**Name of School: Bliss Carman Middle School**

**School Year: 2018/19**

| ***SIP Priority 1***: Enhance Engagement of All Learners | | | | | |
| --- | --- | --- | --- | --- | --- |
| ***Goal***: To increase the academic engagement of all learners through established Best Practices | | | | | |
| ***Baseline Data*** | ***Indicators of Success*** | ***Targeted Research-Based Strategies / Actions*** | ***Monitoring and Accountability*** | ***Responsibility / Timeline*** | ***Progress Notes*** |
| *What data sources are being used to establish the SMART Goal?* | *What will it look like when the goal has been reached?* | *What specific strategies/actions will be used to support achievement of the goal? (Actions should be new or practices that need to be refined.)* | *How will progress towards the goal be monitored and how often?* | *Who is responsible for specific strategies/ actions?*  *What timelines are associated with the strategies/ actions?* | *Updates To Be Added Throughout the Year.* |
| OurSchool Data:  Values Schooling Outcomes: 90%  Attendance: 98%  Positive Behavior: 96%  Homework & Study Habits: 70%  OurSchool Open-Ended questions:  “Do you enjoy your schoolwork and the things you learn in your classes?”  “Give us your honest opinion about homework at BCMS. Do your teachers give you too much? Too little? Does it depend on the teacher or subject area?”  Annual Student Attendance  Annual Suspension Rates  Student Wellness Survey | Increases in all baseline data as measured by:  Walkthrough Data  Student Surveys  PowerSchool | Real Life Connection/Application  Formative Assessment Practices  Student Voice (80-20 rule)  Inquiry-Based/PBL  Collaborative/Cooperative Work  Balanced Practices (Numeracy and Literacy)  Innovation to Enhance Learning.  Personalized Learning  Metacognitive Strategies  Professional Learning | Walkthroughs  PLC Meetings  Peer Coaching  Co-Teaching | Admin.  Teachers |  |

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| ***SIP Priority 2***: Increase Student Ability in the Field of Numeracy | | | | | |
| --- | --- | --- | --- | --- | --- |
| ***Goal***: 90 % of Bliss Carman Middle School Students will meet or exceed the learning goals for the Number Sense strand. | | | | | |
| ***Baseline Data*** | ***Indicators of Success*** | ***Targeted Research-Based Strategies / Actions*** | ***Monitoring and Accountability*** | ***Responsibility / Timeline*** | ***Progress Notes*** |
| *What data sources are being used to establish the SMART Goal?* | *What will it look like when the goal has been reached?* | *What specific strategies/actions will be used to support achievement of the goal? (Actions should be new or practices that need to be refined.)* | *How will progress towards the goal be monitored and how often?* | *Who is responsible for specific strategies/ actions?*  *What timelines are associated with the strategies/ actions?* | *Updates To Be Added Throughout the Year* |
| ASD-W Assessment Achievement Scale.  BCMS Common Assessments | ASD-W Assessment Achievement Scale. 90% of our students will be in one of the top four categories.  BCMS Common Assessments – 90% of students will meet the expectations for the Number Strand portion of their common assessments. | Tier 1 & 2   * Flexible Grouping * Community Connections (Real life math opportunities/ guest speakers, Money and Youth, etc) * Mental Math: embedded 20 min/week minimum * Number skills practice including Mathletics program * Increased use of IXL for regular instruction and enrichment * Targeting of essential outcomes * Use of common assessments with the goal of focusing on instruction and measuring growth. * Cross-curricular opportunities   Tier 3  Individual Interventions – Implement small group program programming for short periods of time. This includes programs such as Mathletics and IXL.  Professional Learning:  Book Study – *Mathematical Mindsets*  PLC Meetings  Numeracy Leads to support the school | Data Teams: Three times/year | All stakeholders  Teaching teams/math teachers/EST Team  Math teachers/ M & R/parents  Mathematics PLC/Numeracy Leads | Flex. Grouping at grade 6FI and grade 8FI level  More seats purchased for IXL  New common assessment for all grade level in Prime and FI  On going-2 chapters reviewed already. |

| ***SIP Priority 3***: Increase Student Ability in the Field of Literacy | | | | | |
| --- | --- | --- | --- | --- | --- |
| ***Goal***: In the language arts Writing & Representing strand, 90 % of Bliss Carman students are meeting or exceeding the learning goal in accordance with the ASD-W Assessment Achievement Scale (3, 3+, 4, 4+) | | | | | |
| ***Baseline Data*** | ***Indicators of Success*** | ***Targeted Research-Based Strategies / Actions*** | ***Monitoring and Accountability*** | ***Responsibility / Timeline*** | ***Progress Notes*** |
| *What data sources are being used to establish the SMART Goal?* | *What will it look like when the goal has been reached?* | *What specific strategies/actions will be used to support achievement of the goal? (Actions should be new or practices that need to be refined.)* | *How will progress towards the goal be monitored and how often?* | *Who is responsible for specific strategies/ actions?*  *What timelines are associated with the strategies/ actions?* | *Updates To Be Added Throughout the Year.* |
| ASD-W Assessment Achievement Scale | ASD-W Assessment Achievement Scale.  Writing samples  Formative Assessment  Conferencing | French Immersion Language Arts – Continued use of strategies which are integrated in the L*itteratie en Action*.  Accès au succès(Supporting struggling FSL learners)  Formative Assessment (inner voice, entry/exit slips  Mini Lessons (Writing Strategies)  Focus on struggling adolescent writers  Co-construction of Criteria using rubrics and sampling (for example, “What is a strong writing piece”)  Conferring – conducting independent conferences  Provide a variety of text forms of different text complexity to meet the needs of all students (novels, articles, texts, poetry, short stories, drama)  Flexible groupings.  Peer-coaching  Modeling/Scaffolding  Professional Learning Teams  Emphasis and promotion of literacy in all subject areas. | 3 times per year | FILA teachers  Language arts teachers  Volunteers/LA teachers/M & Resource  LA teachers/students  LA teachers/District Leads  Teaching teams  LA teachers  LA teachers/Dist Leads  District Leads  Literacy Committee | FI lead support in Sept.  Benchmark and writing focus group by Becky Gallant  Meeting with Melissa Walker and Becky Gallant at beg. Of year. |

**Appendix B:**  ***SIP Priority 2*** ***Goal***: 90 % of Bliss Carman Middle School Students will meet or exceed the learning goals for the Number Sense strand.

% of Students Meeting or Exceeding Number Sense Learning Goal, June 2017

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Meeting or Exceeding** | **total** |  | **% achieving goal** |
| FI (E) |  |  |  |  |
| 6 | 99 | 108 |  | 91.7 |
| 7 | 74 | 78 |  | 94.9 |
| 8 | 87 | 88 |  | 98.9 |
|  |  |  |  | 94.9% |
| FI (L) |  |  |  |  |
| 6 | 13 | 15 |  | 86.7 |
| 7 | 16 | 16 |  | 100 |
| 8 | 23 | 23 |  | 100 |
|  |  |  |  | 95.1 % achieving goal |
| Core |  |  |  |  |
| 6 | 66 | 77 |  | 85.7 |
| 7 | 53 | 85 |  | 62.4 |
| 8 | 64 | 91 |  | 70.3 |
|  |  |  |  | 72.3% achieving goal |
|  |  |  |  |  |
|  | 495 | 581 |  | 85.2% overall |

*Baseline: In the mathematical Number Sense strand, 85.2 % of Bliss Carman students are meeting or exceeding the learning goals in accordance with the ASD-W Assessment Achievement Scale (3, 3+, 4, 4+). Therefore, 14.8% of our kids are not meeting the mathematical learning goals for the Number Sense strand. Curiously, 4.9% of the FI students were not meeting the goal and 27.7% of the English Prime students are not meeting the learning goals.*

**Appendix C:**  ***SIP Priority 2***

***Goal***: 90 % of Bliss Carman Middle School Students will meet or exceed the learning goals for the Number Sense strand.

**% of Students Achieving Top 3 Categories (3+, 4, 4+), June 2017**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Lower** | **Upper** | **Total** |  | **% achieving goal** |
|  |  |  |  |  |  |
| FI (E) |  |  |  |  |  |
| 6 | 49 | 59 | 108 |  | 54.6 |
| 7 | 33 | 45 | 78 |  | 57.7 |
| 8 | 32 | 56 | 88 |  | 63.6 |
|  |  |  |  |  |  |
| FI (L) |  |  |  |  |  |
| 6 | 5 | 10 | 15 |  | 66.6 |
| 7 | 6 | 10 | 16 |  | 62.5 |
| 8 | 8 | 15 | 23 |  | 65.2 |
|  |  |  |  |  |  |
| Core |  |  |  |  |  |
| 6 | 53 | 24 | 77 |  | 31.2 |
| 7 | 55 | 30 | 85 |  | 35.3 |
| 8 | 63 | 28 | 91 |  | 30.8 |
|  |  |  |  |  |  |
|  |  | 277 | 581 |  | 47.4% |

Baseline: *In the mathematical Number Sense strand, 47.7 % of Bliss Carman*

*students are performing in the top three categories of the ASD-W Assessment*

*Achievement Scale (3+, 4, 4+)*

***Appendix D SIP Priority 3***: Increase Student Ability in the Field of Literacy

*In the language arts Writing & Representing strands, 90 % of Bliss Carman students will meet or exceed the learning goal in accordance with the ASD-W Assessment*

*Achievement Scale (3, 3+, 4, 4+)*

**% of Students Meeting or Exceeding Learning Goal, June 2017**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Meeting or Exceeding** | **Total** |  | **% Achieving goal** |
|  |  |  |  |  |
| 6 | 146 | 200 |  | 73% |
| 7 | 118 | 176 |  | 67% |
| 8 | 177 | 202 |  | 87.6% |
|  |  |  |  |  |
| Overall | 441 | 578 |  | 76.3% |

*Baseline: In the language arts Writing & Representing strands, 76.3 % of Bliss Carman students presently meet or exceed the learning goal in accordance with the ASD-W Assessment Achievement Scale (3, 3+, 4, 4+)*