

Achievement

School Improvement Plan



2012 - 2013

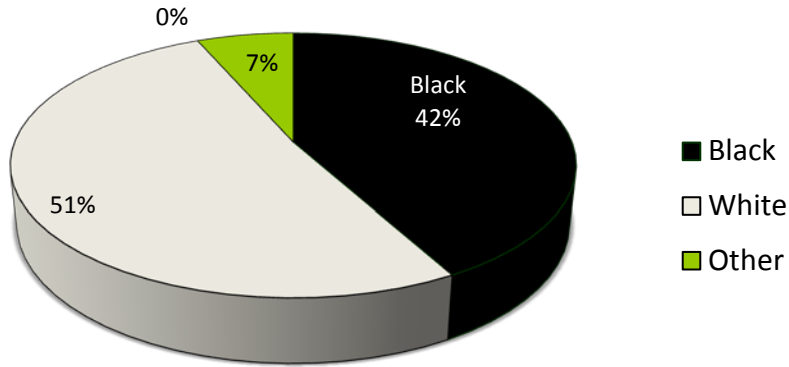
Behavior

Culture

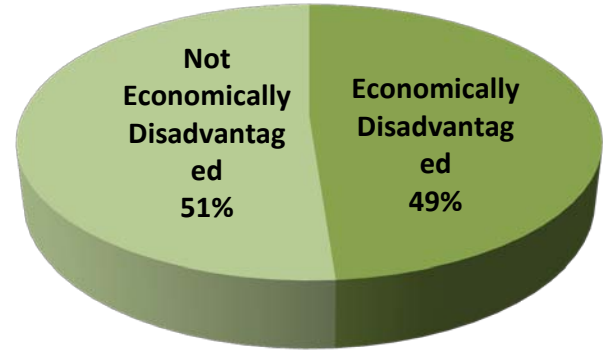
The background features a series of flowing, wavy lines in shades of green and purple. The top section is dominated by a bright green wave that transitions into a darker green and then a purple hue. Below this, a white space contains the text. The bottom section mirrors the top, with a purple wave transitioning back into a bright green and then a darker green. The overall effect is a sense of movement and modern design.

Who we are . . .

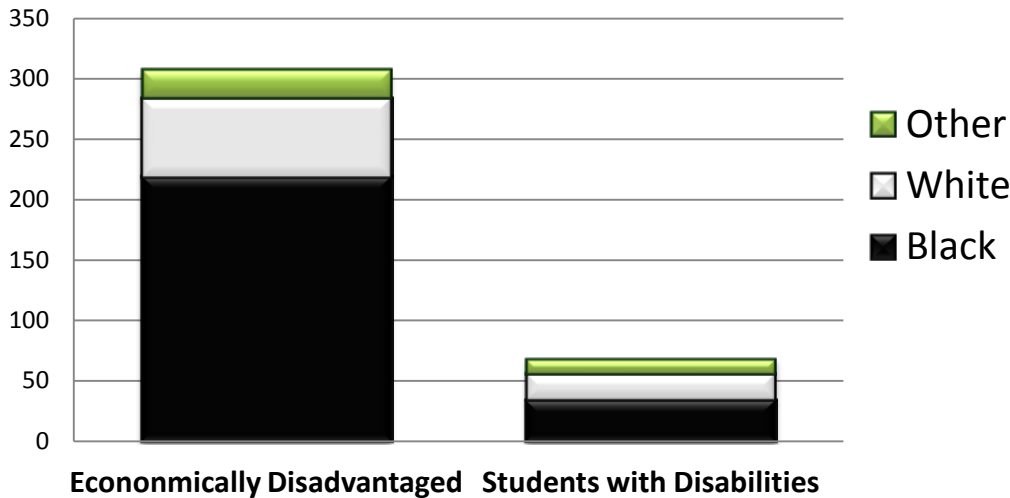
Student Population by Race 2011-2012



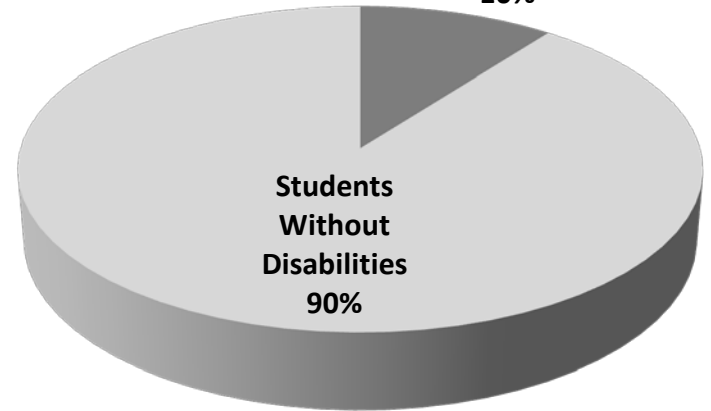
Economically Disadvantaged and Not Economically Disadvantaged



Economically Disadvantaged and Students with Disabilities by Race 2011-2012

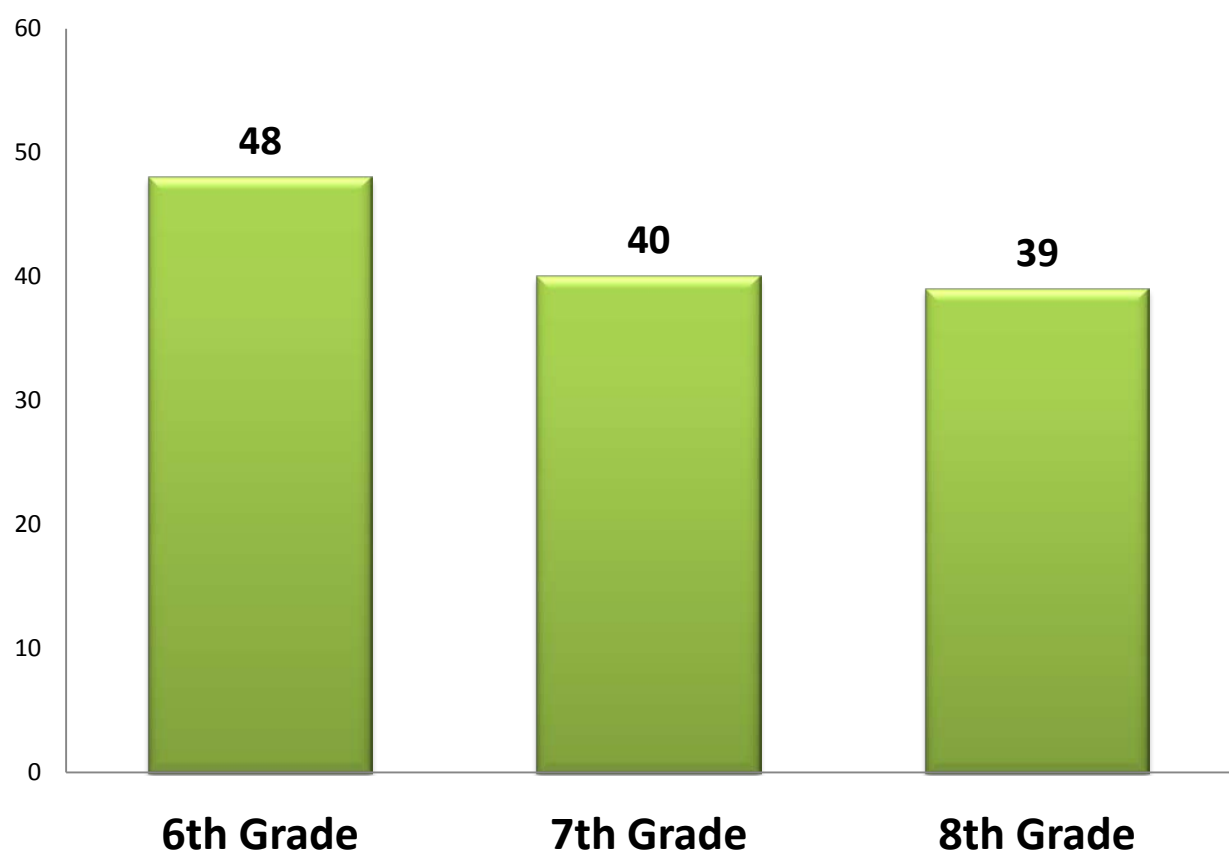


Students with Disabilities 10%

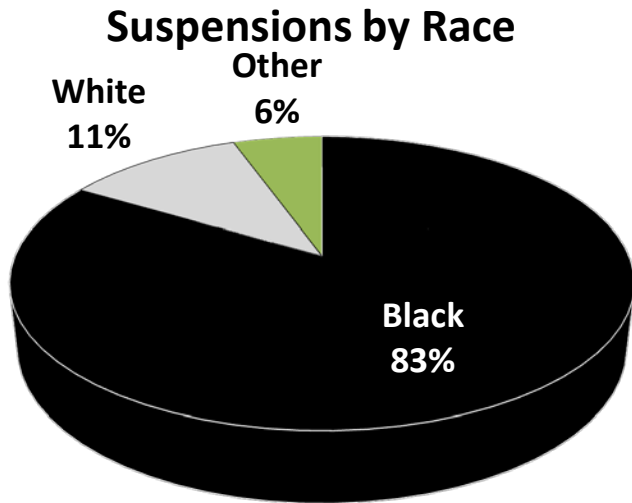
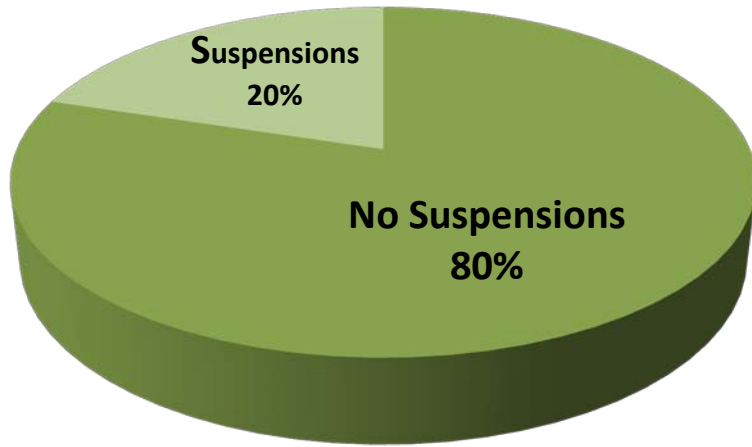


Students with Disabilities and Students Without Disabilities

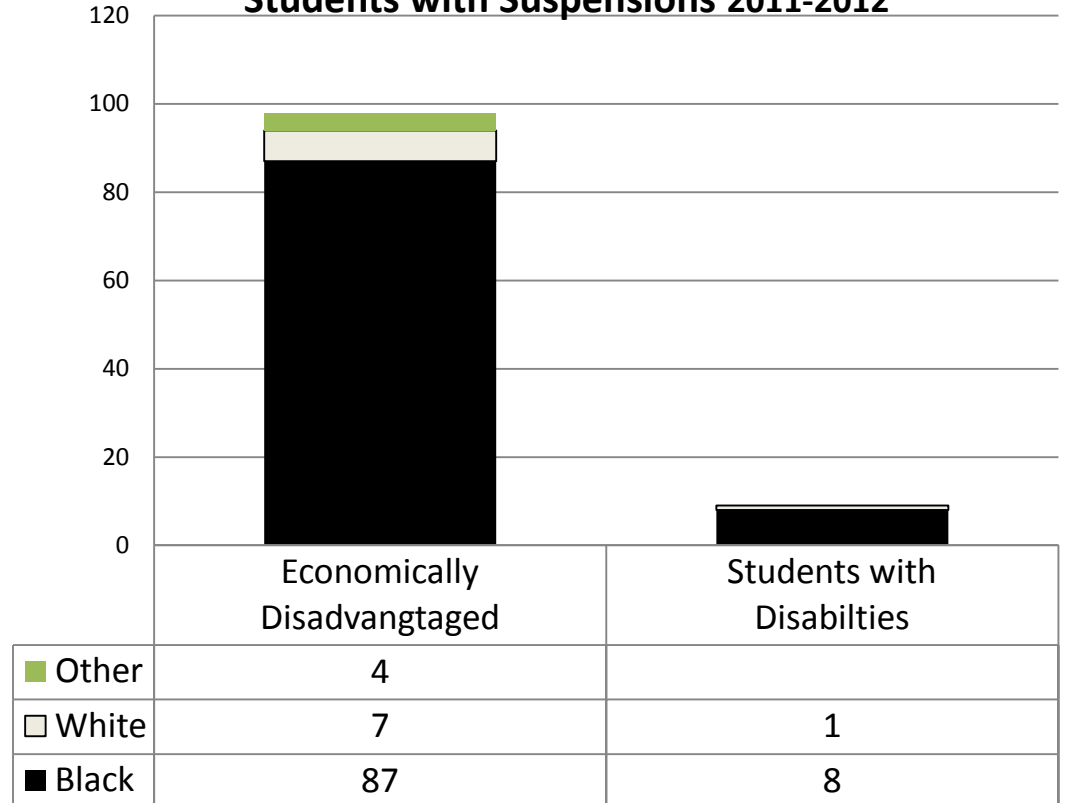
2011 - 2012 Referrals that Resulted in at Least 1 Day Suspension



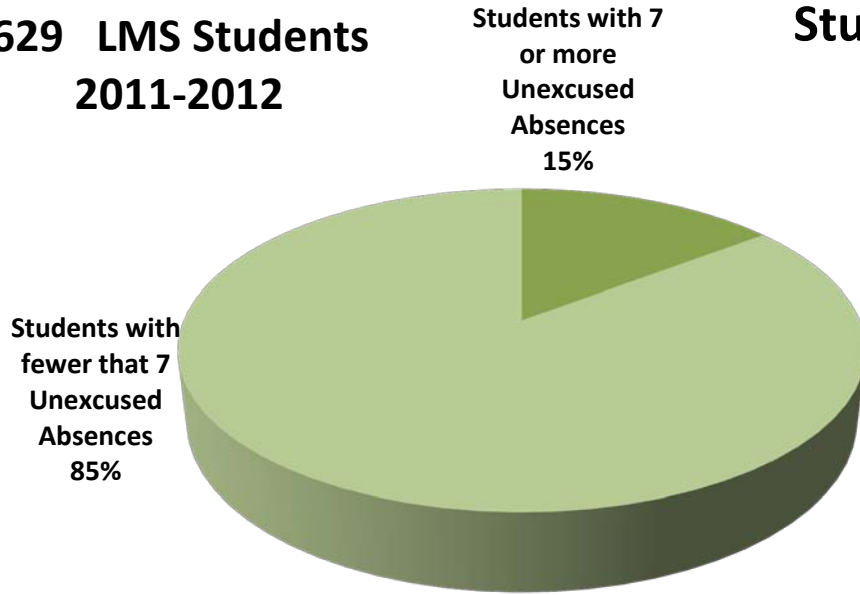
Students with at least 1 Short Term Suspension 2011-2012



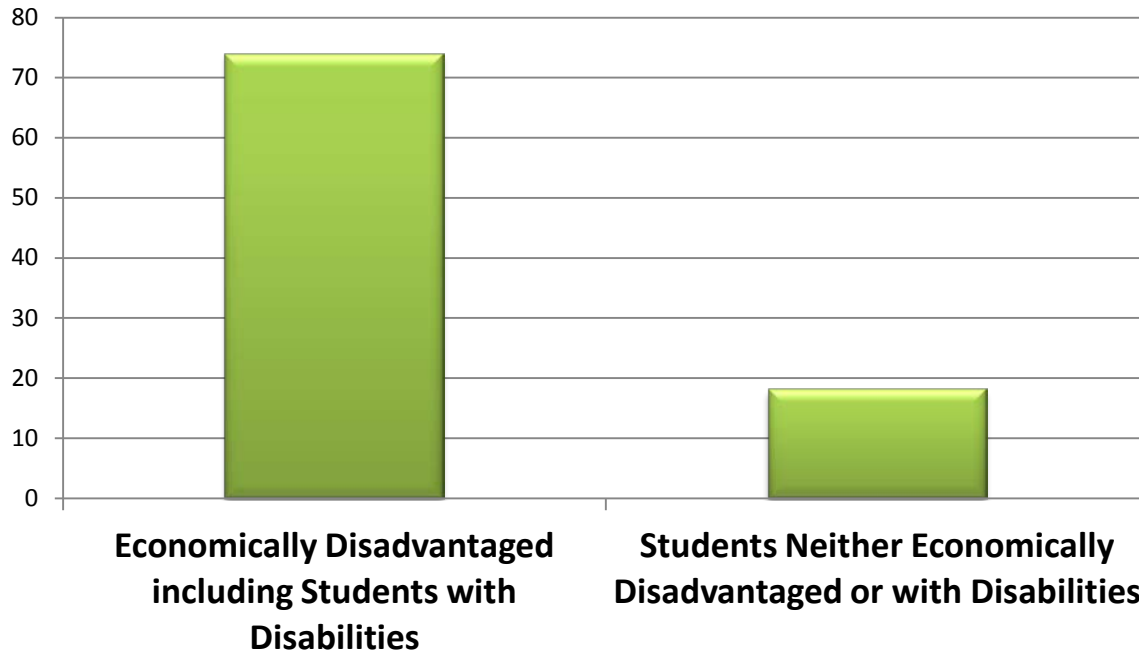
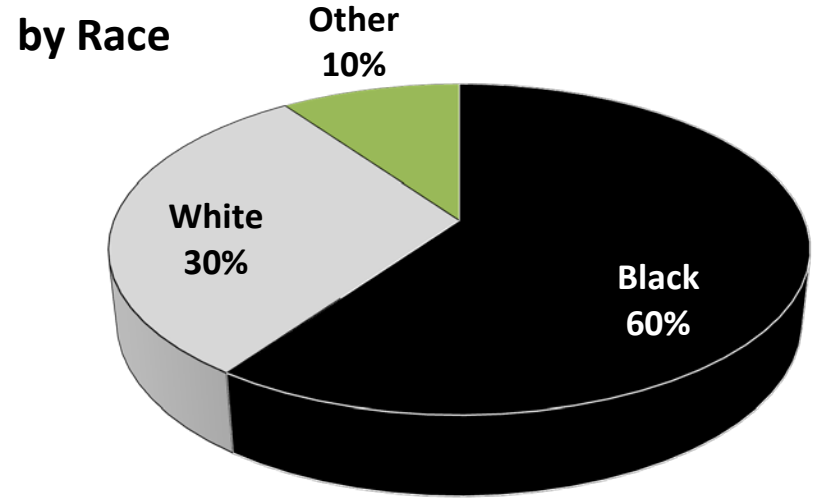
Students with Suspensions 2011-2012



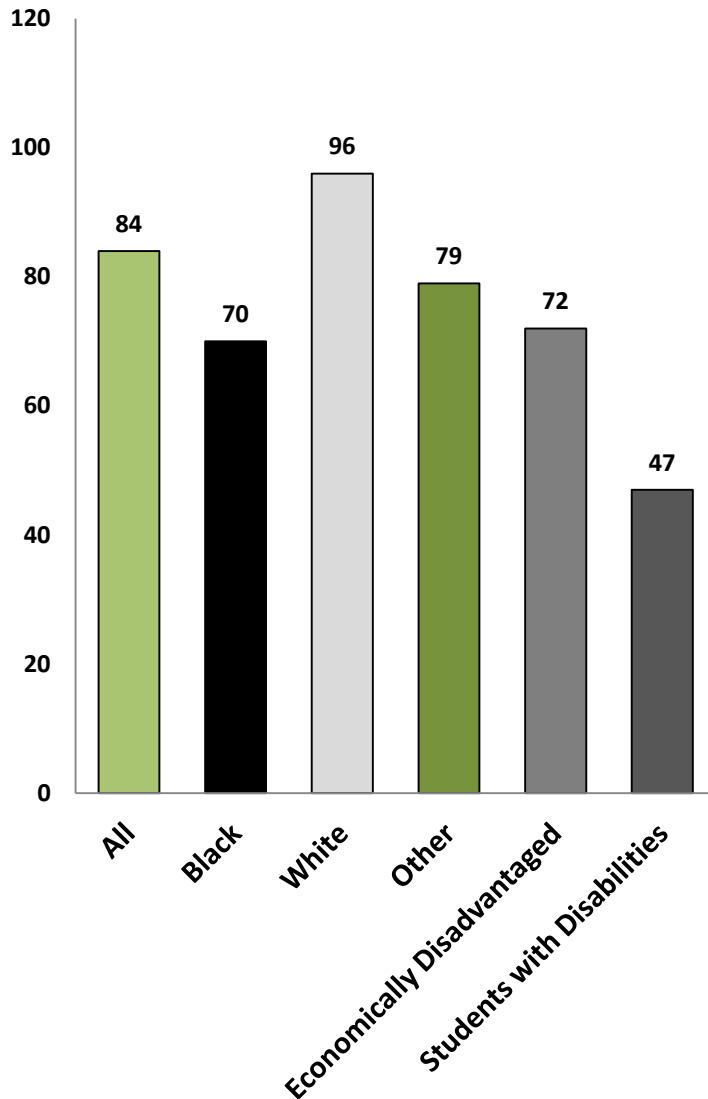
629 LMS Students 2011-2012



Students with 7 or more Unexcused Absences



Total Reading Grades 6-8 2011-2012

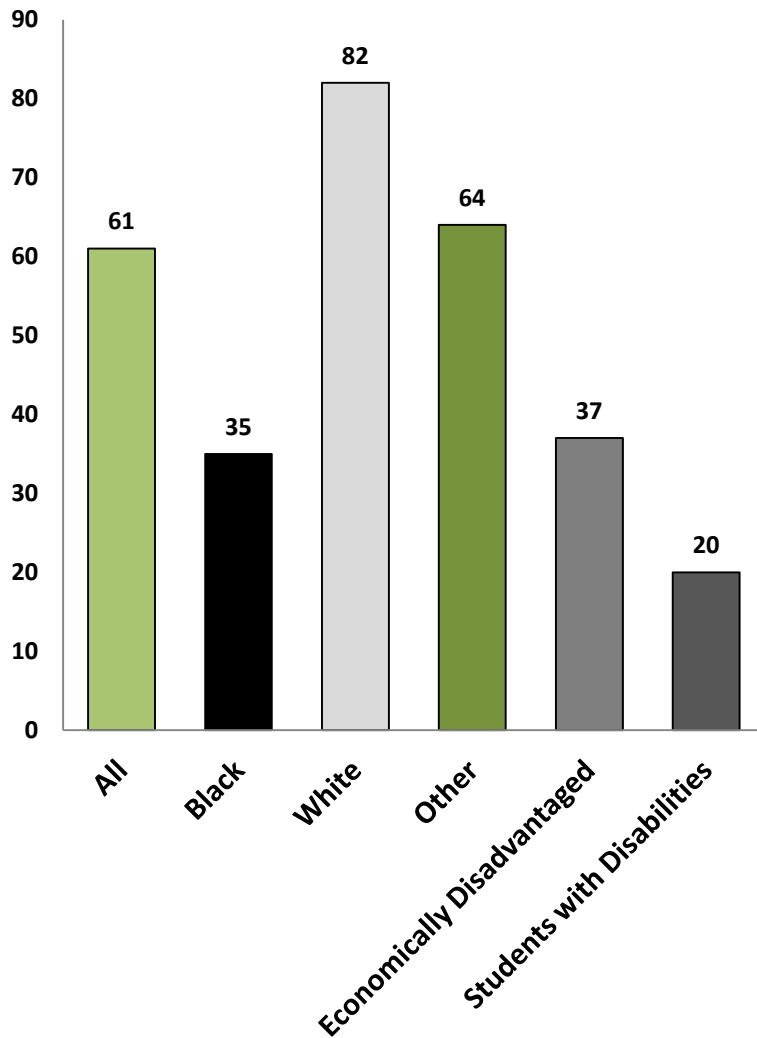


**Achievement Gap of 26%
between black and white
students**

Proficiency Gap Dashboard (FAMO)

	AMO Target	AMO Result	Met AMO Target
All Students	85	84	3YR
Gap Group 1	76	71	NO
Gap Group 2	76	70	NO
Gap Group 3	80	79	TS

Total Math Grades 6-8 2011-2012

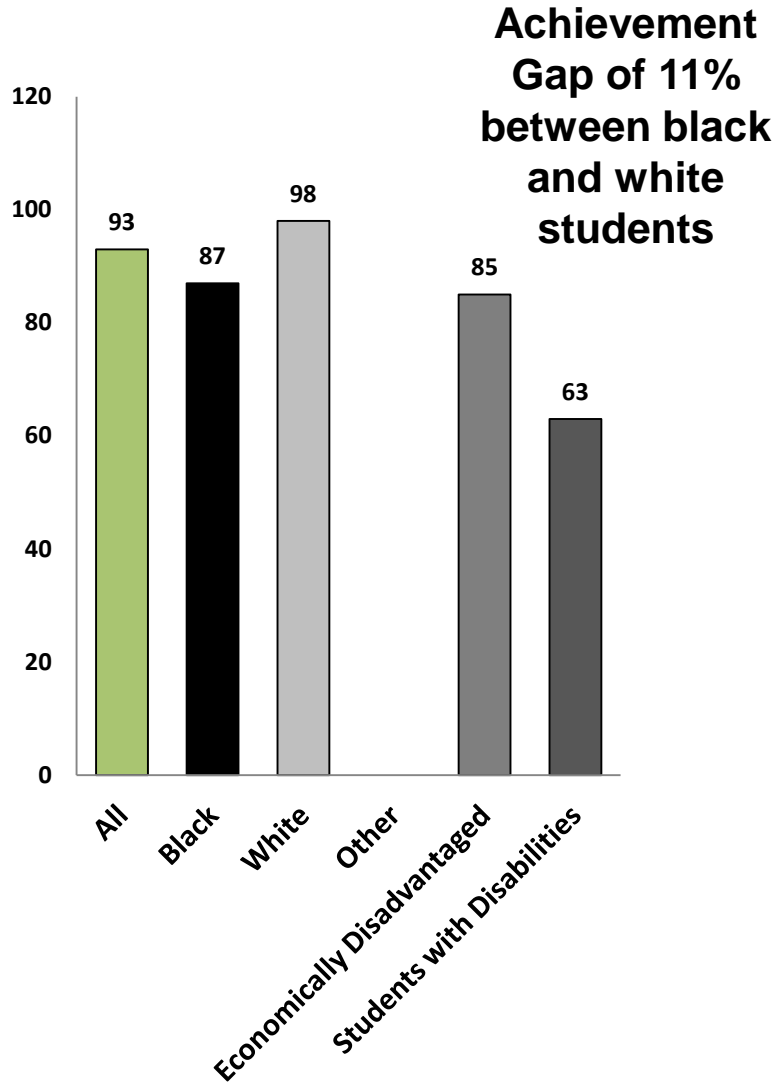


**Achievement Gap of 47%
between black and white
students**

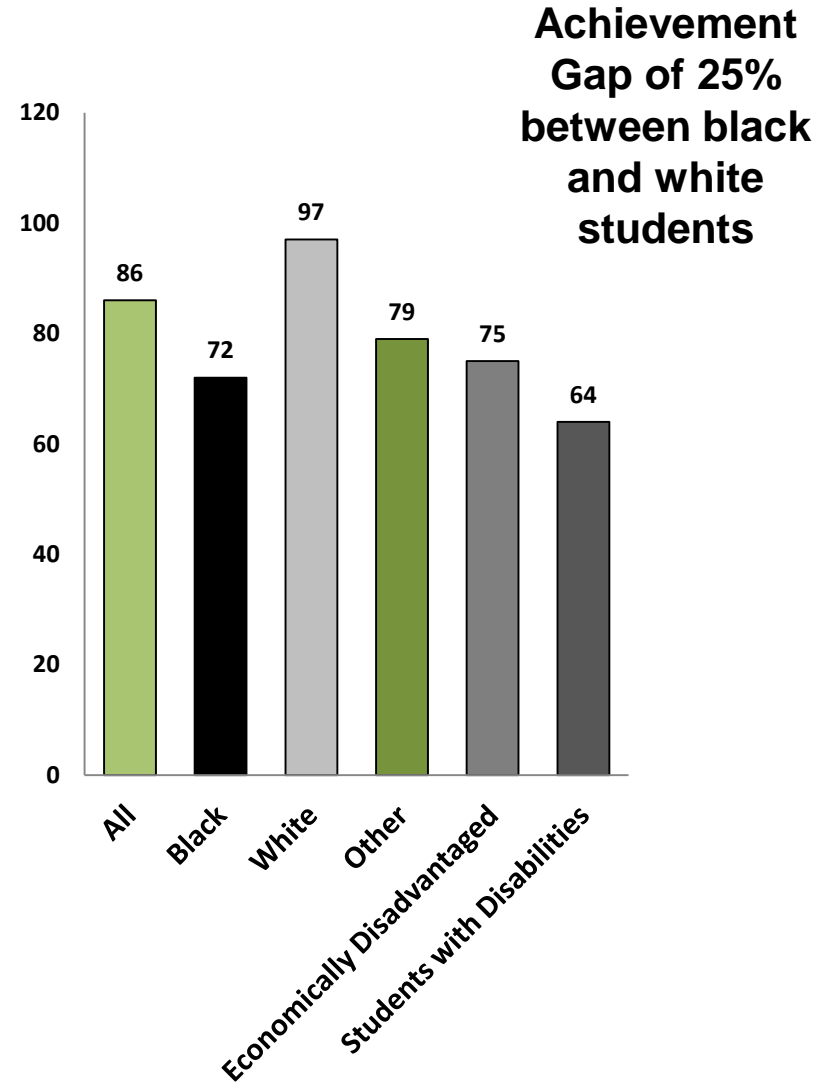
Proficiency Gap Dashboard (FAMO)

	AMO Target	AMO Result	Met AMO Target
All Students	61	61	YES
Gap Group 1	47	38	3YR
Gap Group 2	45	35	3YR
Gap Group 3	52	64	TS

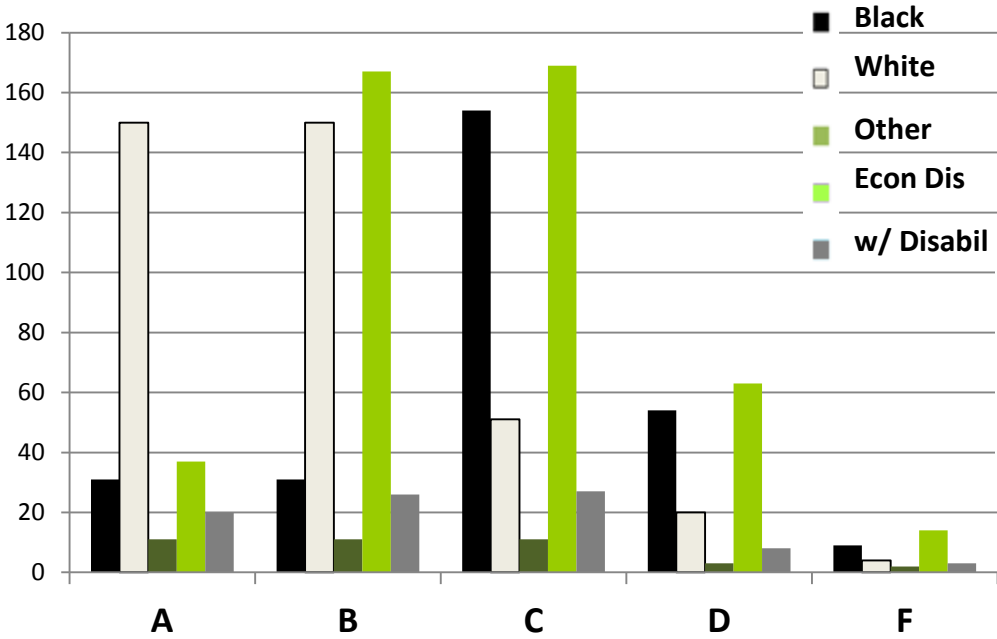
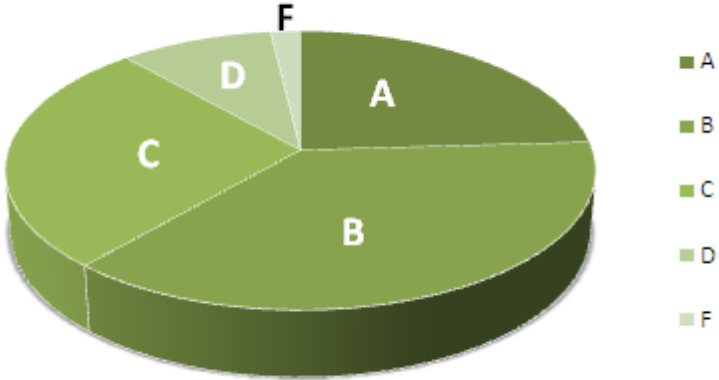
Total Science Grades 6-8 2011-2012



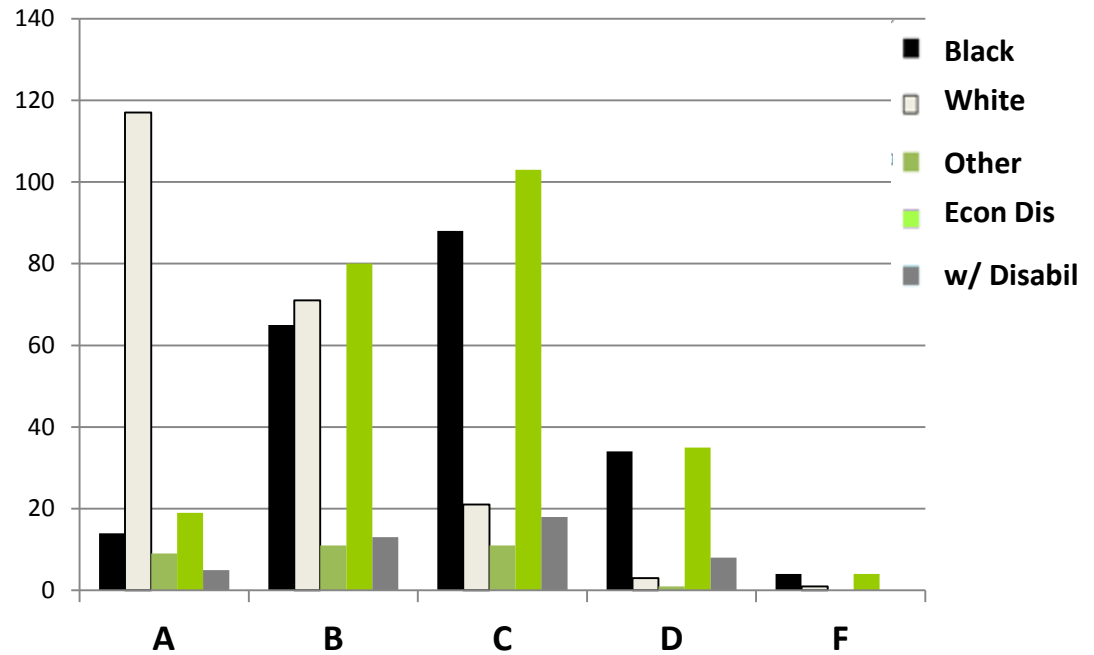
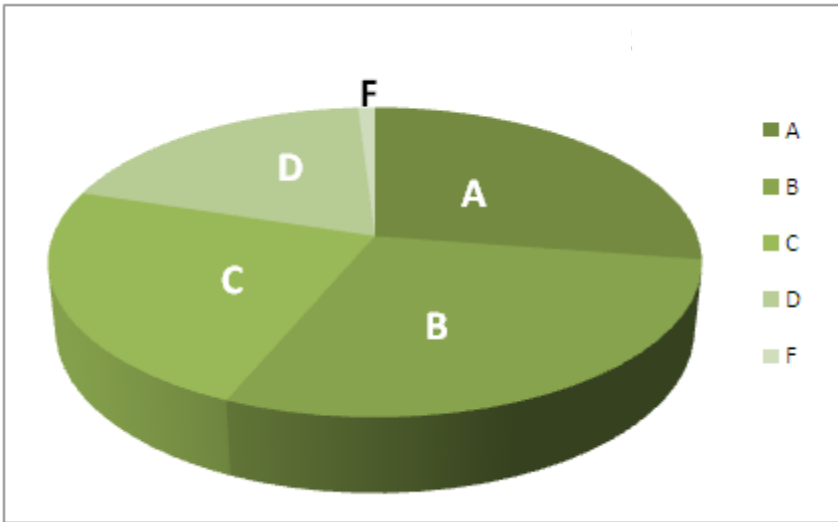
Total Social Studies Grades 6-8 2011-2012



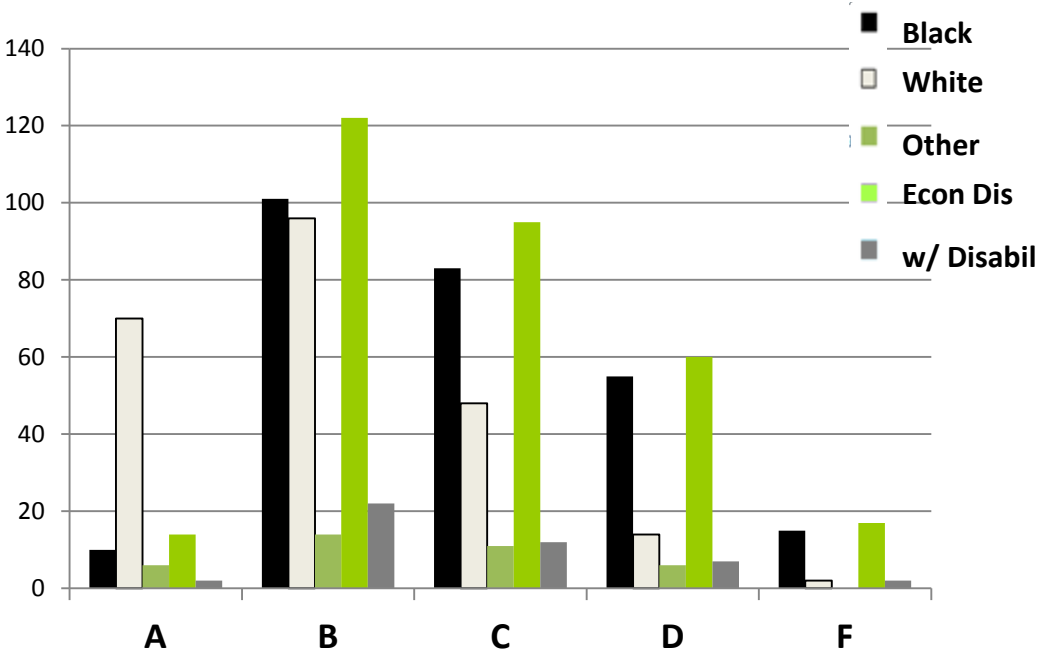
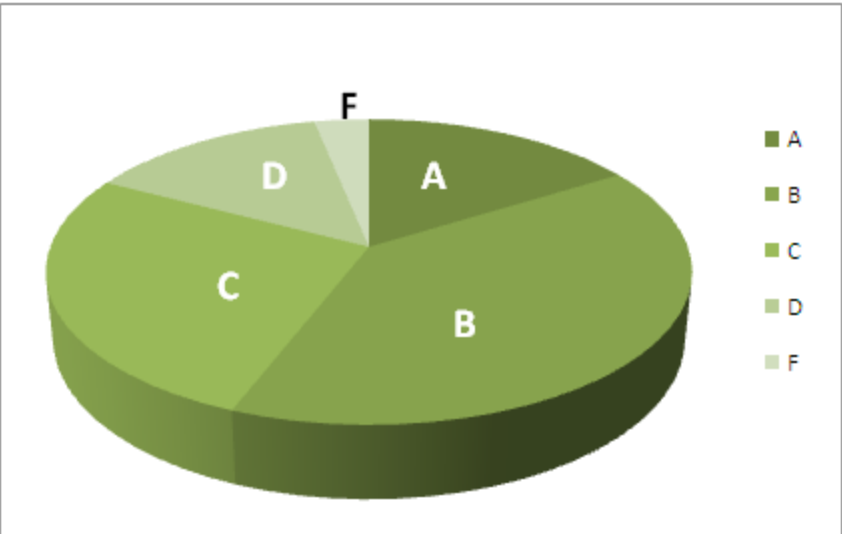
Grade Distribution - English 2011-2012



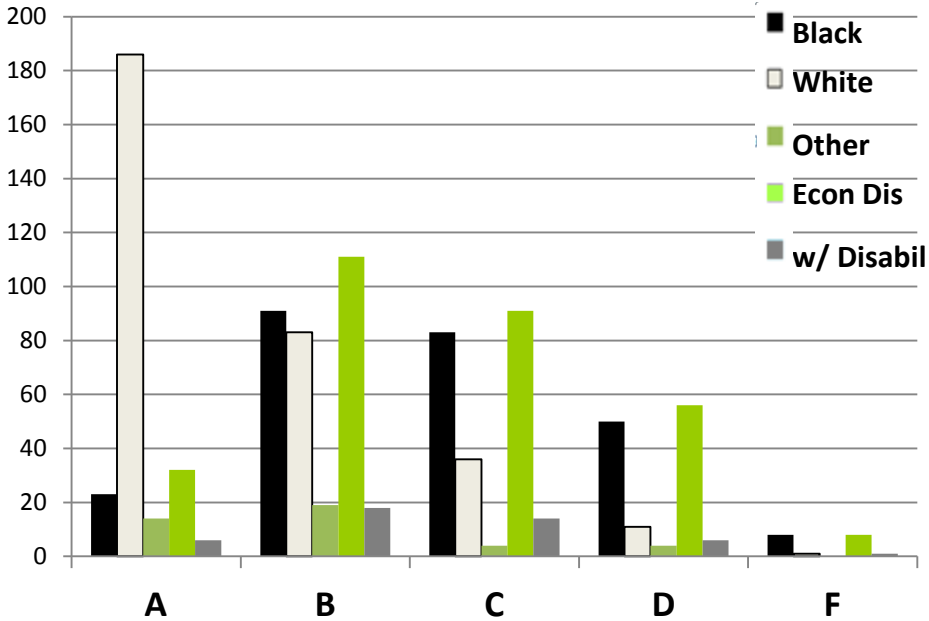
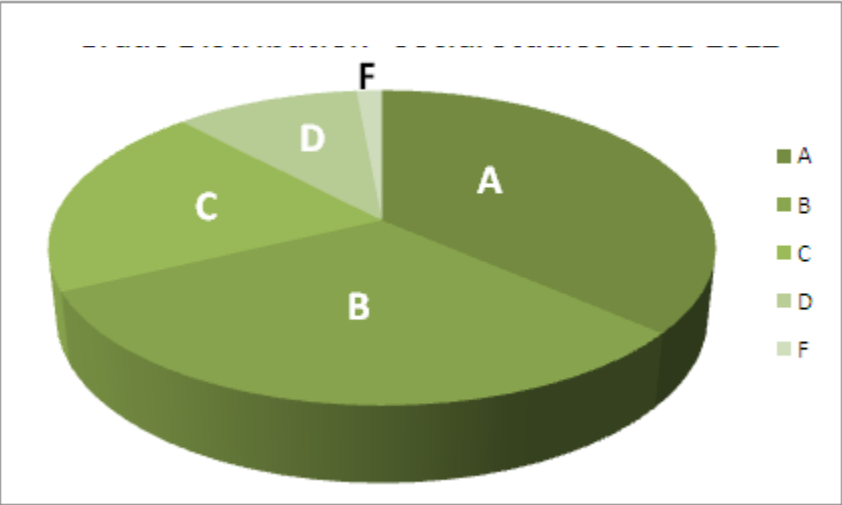
Grade Distribution - Science 2011-2012



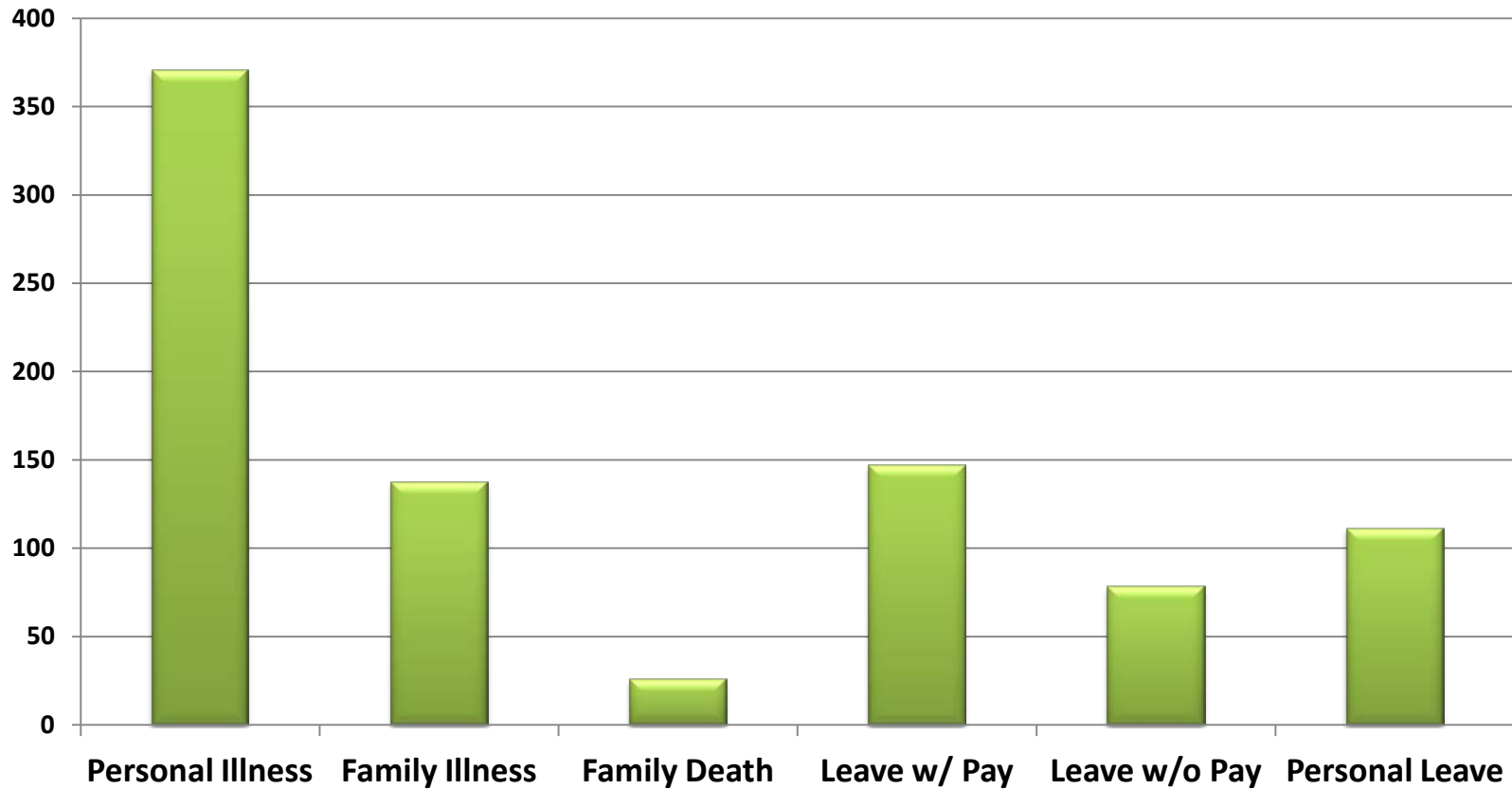
Grade Distribution - Math 2011-2012



Grade Distribution – Social Studies 2011-2012



Staff Attendance 2011-2012



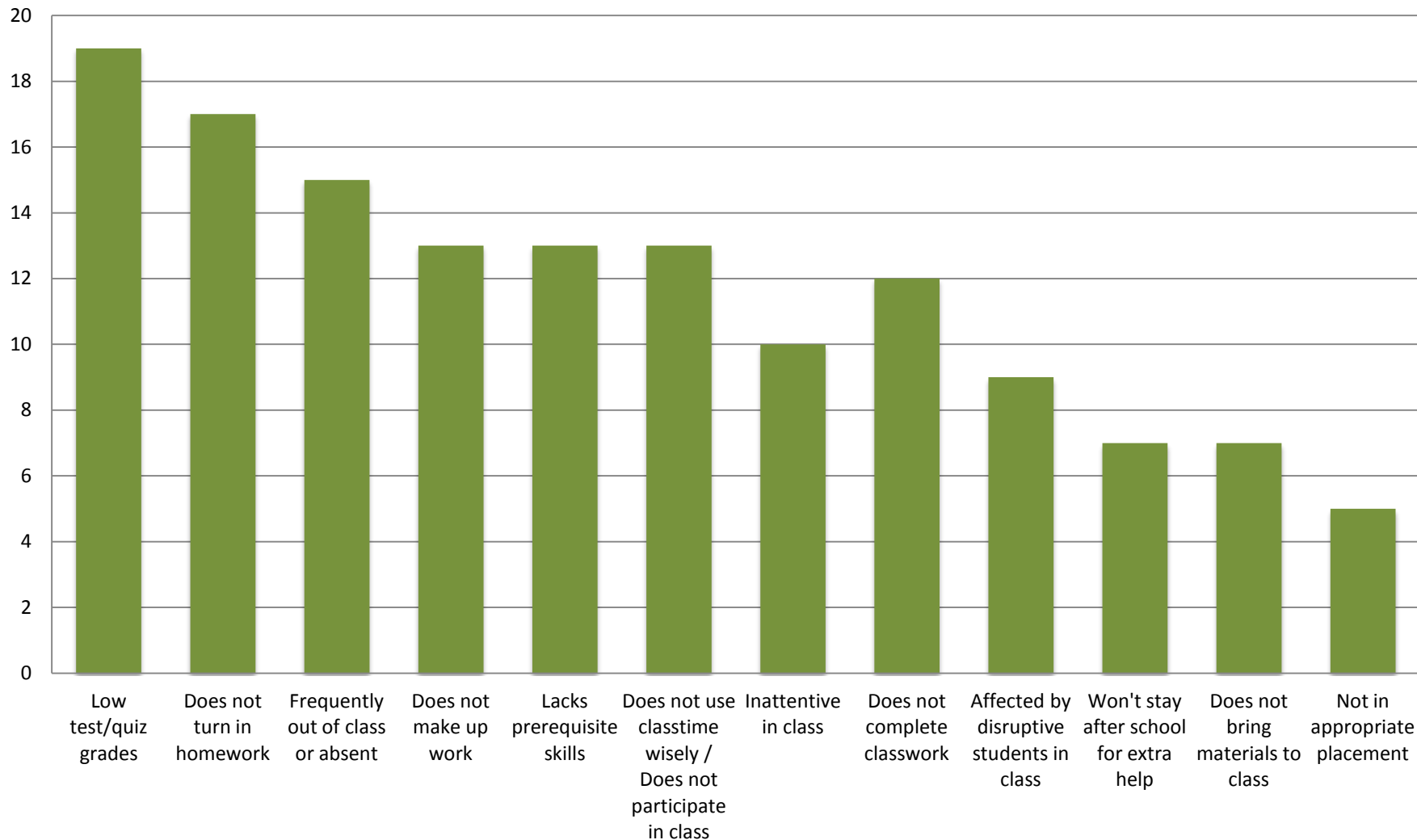


Where we started . . .

2010

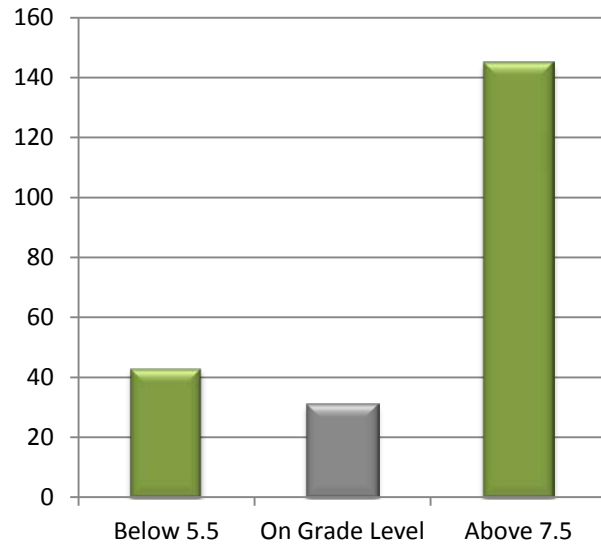
We asked and surveyed: Why aren't our students being successful?

Reasons for Student Failure Survey Results

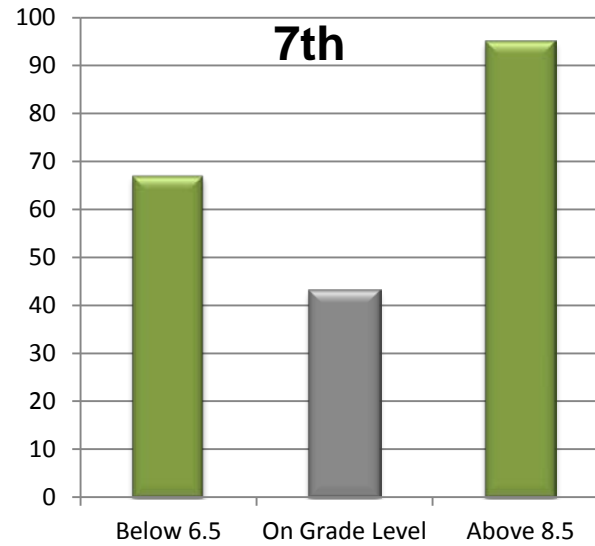


Stanford Reading Diagnostic Test 2010-2011

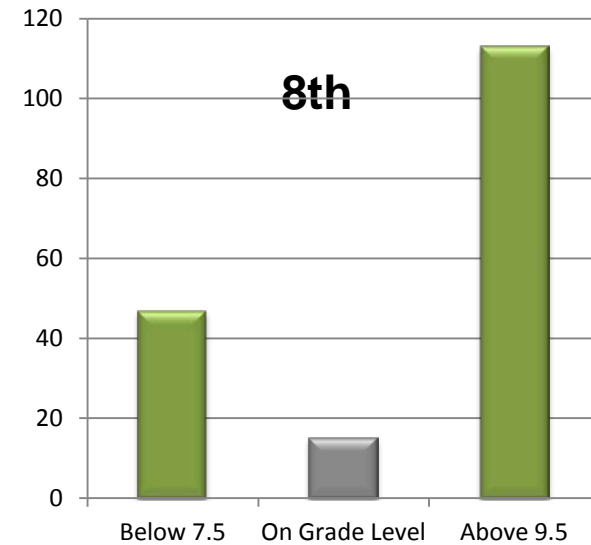
6th



7th



8th



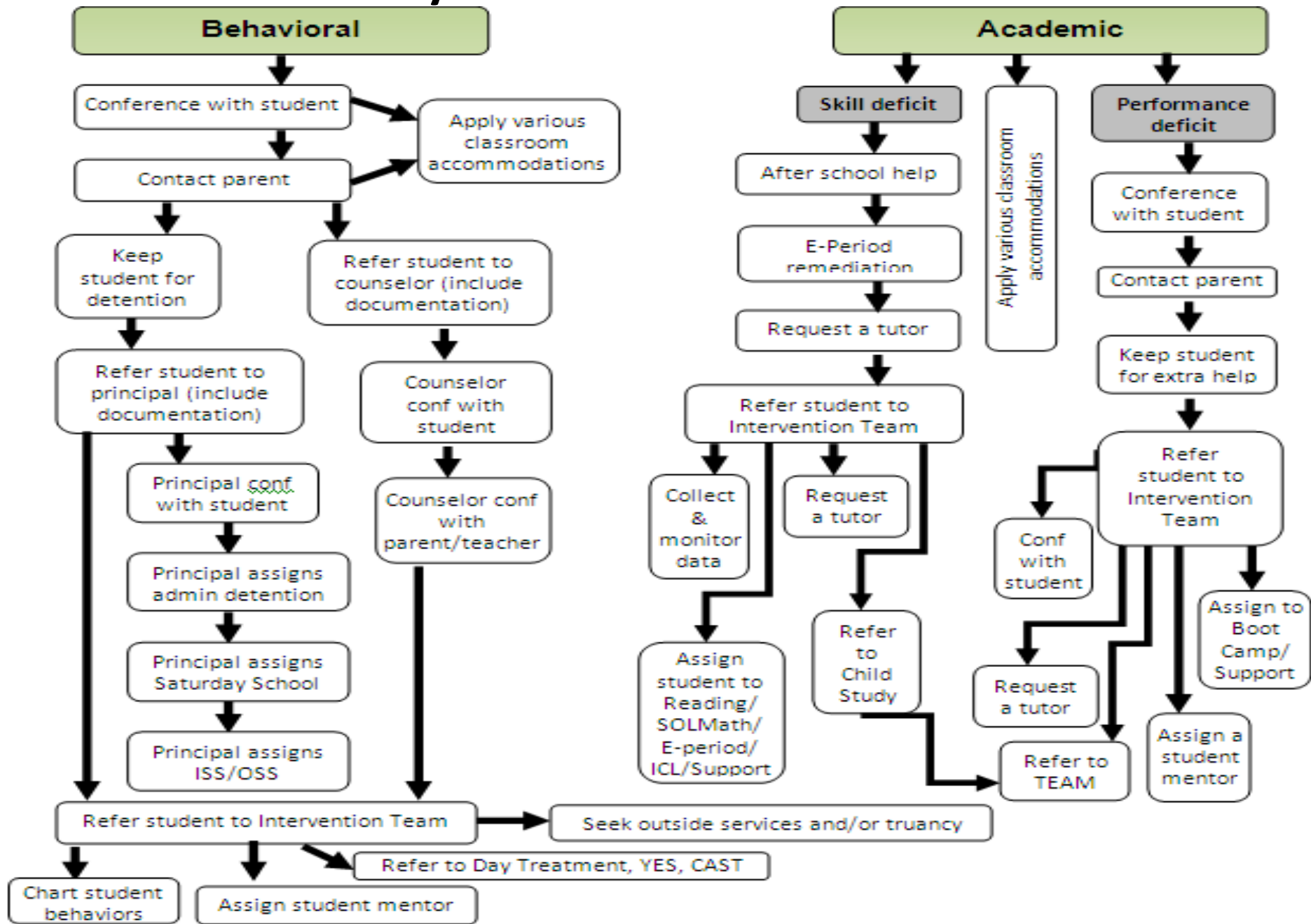
**LMS serves a very
diverse population**

Intervention Team

Goal: To assist students in overcoming behavioral distracters and academic road blocks that effect school success



System of Interventions



Many New Strategies

E-Period for more instructional time

More Enrichment Opportunities for our High Achievers

Boot Camp for work completion

Parallel Instruction for differentiation

Support Classes for struggling Advanced students

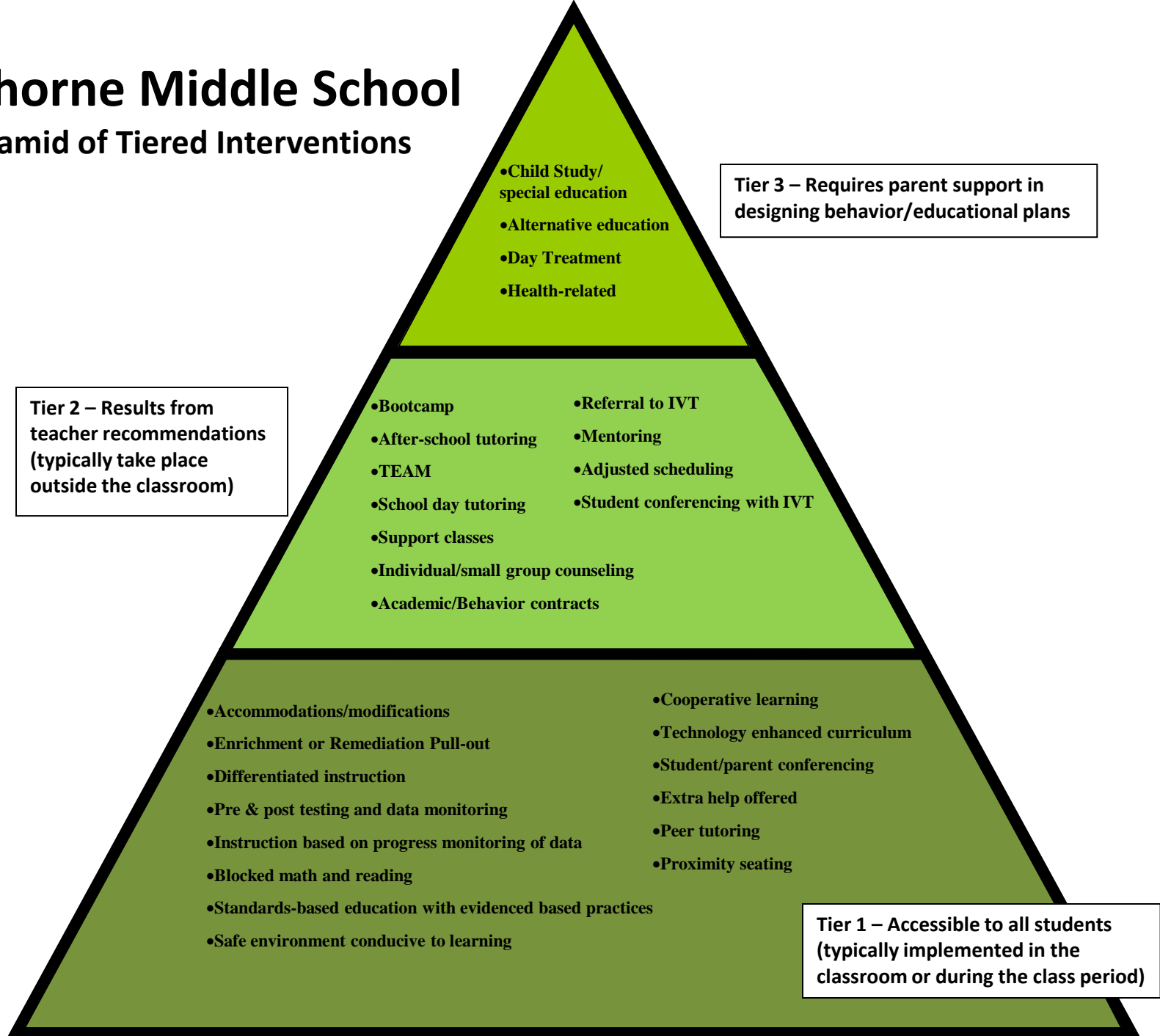
Remediation for underperforming students

Parent / LU / Peer Tutors

Mentors

Linkhorne Middle School

Pyramid of Tiered Interventions



Continue reflection and evaluation with annual surveys (teachers, students, parents)

Improve existing programs and interventions through collaborative problem-solving

Utilize the expertise and strengths of existing staff

Seek outside resources:

Consult Dr. Christopher Jones, Longwood
(Teach kids at their instructional level and behavior and culture will improve)

Read and discuss as a faculty:

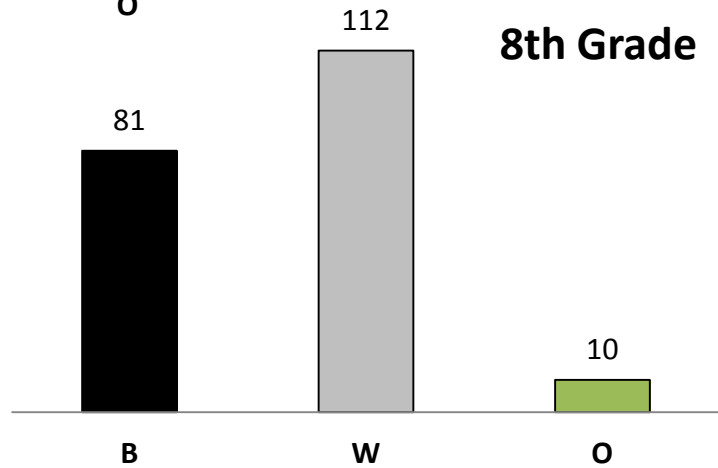
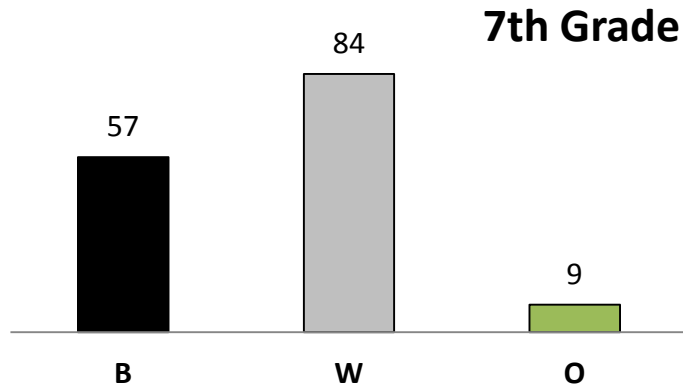
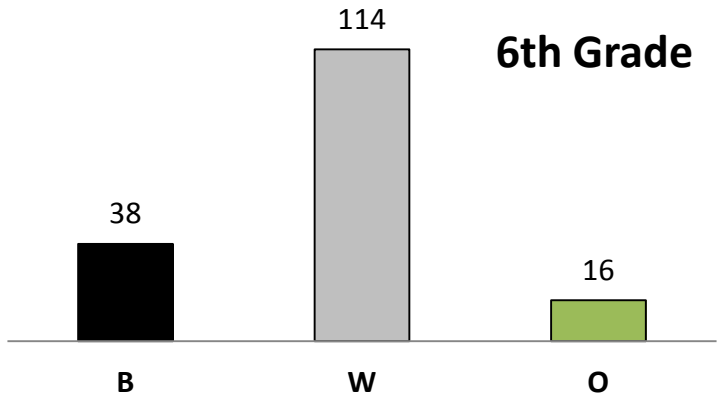
Teach Like a Champion by Lemov

A photograph of a vineyard with wooden posts and a trellis system, overlaid with a semi-transparent white box containing text.

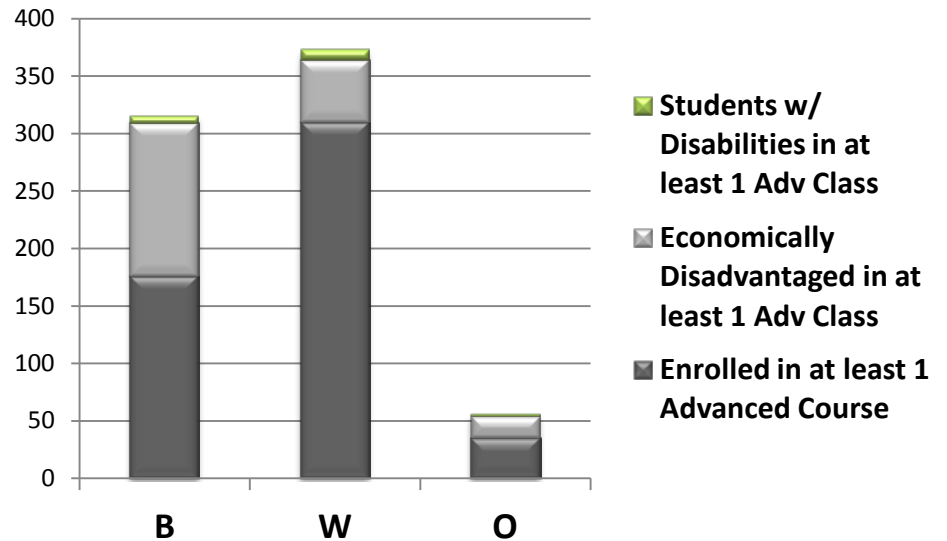
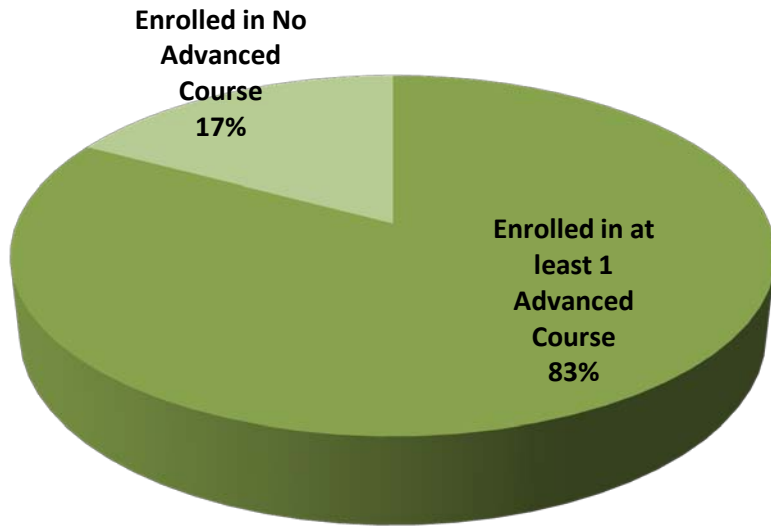
Where we are . . .

Students Enrolled in at Least 1 Advanced Course 2011-2012

by Race and Grade Level

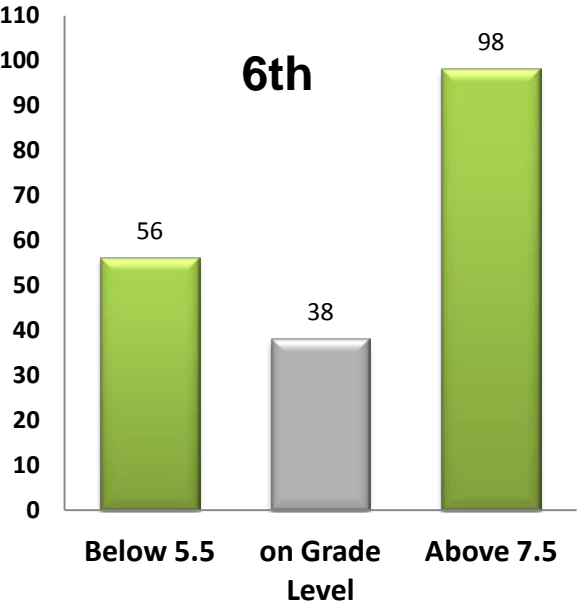


Students Enrolled in at Least 1 Advanced Course 2011-2012

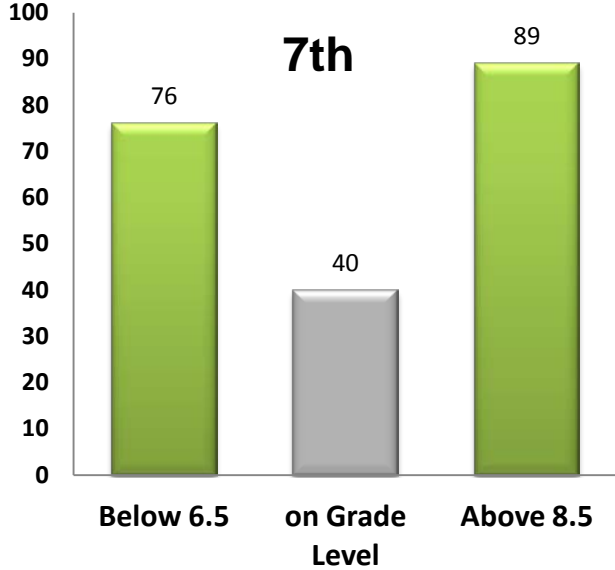


Stanford Reading Diagnostic Test 2012-2013

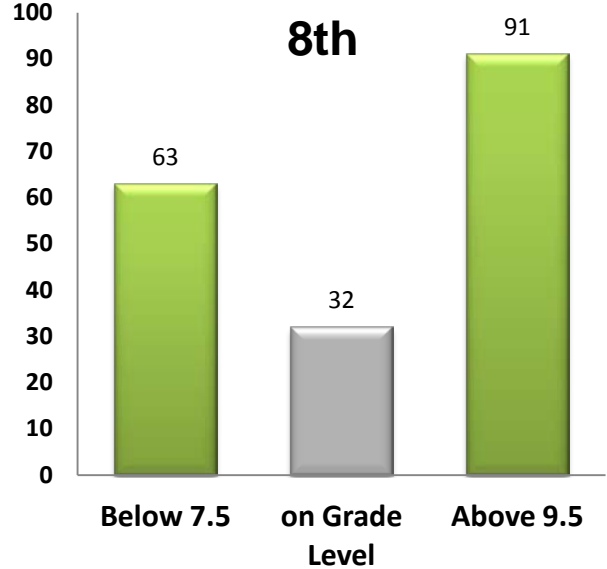
6th



7th



8th



**As our population
changes, the gap widens**

Staff Survey: **Describe the perfect LMS**

- **High Expectations** for all: students, parents, teachers, and administrators
- **Excitement** for teaching and learning
- **Accountability** and **Consistency**
- **Team Work**
- **Differentiation** to challenge and meet the needs of every student
- **Communication** among teachers, administrators, PLCs and with students, parents, and all stakeholders

LMS School Improvement Plan SY 2012-2013

Achievement	Behavior	Culture
<ul style="list-style-type: none"> • Use data to make decisions 	<ul style="list-style-type: none"> •Correct students who are not following rules 	<ul style="list-style-type: none"> •Celebrate successes
<ul style="list-style-type: none"> • Monitor and challenge teaching practices 		<ul style="list-style-type: none"> • Distribute school's Compact to stakeholders
<ul style="list-style-type: none"> • Administer pre/posts tests 		
<ul style="list-style-type: none"> • Review results 		
<ul style="list-style-type: none"> • Individualize instruction based on pre/post data 		
<ul style="list-style-type: none"> • Use data to identify students needing support/enhancement 		
<ul style="list-style-type: none"> • Develop instructional plans for students needing intervention 		

A misty forest scene with a large tree in the foreground and a path leading into the distance. The image has a monochromatic greenish-yellow tint. The text "Where we're headed . . ." is overlaid in the center.

Where we're headed . . .

Close the achievement gap



from the bottom up

more students in advanced classes with built in supports when needed

staff development for differentiation of instruction

higher expectations for all students

continue to reflect, adjust and refine practices and programs

use data to drive instructional decision making

highly invested faculty as a result of improved communication and support

strategic use of faculty strengths

continue to seek out and access community resources



**Preparing every student, by name and by
need, for graduation and beyond**

Appendix

2012-2013

School Improvement Plan
Indicators and Strategies

ID10 - The school's Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. (45)

STRATEGY	EVALUATION / EVIDENCE OF COMPLETION	RESPONSIBILITY
Professional Learning Communities will be provided with relevant SOL score data.	Test Scores and Grade Level Data Spreadsheets (eventually Datacation will serve this purpose)	Counseling Director Testing Clerk
Professional Learning Communities will establish frequency of pre/post testing of students.	Minutes of weekly PLC meetings	Teachers
Professional Learning Communities will develop pre/post tests.	Minutes of weekly PLC meetings	Teachers
Professional Learning Communities will establish a meeting schedule to review data and make instructional decisions.	Minutes of weekly PLC meetings	Teachers
Professional Learning Communities will complete data analysis/instructional planning worksheets and submit them to the principal.	Minutes of weekly PLC meetings, data analysis documents submitted by PLCs 3 times each 9 week grading period	Teachers
The principal will analyze data from the Professional Learning Communities with the School Leadership Team.	Minutes of weekly School Leadership Team meetings where data is discussed, summary reports of data analysis completed 3 times each 9 week grading period	Principal
The School Leadership Team will report outcome of data analysis to the SIT.	SIT meeting minutes, summary reports of data analysis completed 3 times each 9 week grading period	School Leadership Team
The SIT, with input from the School Leadership Team, will look at overall trends in data and recommend needed professional development.	SIT meeting minutes, Professional Development Calendar, professional development sessions as noted on master calendar of school events	School Improvement Team School Leadership Team

IE 09 - The principal challenges and monitors unsound teaching practices and supports the correction of them. (60)

STRATEGY	EVALUATION / EVIDENCE OF COMPLETION	RESPONSIBILITY
The Administration will communicate instructional expectations to the faculty.	Faculty Meeting Agenda, Teacher Handbook	Principal Assistant Principals
The Administration will conduct regular classroom observations of teachers.	Documentation of walk-throughs, formal and informal classroom observations	Principal Assistant Principals
Teachers will receive a summary of their observations with recommendations for improvement. This will occur on the schedule provided by School Board policy.	Classroom observation summaries	Principal Assistant Principals
The LMS staff will participate in regular professional development to enhance instructional practice. The Administration will communicate the expectation that strategies learned should be incorporated into classroom practice. These practices will be looked for during observations.	Professional Development Calendar, attendance at professional development sessions, faculty meeting agendas, minutes of PLC, grade level, and department meetings, classroom observation summaries	Principal Assistant Principals
The Administration will utilize Professional Plans of Assistance as necessary when teacher performance is determined to be below standard.	Professional Plans of Assistance and related documentation	Principal Assistant Principals

IIB02 - Unit pre-tests and post-tests are administered to all students in the grade level and subject covered by the unit of instruction.

STRATEGY	EVALUATION / EVIDENCE OF COMPLETION	RESPONSIBILITY
<p>Instructional Teams (Professional Learning Communities) will collaboratively develop pre- and post-tests aligned with the standards-based objectives for each academic unit.</p>	<p>Minutes of weekly PLC meetings, copies of pre/post tests that indicate SOL objectives assessed</p>	<p>Teachers</p>
<p>At the beginning of each unit, teachers will administer the unit pre-test to each student.</p>	<p>Lesson plans, Class Data Document</p>	<p>Teachers</p>
<p>At the end of each unit, teachers will administer the unit-post test to each student.</p>	<p>Lesson plans, Class Data Document</p>	<p>Teachers</p>

IIB03 - Unit pre-test and post-test results are reviewed by the instructional team.

STRATEGY	EVALUATION / EVIDENCE OF COMPLETION	RESPONSIBILITY
Professional Learning Communities will collaboratively develop pre- and post-tests aligned with the standards-based objectives for each academic unit.	Minutes of weekly PLC meetings, copies of pre/post tests that indicate SOL objectives assessed	Teachers
Professional Learning Communities will develop clear and specific criteria for mastery for each pre- and post-test.	Minutes of weekly PLC meetings, mastery criteria cited on each pre/post test	Teachers
Professional Learning Communities will meet to review the results of the pre-tests to determine areas of focus for instruction.	Minutes of weekly PLC meetings, Class Data Document with Data Analysis and Action Plan turned in to Principal 3 times each 9 week grading period	Teachers
Professional Learning Communities will meet to review the results of the post-tests to identify students who will need remediation and the areas of remediation.	Minutes of weekly PLC meetings, Class Data Document with Data Analysis and Action Plan turned in to Principal 3 times each 9 week grading period	Teachers

IIB04 - Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others.

STRATEGY	EVALUATION / EVIDENCE OF COMPLETION	RESPONSIBILITY
Professional Learning Communities will meet to review pre-test results.	Minutes of weekly PLC meetings that reflect test results discussion at least 3 times per 9 week grading period	Teachers
Following each pre-test, teachers will identify students requiring support during the unit of instruction and those ready for enhanced learning opportunities.	Minutes of weekly PLC meetings, Class Data Document with Data Analysis and Action Plan for identified students which is turned in to Principal 3 times each 9 week grading period	Teachers
Teachers will incorporate differentiated learning activities to address the needs of all students during the instructional unit.	Minutes of weekly PLC meetings that reflect planning for differentiation, lesson plans that show differentiation, classroom observations that cite differentiation, pre/post test data analysis and action plans that incorporate differentiation	Teachers Administrators
The administration will review data analysis at least once a month to monitor the teachers' use of differentiated learning activities to meet the needs of all students.	Lesson plans that show differentiation, classroom observations that cite differentiation, pre/post test data analysis and action plans that incorporate differentiation	Administrators

IID10 - Instructional Teams use student learning data to identify students in need of instructional support or enhancement.

STRATEGY	EVALUATION / EVIDENCE OF COMPLETION	RESPONSIBILITY
<p>In the spring of the previous year, the Counseling Director and the Testing Clerk will gather data that is available for all students. For rising 7th and 8th graders the data will include SOL scores, Lexile reading levels, and SDRT, STAR, and VARDT scores. For incoming 6th graders, feeder elementary schools will be asked for SOL scores along with SDRT scores. A spreadsheet of all information will be created and placed on the network for teacher access.</p>	<p>Test Scores and Grade Level Data Spreadsheets (eventually Datacation will serve this purpose)</p>	<p>Counseling Director Testing Clerk</p>
<p>During the school year, data will be added to the spreadsheet as it becomes available. This may include writing scores, STAR, VARDT, SDRT, and Lexile reading levels.</p>	<p>Test Scores and Grade Level Data Spreadsheets (eventually Datacation will serve this purpose)</p>	<p>Counseling Director Testing Clerk</p>
<p>Teachers will access the data for their students to use in instructional decision-making, along with pre-/post-tests and other classroom assessments.</p>	<p>Minutes of weekly PLC meetings</p>	<p>Teachers</p>
<p>TA01: The school uses an identification process (including ongoing conversation with leadership teams and data points to be used) for all students at risk of failing or in need of targeted intervention. Teachers will meet at least 3 times per grading period with their Professional Learning Community and use the available data along with pre-/post-test results and other formative assessments to identify students needing instructional support and students needing enhanced curriculum.</p>	<p>Test Scores and Grade Level Data Spreadsheets (eventually Datacation will serve this purpose), class rosters of block English and block math classes, minutes of weekly PLC meetings, minutes of Intervention Team meetings, Class Data Documents with Data Analysis and Action Plans for identified students</p>	<p>Counseling Staff Teachers Intervention Team Members</p>
<p>Professional Learning Communities will develop a plan to meet the needs of students requiring instructional support and those ready for enhanced curriculum.</p>	<p>Minutes of weekly PLC meetings that reflect planning for instructional support and curriculum enhancement, pre/post test data analysis and action plans that address the needs of all students, lesson plans that show implementation</p>	<p>Teachers</p>
<p>TA03: The school uses a monitoring process (including a multidisciplinary team that meets regularly to review student intervention outcome data and identifies "triggers" and next steps for unsuccessful interventions) for targeted intervention students to ensure fidelity and effective implementation. Instructional plans for identified students will be implemented by teachers with a variety of resources such as the Intervention Team, counselors, administrators, and curriculum specialists as needed.</p>	<p>Minutes of weekly PLC meetings that reflect implementation of instructional support and curriculum enhancement for identified students, pre/post test data analysis and action plans that address the needs of all students, lesson plans that show implementation</p>	<p>Teachers Intervention Team Members</p>

IID11 - Instructional Teams review the results of pre-/post-tests to make decisions about the curriculum and instructional plans and to “red flag” students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives).

STRATEGY	EVALUATION / EVIDENCE OF COMPLETION	RESPONSIBILITY
In their Professional Learning Community, teachers will collaboratively develop pre-/post-tests aligned with standards-based objectives for each unit.	Minutes of weekly PLC meetings, copies of pre/post tests that indicate SOL objectives assessed	Teachers
Professional Learning Communities will develop clear and specific criteria for mastery of each pre-/post-test.	Minutes of weekly PLC meetings, mastery criteria cited on each pre/post test	Teachers
Professional Learning Communities will meet regularly and use pre-/post-test results along with other formative assessments to identify students needing instructional support, as well as those needing enhanced curriculum.	Minutes of weekly PLC meetings, Class Data Document with Data Analysis and Action Plan for identified students which is turned in to Principal 3 times each 9 week grading period	Teachers
Professional Learning Communities will develop a plan to meet the needs of students requiring instructional support and those ready for enhanced curriculum.	Minutes of weekly PLC meetings that reflect planning for instructional support and curriculum enhancement, pre/post test data analysis and action plans that address the needs of all students, lesson plans that show implementation	Teachers
<p>TA02: The school uses a tiered, differentiated intervention process to assign research-based interventions aligned with the individual needs of identified students (the process includes a description of how interventions are selected and assigned to students as well as the frequency and duration of interventions for Tier 2 and Tier 3 students). In order to address the specific needs of Gap 1 and Gap 2 students in the area of reading, identified students will be placed in “Block” English classes thus providing additional instructional time five days per week. Additionally, instructional plans for identified students will be implemented with Professional Learning Community members and available support staff, which includes the LMS Intervention Team.</p>	Rosters of block English classes, minutes of weekly Intervention Team meetings, LMS Pyramid of Interventions, minutes of weekly PLC meetings, Class Data Document with Data Analysis and Action Plan for identified students which is turned in to Principal 3 times each 9 week grading period	Teachers Intervention Team Members

IIIC09 - All teachers correct students who do not follow classroom rules and procedures.

STRATEGY	EVALUATION / EVIDENCE OF COMPLETION	RESPONSIBILITY
Each teacher will post classroom rules and procedures.	Jaguar Expectations poster mounted in every classroom.	Teachers
Each teacher will teach the rules and procedures so all students understand expectations in the classroom.	Lesson plans that indicate student rules and expectations were reviewed, dates of Jaguar Expectations assemblies as noted on master calendar of school events, LMS agenda that includes student rules and expectations, student quiz on Jaguar Expectations administered the first week of school	Teachers Administrators
Teachers will remind students of the rules and procedures when they are not being followed.	Documentation of Discipline and related actions	Teachers
Teachers will intervene promptly when inappropriate behavior occurs.	Documentation of Discipline and related actions	Teachers

IE 10 - Principal celebrates individual, team, and school successes, especially related to student learning outcomes.

STRATEGY	EVALUATION / EVIDENCE OF COMPLETION	RESPONSIBILITY
<p>For students and teachers, the principal will coordinate with the School Leadership Team and the PTO to create a system of rewards/recognitions that will reach the majority of students and many teachers during the school year.</p>	<p>Minutes of School Leadership Team meetings, minutes of IVT meetings, minutes of PTO meetings, minutes of faculty meetings, activities as noted on master calendar of school events</p>	<p>Principal School Leadership Team PTO</p>

IVA11 - The school's Compact is annually distributed to teachers, school personnel, parents and students.

STRATEGY	EVALUATION / EVIDENCE OF COMPLETION	RESPONSIBILITY
<p>Parents and students will acquire a school agenda, which contains the vision, mission statement, and school expectations. In addition, parents and students will read and sign the LCS Code of Student Conduct.</p>	<p>Registration records, signed Codes of Student Conduct</p>	<p>LMS Staff Parents and Students</p>
<p>Teachers will provide to LMS families a copy of their classroom rules and expectations.</p>	<p>Copies of classroom rules and expectations, dates of distribution</p>	<p>Teachers</p>
<p>Teachers will review with students the vision, mission statement, and school/classroom rules and expectations.</p>	<p>Lesson plans that indicate vision, mission, and rules/expectations were reviewed, dates of Jaguar Expectations assemblies as noted on master calendar of school events</p>	<p>Teachers Administrators</p>
<p>All stakeholders will be provided with the LMS school discipline matrix.</p>	<p>Distribution plan</p>	<p>Principal</p>
<p>The LMS community will be given access to the School Improvement Plan. Parents will be represented on the SIT.</p>	<p>Link to the School Improvement Plan on the school website, Roster of SIT members</p>	<p>School Improvement Team Media Specialist Principal</p>