



Bedford County Public Schools

Goals/Continuous School Improvement Plan 2019-2020 School Year

Part I: Vision and Mission

Forest Middle School

Scott Simmons, Principal

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
SMART Goal Statement 1:	Using Virginia's revised standards of accreditation, Forest Middle School students will demonstrate growth in Reading gap achievement as evidenced by reduction of 10% in the failure rate for students with disabilities and by achieving a pass rate of 75% for all other gap groups currently below level one.
SMART Goal Statement 2:	Forest Middle School will demonstrate a commitment to transformational and innovative practices

	that foster a student-centered learning environment. Evidence of continued growth will be demonstrated through the implementation of innovative practices, professional learning, and new opportunities for students.
SMART Goal Statement 3:	

Part II: School Leadership Team Members

Add School Name Here	
Name	Committee Position*
Scott Simmons	Principal
Paul Nazigian	Assistant Principal
Kelly O'Neill	Assistant Principal
Jessica Heflin	Math Chair
Heidi Hackworth	English Chair
Will Kirk	Science Chair
Lloyd Parker	Social Studies Chair
Melinda VanClapdurp	SPED Chair
Janelle Trosper	Related Arts Chair
Morgan Johns	8th Grade Chair
Becky Mays	7th Grade Chair
Julie Kricheldorf	6th Grade Chair / 504 Coordinator

Carmen Cochran	SCT Coordinator
Lauren Millner	ITRT
Kris Gilley	Guidance Coordinator

Part III: Data Analysis (School Leadership Team Determines Data Sets)

State Standards of Learning Results

Subject	Pass Rate for 2016-17	Pass Rate for 2017-18	Pass Rate for 2018-19
Math 6	90	88	90
Math 7	86	69	82
Math 8	64	78	81
Algebra I	99	99	99
Geometry	99	100	99
Algebra II	99	-	
Math	91	89	93
Math GAP (SPED)		70	64 (Level 3)
Reading 6	87	89	84
Reading 7	91	86	85
Reading 8	84	87	89
Writing 8	82	84	78
English	86	87	86

English GAP (SPED)		63 (Level 2)	49 (Level 3)
Science 8	85	79	84
Earth Science	89	89	91
Science	88	84	87
Civics 7	95	88	89
World History I	91	94	86
History/Social Studies	93	90	88

State Accreditation Rating School History-From VDOE:

Year	Rating
State Accreditation Rating 2019-20	Fully Accredited
State Accreditation Rating 2018-19	Fully Accredited
State Accreditation Rating 2017-18	Fully Accredited
State Accreditation Rating 2016-17	Fully Accredited
State Accreditation Rating 2015-16	Fully Accredited

Federal Accountability - From VDOE School Report:

ESSA School Quality Indicators Summary

Student Group	English Reading Performance	Mathematics Performance	English Learner Progress	Chronic Absenteeism	Federal Graduation Indicator
All Students	Yes	Yes	-	Yes	-
Asian	Yes	Yes	-	Yes	-
Black	Yes	Yes	-	Yes	-
Hispanic	Yes	Yes	-	Yes	-
White	Yes	Yes	-	Yes	-
Economically Disadvantaged	Yes	Yes	-	Yes	-
English Learners	Yes	Yes	TS	Yes	-

Students with Disabilities

Yes

Yes

-

Yes

-

ESSA Annual Targets and Long-Term Goals: Reading

Student Group	Current Rate	Three-Year Rate	Annual Target	Long-Term Goal
All Students	85%	86%	73%	75%
Asian	81%	87%	87%	75%
Black	75%	74%	60%	75%
Hispanic	88%	84%	63%	75%
White	87%	88%	81%	75%
Economically Disadvantaged	66%	71%	62%	75%

English Learners	<	68%	53%	75%
Students with Disabilities	42%	48%	39%	75%

ESSA Annual Targets and Long-Term Goals: Mathematics

Student Group	Current Rate	Three-Year Rate	Annual Target	Long-Term Goal
All Students	89%	89%	74%	70%
Asian	94%	95%	89%	70%
Black	73%	73%	60%	70%
Hispanic	91%	85%	64%	70%
White	91%	90%	81%	70%

Economically Disadvantaged	74%	76%	63%	70%
English Learners	<	78%	57%	70%
Students with Disabilities	44%	49%	42%	70%

Growth in Reading and Mathematics

Student Group	Growth English Reading	Growth Mathematics
All Students	88%	92%
Asian	85%	94%
Black	78%	77%
Hispanic	91%	94%

White	89%	93%
Economically Disadvantaged	71%	82%
English Learners	<	<
Students with Disabilities	56%	58%

Part V: Goals / Strategies / Action Plans

SMART Goal Statement 1: Using Virginia's revised standards of accreditation, Forest Middle School students will demonstrate growth in Reading gap achievement as evidenced by reduction of 10% in the failure rate for students with disabilities and by achieving a pass rate of 75% for all other gap groups currently below level one.			
Strategy: Using technology tools, goal setting, remedial services, and innovative practices, teachers and case managers will collect, analyze, and use data to monitor student progress and make informed decisions regarding progress toward Reading goals.			
Action Step(s)	Person(s) Coordinating/Monitoring	Dates (Timeframe)	Evidence of Progress/Completion
As part of the goal setting process, teachers of students with disabilities will write annual achievement goals specific for these learners.	Teachers	Due September 27, 2019	Goals completed 9/27/19
Teachers will administer PSAA assessments and HMH Reading Inventory assessments as benchmarks to monitor progress and provide targeted remediation.	Teachers, ITRT	On-going throughout the 2019-20 school year.	Q1 benchmarks completed 10/25/19
FMS will purchase IXL for reading as a tool for English Teachers and as a piece of a school-wide program.	Administration	On-going	IXL purchased, implementation by September 24, 2019.
The leadership team will create and implement a school-wide program (per grade level) for improving English performance for all students. This will include the implementation of IXL,	Leadership Team Sub Committee, Administration, Library Media Specialist, English Chair	Development & Implementation ASAP - no later than September 23, 2019	Leadership Team – sub-committee meetings held August 21, 2019 and August 29, 2019. Outline of the plan introduced to staff September 4, 2019.

centers, SSR, and dedicating additional time to reading enrichment through connections and resource periods. The LMC and English teachers will continue to promote the AR program and provide incentives to students.			IXL training for staff scheduled for September 18, 2019. Reading intervention plan implemented 10/4/19.
FMS will continue to support learners through the implementation of a Reading remediation program - additional funds will be allocated to reading support.	Administration, English Chair	On-going	Reading support *Reading 18 hours/week for 28 weeks (approximately 9/16/19 - 4/24/20) (504 hours x \$28.61 = \$14,419.44. Sandi Caldwell (6th grade) and Myra Pisarek (7th grade)

SMART Goal Statement 2: Forest Middle School will demonstrate a commitment to transformational and innovative practices that foster a student-centered learning environment. Evidence of continued growth will be demonstrated through the implementation of innovative practices, professional learning, and new opportunities for students.

Strategy: The leadership team will study, design, promote, and plan for innovative practices that grow a student centered pedagogy.

Action Step(s)	Person(s) Coordinating/Monitoring	Dates (Timeframe)	Evidence of Progress/Completion
For the 2019-20 school year, FMS will pilot a Math block and the use of a learning studio in Math 7. These pilot programs will inform our future planning for the	Administration, Math teachers - Jessica Heflin, Rebecka Mays.	On-going	Math Block implemented 9:48 - 11:30 daily. Learning studio completed during summer renovations, open and furnished August 2019.

innovative use of time and space.			
FMS will pilot a non-traditional "no-bell" schedule in 6th grade. This pilot will inform our future planning for the innovative use of time.	6th grade Team(s)	Second Semester	Initial grade level planning meeting 10/30/19
The Leadership Team will engage in a book study activity - "Bold Moves for Schools".	Administration, Leadership Team	On-going through the first semester.	Books purchased - September 3, 2019 Leadership Team meetings: September 25, 2019, October 25, 2019, November 20, 2019.
The leadership team will monitor the implementation of pilot programs, the design of new spaces in addition to the school and determine the scope of innovation in the use of time and space for the 2020-21 school year	Leadership Team sub-committee, Administration, ITRT	January 31, 2020	Leadership Team subcommittee,- initial planning August 21, 2019 & August 29, 2019. Full Leadership Team - September 25
FMS will host VCIC for student training in order to foster and inclusive learning environment.	Administration, SCA coordinators	Scheduled VCIC training at FMS, November 8, 2019.	Student training completed Nov. 8, 2019.
FMS will implement new and expanded electives in the areas of STEM. A STEM coordinator will be appointed to promote STEM education and integrate STEM programs for students.	Administration, STEM coordinator (Steve Hammer).	On-going	STEM coordinator position established through staffing flexibility (June, 2019) New electives (Digital Input Technologies, Inventions and Innovations) - implemented for the 2019-20 school year. Robotics kits purchased - August 2019.

<p>FMS will pilot interdisciplinary units of study that combine the curriculums of English and History (8th grade). This pilot will inform our future planning for the innovative use of time and space, as well as future planning for teaming.</p>	<p>Teachers - Morgan Johns, Cori Fairchild</p>	<p>TBD</p>	
--	--	------------	--