

Orange County Public Schools

Bridgewater Middle



2017-18 Schoolwide Improvement Plan

Bridgewater Middle

5600 TINY RD, Winter Garden, FL 34787

<https://bridgewaterms.ocps.net/>

School Demographics

| | | |
|---|-------------------------------|---|
| School Type and Grades Served (per MSID File) | 2016-17 Title I School | 2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
| Middle School 6-8 | No | 32% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 51% |

School Grades History

| | | | | |
|--------------|----------------|----------------|----------------|----------------|
| | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| Year | A | A | A* | A |
| Grade | | | | |

**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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Bridgewater Middle

| DA Region and RED | DA Category and Turnaround Status |
|--|-----------------------------------|
| Southeast - LaShawn Russ-Porterfield | - N/A |

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

To be the top producer of successful students in the nation

2. School Environment

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

During the first weeks of the 2017-2018 school year, Bridgewater Middle School engages in a variety of activities to build relationships between teachers and students. Teachers and staff build relationships through Restorative Justice Circles. Restorative Justice is implemented by teachers and deans as a means of communicating with students in a safe way to encourage trust, relationship building, and repair harm in order to restore relationships. Through these activities the staff learns about backgrounds, cultures, as well as students' interests and learning styles. Students and teachers will engage in culture awareness through Hispanic Heritage month and Black History Month activities that will be implemented school-wide. Teachers utilize this information to make stronger connections with students. Students are taught to have inquiring minds, become thinkers and communicators. In addition, students are encouraged to be open-minded, caring, reflective, kind, and to understand the benefits of maintaining and restoring relationship with teachers and peers.

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

Bridgewater Middle School is using Restorative Justice as common language to communicate expectations to students. Restorative Justice is utilized at our school to teach positive communication skills utilizing a restorative justice circles. Students are able to request a circle if they are having conflict with another student, teacher, or staff member. The facilitator remains a neutral party in this process. This safe environment helps students learn to communicate effectively and safely which may end in agreement or disagreement; however, students understand the group norms set forth and abide by them.

Administration also utilizes the morning announcements and to review the expectations in the cafeteria, classrooms, hallways and media center. There are also mid-day announcements during the three lunches to reiterate the expectations of behavior coming to school, during the day, and after school. Adult supervision is provided before, during, and after school in the common areas.

A Positive Behavioral System (PBS) model will be implemented to reinforce positive behaviors. Bridgewater's PBS program will have two programs as its foundation for the 2017-18 academic year: the House Points program and the SWAG Card program. The House Points program incorporates Bridgewater's Harry Potter theme for the 2017-18 school year and is operated in collaboration with the PTSO. Each grade level is a "house" from Harry Potter and has the opportunity to earn points as a group. At the end of each nine weeks, the house with the most points will participate in a celebratory party coordinated by PTSO. The SWAG card program will reward positive behavior and solid academic performance. Students with a 2.5, or higher GPA, and no discipline referrals for the

current or previous nine weeks will be given a SWAG card. The card will allow students access to outside lunch and other rewards and incentives.

c. 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. All students must sign an acknowledgement form that they have read and reviewed the OCPS Code of Student Conduct at the beginning of the school year.

Bridgewater Middle School is using the PBS 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. Teachers and staff will have House Point tickets that can be given to any student they see exemplifying positive attributes both in and out of the classroom through:

Positive interactions and choices
Academic focus and affective attitudes
Willful compliance to rules and procedures

PROCEDURES FOR TURNING IN THE TICKETS:

- The teachers will turn in their house point tickets to the designated baskets located in the front office.
- At the end of each quarter, the grade level, or "house", with the most points will receive a party given by PTSO.

In addition, House Point Tickets SWAG Cards will also be a part of the school-wide PBS system.

All students will have an opportunity to earn a SWAG card. SWAG cards will be awarded for maintaining academic standards (a 2.5 or higher GPA) and for engaging in positive behavior (no discipline referrals for the current or previous nine-week grading period and maintaining appropriate behavior during the school day). The SWAG card can be used as a pass allowing the student to make use of outside seating during lunch. It is also a pass to various SWAG events (cookies in the courtyard, free popcorn, early access to lunch, raffles for prizes, and other incentives).

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.

d. 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 our 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, culture awareness events, fun field trips, clubs and sports activities. Positive Behavioral Support (PBS) is also practiced at Bridgewater Middle School. Student attendance, academics and behavior are monitored and rewards are provided for positive behavior.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. 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, which are available for students failing a course; these students are monitored through formative assessments given in their ELA and Math classes. Level 1 students in Reading are scheduled into Intensive Reading, which has small group instruction and extra support for our students. We provide various support programs to help our students in Math such as Khan Academy, Algebra Nation, Think through Math. Other support programs in reading are iReady, Read 180, and Systems 44.

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

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---------------------------------|-------------|---|---|---|---|---|-----|-----|-----|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 69 | 72 | 72 | 0 | 0 | 0 | 0 | 213 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 24 | 41 | 26 | 0 | 0 | 0 | 0 | 91 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 73 | 89 | 102 | 0 | 0 | 0 | 0 | 264 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 120 | 118 | 119 | 0 | 0 | 0 | 0 | 357 |

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--|-------------|---|---|---|---|---|----|----|----|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students exhibiting two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 68 | 68 | 77 | 0 | 0 | 0 | 0 | 213 |

c. 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. Weekly attendance meetings are held with the social worker and grade level clerks to discuss students with excessive absenteeism. 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 review data and formulate a plan, to include interventions so that the student can be successful. The team meets monthly to discuss the progress of the students, and to see if the interventions put into place for the student are working. Adjustments will be made to interventions and monitored as needed for an individualized plan of action.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. 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 events happening at Bridgewater Middle School. These activities include:

Meet the Teacher - August 10th

Science Olympiad Parent Night- September 7th

Family Open House - September 26th & 28th

Fall Festival - October 20th

Teach-In - November 15th

ELL Parent Nights - February 1st

Math Parent Night - January 11th

Science Parent Night - February 15th

Preparing for High School - November 6th - 10th

College Readiness - January 2018

Literacy Night during Florida Literacy Week January 22-26, 2018

Coffee with Counselors - October 11th

Bridgewater 101 (5th Grade Parent Night) - March 1st

Civics Parent Night - January 25th

Bridgewater utilizes Connect Orange to communicate with parents on a regular basis to keep them informed about upcoming events and their student's progress. Bridgewater also utilizes Mail Chimp, an email marketing software (EMS) which gives you a number of easy options for designing, sending and saving templates to inform parents of 8th grade class events.

2. 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: Celebrity Ballroom, Edumatics, Games2U, Gifted Group, Heart to Heart, Hukoos, Jersey Mike's Sub, Jewish Community Center, Kings, Let's Skate, Orlando Solar Bears, Sam's Club, Scribble Space, Adventure, 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, 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 rewards are both immediate and long-term because an effective education system provides a strong foundation for economic success in our county. 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 Organization (PTSO) as members or as guests. Meetings are held the first Monday of the month at 5:00 pm for SAC and PTSO holds monthly board meetings.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

| Name | Title |
|----------------------|---------------------|
| Jackson, Andrew | Principal |
| Ashley, Sam | Assistant Principal |
| Clinkscales, Sharia | Assistant Principal |
| Ihnenfeld, Jackie | Instructional Coach |
| Sarmiento, Sohira | Instructional Coach |
| Pittendreigh, Ayesha | School Counselor |
| Montgomery, Happi | Instructional Coach |
| Mutters, Nicole | Assistant Principal |
| Harbin, Charles | Dean |
| Glenn, Laquel | Dean |
| Walker, Robert | Dean |
| Tomcykoski, Shannon | Instructional Coach |

b. Duties

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

Andrew Jackson - Principal - Responsible for total school operations

Nicole Mutters - Assistant Principal of Instruction - Responsible for Master Schedule, Updating and building courses on SMS. Oversees ESE, Social Studies, Guidance Department, MTSS process and Registration.

Sam Ashley - Assistant Principal - Responsible for student discipline, inventory and facilities. Oversees ELA, Science and Elective departments.

Charles Harbin - Dean - Responsible for student discipline

Laquell Glenn- Dean - Responsible for student discipline

Jackie Ihnenfeld - Instructional Coach - Responsible for coaching teachers on classroom strategies and the use of curriculum materials. District and Statewide Testing

Sohira Sarmiento- 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

Happi Montgomery - Reading Coach - Responsible for coaching reading teachers on classroom strategies and the use of curriculum materials and programs

Shannon Tomcykoski - Testing Coordinator - responsible for all District and Statewide Testing

Carissa Fonseca - ESE Compliance - Responsible for updating IEPs, processing student referrals for services, updating information in SMS, PD on ESE strategies for teachers

Ayesha Pittendreigh - 6th grade Guidance Counselor and Department Chair - Responsible for student scheduling, providing information on student progression.

Robert Walker-Dean- Responsible for student discipline and other duties as assigned.

2. 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 monthly. During the meetings, the students who were referred, are based on the early indicators. This is very important because there are a variety of reasons that students are monitored and receive interventions. These interventions include: tutoring, counseling, instructional support, testing, work completion, and problems with behavior.

If an academic concern is one that needs intervention beyond the core curriculum, the interventions will be discussed and applied to each student. The student will be progress monitored during class, and data will be collected in a variety of ways that specifically pertain to the student. A full MTSS meeting will be held with the school psychologist, teachers, administrator, instructional coach(s), ELL compliance personnel, school counselor department chair, discipline (deans), assistant principal, staffing specialist, social worker, speech and language teacher, and attendance clerk. Utilizing these different representatives in each area will help to capture the whole child, in order to analyze the trends in data and better problem solve 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.

2. School Advisory Council (SAC)

a. Membership

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

| Name | Stakeholder Group |
|-----------------------|----------------------------|
| Andrew Jackson | Principal |
| Jackie Ihnenfeld | Teacher |
| Sharon Rumney | Parent |
| Christine Crenshaw | Parent |
| Michelle Mungall | Parent |
| Sohira Sarmiento | Teacher |
| Julie Sadler | Parent |
| Jane Dunkelberger | Parent |
| Marci Sgattoni | Parent |
| Susan Slothower | Parent |
| Kamy Moss | Parent |
| Lisa Barron | Parent |
| Jennifer Benton | Parent |
| Debra Berntson | Education Support Employee |
| Latosha Bolden | Teacher |
| Nicci Bucher | Parent |
| Tom Butler | Parent |
| Valerie Charron | Parent |
| Jonathan Cooper | Teacher |
| Amy Darcangelo | Teacher |
| Julie Davis | Parent |
| Xiomara DeGarcia | Parent |
| Suzanne Dufenhorst | Parent |
| Luis-Leandro Gonzalez | Teacher |
| Christine Handi | Parent |
| Iris Hao | Parent |
| Victoria Harrington | Parent |
| Brenda House | Parent |
| Tom Hudson | Teacher |
| Mary Kaplan | Parent |
| Vera-Ellen Kapulck | Parent |
| Cynthia Lopez Tuscano | Parent |
| Judy Maehl | Parent |
| Denise Milazzo | Parent |
| Happi Montgomery | Teacher |
| Teri Murray | Parent |
| Donna Omiecinski | Parent |
| Claudia Osorio | Parent |

| Name | Stakeholder Group |
|----------------------|----------------------------|
| Judy Paulsen | Parent |
| Pamela Peters | Parent |
| Irene Pini | Parent |
| Carla Ragusa | Teacher |
| Aemie Rivero Cintron | Teacher |
| Alexandra Snipes | Parent |
| Jessica Souza | Parent |
| Courtney Surette | Parent |
| Sandra Thomas Notice | Education Support Employee |
| Leilani Trojan | Parent |
| Lori Tucker | Parent |
| Rhonda Walker | Parent |
| Norma Williams | Education Support Employee |
| Robert Williams | Teacher |
| Bonnie Yip | Teacher |
| Tamara Zotti | Parent |

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. 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 2017-2018 will be a final review of the data from 2016-2017 and the review of the proposed SIP for 2017-2018. The review will include a determination of what worked well in 2016-2017 and will be continued, and also what did not work well and will need to be eliminated, enhanced, or modified to improve results.

b. 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 regarding barriers and resources to student achievement. We will continue to have ongoing monthly meetings to discuss the school improvement plan and update as needed.

c. Preparation of the school's annual budget and plan

The School Advisory Council (SAC) reviews the proposed budget in the spring of each year. The 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.

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

Projected use of funds will be earmarked for technology improvements and replacements. Funds will also be earmarked for professional development to support the goals established in this improvement plan.

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

Yes

a. 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.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

| Name | Title |
|---------------------|---------------------|
| Jackson, Andrew | Principal |
| Ihnenfeld, Jackie | Instructional Coach |
| Montgomery, Happi | Teacher, K-12 |
| Williamson, Melanie | Teacher, K-12 |
| Ragusa, Carla | Teacher, K-12 |
| Luke, Peggy | Teacher, K-12 |
| Lang, Krista | Teacher, K-12 |
| Walker, Robert | Dean |
| Sarmiento, Sohira | Instructional Coach |

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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 & District Trainings
- *School wide participation in Text Mapping
- *School wide participation in using Text Dependent Questions (Finding answers using evidence from the text) & DBQs
- *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
- *Print rich classrooms schoolwide
- *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.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

All grade level/subject area professional learning communities will meet weekly to collaboratively plan for effective instruction, which helps to create a positive working relationship. Teams will use data from common assessments to drive instructional change in lesson planning. 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.

2. 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/Curriculum Leaders
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 - Administration
9. All teachers will be trained in and required to use the Florida Standards and NGSSS - Leadership Team

3. 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 a month; 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"; new teachers will be able to observe veteran teachers during their planning periods in various 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 when possible. If it was not, we paired them up by the subject taught and who would be the best mentor for that mentee.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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.

b. Instructional Strategies

1. 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 FSA ELA test and/or scored in the lowest bracket on the reading diagnostic test will be scheduled into a double block reading class. Instruction will be delivered using the i-Ready 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 Reading Inventory test 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 FSA ELA reading test and /or scored just above the lowest bracket on the reading diagnostic test will be scheduled into a single class of reading. The teachers will deliver instruction using the iReady Program of instruction with fidelity. Students will be assessed via the iReady diagnostic 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 8th grade students that scored at a Level 1 the most recent year's FSA math test and/or in the lowest bracket on the mathematics placement test (Pre-Alg test) will be scheduled into an intensive math class plus Pre-Algebra to support the core math instruction. 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 Think Through Math, Algebra Nation, and Khan Academy 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 formative 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.

Bridgewater Middle school strives to improve inclusive educational practices as measured by the BPIE. This will be achieved by providing more opportunities for students with disabilities to take a Learning Strategies class and receive support facilitation through core content classes. This process will be monitored by the school staffing specialist. Additionally, the staffing specialist oversees, coordinates, and monitors the implementation of best practices for inclusive education for all students with disabilities. Professional development was provided to the school staff in regards to best practices for inclusive education and will continue throughout the school year.

2. 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: 3

8th grade: 12

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 nine 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. Five students attended Math Camp.

MAO Calculus Project-Students that achieved levels 3, 4 or 5 FCAT scores and were self-motivated learners were invited to participate in the Calculus Project. The Calculus Project was designed to provide students with a strong foundation in Algebra so that they will achieve academic success in Algebra 1 and continue through Calculus. Concepts discussed were those of the 1st nine weeks of the scope and sequence.

Students were assessed through a pre-test, quizzes, group activities and post-test.

Twenty-eight students attended the Summer Calculus Project.

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

Clinkscates, Sharia, sharia.clinkscates@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 indicate 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

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 indicate the need for additional support for identified students.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

Performance Matters data will be analyzed. iReady, and Systems 44 data will be reviewed for differentiate instruction for students.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. 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 also offers Bobcat Camp in the summer to incoming students. Also, this year, a member of the financial aid office will come to the school to speak to parents about financial aid opportunities for college.

b. College and Career Readiness

1. 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 early exposure to high school credit classes by offering eight classes that students may take: Spanish 1, Spanish 2, Digital Info Technology, Earth/Space Science Honors, Physical Science Honors, Algebra I, Algebra I Honors, and Geometry.

2. 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.

3. 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 shirts and attire on Wednesdays by all faculty and students.

Our leadership 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.

iReady 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.

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

N/A

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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.** School Administration will collaborate through the District Professional Learning Community (DPLC). Teachers will collaborate through professional learning structures organized as a professional learning community in planning standards-based lessons, reflecting on the effectiveness of instruction, designing and analyzing common formative assessments, as they relate to increased student learning. (Division Priority: Accelerated Student Performance, Division Priority #2 Invest in Human Capital)
- G2.** Teachers will develop their proficiency using the Instructional Framework in order to increase student achievement (Division Priority: Accelerate Student Performance)

Strategic Goals Detail

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

G1. School Administration will collaborate through the District Professional Learning Community (DPLC). Teachers will collaborate through professional learning structures organized as a professional learning community in planning standards-based lessons, reflecting on the effectiveness of instruction, designing and analyzing common formative assessments, as they relate to increased student learning. (Division Priority: Accelerated Student Performance, Division Priority #2 Invest in Human Capital) **1a**

G098264

Targets Supported **1b**

| Indicator | Annual Target |
|-------------------------------------|---------------|
| Algebra I EOC Pass Rate | 98.0 |
| Geometry EOC Pass Rate | 100.0 |
| FCAT 2.0 Science Proficiency | 74.0 |
| ELA/Reading Lowest 25% Gains | 66.0 |
| Civics EOC Pass | 95.0 |
| Math Lowest 25% Gains | 66.0 |
| Math Gains | 77.0 |
| ELA Achievement District Assessment | 78.0 |

Targeted Barriers to Achieving the Goal **3**

- Teachers have difficulty analyzing data from common formative assessments to drive instruction

Resources Available to Help Reduce or Eliminate the Barriers **2**

- iReady Reading, iReady Math, Systems 44, Rosetta Stone,
- C Palms the standards
- Instructional Coaches
- Unify
- Performance Matters
- Core curriculum

Plan to Monitor Progress Toward G1. **8**

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

Person Responsible

Nicole Mutters

Schedule

Weekly, from 8/15/2017 to 5/29/2018

Evidence of Completion

iObservation data, students data, lesson plans, common assessment data, FSA data, EOC data

G2. Teachers will develop their proficiency using the Instructional Framework in order to increase student achievement (Division Priority: Accelerate Student Performance) **1a**

G098265

Targets Supported **1b**

| Indicator | Annual Target |
|--|---------------|
| Effective Teachers (Performance Rating) | 15.0 |
| Developing Teachers (Performance Rating) | 5.0 |
| Unsatisfactory Teachers (Performance Rating) | 0.0 |
| Highly Effective Teachers (Performance Rating) | 80.0 |

Targeted Barriers to Achieving the Goal **3**

- Teachers have little experience using the Instructional Framework to lesson plan

Resources Available to Help Reduce or Eliminate the Barriers **2**

- School-based Professional Development
- Local and national conferences
- iObservation Online resources & videos
- District Coaches
- SpringBoard
- Departmental Consortium Meetings
- AVID Training
- IMS: Curriculum Tab
- CPalms Online Toolkit
- District Professional Development

Plan to Monitor Progress Toward G2. **8**

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

Person Responsible

Andrew Jackson

Schedule

Weekly, from 9/1/2017 to 5/31/2018

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. School Administration will collaborate through the District Professional Learning Community (DPLC). Teachers will collaborate through professional learning structures organized as a professional learning community in planning standards-based lessons, reflecting on the effectiveness of instruction, designing and analyzing common formative assessments, as they relate to increased student learning. (Division Priority: Accelerated Student Performance, Division Priority #2 Invest in Human Capital) **1**

G098264

G1.B2 Teachers have difficulty analyzing data from common formative assessments to drive instruction **2**

B264350

G1.B2.S1 Professional development will be provided to teachers on pulling data and utilizing the data to drive instruction. A tiered professional development will be provided through faculty, department, and collaborative team meetings. **4**

S280011

Strategy Rationale

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

Action Step 1 **5**

Conduct a Needs Assessment to determine teachers knowledge base of data collection, common language, and progress monitoring.

Person Responsible

Jackie Ihnenfeld

Schedule

On 9/5/2018

Evidence of Completion

Online survey results

Action Step 2 **5**

Tailored professional development will be provided to teachers on pulling current data trends and utilizing the data to drive an increase in student achievement.

Person Responsible

Jackie Ihnenfeld

Schedule

Weekly, from 10/10/2017 to 5/31/2018

Evidence of Completion

PD materials, presentation materials, sign-in sheets

Action Step 3 5

Administrative team will support and or model data tracking at PLC meetings to ensure that it is being done correctly and with fidelity.

Person Responsible

Andrew Jackson

Schedule

Weekly, from 10/17/2017 to 5/31/2018

Evidence of Completion

i-Observation data, feedback given to teachers, PLC/Department meeting minutes

Action Step 4 5

Teachers will collaborate with their grade level teams to pull and analyze data reports and administrative team may co-present with PLC leads as needed.

Person Responsible

Nicole Mutters

Schedule

On 5/31/2018

Evidence of Completion

Department meeting minutes

Action Step 5 5

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

Person Responsible

Andrew Jackson

Schedule

Monthly, from 10/24/2017 to 5/31/2018

Evidence of Completion

i-Observation data and feedback through coaching logs

Action Step 6 5

Model peers will be identified and teachers who need additional support will be provided opportunities to conduct peer observations with monitoring and tracking data as a mini instruction cycle.

Person Responsible

Jackie Ihnenfeld

Schedule

Monthly, from 10/17/2017 to 5/31/2018

Evidence of Completion

Observation logs, mentor logs, classroom walk-through data

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

This process will be monitored through weekly Collaborative Team meetings

Person Responsible

Andrew Jackson

Schedule

Weekly, from 10/10/2017 to 5/31/2018

Evidence of Completion

Collaborative team meeting minutes

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

This process will be monitored through monthly Department & Leadership Meetings

Person Responsible

Nicole Mutters

Schedule

Monthly, from 10/17/2017 to 5/31/2018

Evidence of Completion

Department & Leadership Meeting Minutes

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

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

Person Responsible

Andrew Jackson

Schedule

Weekly, from 10/17/2017 to 5/31/2018

Evidence of Completion

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

G2. Teachers will develop their proficiency using the Instructional Framework in order to increase student achievement (Division Priority: Accelerate Student Performance) **1**

G098265

G2.B1 Teachers have little experience using the Instructional Framework to lesson plan **2**

B264352

G2.B1.S1 Provide teachers the opportunity to plan together in their collaborative teams using the Lesson Plan Facilitation Guide and the Marzano Teaching Framework. **4**

S280013

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**

Teachers will be provided with TDYs so that they can meet together in their collaborative teams during 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 lessons. Teachers will also analyze data from common assessments to drive upcoming instruction.

Person Responsible

Andrew Jackson

Schedule

Quarterly, from 9/1/2017 to 4/30/2018

Evidence of Completion

TDY forms, Copies of what was accomplished turned into Mr. Jackson.(i.e. lesson plans, unit plans, agenda notes, etc.), Team Data spreadsheets

Action Step 2 **5**

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

Person Responsible

Andrew Jackson

Schedule

Biweekly, from 10/31/2017 to 4/30/2018

Evidence of Completion

i-Observation data and feedback to teachers and lesson plans

Action Step 3 5

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

Person Responsible

Jackie Ihnenfeld

Schedule

Weekly, from 11/1/2017 to 5/31/2018

Evidence of Completion

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

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

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

Person Responsible

Nicole Mutters

Schedule

Weekly, from 9/1/2017 to 5/31/2018

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G2.B1.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

Andrew Jackson

Schedule

Weekly, from 9/1/2017 to 5/31/2018

Evidence of Completion

IObservation, student data, lesson plans reviews, formative and summative assessment data, and EOC data.

IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---|--|-------------------|-------------------------------|--|---------------------|
| 2018 | | | | | |
| G2.B1.S1.A1  A377496 | Teachers will be provided with TDYs so that they can meet together in their collaborative teams... | Jackson, Andrew | 9/1/2017 | TDY forms, Copies of what was accomplished turned into Mr. Jackson.(i.e. lesson plans, unit plans, agenda notes, etc.), Team Data spreadsheets | 4/30/2018 quarterly |
| G2.B1.S1.A2  A377497 | The leadership team will conduct observations to ensure the delivery of the lesson is standards... | Jackson, Andrew | 10/31/2017 | i-Observation data and feedback to teachers and lesson plans | 4/30/2018 biweekly |
| G1.MA1  M408577 | Weekly monitoring will take place and progress will be reported during administrative meetings.... | Mutters, Nicole | 8/15/2017 | iObservation data, students data, lesson plans, common assessment data, FSA data, EOC data | 5/29/2018 weekly |
| G2.MA1  M408580 | Leadership team will meet weekly to share progress reports, observations, and recommendations as... | Jackson, Andrew | 9/1/2017 | 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. | 5/31/2018 weekly |
| G1.B2.S1.MA1  M408574 | During i-Observation, teachers are using strategies to drive instruction based on data. | Jackson, Andrew | 10/17/2017 | i-Observation data and feedback to teachers, lesson plans, and formative and summative data | 5/31/2018 weekly |
| G1.B2.S1.MA1  M408575 | This process will be monitored through weekly Collaborative Team meetings | Jackson, Andrew | 10/10/2017 | Collaborative team meeting minutes | 5/31/2018 weekly |
| G1.B2.S1.MA2  M408576 | This process will be monitored through monthly Department & Leadership Meetings | Mutters, Nicole | 10/17/2017 | Department & Leadership Meeting Minutes | 5/31/2018 monthly |
| G1.B2.S1.A2  A377491 | Tailored professional development will be provided to teachers on pulling current data trends and... | Ihnenfeld, Jackie | 10/10/2017 | PD materials, presentation materials, sign-in sheets | 5/31/2018 weekly |
| G1.B2.S1.A3  A377492 | Administrative team will support and or model data tracking at PLC meetings to ensure that it is... | Jackson, Andrew | 10/17/2017 | i-Observation data, feedback given to teachers, PLC/Department meeting minutes | 5/31/2018 weekly |
| G1.B2.S1.A4  A377493 | Teachers will collaborate with their grade level teams to pull and analyze data reports and... | Mutters, Nicole | 10/17/2017 | Department meeting minutes | 5/31/2018 one-time |
| G1.B2.S1.A5  A377494 | The leadership team will conduct i-Observations and provide teachers with feedback. | Jackson, Andrew | 10/24/2017 | i-Observation data and feedback through coaching logs | 5/31/2018 monthly |
| G1.B2.S1.A6  A377495 | Model peers will be identified and teachers who need additional support will be provided... | Ihnenfeld, Jackie | 10/17/2017 | Observation logs, mentor logs, classroom walk-through data | 5/31/2018 monthly |
| G2.B1.S1.MA1  M408578 | Weekly monitoring will take place and progress will be reported during administrative meetings.... | Jackson, Andrew | 9/1/2017 | IObservation, student data, lesson plans reviews, formative and summative assessment data, and EOC data. | 5/31/2018 weekly |
| G2.B1.S1.MA1  M408579 | Lesson plans will be reviewed with teachers and feedback will be provided on walk-through and... | Mutters, Nicole | 9/1/2017 | iObservation data, PLC meeting notes, walk-through feedback, data | 5/31/2018 weekly |
| G2.B1.S1.A3  A377498 | Instructional coaches will provide modeling and side-by-side coaching for struggling teachers. | Ihnenfeld, Jackie | 11/1/2017 | i-Observations, coach's logs, and lesson plans | 5/31/2018 weekly |
| G1.B2.S1.A1  A377490 | Conduct a Needs Assessment to determine teachers knowledge base of data collection, common... | Ihnenfeld, Jackie | 9/5/2017 | Online survey results | 9/5/2018 one-time |

V. Professional Development Opportunities

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

G1. School Administration will collaborate through the District Professional Learning Community (DPLC). Teachers will collaborate through professional learning structures organized as a professional learning community in planning standards-based lessons, reflecting on the effectiveness of instruction, designing and analyzing common formative assessments, as they relate to increased student learning. (Division Priority: Accelerated Student Performance, Division Priority #2 Invest in Human Capital)

G1.B2 Teachers have difficulty analyzing data from common formative assessments to drive instruction

G1.B2.S1 Professional development will be provided to teachers on pulling data and utilizing the data to drive instruction. A tiered professional development will be provided through faculty, department, and collaborative team meetings.

PD Opportunity 1

Tailored professional development will be provided to teachers on pulling current data trends and utilizing the data to drive an increase in student achievement.

Facilitator

Ihnenfeld, Jackie (jacquelyn.ihnenfeld@ocps.net)

Participants

Instructional Staff

Schedule

Weekly, from 10/10/2017 to 5/31/2018

G2. Teachers will develop their proficiency using the Instructional Framework in order to increase student achievement (Division Priority: Accelerate Student Performance)

G2.B1 Teachers have little experience using the Instructional Framework to lesson plan

G2.B1.S1 Provide teachers the opportunity to plan together in their collaborative teams using the Lesson Plan Facilitation Guide and the Marzano Teaching Framework.

PD Opportunity 1

Teachers will be provided with TDYs so that they can meet together in their collaborative teams during 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 lessons. Teachers will also analyze data from common assessments to drive upcoming instruction.

Facilitator

Collaborative Team Leads

Participants

All instructional staff members

Schedule

Quarterly, from 9/1/2017 to 4/30/2018

VI. Technical Assistance Items

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

VII. Budget

| | | | | | | |
|---|-------------|---|---------------------------|--------------------------|---------------|--------------------|
| 1 | G1.B2.S1.A1 | Conduct a Needs Assessment to determine teachers knowledge base of data collection, common language, and progress monitoring. | | | | \$0.00 |
| 2 | G1.B2.S1.A2 | Tailored professional development will be provided to teachers on pulling current data trends and utilizing the data to drive an increase in student achievement. | | | | \$8,500.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | | | 1762 - Bridgewater Middle | School Improvement Funds | | \$8,500.00 |
| <i>Notes: PLC Solution Tree Summer Training</i> | | | | | | |
| 3 | G1.B2.S1.A3 | Administrative team will support and or model data tracking at PLC meetings to ensure that it is being done correctly and with fidelity. | | | | \$0.00 |
| 4 | G1.B2.S1.A4 | Teachers will collaborate with their grade level teams to pull and analyze data reports and administrative team may co-present with PLC leads as needed. | | | | \$0.00 |
| 5 | G1.B2.S1.A5 | The leadership team will conduct i-Observations and provide teachers with feedback. | | | | \$0.00 |
| 6 | G1.B2.S1.A6 | Model peers will be identified and teachers who need additional support will be provided opportunities to conduct peer observations with monitoring and tracking data as a mini instruction cycle. | | | | \$0.00 |
| 7 | G2.B1.S1.A1 | Teachers will be provided with TDYs so that they can meet together in their collaborative teams during 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 lessons. Teachers will also analyze data from common assessments to drive upcoming instruction. | | | | \$12,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | | | 1762 - Bridgewater Middle | General Fund | | \$12,000.00 |
| <i>Notes: Sub money</i> | | | | | | |
| 8 | G2.B1.S1.A2 | The leadership team will conduct observations to ensure the delivery of the lesson is standards based with embedding Marzano strategies. | | | | \$0.00 |
| 9 | G2.B1.S1.A3 | Instructional coaches will provide modeling and side-by-side coaching for struggling teachers. | | | | \$0.00 |
| | | | | | Total: | \$20,500.00 |