



*Bedford County Public Schools*

## Goals/Continuous School Improvement Plan - Forest Middle School 2016-17 School Year

### Vision, Mission, Accountability & Accreditation Information, and Goal Statements

Forest Middle School	
Mr. Scott Simmons	
<b>Vision:</b> Vividly paints a picture of the future/leads to a desired outcome.	The vision of Forest Middle School is to become an institution that inspires intellectual and personal discovery in every student, every day.
<b>Mission:</b> Is focused on the present and is prescribed by the vision statement (i.e., is the roadmap that will take you to the vision).	Forest Middle School strives to be a learning community dedicated to individual growth and success through the development of independence, character, technological skill, and a desire for lifelong learning.
<b>Federal Accountability Information</b>	<a href="#">School Report Card</a>
<b>State Accreditation Information</b>	Fully Accredited (English 85%, Math 90%, History 92%, Science 93%)
<b>SMART Goal Statement 1:</b>	Forest Middle School will improve the academic performance of students with disabilities in Reading and Math as evidenced by reducing the SOL failure rate from 2015-16 by at least 10% and/or by having 90% of SWD demonstrate a minimum of 15% growth, via SGA 2 results.

<b>SMART Goal Statement 2:</b>	Forest Middle school will continue a commitment to creating a student-centered culture and learning environment through the integration of personalized instructional strategies. Evidence of continued growth in this area will be demonstrated by increases in collaboration among staff to implement personalized learning, participation in professional development, and growth in the school's infrastructure in a way that supports technology and flexible learning spaces.
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\* Add or delete rows as needed.

### School Leadership Team Members

Add School Name Here	
Name	Committee Position*
Scott Simmons	Principal
Paul Nazigian, Melissa Palmer	Assistant Principals
Kris Gilley	School Counselor
Dawn Verhoeff	District Office Liaison
Cheryl Haney	English Chair / Gifted Coordinator
Jessica Heflin	Math Chair
Will Kirk	Science Chair / Instructional Facilitator
Melinda Sprinkle	History/Social Studies Chair
Terry Edwards, Brittany Abraham	SPED Chairs
Lisa Willis	SCT Coordinator

Christina Sharkey	504 Coordinator
Janelle Trosper	PE/ Related Arts Chair
Heidi Hackworth	Grade Level Chair (6)
Amanda Dean	Grade Level Chair (7)
Jim Fitch	Grade Level Chair (8)
Lauren Millner	ITRT

*\*Sample committee positions provided. Schools may customize.*

## Data Analysis

### Standards of Learning Testing Information

#### State Standards of Learning Results

Subject	Pass Rate for 2013-14	Pass Rate for 2014-15	Pass Rate for 2015-16
Math 6	84	90	90
Math 7	74	81	77
Math 8	44	52	66
Algebra I	90	90	99
Geometry	98	100	99
Algebra II	—	—	—
<b>Math</b>	<b>82</b>	<b>86</b>	<b>90</b>
Reading 6	86	83	82
Reading 7	85	94	85

Reading 8	80	81	85
Writing 8	78	78	84
<b>English</b>	<b>83</b>	<b>84</b>	<b>85</b>
Life Science 6	–	–	–
Physical Science 7	–	–	–
Earth Science 8	97	98	93
<b>Science</b>	<b>81 (included General Sci)</b>	<b>88 (Included General Sci)</b>	<b>93</b>
Civics 7	91	94	92
World History I	90	90	92
<b>History/Social Studies</b>	<b>90</b>	<b>92</b>	<b>92</b>

**State Accreditation Rating School History-From VDOE School Report Card Section:**

State Accreditation Results for All Students

Year	Rating
<b>State Accreditation Rating 2016-17, Based on 2015-16 Data, Summer Projection</b>	Fully Accredited
<b>State Accreditation Rating 2015-16. Based on 2014-15 Data</b>	Fully Accredited
<b>State Accreditation Rating 2014-15, Based on 2013-14 Data</b>	Fully Accredited
<b>State Accreditation Rating 2013-14, Based on 2012-13 Data</b>	Fully Accredited
<b>State Accreditation Rating 2012-13, Based on 2011-12 Data</b>	Fully Accredited

### Goals, Strategies, and Action Steps

**SMART Goal Statement 1: Forest Middle School will improve the academic performance of students with disabilities in Reading and Math as evidenced by reducing the SOL failure rate from 2015-16 by at least 10% and/or by having 90% of SWD demonstrate a minimum of 15% growth, via SGA 2 results.**

**Strategy 1: Implementing PAA tools, teachers will pretest students and analyze historical data to determine student strengths and weaknesses. Using this data teachers and case managers will implement a system of targeted interventions and support with at least one formal benchmark assessment to measure progress and evaluate intervention effectiveness.**

Action Step(s)	Person(s) Coordinating/Monitoring	Dates (Timeframe)	Evidence of Progress/Completion
1) Administer SGA #1 to all students to determine baseline data. Utilize LDS to determine student strengths & weaknesses.	Principal, Department Chairs, ITRT	August 2016	Complete - SGA 1 Administered in August 22- 26, 2016
2) In coordination with case managers, teachers set specific individual goals for SWD. Teachers will implement and monitor interventions designed to improve participation, effort, and maximize one-one or small group instruction. Assistance for interventions will be provided through resource class, remediation tutors, the personalized learning center and before/after school sessions.	Case Managers, Teachers, Administrators	Individual teacher meetings begin Oct. 10, 2016. Finalized goals due by October 31, 2016	Initial goal conferences completed 10/31/16.
3) Continually assess progress for SWD via monthly meetings (Leadership Team, Grade Level,	Administrators, Grade Level Chairs, Case Managers	On-going (monthly)	Monthly grade level meetings focusing on student academic performance & behavior began

SPED). Meetings will focus on student progress, effectiveness of interventions, communication with parents, and IEP goal progress.			11/9/16.
4) Administer a mid-year benchmark for monitoring student progress. Monitor intervention effectiveness as outlined in step #3.	Principal, Teachers, ITRT	By January 13, 2017	Mid-year assessments completed and data analyzed. Interventions discussed at Department meetings on 1/18/17,
5) Administer SGA #2 as a measure for student growth and as a final formative measure prior to SOL administration.	Principal, Teachers, ITRT	TBD (April) - Prior to SOL assessments	Scheduled March/April 2017
6) A Personalized Learning Center will be established to create a flexible learning space to support all students. This center will be used for pull-outs, read alouds, small group instruction, individualized instruction, and support other individualized learning programs.	Administration, Case Managers, Taylor Whitman (paraprofessional)	Ongoing	Personalized Learning Center (PLC) established as a combination of MIP and a flexible learning space for students. Room staffed by paraprofessional, Taylor Whitman..

*\* Add or delete rows as needed for desired action steps. \*Goal Statements may have more than one strategy (i.e., copy and paste an additional table if needed). \*Schools in improvement may focus on the Rapid Success Indicators.*

<b>Strategy 2: Professional Development will be offered to support teachers in raising the achievement levels for Students with Disabilities.</b>			
<b>Action Step(s)</b>	<b>Person(s) Coordinating/Monitoring</b>	<b>Dates (Timeframe)</b>	<b>Evidence of Progress/Completion</b>
1) Provide professional development for teachers that offers strategies for improving achievement/growth for SWD. This will include assisting resource teachers and collaborative teachers with best practices.	Administration, Josh Neighbors, Elsie Howerton	Initial PD session with staff planned for October 14, 2016.  Planning session for ongoing professional development with Josh Neighbors planned for October 17, 2016.	PD sessions held with staff on 10/14/16, 11/2/16, 1/4/17
2) The SPED Department will present best-practice inservice sessions at staff meetings.	SPED Department	Staff meetings: Nov 2, Jan 4, Feb. 1, Mar 1	SPED Dept. PD introduced 11/2/16 - learning disability & ADHD simulation.

*\* Add or delete rows as needed. \*Goal Statements may have more than one strategy (i.e., copy and paste an additional table).*

**SMART Goal Statement 2: Forest Middle school will continue a commitment to creating a student-centered culture and learning environment through the integration of personalized instructional strategies. Evidence of continued growth in this area will be demonstrated by increases in collaboration among staff to implement personalized learning, participation in professional development, and growth in the school's infrastructure in a way that supports technology and flexible learning spaces.**

**Strategy 1: Faculty will engage in professional development that will enhance their skills in Google for Education Applications.**

<b>Action Step(s)</b>	<b>Person(s) Coordinating/Monitoring</b>	<b>Dates (Timeframe)</b>	<b>Evidence of Progress/Completion</b>
1) The entire Faculty will complete Google for Education training, Level I by May 2017.	Principal, Melinda Sprinkle, Lauren Millner	On-going, due by May 2017	As of 1/19/17 - 16 teachers have completed Google training.
2) Faculty will be offered an opportunity to become a Level I Google Certified Educator.	Principal	On-going, due by May 2017	As of 1/19/17 - 5 teachers have earned level 1 certification
3) FMS will continue to earmark funds, raise funds, and access grants in order to increase the number of devices available to students.	Principal, Lauren Millner (TRT), Project Tech committee	On-going	54 Chromebook devices purchased for 2016-17. An additional 24 chromebook devices acquired through BCPS and other grants.
4) The FMS TRT will continue to maintain an inventory of all devices available to staff and students. Devices will be assigned in a manner that supports personalized learning efforts. Initial goal is to obtain a 1:2 ratio for devices (approximately 450).	Lauren Millner, TRT	On-going	1/2/17 - In coordination with this inventory a new SOL testing schedule was drafted (shortened to 9 days and all morning tests). 194 Chromebooks in current inventory



<p>5) All staff will initiate personalized learning strategies in their classrooms and seek opportunities to advance their knowledge and instruction through professional development and grant opportunities.</p>	<p>Administration, Department Chairs, Grade Level Chairs</p>	<p>October 14, 2016 - The Principal gathered data via a staff survey on the level of implementation of personalized learning and other instructional strategies.</p>	<p>BCPS personalized learning grant awarded to the team of Melinda Sprinkle, Amanda Martin, &amp; Melanie Roberts.</p> <p>Introduction to Google Training provided to staff on August 5 and Google for education training by May 2017.</p> <p>1/19/17 - 7 teachers attended/presented at the PL fair.</p>
<p>6) The FMS instructional facilitator will visit SRMS to observe the pilot program and report to the Leadership Team. Members of the FMS Leadership Team will then organize a visit SRMS for additional observations and engage in dialogue about the personalized learning pilot with the goal of developing a personalized learning program/academy by 2018-19.</p>	<p>Principal, Instructional Facilitator, Leadership Team, Caroline Wray.</p>	<p>Instructional Facilitator to visit SRMS in October.</p> <p>Leadership Team to visit SRMS and JF during the second semester.</p>	<p>Mr. Kirk visited SRMS on 11/8/16. He reported his observations to the Leadership Team on 11/30/16.</p> <p>1/3/17 - Meeting with Dr. Wray to discuss plans and gather input.</p> <p>JF Site visit completed on 1/25/17.</p>
<p>7) The Leadership Team and PTA will plan to initiate a session for students and parents to Learn Google for Education Apps.</p>	<p>Principal, ITRT, PTA</p>	<p>Fall 2017</p>	<p>TBD</p>

*\*Add or delete rows as needed. \*Goal Statements may have more than one strategy (i.e., copy and paste an additional table).*