2012-2014 COMPREHENSIVE PLAN | LMS REPORT D*ata*

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

INDICATOR	2011-2012	2012-2013	% Change	● ● ●	NOTES
ACHIEVEMENT GRAD RATE	N/A	N/A			
ADV. ENROLLMENT	521	520	1%	●	

2012-2014 COMPREHENSIVE PLAN | LMS REPORT D*ata*

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

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	INDICATOR	2011-2012	2012-2013	% Change	●●●	NOTES
ACHIEVEMENT	PALS pass rate	N/A	N/A			
	SOLS (see page 3					
BEHAVIOR	STUDENT ATTENDANCE	92	94	2% increase	●	
	SUSPENSION	127	143	13% increase	●	
CULTURE	STAFF ATTENDANCE	710	715	5 additional absences	●	
	PARENT INVOLVEMENT	195	404	107% increase	●	

INDICATOR	2011-2012	2012-2013	DIFFERENCE	🟢🟡🔴	NOTES
MATH (new test 2012)	62%	63%	1% increase	🟡	
READING (new test 2013)	85%	63%	26% decrease	🟡	
SCIENCE (new test 2013)	93%	73%	22% decrease	🟡	
SOCIAL STUDIES (new test 2011)	86%	83%	3% decrease	🟢	

2012-2014 COMPREHENSIVE PLAN | LMS REPORT *strategies*

INDICATOR	Tasks	How they relate to division's Comprehensive Plan with strategies around Achievement, Behavior and Culture
ACHIEVEMENT TA01	• To identify students needing interventions in reading, LMS will test all 6th, 7th, and 8th grade students using the i-ready diagnostic assessment in September, January and April. • To identify students needing interventions in reading and math, LMS will test all 6th, 7th and 8th grade students using the Interactive Achievement Benchmark Assessment in October, January and April. • To identify students needing interventions in reading and math, LMS will evaluate the results from the previous year's VA State Standards of Learning Reading and math tests, including the Student Performance by Question results. • To identify students needing interventions in reading and math, LMS teachers will review end-of-course grades in August from the previous school year and current school year grades at the end of each nine week grading period in October, January and March.	Identification of students needing intervention in math is a part of the school improvement process Identification of students needing intervention in reading is part of the school improvement process Part of the system review of the grade report for grades 3 – 12 by the school

INDICATOR		Tasks	How they relate to division's Comprehensive Plan with strategies around Achievement, Behavior and Culture
ACHIEVEMENT	TA01	• To identify students needing interventions in reading and math, LMS teachers will administer Pre and Post-Unit Tests according to the division pacing guides. • To identify students needing interventions in writing, results from the 7th grade writing prompt will be used for appropriate placement into 8th grade writing classes. • Teachers were trained on how to administer the i-Ready Diagnostic Assessment through a webinar training in September, 2013. • LMS teachers will be trained how to administer the Interactive Achievement Benchmark Assessments in October, 2013.	Pre-post testing is a part of the school improvement process. Data is used to create smart goals Part of the on going training for this new initiative. Part of the ongoing training for this new initiative.
	TA02	• The differentiated reading interventions include 2-period block classes,, Reading remediation classes, the 21st Century Grant program, My Virtual Reading Coach Program, i-Ready,, peer tutoring, tutors from Liberty University, parent tutors and after-school tutoring with high school	Monitor double black English instruction in the middle school and assess the need for further intervention in middle and high school.

INDICATOR	Tasks	How they relate to division's Comprehensive Plan with strategies around Achievement, Behavior and Culture
ACHIEVEMENT TA02	students. Also, Resource classes and 2-period self-contained block classes are available for students identified with special needs through IEP • Math interventions include 2-period block classes, the 21st Century Grant program, i-Ready, the IXL Math program, ST Math, peer/Liberty/parent/high school tutors. Also, Resource classes are available for • LMS will implement its reading intervention process through small group instruction using after school tutoring, the Reading Coach program, Wilson Reading, peer tutoring and the 21st Century Grant opportunities • Students identified as needing reading interventions will receive instruction through a 2-period block reading class every day throughout the school year.	To provide additional instructions for students that are struggling in Math. To provide additional intervention for students that are struggling in reading.

INDICATOR	Tasks	How they relate to division's Comprehensive Plan with strategies around Achievement, Behavior and Culture
ACHIEVEMENT / TA02	Peer/Liberty/parent tutoring occurs for one class period one time each week, and the 21st Century Grant program focuses on reading instruction twice each week for 30 minutes each session for a total of one hour each week of reading intervention • Students identified as needing math interventions will receive instruction through a 2-period block math class every day throughout the school year, IXL Math will be implemented with identified students twice each month for one 47 minute class period, peer/Liberty/parent tutoring occurs for one class period one time each week, and the 21st Century Grant program focuses on math instruction twice each week for 30 minutes each session for a total of one hour each week of math intervention. • In addition to classroom teachers, peers, college students, parents, education specialists from Lynchburg College working with the 21st Century Grant program and instructional assistants will be involved in providing interventions to identified students.	

INDICATOR		Tasks	How they relate to division's Comprehensive Plan with strategies around Achievement, Behavior and Culture
ACHIEVEMENT	TA02	• Teachers received training for the My Reading Coach program in 2012, ST Math instruction was implemented in August, 2013 and webinar training for i-Ready occurred in September, 2013. Teachers will receive additional training for the i-Ready program on October 10, 2013.	Part of on going training for this new initiative
	TA03	• Teachers will monitor the intervention process for identified students through Professional Learning Community meetings will be discussed once each week. Teachers will also monitor progress through department meetings held once each week.	Part of the on going process of monitoring student progress.
		• Interventions, success and adjustments will be evaluated with teachers, administrators and guidance at grade level meetings held every three weeks.	Part of the on going process of monitoring student progress
		• Faculty will analyze data comparing pre and current progress checking for growth and making adjustments as necessary.	Part of the ongoing process of monitoring student progress.

INDICATOR		Tasks	How they relate to division's Comprehensive Plan with strategies around Achievement, Behavior and Culture
ACHIEVEMENT	TA03	• Professional development regarding procedures for monitoring and evaluating the impact of interventions will be provided as follows: 1) instruction on ST Math will be performed by the vendor of the program, 2) i-Ready will be taught by the vendor in September, 3) in October a trained LMS staff member will instruct the teachers on how to utilize the Interactive Achievement program, and 4) the vendor for My Reading Coach will provide instruction for the program through a training webinar. • Mr. Mike Rudder is the LCS division staff person assigned to Linkhorne Middle School to assist in the monitoring process. Mr. Rudder will be invited to all committee meetings and will have access to Linkhorne's program as it is documented in indistar.	Professional development process to evaluate student progress.

INDICATOR		Tasks	How they relate to division's Comprehensive Plan with strategies around Achievement, Behavior and Culture
ACHIEVEMENT	TA03	• The data monitoring process for interventions put in place at Linkhorne Middle School will be as follows. Assessment results from i-Ready and Interactive Achievement are monitored twice each year through a mid-year test component and an end-of-year evaluation. Block classes, Resource classes, reading remediation classes and Wilson Reading are assessed at the end of each 9-week grading period using report cards (course grades). Pre- and Post-testing is monitored at the completion of each unit through each classroom. IXL Math, ST Math and My Reading Coach are monitored as teachers review student progress reports generated once each month. All testing data is compiled into a data base of information for effective monitoring of progress.	
BEHAVIOR	IIIC10	• LMS will establish a PBIS Team. • The PBIS Team will attend a 2 1/2 day training session during the summer and another day of training in October.	Provide division-wide Professional Development on Positive Behavioral interventions and supports (PBIS) for teachers and staff.

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INDICATOR		Tasks	How they relate to division's Comprehensive Plan with strategies around Achievement, Behavior and Culture
BEHAVIOR	IIIC10	• The PBIS Team will meet weekly to discuss strategies and interventions for improving school wide behaviors. • Each teacher will post classroom rules and procedures • Each teacher will follow the lesson plans developed to teach the Jaguar Expectations: Jags, Act responsibly, Give their best effort, Show respect during the first 2 weeks of school. • Faculty and staff will reinforce rules in hallways. • Jaguar Expectations will be reinforced through occasional reminders on the morning announcements. • A Power Point presentation showing the Jaguar Expectations will play on TVs in hallways throughout the school day. • Jaguar Expectation will be re-taught through all classes in January and April	Schools are required to use PBIS to support students who demonstrate repeated inappropriate behaviors. This will also maintain consistency and provide a tiered approach to various levels of offenses.

INDICATOR		Tasks	How they relate to division's Comprehensive Plan with strategies around Achievement, Behavior and Culture
BEHAVIOR	IIIC10	• Minor Referral forms will be created and used for students who display minor infractions. • PBIS will track Minor referrals using a school-wide data base.	Review of referral process, content of referrals and resulting data. Develop specific strategies to acknowledge, promote, model and encourage appropriate student behaviors
CULTURE	IVB04	• Faculty and staff at LMS will implement ongoing conversations with parents through parent/teacher conferences held October 1 and 10, 2013 and January 28 and February 6, 2014 from 3:15-7:00PM. • Faculty and staff at LMS will implement ongoing conversation with parents through parent conferences held throughout the school year on an on-going basis during teacher planning periods and after school. • School news is communicated through a weekly e-blast to all parents providing an e-mail address. • Administration at LMS will implement ongoing conversation with parents using the Connect-Ed phone system for school. events and information needing to be disseminated to all parents.	Part of the ongoing communication with parents and stakeholders.

INDICATOR	Tasks	How they relate to division's Comprehensive Plan with strategies around Achievement, Behavior and Culture
CULTURE IVB04	• Communication between teachers and home occurs through information noted in a student's agenda, and/or phone conversations and e-mail communication. • Grades and classroom achievement are communicated through the use of EdLine • Grades and classroom achievement are communicated through interims and report cards. • The minor/major referral process provides a means of written communication with phone follow-up for any written communication not completed. • Another avenue for school and parent communication are Parent Teacher Organization meetings. • An additional means of communication between LMS and parents are Principal-Parent Advisory Meetings. • Back to School Night will be held September 12, 2013 from 7:00-8:30PM for parents to visit their child's teachers and get an overview of teachers' expectations for the school year.	Part of the open and on going communication with parents and stakeholders.

INDICATOR	Tasks	How they relate to division's Comprehensive Plan with strategies around Achievement, Behavior and Culture
CULTURE IVB04	• Achievement Night will be held in May, 2014 to recognize student achievement. • Communication with parents of those students receiving special education services is disseminated through Child Study meetings, IEP meetings and 504 Plan meetings.	