



Bedford County Public Schools

Goals/Continuous School Improvement Plan - Forest Middle School 2017-18 School Year

Part I: Vision, Mission, Accountability & Accreditation Information, and Goal Statements

Forest Middle School	
Mr. Scott Simmons	
Vision: 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.
Mission: 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.
Federal Accountability Information	School Quality Profile
State Accreditation Information	Fully Accredited (English 86%, Math 91%, History 93%, Science 88%)
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 2016-17 by at least 10% or by having 90% of SWD demonstrate a minimum of 15% growth, via SGA 2 results.
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.
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** Add or delete rows as needed.*

Part II: School Leadership Team Members

Add School Name Here	
Name	Committee Position*
Scott Simmons	Principal
Paul Nazigian, Melissa Palmer	Assistant Principals
Kris Gilley	School Counselor
Todd Reichert	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
Brittany Abraham	SPED Chairs
Terry Edwards	SCT Coordinator
Julie Kricheldorf	504 Coordinator

Janelle Trospen	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.*

Part III: Data Analysis

Assessment Results at each Proficiency Level by Subgroup (Courses), Percentage of Students Passing & Tested in English, Reading, & Mathematics, & Other Academic Indicators (Overall Core Areas)

Standards of Learning Testing Information

State Standards of Learning Results

Subject	Pass Rate for 2014-15	Pass Rate for 2015-16	Pass Rate for 2016-17
Math 6	90	90	90
Math 7	81	77	86
Math 8	52	66	64
Algebra I	90	99	99
Geometry	100	99	99
Algebra II	—	—	99
Math	86	90	91
Reading 6	83	82	87
Reading 7	94	85	91

Reading 8	81	85	84
Writing 8	78	84	82
English	84	85	86
Life Science 6	–	–	–
Physical Science (Sci 8)	–	–	85
Earth Science 8	98	93	89
Science	88	93	88
Civics 7	94	92	95
World History I	90	92	91
History/Social Studies	92	92	93

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

State Accreditation Results for All Students

Year	Rating
State Accreditation Rating 2017-18, Based on 2016-17 Data, Summer Projection	Fully Accredited
State Accreditation Rating 2016-17. Based on 2015-16 Data	Fully Accredited
State Accreditation Rating 2015-16, Based on 2014-15 Data	Fully Accredited
State Accreditation Rating 2014-15, Based on 2013-14 Data	Fully Accredited
State Accreditation Rating 2013-14, Based on 2012-13 Data	Fully Accredited

Federal Annual Measurable Reading Objective Data -From VDOE School Report Card Section:

Assessment Results at each Proficiency Level by Subgroup

Groups	Reading Annual Measurable Objectives & Results (Percent Passing)		Reading Annual Measurable Objectives & Results (Percent Passing)		Reading Annual Measurable Objectives & Results (Percent Passing)	
	2015-16	2015-16	2016-17	2016-17	2017-18	2017-18
Accountability Year	2015-16	2015-16	2016-17	2016-17	2017-18	2017-18
Assessment Year	2014-15 Target	2014-15	2015-16 Target	2015-16	2016-17 Target	2016-17
All Students	72	85.87	75	84	75	86
Proficiency Gap Group 1	65	69.16	72	61.3		
Proficiency Gap Group 2	64	70.49	71	76.4		
Proficiency Gap Group 3	66	95.83	72	74		
Students with Disabilities	54	53.96	66	33.3		37 (federal) 45 (state)
LEP Students	61	54.54 (TS)	69	65 (TS)		76
Economically Disadvantaged Students	65	72.41	72	67.7		74
White Students	76	87.12	77	84.8		87
Asian Students		81		86		90

Federal Annual Measurable Math Objective Data-From VDOE School Report Card Section:

Assessment Results at each Proficiency Level by Subgroup

Groups	Math Annual Measurable Objectives & Results (Percent Passing)		Math Annual Measurable Objectives & Results (Percent Passing)		Math Annual Measurable Objectives & Results (Percent Passing)	
	2015-16	2015-16	2016-17	2016-17	2017-18	2017-18
Accountability Year	2015-16	2015-16	2016-17	2016-17	2017-18	2017-18
Assessment Year	2014-15 Target	2014-15	2015-16 Target	2015-16	2016-17 Target	2016-17
All Students	68	85.41	70	88.3	70	90
Proficiency Gap Group 1	63	72.05	68	67		
Proficiency Gap Group 2	62	73.01	67	80		
Proficiency Gap Group 3	65	88	69	85.1		
Students with Disabilities	57	45.16	65	39.7		43 (federal) 54 (state)
LEP Students	59	78.57 (TS)	66	84.2 (TS)		83
Economically Disadvantaged Students	63	78.28	68	74.5		80
White Students	82	86		89		91
Asian Students	90.9	94		94		95

Part V: 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 2016-17 by at least 10% 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
SGAs will be administered to all students in Math and Reading	Administration, Lauren Millner (ITRT), teachers	August - September 2017	SGA 1 completed September 8, 2017
Teachers will develop annual goals focused on closing the achievement gap for students with disabilities	Administration, teachers	Goals established by September 29, 2017	
Students will be provided support via connections pull-out, remediation push-in and pull-out, and during resource period.	Case Managers, teachers	On-going	
6th grade Math Enrichment will pilot "Dreambox" learning, a program designed to support understanding and build fluency.	Administration, Melanie Roberts	October 1, 2017	Purchased September 25, 2017

** 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.*

Strategy 2: Professional Development will be offered to support teachers in raising the achievement levels for Students with Disabilities.			
Action Step(s)	Person(s) Coordinating/Monitoring	Dates (Timeframe)	Evidence of Progress/Completion
Professional Development funds will be used to support teachers who seek professional development associated with closing the achievement gap.	Scott Simmons	On-going	
Division staff will be utilized share best-practice strategies for closing the achievement gap.	Scott Simmons, Melissa Palmer, Josh Neighbors	On-going (Staff meetings)	

** 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: The FMS learning community will engage in professional development that will enhance their skills in Google for Education Applications.

Action Step(s)	Person(s) Coordinating/Monitoring	Dates (Timeframe)	Evidence of Progress/Completion
Teachers will participate in the Google "blitz" training	Lauren Millner		
Teachers will participate in the Google Level 1 certification process.	Scott Simmons, Lauren Millner	By August 2018	
The 7th grade team will coordinate opportunities for teachers to share personalized learning ideas, lessons, successes, and challenges. Grade level meetings will focus on sharing ideas and supporting teachers for the 2018-19 1 to 1 deployment of chromebooks.	Administration, Amanda Dean, Lauren Millner, Will Kirk	Beginning Nov. 8, 2017	
Teachers will submit/share with their evaluator a personalized lesson or unit. When possible this lesson (or a lesson within the unit) will be part of a scheduled classroom observation.	Administration	By March 16, 2018.	

The FMS PTA will host a PTA meeting focused on teaching parents and students about Google for Education.	Patti Kese, Lauren Millner, Scott Simmons	September 12, 2017	Completed September 12, 2017
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** Add or delete rows as needed. *Goal Statements may have more than one strategy (i.e., copy and paste an additional table).*

Strategy 2: FMS will seek grant opportunities and dedicate internal funds to enhance classroom spaces for personalized learning.			
Action Step(s)	Person(s) Coordinating/Monitoring	Dates (Timeframe)	Evidence of Progress/Completion
FMS will continue to acquire devices for student use in the classroom and during connections.	Scott Simmons, Lauren Millner	On-going	Teacher grants (+8), BCPS support (+60), FMS Device Inventory
FMS will seek opportunities to enhance classroom spaces and create flexible learning spaces to support personalized learning.	Scott Simmons	August 2017	The Personalize Learning Center (PLC) has been scheduled in room 306 and staffed with a paraprofessional.
FMS will participate in grant opportunities and seek other opportunities to acquire furniture that promotes flexible seating, collaboration, and enhanced learning spaces.	Scott Simmons, Dr. Duis	On-going	August 2017 - Grant participation with Virco (Amanda Dean, Jessica Heflin) September 2017 -BCEA Grant awards (Lisa Lovelace, Tammy Davis, Caitlin Unterman).