

**Henry County Public Schools**  
School Improvement Plan  
2021 - 2022

**School Name:** Fieldale-Collinsville Middle School

**Date:** October 19, 2021

**SECTION I: HCPS STRATEGIC PLAN & GOALS**

<b>HCPS Vision</b>	Inspiring learners to positively impact their world.
--------------------	--

<b>HCPS Mission</b>	Henry County Public Schools provides our diverse community of learners with meaningful educational experiences that prepare them for a successful future.
---------------------	---

<b>HCPS Core Values</b>	<ul style="list-style-type: none"><li>● We value respect.</li><li>● We act with integrity.</li><li>● We strive for excellence.</li><li>● We promote equity.</li><li>● We put students first.</li></ul>
-------------------------	--

<b>HCPS Strategic Plan</b>	INSPIRE 2025
----------------------------	--------------

<b>HCPS Goals</b>	<ul style="list-style-type: none"><li>● Henry County Public Schools will provide high quality curriculum, instruction, and assessment to prepare students for success.</li><li>● Henry County Public Schools will be supported by highly qualified professionals.</li><li>● Henry County Public Schools will provide a safe, supportive, and innovative learning environment for all students.</li><li>● Henry County Public Schools will engage the school community to ensure open communication and facilitate partnerships to meet student needs.</li></ul>
-------------------	---

## SECTION II: SCHOOL BACKGROUND & OVERVIEW

### School Mission Statement

#### School Theme & Core Values

**Theme** -- In reflecting on the remainder of the 2020 school year, in addition to the 100% virtual, then hybrid, 100% virtual again, and then hybrid school year of 2020-2021, student growth is imperative for academics as well as their social and emotional well-being.

In alignment with HCPS' strategic plan, our students' needs and staff feedback, our theme is "Grow...No matter where you are." Through the focus on the social-emotional needs of our students and staff members, instructional planning and delivery, as well as the assessment and response to those assessments, our efforts are strategically centered on all aspects of student GROWTH. The faculty, staff, and students are bought into the mindset of growth being relative to all people and all things.

- 1) **Social-Emotional Needs** -- After struggling through a pandemic, losing one of our dear colleagues to the nasty virus, ensuring that each staff member gets exactly what they need... became very important. Expectations, trust, consequences, and grace have been cornerstones upon which the school and each classroom should govern. Using the FCMS Core Values, students as well as staff members are encouraged to push through and grow each day. Cavaliers are respectful. Cavaliers are responsible. Cavaliers are honest. Cavaliers are kind.
- 2) **Instructional Planning & Delivery** -- Reading, and writing specifically, across all content areas, are part of the FCMS's look-fors this year. This will be evidenced in lesson plans and in classroom observations. Student talk is also encouraged to deepen our students' knowledge base. Small group and one-on-one work is also imperative to the gains each student will experience this school year.

All administrators are encouraged to conduct walk-throughs and observations to all content areas as well as within the grade levels they are assigned for discipline issues. This offers another set of eyes on every teacher this school year, providing rich growth-producing feedback.

All teachers in the building have also been incentivized to video one entire class + one 15-20 minute clip of their class highlighting one of our look-fors.

3) **Assessments & Response to those Assessments** -- All local assessments are non-negotiable. Data conferences will be held as well as planning meetings attended (with documented meeting notes) to address those needs of our students. Data will be reviewed during faculty meetings, SIP meetings, Leadership Team meetings, as well as grade level and content meetings. Scores and data will be viewed as INFORMATION. It is our desire to make data-informed decisions to improve the academic lives of our students.

**FCMS Core Values** -- *Respect...Responsibility...Honesty...Kindness*

### School Profile

Fieldale-Collinsville Middle School serves students in grades 6, 7, & 8.

**FCMS - as of 09/30/2021**

American Indian: 0.2%

Asian: 0.2%

Black: 15.8%

Hispanic: 16.7%

Multiple Race: 7.7%

Native Hawaiian: 0.1%

White: 59.3%

Students with disabilities: 18.2%

Economically disadvantaged: 62.8%

English learners: 13.9%

Grand Total: 842 students

**Special Programs**

After-School Program: MHC After 3

School-Based Clubs: Astronomy Club; Outdoor Club; Art Club, Glee Club; FCMS FFA Chapter

Programs (in-school): ID Program; ED Program

**Community Partners**

Fieldale Baptist Church; Stone Memorial Christian Church; MHC-After 3

**Achievements, Recognitions, Awards**

***2021 Accreditation Status: Accreditation Waived***

Accreditation was waived for all Virginia public schools for the 2020-2021 school year due to the continuing impact of the COVID-19 pandemic on schools and students.

**Section III: SCHOOL DATA & GOALS**

**School Data**

**FCMS Growth at a Glance:** \*During the Spring of 2021, participation in SOL testing waned. Families did not want their students taking end-of-year assessments due to COVID and/or due to their students' participation (or lack thereof) in their academics.

(Data reported is from the VDOE School Quality Profile.)

Standards of Learning	2017	2018	2019	2020	2021*
Reading	76%	71%	71.23%	n/a	76%
Writing	67%	58%	---	n/a	** ***
Math	84%	76%	78%	n/a	43%
Science	77%	60%	73%	n/a	39%
History	88%	73%	73%	n/a	---**

\*\*State Writing 8 and History/Civics tests were waived for the 2020-2021 school year.

\*\*\***Writing 8 -- Spring 2021** -- local assessments given, in lieu of state SOL assessment, to be completed hybrid or virtually.

Expository Writing -- 225 students participated -- 70% received a passing score

Persuasive Writing -- 108 students participated -- 55% received a passing score

Economically Disadvantaged	2017	2018	2019	2020	2021
Reading SOL	64%	70%	67%	n/a	74%
Writing SOL					n/a***
Math SOL	77%	76%	84%	n/a	35%

Students with Disabilities	2017	2018	2019	2020	2021
Reading SOL	40%	50%	53%	n/a	41%
Writing SOL					n/a***

Math SOL	55%	58%	72%	n/a	25%
----------	-----	-----	-----	-----	-----

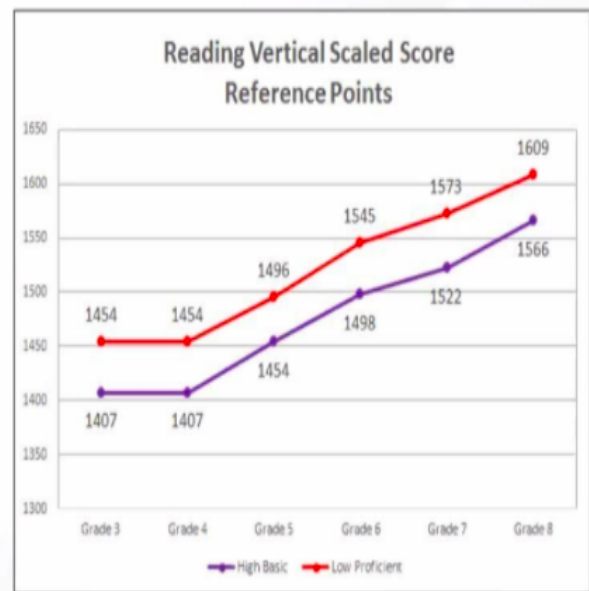
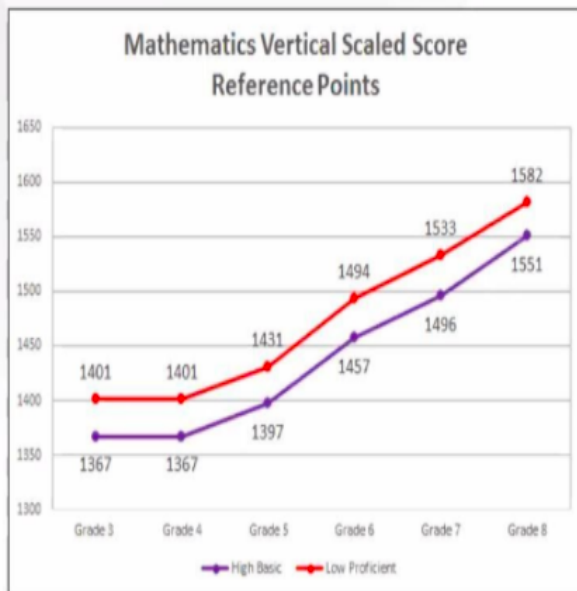
MAP (Meeting expected RIT target of 50%)	2017	2018	2019	2020
Reading	Yes (55%)	Yes (50%)	<a href="#">Reading 2019</a>	<a href="#">Reading - Dec 2019</a>
Math	Yes (53%)	No (48%)	<a href="#">Math 2019</a>	<a href="#">Math - Dec 2019</a>

+NO MAP testing beginning 2021-2022 school year.

=====

Growth Assessments - Fall 2021 -- [Vertical Scale Score](#)

## Vertical Scaled Score - Reference Points



GROWTH ASSESSMENT data - Fall 2021	Reading	Math
<b>6th grade (tested on 5th grade material) 215R / 213 M students tested scored....or on grade level...</b>		
below grade 3	15.8% / 34	17.8% / 38
grades 3 & 4	9.8% / 21	12.2% / 26
grade 5	8.8% / 19	20.2% / 43

6th graders BELOW GRADE LEVEL is approximately 34.4% in reading & 50.2% in math

between grades 5 & 6	n/a	10.3%
grade 6	11.6% / 25	19.2% / 41
grade 7	13.5% / 29	9.4% / 20
between grades 7 & 8	n/a	1.9% / 4
grade 8	13.0% / 28	4.2% / 9
above grade 8	33.0% / 71	2.8% / 6
<b>7th grade (tested on 6th grade material) 280R / 238 M students tested scored....or on grade level...</b>		
below grade 3	5.7% / 16	2.1% / 5
grades 3 & 4	4.3% / 12	3.3% / 8
grade 5	5.7% / 16	8.8% / 21
between grades 5 & 6	n/a	9.2% / 22
grade 6	9.6% / 27	19.3% / 46
<i>7th graders BELOW GRADE LEVEL is approximately 25.3% in reading &amp; 42.72% in math</i>		
grade 7	10.7% / 30	29.4% / 70
between grades 7 & 8	n/a	6.7% / 16
grade 8	13.2% / 37	10.5% / 25
above grade 8	57.9% / 162	10% / 24
<b>8th grade (tested on 7th grade material) 231R / 194 M students tested scored....or on grade level... **NO 8th grade Algebra 1 students took the math Growth Assessment**</b>		
below grade 3	3.9% / 9	1.0% / 2
grades 3 & 4	4.8% / 11	n/a
grade 5	4.3% / 10	6.7% / 13
between grades 5 & 6	n/a	11.9% / 23
grade 6	11.7% / 27	12.4% / 24
between grades 6 & 7	n/a	1.0% / 3
grade 7	12.1% / 28	17.5% / 34
between grades 7 & 8	n/a	10.3% / 20
<i>8th graders BELOW GRADE LEVEL is approximately 36.8% in reading &amp; 60.8% in math</i>		

	grade 8	10.4% / 24	17% / 33
	above grade 8	61.0% / 141	21.6% / 42
<p><b>HCPS SEL Screener Completion</b> Initial Screener Completion - Sept 2021 -- 677 of 842 students</p> <p><b>CHRONIC ABSENTEEISM:</b> <i>2021 ESSA Status is based on the last available data from the 2018-2019 school year.</i> All students -- 18%</p>			

<b>School Goals</b>	<p><b>2020-2021 Goals below:</b></p> <ol style="list-style-type: none"> <li>1) <u>Reading</u>: 75% of FCMS students in grades 6-8 will score proficient or better on their 2021-2022 Reading SOL assessment.</li> <li>2) <u>Writing</u>: 75% of FCMS students in grade 8 will score proficient or better on their 2021-2022 Writing SOL assessment.</li> <li>3) <u>Math</u>: 70% of FCMS students in grades 6-8 will score proficient or better on their 2021-2022 Math SOL assessment.</li> <li>4) <u>Major Clarity</u>: 100% of the 7th-grade and 8th-grade students will have a completed Academic &amp; Career Plan using Major Clarity.</li> <li>5) <u>SEL</u>: 85% of the FCMS students in grades 6-8 who complete the HCPS SEL Screener will increase their own skills to understand and manage their emotions to make responsible positive decisions.</li> <li>6) <u>Attendance</u>: FCMS students in grades 6-8 will have 15% or less chronic absences during the 2021-2022 school year.</li> </ol>
---------------------	--

<b>Additional Support needed from Central Office</b>	<ul style="list-style-type: none"> <li>- Content meetings every other week are already “hosted” by the Curriculum Coordinators to collaborate with core teachers from FCMS.</li> <li>- Walk-throughs to provide growth-producing feedback is desired.</li> <li>- Please continue monitoring and encouraging FCMS teachers how all local assessments (benchmarks, writing prompts, DFAs, and CFAs will be helpful and actively incorporate that data analysis into their classrooms everyday.</li> </ul>
--	---

**SECTION IV: SMART GOALS**

<b>Goal #1</b>	<b>Reading</b> : 75% of FCMS students in grades 6-8 will score proficient or better on their 2021-2022 Reading SOL assessment.
----------------	--

<b>HCPS Goal Alignment</b>	<ul style="list-style-type: none"> <li>Henry County Public Schools will provide high quality curriculum, instruction, and assessment to prepare students for success.</li> <li>Henry County Public Schools will be supported by highly qualified professionals.</li> </ul>
<b>Baseline Data</b>	<p>All data is above in Section III.</p> <p>In 2021...of those students who took the Reading SOL -- 76% were proficient.</p> <ul style="list-style-type: none"> <li>74% of our economically disadvantaged students were proficient.</li> <li>41% of our students with disabilities were proficient. (decrease from 53% in 2019.)</li> </ul> <p>Fall 2021 Growth Assessments showed that:</p> <ul style="list-style-type: none"> <li>approximately 34.4% of 6th graders are below grade level</li> <li>approximately 25.3% of 7th graders are below grade level</li> <li>approximately 36.8% of 8th graders are below grade level</li> </ul>
<b>Identification Process</b>	SOL testing, Growth Assessments results, WIDA - ACCESS, IEP goals, student performance on common assessments, overall classroom performance
<b>Person (s) Responsible</b>	FCMS Administration and Staff
<b>Monitoring Process</b>	ongoing

<b>Action Steps</b>	<b>Evidence of Implementation</b>	<b>Date of Completion</b>
Weekly Walkthroughs by Administration (3 to 5 at a minimum by all administrators)	See GoogleDrive for documented feedback	Year-Long
Teachers may use IXL Diagnostic to increase reading comprehension	Data tracking - time usage and progress monitored	year-long
Highlighting and annotating in ALL classes	lesson plan review, student samples, classroom observation	year-long
Small group instruction to support struggling students	lesson plan review, classroom observation, small group log maintained by teacher and/or student	year-long

<b>Goal #2</b>	<b>Writing:</b> 75% of FCMS students in grade 8 will score proficient or better on their 2021-2022 Writing SOL assessment.
<b>HCPS Goal Alignment</b>	<ul style="list-style-type: none"> <li>Henry County Public Schools will provide high quality curriculum, instruction, and assessment to prepare students for success.</li> <li>Henry County Public Schools will be supported by highly qualified professionals.</li> </ul>
<b>Baseline Data</b>	<p>All data is above in Section III.</p> <p>In 2021...of those students who took the HCPS Local Writing Assessment:</p> <ul style="list-style-type: none"> <li>Expository Writing -- 225 students participated -- 70% received a passing score</li> <li>Persuasive Writing -- 108 students participated -- 55% received a passing score</li> </ul> <p>This was not controlled data and does not accurately represent what students were taught (or completed) during the 2020-2021 school year.</p>



<b>Identification Process</b>	HCPS Local Writing assessments, WIDA - ACCESS, IEP goals, student performance on common assessments, overall classroom performance
<b>Person (s) Responsible</b>	FCMS Administration and Staff, HCPS Curriculum Team
<b>Monitoring Process</b>	ongoing

<b>Action Steps</b>	<b>Evidence of Implementation</b>	<b>Date of Completion</b>
Weekly Walkthroughs by Administration (3 to 5 at a minimum by all administrators)	See GoogleDrive for documented feedback & "face-to-face" feedback	year-long
Monitor and review lesson plans driving the 3 essays written at each grade level for HCPS and analyze data at completion of each essay	scores from essays (grades 6-8) and data conferencing to address these scores (comparing 1st score to 2nd score, then 2nd score to 3rd score)	year-long
One-on-one feedback given to students on writing samples	lesson plans, during Flex time at the beginning of each day (log of those activities), student work samples	year-long
FCMS Lesson Plan and Classroom Look-fors -- writing in ALL classes everyday	teacher lesson plans, observations, admin-lead and curriculum team lead PD on research-based strategies	year-long
Monthly SPED meetings (district & school level) to share best practices	Copies of Meeting Agendas/Notes	year-long

<b>Goal #3</b>	<b>Math:</b> 70% of FCMS students in grades 6-8 will score proficient or better on their 2021-2022 Math SOL assessment.
<b>HCPS Goal Alignment</b>	<ul style="list-style-type: none"> <li>Henry County Public Schools will provide high quality curriculum, instruction, and assessment to prepare students for success.</li> <li>Henry County Public Schools will be supported by highly qualified professionals.</li> </ul>
<b>Baseline Data</b>	<p>All data is above in Section III.</p> <p>In 2021...of those students who took the Math SOL -- 43% were proficient.</p> <ul style="list-style-type: none"> <li>35% of our economically disadvantaged students were proficient.</li> <li>25% of our students with disabilities were proficient. (decrease from 72% in 2019.)</li> </ul> <p>Fall 2021 Growth Assessments showed that:</p> <ul style="list-style-type: none"> <li>approximately 50.2% of 6th graders are below grade level</li> <li>approximately 42.72% of 7th graders are below grade level</li> <li>approximately 60.8% of (Math 8) 8th graders are below grade level</li> </ul>
<b>Identification Process</b>	FCMS Team Meeting notes (space for essential vocabulary), ALL subjects' VDOE Curriculum Frameworks, past SGA and SOL tests

<b>Person (s) Responsible</b>	FCMS Administration and Staff
<b>Monitoring Process</b>	ongoing

<b>Action Steps</b>	<b>Evidence of Implementation</b>	<b>Date of Completion</b>
Weekly Walkthroughs by Administration (3 to 5 at a minimum by all administrators) -- this includes observing the virtual classroom	See GoogleDrive for documented feedback	year-long
School-Based Intervention Team change and fidelity in prompts being administered	2021-2022 Faculty & Staff Handbook	year-long
DFA Implementation and Analysis	DFA data/results - each teacher/grade level	year-long
Math Enrichment's implementation of Moby Max	lesson plan review & periodic test results	year-long
IXL Diagnostic testing used to prescribe areas of focus for students	IXL Diagnostic reports and data analysis & review of students' goals	year-long

<b>Goal #4</b>	<b>Major Clarity:</b> 100% of the 7th-grade and 8th-grade students will have a completed Academic & Career Plan using Major Clarity.
<b>HCPS Goal Alignment</b>	<ul style="list-style-type: none"> <li>Henry County Public Schools will provide high quality curriculum, instruction, and assessment to prepare students for success.</li> <li>Henry County Public Schools will be supported by highly qualified professionals.</li> </ul>
<b>Baseline Data</b>	<ul style="list-style-type: none"> <li>No baseline data as of 10/15/2021</li> </ul>
<b>Identification Process</b>	Administrative team, CTE Teachers, Counselors
<b>Person (s) Responsible</b>	FCMS Administration, Counselors, and Staff

<b>Monitoring Process</b>	ongoing
---------------------------	---------

<b>Action Steps</b>	<b>Evidence of Implementation</b>	<b>Date of Completion</b>
All CTE teachers will use Major Clarity	lesson plans & MC reports	year-long
Counselors will determine students (and teachers) who need to complete their ACP Assessment	MC reports and communication with CTE teachers	year-long
Counselors can go and speak with CTE classes about the importance of the Academic & Career Planning Assessment as they complete 7th & 8th grades	school calendar and lesson plan	year-long

Counselors and Specialists will specifically speak with 8th grade students with disabilities to analyze their own ACP before heading to 9th grade	school calendar, IEPs for transitioning 8th graders and those students who are 14+ years old	year-long
---	--	-----------

<b>Goal #5</b>	<b>SEL:</b> 85% of the FCMS students in grades 6-8 who complete the HCPS SEL Screener will increase their own skills to understand and manage their emotions to make responsible positive decisions.	
<b>HCPS Goal Alignment</b>	<ul style="list-style-type: none"> <li>Henry County Public Schools will provide high quality curriculum, instruction, and assessment to prepare students for success.</li> <li>Henry County Public Schools will be supported by highly qualified professionals.</li> </ul>	
<b>Baseline Data</b>	All data is above in Section III. Initial Screener given September 2021 -- 677 of 842 screeners completed <a href="#">FCMS Working SEL Data-Driven Decision Making Worksheet</a>	
<b>Identification Process</b>	FCMS Team Meeting notes (space for essential vocabulary), ALL subjects' VDOE Curriculum Frameworks, past SGA and SOL tests	
<b>Person (s) Responsible</b>	FCMS Administration and Staff	

<b>Monitoring Process</b>	ongoing
---------------------------	---------

Action Steps	Evidence of Implementation	Date of Completion
<a href="#">FCMS Working SEL Data-Driven Decision Making WS</a>	Linked Worksheet	year-long
Use of <a href="#">FCMS School-wide PBIS Expectations</a>	Presentation reviewed with students by teachers and admin team	year-long and each quarter
PBIS, Leadership, and SIP Team review of school data to make growth-producing decisions for our school community	<a href="#">Meeting Notes</a> from each	year-long
Daily Announcements/Affirmations -- Remember, Cavaliers, our core values.... you are respectful.... you are responsible... you are honest... and you are kind. Be Courageous & Compassionate Cavaliers today and everyday!	Daily Morning Announcements	year-long

<b>Goal #6</b>	<b>Attendance:</b> FCMS students in grades 6-8 will have 15% or less chronic absences during the 2021-2022 school year.	
<b>HCPS Goal Alignment</b>	<ul style="list-style-type: none"> <li>Henry County Public Schools will provide high quality curriculum, instruction, and assessment to prepare students for success.</li> <li>Henry County Public Schools will be supported by highly qualified professionals.</li> </ul>	
<b>Baseline Data</b>	All data is above in Section III.	

	Based on the 2021 ESSA Status (based on the last available data from the 2018-2019 school year), FCMS had a 18% of the total student population who were chronically absent.
<b>Identification Process</b>	ESSA Status from the VDOE School Quality Profile
<b>Person (s) Responsible</b>	FCMS Administration and Staff

<b>Monitoring Process</b>	ongoing
---------------------------	---------

<b>Action Steps</b>	<b>Evidence of Implementation</b>	<b>Date of Completion</b>
Daily attendance phone calls to parents/guardians for all unverified absences	PowerSchool records	year-long
Phone calls made by teachers when students are absent.	Teachers' Communication Logs	year-long
Truancy process followed, implemented, and executed - attendance meetings, conferences, and contracts.	General Parapro - Attendance Coordinator	year-long

#### **SECTION IV: MONITORING PROGRESS**

<b>September Progress Monitoring Notes - 8/31/2021</b>
<a href="#">SIP Meeting Agenda</a> -- year-long agenda (September notes at the bottom of the document)

<b>October Progress Monitoring Notes - 10/7/2021</b>
<ul style="list-style-type: none"> <li>Meeting Agenda above</li> <li>Updates with SMART Goal Info - 10/13/2021 Faculty Meeting <a href="#">slides &amp; video/audio</a></li> </ul>

<b>November Progress Monitoring Notes</b>

<b>December Progress Monitoring Notes</b>

<b>January Progress Monitoring Notes</b>

<b>February Progress Monitoring Notes</b>

**March Progress Monitoring Notes**

**April Progress Monitoring Notes**

**May Progress Monitoring Notes**