

Bridge Street Middle School Strategic Plan

COUNTY: OHIO

DATE PUB: 10/14/2015

ACCOUNTABILITY DESIGNATION: FOCUS

SECTION I - MISSION STATEMENT - What are your beliefs about learning? What is your mission?

CORE BELIEFS:

Bridge Street Middle School's Core Beliefs include: Positive Climate and Cohesive Culture All students can learn in an inclusive and supportive environment. School Leadership Distributive leadership provides opportunities to advance and influence professional practice. Standards-Focused Curriculum, Instruction and Assessment Personalized instruction engages students in West Virginia's standards-based curriculum. Student Support Services and Family/community Connections Education is a shared responsibility with the family and community. Educator Growth and Development Professional growth and collaborative learning communities ensure that teachers have the skills and expertise to help all students. Efficient and Effective Management Efficient and effective management of resources add value to student learning. Continuous Improvement All stakeholders have a collective commitment to communicate the changes necessary for school improvement.

MISSION STATEMENT:

The mission of Bridge Street Middle School is to Inspire Dreams.

SECTION II - GOALS - What are your goals? What evidence will you use to determine success?

GOALS:

MEASUREMENT EVIDENCE (ME):

Goal1. All Bridge Street students will increase the overall academic achievement in mathematics a minimum of 3% as measured by 2016 WV General Summative Assessment data.

ME1. 2016 WV General Summative Assessment and Interim Assessment data

Goal2. All Bridge Street students will increase the overall academic achievement in English language arts a minimum of 3% as measured by 2016 WV General Summative Assessment data.

ME2. 2016 WV General Summative Assessment data and Interim Assessment data

Goal3. All Bridge Street students will increase the overall academic achievement in all content areas a minimum of 3 % as measured by 2016 WV General Summative assessment and a balance of assessment data.

ME3. 2016 WV General Summative Assessment data and Interim Assessment data

Goal4. All Bridge Street students will work collaboratively to improve student learning and achievement a minimum of 3% as measured by 2016 WV General Summative Assessment data and by the overall professional Learning hours completed in 2015-16 in research-based, sustained, and collaborative learning opportunities.

ME4. . 2016 WV General Summative Assessment data, 2015-16 High Quality Professional Learning reports, and Teacher Evaluation WOW data

Goal5. All Bridge Street Middle School students All Ohio County students will increase the college and career readiness measure by a minimum of 3% as measured by the 2016 WV General Summative Assessment data.

ME5. 2016 WV General Summative Assessment data and Wheeling Park High School's graduation rate

NOTE: Red background for goal indicates no action items recorded for that goal.

SECTION IIIA - ACTION PLAN - What will you do to accomplish your goals?

ACTION PLAN:

Goal 1: All Bridge Street students will increase the overall academic achievement in mathematics a minimum of 3% as measured by 2016 WV General Summative Assessment data.

Action Step	Timeline	Person(s) Responsible	Funding Source(s)	Progress Monitoring
Implement instructional practices consistent with Next Generation Mathematics CSOs and provide professional development to support effective implementation	August 12, 2015, to May 26, 2016	Bridge Street administrators and teachers	General, Title I, Title II, and Special Education funding	Interim Assessment data, and WV General Summative Assessment data

Implement MAP (Management of Academic Performance) plan for continuous school improvement	September, 2015, and January, 2016, School Leadership Team meetings and monthly data-all principals	Ohio County Leadership Team and all School Leaders	None	Interim Assessment data, Pearson Successnet Benchmarks, and WV General Summative Assessment data
Identify strategies to increase overall academic achievement and address achievement gap issues as well as develop strategies to ensure growth of the lowest 25% of students with the lowest performance. Identify the lowest 25% of students with the lowest performance and develop academic, behavioral, and motivational strategies to ensure accelerated growth of the lowest 25% in each school.	August 12, 2015, to May 26, 2016	Ohio County Leadership Team and all School Leaders	General, Title I, Title II, and Special Education	Interim Assessment data, Pearson Successnet Benchmarks, and WV General Summative Assessment data
Implement Support for Personalized Learning instruction with all students; Co-teaching of reading, language arts, mathematics, science and social studies with Special Education and Title I Specialists	August 12, 2015, to May 26, 2016	Administration, leadership team and teachers	General, Title I, Title II, and Special Education	Interim Assessment data, Pearson Successnet Benchmarks, and WV General Summative Assessment data
Provide Professional Learning sessions that include Co-teaching, Technology Implementation, Engaging Students with Poverty in Mind book study	August 12, 2015, to May 26, 2016	Bridge Street administrators, teachers and RESA 6	General, Title I, Title II, and Special Education	Interim Assessment data, Pearson Successnet Benchmarks, and WV General Summative Assessment data

Goal 2: All Bridge Street students will increase the overall academic achievement in English language arts a minimum of 3% as measured by 2016 WV General Summative Assessment data.

Action Step	Timeline	Person(s) Responsible	Funding Source(s)	Progress Monitoring
Implement instructional practices consistent with Next Generation English/language arts CSOs and provide professional development to support effective implementation	August 12, 2015, to May 26, 2016	Bridge Street administrators and teachers	General, Title I, Title II, Special Education funding	Interim assessment data, AIMSWeb, WV General Summative Assessment data

Implement MAP (Management of Academic Performance) plan for continuous school improvement	September, 2015, and January, 2016, School Leadership Team meetings and monthly data-all principals	OCS Leadership Team and all School Leadership Team	None	Interim Assessment data, DIBELS benchmarks, and WV General Summative Assessment data
Identify strategies to increase overall academic achievement and address achievement gap issues as well as develop strategies to ensure growth of the lowest 25% of students with the lowest performance. Identify the lowest 25% of students with the lowest performance and develop academic, behavioral, and motivational strategies to ensure accelerated growth of the lowest 25% in each school.	August 12, 2015, to May 26, 2016	OCS Leadership Team, RESA FAST, School Leadership	General, Title I, Title II, Special Education funding	Interim Assessment data, DIBELS benchmarks, and WV General Summative Assessment data
Implement Support for Personalized Learning instruction with all students; Co-teaching of reading, language arts, mathematics, science and social studies with Special Education and Title I Specialists	August 12, 2015, to May 26, 2016	Bridge Street administrators and teachers	General, Title I, Title II, and Special Education funding	Interim Assessment data, DIBELS benchmarks, and WV General Summative Assessment data
Provide Professional Learning sessions that include Co-teaching, Technology Implementation, Engaging Students with Poverty in Mind book study	August 12, 2015, to May 26, 2016	Bridge Street administrators, teachers and RESA 6	General, Title I, Title II, and Special Education	Interim Assessment data, Pearson Successnet Benchmarks, and WV General Summative Assessment data

Goal 3: All Bridge Street students will increase the overall academic achievement in all content areas a minimum of 3 % as measured by 2016 WV General Summative assessment and a balance of assessment data.

Action Step	Timeline	Person(s) Responsible	Funding Source(s)	Progress Monitoring
Implement instructional practices consistent with Next Generation CSOs literacy and mathematics and provide professional development to support effective implementation	August 12, 2015, to May 26, 2016	Bridge Street administrators and teachers	General, Title I, Title II, and Special Education	Interim Assessment data and WV General Summative Assessment data

Implement MAP (Management of Academic Performance) plan for continuous school improvement	September, 2015, and January, 2016, School Leadership Team meetings and monthly data-all principals	OCS Leadership Team and all School Leadership Team	None	Interim Assessment data and WV General Summative Assessment data
Identify strategies to increase overall academic achievement and address achievement gap issues. Identify the lowest 25% of students with the lowest performance and develop academic, behavioral, and motivational strategies to ensure accelerated growth in the lowest 25% of students in each school.	August 12, 2015, to May 26, 2016	OCS Leadership Team, RESA FAST team, School Leader	General, Title I, Title II and Special Education funding	Interim Assessment data and WV General Summative Assessment data
Implement Support for Personalized Learning instruction with all students; Co-teaching of reading, language arts, mathematics, science and social studies with Special Education and Title I Specialists	August 12, 2015, to May 26, 2016	Bridge Street administrators and teachers	General, Title I, Title II and Special Education funding	Interim Assessment data and WV General Summative Assessment data
Provide Professional Learning sessions that include Co-teaching, Technology Implementation, Engaging Students with Poverty in Mind book study	August 12, 2015, to May 26, 2016	Bridge Street administrators, teachers and RESA 6	General, Title I, Title II, and Special Education	Interim Assessment data, Pearson Successnet Benchmarks, and WV General Summative Assessment data

Goal 4: All Bridge Street students will work collaboratively to improve student learning and achievement a minimum of 3% as measured by 2016 WV General Summative Assessment data and by the overall professional Learning hours completed in 2015-16 in research-based, sustained, and collaborative learning opportunities.

Action Step	Timeline	Person(s) Responsible	Funding Source(s)	Progress Monitoring
Professional learning will focus upon research-based, sustained, collaborative practices consistent with Next Generation CSOs to improve student learning and achievement.	August 12, 2015, to May 26, 2016	All OCS professional and service staff	General, Title I, Title II, Special Education, and Professional and Service Staff Development	2015-16 High Quality Professional Development reports, Teacher Evaluation data WOW, 2016 WV General Summative Assessment data

Professional learning will focus upon research-based, sustained, collaborative practices consistent with the WV Teacher Evaluation system to improve student learning and achievement.	August 12, 2015, to May 26, 2016	All OCS professional and service staff	General, Title I, Title II, Special Education, and Professional and Service Staff Development	2015-16 High Quality Professional Development reports, Teacher Evaluation data WOW, 2016 WV General Summative Assessment data
Professional learning will focus upon research-based, sustained, collaborative practices consistent with Support for Personalized Instruction and Differentiated Instruction.	August 12, 2015, to May 26, 2016	All OCS professional staff	General, Title I, Title II, Special Education, and Professional Staff Development council	2015-16 High Quality Professional Development reports, Teacher Evaluation data WOW, 2016 WV General Summative Assessment data

Goal 5: All Bridge Street Middle School students All Ohio County students will increase the college and career readiness measure by a minimum of 3% as measured by the 2016 WV General Summative Assessment data.

Action Step	Timeline	Person(s) Responsible	Funding Source(s)	Progress Monitoring
Implement instructional practices consistent with Next Generation reading/English language arts and mathematics CSOs and support literacy skills in all core content areas	August 12, 2015, to May 26, 2016	Ohio County Schools' administrators and teachers	General, Title I, Title II, Special Education funding	Interim Assessment data, WV General Summative Assessment data
Monitor all student learning and academic performance to assure that students are on track for graduation	August 12, 2015, to May 26, 2016	Ohio County Schools' administrators and teachers	General, Title I, Title II, Special Education, and Innovation Zone funding	Wheeling Park High School's graduation rate
Professional learning will focus upon research-based, sustained, collaborative practices based upon individual school needs assessment data and implemented in the professional learning communities in each school. Action research book study includes Engaging Students with Poverty in Mind.	August 12, 2015, to May 26, 2016	Bridge Street administrators and teachers	Title II and PDS grant	2015-16 High Quality Professional Development reports, Teacher Evaluation data WOW, 2016 WV General Summative Assessment data

SECTION IIIB - PROFESSIONAL DEVELOPMENT NEEDS - What skills or knowledge are needed to accomplish your goals?

PROFESSIONAL DEVELOPMENT:

What skills enhancements/developments needs to occur to accomplish your goals? (Professional Development should be aligned with your beliefs, your mission, the self-study analysis, goals, action plan and any other local/state/federal compliance considerations).

Professional Development

Action Step	Timeline	Target Audience	Desired Method	Funding Source
Implement instructional practices consistent with Nxt Gen CSOs of literacy and mathematics and provide PL to support effective implementation	August 10, 12, 13, and Oct. 16, 2015 & Mar. 4, 2016	All OCS administration and professionals	Face to Face	General, Title I, Title II, and Special Education
Implement research-based, collaborative practices aligned with the WV Teacher Evaluation process to increase teacher leadership and teacher competencies	August, 2015, to May, 2016	All OCS Professional Staff	Face to Face	Title II, and Special Education
Implement research-based, collaborative practices to increase teacher leadership and teacher competencies through the National Board Certification process	August, 2015, to May, 2016	All OCS Professional Staff	Face to Face	Title II, and Special Education
Implement research-based collaborative practices aligned to Support for Personalized Instruction to increase student learning and achievement	August 10, 13, and Oct. 16, 2015 and Mar. 4, 2016	All OCS Professional Staff	Face to Face	Title II, and Special Education
Implement research-based collaborative practices to meet the needs of students who are identified as English Language Learners. Professional development for teachers of LEP students will focus on the comprehensive needs of LEP students and their families, including language acquisition stages, sheltered instruction for teaching core content, assessments for LEP students, cultural diversity, and classroom modifications to meet individual student needs.	August, 2015, to May, 2016	All OCS Professional Staff	Face to Face	Title II and Special Education
Implement research-based co-teaching practices aligned to n to increase student learning and achievement	August, 2015, to May, 2016	Bridge Street administrators and teachers	Face to Face	None
All staff will participate in a book study on Engaging Students with Poverty in Mind	August, 2015, to May, 2016	Bridge Street administrators and teachers	Blended Study	PDS Grant and Title II