The school will work to achieve and maintain full accreditation and continue academic improvement.

SMART Goal #1: 79% or more of the FCMS students will pass the Reading SOL assessment.

SMART Goal #2: 87% or more of the FCMS students will pass the Mathematics SOL assessment.

SMART Goal #3: 75% or more of the FCMS 8th grade students will pass the Writing SOL assessment.

SMART Goal #4: 90% or more of the FCMS students will demonstrate growth and 50% or more will meet or exceed their projected RIT in Reading as measured by the fall and spring MAP assessments.

SMART Goal #5: 90% or more of the FCMS students will demonstrate growth and 50% or more will meet or exceed their projected RIT in Math as measured by the fall and spring MAP assessments.

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The school will <u>identify</u> at risk students or students in need of specific interventions. Provide a detailed list of strategies used to identify those students at risk. Please include professional development to support this goal.

Description of baseline data: During the 2015 - 2016 school year, 69% of the FCMS students passed the Reading SOL assessment and 61% passed the writing assessment. During the 2016 - 2017 school year, 76% of the FCMS students passed the Reading SOL assessment, an increase of 7%, and 67% passed the writing assessment, an increase of 6% from the previous year.

SMART Goal #1: 79% or more of the FCMS students will pass the Reading SOL assessment.

Identification Goal #1: FCMS students will be screened, using a research-based tool, in the area of Reading and Language Arts, to identify students at risk of failing or in need of targeted interventions. During the 2017 - 2018 school year, Measures of Academic Progress or MAP will be used to screen students to determine instructional strengths and weaknesses.

Strategy #1: During the 2017 - 2018 school year, MAP screenings will be administered 3 times during the school year (fall, winter, and spring) to identify any/all students at risk of failing or in need of targeted interventions in the area of Reading.

Evidence: After each test administration, the teaching staff will disaggregate the data to identify students scoring below the 40% percentile in the area of reading. Those scoring in the targeted range of below the 40th percentile will receive specific instructional interventions.

Strategy #2: During the 2017 - 2018 school year, a color-coded Google Doc will be created to outline the instructional tier/level of each student in ELA. SOL and MAP data will be used for determining tiers.

Evidence: Throughout the school year, each grade level team will create/maintain a visual tiered list of students in the areas of ELA, based on data. The list will differentiate the needs of the students and help teachers determine which students need targeted interventions and support.

Strategy #3: During the 2017 - 2018 school year, students identified with the RI program, formerly SRI, as needing additional support in reading will be placed in Read 180/System 44 or pulled for additional remediation/progress monitoring.

Evidence: All FCMS students will be tested using the RI program to determine whether or not we have identified the students most in need of reading support and/or students reading more than one grade below their current grade level.

Strategy #4: During the 2017 - 2018 school year, teaching staff will review and analyze the Student Performance by Question/Student Detail By Question data, to determine which students are in need of specific, targeted intervention, in the area of reading.

Evidence: The Student Detail by Question data was extracted for teaching staff from Pearson to determine students that are at risk of failing reading or have weak foundational skills in the area of reading based on the 2016 - 2017 SOL testing administration. Teaching staff were given reports for all of the students that did not pass the reading SOL assessment, the previous year, to determine deficit areas and/or how to group students to better offer them instructional support.

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The school will provide <u>interventions</u> for those students identified as at risk or in need of specific interventions. Provide a detailed list of strategies used to provide interventions for identified students. Please include professional development to support this goal.

Description of baseline data: The teachers of students with LEP plans, students with IEPs, and/or students reading/working below their instructional grade level, will work in conjunction with specialized teachers/staff to offer the students in need of these services instructional scaffolding and support. The teachers, general education and SpEd, will collaborate and use data to monitor student progress, offer intervention and remediation, and targeted assistance.

SMART Goal #1: 79% or more of the FCMS students will pass the Reading SOL assessment.

Intervention SMART goal #1: Students identified as at risk of failing or needing targeted interventions, in the area of reading, will receive additional support and regular remediation.

Strategy #1: During the 2017 -2018 school year, students with an LEP plan or are monitor-level according to WIDA will be assessed using the WIDA assessment. Students identified as levels 1- 6 will be identified for LEP interventions/accommodations, in the area of reading.

Evidence: Scores from the WIDA-ACCESS test from the 2016 - 2017 school year were made available to teachers to reflect EL levels for the 2017 - 2018 school year. Students in need of LEP support, in the area of reading, will receive instructional assistance from the EL staff during the EL exploratory class, through co-teaching, and/or remediation/intervention sessions, this school year, based on WIDA-ACCESS scores from the 2016 - 2017 school year.

Strategy #2: During the 2017 -2018 school year, students targeted for interventions who are not making measurable progress in the area of reading may be referred to the Child Study team/committee.

Evidence: Students referred to Child Study in the area of reading will be progress monitored weekly. Students who continue to display weaknesses that are not able to be corrected with research based interventions may be referred to the Special Education Department for an assessment to determine whether or not they need specialized services.

Strategy #3: During the 2017 - 2018 school year, students with disabilities will be taught in classrooms where there is a teacher that specializes in the specific content area of focus, reading, and a teacher that has a specialized expertise in working with exceptional students.

Evidence: Students in need of individualized educational support in the area of reading will receive instructional assistance from a general education teacher and a SpEd teacher during core content classes, primarily ELA, through co-teaching, and/or during remediation/intervention sessions.

Strategy #4: During the 2017 - 2018 school year, teachers who provide instruction in specialized areas will provide remediation and support for identified students, outside of the inclusion/co-teaching setting, in the area of reading.

Evidence: EL plans and IEPs will include targeted plans for improvement in specific skills in the area of reading as identified by WIDA-ACCESS or IEP goals. The specialized teachers will/can work with students in the resource setting, as deemed appropriate, to focus on specific reading skills, to offer identified students the necessary support that sometimes can't be attained in the general education setting.

Strategy #5: During the 2017 - 2018 school year, teachers will use formative/summative data to design instruction and provide remediation to meet student needs in the area of reading.

Evidence: SpEd and EL staff work collaboratively with teachers to determine interventions needed for students on their caseloads, in the area of reading, to provide the necessary instructional scaffolding and support.

Strategy #6: During the 2017 - 2018 school year, ELA teachers will use Moby Max to help with fluency and comprehension through structured practice.

Evidence: ELA teachers will use Moby Max with their tier 2 and tier 3 students. Reports from the program show evidence that use of Moby Max, in conjunction with small group instruction, remediation, and support, helps students build their skill fluency and comprehension through structured practice.

Strategy #7: EL/SpEd resource remediation is provided as exploratory classes, as deemed appropriate, in the area of reading.

Evidence: Annual plans and multiple data points in regard to LEP students and students with disabilities reflect specific foundational skills that students need in order to achieve mastery for the current academic year and beyond in the area of reading. Some students need a smaller setting and targeted instruction to make gains.

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The school will progress <u>monitor</u> those students identified as at risk or in need of specific interventions. Provide a detailed list of strategies used to progress monitor identified students. Please include professional development to support this goal.

Description of baseline data: During the 2017 - 2018 school year, Fieldale-Collinsville Middle School will use in school remediation to provide support to students that are at risk of failing or are in need of interventions in the area of reading. For identified students in the Child Study process, targeted interventions will be provided daily. Those students will be assessed weekly to determine the effect of the intervention.

SMART Goal #1: 79% or more of the FCMS students will pass the Reading SOL assessment.

Monitoring SMART goal #1: Students identified as at risk of failing or needing interventions in the area of reading will be tracked and monitored.

Strategy #1: During the 2017 - 2018 school year, teachers will regularly use multiple data points to determine specific interventions needed for students who are at risk of failing or are in need of targeted interventions, in the area of reading.

Evidence: Content teachers will provide daily intervention/remediation for students identified as needing additional support in the area of reading. Students will be identified using the SOL Student Detail data sheet, MAP, Moby Max reports, and formative/summative assessments, etc. The data from the reports will assist teachers with monitoring the progress of the students and will help determine whether or not the

remediation/interventions are working. The data will also help to drive how instruction is designed for the struggling student(s).

Strategy #2: To focus on specific skills, determined by data, all content teachers will utilize small group instruction, checking for understanding, and use of growth-producing feedback to address re-teaching and remediation needs for identified students, in the area of reading.

Evidence: In school remediation for students, in the area of reading, is determined by formative and summative assessments. ELA teachers regularly document and use assessment data to determine students that would benefit from in school remediation and/or small group instruction.

Strategy #3: EL and SpEd staff will meet with admin to review MAP data for all identified EL and SpEd students, in the areas of ELA, after each test administration.

Evidence: Admin and teachers will meet after each testing administration to review data. Students not performing well, below the 40th percentile, in the area of reading, will be identified and a plan of action will be created, which may include, but is not limited to progress monitoring, tutoring during the or a portion of the exploratory, class, assistance during the Homework Help period, etc.

Strategy #4: ELA teachers will disaggregate MAP data on an analysis worksheet to monitor progress over the three testing administrations.

Evidence: Teachers will disaggregate the MAP data, complete goal setting with students, will use the data to drive instruction, and monitor the progress of the students who are at risk or failure, in the area of reading.

Strategy #5: Team minutes will be used to document discussions of students' progress in the area of reading.

Evidence: Teachers will use a Google Doc to record minutes from team meetings, which include SpEd and LEP teachers, to document/monitor student progress in the area of reading.

Strategy #6: The district curriculum facilitator for secondary English will work with teachers to guide the process of teaching reading through the planning, instruction, and assessment phase.

Evidence: The district curriculum facilitator comes to FCMS two times per week to work with ELA teachers in the area of reading instruction. She reviews lesson plans, assists in lesson design and curriculum alignment, provides PD on research-based instructional strategies, and provides instructional coaching through observations and feedback.

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The school will _identify_ at risk students or students in need of specific interventions. Provide a detailed list of strategies used to identify those students at risk. Please include professional development to support this goal.

Description of baseline data: During the 2015 - 2016 school year, 79% of the FCMS students passed the Mathematics SOL assessment. During the 2016 - 2017 school year, 84% of the FCMS students passed the Math SOL assessment, an increase of 5%, from the previous year.

SMART Goal #2: 87% or more of the FCMS students will pass the Mathematics SOL assessment.

Identification Goal #2: FCMS students will be screened, using a research-based tool, in the area of math, to identify students at risk of failing or in need of targeted interventions. During the 2017 - 2018 school year, Measures of Academic Progress or MAP will be used to screen students to determine instructional strengths and weaknesses.

Strategy #1: During the 2017 - 2018 school year, MAP screenings will be administered 3 times during the school year (fall, winter, and spring) to identify any/all students at risk of failing or in need of targeted interventions in the area of math.

Evidence: After each test administration, the teaching staff will disaggregate the data to identify students scoring below the 40% percentile in the area of math. Those scoring in the targeted range of below the 40th percentile will receive specific instructional interventions.

Strategy #2: During the 2017 - 2018 school year, a color-coded Google Doc will be created to outline the instructional tier/level of each student in Math. SOL and MAP data will be used for determining tiers.

Evidence: Throughout the school year, each grade level team will create/maintain a visual tiered list of students in the areas of Math, based on data. The list will differentiate the needs of the students and help teachers determine which students need targeted interventions and support.

Strategy #3: During the 2017 - 2018 school year, teaching staff will review and analyze the Student Performance by Question and Student Detail By Question data, to determine which students are in need of specific, targeted intervention in the area of math.

Evidence: The Student Detail by Question data was extracted for teaching staff from Pearson to determine students that are at risk of failing math or have weak foundational skills in the area of math based on the 2016 - 2017 SOL testing administration. Teaching staff were given reports for all of the students that did not pass the math SOL assessment, the previous year, to determine deficit areas and how to group students to better offer them instructional support.
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The school will provide _interventions_ for those students identified as at risk or in need of specific interventions. Provide a detailed list of strategies used to provide

interventions for identified students. Please include professional development to support this goal.

Description of baseline data: Teachers of students with LEP plans, teachers of students with IEPs, and/or teachers of students reading/working below their instructional grade level, will work collaboratively to offer students targeted instructional scaffolding and support. The teachers, general education, LEP, and/or SpEd, will use data to monitor student progress, offer intervention and remediation, and targeted assistance.

SMART Goal #2: 87% or more of the FCMS students will pass the Mathematics SOL assessment.

Intervention SMART goal #2: Students identified as at risk of failing or needing targeted interventions will receive additional support and regular remediation.

Strategy #1: During the 2017-2018 school year, students with an LEP plan or are monitor-level according to WIDA will be assessed using the WIDA assessment. Students identified as levels 1- 6 will be identified for LEP interventions/accommodations.

Evidence: Scores from the WIDA-ACCESS test from the 2016 - 2017 school year were made available to teachers to reflect EL levels for the 2017 - 2018 school year. Students in need of LEP support will receive instructional assistance from the EL staff during the EL exploratory class, through co-teaching, and/or remediation/intervention sessions.

Strategy #2: During the 2017 -2018 school year, students targeted for interventions who are not making measurable progress, may be referred to the Child Study team/committee.

Evidence: Students referred to Child Study will be progress monitored weekly. Students that continue to display weaknesses that are not able to be corrected with research based interventions, may be referred to the Special Education Department for an assessment to determine whether or not they need specialized services.

Strategy #3: During the 2017 - 2018 school year, students with disabilities will be taught in classrooms where there is a teacher that specializes in the area of math and a teacher that has a specialized expertise in working with exceptional students.

Evidence: Students in need of individualized educational support, in the area of math, will receive instructional assistance from a general education teacher and a SpEd teacher during core content math classes, through co-teaching, and/or during remediation/intervention sessions.

Strategy #4: During the 2017 - 2018 school year, teachers that provide instruction in specialized areas will provide remediation and support for identified math students, outside of the inclusion/co-teaching setting.

Evidence: EL plans and IEPs will include targeted plans for improvement in specific areas of math as identified by WIDA-ACCESS or IEP goals. The specialized teachers will/can work with students in the resource setting, as deemed appropriate, to focus on specific

math skills, to offer identified students the necessary support that sometimes can't be attained in the general education setting.

Strategy #5: During the 2017 - 2018 school year, teachers will use formative/summative data to design instruction and provide remediation to meet student needs, in the area of math.

Evidence: SpEd and EL staff work collaboratively with teachers to determine interventions needed for students on their caseloads, in the area of math, to provide the necessary instructional scaffolding and support.

Strategy #6: During the 2017 - 2018 school year, math teachers will use IXL and Moby Max to help with fact fluency and problem-solving through structured practice.

Evidence: Math teachers will use IXL and Moby Max with their tier 2 and tier 3 students. Reports from the programs show evidence that use of IXL and Moby Max, in conjunction with small group instruction, remediation, and support, will help students build their fact fluency and problem-solving through structured practice.

Strategy #7: EL/SpEd resource remediation is provided as exploratory classes, as deemed appropriate, in the area of math.

Evidence: Annual plans and multiple data points in regard to our LEP students and students with disabilities reflect specific foundational skills, in the area of math, that students need in order to achieve mastery for the current academic year and beyond. Some students need a smaller setting and targeted instruction to make gains, thus the creation of the exploratory classes.

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The school will progress _monitor_ ***those students identified as at risk or in need of specific interventions. Provide a detailed list of strategies used to progress monitor identified students. Please include professional development to support this goal.***

Description of baseline data: During the 2017 - 2018 school year, Fieldale-Collinsville Middle School will use in school remediation to provide support to students that are at risk of failing or are in need of interventions, in the area of math. For identified students in the Child Study process, targeted interventions will be provided daily. Those students will be assessed weekly to determine the effect of the intervention.

Monitoring SMART goal #2: Students identified as at risk of failing or needing interventions will be tracked and monitored.

Strategy #1: During the 2017 - 2018 school year, teachers will regularly use multiple data points to determine specific interventions needed for students who are at risk of failing or are in need of targeted interventions, in the area of math.

Evidence: Content teachers will provide daily intervention/ remediation for students identified as needing additional support. Students will be identified using the SOL Student Detail data, MAP, IXL, and Moby Max reports, and formative/summative assessments, etc. The data from the reports will assist teachers with monitoring the progress of the students, in the area of math, and will help determine whether or not the remediation/interventions are working. The data will also help to drive how instruction is designed for the struggling student(s).

Strategy #2: To focus on specific skills, determined by data, all content teachers will utilize small group instruction, checking for understanding, and use of growth-producing feedback to address re-teaching and remediation needs for identified students, in the area of math.

Evidence: In school remediation for students will be determined by formative and summative assessments, in the area of math. Math teachers regularly document and use assessment data to determine who qualifies for in school remediation and/or small group instruction.

Strategy #3: EL and SpEd staff will meet with admin to review MAP data for all identified EL and SpEd students in the area of Math, after each administration.

Evidence: Admin and teachers will meet after each testing administration to review data. Students not performing well, below the 40th percentile, will be identified and a plan of action will be created, which may include, but is not limited to progress monitoring, tutoring during the or a portion of the exploratory, class, assistance during the Homework Help period, etc.

Strategy #4: Math teachers will disaggregate MAP data on an analysis worksheet to monitor progress over the three testing administrations.

Evidence: Teachers will disaggregate the MAP data, complete goal setting with students, will use the data to drive instruction, and monitor the progress of the students who are at risk or failure, in the area of math.

Strategy #5: Team minutes will be used to document discussions of students' progress, in the area of math.

Evidence: Teachers will use a Google Doc to record minutes from team meetings, which include SpEd and LEP teachers, to document/monitor student progress, in the area of math.

Strategy #6: The district curriculum facilitator in the area of math will work with teachers to guide the process of teaching math through the planning, instruction, and assessment phase.

Evidence: The district curriculum facilitator comes to FCMS once a week to work with math teachers, on planning, instruction/feedback, and assessment.

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The school will <u>identify</u> at risk students or students in need of specific interventions. Provide a detailed list of strategies used to identify those students at risk. Please include professional development to support this goal.

SMART Goal #3: 75% or more of the FCMS 8th grade students will pass the Writing SOL assessment.

Description of baseline data: During the 2015 - 2016 school year, 61% of the FCMS students passed the writing SOL assessment. During the 2016 - 2017 school year, 67% of the FCMS students passed the writing SOL assessment, an increase of 6% from the previous year.

Identification Goal #3: 8th grade students will be assessed, by the state, on a multiple choice assessment and a writing prompt, to identify the students' proficiency in the area of writing. Additionally, 6th and 7th grade students will be assessed in the area of writing throughout the year to assess their proficiency and in preparation/to build a foundation for writing.

Strategy #1: During the 2017 - 2018 school year, writing initiatives/prompts will be administered, three times a year, to identify any/all students at risk of failing or in need of targeted interventions, in the area of writing.

Evidence: After each writing assessment, the ELA teaching staff will analyze the data to identify students in need of writing support. Those scoring in the at risk range will receive specific instructional interventions. Teachers will conference with each student to give specific feedback on that student's essay. Students will then have the opportunity to revise their paper based on the feedback. Students will also take SOL based multiple choice assessments three times a year.

Strategy #2: During the 2017 - 2018 school year, teaching staff will review and analyze the Student Performance by Question and the Student Detail By Question data, to determine which students are in need of specific, targeted intervention, in the area of writing.

Evidence: The Student Detail by Question data was extracted for teaching staff from Pearson to determine students that are at risk of failing writing or have weak foundational skills in the area of writing based on the 2016 - 2017 SOL testing administration. Teaching staff were given reports for all of the students that did not pass the writing SOL assessment, the previous year, to determine deficit areas.

The school will provide <u>interventions</u> for those students identified as at risk or in need of specific interventions. Provide a detailed list of strategies used to provide interventions for identified students. Please include professional development to support this goal.

Description of baseline data: The teachers of students with LEP plans, the teachers of students with IEPs, and/or teachers of students working below their instructional grade

level, in the area of writing, will work in conjunction with specialized teachers/staff to offer the students in need of these services instructional scaffolding and support. The teachers, general education, LEP, and SpEd, will collaborate and use data to monitor student progress, offer intervention and remediation, and targeted assistance.

SMART Goal #3: 75% or more of the FCMS 8th grade students will pass the Writing SOL assessment.

Intervention SMART goal #3: Students identified as at risk of failing or needing targeted interventions, will receive additional support and regular remediation, as necessary, in the area of writing.

Strategy #1: During the 2017 - 2018 school year, students with an LEP plan or are monitor-level according to WIDA will be assessed using the WIDA assessment. Students identified as levels 1- 6 will be identified for LEP interventions/accommodations in the area of writing.

Evidence: Scores from the WIDA-ACCESS test from the 2016 - 2017 school year were made available to teachers to reflect EL levels for the 2017 - 2018 school year. Students in need of LEP support, in the area of writing, will receive instructional assistance from the EL staff during the EL exploratory class, through co-teaching, and/or remediation/intervention sessions.

Strategy #2: During the 2017 -2018 school year, students targeted for interventions, in the area of writing, who are not making measurable progress, may be referred to the Child Study team/committee.

Evidence: Students referred to Child Study will be progress monitored weekly. Students that continue to display weaknesses, in the area of writing, that are not able to be corrected with research based interventions, may be referred to the Special Education Department for an assessment to determine whether or not they need specialized services.

Strategy #3: During the 2017 - 2018 school year, students with disabilities will be taught in ELA classrooms where there is a teacher that specializes in the specific content area of focus and a teacher that has a specialized expertise in working with exceptional students, in the area of writing.

Evidence: Students in need of individualized educational support, in the area of writing, will receive instructional assistance from a general education teacher and a SpEd teacher during core content classes, primarily ELA, through co-teaching, and/or during remediation/intervention sessions.

Strategy #4: During the 2017 - 2018 school year, teachers that provide instruction in specialized areas will provide remediation and support, in the area of writing, for identified students, outside of the inclusion/co-teaching setting.

Evidence: EL plans and IEPs will include targeted plans for improvement in the area of writing as identified by WIDA-ACCESS data, eligibility notes, and/or as outlined as individualized IEP goals. The specialized teachers will/can work with students in the

resource setting, as deemed appropriate, to focus on writing skills, to offer identified students the necessary support that sometimes can't be attained in the general education setting.

Strategy #5: During the 2017 - 2018 school year, teachers will use formative/summative data to design instruction and provide remediation to meet student needs, in the area of writing.

Evidence: SpEd and EL staff work collaboratively with teachers to determine interventions needed for students on their caseloads, in the area of writing, and assist in providing instructional scaffolding and support.

Strategy #7: EL/SpEd resource remediation is provided as exploratory classes, as deemed appropriate. Staff can use this time to work with identified students in the area of writing.

Evidence: Annual plans and multiple data points in regard to our LEP students and students with disabilities reflect specific foundational skills, in the area of writing, that students need in order to achieve mastery for the current academic year and beyond. Some students need a smaller setting and targeted instruction to make gains.

Strategy #8: During the 2017 - 2018 school year, writing initiatives/prompts will be administered, three times a year, to identify any/all students at risk of failing or in need of targeted interventions, in the area of writing.

Evidence: After each writing assessment, the ELA teaching staff will analyze the data to identify students in need of writing support. Those scoring in the at risk range will receive specific instructional interventions. Teachers will conference with each student to give specific feedback on that student's essay. Students will then have the opportunity to revise their paper based on the feedback. Students will also take SOL based multiple choice assessments three times a year.

Strategy #8: During the 2017 - 2018 school year, teachers will use IXL and Moby Max to strengthen instructional skills based on writing multiple choice data and formative assessments.

Evidence: Students in need of individualized educational support, in the area of writing, will use the IXL program and Moby Max to enhance writing skills during remediation/intervention sessions, or as independent practice.

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The school will progress <u>monitor</u> those students identified as at risk or in need of specific interventions. Provide a detailed list of strategies used to progress monitor identified students. Please include professional development to support this goal.

Description of baseline data: During the 2017 - 2018 school year, Fieldale-Collinsville Middle School will use in school remediation to provide support to students that are at risk of failing or are in need of interventions, in the area of writing. For identified students in the

child study process, targeted interventions will be provided daily. Those students will be assessed weekly to determine the effect of the intervention.

Monitoring SMART goal #3: Students identified as at risk of failing or needing interventions will be tracked and monitored.

Strategy #1: During the 2017 - 2018 school year, teachers will regularly use multiple data points to determine specific interventions needed for students who are at risk of failing or are in need of targeted interventions, in the area of writing.

Evidence: Content teachers will provide daily intervention/ remediation for students identified as needing additional support. Students will be identified using the SOL student detail report and formative/summative assessments, in the area of writing. The data will assist teachers with monitoring the progress of the students, in the area of writing, and will help determine whether or not the remediation/interventions are working. The data will also help to drive how instruction is designed for the struggling student(s).

Strategy #2: To focus on specific skills, determined by data, all content teachers will utilize small group instruction, checking for understanding, and use of growth-producing feedback to address re-teaching and remediation needs for identified students, in the area of writing.

Evidence: In school remediation is determined by formative and summative assessments. ELA teachers regularly document and use assessment data to determine who will participate in school remediation and/or small group instruction in the area of writing.

Strategy #3: EL and SpEd staff will meet with admin to review writing data for all identified EL and SpEd students in the area of writing, after each writing assessment.

Evidence: Admin and teachers will meet after each writing assessment to review data. Students not performing well will be identified and a plan of action will be created, which may include, but is not limited to progress monitoring, tutoring during the or a portion of the exploratory class, assistance during the Homework Help period, etc.

Strategy #4: Team minutes will be used to document discussions of students progress, in the area of writing.

Evidence: Teachers will use a Google Doc to record minutes from team meetings, which include SpEd and LEP teachers, to document/monitor student progress, in the area of writing.

Strategy #5: The district curriculum facilitator for Secondary English will work with teachers to guide the process of teaching writing through the planning, instruction, and assessment phase.

Evidence: The district curriculum facilitator, comes to FCMS two times per week to work with ELA teachers in the area of writing.

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The school will <u>identify</u> at risk students or students in need of specific interventions. Provide a detailed list of strategies used to identify those students at risk. Please include professional development to support this goal.

Description of baseline data: During the 2015 - 2016 school year, 69% of the FCMS students passed the Reading SOL assessment and 61% passed the writing assessment. During the 2016 - 2017 school year, 76% of the FCMS students passed the Reading SOL assessment, an increase of 7%, and 67% passed the writing assessment, an increase of 6% from the previous year.

SMART Goal #4: 50% or more of the FCMS students will demonstrate growth and meet projected RIT in Reading as measured by the fall and spring MAP assessments.

Identification Goal #4: FCMS students will be screened, using a research-based tool, in the area of Reading and Language Arts, to identify students at risk of failing or in need of targeted interventions, in the area of reading. During the 2017 - 2018 school year, Measures of Academic Progress or MAP will be used to screen students to determine instructional strengths and weaknesses.

Strategy #1: During the 2017 - 2018 school year, MAP screenings will be administered 3 times during the school year (fall, winter, and spring) to identify any/all students at risk of failing or in need of targeted interventions, in the area of Reading.

Evidence: After each test administration, the teaching staff will disaggregate the data to identify students scoring below the 40% percentile, in the area of reading. Those scoring in the targeted range of below the 40th percentile will receive specific instructional interventions.

Strategy #2: During the 2017 - 2018 school year, a color-coded Google Doc will be created to outline the instructional tier/level of each student in ELA. SOL and MAP data will be used for determining tiers.

Evidence: Throughout the school year, each grade level team will create/maintain a visual tiered list of students in the areas of ELA, based on data. The list will differentiate the needs of the students and help teachers determine which students need targeted interventions and support.

Strategy #3: During the 2017 - 2018 school year, students identified with the RI program, as needing additional support in reading, will be placed in Read 180/System 44, or pulled for additional remediation/progress monitoring.

Evidence: All students will be tested using the RI program, formerly SRI, to determine whether or not we have identified the students most in need of reading support/reading below grade level.

Strategy #4: During the 2017 - 2018 school year, teaching staff will review and analyze the Student Performance by Question, Student Detail By Question data, to determine which students are in need of specific, targeted intervention, in the area of reading.

Evidence: The student detail by question data was extracted for teaching staff from Pearson to use to determine students that are at risk of failing reading or have weak foundational skills in the area of reading based on the 2016 - 2017 SOL testing administration. Teaching staff were given reports for all of the students that did not pass the reading SOL assessment, the previous year, to determine deficit areas and how to group students to better offer them instructional support.

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The school will provide <u>interventions</u> for those students identified as at risk or in need of specific interventions. Provide a detailed list of strategies used to provide interventions for identified students. Please include professional development to support this goal.

Description of baseline data: The teachers of students with LEP plans, teachers of students with IEPs, and/or teachers of students reading/working below their instructional grade level, will work in conjunction with specialized teachers/staff to offer the students in need of these services instructional scaffolding and support, in the area of reading. The teachers, general education, LEP, and SpEd, will collaborate and use data to monitor student progress, offer intervention and remediation, and target assistance.

SMART Goal #4: 50% or more of the FCMS students will demonstrate growth and meet projected RIT in Reading as measured by the fall and spring MAP assessments.

Intervention SMART goal #4: Students identified as at risk of failing or needing targeted interventions, in the area of reading, will receive additional support and regular remediation.

Strategy #1: During the 2017 -2018 school year, students with an LEP plan or are monitor-level according to WIDA will be assessed using the WIDA assessment. Students identified as levels 1- 6 will be identified for LEP interventions/accommodations, in the area of reading.

Evidence: Scores from the WIDA-ACCESS test from the 2016 - 2017 school year were made available to teachers to reflect EL levels for the 2017 - 2018 school year. Students in need of LEP support, in the area of reading, will receive instructional assistance from the EL staff during the EL exploratory class, through co-teaching, and/or remediation/intervention sessions.

Strategy #2: During the 2017 -2018 school year, students targeted for interventions who are not making measurable progress, in the area of reading, may be referred to the Child Study team/committee.

Evidence: Students referred to Child Study will be progress monitored weekly. Students that continue to display weaknesses, in the area of reading, that are not able to be corrected with research based interventions, may be referred to the Special Education Department for an assessment to determine whether or not they need specialized services.

Strategy #3: During the 2017 - 2018 school year, students with disabilities will be taught in classrooms where there is a teacher that specializes in the specific content area of focus and a teacher that has a specialized expertise in working with exceptional students.

Evidence: Students in need of individualized educational support will receive instructional assistance from a general education teacher and a SpEd teacher during core content classes, primarily ELA, through co-teaching, and/or during remediation/intervention sessions.

Strategy #4: During the 2017 - 2018 school year, teachers that provide instruction in specialized areas will provide remediation and support for identified students, outside of the inclusion/co-teaching setting, in the area of reading.

Evidence: EL plans and IEPs will include targeted plans for improvement, in the area of reading, in specific skills or areas as identified by WIDA-ACCESS or IEP goals. The specialized teachers will/can work with students in the resource setting, as deemed appropriate, to focus on specific skills, to offer identified students the necessary support that sometimes can't be attained in the general education setting.

Strategy #5: During the 2017 - 2018 school year, teachers will use formative/summative data to design instruction and provide remediation to meet student needs, in the area of reading.

Evidence: SpEd and EL staff work collaboratively with teachers to determine interventions needed for students on their caseloads, in the area of reading, to provide the necessary instructional scaffolding and support.

Strategy #6: During the 2017 - 2018 school year, ELA teachers will use Moby Max to help with fluency and comprehension through structured practice.

Evidence: ELA teachers will use Moby Max with their tier 2 and tier 3 students. Reports from the program show evidence that use of Moby Max, in conjunction with small group instruction, remediation, and support, helped students build their skill fluency and comprehension through structured practice.

Strategy #7: EL/SpEd resource remediation is provided as exploratory classes, as deemed appropriate, in the area of reading.

Evidence: Annual plans and multiple data points in regard to our LEP student and students with disabilities reflect specific foundational skills, in the area of reading, that students need in order to achieve mastery for the current academic year and beyond. Some students need a smaller setting and targeted instruction to make gains, thus the creation of the exploratory classes.

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The school will progress <u>monitor</u> those students identified as at risk or in need of specific interventions. Provide a detailed list of strategies used to progress monitor identified students. Please include professional development to support this goal.

Description of baseline data: During the 2017 - 2018 school year, Fieldale-Collinsville Middle School will use in school remediation to provide support to students that are at risk of failing or are in need of interventions, in the area of reading. For identified students in the Child Study process, targeted interventions will be provided daily. Those students will be assessed weekly to determine the effect of the intervention.

SMART Goal #4: 50% or more of the FCMS students will demonstrate growth and meet projected RIT in Reading as measured by the fall and spring MAP assessments.

Monitoring SMART goal #4: Students identified as at risk of failing or needing interventions, in the area of reading, will be tracked and monitored.
Strategy #1: During the 2017 - 2018 school year, teachers will regularly use multiple data points to determine specific interventions needed for students who are at risk of failing or are in need of targeted interventions, in the area of reading.

Evidence: Content teachers will provide daily intervention/remediation for students identified as needing additional support, in the area of reading. Students will be identified using the SOL Student Detail data, MAP and Moby Max reports, and formative/summative assessments, etc. The data from the reports will assist teachers with monitoring the progress of the students and will help determine whether or not the remediation/interventions are working. The data will also help to drive how instruction is designed for the struggling student(s).

Strategy #2: To focus on specific skills, determined by data, all content teachers will utilize small group instruction, checking for understanding, and use of growth-producing feedback to address re-teaching and remediation needs for identified students, in the area of reading.

Evidence: In school remediation is determined by formative and summative assessments. ELA teachers regularly document and use assessment data to determine in school remediation and/or small group instruction, in the area of reading.

Strategy #3: EL and SpEd staff will meet with admin to review MAP data for all identified EL and SpEd students in the areas of ELA, after each administration.

Evidence: Admin and teachers will meet after each testing administration to review data. Students not performing well, in the area of reading, will be identified and a plan of action will be created, which may include, but is not limited to progress monitoring, tutoring during the or a portion of the exploratory, class, assistance during the Homework Help period, etc.

Strategy #4: ELA teachers will disaggregate MAP data on an analysis worksheet to monitor progress over the three testing administrations.

Evidence: Teachers will disaggregate the MAP data, complete goal setting with students, will use the data to drive instruction, and monitor the progress of the students who are at risk or failure, in the area of reading.

Strategy #5: Team minutes will be used to document discussions of students progress, in the area of reading.

Evidence: Teachers will use a Google Doc to record minutes from team meetings, which include SpEd and LEP teachers, to document/monitor student progress, in the area of reading.

Strategy #6: The district curriculum facilitator, in the area of ELA, will work with teachers to guide the process of teaching reading through the planning, instruction, and assessment phase.

Evidence: The district curriculum facilitator, comes to FCMS, two times per week, to work with ELA teachers, in the area of reading.

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The school will <u>identify</u> at risk students or students in need of specific interventions. Provide a detailed list of strategies used to identify those students at risk. Please include professional development to support this goal.

Description of baseline data: During the 2015 - 2016 school year, 79% of the FCMS students passed the Mathematics SOL assessment. During the 2016 - 2017 school year, 84% of the FCMS students passed the Math SOL assessment, an increase of 5%, from the previous year.

SMART Goal #5: 50% or more of the FCMS students will demonstrate growth and meet projected RIT in Math as measured by the fall and spring MAP assessments.

Identification Goal #5: FCMS students will be screened, using a research-based tool, in the area of Math, to identify students at risk of failing or in need of targeted interventions. During the 2017 - 2018 school year, Measures of Academic Progress or MAP will be used to screen students to determine instructional strengths and weaknesses.

Strategy #1: During the 2017 - 2018 school year, MAP screenings will be administered 3 times during the school year (fall, winter, and spring) to identify any/all students at risk of failing or in need of targeted interventions in the area of math.

Evidence: After each test administration, the teaching staff will disaggregate the data to identify students scoring below the 40% percentile in the area of math. Those scoring in the targeted range of below the 40th percentile will receive specific instructional interventions.

Strategy #2: During the 2017 - 2018 school year, a color-coded Google Doc will be created to outline the instructional tier/level of each student in Math. SOL and MAP data will be used for determining tiers.

Evidence: Throughout the school year, each grade level team will create/maintain a visual tiered list of students in the area of math, based on data. The list will differentiate the needs of the students and help teachers determine which students need targeted interventions and support.

Strategy #3: During the 2017 - 2018 school year, teaching staff will review and analyze the Student Performance by Question, Student Detail By Question data, to determine which students are in need of specific, targeted intervention, in the area of math.

Evidence: The Student Detail by Question data was extracted for teaching staff from Pearson to determine students that are at risk of failing math or have weak foundational skills in the area of math based on the 2016 - 2017 SOL testing administration. Teaching staff were given reports for all of the students that did not pass the math SOL assessment, the previous year, to determine deficit areas and how to group students to better offer them instructional support.

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The school will provide <u>interventions</u> for those students identified as at risk or in need of specific interventions. Provide a detailed list of strategies used to provide interventions for identified students. Please include professional development to support this goal.

Description of baseline data: The teachers of students with LEP plans, the teachers of students with IEPs, and/or the teachers of students reading/working below their instructional grade level, in the area of math, will work in conjunction with specialized teachers/staff to offer students in need of these services instructional scaffolding and support. The teachers, general education, LEP, and SpEd, will collaborate and use data to monitor student progress, offer intervention and remediation, and targeted assistance.

SMART Goal #5: 50% or more of the FCMS students will demonstrate growth and meet projected RIT in Math as measured by the fall and spring MAP assessments.

I**ntervention SMART goal #5:** Students identified as at risk of failing or needing targeted interventions, in the area of math, will receive additional support and regular remediation.

Strategy #1: During the 2017 -2018 school year, students with an LEP plan or are monitor-level according to WIDA will be assessed using the WIDA assessment. Students identified as levels 1- 6 will be identified for LEP interventions/accommodations, in the area of math.

Evidence: Scores from the WIDA-ACCESS test from the 2016 - 2017 school year were made available to teachers to reflect EL levels for the 2017 - 2018 school year. Students in need of LEP support will receive instructional assistance, in the area of math, from the EL staff during the EL exploratory class, through co-teaching, and/or remediation/intervention sessions.

Strategy #2: During the 2017 -2018 school year, students targeted for interventions, in the area of math, who are not making measurable progress, may be referred to the Child Study team/committee.

Evidence: Students referred to Child Study, will be progress monitored weekly. Students that continue to display weaknesses, in the area of math, that are not able to be corrected with research based interventions, may be referred to the Special Education Department for an assessment to determine whether or not they need specialized services.

Strategy #3: During the 2017 - 2018 school year, students with disabilities are taught in classrooms where there is a teacher that specializes in the specific content area of focus and a teacher that has a specialized expertise in working with exceptional students.

Evidence: Students in need of individualized educational support, in the area of math, will receive instructional assistance from a general education teacher and a SpEd teacher during core content classes, primarily Math, through co-teaching, and/or during remediation/intervention sessions.

Strategy #4: During the 2017 - 2018 school year, teachers that provide instruction in specialized areas will provide remediation and support for identified students, outside of the inclusion/co-teaching setting, in the area of math.

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Strategy #5: During the 2017 - 2018 school year, teachers will use formative/summative data to design instruction and provide remediation to meet student needs, in the area of math.

Evidence: SpEd and EL staff work collaboratively with teachers to determine interventions needed for students on their caseloads, in the area of math, to provide the necessary instructional scaffolding and support.

Strategy #6: During the 2017 - 2018 school year, math teachers will use IXL and Moby Max to help with fact fluency problem-solving through structured practice.

Evidence: Math teachers will use IXL and Moby Max with their tier 2 and tier 3 students. Reports from the programs show evidence that use of IXL and Moby Max, in conjunction with small group instruction, remediation, and support, helped students build their skill fluency and problem-solving through structured practice.

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Evidence: Annual plans and multiple data points in regard to our LEP students and students with disabilities reflect specific foundational skills, in the area of math, that students need in order to achieve mastery for the current academic year and beyond. Some students need a smaller setting and targeted instruction to make gains, thus the creation of the exploratory classes.

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Monitoring SMART goal #5: Students identified as at risk of failing or needing interventions will be tracked and monitored, in the area of math.
Strategy #1: During the 2017 - 2018 school year, teachers will regularly use multiple data points to determine specific interventions needed for students who are at risk of failing or are in need of targeted interventions, in the area of math.

Evidence: Content teachers will provide daily intervention/remediation for students identified as needing additional support, in the area of math. Students will be identified using the SOL Student Detail data, MAP, IXL, and Moby Max reports, and formative/summative assessments, etc. The data from the reports will assist teachers with monitoring the progress of the students, in the area of math, and will help determine whether or not the remediation/interventions are working. The data will also help to drive how instruction is designed for the struggling student(s).

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Evidence: In school remediation is determined by formative and summative assessments. Math teachers regularly document and use assessment data to determine in school remediation and/or small group instruction.

Strategy #3: EL and SpEd staff will meet with admin to review MAP data for all identified EL and SpEd students in the area of Math, after each administration.

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Evidence: Teachers will disaggregate the MAP data, complete goal setting with students, will use the data to drive instruction, and monitor the progress of the students who are at risk or failure, in the area of math.

Strategy #5: Team minutes will be used to document discussions of students progress, in the area of math.

Evidence: Teachers will use a Google Doc to record minutes from team meetings, which include SpEd and LEP teachers, to document/monitor student progress, in the area of math.

Strategy #6: The district curriculum facilitator, in the area of math, will work with teachers to guide the process of teaching math through the planning, instruction, and assessment phase.

Evidence: The district curriculum facilitator, comes to FCMS, once a week, to work with math teachers, on planning, instruction/feedback, and assessment.

Evaluation of Goals

Provide summative data and evidence to summarize progress and achievement of each goal.

End-Of-Year Results:

Conclusion, Reflections, and Next Steps:

Signature line