

# Comprehensive Plan Report

A detailed report showing activity of the school team's work on the improvement plan including assessments, plans, tasks, monitoring, and implementation for selected time periods.

February 26, 2014

**Forest Glen Middle School** NCES - na

Suffolk Public School

**Virginia SIP - School Indicators (CI)**

Key Indicators are shown in **RED**.

<b>School Leadership and Decision Making</b>			
<b>Focusing the principal's role on building leadership capacity, achieving learning goals, and improving instruction</b>			
<b>Indicator</b>	<b>IE05 - The principal participates actively with the school's teams. (56)</b>		
<b>Status</b>	Not a priority or interest		
<b>Assessment</b>	Level of Development:	Initial: <b>No development or Implementation</b> 10/21/2012	
	Explain why not a Priority or Interest:	This indicator will be addressed as part of the principal's role.	
<b>Indicator</b>	<b>IE06 - The principal keeps a focus on instructional improvement and student learning outcomes.(57)</b>		
<b>Status</b>	<b>Objective Met</b> 1/7/2014		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 10/16/2012	
		<b>Objective Met</b> - 01/07/2014	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Administration will observe classroom instruction through observation, student data, and staff/parent input to determine areas for improvement in classroom instruction.	
<b>Plan</b>	Assigned to:	Melvin Bradshaw	
	How it will look when fully met:	Administration will provide support and guidance through classroom observations, grade level meetings, and data analysis of student assessments.	
	Target Date:	06/13/2014	
	<b>Tasks:</b>		
	6. Administrators will work with teachers to collect, analyze, and using data to identify school needs. The use of this data will help to identify and plan for needed changes in the instructional program.		

		Assigned to:	Latoya Floyd
		Added date:	10/16/2012
		Target Completion Date:	05/01/2013
		Comments:	<p>After each mid point or nine weeks test, teachers complete a data sheet to determine SOLs and students that need to be remediated. These are discussed at data meetings to allow grade levels the opportunity to compare overlapping students and specific strategies that can be used across the curriculum to help support these students. These forms are also submitted to Mr. Bradshaw.</p> <p>Date reflections and data intervention plans are completed each nine weeks and submitted to administration. Teachers document the use the remediation strategies in their lesson plans and/or use them during remediation time.</p>
		<b>Task Completed:</b>	<b>04/26/2013</b>
	7. Provide workshops for parents to enhance student preparation for learning and increase parent involvement.		
		Assigned to:	Latoya Floyd
		Added date:	02/20/2013
		Target Completion Date:	04/16/2013
		Comments:	<p>2/12/13 - Useful instructional sites were presented and demonstrated to parents at the PTA meeting. Each parent was given a list of sites and passwords for their students. This is also available on the FGMS website. (Parents must call the school for passwords if viewing online.) 125 parents and students attended this session.</p> <p>3/12/13 - Parents will rotate through grade level classrooms after the PTA meeting to complete at home resource station. (English/Social Studies; Math/Science) - This meeting was cancelled and rescheduled for 4/16/13.</p> <p>3/15/13 - A parent resource table was available at the Spring Sports Spectacular. Parents were able to receive SOL review items, test taking tips and study skills information.</p> <p>3/15/13 - Teachers ran academic centers. Students had to answer math, science, social studies and English questions correctly to receive tickets for the drawings.</p> <p>4/16/13 - An internet safety class was provided for parents.</p>

		<b>Task Completed:</b>	<b>04/16/2013</b>
<b>Implement</b>	Percent Task Complete:		
	Objective Met:		1/7/2014
	Experience:		1/7/2014 Teachers use their data notebooks and collaboration with peers when determining strategies and interventions for the data plans. Grade levels are responsible for PTA meeting activities to encourage parent turn out and participation.
	Sustain:		1/7/2014 PTA meetings will continue to be used as a source for encouraging more parent involvement.
	Evidence:		1/7/2014 After each mid point or nine weeks test, teachers complete a data sheet to determine SOLs and students that need to be remediated. These are discussed at data meetings to allow grade levels the opportunity to compare overlapping students and specific strategies that can be used across the curriculum to help support these students. These forms are also submitted to Mr. Bradshaw.  Date reflections and data intervention plans are completed each nine weeks and submitted to administration. Teachers document the use the remediation strategies in their lesson plans and/or use them during remediation time. 2/12/13 - Useful instructional sites were presented and demonstrated to parents at the PTA meeting. Each parent was given a list of sites and passwords for their students. This is also available on the FGMS website. (Parents must call the school for passwords if viewing online.) 125 parents and students attended this session.  3/12/13 - Parents will rotate through grade level classrooms after the PTA meeting to complete at home resource station. (English/Social Studies; Math/Science) - This meeting was cancelled and rescheduled for 4/16/13.  3/15/13 - A parent resource table was available at the Spring Sports Spectacular. Parents were able to receive SOL review items, test taking tips and study skills information.  3/15/13 - Teachers ran academic centers. Students had to answer math, science, social studies and English questions correctly to receive tickets for the drawings.  4/16/13 - An internet safety class was provided for parents.

## School Leadership and Decision Making

### Aligning classroom observations with evaluation criteria and professional development

<b>Indicator</b>	<b>IF08 - Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching.(72)</b>
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<b>Status</b>	Tasks completed: 3 of 6 (50%)
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<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 10/16/2012	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Staff development is based on faculty needs that are determined through student assessments, classroom observations, and teacher needs.	
<b>Plan</b>	Assigned to:	Lori Encke	
	How it will look when fully met:	Staff development opportunities will be provided to faculty to assist in meeting the learning needs of the students. A professional development log will be updated to keep track of staff development activities and also will be used as a resource for staff. PD360 reports will be used for monitoring.	
	Target Date:	06/13/2014	
	<b>Tasks:</b>		
	1. Teachers will observe like content areas vertically to compare and contrast effective Differentiated Instruction strategies. Teachers will use the provided observation form.		
	Assigned to:	Lori Encke	
	Added date:	10/16/2012	
	Target Completion Date:	06/13/2014	
	Comments:	<p>Teachers have observed content areas vertically, but a standardized form with DI needs to be developed for 2013-2014. (2012-2013)</p> <p>Math and English teachers met vertically on 11/8/12; 12/17/12; 3/14/13. This was the Southern Cluster of elementary, middle and high schools. (2012-2013)</p> <p>A new peer observation form has been completed. Teachers will complete one each nine weeks. 11/12/13</p> <p>Teachers were given the next peer observation form on 2/5/14 to complete.</p>	
	2. The professional development team will provide topics and related PD 360 videos for the staff to use for professional development. They will also provide staff development for teachers that will encourage higher level thinking and have more rigorous instruction.		
	Assigned to:	Kate Green	
	Added date:	10/10/2013	
	Target Completion Date:	06/13/2014	

		<p>Comments:</p> <p>Sept 16th the DI/Staff Development Committee presented subject based videos for teachers to help them understand Differentiated Instruction and visual ways of seeing DI taught in their content area. The committee requested from teachers suggestions of specific topic areas within DI that they would like us to investigate.</p> <p>DI/Professional Development minutes are sent to staff via google docs and kept in a google document for reference.</p> <p>Survey given to teachers for needed topics. - 1/8/14</p> <p>Flexible grouping mini lesson with follow up PD 360 video links (1/8/14; 1/15/14)</p> <p>Google Docs are provided for staff for reference on our DI topics for the month.</p> <p>Topics:  September - October - Differentiate Instruction; Code Red/Emergency Video  November - December - Flexible Grouping  January - February - Flexible Grouping Continued (updated 2/7/14)  March - Flexible grouping continued  by talent  by grades  by test scores  learning styles  interest</p>
	3. Administration will monitor teacher participation and involvement in PD 360.	
	Assigned to:	Latoya Floyd
	Added date:	01/08/2014
	Target Completion Date:	06/13/2014
	Comments:	
	4. Administrators, lead teachers, and mentors will observe classroom teachers who struggle with meeting the needs of the students in the areas of classroom management skills and/or differentiated instruction. Administration will then provide the necessary professional development opportunities through PD 360.	
	Assigned to:	Lori Encke
	Added date:	10/16/2012
	Target Completion Date:	05/01/2013

		<p>Comments:</p>	<p>On 11/6/12 a Marcia Tate workshop was presented to staff to improve the use of brain-compatible strategies and reviewed Classroom Instruction that Works. Administrators, lead teachers, and mentors have observed and provided feedback to struggling teachers. These observations and meetings will continue throughout the school year. On 11/6/12 PD 360 was utilized by staff to meet the needs of individual professional development goals.</p> <p>Mentors must view some of the following PD360 programs/topics and discuss them with their mentee.</p> <ul style="list-style-type: none"> <li>-Coaching and Mentoring-Mentoring Matters: Learning Focused Relationships</li> <li>-Classic: Teaching Induction and Mentoring</li> <li>-Maximizing Time and Attention</li> <li>-Classroom Management-Learning Forward Conversations</li> <li>-Classroom Management-How to Win Students Over</li> <li>-Equity and Diverse Learners</li> <li>-Frazzled Educator's Health and Wellness Plan</li> </ul> <p>This will be documented on their mentoring forms for March 2013.</p> <p>Administration has an observation list.</p> <p>Partial list:</p> <p>Encke, Lori 10/9/12 7  Darland, Eileen 10/9/12 7  Cratsley, Lori 10/9/12 8  Darland, Eileen 10/9/12 7  Gamble, Larry 10/11/12 8  Sherbik, Meredith 11/5/12 7  Matthews, Brittni 11/5/12 8  Gillgren, Kristopher 11/5/12 7  Gamble, Larry 11/5/12 8  McArdle, Faith 11/26/12 7  Dunne, Charlene 11/26/12 7  Williams, Tracy 11/26/12 6  Bynum, Kimberly 4/22/13 6  Vann, Roxanne 4/22/13 6</p>
		<p><b>Task Completed:</b></p>	<p><b>05/01/2013</b></p>
		<p>5. Teachers who have demonstrated previous success with Technology Enhanced items will provide training on practicing and developing these items for use in the classroom. All teachers will then implement these questioning techniques in their own classrooms. Teachers will provide evidence in their lesson plans.</p>	
		<p>Assigned to:</p>	<p>Lori Encke</p>
		<p>Added date:</p>	<p>10/16/2012</p>
		<p>Target Completion Date:</p>	<p>05/01/2013</p>

		Comments:	On 11/6/12 Mr. Gillgren presented TEI in small group workshops to the staff. English and math teachers' lesson plans were submitted on 12/10/12 to monitor TEI.  English and math teachers will continue to incorporate TEI items in their lesson plans.  April - May - English and Math teachers are using the computer lab and the COWs to practice technology enhanced items. (addition to completed task)
		Task Completed:	11/06/2012
	6. The team will survey teachers to determine interests for professional development. Results will drive the remaining professional development activities for the 2013-2014 school year and the start up of the 2014-2015 school year.		
		Assigned to:	Kate Green
		Added date:	02/07/2014
		Target Completion Date:	01/30/2014
		Comments:	Survey was given on 1/8/14 via online. Teachers participated in the computer lab. Results will be shared with the team . Future professional development activities will be planned.
		Task Completed:	01/15/2014
<b>Implement</b>	Percent Task Complete:		Tasks completed: 3 of 6 (50%)

<b>Indicator</b>	<b>IF10 - The principal plans opportunities for teachers to share their strengths with other teachers.(74)</b>		
<b>Status</b>	Not a priority or interest		
<b>Assessment</b>	Level of Development:	Initial: No development or Implementation 10/21/2012	
	Explain why not a Priority or Interest:	This indicator will be addressed in the staff development activities for the faculty and staff.	

### Curriculum, Assessment, and Instructional Planning

#### Assessing student learning frequently with standards-based assessments

<b>Indicator</b>	<b>IID09 - Instructional Teams use student learning data to plan instruction.(107)</b>		
<b>Status</b>	Not a priority or interest		
<b>Assessment</b>	Level of Development:	Initial: No development or Implementation 10/21/2012	
	Explain why not a Priority or Interest:	This indicator will be addressed through grade level data and team meetings.	

<b>Indicator</b>	<b>IID10 - Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(108)</b>		
<b>Status</b>	<b>Objective Met</b> 1/6/2014		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 10/01/2012	
		<b>Objective Met</b> - 01/06/2014	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	For the 2012-13 school year the instructional teams have reviewed end of the school year (2011-2012) data to access areas of weaknesses in the content areas.	
<b>Plan</b>	Assigned to:	Latoya Floyd	
	How it will look when fully met:	At the end of the 2013-2014 school year, classroom instruction will be enhanced by data meeting minutes that focus on improving classroom instruction in each content area.	
	Target Date:	06/13/2014	
	<b>Tasks:</b>		
	4. Teachers will use assessment data, including midpoint and nine-weeks test data to create remediation sessions for students. These sessions will focus on providing students with the opportunities to focus on their specific areas of weakness in the content area.		
	Assigned to:	Latoya Floyd	
	Added date:	10/01/2012	
	Target Completion Date:	05/30/2012	
	Comments:	<p>Teachers have remediated students during PE/Exploratory blocks based on assessment data. Teachers utilize differing strategies to help students work on weaknesses in specific areas. After school remediation sessions have been offered by some teachers to provide additional opportunities for practice.</p> <p>The Odyssey program is utilized by special education students as a means for remediation.</p> <p>After each mid point or nine weeks test, teachers complete a Data Sheet to determine SOLs and students that need to be remediated. These are discussed at data meetings to allow grade levels the opportunity to compare overlapping students and specific strategies that can be used across the board to help support these students. These forms are also submitted to Mr. Bradshaw.</p> <p>Data reflections and intervention plans are submitted each nine weeks. As of 4/26/13 - 1st, 2nd, and 3rd nine week have been submitted.</p>	
	<b>Task Completed:</b>	<b>04/26/2013</b>	



		5. Teachers will complete a uniform grade level remediation log documenting dates and topics for remediation. Students will be identified by using RTI.	
		Assigned to:	Melvin Bradshaw
		Added date:	10/16/2012
		Target Completion Date:	05/01/2013
		Comments:	Teachers are using ongoing Google documents to complete remediation logs for each grade level by teacher and subject area. Topics and dates are listed for each student when they have been remediated. It also documents when students are provided the time but do not return for the extra help. Fields highlighted in red show tier 3 students who have failed the previous year's SOL.
		<b>Task Completed:</b>	<b>11/06/2012</b>
		6. Teachers will submit assessment data, including midpoint and nine-weeks test data, at each data meeting that will be discussed and evaluated with administration to determine specific strategies that will be used to improve student performance in the specific content area. This data will be reviewed to determine appropriateness of instructional intervention for students' instructional needs.	
		Assigned to:	Melvin Bradshaw
		Added date:	02/21/2013
		Target Completion Date:	05/30/2012
		Comments:	Grade level meetings have been held monthly with teachers and administrators discussing the provided data. Each subject area is looked at to determine weaknesses and determine strategies that will be used in the classrooms.  First, second and third nine week data, including data reflections and interventions for mid points and nine week tests, have been submitted as of 4/26/13. Data will continue to be analyzed to prepare the students for the SOLs and 4th nine weeks tests.

		Task Completed:	04/26/2013
<b>Implement</b>	Percent Task Complete:		
	Objective Met:		1/6/2014
	Experience:		1/6/2014 General Education and Special Education Teachers had to compromise on the amount of time students can be pulled from exploratory classes. Most teachers are accepting the remediation log.
	Sustain:		1/6/2014 Remediation and the remediation log will continue to track and enhance student knowledge. Data notebooks are now online to better track students who are in need to remediation.
	Evidence:		1/6/2014 Teachers have remediated students during PE/Exploratory blocks based on assessment data. Teachers utilize differing strategies to help students work on weaknesses in specific areas. After school remediation sessions have been offered by some teachers to provide additional opportunities for practice. The Odyssey program is utilized by special education students as a means for remediation. After each mid point or nine weeks test, teachers complete a Data Sheet to determine SOLs and students that need to be remediated. These are discussed at data meetings to allow grade levels the opportunity to compare overlapping students and specific strategies that can be used across the board to help support these students. These forms are also submitted to Mr. Bradshaw. Data reflections and intervention plans are submitted each nine weeks. As of 4/26/13 - 1st, 2nd, and 3rd nine week have been submitted. Teachers are using ongoing Google documents to complete remediation logs for each grade level by teacher and subject area. Topics and dates are listed for each student when they have been remediated. It also documents when students are provided the time but do not return for the extra help. Fields highlighted in red show tier 3 students who have failed the previous year's SOL. Grade level meetings have been held monthly with teachers and administrators discussing the provided data. Each subject area is looked at to determine weaknesses and determine strategies that will be used in the classrooms. First, second and third nine week data, including data reflections and interventions for mid points and nine week tests, have been submitted as of 4/26/13. Data will continue to be analyzed to prepare the students for the SOLs and 4th nine weeks tests.

### **Classroom Instruction**

**Expecting and monitoring sound instruction in a variety of modes**

<b>Indicator</b>	<b>IIIA31 - All teachers interact instructionally with students (explaining, checking, giving feedback).(140)</b>		
<b>Status</b>	Not a priority or interest		
<b>Assessment</b>	Level of Development:	Initial: No development or Implementation 10/21/2012	
	Explain why not a Priority or Interest:	This indicator will be met during teacher instruction.	

### Classroom Instruction

#### Expecting and monitoring sound classroom management

<b>Indicator</b>	<b>IIIC12 - All teachers engage all students (e.g., encourage silent students to participate). (167)</b>		
<b>Status</b>	Objective Met 1/6/2014		
<b>Assessment</b>	Level of Development:	Initial: Limited Development 10/16/2012	
		Objective Met - 01/06/2014	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Teachers will focus their efforts on creating a learning environment that provides all students the opportunity to learn and understand the subject matter.	
<b>Plan</b>	Assigned to:	Latoya Floyd	
	How it will look when fully met:	Lesson plans, data notebooks	
	Target Date:	03/14/2014	
	<b>Tasks:</b>		
	3. Teachers will incorporate writing into the core curriculum using content area vocabulary to enhance each student's knowledge of the content. This will be evident in the results of the 9-weeks test and the year end SOL assessments.		
	Assigned to:	Latoya Floyd	
	Added date:	10/16/2012	
	Target Completion Date:	05/01/2013	
	Comments:	All contents, except English, are required to incorporate one writing per nine weeks. This is being documented in lesson plans and is discussed in team meetings.  8th grade teachers, including foreign language, log their writing strategies for each nine weeks in a Google document.  These practices will continue through the remainder of the school year.	
	<b>Task Completed:</b>	<b>04/30/2013</b>	

		4. Provide differentiated instruction based on student needs. Teachers will use Classroom Instruction That Works (Marzano) and brain-compatible strategies and activities to deliver content. These will be monitored and aligned with the changing needs of a diverse student population to ensure various learning approaches and learning styles are addressed.
		Assigned to: Melvin Bradshaw
		Added date: 10/16/2012
		Target Completion Date: 05/01/2013
		Comments: Uniform content, special education, and gifted lesson plans have been developed and used by staff. Content area, special education, and gifted teachers are planning together and modifying and enhancing instruction to meet the needs of all students.  On 11/6/12 teachers were involved in small group staff development. DI and instructional practices were reviewed, TEI was presented by teachers who actively used it in their classes, and a Google training was provided based on each teachers needs.
		<b>Task Completed:</b> 04/30/2013
		5. Teachers will analyze samples of student work to obtain information on student progress, enhance instruction, and revise instructional strategies to meet the needs of all students.
		Assigned to: Sara Knight
		Added date: 10/16/2012
		Target Completion Date: 05/01/2013
		Comments: Social Studies teachers were provided with an "After the Pre-Assessment" on 12/3/12 . This will be distributed to the other content areas to help teachers determine what to do after a pre assessment is given.  English A/B assessments and math, social studies, and science midpoint tests are used to revise instructional strategies.  Teacher made assessments help to determine student progress and drive instruction for the remainder of the 9 weeks.  Teachers continue to informally assess students daily.  City wide and teacher made pre-Assessments and post-Assessments are being used.  These strategies will be continued through the remainder of the school year.
		<b>Task Completed:</b> 04/30/2013
<b>Implement</b>	Percent Task Complete:	
	Objective Met:	1/6/2014

Experience:	<p>1/6/2014          Creating a school wide lesson plan format was collaborative. Mrs. Floyd continues to tweak it when needed. Staff development has been customized so teachers are attending what they need.</p>
Sustain:	<p>1/6/2014          Pre Assessments are now city made. VDOE has created an assessment rubric that teachers will begin to use when creating their own assessments. Teachers will still continue to informally assess students daily to meet their needs and will continue to create rigorous activities to engage all learners.</p>
Evidence:	<p>1/6/2014          Social Studies teachers were provided with an "After the Pre-Assessment" on 12/3/12 . This will be distributed to the other content areas to help teachers determine what to do after a pre assessment is given.</p> <p>English A/B assessments and math, social studies, and science midpoint tests are used to revise instructional strategies.</p> <p>Teacher made assessments help to determine student progress and drive instruction for the remainder of the 9 weeks.</p> <p>Teachers continue to informally assess students daily.</p> <p>City wide and teacher made pre-Assessments and post-Assessments are being used.</p> <p>These strategies will be continued through the remainder of the school year.          Uniform content, special education, and gifted lesson plans have been developed and used by staff. Content area, special education, and gifted teachers are planning together and modifying and enhancing instruction to meet the needs of all students.</p> <p>On 11/6/12 teachers were involved in small group staff development. DI and instructional practices were reviewed, TEI was presented by teachers who actively used it in their classes, and a Google training was provided based on each teachers needs.          All contents, except English, are required to incorporate one writing per nine weeks. This is being documented in lesson plans and is discussed in team meetings.</p> <p>8th grade teachers, including foreign language, log their writing strategies for each nine weeks in a Google document.</p> <p>These practices will continue through the remainder of the school year.</p>

## School Community

### Educating parents to support their children's learning and teachers to work with parents

**Indicator** IVC02 - Professional development programs for teachers include assistance in working effectively with parents.(192)

**Status** Not a priority or interest

**Assessment** Level of Development: Initial: No development or Implementation 10/21/2012

Explain why not a Priority or Interest: This indicator is a part of team meetings and addressed with staff development.

## Stakeholder Engagement

### Family and Community Engagement

**Indicator** VD01 - Programs that engage and support family members are provided.(2799)

**Status** Tasks completed: 4 of 6 (67%)

**Assessment** Level of Development: Initial: Limited Development 10/19/2012

**Objective Met** - 10/10/2013

Index: 4 (Priority Score x Opportunity Score)

Priority Score: 2 (3 - highest, 2 - medium, 1 - lowest)

Opportunity Score: 2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development: Educational leaders and staff understand the importance of engaging families and communities to support school improvement efforts. Unfortunately true family and community connection remains a challenge. Beliefs, attitudes and fears sometimes inhibit the ability for families and schools to join together to support children's learning.

**Plan** Assigned to: Terry Totty

How it will look when fully met: Family engagement and support includes all adults responsible for the lives of children and the focus to understand that engaging families means to provide specific educational information so that they may support and become a real partner in their children's learning.

Target Date: 06/13/2014

#### Tasks:

1. FGMS will continue to positively promote our school into the community using the media, the FGMS blog, and the Wildcat Paw Print.

Assigned to: Nathan Rountree

Added date: 10/10/2013

Target Completion Date: 06/13/2014

Comments:

Comments:

9/16/13

Good afternoon,

I am forwarding to you some information sent to me from Mr Bradshaw, the principal here at FGMS. Over the summer, the youth group at First Baptist Church came to FGMS and performed all manner of landscaping work for us as community outreach. If possible, we would like to recognize their work and thank them for their efforts by publishing the attached article and a picture or two in the News Herald.

9/25/13

The Forest Glen Middle School Technological Systems 7 and 8 classes recently participated in an activity that we have all seen on TV shows and movies before but may have never tried. The students used paper cups and kite string to transmit sound through vibration from one cup to another. They tried short distances like across the room, long distances like down the 8th grade hallway, and even created a rudimentary network system for conference calling. Everyone had a great time and it was a great kickoff to get the students excited to learn more about STEM this year.

10/16/13

Mrs. Green's US History Students explored the workings of an Assembly Line and Lower Cost Production. Groups worked together to produce paper automobiles. The concept of productivity, efficiency, and team work truly shined today as they each did their individual job on the line to build a car. Students had a lot of fun figuring out how to work together and what worked and didn't work after the groups tallied up their completed cars.

10/22/13

On October 8th, we had a PTA meeting that focused on the academic success of our students and our SOL progress. The evening began with Subway meals for our parents; then 7th grade Pre-Algebra students shared valuable le resources to help parents and students understand and math equations. These students also shared literature available for parents. 7th grade teachers were also on hand to discuss the displays and what our students are learning in English class. During the presentation, Mr. Bradshaw explained our successes and short-comings with SOLs as well as AMOs. He also took several questions from parents which clarified the information provided by the school system and the media.

Grandparents week was another huge success for Forest Glen during the week of October 14-18. We welcomed many grandparents, aunts, uncles, and parents into our school to have lunch with our students, tour the building, and celebrate the many great things happening at Forest Glen Middle School.

10/22/13

The 2013-2014 school year has only just begun and already promises to be exciting and fruitful for one student organization at Forest Glen Middle School. Under the guidance of Mr. Edward Hollowell, the FGMS Jr. Beta organization has

			<p>been hard at work since before the year even began. At the school's sixth grade transition program, the members who were to be rising seventh graders came in to help guide new students and parents around the building, helping them find classrooms and sharing stories of their sixth grade experiences. Since the year started, the seventh and eighth grade members have been collecting school supplies to donate to the Suffolk Homeless Shelter as well as helping spur family participation in the school's PTA meetings by selling Chick Fil-A dinners to be delivered before the school's next PTA meeting on Tuesday September 17. If any FGMS student or parent is interested in finding out more information on the FGMS Jr. Beta organization, please contact Mr. Edward Hollowell at Forest Glen.</p> <p>In December 2013 the FGMS blog started to showcase photos of activities and events at FGMS.</p> <p>The Wildcat PawPrint is published monthly. It is emailed to stakeholders and placed on the FGMS blog. (updated 2/7/14)</p>
		<p>2. Grade level and Exploratory/PE teams, along with administration, will encourage participation in PTA nights by hosting dinners and academic activities.</p>	
		Assigned to:	Charlene Dunne
		Added date:	10/10/2013
		Target Completion Date:	06/13/2014
		Comments:	<p>September 2013- Jr Beta Dinner, Open House, Data  October 2013- 7th Grade (Math and English - Hands-on Review Strategies)  December 2013- PE/Exploratory - Holiday Concerts  February 2014- Administration - Developing a Road Map for High School and Beyond  March 2014 - 8th grade - SOL Review Centers; 1st Semester Honor Roll  March 28, 2014 - Spring Sports Spectacular  May 2014 - 6th grade</p>
		<p>3. On March 15, 2013, teachers will plan and conduct a Spring Sports Spectacular evening in which students and stakeholders will have an opportunity to interact with teachers and administrators as well as other stakeholders.</p>	
		Assigned to:	Natalie Rotzler
		Added date:	10/19/2012
		Target Completion Date:	03/15/2013
		Comments:	<p>Mrs. Rotzler will work with the PTA to conduct a Spring Sports Spectacular evening in which students, stakeholders, teachers, and administrators will invite parents and the community into our school to build a more cooperative environment. Each year we strive to have greater involvement from parents and Partners in Education. This year we will incorporate learning stations for students and a parent resource center. Southside Baptist Church will provide games and volunteers. Chick-fil-a will also support our event.</p>
		<b>Task Completed:</b>	<b>03/15/2013</b>



	4. We will seek input from staff, students, community members, and other stakeholders in developing and implementing processes as well as in making implementation decisions.
	Assigned to: Natalie Rotzler
	Added date: 02/21/2013
	Target Completion Date: 05/01/2013
	<p>Comments:</p> <p>10/8/12 - 96 8th grade students completed a survey about school life/moral. The survey asked the students to give their perspective as well as how they thought their teachers would reply. This was used to help determine individual teacher strategies for this year.</p> <p>2/6/13 - Several FGMS honor roll students were asked to look at different awards from a list to choose what awards they would like to receive at the awards ceremony. They could chose from Lanyards, Paw or Round Medals, Bracelets, Ribbons, Pencils. The Ranking First to Last - Lanyards with Paw Medals, Bracelets, Round Honor Roll Metal, Pencils, Ribbons. Students each received an honor roll certificate, an honor roll lanyard with either an "A" Honor Roll Medal or an "A/B" Honor Roll Medal.</p> <p>Parents completed system wide surveys.</p> <p>4/17/13 - 50 random 7th and 8th grade students were asked to complete a Virginia School Safety Survey.</p> <p>5/10/13 - Students will complete a survey on their end of year awards program. Students will provide feedback on the purpose of teh ceremony, the certificates given and the incentives the program offers. (add on)</p>
	<b>Task Completed:</b> 04/17/2013
	5. A monthly newsletter is distributed via e-mail to stakeholders and other community members.
	Assigned to: Latoya Floyd
	Added date: 10/19/2012
	Target Completion Date: 10/31/2012
	<p>Comments:</p> <p>Mrs. Floyd distributes a monthly newsletter via email to stakeholders and other community members. The newsletter has valuable information and photographs provided by teaches, club sponsors, and coaches. This newsletter is posted each month on the school blog.</p>
	<b>Task Completed:</b> 12/04/2012
	6. Teachers will conduct a variety of activities that invite parents and stakeholders into our school to continue building family and community relationships. The following are examples: School Wide Career Day, Spring Sports Spectacular Evening, Family Dinner Nights, Community Fund Raising (student sporting events), Mentoring, Guest Speakers.
	Assigned to: Beverly Brown
	Added date: 10/19/2012
	Target Completion Date: 05/30/2013

		<p>Comments:</p>	<p>Family Dinner Nights, mentoring, community fund raising events (United Way - Completed in October 2012; Crime Stoppers - Completed in February 2013; March of Dimes - upcoming in March and April 2013, Toys for Tots Completed from November - December 2012, Salvation Army - completed in November, etc.) and presentations with guest speakers will continue through out the school year.</p> <p>In October 2012 to celebrate National Fire Prevention week, Suffolk Fire Department came in to speak with the 6th grade students.</p> <p>In December 2012, Jr. Beta sent Christmas cards to the nursing home.</p> <p>On March 1, 2013, the CTE department will conduct a school wide career day to include local businesses where stakeholders are employed.</p> <p>On March 15, 2013 a Spring Sports Spectacular will be held and now include a parent resource station and SOL learning centers for the students.</p> <p>In May, eighth grade students will explore their futures - using a guide to career possibilities with sessions from Coca Cola (and the VA Employment Commission).</p> <p>On going:</p> <p>Subway, one of our business partners, offers a discount to teachers and will deliver daily to the school.</p> <p>Southside Baptist Church, another business partner, participates weekly in our First Priority Program. They also speak several times a year in Mrs. Rotzler's geography class. On March 15th, they will volunteer their time at our Spring Sports Spectacular.</p>
		<p>Task Completed:</p>	<p>05/31/2013</p>
<b>Implement</b>	<p>Percent Task Complete:</p>		
	<p>Objective Met:</p>	<p>10/10/2013</p>	
	<p>Experience:</p>	<p>10/10/2013</p> <p>We made a tremendous effort to involve our stakeholders this year. Please view the documentation under each task for the specifics on the FGMS newsletter, FGMS activities/events, and surveys.</p>	
	<p>Sustain:</p>	<p>10/10/2013</p> <p>For the 2013-2014 school year, FGMS will continue to implement the newsletter, PTA night activities and surveys.</p>	
	<p>Evidence:</p>	<p>10/10/2013</p>	

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Mrs. Floyd distributes a monthly newsletter via email to stakeholders and other community members. The newsletter has valuable information and photographs provided by teaches, club sponsors, and coaches. This newsletter is posted each month on the school blog.

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## REQUIRED for Targeted Interventions

### Targeted Intervention Indicators

<b>Indicator</b>	<b>TA01 - REQUIRED - The school uses an identification process (including ongoing conversations with instructional leadership teams and data points to be used) for all students at risk of failing or in need of targeted interventions. (2931)</b>		
<b>Status</b>	Tasks completed: 1 of 2 (50%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 10/11/2013	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Failure report will be used in team meetings; Core teachers have previous years SOL.	
<b>Plan</b>	Assigned to:	Lori Encke	
	How it will look when fully met:	We will create an ongoing document for each grade level to identify students who did not meet the SOLs or are in danger of not meeting the standards.	
	Target Date:	06/13/2014	
	<b>Tasks:</b>		
	1. Each grade level will create a tiered remedation log.		
	Assigned to:	Lori Encke, Sara Knight, Natalie Rotzler	
	Added date:	10/11/2013	

		Target Completion Date:	11/15/2013
		Comments:	<p>Core teachers will be responsible for updating the remediation log every two weeks.</p> <p>10/22/13 - Each grade level has completed the chart. Teachers will continue to update it.</p> <p>12/12/13 - Teachers continue to update log.</p> <p>2/7/14 - Teachers continue to update log.</p>
		Task Completed:	10/22/2013
	2. Establish a school vertical data team to drive decision making for remediation both during and after school.		
		Assigned to:	Roxanne Vann
		Added date:	01/06/2014
		Target Completion Date:	06/13/2014
		Comments:	<p>On 1/14/13 and 1/15/13 Sport activity buses were provided for US History II SOL after school remediation. (2012-2013)  As of 2/20/2013, the teachers are working together to create an FGMS school wide instructional practice list/closure ideas. This is an ongoing document that will be in google docs to help teachers prepare for remediation and review.(2012-2013)  Vertical data meetings were held on 11/18/12, 12/17/12, and 3/14/13.(2012-2013)  Several teachers are offering after school remediation. (2012-2013)  Pre-Service Week - core areas met vertically for discuss weak areas and strategies for improvement. (8/30/13)</p> <p>1/6/14 - Data is discussed monthly as needed in team meetings. Gap data is tracked on the tired remediation log. ARM is used.</p> <p>2/12/14 - Leadership team, combined with Data team, worked together to create a plan for looking at data more effectively. Team created a data spreadsheet to compare vertically taught topics for math and English. All math and English teachers entered mastery scores by tier.</p> <p>2/19/14 - Math and English teachers met vertically to discuss the data findings. Many are still concerned about MAP testing. Focus needs to be redirected to actual strategies that will help our students become successful test takers.</p> <p>2/26/14 - Data meetings were held by teams to create lists of strategies to increase mastery in the bottom tiers.</p>
<b>Implement</b>	Percent Task Complete:	Tasks completed: 1 of 2 (50%)	

<b>Indicator</b>	<b>TA02 - REQUIRED - The school uses a tiered, differentiated intervention process to assign research-based interventions aligned with the individual needs of identified students (the process includes a description of how interventions are selected and assigned to students as well as the frequency and duration of interventions for Tier 2 and Tier 3 students). (2932)</b>		
<b>Status</b>	Tasks completed: 0 of 3 (0%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 10/11/2013	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	DI; Remediation Plan; Staff Development Based on Needs	
<b>Plan</b>	Assigned to:	Sara Knight	
	How it will look when fully met:	Teachers will implement strategies to ensure effective Tier I instruction meets the needs of students in congruence with the written, taught and assessed curriculum.	
	Target Date:	06/13/2014	
	<b>Tasks:</b>		
	1. Teachers will complete their data notebooks within two weeks to create remediation lessons.		
	Assigned to:	Melvin Bradshaw	
	Added date:	10/11/2013	
	Target Completion Date:	06/13/2014	
	Comments:		
	2. Faculty will focus the alignment of written, taughts and tested curriculum and will ensure that rigor is in the taught curriculum.		
	Assigned to:	Latoya Floyd	
	Added date:	01/08/2014	
	Target Completion Date:	06/13/2014	
	Comments:	Teachers have been working collaboratively to develop a list of menu-choice and project based instruction ideas to incorporate into the classroom during team meetings. This google document will be shared with staff. (2/5/14)  In the process of scheduling small group meetings for 3/5/14 to teach the staff how to write successful lesson plans based on VDOE. (2/26/14)	
	3. Analyze actual instructional time used during the school day, and determine where additional time might be reallocated from time devoted to non-instructional issues and/or activities.		
	Assigned to:	Patricia Whitehead	
	Added date:	01/06/2014	
	Target Completion Date:	06/13/2014	

		Comments:	<p>Currently looking at placement of exploratory teachers to see if they would be able to positively support the core classes. Exploratory teachers will be used in classrooms starting May 6th to support remediation for SOLs. They will be in classrooms from 9:15-10:15. (2012-2013)</p> <p>Team leaders will work with their grade level to determine the need for additional support. (2012-2013)</p> <p>Patricia Whitehead will discuss possibilities with her team. (10/9/13)</p>
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 3 (0%)	

<b>Indicator</b>	<b>TA03 - REQUIRED - The school uses a monitoring process (including a multidisciplinary team that meets regularly to review student intervention outcome data and identifies "triggers" and next steps for unsuccessful interventions) for targeted intervention students to ensure fidelity and effectiveness. (2933)</b>		
<b>Status</b>	Tasks completed: 0 of 4 (0%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 10/11/2013	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Remediation Logs; reports; Attendance; Grades	
<b>Plan</b>	Assigned to:	Natalie Rotzler	
	How it will look when fully met:	Student progress, along with instructional practices, will be monitored through data meetings, team meetings, and lesson plans to ensure curriculum alignment, student engagement, and appropriate assessments. This will coorlate along with TA02.	
	Target Date:	06/13/2014	
	<b>Tasks:</b>		
	1. Administration, along with teams, will discuss and chart progress of at risk students (multiple referrals and multiple unexcused absences) during meetings.		
	Assigned to:	Melvin Bradshaw	
	Added date:	10/11/2013	
	Target Completion Date:	06/13/2014	

		Comments:	<p>Grade level spreadsheets for attendance has been shared through Google Docs and are updated. (10/30/13)</p> <p>Attendance hearing have been held for 8 students. (2/7/14)</p> <p>Student information has been removed from team minutes, but team minutes are continued to be loaded into the meeting section of INDISTAR. (2/26/14)</p> <p>Cognos reports are generatated monthly to address discipline and attendance violators.</p> <p>As of 2/26/14, 33 students have acquired 6 or more absences for the 2013-14 school year.</p> <p>As of 2/26/14, 11 students have acquired 6 or more discipline referrals.</p>
	2. Administration will promote open communication and collaborative problem solving among teachers through grade level, data, and leadership meetings.		
	Assigned to:	Melvin Bradshaw	
	Added date:	01/07/2014	
	Target Completion Date:	06/13/2014	
	Comments:	<p>Grade level, content, data, leadership team, and special education meetings are held monthly to discuss concerns and achievements. Team meeting minutes for 6th - 8th grade that were completed as of January 31, 2013 have been uploaded. (2012-2013)</p> <p>Team meeting minutes have been uploaded for 6-7 grade levels under meetings. 11/13/13</p> <p>1/6/14 - Team minutes are uploaded into the meeting agenda section of INDISTAR and shared with grade levels and administration via Google Docs.</p>	
	3. Administration will continue to monitor and implement the school improvement plan throughout the school year.		
	Assigned to:	Natalie Rotzler	
	Added date:	01/07/2014	
	Target Completion Date:	06/13/2014	
	Comments:	<p>11/13/13 - Several dates have changed to cover the end of the school year. It has been suggested that we close some indicators and move tasks into TA01, TA02, TA03. This will take some time.</p> <p>1/6/14 - SIP updated.</p> <p>2/7/14 - SIP updated</p> <p>2/26/14 - SIP updated</p>	
	4. Administration will focus on what students are doing during classroom observations. (Use Time Task, SURN, and AdvancED observation forms in PD 360)		
	Assigned to:	Latoya Floyd	



		Added date:	01/07/2014
		Target Completion Date:	06/13/2014
		Comments:	<p>Administration will document AR observations during classroom observations to ensure that AR time is occurring as scheduled.</p> <p>Lesson plan feed back is written and rubric based. Each grade level has a specific calendar date to turn in lesson plans.</p> <p>Administration will continue to have unscheduled walk throughs.</p> <p>Administration is recognizing staff using "A Note from Administration" that allows for quick positive or negative feedback.</p>
<b>Implement</b>	Percent Task Complete:	Tasks completed:	0 of 4 (0%)