| | | School Name: School Code: | | Year: |
|-------------------------|--|---------------------------|------------------------------------|------------------------------------|
| Wilson County | | Forest Hills Middle | 338 | 2015-2016 |
| Principal Name (or Desi | gnee) | Cheryl Baggett | Principal Name (or Designee) Email | cheryl.baggett@wilsonschoolsnc.net |
| School Mission | 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. | | | |
| School Vision | 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.

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, 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 acheived 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 Diagostic 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 utlizing 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 | |
| GOAL #1: | 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%. | | | | | |
| (SMART - Specific, Measurable, Attainable, | SBE Goal Ali | gnment: | Goal 1: E | every student in the NC Public School prepared for work, further educ | | |
| Realistic, Time-Bound) | LEA Goal Ali | gnment: | | n County Schools student receives a pom high school prepared for work, fu | | |
| | Indistar Indicator: (if applicable) | | | | | |
| Progress: | Progress Monitoring Status: | | | Has Begun ents for 6th-8th grade students. 6th- | | |
| | | | | reading EOG GLP performance by 7% | | |
| GOAL #2: (SMART - Specific, Measurable, Attainable, | SBE Goal Ali | gnment: | Goal 1: E | every student in the NC Public School prepared for work, further educ | | |
| Realistic, Time-Bound) | LEA Goal Alignment: | | | n County Schools student receives a pom high school prepared for work, fu | | |
| | Indistar Indi | cator: (if applicable) | | | | |
| Progress: | Progress Monitoring Status: | | | Has Begun | | |
| GOAL #3: (SMART - Specific, Measurable, Attainable, | Increase st | | | Rth grade); current GLP proficiency 70 re EOG by 5.3% to overall GLP proficion | 0.7%. By June 2016, increase student ency of 76% | |
| Realistic, Time-Bound) | SBE Goal Ali | gnment: | Goal 1: E | every student in the NC Public School prepared for work, further educ | | |

| | 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 citzenship. |
|-----------|-------------------------------------|--|
| | Indistar Indicator: (if applicable) | |
| Progress: | Progress Monitoring Status: | Has Begun |

| District Name: | | School Name: | | School Code: | | Year: |
|--|---------------------------|---|--|---|--|---|
| Wilson County | | Forest Hills Middle | | 338 | | 2015-2016 |
| GOAL #1: | June 2016, | rease performance on math EOG assessments for 6th-8th grade students. 6th-8th grade current GLP proficiency 33%. By ne 2016, increase 6th-8th grade math EOG GLP performance by 7% to an overall proficiency of 40%. Math I (8th grade) rent GLP proficiency is 57.7%. By June 2016, increase Math I proficiency by 12.3% to an overall GLP proficiency of 70%. | | | | |
| Strategy #1: Describe the strategy that will support this goal | | ent a whole-school intent | he "Goals" s tional focus c | | or our scho r to create | ol to restructure our PLC practices and momentum, synergy, and a shared |
| Progress: | | onitoring Status: | with feedb lesson pl administrat Data Walk r Mid-year, progress of student pro where cha ELEOT of Administrat opportunity School Ir | ack provided by assigned ad ans submitted to administrative team member; Staff & Smeetings (every two months EOY. BLAST Math program evaluated with each nine we gress will again be evaluated nges may need to be made. digital observation tool (new ative team to meet weekly to and a plan of action. PLC proprovement Plan) are a specific professional Description. | Iministrativation team (chool Lead); School Ir (new initiateks grading weekly of WCS distrocitics (excific and separation) | , |
| Tasks/Action Steps: Describe the action | | | | | | cross grade level partners; Implement SchoolNet, & Mobymax); Implement |
| steps that will be taken to support this stratgegy. | Evidence: (Identify do | cuments and artifacts) | include stude resource suppor | dent (individual/group) strer s used by teacher/students, t academic needs of studen | ngths/oppo interventi ts; Collabo ng Environ | tlining overall student performance to ortunities; learning targets, assessment on/enrichment strategies utilized to orative Lesson Plans, Walk-through ment Observation Tool (ELEOT); NCEES at performance data. |

| | Person(s) Responsible: | Goal Leaders: 6th-8th math teachers | | | |
|---|--|---|--|--|--|
| | Timeline: | August 2015 through June 2016 | | | |
| | Budge Amount: (if applicable) | Budget Source: (if applicable) | | | |
| Strategy #2: Describe the strategy that will support this goal | Incorporate & 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 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.) | | | | |
| 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. 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). | | | |
| | professional development (PD) f practices; Mobymax- participate i intervention time every Monday & Graphing Calculators (new resourc | udent binder organization with weekly checks twice per month; participate in AVID for instructional strategies as provided; incorporate AVID strategies into instructional in PD activities as determined for individual needs; utilize Mobymax during homeroom Wednesday, incorporate into instructional practices to complement learning activities; see for 2015-2016 school year) - participate in PD activities, incorporate into instructional team Professional Development activities as provided during Early Release Days staff development sessions. | | | |
| Tasks/Action Steps: Describe the action steps that will be taken to support this stratgegy. | 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) | | |
|--|--|--|--|--|
| Strategy #3: Describe the strategy that will support this goal | partnership with all math teachers a the need for our school to develop | Revise and implement school-wide recognition initiatives into classroom practices in and grade level partners. (The areas of opportunity noted in the "Goals" section indicated and implement an intentional plan, with a whole-school focus, to utilize our recognition on insistent level in order to create momentum and synergy for all students and teachers.) | | |
| Progress: | 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). | | |
| | | nd professional development and updates as required; Implement school-wide initiatives es in partnership with all math teachers and grade level teaching partners. | | |
| Tasks/Action Steps: Describe the action | Evidence: (Identify documents and artifacts) | NCEES Observations; PBIS data - student reward/event participation; EdClick(behavior/discipline) data; Renaissance data - student reward/event participation. | | |
| steps that will be taken to support this stratgegy. | 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: | | 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%. | | | | | |
| Strategy #1: Describe the strategy that will support this goal | | Professional Learning Community (PLC) Practices (The areas of opportunity noted in the "Goals" section indicated the need for our school to restructure our PLC practices of 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.) | | | | | |
| Progress: | Progress M | onitoring Status: | Implemented August 2015; weekly PLC documentations submitted to administrat team with feedback provided by assigned administrative team member; weekly collaborative lesson plans submitted to administration team with feedback provide assigned administrative team member; Staff & School Leadership Team monthly upon District Data Walk meetings (every two months); School Improvement Plan state updates - BOY, Mid-year, EOY. BLAST Reading program (new initiative 2015-2016 search year) - student progress evaluated with each nine weeks grading period; overall progresults and student progress will again be evaluated prior to beginning of 2nd sements to determine where changes may need to be made. Weekly observation feedbath provided through ELEOT digital observation tool (new WCS district tool for 2015-2 school year). Administrative team to meet weekly to discuss progress on initiative identify areas of opportunity and a plan of action. | | | | |
| | Reading team will: attend and participate in all PLC professional development (on average once per month); Development (on average once per month); Development PLC weekly meeting plan; Implement collaborative lesson plan protocal across grade level partners; Implement assessment & data analysis activities(BOY, weekly, benchmark,etc.) utilizing EVAAS, SchoolNet, & Mobymax); Implement BLAST (Building Leadership & Strengths Together) Reading program for struggling students (new initiative for 2015-2 school year). | | | | across grade level partners; Implement S, SchoolNet, & Mobymax); Implement | | |
| Tasks/Action Steps: Describe the action steps that will be taken to support this stratgegy. | Evidence: (Identify do | cuments and artifacts) | include stud resource suppor | dent (individual/group) strengths/o s used by teacher/students, interve t academic needs of students; Colla | outlining overall student performance to portunities; learning targets, assessment ntion/enrichment strategies utilized to aborative Lesson Plans, Walk-through onment Observation Tool (ELEOT); NCEES dent performance data. | | |
| | Person(s) R | esponsible: | | Goal Leaders: 6th-8th | reading teachers | | |
| | Timeline: | | | August 2015 throu | gh June 2016 | | |

| | Budge Amount: (if applicable) | Budget Source: (if applicable) | | | | |
|---|--|--|--|--|--|--|
| Strategy #2: Describe the strategy that will support this goal | Incorporate & 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.) | | | | | |
| 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. 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). | | | | |
| | professional development (PD) for practices; Mobymax- participate intervention time every Tuesday 8 | Ident binder organization with weekly checks twice per month; participate in AVID or instructional strategies as provided; incorporate AVID strategies into instructional on PD activities as determined for individual needs; utilize Mobymax during homeroom of Thursday, incorporate into instructional practices to complement learning activities; ssional Development activities as provided during Early Release Days staff development sessions. | | | | |
| Tasks/Action Steps: Describe the action steps that will be taken to support this stratgegy. | 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) | | | | |

| Strategy #3: Describe the strategy that will support this goal | PBIS & 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.) | | | | | |
|--|---|---|--|--|--|--|
| Progress: | 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, 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 reading teachers' Professional Development Plan (PDP). | | | | |
| | | nd professional development and updates as required; Implement school-wide initiatives in partnership with all reading teachers and grade level teaching partners. | | | | |
| Tasks/Action Steps: Describe the action | Evidence: (Identify documents and artifacts) | NCEES Observations; PBIS data - student reward/event participation; EdClick(behavior/discipline) data; Renaissance data - student reward/event participation. | | | | |
| steps that will be taken to support this stratgegy. | Person(s) Responsible: | Goal Leaders: 6th-8th reading teachers, PBIS & Renaissance Team | | | | |
| | Timeline: | August 2015 through June 2016 | | | | |
| | Budge Amount: (if applicable) | Budget Source: (if applicable) | | | | |

| District Name: | School Name: | | | School Code: | | Year: | |
|---|---------------------------|--|---|---|---|--|--|
| Wilson County | Forest Hills Middle | | | 338 | | 2015-2016 | |
| GOAL #3: | Increase st | 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% | | | | | |
| Strategy #1: Describe the strategy that will support this goal | | Professional Learning Community (PLC) Practices (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 share commitment across all math, ELA, science, and electives teachers.) | | | | | |
| Progress: | Progress Mo | onitoring Status: | team wi collaborativ assigned updates; E status upda ELEOT di Administrat opportunit | th feedback provided by a e lesson plans submitted l administrative team mer bistrict Data Walk meeting ates - BOY, Mid-year, EOY gital observation tool (ne- ive team to meet weekly y and a plan of action. PL | assigned adm to administra mber; Staff & gs (every two . Weekly obs w WCS distric to discuss pr C practices (e e a specific a | ntations submitted to administration ninistrative team member; weekly ation team with feedback provided by School Leadership Team monthly months); School Improvement Plan servation feedback provided through ct tool for 2015-2016 school year). ogress on initiatives, identify areas of expectations outlined in detail within nd separate goal for each science oment Plan (PDP). | |
| | implement | PLC weekly meeting plan | ; Implement | collaborative lesson plan | n protocal aci | rerage once per month); Develop & ross grade level partners; Implement AAS, SchoolNet, & Mobymax). | |
| Tasks/Action Steps: Describe the action steps that will be taken to support this stratgegy. | Evidence: (Identify do | cuments and artifacts) | includ assessmer utilize | e student (individual/grou It resources used by teach d to support academic ne gh observation data using | ip) strengths, ner/students, eds of studei | lining overall student performance to /opportunities; learning targets, intervention/enrichment strategies nts; Collaborative Lesson Plans, arning Environment Observation Tool servations | |
| 0 0, | Person(s) R | esponsible: | | | ce teachers | | |
| | Timeline: | | | August 20 |)15 through J | June 2016 | |
| | Budge Amo | unt: (if applicable) | | Budget Sour | rce: (if applica | able) | |

| Strategy #2: Describe the strategy that will support this goal | Incorporate & 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.) | | | | |
|--|--|--|--|--|--|
| 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. 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 science teachers' Professional Development Plan (PDP). | | | |
| | 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. | | | | |
| Tasks/Action Steps: Describe the action steps that will be taken to support this | Evidence: (Identify documents and artifacts) PLC documentation(learning targets,assessment tools, intervention/enrichm strategies); Data Analysis documents (student performance- strengths/opportu Collaborative Lesson Plans, Effective Learning Environment Observation Tool (E walk-through observation data, NCEES observations. | | | | |
| stratgegy. | Person(s) Responsible: | Goal Leaders: 8th science teachers | | | |
| | Timeline: | August 2015 through June 2016 | | | |
| | Budge Amount: (if applicable) | Budget Source: (if applicable) | | | |
| Strategy #3: Describe the strategy that will support this goal | PBIS & 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.) | | | | |

| Progress: | 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, EOY; Renaissance initiatives - quarterly. Reward & 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). | | |
|--|--|---|--|--|
| | | Attend professional development and updates as required; Implement school-wide ctices in partnership with all science teachers and grade level teaching partners. | | |
| Tasks/Action Steps: Describe the action steps that will be taken | Evidence: (Identify documents and artifacts) | NCEES Observations; PBIS data - student reward/event participation; EdClick(behavior/discipline) data; Renaissance data - student reward/event participation. | | |
| to support this stratgegy. | Person(s) Responsible: | Goal Leaders: 8th science teachers, PBIS & Renaissance Team | | |
| | Timeline: | August 2015 through June 2016 | | |
| | Budge Amount: (if applicable) | Budget Source: (if applicable) | | |

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 | 010-2011 383 | | 346 (90%) | 15 (4%) | |

| 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% | | | | |
| 2011-2012 | 95.30% | Data not available | | | |
| 2010-2011 | 94.90% | | | | |

| 6th-8th Reading Proficiency - EOG; CCR | | | |
|--|------|--|--|
| 2011 | 75.2 | | |
| 2012 | 76.8 | | |
| 2013 | 42.4 | | |
| 2014 | 41.1 | | |
| 2015 | 36 | | |

| 6th-8th Math Proficiency - EOG; CCR | | | | |
|-------------------------------------|------|--|--|--|
| 2011 | 93.2 | | | |
| 2012 | 93.3 | | | |
| 2013 | 28 | | | |
| 2014 | 26.2 | | | |
| 2015 | 24.8 | | | |

| 8th Science Pro | 8th Science Proficiency - EOG; CCR | | | |
|-----------------|------------------------------------|--|--|--|
| 2011 | 69 | | | |
| 2012 | 73.8 | | | |
| 2013 | 58.3 | | | |
| 2014 | 60.6 | | | |
| 2015 | 61.5 | | | |

| Math I Proficiency - EOC | | | |
|--------------------------|------|--|--|
| 2013 | 48.8 | | |
| 2014 | 51.5 | | |
| 2015 | 46.2 | | |

| All E.D. 419 Forest Hills Off the WCS Mark 68.8% Off the WCS Mark | Not E.D. Black 190 358 | Hispanic White 82 136 | EC 163 | LEP 23 | | | |
|--|--|---|------------------------|---------------------------------|---|---|---|
| | 31.2% Off the WCS Mark 58.8% | Off the WCS Mark 13.5% Off the WCS Mark 22.3% | Off the WCS Mark 27% | 4% WCS WCS-E. | D. WCS-Not E.D. WCS-Black WCS-Hisp. WCS-White | NC NC-E.D. NC-Not E.D. NC-Black NC-Hisp. NC-White | Black (vs. White) E.D. (vs. Not E.D.) |
| BOTH Reading and Math Proficiency | 6th - 8th Reading and Math | | | | 3rd - 8th Reading and Math | 3rd - 8th Reading and Math | 6th - 8th Reading and Math |
| 2011 73.5 3.4 64.4 3.0 2012 74.8 6.5 66.1 6.7 | 86.5 (0.4) 63.3 88.3 0.6 64.3 | 6.9 80.4 10.4 87.3 8.9 71.9 2.7 92.8 | 1.0 8.5 | 70.1 61.4 68.3 59.4 | 97.7 SSA 69.2 B4.3 | 17.0 12.1 12.8 46.5 15.4 77.0 17.1 | (24.0) (22.1) (28.5) (22.2) |
| 2013 24.7 1.0 13.8 (0.3) 2014 0.0 0.0 0.0 2015 0.0 0.0 | 42.2 (2.4) 10.1 0.0 | 0.3 23.7 1.9 49.5 0.0 0.0 | 8.0 | 23.7 54.1 | 44.6 9.8 21.8 41.5 | 32.0 17.4 49.8 14.2 19.3 43.5 | (29.4) (28.4) 0.0 0.0 |
| 2015 0.0 0.0 | 0.0 | 0.0 | 0.0 | | | | 0.0 0.0 |
| Reading Proficiency | | | | | | and - 8th Reading | |
| 2011 75.2 1.6 67.1 0.9 | 6th - 8th Reading = 608 86.9 (1.1) 66.3 | 4.4 82.1 9.7 87.3 | (0.5) | 73.6 66.2 | | 70.7 58.2 85.2 54.2 57.7 81.9 | 6th - 8th Reading (21.0) (19.8) |
| 2012 76.8 5.0 69.4 5.5 2013 42.4 4.8 27.4 1.0 | 88.3 (0.6) 66.7 66.4 4.4 25.9 | 6.2 73.7 2.4 93.3 3.6 40.7 6.8 70.5 | 7.1 12.1 19.4 | 71.8 61.9 14.3 27.6 26.4 | 62.0 22.3 33.9 58.4 | 71.2 59.1 56.4 55.3 58.5 59.2 51.5 59.2 51.5 59.2 59.5 59.5 59.5 59.5 59.5 59.5 59 | (26.6) (18.9) (44.6) (22.0) |
| 2014 41.1 2.8 28.9 1.3 2015 36.0 (0.4) 27.0 1.8 | 62.3 0.5 27.3 0.0 25.1 | 4.0 45.2 10.2 65.3 4.4 42.0 8.0 61.0 | | 9.1 38.3 27.6 18.2 36.4 25.2 | 61.8 21.3 25.0 58.7 20.7 24.0 58.5 | 44.7 29.3 63.7 26.3 29.2 57.4 | (18.0) (23.4) (15.9) 27.0 |
| | | | | | | | 6th Reading |
| 2011 81.1 4.6 75.4 5.7 | 90.2 (1.2) 74.3 | 8.6 81.3 2.2 89.6 | 0.4 | 76.5 69.7 | 6th Reading 91.4 65.7 79.1 89.2 | Oath Reading 75.1 61.6 88.3 59.6 65.0 85.0 | 126 151 (15.3) (14.8) |
| 2012 83.0 3.1 77.4 4.3 2013 40.2 1.9 27.7 0.2 | 92.9 (0.2) 79.0 | 7.8 80.0 (0.2) 92.6 2.0 40.9 5.6 65.7 | 1.3 | 79.9 73.1 N/A 38.3 27.5 | 93.1 71.2 80.2 91.3 | 75.2 64.4 88.8 60.2 64.7 85.1 | (13.6) (15.5) (38.8) (35.4) |
| 2014 32.4 (3.4) 22.4 (3.1) | 56.3 (6.5) 24.4 | 1.6 32.1 (3.7) 45.1 | (9.3) 5.7 | N/A 35.8 25.5 | | 46.4 20.9 65.5 27.7 31.7 59.4 45.7 29.8 65.5 26.3 29.5 59.6 | (20.7) (33.9) |
| 2015 35.1 (2.9) 28.5 0.6 | 0.0 26.2 | 0.7 32.0 3.0 63.6 | 3.2 28.6 | 16.7 31.0 27.9 | 25.5 29.0 60.A | | (37.4) 28.5 |
| | 7th Reading = 195 | | | | 7th Reading | 7th Reading | 7th Reading 113 137 |
| 2011 70.7 0.2 63.0 1.2 2012 72.9 6.5 62.3 6.5 | 81.8 (4.0) 61.4 | 3.4 90.5 21.1 80.6 4.4 78.6 9.9 94.7 | (4.5) 8.2 | 70.5 61.8 66.4 55.8 | | 67.8 54.2 52.4 49.9 55.7 79.2 68.2 55.1 51.8 50.8 57.0 79.4 | (19.2) (18.8) |
| 2012 72.9 6.5 62.3 6.5 2013 47.2 3.3 32.2 0.7 2014 45.1 3.7 31.6 0.9 | 70.7 4.7 31.4 67.5 1.6 28.4 | 3.9 42.3 (1.5) 78.6 3.6 60.9 18.4 72.1 | 15.8 17.4 | 11.1 41.9 21.5 N/A 41.4 20.7 | 66.0 27.5 43.8 62.8 | GE2 55.1 83.8 50.8 17.8 79.4 47.8 12.6 65.7 28.5 34.5 06.4 47.6 12.3 65.9 27.9 34.2 00.8 | (39.2) (25.9) (47.2) (38.5) (43.7) (35.9) |
| 2015 35.9 (0.6) 28.5 2.3 | | 3.9 51.5 11.5 52.5 | (5.0) 8.0 | N/A 36.5 26.2 | 20.9 40.0 57.5 | 71.0 24.0 93.5 41.0 27.4 90.5 | (27.7) 28.5 |
| | 8th Reading = 208 | | | | | | 8th Reading |
| 2011 73.9 2.5 62.3 0.1 | 88.8 1.9 63.1 | 5.5 73.7 6.7 92.2 | 4.5 | 71.4 62.2 | | 8th Reading 69.8 55.9 64.0 51.6 57.2 61.4 | (29.1) (26.5) |
| 2012 74.9 0.9 68.3 2.0 2013 40.4 5.1 22.0 (1.9) | 84.5 (2.7) 66.1 65.9 7.2 19.8 | 4.1 61.1 (9.6) 92.3 (0.2) 36.4 (0.4) 68.9 | 4.0 13.8 18.2 | 74.0 66.3 N/A 25.3 21.9 | | 71.1 58.2 85.5 53.9 58.1 82.3 41.0 25.8 57.7 23.5 29.5 52.0 | (26.2) (16.2) (49.1) (43.9) (46.4) (26.4) |
| 2014 46.9 4.6 35.4 4.9 2015 37.0 2.4 23.8 (0.5) | 61.8 (0.1) 30.0 0.0 24.4 | 2.9 46.9 10.7 76.4 5.4 39.1 4.2 65.4 | 15.2 35.7 11.8 21.1 | 16.7 42.3 30.5 N/A 34.6 24.3 | 61.9 27.1 36.2 61.2 19.0 34.9 53.6 | 42.3 26.9 59.4 26.4 29.3 54.3 | (46.4) (26.4) (41.0) 23.8 |
| Math Proficiency | | | | | | | |
| | 6th - 8th Math = 608 | | | 862 813 | 3rd - 8th Math 95.0 78.7 86.0 95.0 | Ind - Bith Math | (5.1) (6.1) |
| 2011 93.2 7.0 88.9 7.6 2012 93.3 8.2 89.2 8.9 | 95.0 0.0 89.9 95.0 0.0 90.7 | 11.2 94.6 8.6 95.0 12.8 91.2 4.3 95.0 | 1.7 | 85.1 80.3 | 95.0 77.9 86.9 93.3 | E2.4 742 91.6 69.0 78.5 69.6 E2.8 75.0 92.5 70.0 79.3 59.7 | (4.3) (5.8) |
| 2013 28.0 (3.7) 17.9 (4.1) 2014 26.2 (6.3) 14.1 (8.2) | 44.3 (8.5) 14.1 47.3 (7.6) 12.0 | (2.2) 28.8 (5.1) 51.5 (4.3) 28.8 (6.2) 50.9 | 2.2 16.1 (0.4) 5.0 | 7.1 21.7 22.0 9.1 22.5 22.3 | 52.8 16.3 33.9 49.3 54.9 16.3 35.0 51.3 | 42.1 27.7 60.1 22.2 22.7 53.8 43.1 28.2 61.3 22.9 23.5 54.8 | (27.4) (26.4) (26.9) (23.2) |
| 2015 24.8 (7.5) 16.0 (5.0) | 0.0 14.0 | (2.9) 29.6 (4.1) 47.8 | (4.2) 5.6 | 5.0 22.3 21.0 | 16.9 21.7 52.0 | | (23.8) 26.0 |
| | 6th Math = 205 | | | | Eith Matth | Gth Math | 6th Math 126 151 |
| 2011 89.6 8.8 83.1 9.2 2012 91.2 7.4 86.3 9.0 | 95.0 0.0 84.1 95.0 0.0 89.5 | 12.1 81.3 5.9 95.0 14.2 92.0 4.5 95.0 | 2.0 | 80.8 73.9 83.6 77.3 | | BOJ 71.7 91.1 65.6 78.6 88.9 BOS 71.6 91.6 65.9 75.4 88.6 | (10.9) (11.9) |
| 2013 29.7 4.2 20.0 2.9 | 47.6 1.3 16.4 | 4.4 36.4 5.7 52.9 | 12.6 17.9 | N/A 25.5 17.1 | 46.3 12.0 30.7 40.3 40.2 12.5 20.6 41.5 | 28.9 28.1 57.4 19.0 29.5 50.6 29.6 28.1 58.0 19.5 29.7 51.5 | (36.5) (27.6) |
| 2014 20.8 (3.0) 11.2 (2.8) 2015 22.4 (1.6) 13.9 (0.7) | 43.8 (5.4) 12.6 0.0 13.5 | 0.1 21.4 0.8 33.3 1.1 24.0 3.9 45.5 | (8.2) 5.7 4.2 5.0 | N/A 23.8 34.0 5.0 24.0 34.6 | 12.4 20.1 41.3 | 20.6 24.1 56.9 29.5 29.7 51.5 | (32.0) 13.9 |
| | | | | | | | 7th Math |
| 2011 94.4 5.5 91.3 6.9 | 7th Math = 195 95.0 0.0 93.0 | 8.3 95.0 7.1 94.4 | 0.1 | 83.9 SAA | | 775 Math EL1 77.3 90.6 66.1 77.1 66.1 EL1 77.8 91.0 66.3 77.8 87.9 | 113 137 (1.4) (3.7) |
| 2012 95.0 10.3 91.8 12.7 2013 34.2 5.9 25.4 8.1 | 95.0 0.0 91.8 48.0 0.1 19.6 | 14.4 95.0 12.4 95.0 5.5 30.8 5.2 62.5 | 0.1 17.3 17.4 | 84.7 79.1 11.1 28.3 17.3 | 95.0 77.4 82.5 94.9 47.9 14.1 25.6 45.2 | 81.1 72.8 91.0 68.3 77.8 87.9 38.5 21.2 56.4 18.6 28.6 50.1 | (3.2) (3.2) (42.9) (22.6) |
| 2014 31.0 2.5 18.0 (0.6) 2015 19.0 (7.0) 11.7 (4.7) | 52.5 1.3 12.9 0.0 10.6 | (0.2) 47.8 15.1 60.7 (2.5) 24.2 (0.6) 37.5 | 14.7 5.0 (7.6) 5.0 | N/A 28.5 18.6 N/A 26.0 16.4 | 512 111 227 46.0 | 28.9 22.5 57.4 19.4 28.6 50.6 | (47.8) (34.5) (26.9) 11.7 |
| | | | | | | | Bth Math |
| 2011 95.0 3.9 93.0 6.0 | 8th Math = 208 95.0 0.0 92.8 | 8.7 95.0 2.0 95.0 | 0.0 | 23.1 87.0 | 250 Muth 910 950 | 8th Math 84.4 76.7 92.3 73.0 90.7 90.6 | 119 130 (2.2) (2.0) |
| 2012 93.2 3.7 89.4 3.7 | 95.0 0.0 90.7 | 5.3 83.3 (4.7) 95.0 | 0.0 | 89.5 85.7 | 95.0 85.4 88.0 95.0 | 85.2 76.1 93.2 74.1 82.6 91.0 | (4.3) (5.6) |
| 2013 20.2 (0.2) 7.6 (2.3) 2014 26.9 (1.6) 13.1 (2.2) | 37.6 (4.4) 6.3 44.7 (5.8) 10.0 | (0.6) 9.1 (11.1) 41.9 (1.6) 18.2 (7.8) 56.4 | 2.1 9.1 9.0 5.0 | N/A 20.4 9.9 5.0 28.5 15.3 | | 3A2 19.7 50.2 15.4 24.6 45.1 3A.6 19.7 51.1 15.3 24.5 46.0 | (46.4) (31.6) |
| 2015 32.7 6.0 23.1 6.0 | 0.0 17.6 | 5.9 43.5 14.6 57.7 | 14.2 10.5 | N/A 26.7 17.1 | 11.7 21.9 41.5 | | (40.1) 23.1 |
| Science Proficiency | 8th Science = 208 | | | | Bith Science | Bith Science | 8th Science |
| 2011 69.0 (7.7) 53.5 (15.0) 2012 73.8 (5.3) 63.1 (8.4) | 88.8 (1.8) 51.4 89.3 (2.7) 60.7 | (10.1) 73.7 (5.4) 95.0 (6.0) 77.8 (0.8) 93.8 | 13 | 76.7 68.5 79.1 71.5 | | 74.9 62.7 57.4 56.1 65.2 56.1 77.3 66.1 52.6 52.7 68.4 57.4 | (43.6) (35.3) (33.1) (26.2) |
| 2013 58.3 1.9 39.5 (8.9) | 84.7 11.9 36.6 | (5.8) 54.5 (9.5) 89.2 | | N/A SGA ANA | 72.8 42.4 64.0 73.0 | 50.1 44.7 75.0 38.9 49.2 71.1 | (52.6) (45.2) (34.7) (23.2) |
| 2014 60.6 2.2 50.5 (0.8) 2015 61.5 2.8 50.8 (0.2) | 73.7 3.4 48.9 0.0 48.7 | 1.4 50.0 (6.7) 83.6 3.7 73.9 10.4 84.6 | 12.3 35.7 11.1 26.3 | 33.3 58.4 51.3 N/A 58.7 51.0 | | 61.9 47.3 78.1 41.7 52.0 74.3 | (34.7) (23.2) (35.9) 50.8 |