








2012-2014 COMPREHENSIVE PLAN | DUNBAR MIDDLE SCHOOL REPORT *data*



● GOAL MET
 ● GOAL NOT MET/PROGRESS
 ● GOAL NOT MET/NO PROGRESS

INDICATOR		2011-2012	2012-2013	% Change	<div style="display: flex; flex-direction: column; align-items: center; gap: 5px;"> ● ● ● </div>	NOTES
ACHIEVEMENT	ADV. ENROLLMENT	427	385	10% decrease	●	
	PALS pass rate	N/A	N/A	N/A		
	SOLS (see page 2)					
BEHAVIOR	STUDENT ATTENDANCE	162	133	18% decrease	●	Goal met to reduce by 10% the number of students with 7 or more unexcused absences.
	SUSPENSION	128	98	25% decrease	●	Goal met to decrease total number of students with at least one short term suspension by 5% each year.
CULTURE	STAFF ATTENDANCE	562	587	25 additional days	●	Implement incentives (early leave pass
	PARENT INVOLVEMENT	122	130	6.5% Decrease	●	Parental volunteers will be encouraged to attend classes and field trips by advertisements.

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INDICATOR	2011-2012	2012-2013	DIFFERENCE	  	NOTES
MATH (new test 2012)	54%	68%	14% increase		We showed a significant increase in our scores from one year to the next.
READING (new test 2013)	82%	60%	22% decrease		New 2013 test. The students' performance on the SOL contrasts with pre-post test information collected throughout the school year on related skills.
SCIENCE (new test 2013)	89%	69%	20% decrease		New 2013 test.
SOCIAL STUDIES (new test 2011)	75%	73%	2% decrease		New staff is in place in 2013-14.

INDICATOR	Tasks	How they relate to division's Comprehensive Plan with strategies around Achievement, Behavior and Culture
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">ACHIEVEMENT</p> <p style="text-align: center;">TA01 (mandatory)</p>	<p>DMS will use an identification process for all students at risk of failing or in need of target interventions.</p> <ol style="list-style-type: none"> The 2012-2013 Standards of Learning (SOL) Prediction form which requires SOL content teachers to identify students at risk of failing the SOL test and identifying Tier II and Tier III interventions used will be modified by SOL content teachers, school principals, and other school faculty including ELL and special educations teachers and specialists to include the identification process of how students were placed in the at risk status. 	<ul style="list-style-type: none"> met all of the AMOs (Annual Measurable Objectives) DATACTION dashboard I-Ready as an additional tool to assist in the identification of students in need of interventions in math and reading. When Dunbar has fully meet this objective, we will be fully accredited in math; all subgroups will meet AMO mandated standards Interactive Achievement to determine what material in content area has been address/mastered

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">ACHIEVEMENT</p> <p style="text-align: center;">TA01 (mandatory)</p>	<p>2. SOL content teachers, school principals, and other school faculty including ELL and special educations teachers and special education teachers will analyze student academic achievement by collecting data to identify students in need of Tier II and Tier III intervention using universal screenings including, but not limited to; Teacher assigned grades/promotion, SOL scores, Teacher created Formative Assessments, Algebra Readiness Diagnostic Test (ARDT-math only), teacher feedback, and Division-Wide Assessments (DWAPs), which is now being replaced with Interactive Achievement assessment administration, Pre- and Post-test data, communication with parents, and input from previous year's teacher. First, Second, and Third nine weeks Interactive Achievement testing data will be analyzed to identify students in need of targeted Tier II and Tier III intervention. In addition, SOL content teachers, school principals, and other school faculty including ELL and special educations teachers and specialists will monitor academic achievement through student progress reports and report card grades to identify students in need of Tier II and Tier III intervention.</p>	

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">ACHIEVEMENT</p> <p style="text-align: center;">TA01 (mandatory)</p>	<ol style="list-style-type: none"> 3. SOL content teachers, school principals, and other school faculty including ELL and special educations teachers and specialists will implement Datacation as the data dashboard and replace their current system of data summary used to facilitate selection of students in need of intervention. 4. SOL content teachers, school principals, and other school faculty including ELL and special educations teachers and special education teachers will restructure and implement new selection criteria for students in need of intervention in math and reading and include on SOL prediction form. Criteria used to select students for intervention are, but are not limited to; previous SOL scores, Division-wide Assessment scores, teacher created formative and summative assessments, STAR scores (English only), PLC discussions, nine weeks grades, and attendance. Recovery notebooks have been organized by the SOL testing clerk that target students in need of intervention based on 2011-2012 SOL scores. 5. 2012-2013 Standards of Learning (SOL) Prediction forms will be discussed in Professional Learning Community meetings (PLCs) to evaluate the identification process and appropriate interventions. 	

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">ACHIEVEMENT</p> <p style="text-align: center;">TA01 (mandatory)</p>	<ol style="list-style-type: none"> 6. After SOL Testing, the SOL Testing Clerk will identify all students that have failed all SOLs. In doing so, the Testing Clerk will compile this information and put it in a notebook that is made accessible to all teachers. In addition, the Testing Clerk will target the subjects of Reading and Math and will create databases to house this information. Within 30 days upon returning to school, the SOL Testing Clerk will provide each teacher with a spreadsheet that contains each one of their current students that failed the SOL previously. In turn, the teacher will provide interventions they have used with the students in the form of remediation. The spreadsheets will be compiled 3 months after the data has been compiled. This information will be used as the supporting source when the SOL Testing Clerk codes the students RECOVERY in the state system prior to SOL Testing. 7. Teachers will utilize I-Ready and Interactive Achievement data (since DWAPs, which were Division Wide 9-week formative assessments, are no longer being administered) to identify students' specific needs in the areas of math and reading. 	

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">ACHIEVEMENT</p> <p style="text-align: center;">TA01 (mandatory)</p>	<p>8. During the 2013-2014 school year, core content teachers will maintain data on an Standards of Learning (SOL) Prediction sheet. This sheet requires SOL content teachers to identify students at risk of failing and/or possibly at risk of failing the SOL test; and the identifying interventions that are being provided for the student in Tier II and Tier III to assist him/her in passing the SOL. Interventions used will be modified by SOL content teachers, school principals, and other school faculty (including ELL and special educations teachers and specialists) to exemplify why students meet the criteria for being identified as at risk.</p>	

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">ACHIEVEMENT</p> <p style="text-align: center;">TA01 (mandatory)</p>	<p>9. During the 2013-2014 school year, SOL content teachers, school principals, and other school faculty (including ELL and special educations teachers and special education teachers) is analyzing student academic achievement by collecting data to identify students in need of Tier II and Tier III intervention using universal screenings including, but not limited to; Teacher assigned grades/promotion, SOL scores, Teacher created Formative Assessments, teacher feedback (e.g. SOL prediction sheets), and Division-Wide Assessments (DWAPs), which is now being replaced with Interactive Achievement assessment administration, Pre and Post-test data, communication with parents, and input from previous year's teacher. First, Second, and Third nine weeks Interactive Achievement testing data will be analyzed to identify students in need of targeted Tier II and Tier III intervention. In addition, SOL content teachers, school principals, and other school faculty including ELL and special educations teachers and specialists will monitor academic achievement through student progress reports and report card grades to identify students in need of Tier II and Tier III intervention.</p> <p>10. SOL content teachers, school principals, and other school faculty including ELL and special educations teachers and specialists will implement DataCation as the data dashboard and replace their current system of data summary used to facilitate selection of students in need of intervention.</p>	

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">ACHIEVEMENT</p> <p style="text-align: center;">TA01 (mandatory)</p>	<ol style="list-style-type: none"> 11. Throughout the 2013-2014 school year, Standards of Learning (SOL) Prediction forms will be maintained and modified as applicable and discussed in Professional Learning Community meetings (PLCs) to access the identification process and evaluate, determine, and modify appropriate interventions. 12. Ms. Katrina Johnson, SOL Testing Clerk, will identify all students that have failed SOLs; and compile this information in a notebook to be provided to each department. The notebook will be a compilation of students; divided by grade level. Using the information gleaned from the notebooks, the teacher will maintain a record of the tiered interventions provided to the student throughout the year. Katrina Johnson will request intervention information from core content teachers periodically throughout the year as she maintains a database that is a compilation of forms of remediation for every student at Dunbar Middle School. This information will be used as the supporting source when the SOL Testing Clerk codes the students' recovery in the state system prior to SOL Testing. 13. Teachers will utilize the division's provision of I-Ready and Interactive Achievement assessment/diagnostic batteries (since DWAPs, which were Division Wide 9-week formative assessments, are no longer being administered) to identify students' specific needs in the areas of math and reading. Pre, mid, and post tests for core content teachers are now available on all levels in grades six through eight. 	

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">ACHIEVEMENT</p> <p style="text-align: center;">TA02 (mandatory)</p>	<p>The school will use a tiered, differentiated intervention process to assign research-based interventions aligned with the individual needs of students.</p> <ol style="list-style-type: none"> 1. Master schedule will be modified by school administrators to facilitate opportunities to provide extra instructional time during the school day for students in need of tier II and tier III interventions in math and/or reading. The school day will be lengthened by 15 minutes for the 2012-2013 school year. The bell schedule modified to include 8 periods in a day for the 2012-2013 school (previously a 7 period day). The master schedule is modified to provide 2 period blocks of instructional time to place students in need of intervention 2. Students identified in need of intervention will be placed in blocked instructional periods that provide additional blocked instructional time five days per week in a VDOE approved intervention strategy. (Special note: This satisfies Essential Action EA8.1.) 3. The master schedule will be developed by school administrators to provide one math teacher with a flexible schedule which will allow this teacher to provide small group instruction/remediation to sixth and seventh grade Tier II and Tier III intervention students. Targeted students will be pulled from elective courses. 4. Math Teachers will receive professional development in effective use of additional instructional time utilizing researched based differentiated instructional practices. 	<ul style="list-style-type: none"> • Modified bell schedule to 8 periods to allow block math and English classes • Place students in need of moderate interventions in block classes • Professional Development on differentiated instructional practice • ST math in blocks for 90 minutes a week • Teacher remediation during added staff period (Jordan, Johnson, Moore, McClure) • Math Coach • 21st Century Grant • Interactive Achievement and I-Ready

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">ACHIEVEMENT</p> <p style="text-align: center;">TA02 (mandatory)</p>	<p>5. English teachers will be provided professional development on incorporating literacy circles into English instruction. Literacy Circle books will be purchased for all English block teachers. English teachers will incorporate Literacy Circles into their block classes.</p> <p>6. Professional Development will be provided for English block teachers to provide them with reading teaching strategies. Most secondary English teachers have not been trained to teach reading as part of their teaching preparation.</p> <p>7. All Math and English Teachers will participate in Professional Learning Communities to collaborate on effective practices in blocked instruction.</p> <p>8. Division-Wide Pacing Guides have been developed by SOL content teachers and content specialists to provide fidelity in content coverage for the blocked classes with a platform that allows links to supplemental materials, best practices, and teacher feedback for each objective.</p> <p>9. Math manipulatives and computer applications will be utilized by all math teachers to facilitate differentiated instruction in mathematics. Math manipulatives have been purchased by LCS to improve instruction in mathematics and to be used as interventions for targeted students.</p> <p>10. Principals will collaborate in Professional Learning Communities to provide educational leadership in support of differentiated instruction and effective use of blocked instruction</p>	

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">ACHIEVEMENT</p> <p style="text-align: center;">TA02 (mandatory)</p>	<p>11. SOL content teachers, school principals, and other school faculty including ELL and special educations teachers and specialists will identify students in need of intervention in math and/or reading and those students will be placed in block math and/or reading class. The 90 minute block of time will incorporate and stress differentiated instructional strategies and will be supported by professional collaboration (Tier II intervention)</p> <p>12. Lynchburg City Schools will research and purchase a researched-based intervention program for math and reading at the middle school level (Tier III intervention)</p> <p>13. In response to Essential Action EA 2.14, teachers in core content areas will receive professional development on utilizing newly created pacing guides to develop effective lesson plans. There will be teacher feedback sections at the end of each marking period and a plan to update and revise the pacing guides this summer based on feedback from year 1 of implementation.</p> <p>14. The 2013-2014 master schedule will be developed by school administrators to provide one math teacher and two English teachers with a flexible schedule which will allow these teacher to provide small group instruction/remediation to sixth and seventh grade Tier II and Tier III intervention students. Targeted students will be pulled from elective courses once they have been identified.</p>	

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">ACHIEVEMENT</p> <p style="text-align: center;">TA02 (mandatory)</p>	<p>15. Students identified as having a need for intervention will be placed in blocked instructional periods that provide additional blocked instructional time five days per week in a VDOE approved intervention strategy. (Special note: This satisfies Essential Action EA8.1.)</p> <p>16. In anticipation of students' instructional needs for the 2013-2014 school year, the master schedule will be developed by school administrators to provide one math teacher and another teacher with a flexible schedule which will allow them to provide small group instruction/remediation to Tier II and Tier III intervention students in the areas of reading and math. Targeted students will be pulled from elective courses.</p> <p>17. During the 2013-2014 school year, math and English teachers will participate in Professional Learning Communities to collaborate on effective practices in blocked instruction.</p> <p>18. During the 2013-2014 school year, math manipulatives, grouping opportunities, and I-Ready software will be utilized by all math teachers to facilitate differentiated instruction in mathematics. Math manipulatives and ST Math software have been purchased by LCS to improve instruction in mathematics and to be used as interventions for targeted students.</p> <p>19. Teachers will analyze data gleaned from Interactive Achievement pre, mid, and post tests, in addition to I-Ready data to determine appropriate interventions needing for identified students.</p>	

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<p>TA02 (mandatory)</p>	<p>20. The school will have appropriate interventions for teachers to select from. (One intervention that was added for students to get tiered interventions in the areas of reading and math is 21st Century Grant opportunities that will provide students with remediation in areas needed outside of school hours.)</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">ACHIEVEMENT</p> <p>TA03 (mandatory)</p>	<p>The school will use a monitoring process for targeted intervention students to ensure fidelity and effectiveness.</p> <ol style="list-style-type: none"> 1. Block teachers will meet at least monthly in Professional Learning Communities to discuss and monitor successes and failures of specific instructional practices based on student formative assessments and other pertinent data. Math and English teachers will develop lesson plans with researched based activities to improve the learning of students in need of intervention. 2. The division's math specialist will visit and provide guidance and leadership to all math teachers to increase the effectiveness of successful Tier II and Tier III interventions in the block setting. 3. The division's reading specialist will visit and provide guidance and leadership to all English (reading) teachers to increase the effectiveness of successful Tier II and Tier III interventions in the block setting. 4. The Principal will monitor fidelity of implementation via walk-thru observations on a newly developed walk-thru instrument. 	<ul style="list-style-type: none"> • Math Coach – Rita Moore • Math Specialist – Stephanie Belotte • Reading Specialist – Contessa Johnson (pulling students for remediation) • I-Ready Tier III license • 21st Century Grant – I-Ready Tier III

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">ACHIEVEMENT</p> <p style="text-align: center;">TA03 (mandatory)</p>	<ol style="list-style-type: none"> 5. The academic progress of individual students identified for intervention will have data reviewed at least monthly by a multi-disciplinary committee (School Improvement Team) to provide leadership in Tier II and Tier III intervention effectiveness and provide supplemental interventions that may be needed for individual students. 6. The school improvement team will meet at least monthly to review student intervention outcome data and identify "triggers" and/or next steps for unsuccessful interventions for targeted Tier II and Tier III intervention students to ensure fidelity and effective implementation. 7. ELL and special education teachers and specialists will monitor Tier II and Tier III interventions and intervention data. If the interventions are not successful, ELL and special educations teachers and specialists will consider a need for additional IEP and/or parent communication/meetings to further meet the needs of the individual student. 8. The school's designated math remediation teacher will monitor Tier II and Tier III students and develop a formatted letter explaining the success of Tier II and Tier III interventions for each student targeted. These letters will be communicated to parents at least every nine weeks of the school year. 	

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">ACHIEVEMENT</p> <p style="text-align: center;">TA03 (mandatory)</p>	<ol style="list-style-type: none"> 9. Dunbar will make any needed adjustments to plan to address essential action finding during the academic review process. Dunbar will seek approval of the division's improvement team and then resubmit plan for review by Ms. Lynn Sodat of the VDOE. (Essential Action EA7.1) 10. Teachers are accessing TIS regularly after division-wide assessments to do an item analysis of the information. 11. To assess student scores, all teachers will be given access to datacation. Teachers will use datacation to determine student needs in team/department meetings. 12. All teachers will subscribe to Teacher Direct. 13. The number of students receiving a suspension of one day or more will be reduced in conjunction with compliancy with the LCS Comprehensive plan that states student suspension will be reduced by 10%. 14. Supports and counseling will be provided for students identified as having attendance issues to assist LCS in meeting the goal outlined in the Comprehensive plan of reducing the number of students accruing seven or more unexcused absences from school during the 2013-2014 school year. 15. During 2013-2014 school year, aggregate staff attendance will be reviewed by the SIP team on a monthly basis to determine if absences are becoming a detriment to instruction. 16. Core content teachers will use Interactive Achievement to develop quarterly assessments. 	

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VA05	DMS teachers will clarify goals and criteria for success with students so that they have a clear idea of how they can be successful.	<ul style="list-style-type: none"> • Modeling in the lesson what good work looks like • Teachers use Skillful Teacher format when teaching and plan (communicate the “big picture”) • Observation and evaluations reflect success
BEHAVIOR	Custom Indicator The aggregate number of suspensions for the cohort of students receiving the highest number of short term suspensions will decrease by 10 %.	LCS Comprehensive Plan: Reduce suspensions by 5% <ul style="list-style-type: none"> • Communication with parents and conferences with parents • Conferences with students/parents/teachers • Day Treatment • Second Change Saturdays • Guidance intervention • PBIS
	IIIC02 The transitions between instructional modes will be brief and orderly	<ul style="list-style-type: none"> • Teachers will plan and implement several activities within blocked periods • PLCs will identify effective strategies for making transitions within a blocked period
	Custom Indicator The percentage of students in grades 6 – 8, accruing seven or more absences from school, will decrease by at least 10%.	<ul style="list-style-type: none"> • Truancy Prevention Team Meetings • Counselor Watch • Parent conferences with administration
CULTURE	IVD02 The school will provide “intergenerational associations” in which parents or community volunteers assist in the classroom.	<ul style="list-style-type: none"> • Dunbar High School alumni involvement in EOI & other programs • Parent attendance on fieldtrips and in the classroom for specific activities (teachers notify parents when needed)