

1a

G072868

Targets Supported 1b

| Indicator | Annual Target |
|------------------------------|---------------|
| AMO Reading - All Students | 85.0 |
| AMO Math - All Students | 87.0 |
| Algebra I FSA EOC Pass Rate | 95.0 |
| FCAT 2.0 Science Proficiency | 70.0 |
| Civics EOC Pass | 92.0 |

Resources Available to Support the Goal 2

- School based professional development
- Local and national conferences
- Software programs
- District coaches that support the schools
- SpringBoard
- Departmental Consortium Meetings
- AVID Training
- IMS
- C Palms

Targeted Barriers to Achieving the Goal 3

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

Plan to Monitor Progress Toward G2. 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 9/8/2015 to 5/27/2016

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. Formative and summative assessment data will increase with the implementation of the strategy to meet the goal.

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 with the implementation of the MTSS process. (Division Priority: Narrow achievement gap) **1**

 G072867

G1.B2 Teachers have difficulty tracking data and progress monitoring to ensure that the intervention is productive. **2**

 B190224

G1.B2.S1 Professional development will be provided to teachers on pulling data and utilizing the data to drive instruction. **4**

 S201583

Strategy Rationale

The need for PD on using data reports to drive differentiated instruction.

Action Step 1 **5**

Professional development will be provided to teachers on pulling current data trends and utilizing the data to drive differentiated instruction.

Person Responsible

Susan Cardaci

Schedule

Quarterly, from 10/1/2015 to 6/8/2016

Evidence of Completion

Sign in sheets, data reports

Action Step 2 5

Teachers will collaborate with their grade level teams to pull and analyze data reports and plan for differentiated lessons.

Person Responsible

Lisa James

Schedule

Weekly, from 10/5/2015 to 6/8/2016

Evidence of Completion

PLC meeting notes, data reports and lesson plans

Action Step 3 5

The leadership team will conduct i-Observations and provide teachers with feedback.

Person Responsible

Lisa James

Schedule

Weekly, from 10/12/2015 to 6/8/2016

Evidence of Completion

i-Observation data and feedback to teachers and lesson plans

Action Step 4 5

Teachers will be provided opportunities to conduct peer observations on differentiated teaching.

Person Responsible

Susan Cardaci

Schedule

Weekly, from 10/19/2015 to 6/8/2016

Evidence of Completion

i-Observations data and feedback to teachers and peer observation schedule

Action Step 5 5

Teachers will collaborate with each other and identify students who are in need of tier II and tier III interventions.

Person Responsible

Susan Cardaci

Schedule

Monthly, from 10/19/2015 to 6/8/2016

Evidence of Completion

MTSS team meeting notes and data reports

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

Teachers will be provide PD on pulling data reports and utilizing the reports to drive differentiated instruction.

Person Responsible

Susan Cardaci

Schedule

Quarterly, from 10/1/2015 to 6/8/2016

Evidence of Completion

Sign-in sheets and Performance Matter data reports

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

Tiered students will be identified and provided support through the MTSS process.

Person Responsible

Susan Cardaci

Schedule

Weekly, from 10/19/2015 to 6/8/2016

Evidence of Completion

MTSS meeting notes and students data

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

During i-Observation, teachers are using strategies to differentiate instruction based on data.

Person Responsible

Lisa James

Schedule

Weekly, from 10/19/2015 to 6/8/2016

Evidence of Completion

i-Observation data and feedback to teachers, lesson plans, and formative and summative data

G2. Student achievement will increase as a result of teachers' understanding and use of the Florida Standards and the Marzano Instructional Framework. (Division Priority: Accelerate Student Performance) 1

 G072868

G2.B2 Teachers have little experience in planning for rigorous lessons and activities. 2

 B190227

G2.B2.S1 Provide teachers the opportunity to plan together in their PLC using the Lesson Plan Facilitation Guide and the Marzano Teaching Framework. 4

 S201585

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 8/17/2015 to 8/17/2015

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 10/26/2015 to 3/25/2016

Evidence of Completion

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

Action Step 3 5

The leadership team will conduct observations to ensure the delivery of the lesson is standards based with embedding Marzano strategies.

Person Responsible

Lisa James

Schedule

Weekly, from 11/2/2015 to 6/8/2016

Evidence of Completion

i-Observation data and feedback to teachers and lesson plans

Action Step 4 5

Instructional coaches will provide modeling and side-by-side coaching for struggling teachers.

Person Responsible

Jackie Ihnenfeld

Schedule

Weekly, from 11/2/2015 to 6/8/2016

Evidence of Completion

i-Observations, coach's logs, and lesson plans

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

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

Person Responsible

Lisa James

Schedule

Weekly, from 9/8/2015 to 6/8/2016

Evidence of Completion

IObservation, student data, lesson plans reviews, formative and summative assessment data, and EOC 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 | Professional development will be provided to teachers on pulling current data trends and utilizing the data to drive differentiated instruction. | Cardaci, Susan | 10/1/2015 | Sign in sheets, data reports | 6/8/2016 quarterly |
| G2.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 | 8/17/2015 | Meeting agenda Sign-in sheet | 8/17/2015 biweekly |
| G1.B2.S1.A2 | Teachers will collaborate with their grade level teams to pull and analyze | James, Lisa | 10/5/2015 | PLC meeting notes, data reports and lesson plans | 6/8/2016 weekly |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|--------------|--|-------------------|-------------------------------|--|---------------------|
| | data reports and plan for differentiated lessons. | | | | |
| G2.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 | 10/26/2015 | TDY forms Copies of what was accomplished turned into Mrs. James.(i.e. lesson plans, unit plans, agenda notes, etc.) | 3/25/2016 quarterly |
| G1.B2.S1.A3 | The leadership team will conduct i-Observations and provide teachers with feedback. | James, Lisa | 10/12/2015 | i-Observation data and feedback to teachers and lesson plans | 6/8/2016 weekly |
| G2.B2.S1.A3 | The leadership team will conduct observations to ensure the delivery of the lesson is standards based with embedding Marzano strategies. | James, Lisa | 11/2/2015 | i-Observation data and feedback to teachers and lesson plans | 6/8/2016 weekly |
| G1.B2.S1.A4 | Teachers will be provided opportunities to conduct peer observations on differentiated teaching. | Cardaci, Susan | 10/19/2015 | i-Observations data and feedback to teachers and peer observation schedule | 6/8/2016 weekly |
| G2.B2.S1.A4 | Instructional coaches will provide modeling and side-by-side coaching for struggling teachers. | Ihnenfeld, Jackie | 11/2/2015 | i-Observations, coach's logs, and lesson plans | 6/8/2016 weekly |
| G1.B2.S1.A5 | Teachers will collaborate with each other and identify students who are in need of tier II and tier III interventions. | Cardaci, Susan | 10/19/2015 | MTSS team meeting notes and data reports | 6/8/2016 monthly |
| G1.MA1 | i-Observation data and feedback to teachers, formative and summative data reports | James, Lisa | 12/11/2015 | Formative and summative data reports, FSA/FCAT/EOC data reports | 6/8/2016 biweekly |
| G1.B2.S1.MA1 | During i-Observation, teachers are using strategies to differentiate instruction based on data. | James, Lisa | 10/19/2015 | i-Observation data and feedback to teachers, lesson plans, and formative and summative data | 6/8/2016 weekly |
| G1.B2.S1.MA1 | Teachers will be provide PD on pulling data reports and utilizing the reports to drive differentiated instruction. | Cardaci, Susan | 10/1/2015 | Sign-in sheets and Performance Matter data reports | 6/8/2016 quarterly |
| G1.B2.S1.MA2 | Tiered students will be identified and provided support through the MTSS process. | Cardaci, Susan | 10/19/2015 | MTSS meeting notes and students data | 6/8/2016 weekly |
| G2.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 | 9/8/2015 | 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. Formative and summative assessment data will increase with the implementation of the strategy to meet the goal. | 5/27/2016 weekly |
| G2.B2.S1.MA1 | Weekly monitoring will take place and progress will be reported during administrative meetings. Formative assessment data, Performance Matters data will be reviewed. | James, Lisa | 9/8/2015 | IObservation, student data, lesson plans reviews, formative and summative assessment data, and EOC data. | 6/8/2016 weekly |
| G2.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 |

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 with the implementation of the MTSS process. (Division Priority: Narrow achievement gap)

G1.B2 Teachers have difficulty tracking data and progress monitoring to ensure that the intervention is productive.

G1.B2.S1 Professional development will be provided to teachers on pulling data and utilizing the data to drive instruction.

PD Opportunity 1

Professional development will be provided to teachers on pulling current data trends and utilizing the data to drive differentiated instruction.

Facilitator

CRT

Participants

All instructional staff

Schedule

Quarterly, from 10/1/2015 to 6/8/2016

G2. Student achievement will increase as a result of teachers' understanding and use of the Florida Standards and the Marzano Instructional Framework. (Division Priority: Accelerate Student Performance)

G2.B2 Teachers have little experience in planning for rigorous lessons and activities.

G2.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

Participants

All instructional staff members

Schedule

Biweekly, from 8/17/2015 to 8/17/2015

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 instructional staff members

Schedule

Quarterly, from 10/26/2015 to 3/25/2016

Budget

Budget Data

| | | | |
|---|-------------|--|--------|
| 1 | G1.B2.S1.A1 | Professional development will be provided to teachers on pulling current data trends and utilizing the data to drive differentiated instruction. | \$0.00 |
| 2 | G1.B2.S1.A2 | Teachers will collaborate with their grade level teams to pull and analyze data reports and plan for differentiated lessons. | \$0.00 |

| Budget Data | | | | | | |
|-------------|-------------|---|---------------------------|----------------|---------------|-------------------|
| 3 | G1.B2.S1.A3 | The leadership team will conduct i-Observations and provide teachers with feedback. | | | | \$0.00 |
| 4 | G1.B2.S1.A4 | Teachers will be provided opportunities to conduct peer observations on differentiated teaching. | | | | \$0.00 |
| 5 | G1.B2.S1.A5 | Teachers will collaborate with each other and identify students who are in need of tier II and tier III interventions. | | | | \$0.00 |
| 6 | G2.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. | | | | \$0.00 |
| 7 | G2.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. | | | | \$4,800.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2015-16 |
| | | | 1762 - Bridgewater Middle | General Fund | | \$4,800.00 |
| | | | <i>Notes: Sub money</i> | | | |
| 8 | G2.B2.S1.A3 | The leadership team will conduct observations to ensure the delivery of the lesson is standards based with embedding Marzano strategies. | | | | \$0.00 |
| 9 | G2.B2.S1.A4 | Instructional coaches will provide modeling and side-by-side coaching for struggling teachers. | | | | \$0.00 |
| | | | | | Total: | \$4,800.00 |