

	<b>School Name:</b>	<b>School Code:</b>	<b>Year:</b>
Wilson County	Forest Hills Middle	338	2015-2016
<b>Principal Name (or Designee)</b>	Cheryl Baggett	<b>Principal Name (or Designee) Email</b>	<a href="mailto:cheryl.baggett@wilsonschoolsnc.net">cheryl.baggett@wilsonschoolsnc.net</a>
<b>School Mission</b>	It is our mission to educate students and to assist them in realizing their full potential as responsible, productive, contributing members of society by providing an educational environment in which students are challenged, excellence is expected, and differences are valued.		
<b>School Vision</b>	We the faculty and staff of Forest Hills Middle School, envision a school dedicated to providing a quality education and creating productive 21st century citizens who can compete in a global society. We will strive to emphasize technology, rigorous instruction, diversity, and character development by meeting the needs of the individual student.		
Data Analysis: Give a brief description of the data sources your team analyzed and the root causes uncovered during the analysis. What was learned from the data review? How did these data inform decisions for school improvement initiatives? (to include TWC, EOG/EOC results, attendance, graduation rates, among other sources of data)			

**School Demographics:** Forest Hills Middle School is located within the city limits of a rural county, the central part of Wilson, NC. Forest Hills Middle, serving approximately 590 middle school students, is one of six middle schools in the Wilson County School District. This school operates grades 6-8. Our school resides in an area of Wilson that includes diverse industries such as pharmaceutical companies, manufacturing, building supplies, hundreds of retail/restaurants and smaller independently owned businesses. Our student population consists of: 6th grade: 194; 7th grade: 203; 8th grade: 192; 347 students receiving free lunch, and 47 receiving reduced lunch; 59% Black students; 21% White students; 15% Hispanic students; and 1% Asian students; 290 male students; and 299 female students. EC student population (13%) consists of 78 students: 24 Self-Contained IDMO/IDMI (100% increase beginning with 2014-2015 school year over previous years); 6 SED; 48 EC Resource. ELL population (2.7%): 16 students. Our teaching staff consists of 5 math teachers; 6 ELA teachers; 6 social studies teachers; 6 science teachers; 4 EC teachers; 4 EC Assistants; 1 ELL teacher (part-time); and 8 electives teachers. All teachers are certified and highly qualified; 27% have advanced degrees; 4 - National Board certified; 9% 0-3 years experience; 34% 4-10 years experience; and 57% 10+ years experience. The teacher and teacher assistant staff consists of 28 females (72%), 11 males (28%), 15 (38%) Black/other, and 24 (62%) white members.

**Data Sources:** In order to create a comprehensive School Improvement Plan, our team considered data from EVAAS (students/teachers), SchoolNet usage, EOG and EOC results, TWC, NC School Report Cards, ACT Explore, attendance, and discipline. Where possible, we reviewed data longitudinally up to five years, with the knowledge the teaching and EOG/EOC assessment standards (NCSCOS) changed beginning with the 2012-2013 school year.

**Data Analysis:** Areas of progress for the last three years (under new NCSCOS) are positive performance trends with: student growth (EVAAS) -our school has met growth the last two consecutive years to include an increase in our growth index from -.30 to .64 for last school year; 8th grade science (EOG); ACT Explore (Science); Economically Disadvantaged & Black students with EOG 6th Grade Reading; Economically Disadvantaged, Black, Hispanic, & White students with EOG 8th Grade Math; Economically Disadvantaged, Black, Hispanic, and EC students with EOG 8th Grade Science; there are indications that, longitudinally and in overall data, the achievement gap between Hispanic and White students is showing positive forward growth by Hispanic students; EOG 8th Grade Science is showing longitudinally positive forward momentum with Economically Disadvantaged, Black, Hispanic, and EC students compared to White Students; and EC students have shown consistent performance across 6th-8th with Reading EOG. Our data indicates that overall White students outperform other subgroups (Economically Disadvantaged, Black, Hispanic, etc.) across Reading, Math, and Science. Attendance data over the last 5 years indicates that our school achieved a 95% or greater in student attendance. Discipline/behavior data over the last 5 years indicates that our school has significantly decreased short-term suspensions (1-10 days) up to 50% as of last school year: 2010-2011: 383 OSS; 2011-2012: 295 OSS; 2012-2013: 369 OSS; 2013-2014: 185 OSS; 2014-2015: 190 OSS.

**Opportunities -** Our review of the above mentioned sources indicated the need to create a focused plan around: a)increasing student proficiency on 6th-8th grade Reading and Math EOG assessments, 8th grade Math I EOC, and 8th grade Science EOG; b) Additional professional development and increased expectations for EVAAS reporting - a continued focus on student projections/growth and individual teacher growth (teachers will continue using Student Custom Reporting & will receive training & expectations for use of Diagnostic Reporting); c)Master Schedule- our school had no common planning time among same subject or grade level teachers for the 2014-2015 school year; the 2015-2016 master schedule modified to provide same subject/grade level common planning; d)Staff changes - teaching assignments were modified to place some teachers in content areas to support their strengths and to improve student achievement; e)Restructured PLC practices- the need for PLC professional development, defined and structured PLC practices and collaborative lesson planning; f)Parents - increased communication from school/teachers and increased parent involvement; g)Teachers-the need to build teacher capacity and teacher leadership through professional development; h)Improve student recognition initiatives utilizing PBIS and Renaissance programs with a focus on both academics and behavior; i)Increase academic initiatives & resources for struggling students in reading and math; j)Provide additional support and resources for overage and previously retained students; k)ACT Explore (now Aspire) -continue with a focused plan, outlined in detail within the 2015-2016 School Improvement Plan, for improving overall composite; l)Increase community partner involvement.

District Name:	School Name:	School Code:	Year:
Wilson County	Forest Hills Middle	338	2015-2016
<b>GOAL #1:</b> (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	<b><i>Increase performance on math EOG assessments for 6th-8th grade students. 6th-8th grade current GLP proficiency 33%. By June 2016, increase 6th-8th grade math EOG GLP performance by 7% to an overall proficiency of 40%. Math I (8th grade) current GLP proficiency is 57.7%. By June 2016, increase Math I proficiency by 12.3% to an overall GLP proficiency of 70%.</i></b>		
	SBE Goal Alignment:	Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.	
	LEA Goal Alignment:	Every Wilson County Schools student receives a personalized education in order to graduate from high school prepared for work, further education and citizenship.	
	Indistar Indicator: (if applicable)		
<b>Progress:</b>	Progress Monitoring Status:	Has Begun	
<b>GOAL #2:</b> (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	<b><i>Increase performance on reading EOG assessments for 6th-8th grade students. 6th-8th grade current GLP proficiency is 47.3%. By June 2016, increase 6th-8th grade reading EOG GLP performance by 7% to an overall proficiency of 54.3%.</i></b>		
	SBE Goal Alignment:	Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.	
	LEA Goal Alignment:	Every Wilson County Schools student receives a personalized education in order to graduate from high school prepared for work, further education and citizenship.	
	Indistar Indicator: (if applicable)		
<b>Progress:</b>	Progress Monitoring Status:	Has Begun	
<b>GOAL #3:</b> (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	<b><i>Increase student performance on science EOG (8th grade); current GLP proficiency 70.7%. By June 2016, increase student performance on science EOG by 5.3% to overall GLP proficiency of 76%</i></b>		
	SBE Goal Alignment:	Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.	

	LEA Goal Alignment:	Every Wilson County Schools student receives a personalized education in order to graduate from high school prepared for work, further education and citizenship.
	Indistar Indicator: (if applicable)	
<b>Progress:</b>	Progress Monitoring Status:	Has Begun

District Name:	School Name:	School Code:	Year:
Wilson County	Forest Hills Middle	338	2015-2016
GOAL #1:	<p><b>Increase performance on math EOG assessments for 6th-8th grade students. 6th-8th grade current GLP proficiency 33%. By June 2016, increase 6th-8th grade math EOG GLP performance by 7% to an overall proficiency of 40%. Math I (8th grade) current GLP proficiency is 57.7%. By June 2016, increase Math I proficiency by 12.3% to an overall GLP proficiency of 70%.</b></p>		
<p><b>Strategy #1: Describe the strategy that will support this goal</b></p>	<p><b>Professional Learning Community (PLC) Practices</b> <i>(The areas of opportunity noted in the "Goals" section indicated the need for our school to restructure our PLC practices and implement a whole-school intentional focus on our PLC practices in order to create momentum, synergy, and a shared commitment across all math, ELA, science, and electives teachers.)</i></p>		
<p><b>Progress:</b></p>	<p>Progress Monitoring Status:</p>	<p>Implemented August 2015; weekly PLC documentations submitted to administration team with feedback provided by assigned administrative team member; weekly collaborative lesson plans submitted to administration team with feedback provided by assigned administrative team member; Staff &amp; School Leadership Team monthly updates; District Data Walk meetings (every two months); School Improvement Plan status updates - BOY, Mid-year, EOY. BLAST Math program (new initiative 2015-2016 school year) - student progress evaluated with each nine weeks grading period; overall program results and student progress will again be evaluated prior to beginning of 2nd semester to determine where changes may need to be made. Weekly observation feedback provided through ELEOT digital observation tool (new WCS district tool for 2015-2016 school year). Administrative team to meet weekly to discuss progress on initiatives, identify areas of opportunity and a plan of action. PLC practices (expectations outlined in detail within the School Improvement Plan) are a specific and separate goal for each math teachers' Professional Development Plan (PDP).</p>	
<p><b>Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.</b></p>	<p><b>Math team will: Attend and participate in all PLC professional development (on average once per month); Develop &amp; implement PLC weekly meeting plan; Implement collaborative lesson plan protocol across grade level partners; Implement assessment &amp; data analysis activities(BOY, weekly, benchmark,etc.) utilizing EVAAS, SchoolNet, &amp; Mobymax); Implement BLAST (Building Leadership &amp; Strengths Together) Math program for struggling students (new initiative for 2015-2016 school year).</b></p>		
	<p>Evidence: (Identify documents and artifacts)</p>	<p>PLC documentation will include: data analysis outlining overall student performance to include student (individual/group) strengths/opportunities; learning targets, assessment resources used by teacher/students, intervention/enrichment strategies utilized to support academic needs of students; Collaborative Lesson Plans, Walk-through observation data using Effective Learning Environment Observation Tool (ELEOT); NCEES observations; and BLAST student performance data.</p>	

	Person(s) Responsible:	Goal Leaders: 6th-8th math teachers
	Timeline:	August 2015 through June 2016
	Budge Amount: (if applicable)	Budget Source: (if applicable)
<b>Strategy #2: Describe the strategy that will support this goal</b>	<b><i>Incorporate &amp; differentiate the use of instructional and technology resources in order to meet the needs of all levels of learners. (The areas of opportunity noted in the "Goals" section indicated the need for our school to develop and implement a professional development plan, in line with the TPACK model, to provide resources and expectations for all content area teachers in order to improve upon, and intentionally increase the usage, with our instructional and technology practices over the previous school year.)</i></b>	
<b>Progress:</b>	Progress Monitoring Status:	Implemented August 2015; weekly PLC documentations submitted to administration team with feedback provided by assigned administrative team member; weekly collaborative lesson plans submitted to administration team with feedback provided by assigned administrative team member; Staff & School Leadership Team monthly updates; District Data Walk meetings (every two months); School Improvement Plan status updates - BOY, Mid-year, EOY. Weekly observation feedback provided through ELEOT digital observation tool. Administrative team to meet weekly to discuss progress on initiatives, identify areas of opportunity and a plan of action. Instructional & Technology practices (expectations outlined in detail within the School Improvement Plan) are a specific and separate goal for each math teachers' Professional Development Plan (PDP).
<b>Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.</b>	<b><i>Implement AVID strategy of student binder organization with weekly checks twice per month; participate in AVID professional development (PD) for instructional strategies as provided; incorporate AVID strategies into instructional practices; Mobymax- participate in PD activities as determined for individual needs; utilize Mobymax during homeroom intervention time every Monday &amp; Wednesday, incorporate into instructional practices to complement learning activities; Graphing Calculators (new resource for 2015-2016 school year) - participate in PD activities, incorporate into instructional plans; participate in E-Learning team Professional Development activities as provided during Early Release Days staff development sessions.</i></b>	
	Evidence: (Identify documents and artifacts)	PLC documentation will include: data analysis outlining overall student performance to include student (individual/group) strengths/opportunities; learning targets, assessment resources used by teacher/students, intervention/enrichment strategies utilized to support academic needs of students (i.e. AVID strategies, use of Mobymax); Collaborative Lesson Plans (AVID strategies indicated), Walk-through observation data using Effective Learning Environment Observation Tool (ELEOT); NCEES observations; and BLAST student performance data.
	Person(s) Responsible:	Goal Leaders: 6th-8th math teachers
	Timeline:	August 2015 through June 2016

	Budget Amount: (if applicable)		Budget Source: (if applicable)	
<b>Strategy #3: Describe the strategy that will support this goal</b>	<b><i>PBIS &amp; Renaissance Programs: Revise and implement school-wide recognition initiatives into classroom practices in partnership with all math teachers and grade level partners. (The areas of opportunity noted in the "Goals" section indicated the need for our school to develop and implement an intentional plan, with a whole-school focus, to utilize our recognition programs on a deeper and more consistent level in order to create momentum and synergy for all students and teachers.)</i></b>			
<b>Progress:</b>	Progress Monitoring Status:	Implemented August 2015; Staff & School Leadership Team monthly discipline reporting updates, District Data Walk meetings (every two months), PBIS monthly team meetings (to include data from discipline reports), student rewards/events - monthly, end of 1st semester, and EOY; Renaissance initiatives - end of each semester. Reward & Recognition Programs (expectations outlined in detail within the School Improvement Plan) are a specific and separate goal for each math teachers' Professional Development Plan (PDP).		
<b>Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.</b>	<b><i>PBIS &amp; Renaissance Programs: Attend professional development and updates as required; Implement school-wide initiatives into classroom practices in partnership with all math teachers and grade level teaching partners.</i></b>			
	Evidence: (Identify documents and artifacts)	NCEES Observations; PBIS data - student reward/event participation; EdClick(behavior/discipline) data; Renaissance data - student reward/event participation.		
	Person(s) Responsible:	Goal Leaders: 6th-8th math teachers, PBIS & Renaissance Team		
	Timeline:	August 2015 through June 2016		
	Budget Amount: (if applicable)		Budget Source: (if applicable)	

District Name:	School Name:	School Code:	Year:
Wilson County	Forest Hills Middle	338	2015-2016
GOAL #2:	<b>Increase performance on reading EOG assessments for 6th-8th grade students. 6th-8th grade current GLP proficiency is 47.3%. By June 2016, increase 6th-8th grade reading EOG GLP performance by 7% to an overall proficiency of 54.3%.</b>		
Strategy #1: Describe the strategy that will support this goal	<b>Professional Learning Community (PLC) Practices</b> <i>(The areas of opportunity noted in the "Goals" section indicated the need for our school to restructure our PLC practices and implement a whole-school intentional focus on our PLC practices in order to create momentum, synergy, and a shared commitment across all math, ELA, science, and electives teachers.)</i>		
	Progress Monitoring Status:	Implemented August 2015; weekly PLC documentations submitted to administration team with feedback provided by assigned administrative team member; weekly collaborative lesson plans submitted to administration team with feedback provided by assigned administrative team member; Staff & School Leadership Team monthly updates; District Data Walk meetings (every two months); School Improvement Plan status updates - BOY, Mid-year, EOY. BLAST Reading program (new initiative 2015-2016 school year) - student progress evaluated with each nine weeks grading period; overall program results and student progress will again be evaluated prior to beginning of 2nd semester to determine where changes may need to be made. Weekly observation feedback provided through ELEOT digital observation tool (new WCS district tool for 2015-2016 school year). Administrative team to meet weekly to discuss progress on initiatives, identify areas of opportunity and a plan of action.	
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<b>Reading team will: attend and participate in all PLC professional development (on average once per month); Develop &amp; implement PLC weekly meeting plan; Implement collaborative lesson plan protocol across grade level partners; Implement assessment &amp; data analysis activities(BOY, weekly, benchmark,etc.) utilizing EVAAS, SchoolNet, &amp; Mobymax; Implement BLAST (Building Leadership &amp; Strengths Together) Reading program for struggling students (new initiative for 2015-2016 school year).</b>		
	Evidence: (Identify documents and artifacts)	PLC documentation will include: data analysis outlining overall student performance to include student (individual/group) strengths/opportunities; learning targets, assessment resources used by teacher/students, intervention/enrichment strategies utilized to support academic needs of students; Collaborative Lesson Plans, Walk-through observation data using Effective Learning Environment Observation Tool (ELEOT); NCEES observations; and BLAST student performance data.	
	Person(s) Responsible:	Goal Leaders: 6th-8th reading teachers	
	Timeline:	August 2015 through June 2016	



	Budge Amount: (if applicable)		Budget Source: (if applicable)		
<b>Strategy #2:</b> Describe the strategy that will support this goal	<b><i>Incorporate &amp; differentiate the use of instructional and technology resources in order to meet the needs of all levels of learners. (The areas of opportunity noted in the "Goals" section indicated the need for our school to develop and implement a professional development plan, in line with the TPACK model, to provide resources and expectations for all content area teachers in order to improve upon, and intentionally increase the usage, with our instructional and technology practices over the previous school year.)</i></b>				
	<b>Progress:</b> Progress Monitoring Status:	Implemented August 2015; weekly PLC documentations submitted to administration team with feedback provided by assigned administrative team member; weekly collaborative lesson plans submitted to administration team with feedback provided by assigned administrative team member; Staff & School Leadership Team monthly updates; District Data Walk meetings (every two months); School Improvement Plan status updates - BOY, Mid-year, EOY. Weekly observation feedback provided through ELEOT digital observation tool. Administrative team to meet weekly to discuss progress on initiatives, identify areas of opportunity and a plan of action. Instructional & Technology practices (expectations outlined in detail within the School Improvement Plan) are a specific and separate goal for each reading teachers' Professional Development Plan (PDP).			
<b>Tasks/Action Steps:</b> Describe the action steps that will be taken to support this strategy.	<b><i>Implement AVID strategy of student binder organization with weekly checks twice per month; participate in AVID professional development (PD) for instructional strategies as provided; incorporate AVID strategies into instructional practices; Mobymax- participate in PD activities as determined for individual needs; utilize Mobymax during homeroom intervention time every Tuesday &amp; Thursday, incorporate into instructional practices to complement learning activities; participate in E-Learning team Professional Development activities as provided during Early Release Days staff development sessions.</i></b>				
	Evidence: (Identify documents and artifacts)	PLC documentation(learning targets,assessment tools, intervention/enrichment strategies); Data Analysis documents (student performance- strengths/opportunities); Collaborative Lesson Plans, Effective Learning Environment Observation Tool (ELEOT)- walk-through observation data, NCEES observations.			
	Person(s) Responsible:	Goal Leaders: 6th-8th reading teachers			
	Timeline:	August 2015 through June 2016			
	Budge Amount: (if applicable)			Budget Source: (if applicable)	

<p><b>Strategy #3:</b> Describe the strategy that will support this goal</p>	<p><b><i>PBIS &amp; Renaissance Programs: Revise and implement school-wide recognition initiatives into classroom practices in partnership with all reading teachers and grade level partners. (The areas of opportunity noted in the "Goals" section indicated the need for our school to develop and implement an intentional plan, with a whole-school focus, to utilize our recognition programs on a deeper and more consistent level in order to create momentum and synergy for all students and teachers.)</i></b></p>		
<p><b>Progress:</b></p>	<p>Progress Monitoring Status:</p>	<p>Implemented August 2015; Staff &amp; School Leadership Team monthly discipline reporting updates, District Data Walk meetings (every two months), PBIS monthly team meetings (to include data from discipline reports), student rewards/events - monthly, end of 1st semester, EOY; Renaissance initiatives - end of each semester. Reward &amp; Recognition Programs (expectations outlined in detail within the School Improvement Plan) are a specific and separate goal for each reading teachers' Professional Development Plan (PDP).</p>	
<p><b>Tasks/Action Steps:</b> Describe the action steps that will be taken to support this strategy.</p>	<p><b><i>PBIS &amp; Renaissance Programs: Attend professional development and updates as required; Implement school-wide initiatives into classroom practices in partnership with all reading teachers and grade level teaching partners.</i></b></p>		
	<p>Evidence: (Identify documents and artifacts)</p>	<p>NCEES Observations; PBIS data - student reward/event participation; EdClick(behavior/discipline) data; Renaissance data - student reward/event participation.</p>	
	<p>Person(s) Responsible:</p>	<p>Goal Leaders: 6th-8th reading teachers, PBIS &amp; Renaissance Team</p>	
	<p>Timeline:</p>	<p>August 2015 through June 2016</p>	
	<p>Budge Amount: (if applicable)</p>	<p>Budget Source: (if applicable)</p>	

District Name:	School Name:	School Code:	Year:
Wilson County	Forest Hills Middle	338	2015-2016
GOAL #3:	<b>Increase student performance on science EOG (8th grade); current GLP proficiency 70.7%. By June 2016, increase student performance on science EOG by 5.3% to overall GLP proficiency of 76%</b>		
Strategy #1: Describe the strategy that will support this goal	<b>Professional Learning Community (PLC) Practices</b> <i>(The areas of opportunity noted in the "Goals" section indicated the need for our school to restructure our PLC practices and implement a whole-school intentional focus on our PLC practices in order to create momentum, synergy, and a shared commitment across all math, ELA, science, and electives teachers.)</i>		
Progress:	Progress Monitoring Status:	Implemented August 2015; weekly PLC documentations submitted to administration team with feedback provided by assigned administrative team member; weekly collaborative lesson plans submitted to administration team with feedback provided by assigned administrative team member; Staff & School Leadership Team monthly updates; District Data Walk meetings (every two months); School Improvement Plan status updates - BOY, Mid-year, EOY. Weekly observation feedback provided through ELEOT digital observation tool (new WCS district tool for 2015-2016 school year). Administrative team to meet weekly to discuss progress on initiatives, identify areas of opportunity and a plan of action. PLC practices (expectations outlined in detail within the School Improvement Plan) are a specific and separate goal for each science teachers' Professional Development Plan (PDP).	
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<b>Science team will: Attend and participate in all PLC professional development (on average once per month); Develop &amp; implement PLC weekly meeting plan; Implement collaborative lesson plan protocol across grade level partners; Implement assessment &amp; data analysis activities(BOY, weekly, benchmark,etc.) utilizing EVAAS, SchoolNet, &amp; Mobymax).</b>		
	Evidence: (Identify documents and artifacts)	PLC documentation will include: data analysis outlining overall student performance to include student (individual/group) strengths/opportunities; learning targets, assessment resources used by teacher/students, intervention/enrichment strategies utilized to support academic needs of students; Collaborative Lesson Plans, Walk-through observation data using Effective Learning Environment Observation Tool (ELEOT); and NCEES observations	
	Person(s) Responsible:	Goal Leaders: 8th science teachers	
	Timeline:	August 2015 through June 2016	
Budge Amount: (if applicable)		Budget Source: (if applicable)	

<p><b>Strategy #2:</b> Describe the strategy that will support this goal</p> <p><b>Progress:</b></p>	<p><b><i>Incorporate &amp; differentiate the use of instructional and technology resources in order to meet the needs of all levels of learners. (The areas of opportunity noted in the "Goals" section indicated the need for our school to develop and implement a professional development plan, in line with the TPACK model, to provide resources and expectations for all content area teachers in order to improve upon, and intentionally increase the usage, with our instructional and technology practices over the previous school year.)</i></b></p>		
<p>Progress Monitoring Status:</p>	<p>Implemented August 2015; weekly PLC documentations submitted to administration team with feedback provided by assigned administrative team member; weekly collaborative lesson plans submitted to administration team with feedback provided by assigned administrative team member; Staff &amp; School Leadership Team monthly updates; District Data Walk meetings (every two months); School Improvement Plan status updates - BOY, Mid-year, EOY. Weekly observation feedback provided through ELEOT digital observation tool. Administrative team to meet weekly to discuss progress on initiatives, identify areas of opportunity and a plan of action. Instructional &amp; Technology practices (expectations outlined in detail within the School Improvement Plan) are a specific and separate goal for each science teachers' Professional Development Plan (PDP).</p>		
<p><b>Tasks/Action Steps:</b> Describe the action steps that will be taken to support this strategy.</p>	<p><b><i>Implement AVID strategy of student binder organization with weekly checks twice per month; participate in AVID professional development (PD) for instructional strategies as provided; incorporate AVID strategies into instructional practices; Mobymax for Science- participate in PD activities as determined for individual needs; participate in E-Learning team Professional Development activities as provided during Early Release Days staff development sessions.</i></b></p>		
<p>Evidence: (Identify documents and artifacts)</p>	<p>PLC documentation(learning targets,assessment tools, intervention/enrichment strategies); Data Analysis documents (student performance- strengths/opportunities); Collaborative Lesson Plans, Effective Learning Environment Observation Tool (ELEOT)-walk-through observation data, NCEES observations.</p>		
<p>Person(s) Responsible:</p>	<p>Goal Leaders: 8th science teachers</p>		
<p>Timeline:</p>	<p>August 2015 through June 2016</p>		
<p>Budge Amount: (if applicable)</p>		<p>Budget Source: (if applicable)</p>	
<p><b>Strategy #3:</b> Describe the strategy that will support this goal</p>	<p><b><i>PBIS &amp; Renaissance Programs: Revise and implement school-wide recognition initiatives into classroom practices in partnership with all science teachers and grade level partners. (The areas of opportunity noted in the "Goals" section indicated the need for our school to develop and implement an intentional plan, with a whole-school focus, to utilize our recognition programs on a deeper and more consistent level in order to create momentum and synergy for all students and teachers.)</i></b></p>		

<p><b>Progress:</b></p>	<p>Progress Monitoring Status:</p>	<p>Implemented August 2015; Staff &amp; School Leadership Team monthly discipline reporting updates, District Data Walk meetings (every two months), PBIS monthly team meetings (to include data from discipline reports), student rewards/events - monthly, end of 1st semester, EOY; Renaissance initiatives - quarterly. Reward &amp; Recognition practices (expectations outlined in detail within the School Improvement Plan) are a specific and separate goal for each science teachers' Professional Development Plan (PDP).</p>		
<p>Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.</p>	<p><b><i>PBIS &amp; Renaissance Programs: Attend professional development and updates as required; Implement school-wide initiatives into classroom practices in partnership with all science teachers and grade level teaching partners.</i></b></p>			
	<p>Evidence: (Identify documents and artifacts)</p>	<p>NCEES Observations; PBIS data - student reward/event participation; EdClick(behavior/discipline) data; Renaissance data - student reward/event participation.</p>		
	<p>Person(s) Responsible:</p>	<p>Goal Leaders: 8th science teachers, PBIS &amp; Renaissance Team</p>		
	<p>Timeline:</p>	<p>August 2015 through June 2016</p>		
	<p>Budge Amount: (if applicable)</p>		<p>Budget Source: (if applicable)</p>	

**Forest Hills Middle - Longitudinal Data: Overview**

**Discipline Data**

School Year	Number of OSS (1-10 days)	White	Black	Other
2014-2015	190	4 (2%)	174 (92%)	12 (6%)
2013-2014	185	5 (3%)	166 (90%)	14 (7%)
2012-2013	369	17 (4%)	331 (90%)	21 (6%)
2011-2012	295	10 (3%)	276 (94%)	9 (3%)
2010-2011	383	22 (6%)	346 (90%)	15 (4%)

**Attendance Data**

School Year	Student Attendance	White	Black	Other
2014-2015	95%	95.3	94.8	95.8
2013-2014	96%	96	96.1	96.9
2012-2013	95%	Data not available		
2011-2012	95.30%			
2010-2011	94.90%			

**6th-8th Reading Proficiency - EOG; CCR**

2011	<b>75.2</b>
2012	<b>76.8</b>
2013	<b>42.4</b>
2014	<b>41.1</b>
2015	<b>36</b>

**6th-8th Math Proficiency - EOG; CCR**

2011	<b>93.2</b>
2012	<b>93.3</b>
2013	<b>28</b>
2014	<b>26.2</b>
2015	<b>24.8</b>

**8th Science Proficiency - EOG; CCR**

2011	<b>69</b>
2012	<b>73.8</b>
2013	<b>58.3</b>
2014	<b>60.6</b>
2015	<b>61.5</b>

**Math I Proficiency - EOC**

2013	48.8
2014	51.5
2015	46.2

