

School: Farmwell Station MS

Empowering all students to make meaningful contributions to the world.

STRAND I: TEACHING FOR LEARNING

Domain 2 - Mathematics

Outcome Goal:	By May of 2024, 80% of all students grades 6-8 will score proficient on their grade level SOL exams.	Process Goal:	By May of 2024, teachers will create lesson plans that provide instructional expertise that leads to a passing rate of proficient for 80% of all FWS students.
Outcome Goal Progress: Year 1	By May of 2022, 70% of all students grades 6-8 will have met or exceeded their projected growth score in mathematics by 20% as determined by the Measures of Academic Progress (MAP) test.	Process Goal Progress: Year 1	By August 26, 2021 FWS will create a system of programs that provides extra help opportunities to support all students in mathematics achievement so that 70% of them will have met their RIT on the math MAP scores.
Outcome Goal Progress: Year 2	By May of 2023, 75% of all students grades 6-8 will have met or exceeded their projected growth score in mathematics by 10% as determined by the Measures of Academic Progress (MAP) tes	Process Goal Progress: Year 2	By August, 2022 FWS will create a system of programs that provides extra help opportunities to support all students in mathematics achievement so that 75% of them will have met their RIT on the math MAP scores.
Outcome Goal Progress: Year 3	By May of 2024, 77% of all students grades 6-8 will have met or exceeded their projected growth score in mathematics by 5% as determined by the Measures of Academic Progress (MAP) tes	Process Goal Progress: Year 3	By August, 2023 FWS will create a system of programs that provides extra help opportunities to support all students in mathematics achievement so that 77% of them will have met their RIT on the math MAP scores.

Process Goal is supported by the following LCPS Culturally Responsive Framework Components:

<input type="checkbox"/>	Component 1: Welcoming, Inclusive and Affirming Environment	<input checked="" type="checkbox"/>	Component 2: Inclusive Curriculum and Assessment	<input checked="" type="checkbox"/>	Component 3: Engagement and Challenge Through Deeper Learning
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Strategies for Current Year	Staff Role(s) Responsible for Monitoring Implementation	Evidence of Progress/Completion (Artifacts required)	Fall Monitoring Comments	Winter Monitoring Comments	Spring Monitoring Comments
Math teachers will engage in Mathematical Mindsets professional development workshops two times this year at FWS.	Sheila Steen	Schedule of PD and Agenda of Meetings.			
Students who are struggling with their math skills will be placed in Math Resource classes for additional instruction and support.	Sherryl Loya, math teachers and counselors.	Class rosters, MAP and SOL data			
CLTs will focus on the four essential questions as they build their lesson plans at their weekly CLT meetings.	Math teachers and CLT monitors	Uploaded agendas in Schoology.			
The IFT and DIF will provide monthly PD on targeted learning for math CLTs.	Carol Wenger and Sheila Steen	Copies of PD power points and sign in sheets for teachers.			

Domain 5 - Other Academic Areas

Outcome Goal:	By May 2025, the IFCS will have impacted 70% of our instructional program through CLTs and individual planning meetings to develop and deliver authentic, engaging lessons that integrate content area SOLs with Computer Science SOLs, as measured by the IFCS data tracker and teacher surveys.	Process Goal:	By May 2025, 70% of our instructional program will be impacted by the IFCS to develop and deliver authentic, engaging lessons that integrate content area SOLs with Computer Science SOLs, as measured by the IFCS data tracker and teacher surveys.
Outcome Goal Progress: Year 1	By May of 2023, all science teachers will have been coached by the IFCS through CLTs and individual planning meetings to develop and deliver authentic, engaging lessons that integrate content area SOLs with Computer Science SOLs, as measured by the IFCS data tracker and teacher surveys.	Process Goal Progress: Year 1	By May 2023, all science teachers will have been coached by the IFCS to develop and deliver authentic, engaging lessons that integrate content area SOLs with Computer Science SOLs, as measured by the IFCS data tracker and teacher surveys.

Outcome Goal Progress: Year 2	By May of 2024, all science and math teachers will have been coached by the IFCS through CLTs and individual planning meetings to develop and deliver authentic, engaging lessons that integrate content area SOLs with Computer Science SOLs, as measured by the IFCS data tracker and teacher surveys.	Process Goal Progress: Year 2	By May 2024, all science and math teachers will have been coached by the IFCS to develop and deliver authentic, engaging lessons that integrate content area SOLs with Computer Science SOLs, as measured by the IFCS data tracker and teacher surveys.
Outcome Goal Progress: Year 3	By May of 2025, all science and math and social studies teachers will have been coached by the IFCS through CLTs and individual planning meetings to develop and deliver authentic, engaging lessons that integrate content area SOLs with Computer Science SOLs, as measured by the IFCS data tracker and teacher surveys.	Process Goal Progress: Year 3	By May 2025, all science, math and social studies teachers will have been coached by the IFCS to develop and deliver authentic, engaging lessons that integrate content area SOLs with Computer Science SOLs, as measured by the IFCS data tracker and teacher surveys.

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Strategies for Current Year	Staff Role(s) Responsible for Monitoring Implementation	Evidence of Progress/Completion (Artifacts required)	Fall Monitoring Comments	Winter Monitoring Comments	Spring Monitoring Comments
The IFCS will work with the science CLTs to incorporate a CS unit each quarter.	Science teachers and Sharon Brandon	completed lesson plans and CLT agendas.			
Science teachers will utilized the CS resources in lesson planning.	Science teachers.	Lesson plans.			

Domain 1 - English Language Arts

Outcome Goal:	By May of 2024, 85% of all students grades 6-8 will score proficient on their grade level SOL exams.	Process Goal:	By May of 2024, teachers will create lesson plans that provide instructional expertise that leads to a passing rate of proficient for 85% of all FWS students.
Outcome Goal Progress: Year 1	By May of 2022, 70% of all students grades 6-8 will have met or exceeded their projected growth score in reading by 20% as determined by the Measures of Academic Progress (MAP) test.	Process Goal Progress: Year 1	By August 26, 2021 FWS will create a system of programs that provides extra help opportunities to support all students in reading achievement so that 70% of them will have met their RIT on the reading MAP scores.
Outcome Goal Progress: Year 2	By May of 2023, 75% of all students grades 6-8 will have met or exceeded their projected growth score in reading by 10% as determined by the Measures of Academic Progress (MAP) tes	Process Goal Progress: Year 2	By August, 2022 FWS will create a system of programs that provides extra help opportunities to support all students in reading achievement so that 75% of them will have met their RIT on the reading MAP scores.
Outcome Goal Progress: Year 3	By May of 2024, 77% of all students grades 6-8 will have met or exceeded their projected growth score in reading by 5% as determined by the Measures of Academic Progress (MAP) tes	Process Goal Progress: Year 3	By August, 2023 FWS will create a system of programs that provides extra help opportunities to support all students in reading achievement so that 77% of them will have met their RIT on the reading MAP scores.

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Strategies for Current Year	Staff Role(s) Responsible for Monitoring Implementation	Evidence of Progress/Completion (Artifacts required)	Fall Monitoring Comments	Winter Monitoring Comments	Spring Monitoring Comments
Teachers will utilize data in their CLT meetings to plan lessons with targeted instruction.	CLT monitors and language arts teachers.	CLT agendas			
Students who are struggling in reading will be placed in self contained reading classes with a reading specialist.	Sherryl Loya	Class rosters.			
The Special Education Reading Facilitator will work with our self contained SPED reading teachers on a monthly basis to provide strategies for improved instruction.	Tonya Edwards, Sherryl Loya, SPED reading teachers, Phili Hill	Meeting agendas, lesson plans			

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