



ACHIEVEMENT



2012-2013

School Improvement
Plan

BEHAVIOR



CULTURE



A TRADITION OF EXCELLENCE FOR ALL



LYNCHBURG CITY SCHOOLS



2012-2013 School Improvement Plan Paul Laurence Dunbar Middle School for Innovation

VISION

A Tradition of Excellence
for All

MISSION

Every child, by name and by
need, to graduation

GOAL

Excellence in Achievement,
Behavior, Culture,
Operations and Personnel



2012-2013 School Improvement Plan Dunbar Middle School

Indicators of Excellence

Achievement

DMS Achievement Indicators

- Analysis of School Performance Data
- Analysis of Classroom Observation Data
- Analysis of Student Learning Data
- Mastery of Standards Based Objectives
- Yearly Learning Goals are Data Driven

Behavior

DMS Behavior Indicators

- Sustained School-Wide Behavior Plan
- Development of a Community of Learners
- Focus on expectations for Successful Students
- Communication with Parents
- Positive Student Teacher Interaction

Culture

DMS Culture Indicators

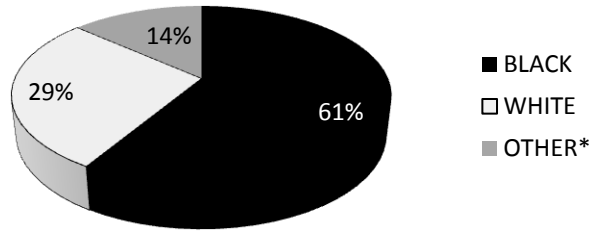
- Professional development to include Peer Observations
- Parent and Community Engagement
- Celebration of Student and Teacher Success
- Student Input, Culture Survey, Principal's Cabinet



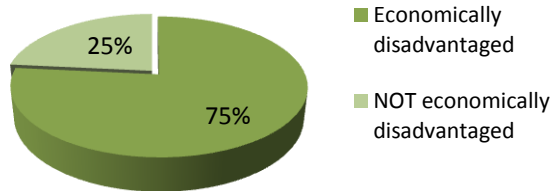
2012-2013 School Improvement Plan Dunbar Middle School

Introductory Data

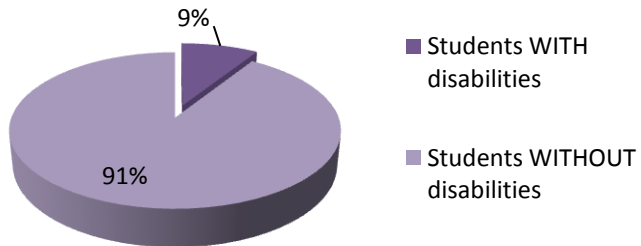
2011-2012 STUDENT POPULATION BY RACE



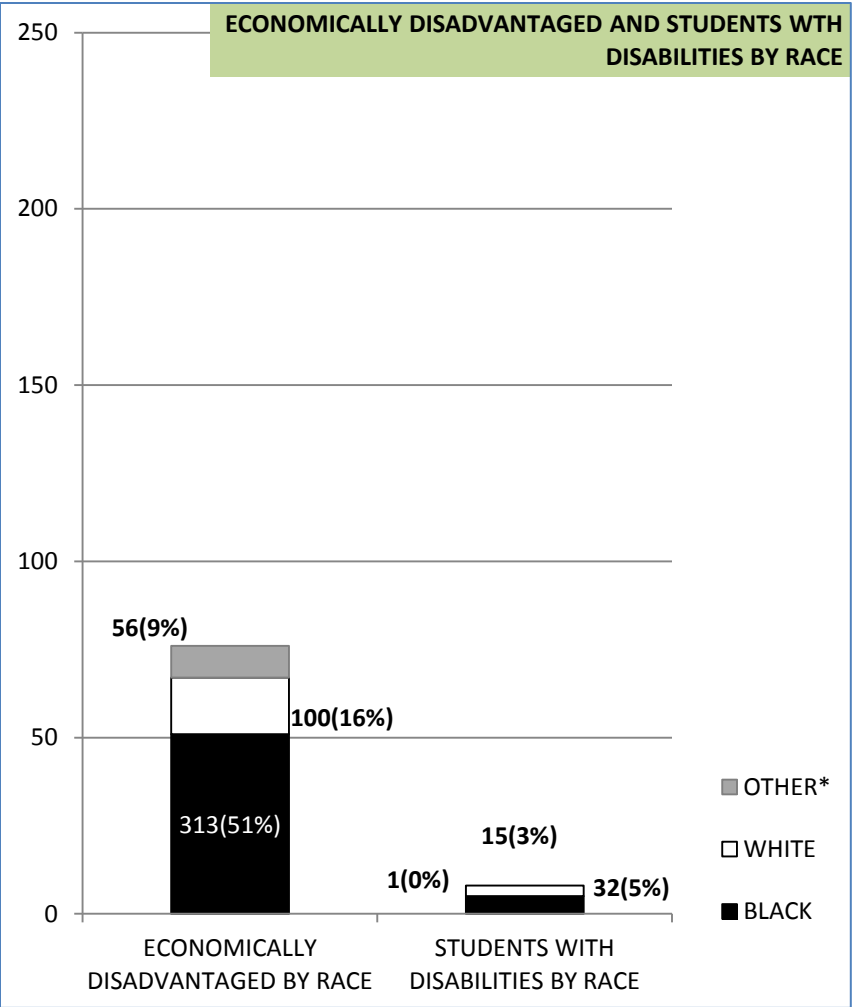
STUDENT POPULATION SPLIT BY ECONOMICALLY/NOT ECONOMICALLY DISADVANTAGED



SPLIT BY STUDENTS WITH DISABILITIES



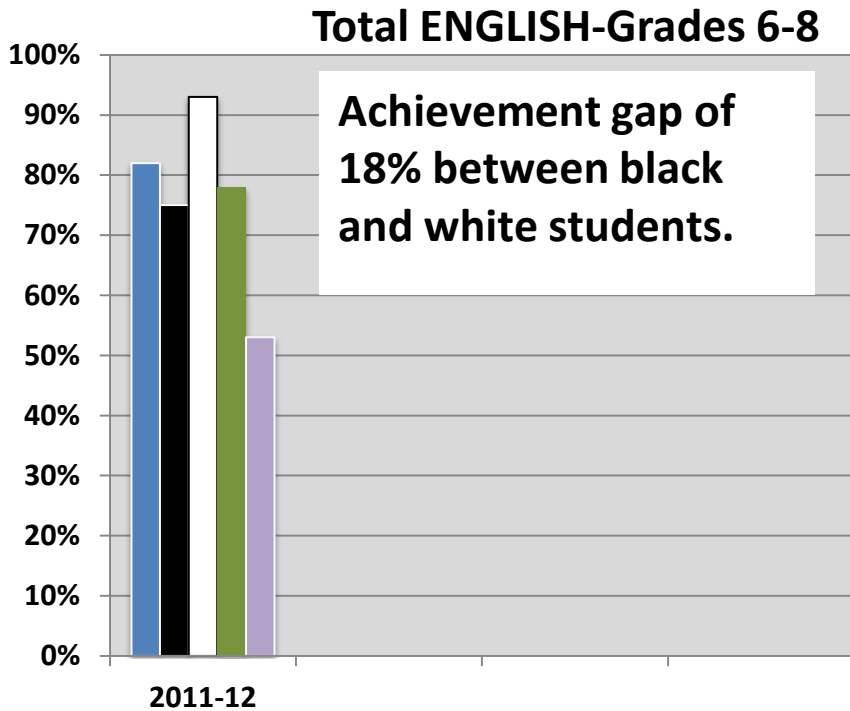
ECONOMICALLY DISADVANTAGED AND STUDENTS WITH DISABILITIES BY RACE



*Includes Asian, American Indian, Hispanic, Hawaiian, and Mult-Ethnic, or Unspecified. In the 2010-2011 school year, the state required a change to ethnicity reporting, which allowed for additional subgroups. The data will show more significant changes in subgroups because someone who may have previously been included in the white or black sub group, would transfer to the other subgroup.

A LCS GOAL: All schools will be fully accredited and all subgroups will show positive progress each year toward meeting the Federal Annual Measurable Objectives on SOLs as determined by the Virginia Department of Education.

■ Total
 ■ Black
 □ White
 ■ Economically Disadvantaged
 ■ Students with Disabilities



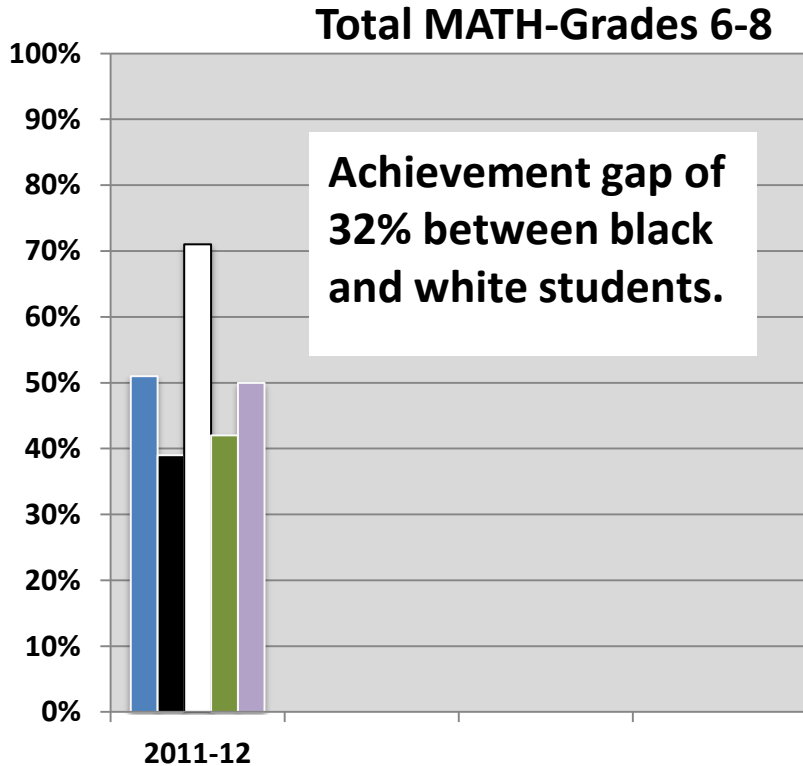
Proficiency Gap Dashboard (FAMO)

	AMO Targets	DMS AMO Results	Met AMO
All Students	85%	82%	No
Gap Group 1	76%	79%	Yes
Gap Group 2	76%	75%	3YR
Gap Group 3	80%	92%	TS

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**Proficiency Gap Dashboard
(FAMO)**

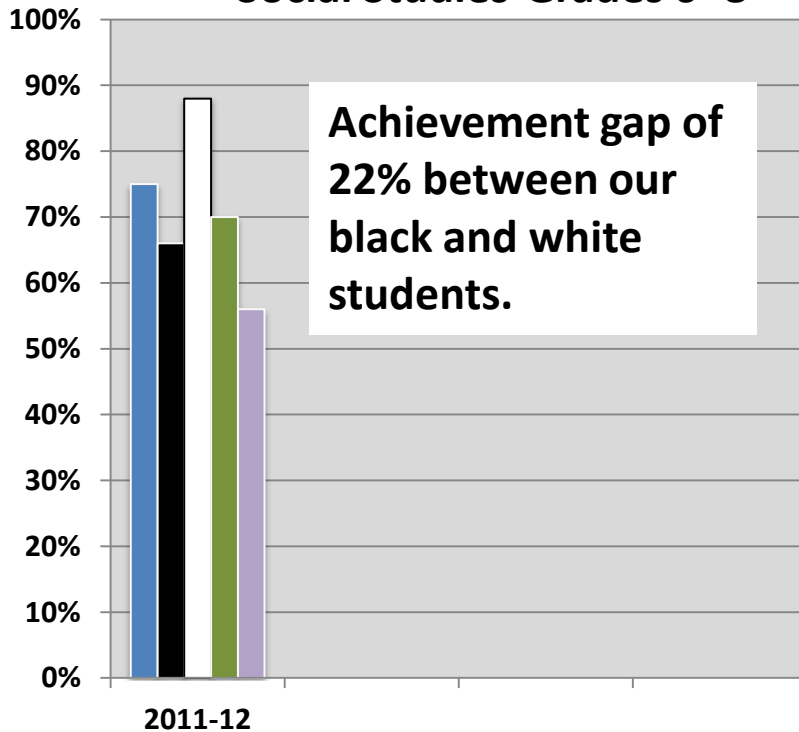


	AMO Targets	DMS AMO Results	Met AMO
All Students	61%	51%	3YR
Gap Group 1	47%	43%	3YR
Gap Group 2	45%	39%	3YR
Gap Group 3	52%	91%	TS

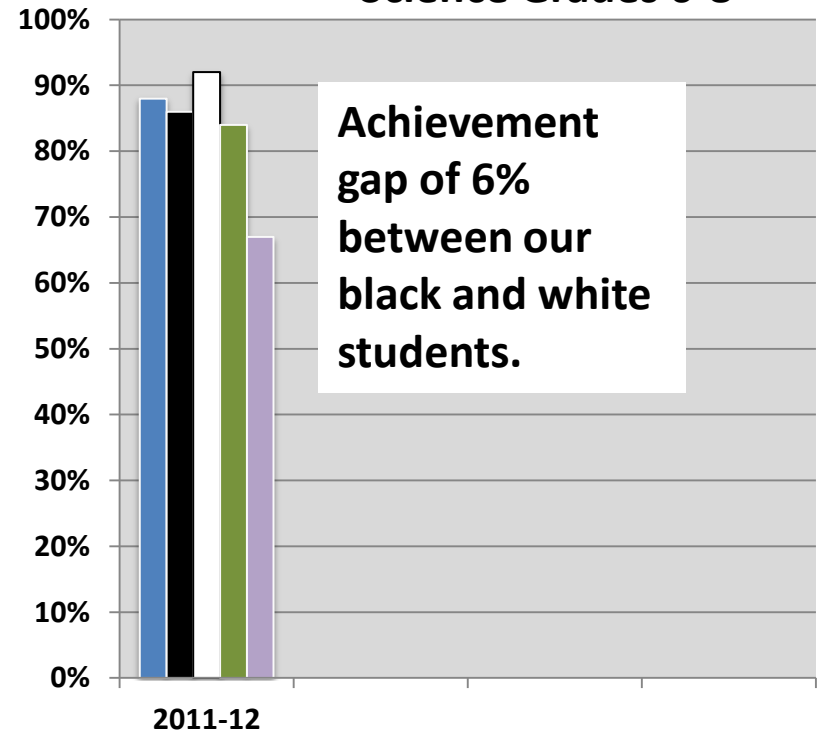
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Social Studies-Grades 6 -8

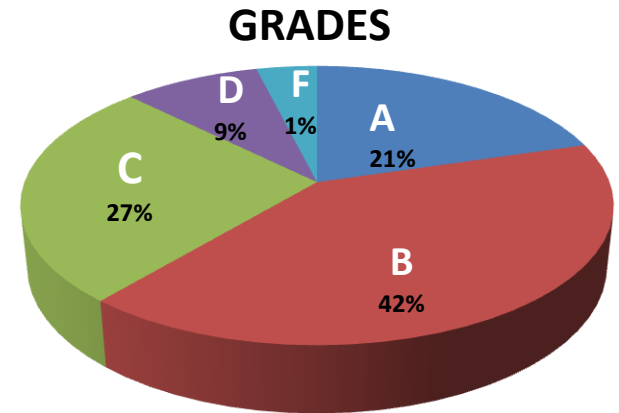
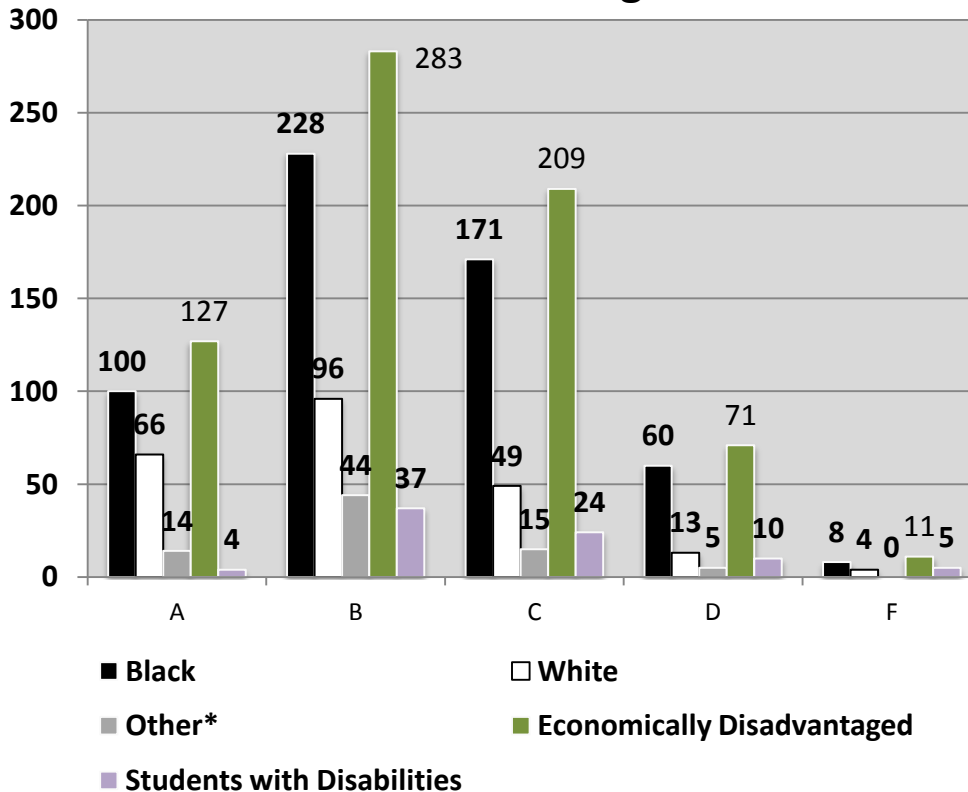


Science Grades 6-8



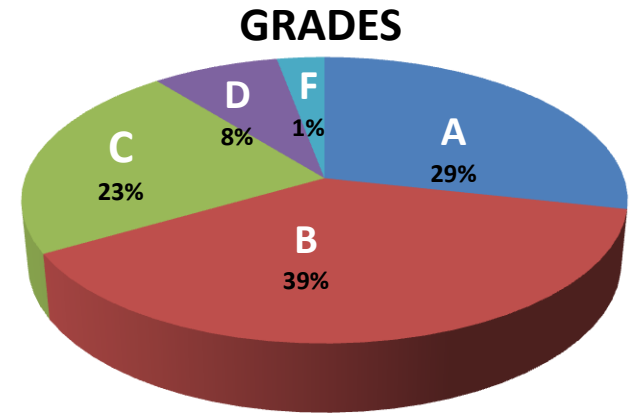
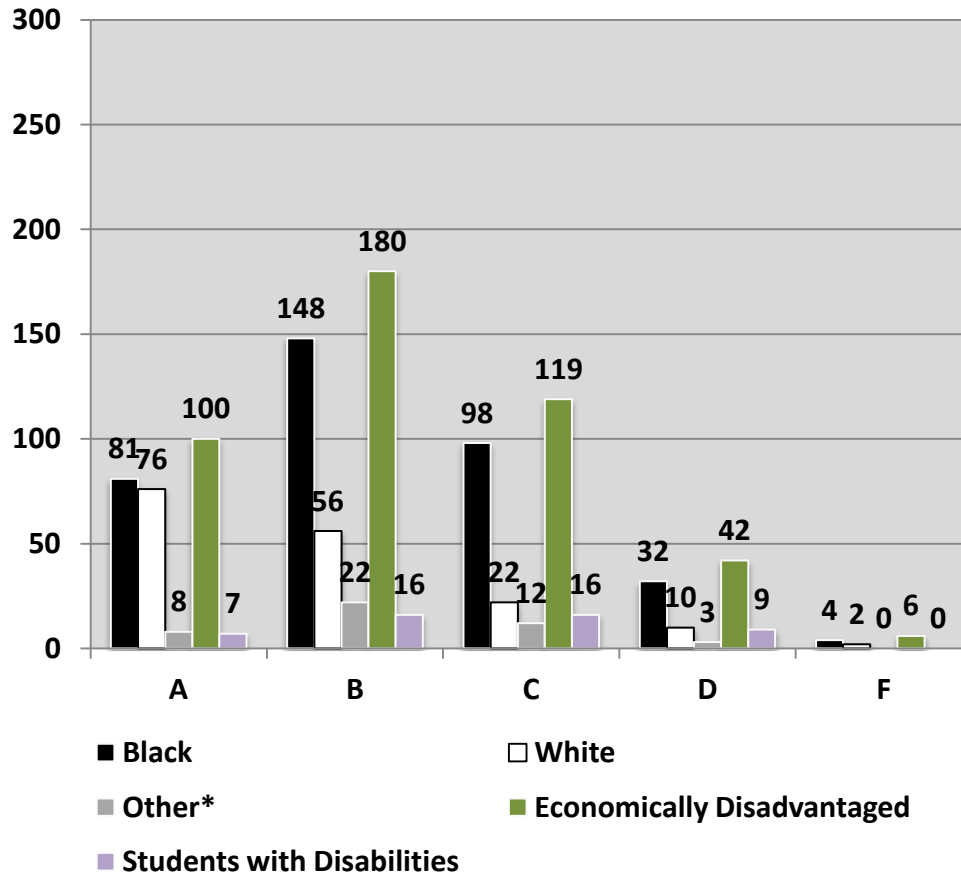
A LCS GOAL: Review grading practices and develop instructional strategies that encourage students to accurately demonstrate what they have learned.

English Grades 6-8



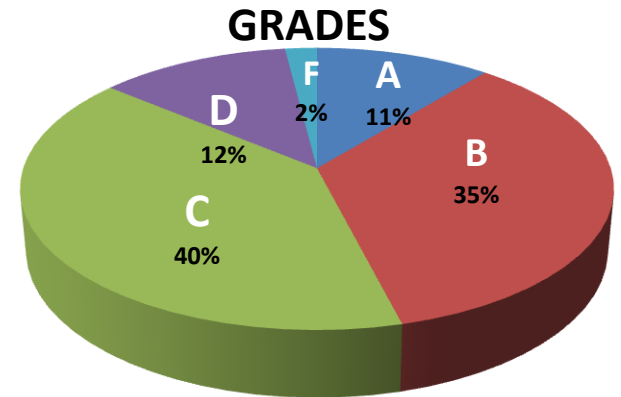
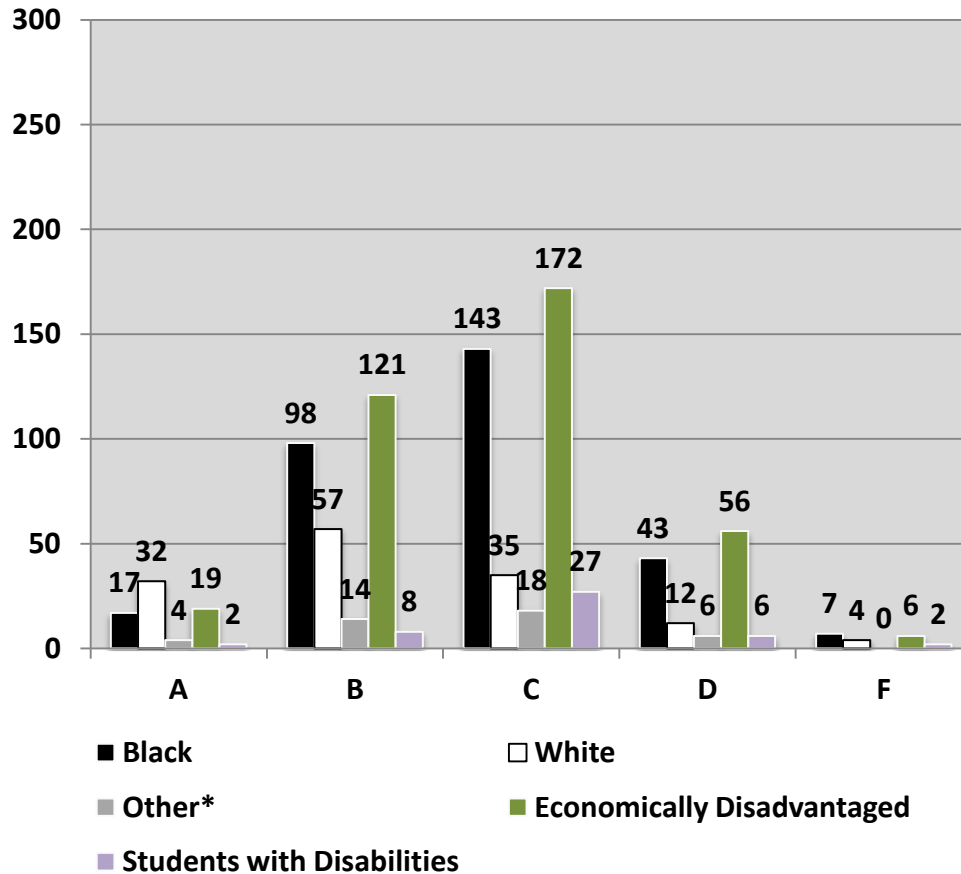
A LCS GOAL: Review grading practices and develop instructional strategies that encourage students to accurately demonstrate what they have learned.

Math Grades 6-8



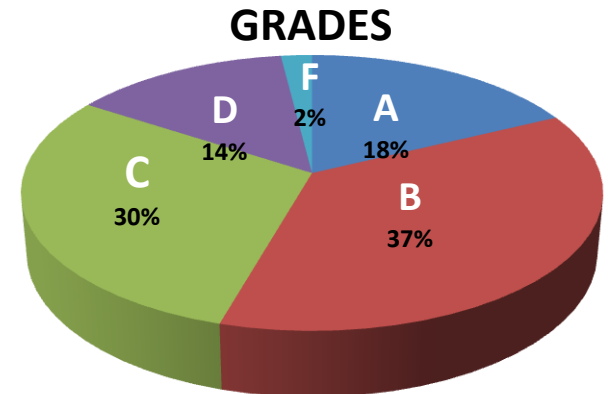
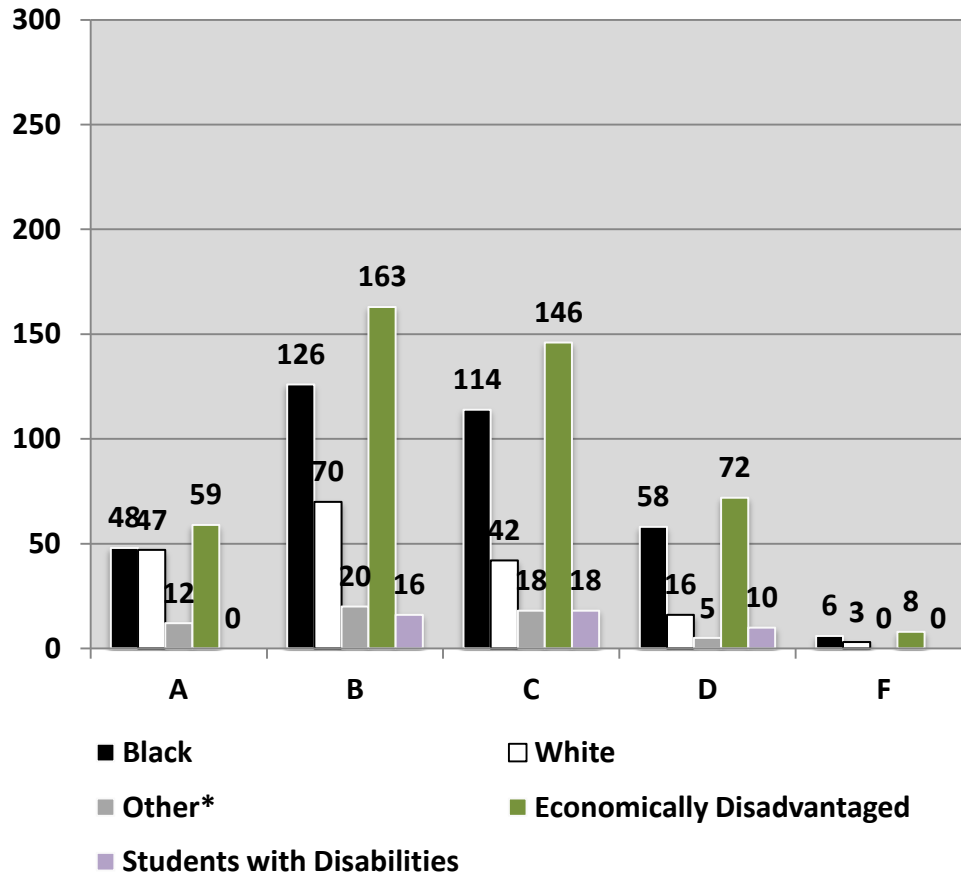
A LCS GOAL: Review grading practices and develop instructional strategies that encourage students to accurately demonstrate what they have learned.

Science Grades 6-8



A LCS GOAL: Review grading practices and develop instructional strategies that encourage students to accurately demonstrate what they have learned.

Social Studies Grades 6-8





Excellence In Achievement

TA01 REQUIRED - The school will use an identification process (including ongoing conversations with instructional leadership teams and data points to be used) for all students at risk of failing or in need of targeted interventions.

TA02 REQUIRED - The school will use 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).

TA03 REQUIRED - The school will use 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 effectiveness.



Excellence In Achievement

TA01: The school uses an identification process (including ongoing conversations with instructional leadership teams and data points to be used) for all students at risk of failing or in need of targeted interventions

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).

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.



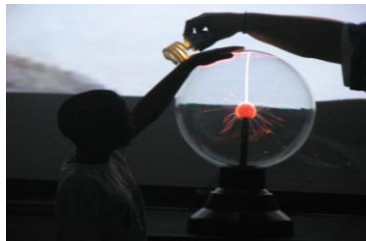
Excellence In Achievement

ID11: Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams.

IIA02: Units of instruction include standards-based objectives and criteria for mastery.

IIB01: Units of instruction include pre- and post-tests to assess mastery of standards-based objectives.

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





Excellence In Achievement

VA02: Staff members can explain what distinguishes formative assessments from summative assessments.

VA03: Staff members can explain where and how formative assessments fit in the big assessment/data picture.

VA05: Staff members clarify goals and success criteria with students (including models of what “good” work looks like) so that students have a clear idea of what they need to do to succeed.

VA11: Staff members know the critical elements of effective formative assessments.





2012-2013 School Improvement Plan Dunbar Middle School

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TA01 REQUIRED - The school will use an identification process (including ongoing conversations with instructional leadership teams and data points to be used) for all students at risk of failing or in need of targeted interventions.

Strategies	Evidence of Completion/Evaluation	Responsibility
<p>Teachers will utilize DWAPs (Division Wide 9-week formative assessments) to identify student specific needs and overall program weaknesses.</p>	<p>DWAPs are collected and analyzed and assessed for weaknesses</p>	<p>James Dolan</p>
<p>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.</p>	<p>SOL notebooks are created, teachers have documented interventions</p>	<p>James Dolan</p>



2012-2013 School Improvement Plan Dunbar Middle School

A **TA01 REQUIRED** - The school will use an identification process (including ongoing conversations with instructional leadership teams and data points to be used) for all students at risk of failing or in need of targeted interventions.

Strategies	Evidence of Completion/Evaluation	Responsibility
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.	Prediction forms are evaluated, students were identified, and interventions have taken place	James Dolan
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.	Students have been identified using SOL Prediction sheets	James Dolan



2012-2013 School Improvement Plan Dunbar Middle School

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Strategies	Evidence of Completion/Evaluation	Responsibility
<p>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>	<p>Datacation has been implemented</p>	<p>James Dolan</p>



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Strategies	Evidence of Completion/Evaluation	Responsibility
<p>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), Pre- and Post-test data, communication with parents, and input from previous year's teacher. First, Second, and Third nine weeks DWAP 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>Data has been collected and students have been identified</p>	<p>James Dolan</p>



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Strategies	Evidence of Completion/Evaluation	Responsibility
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.	SOL Prediction sheet has been modified	James Dolan



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TA02 REQUIRED - The school will use 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).

Strategies	Evidence of Completion/Evaluation	Responsibility
Lynchburg City Schools will research and purchase a researched-based intervention program for math and reading at the middle school level (Tier III intervention)	LCS has purchased intervention program and interventions are being held	James Dolan
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)	Block classes have been organized and identified students have been placed in these classes	James Dolan



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Strategies	Evidence of Completion/Evaluation	Responsibility
Experimentation with peer assisted instruction	Student and teacher feedback	Mr. Bennett, Mr. Morgan, Mrs. Stokley
Pulling students for Math remediation	Attendance spread sheet	Benito
Math Word of the Day	Math Word of the Day student sheets	Jennings, All teachers and Adminstrators



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Strategies	Evidence of Completion/Evaluation	Responsibility
Principals will collaborate in Professional Learning Communities to provide educational leadership in support of differentiated instruction and effective use of blocked instruction	PLC's have met regularly with principals and have supported blocked instruction	James Dolan
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.	Math manipulatives have been purchased and are being utilized to differentiate instruction	James Dolan
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.	Pacing guides have been developed and utilized	James Dolan



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Strategies	Evidence of Completion/Evaluation	Responsibility
All Math and English Teachers will participate in Professional Learning Communities to collaborate on effective practices in blocked instruction.	PLC's have met regularly to collaborate	James Dolan
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.	Professional Development has been provided and teachers have been trained to teach reading	James Dolan
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.	Literature Circle books have been purchased and professional development was provided	James Dolan



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Strategies	Evidence of Completion/Evaluation	Responsibility
<p>Math Teachers will receive professional development in effective use of additional instructional time utilizing researched based differentiated instructional practices.</p>	<p>Professional development has been provided</p>	<p>James Dolan</p>
<p>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.</p>	<p>Master schedule has been adjusted for one math teacher to provide interventions in 6th and 7th grade</p>	<p>James Dolan</p>



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Strategies	Evidence of Completion/Evaluation	Responsibility
<p>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.</p>	<p>Identified students have been placed in blocked classes</p>	<p>James Dolan</p>
<p>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</p>	<p>Master schedule has been modified and school days has been lengthened</p>	<p>James Dolan</p>



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TA03 REQUIRED - The school will use 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 effectiveness.

Strategies	Evidence of Completion/Evaluation	Responsibility
<p>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.</p>	<p>Letter has been created and communicated to parents</p>	<p>James Dolan</p>
<p>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.</p>	<p>Data has been analyzed and special education teachers have made adjustments accordingly</p>	<p>James Dolan</p>



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Strategies	Evidence of Completion/Evaluation	Responsibility
<p>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.</p>	<p>SIP team has met at least monthly and next intervention steps have been initiated</p>	<p>James Dolan</p>
<p>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.</p>	<p>Data has been reviewed monthly and interventions have been adjusted accordingly</p>	<p>James Dolan</p>



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Strategies	Evidence of Completion/Evaluation	Responsibility
The Principal will monitor fidelity of implementation via walk-thru observations on a newly developed walk-thru instrument.	New walk-thru observations have been used to monitor teaching	James Dolan
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.	Reading Specialist has visited and provided leadership to English teachers	James Dolan
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.	Math Specialist has visited and provided leadership to Math teachers	James Dolan



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Strategies	Evidence of Completion/Evaluation	Responsibility
<p>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.</p>	<p>Block teachers have met at least monthly and lesson plans have been developed</p>	<p>James Dolan</p>



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A **ID11**: Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams.

Strategies	Evidence of Completion/Evaluation	Responsibility
Collect end of year feedback from Curriculum & Instruction concerning the master schedule.	Feedback will be analyzed and will be used for master schedule	Bob Williams
Gather information on end of year feedback results from survey on principal	Survey will be collected and analyzed	Bob Williams
Survey the teachers to evaluate their opinion on the effectiveness of their current PLCs.	Survey was completed	Gibbie Petrie, Rita Moore
Collect meeting minutes from all PLC teams.	Minutes will be collected and stored in a notebook	Sue McClure
Collect longitudinal evidence from previous master schedules	Past 3 master schedules will be collected and analyzed	Keith Bennett

2012-2013 School Improvement Plan Dunbar Middle School

A **IIA02:** Units of instruction include standards-based objectives and criteria for mastery.

Strategies	Evidence of Completion/Evaluation	Responsibility
Collect data from faculty survey; analyze it for identifying staff members needing criteria for success and/or objective professional development and submit names to Mr. Wray.	Survey data was analyzed, faculty members needing professional development were identified	Contessa Johnson, Diane Brown, Romero Morgan, Jess Leary, Lauren Neighbors, Kim Bradley
Collect faculty surveys pertaining to criteria for success and objectives.	Surveys were collected at the end of faculty meeting	Kacey Anderson
Create a faculty survey pertaining to criteria for success and objectives.	Surveys were created	Kenna Tarkenton
Analyze lesson plans collected and create a spreadsheet in Excel to identify staff members whose lesson plans do/do not include correctly written criteria for success and/or objectives.	Folder of lesson plans collected; excel spreadsheet was created	Contessa Johnson, Jess Leary, Lauren Neighbors
Collect a lesson plan that includes an objective and criteria for mastery from the following teachers: Miller, Planiczka, Petrie, Goode, Harris, Landis, Pinn, Houchins, and Merrill	Lesson plan collected from Miller, Planiczka, Petrie, Goode, Harris, Landis, Pinn, Houchins, and Merrill	Contessa Johnson



2012-2013 School Improvement Plan Dunbar Middle School

A **IIA02:** Units of instruction include standards-based objectives and criteria for mastery.

Strategies	Evidence of Completion/Evaluation	Responsibility
Collect a lesson plan that includes an objective and criteria for mastery from the following teachers: I. Moore, R. Moore, Burrell, Loos, Potts, Tyree, and Tarkenton	Lesson plan collected from I. Moore, R. Moore, Burrell, Loos, Potts, Tyree, and Tarkenton	Lauren Neighbors
Collect a lesson plan that includes an objective and criteria for mastery from the following teachers: Stokley, McClure, Dolan, Williams, Gardner, and Moodie	Lesson plan collected from Stokley, McClure, Dolan and Williams	Romero Morgan
Collect a lesson plan that includes an objective and criteria for mastery from the following teachers: Witt, Stanley, Carter, Scruggs, Koes, Foster, and Meeks	Lesson plan collected from Witt, Stanley, Carter, Scruggs, Koes, Foster and Meeks	Jess Leary
Collect a lesson plan that includes an objective and criteria for mastery from the following teachers: McLawhorn, Jennings, Walters, Shaw, Lowdermilk, Lemay, and Sidi	Lesson plan collected from McLawhorn, Jennings, Walters, Shaw, Lowdermilk, LeMay and Sidi	Diane Brown
Collect a lesson plan that includes an objective and criteria for mastery from the following teachers: Benito, Bennett, Calloway, Bryant, Cutsail, Waller, and Mills.	Lesson plan collected from Benito, Bennett, Calloway, Bryant, Cutsail, Waller and Mills	Kim Bradley



2012-2013 School Improvement Plan Dunbar Middle School

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IIA02: Units of instruction include standards-based objectives and criteria for mastery.

Strategies	Evidence of Completion/Evaluation	Responsibility
Provide professional development to staff	Professional development, Calendar, Evaluation of classroom observations	Mr. Wray



2012-2013 School Improvement Plan Dunbar Middle School

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

Strategies	Evidence of Completion/Evaluation	Responsibility
Develop a spreadsheet in MS Excel to add pre-test and post-test data for every subject and every teacher in the school.	Spreadsheet will show every subject and teacher who administered a pre-post test	Jerry Miller
Collect pre-test and post-test data from every 6th, 7th, & 8th grade Exploratory, Foreign Language, Technology Education, and Art teacher. Data will be entered into an Excel spreadsheet.	Pre-post test examples were collected	Rachel Shaw
Collect pre-test and post-test data from every 6th, 7th, & 8th grade science teacher. Data will be entered into an Excel spreadsheet.	Pre-post test examples were collected	Vince Lowdermilk
Collect pre-test and post-test data from every 6th, 7th, & 8th grade PE, Orchestra, Chorus, and Band teacher. Data will be entered into an Excel spreadsheet.	Pre-post test examples were collected	Jason Tyree



2012-2013 School Improvement Plan Dunbar Middle School

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Strategies	Evidence of Completion/Evaluation	Responsibility
Collect pre-test and post-test data from every 6th, 7th, & 8th grade English/Writing teacher. Data will be entered into an Excel spreadsheet.	Pre-post tests examples were collected	JoAnn Houchins
Collect pre-test and post-test data from every 6th, 7th, & 8th grade math teacher. Data will be entered into an Excel spreadsheet.	Pre-post tests examples were collected	Mary Ann Mills
Collect pre-test and post-test data from every 6th, 7th, & 8th grade social studies teacher. Data will be entered into an Excel spreadsheet.	Pre-post tests examples were collected	Jerry Miller



2012-2013 School Improvement Plan Dunbar Middle School

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VA02: Staff members can explain what distinguishes formative assessments from summative assessments.

Strategies	Evidence of Completion/Evaluation	Responsibility
Team members will observe one tenured or veteran teachers from each content area to obtain evidence of appropriate selection and use of formative assessments.	Observation conducted and observation form completed	Benito, Scruggs, Howell, Carter
Analyze Pre-Test data	Charts and graphs created from pre-test and analyzed by group to determine who needs additional assistance	Jackie Pinn, Jeanie Howell
Analyze Post-Test data	Will be analyzed by team to see who requires additional assistance	Jackie Pinn, Jeanie Howell
Post-Test on topic, teachers will be able to explain what distinguishes formative assessments from summative assessments.	E-form completed by teachers electronically and evaluated by team	Jackie Pinn

**2012-2013 School Improvement Plan
Dunbar Middle School**

A

VA02: Staff members can explain what distinguishes formative assessments from summative assessments.

Strategies	Evidence of Completion/Evaluation	Responsibility
Provide an in-service on formative and summative assessments and actually "teach" on the differences between the two and when they would be appropriately used. We would also provide examples of various formative assessments from Skillful Teacher textbook.	In-service event was conducted, attendance taken, feedback from teachers will be noted	Benito, Howell, Pinn
Ask teachers for samples of their formative assessments, have them mark it as a formative and also for samples of their summative assessments and mark those as such.	Samples from the teachers will be collected and discussed with team	Jackie Pinn
Create Pre-Test for teachers to complete	Teachers will take pre-test and results are collected	Jackie Pinn



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A VA03: Staff members can explain where and how formative assessments fit in the big assessment/data picture.

Strategies	Evidence of Completion/Evaluation	Responsibility
A template for PLC (Professional Learning Communities) will be generated to include reflection and discussion on formative assessments and data collection.	PLC Form	Gail Waller
100% of teaching staff will be surveyed on their knowledge, comprehension, and use of formative assessments.	Completed Survey/Data Analyzed	Gail Waller



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VA05: Staff members clarify goals and success criteria with students (including models of what “good” work looks like) so that students have a clear idea of what they need to do to succeed.

Strategies	Evidence of Completion/Evaluation	Responsibility
Team member will collect evidence of the use of "Criteria for Success" from Lemay, Lowdermilk, I. Moore, R. Moore, Pinn, Potts, Tarkenton, Tyree and Williams.	Collection of lesson plans	Susan McLawhorn
Team member will collect evidence of the use of "Criteria for Success" from Carter, Koes, Leary, Neighbors, Scruggs and Stanley.	Collection of lesson plans	Justin Witt
Team member will collect evidence of the use of "Criteria for Success" from Brown, Gardner, Moodie, Bennett, Howell and Burrell.	Collection of lesson plans	Diana Sidi

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A

VA05: Staff members clarify goals and success criteria with students (including models of what “good” work looks like) so that students have a clear idea of what they need to do to succeed.

Strategies	Evidence of Completion/Evaluation	Responsibility
Team member will collect evidence of the use of "Criteria for Success" from Bryant, Houchins, Merrill, Mills, Walters, and Meeks.	Collection of lesson plans	Sarah Sitton
Team member will collect evidence of the use of "Criteria for Success" from Dolan, Harris, Johnson, Harris-Goode, Loos, Miller, Petrie and Planiczka.	Collection of lesson plans	Ed Landis
Team member will collect evidence of the use of "Criteria for Success" from Benito, Bradley, Calloway, Cutsail, McClure, Morgan and Waller.	Collection of lesson plans	Consuela Stokeley



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A

VA11: Staff members know the critical elements of effective formative assessments.

Strategies	Evidence of Completion/Evaluation	Responsibility
Collect faculty surveys pertaining to formative assessments and criteria for success.	Surveys were collected	Kacey Anderson
Administer staff survey pertaining to formative assessments (critical elements, examples) and criteria for success (examples, elements) during faculty meeting.	Surveys were collected	Kenna Tarkenton
Collect data from faculty survey; analyze it for identifying staff members needing formative assessment professional development; and, submit names to Mr. Wray.	Surveys were collected, analyzed and submitted to Mr. Wray	Keena Tarkenton, Amy Jennings
Provide professional development opportunities (from Mr. Wray or a designee) for staff members identified as needing formative assessment development.	Professional development opportunities will be provided to staff	Brian Wray



2012-2013 School Improvement Plan Dunbar Middle School

A

VA11: Staff members know the critical elements of effective formative assessments.

Strategies	Evidence of Completion/Evaluation	Responsibility
Investigate various methods for providing professional development for those staff members identified as needing formative assessment clarification and development. (utilize Dunbar technology as much as possible)	Professional development may be disseminated by technology	Ian Moore
Develop survey questions pertaining to the critical elements of formative assessments; the definition of formative and summative assessments; and, the 5 critical elements of formative assessments.	Survey questions developed and compiled into one document	Kenna Tarkenton
Create a faculty survey in which formative and summative assessments are defined; and, the critical elements of effective formative assessments are identified.	Survey questions developed and compiled into one document	Kenna Tarkenton

B

Excellence In Behavior

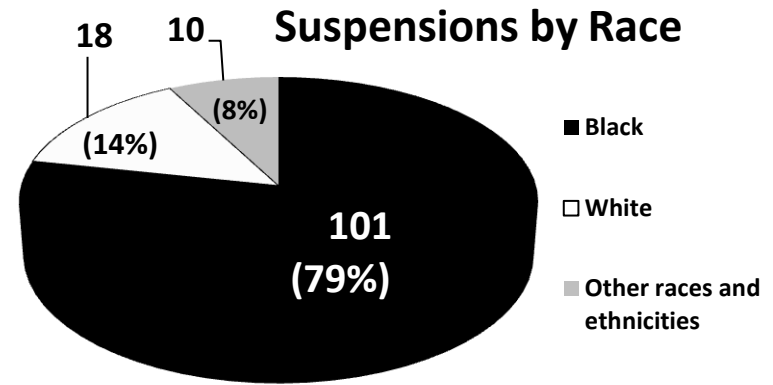
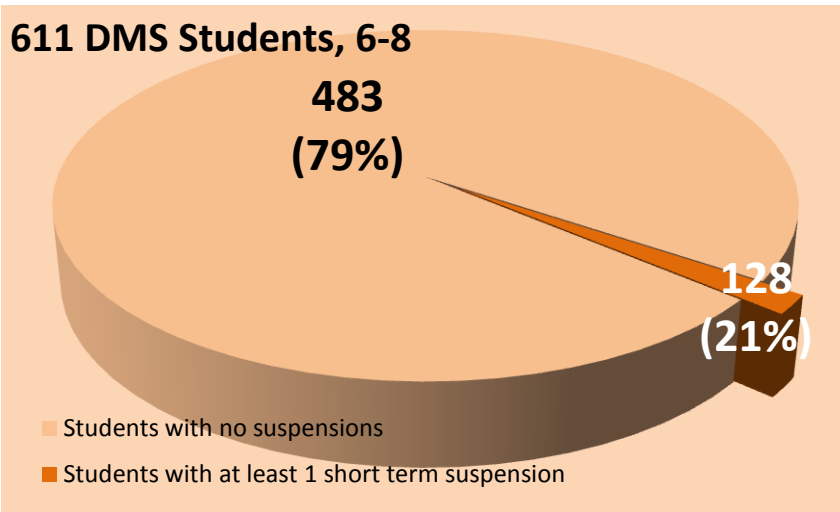
***All teachers and administrators will reinforce classroom rules and procedures by positively teaching them.**

***Transitions will be brief and orderly.**



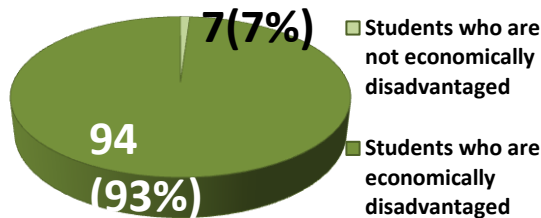
2012-2013 School Improvement Plan Dunbar Middle School

B LCS Goal: Decrease suspensions by 5% per year.
 DMS Goal: Decrease referrals from Physical Education department by 50%.

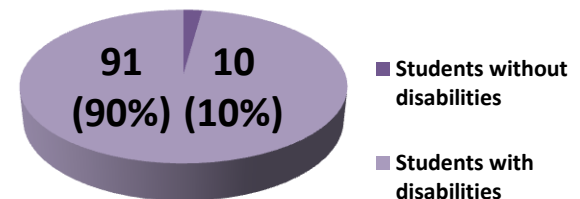


A CLOSER LOOK at the 101 black students with at least 1 short term suspension

How many are economically disadvantaged?



How many are students with disabilities?



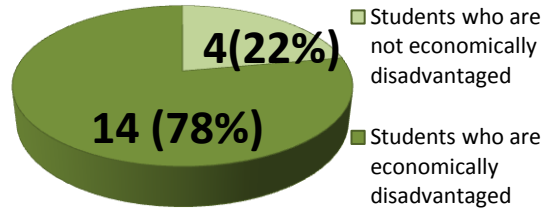


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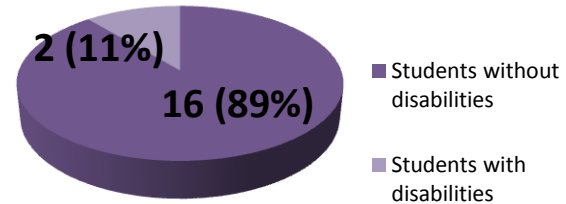
B LCS Goal: Decrease suspensions by 5% per year.
DMS Goal: Decrease referrals from Physical Education department by 50%.

A CLOSER LOOK at the 18 white students with at least 1 short term suspension

How many are economically disadvantaged?

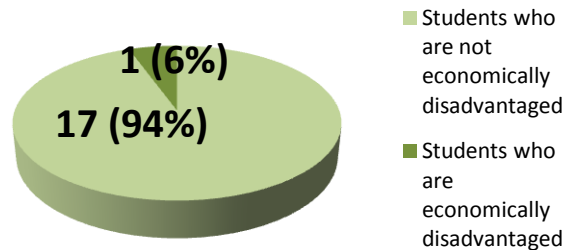


How many are students with disabilities?

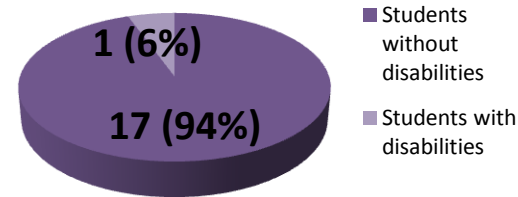


A CLOSER LOOK at the 3 other students with at least 1 short term suspension

How many are economically disadvantaged?



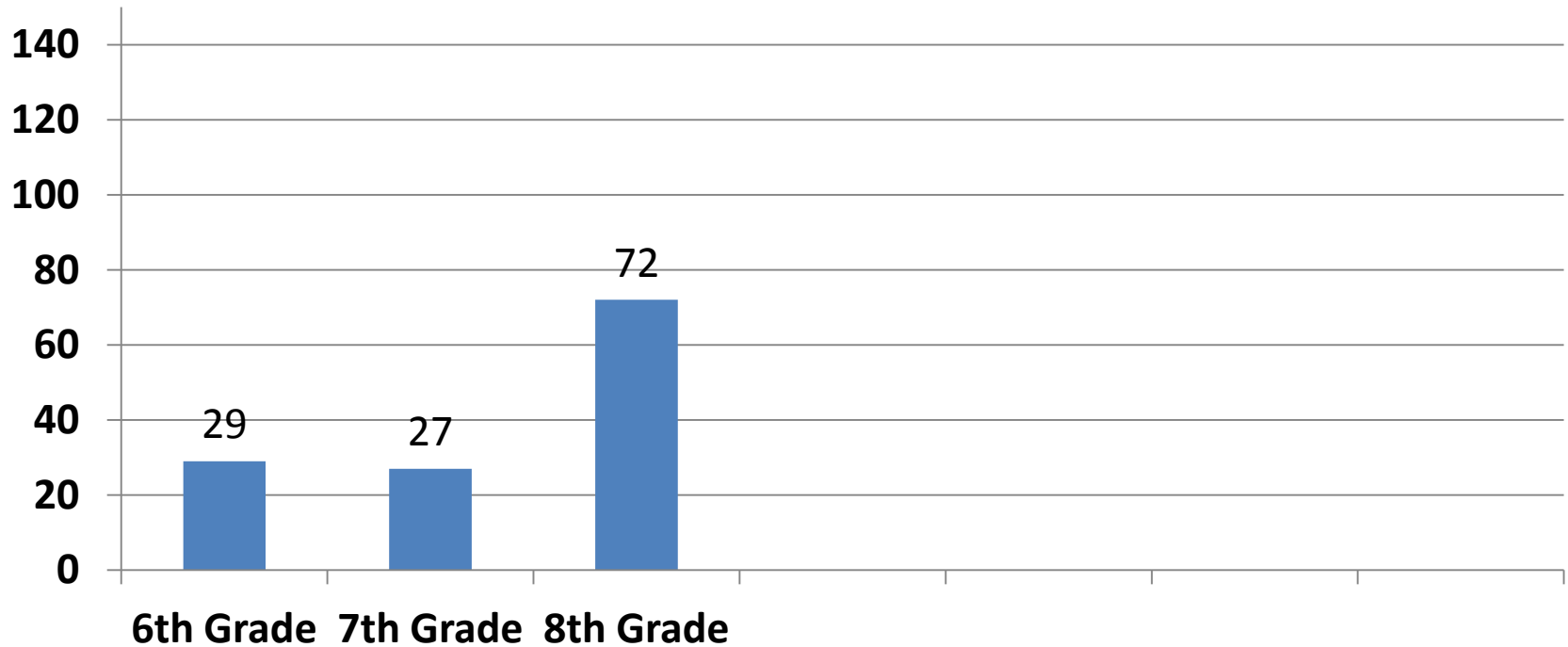
How many are students with disabilities?



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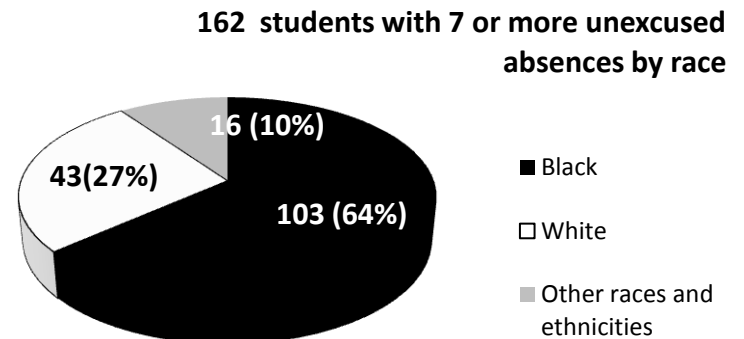
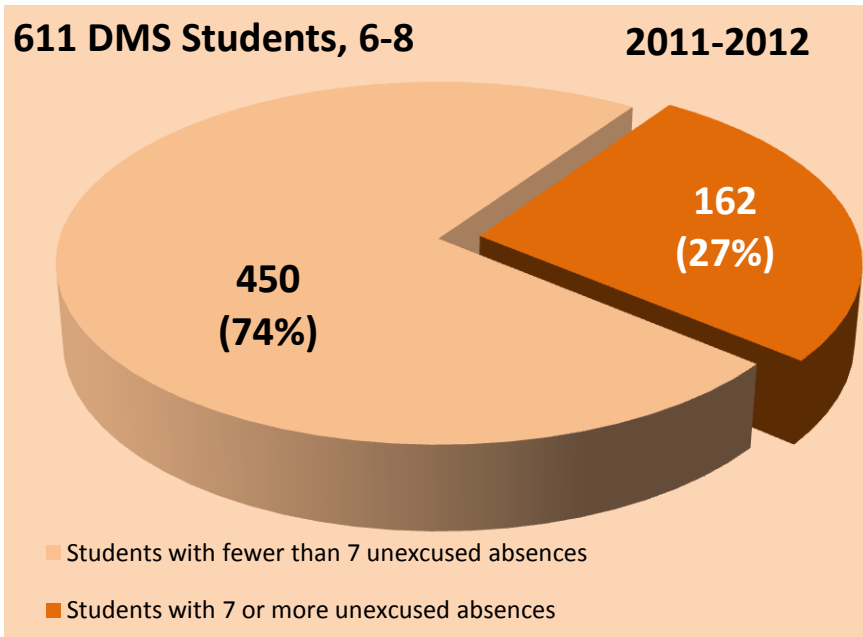
B LCS Goal: Decrease suspensions by 5% per year.
DMS Goal: Decrease referrals from Physical Education department by 50%.

2011-2012 Disciplinary Referrals that resulted in at Least a One Day Suspension

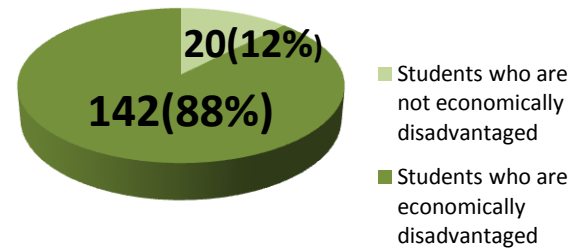


2012-2013 School Improvement Plan Dunbar Middle School

B LCS Goal: Reduce by 10% the number of students with 7 or more unexcused absences.



Of the 162 students with 7 or more unexcused absences, how many are economically disadvantaged?

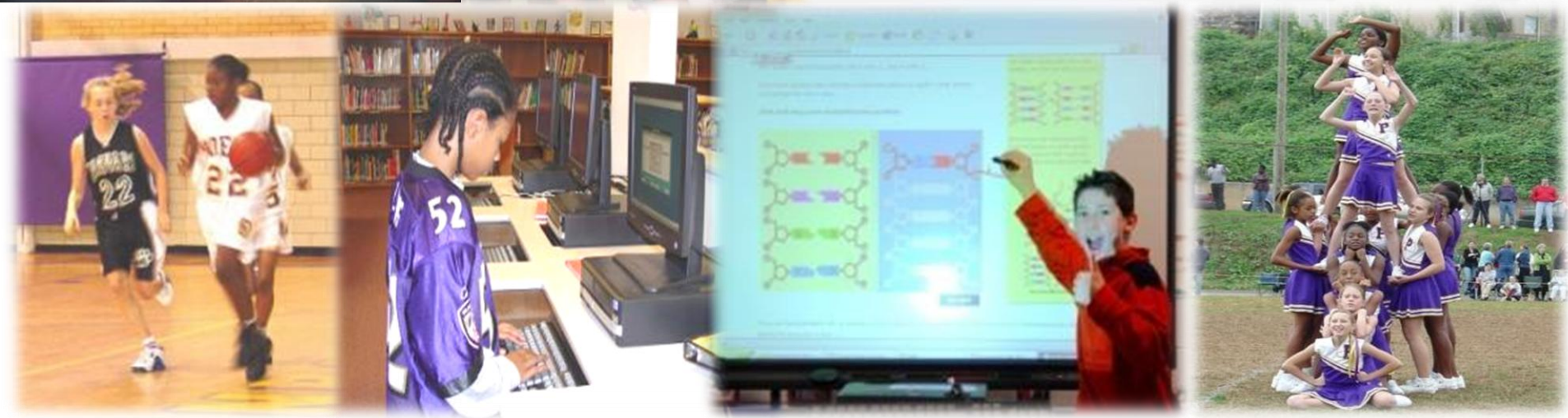


2012-2013 School Improvement Plan Dunbar Middle School

B All teachers and administrators will reinforce classroom rules and procedures by positively teaching them.

Strategies	Evidence of Completion/Evaluation	Responsibility
P.E. department will make changes to failure to dress out consequences	P.E. department minutes, policy sheet	All P.E. teachers
P.E. PLC will regularly discuss discipline issues and how they can be handled before writing a referral	P.E. department minutes	All P.E. teachers
Horizontal articulation with the two other LCS P.E. departments during professional development days.	Professional development, attendance roster	Participating LCS middle school P.E. teachers
Administrators will follow LCS middle school discipline matrix.	Referral count Iseries monthly discipline printout	DMS administrators
Administrators will use alternative consequences to address referrals such as Saturday school, and community service.	Referral count Iseries monthly discipline printout	DMS administrators
Administrators will resource community agency to address reducing challenging behavior by targeted students, such as Jubilee Center, Day Treatment providers, YES program	Day Treatment 9 week review, program evaluation	DMS administrators

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Culture at Dunbar Middle School





Excellence In Culture

IVD02 The school will provide "intergenerational associations" in which parents or community volunteers assist in the classroom.

IVD08 Office and support staff will be trained to make the school a "welcoming place" for parents.

*The school will provide an academic culture that facilitates students' pathways to career and college exploration.

*The principal will engage parents and community in the school improvement process.

*The principal will celebrate individual, team, and school successes, especially related to student learning outcomes.

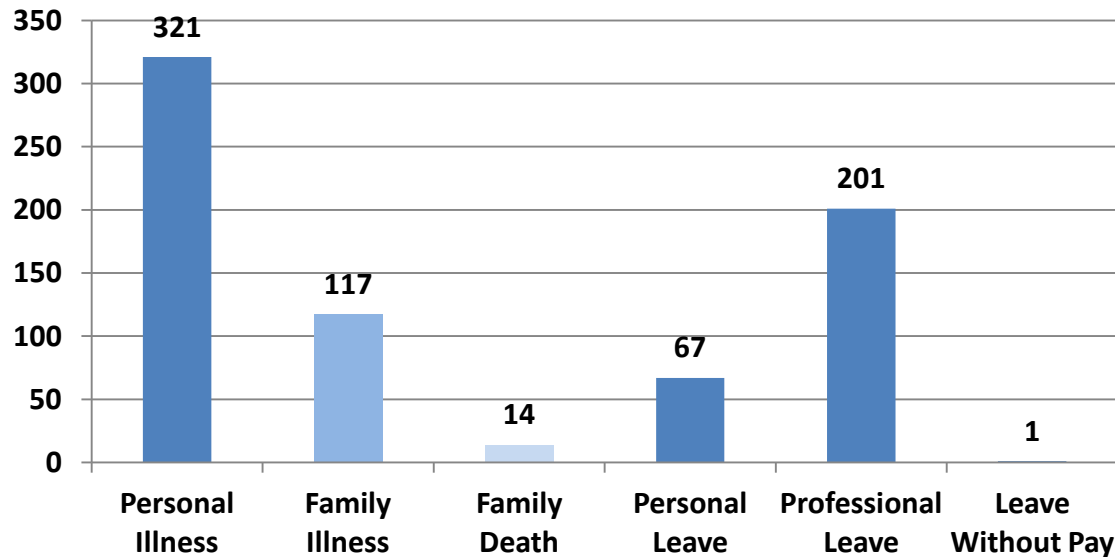


2012-2013 School Improvement Plan Dunbar Middle School

C

LCS Goal: Reduce costs associated with staff absences.

2011-2012 Staff Absences



75 employees reported a total of 895 absences.
321=personal illness
117=family illness
14=family death
67=personal leave
201=professional leave
1=leave without pay

2012-2013 School Improvement Plan Dunbar Middle School

C **IVD02** The school will provide "intergenerational associations" in which parents or community volunteers assist in the classroom.

Strategies	Evidence of Completion/Evaluation	Responsibility
Parent volunteers to monitor and collaborate with students that are members of the Lego Club.	Obtained list of parent names	Larry LeMay
Invite parents and community volunteers to assist with Dunbar's Annual Book Fair.	List of parent volunteers, Edline, Newsletter	Tracy Baker
Invite parents to participate in student Mock Elections through their History Classes.	Edline, phone calls	Karl Loos
Invite parents and former Dunbar Alumni to assist in preparation and monitoring of Accelerated Reading Incentives; including Fall Fest, Student Faculty Talent Show, and the Ice Cream Social.	Edline, phone calls, newsletter	Johnay Harris-Goode, Carrie Dodge
Invite community volunteers, parents and former Dunbar Alumni to come speak to students enrolled in the College Prep class on potential career paths that our students have expressed interests in.	Phone calls	Toni Pate

2012-2013 School Improvement Plan Dunbar Middle School

C **IVD02** The school will provide "intergenerational associations" in which parents or community volunteers assist in the classroom.

Strategies	Evidence of Completion/Evaluation	Responsibility
Encourage parents and community volunteers to participate in "Educator for a Day" in November at our school.	Phone calls	Brian Wray, Johnay Harris-Goode, Abraham Hughes
Invite parents and community volunteers to attend our schools "History Day."	Contact school board members and city council	Karl Loos, history teachers
Creation of collaborative intergenerational literary project between faculty members and Dunbar Alumni for publication. (children's book posted on memory wall).	Memory Wall, Publication of children's book pending	Brian Wray, Abraham Hughes, Lewis Ross, Sr., Bruce Mabry
Invite alumni and parents to come into the classrooms and work with the students during the school day.	Phone calls, volunteer hours	Johnay Harris-Goode
Enlist student ambassadors to assist with Destination Dunbar elementary school visits to science center and the theatre.	Elementary field trips, Ambassador hours, Field trip feedback	Brian Wray, Bob Williams, Keith Bennett, Albert Carter

2012-2013 School Improvement Plan Dunbar Middle School

C **IVD02** The school will provide "intergenerational associations" in which parents or community volunteers assist in the classroom.

Strategies	Evidence of Completion/Evaluation	Responsibility
Invite parents and community volunteers to attend Evening of Innovation	ConnectEd, newsletter	All team members
Invite community volunteers and parents to attend plays performed by Dunbar students and The Brotherhood and Sisterhood Assembly.	ConnectEd, newsletter	Tom Foster
Establish a tribute memorial exhibit in the front entrance of the school.	Dunbar Memorial exhibit	Lila Walters, Celonia Merrill
Students will assist in keeping the area surrounding the Dunbar Memorial Wall clean.	Memorial Wall	All team members, DMS students



2012-2013 School Improvement Plan Dunbar Middle School

C IVD08 Office and support staff will be trained to make the school a "welcoming place" for parents.

Strategies	Evidence of Completion/Evaluation	Responsibility
Create color coded floor maps for each building	Completed color coded floor maps will be available in office	Larry LeMay
Develop norms for how the office staff should handle parents or visitors at the counter when all staff is engaged or busy at that time	Office norms are in place on how to handle visitors.	Maureen Evans & Karen Bell
Develop norms for response when the office staff does not have an immediate answer to a question	There will be a universal response to visitors when an immediate answer isn't available; Office phone script	Maureen Evans & Karen Bell
Post clear directions on the exterior of the school security entrance system	Clear directions (step by step) will be posted by the entrance system	Karen Bell

2012-2013 School Improvement Plan Dunbar Middle School

C IVD08 Office and support staff will be trained to make the school a "welcoming place" for parents.

Strategies	Evidence of Completion/Evaluation	Responsibility
Add a colorful "Welcome to Dunbar" sign outside of the school	Welcome sign	Karen Bell & April Cutsail
Create name plates for office staff	Name plates will be purchased for desks in the front office and modified as needed	Karen Bell & April Cutsail
Create and implement procedures for parents wishing to visit classrooms	Procedures for visiting a class will be clear and visible in front office	Karen Bell & April Cutsail
Make office visit surveys available on the main office counter to be filled out at the time of an office visit.	Office survey results	Karen Bell & April Cutsail

2012-2013 School Improvement Plan Dunbar Middle School

C IVD08 Office and support staff will be trained to make the school a "welcoming place" for parents.

Strategies	Evidence of Completion/Evaluation	Responsibility
Update and simplify the main school map	An updated and simplified school map will be developed	Larry LeMay
Script a uniform greeting for office visits and telephone calls.	Phone script	Maureen Evans & Karen Bell
Update of the office appearance by adding framed artwork, painted tiles, a freshwater fish tank, and painting and clear coating the wainscoting on the front counter.	All aspects will be added (framed artwork, tiles, fish tank) and painting will be fresh with wainscoting added; observable office update	Maintenance, Rachel Shaw, Brian Wray
Create evaluation rubrics for office calls and visits and share with the Parent Advisory Committee to score.	Rubrics	Carrie Dodge



2012-2013 School Improvement Plan Dunbar Middle School

C The school will provide an academic culture that facilitates students' pathways to career and college exploration.

Strategies	Evidence of Completion/Evaluation	Responsibility
90% of sixth grade students will be able to identify their personal interest, strengths, competencies, and accomplishments.	Interest inventories	Guidance, All Teachers
90% of seventh grade students will be able to apply their knowledge of their personal interests, strengths, abilities, and accomplishments to assist in career and college exploration	College Prep Lesson Plans	College Prep teachers
90% of eight grade students will apply their knowledge of their personal interests, strengths, abilities, and accomplishments to assist in planning a post-secondary education program or career path	Future Friday Schedule	Laura Hamilton, Brian Wray, College Prep Teachers

2012-2013 School Improvement Plan Dunbar Middle School


C The principal will engage parents and community in the school improvement process.

Strategies	Evidence of Completion/Evaluation	Responsibility
Parents and community members will be invited to serve on the school improvement team.	Names of participants will be added to team roster using SIP, Indistar/team member list	School Improvement Team
The School Improvement Team will collaborate with the PTO to plan and schedule school-wide events for students and their families during the 2012-2013 school year to include Open House and Evening of Innovation	Calendar of Events Attendance sheets for each event	School Improvement Team PTO Officers
DMS will participate in American Education Week events including the LCS Get to Know Your Schools Program.	Calendar of Events Attendance sheets for event	All teachers grades 6-8 PTO Officers Administrative Team
DMS will partner with Randolph College to provide tutorial services to students afterschool day through the Kids in college program	Roster of Kids in College program Final report for Lynchburg Education Foundation grant.	Jennie Howell Randolph College Leadership Course
Establish Principal's Student Cabinet	Meeting calendar student feedback sheets	Brian Wray



2012-2013 School Improvement Plan Dunbar Middle School

C The principal will engage parents and community in the school improvement process.

Strategies	Evidence of Completion/Evaluation	Responsibility
Parents, students, and staff will be encouraged to complete the School Culture Survey to gather information about school practices.	School Culture Survey Results	Central office personnel School Improvement Team
DMS will support the LCS Give Me 5 Initiative. 	Framed LCS Give Me 5 poster, magnets, and volunteer forms in main office. Parent volunteer computer with log in for database collection in main office.	Brian Wray, Office Secretary, Tracy Baker (PTO)



2012-2013 School Improvement Plan Dunbar Middle School

C The principal will celebrate individual, team, and school successes, especially related to student learning outcomes.

Strategies	Evidence of Completion/Evaluation	Responsibility
Principal and athletic director will recognize student achievement in the area of academic and athletics. The	Display in library Honor Roll posted on hallway bulletin board End-of-Season Awards assemblies End of Year Awards assembly	Brian Wray Valerie Grant Karl Loos, Athletic Director Brian Wray Valerie Grant
The principal will provide recognition to teachers by providing opportunities for them to share best practices identified during observations and walkthroughs.	Faculty Meeting Agendas	Brian Wray
The principal will provide recognition to teachers by using email to send notes of appreciation for their contributions to the school.	Copies of emails will be saved to a folder.	Brian Wray Valerie Grant Kacey Anderson
The administrative team supports and recognizes teachers who have been awarded at local, regional, state, and national level.	Super Teacher, Teacher of the Year	Brian Wray Valerie Grant Kacey Anderson

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