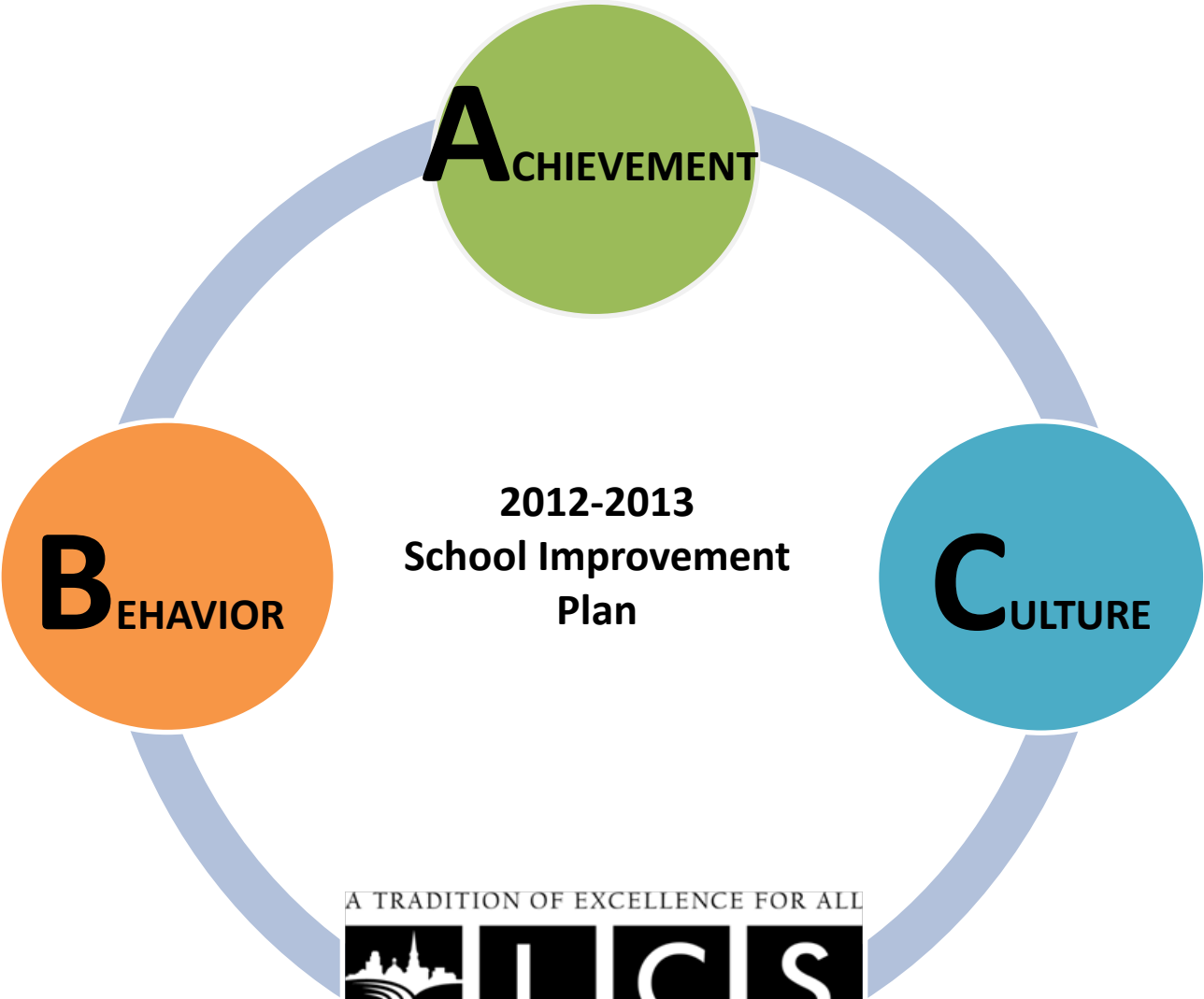




SANDUSKY MIDDLE SCHOOL



A TRADITION OF EXCELLENCE FOR ALL



LYNCHBURG CITY SCHOOLS

2012-2013 School Improvement Plan Sandusky Middle School

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

Excellence in Achievement

Excellence in Behavior

Excellence in Culture

ACHIEVEMENT

- To improve the math SOL pass rate to 70% enabling Sandusky Middle School to meet the Virginia Accreditation requirements. Data will be disaggregated by teacher and by student

BEHAVIOR

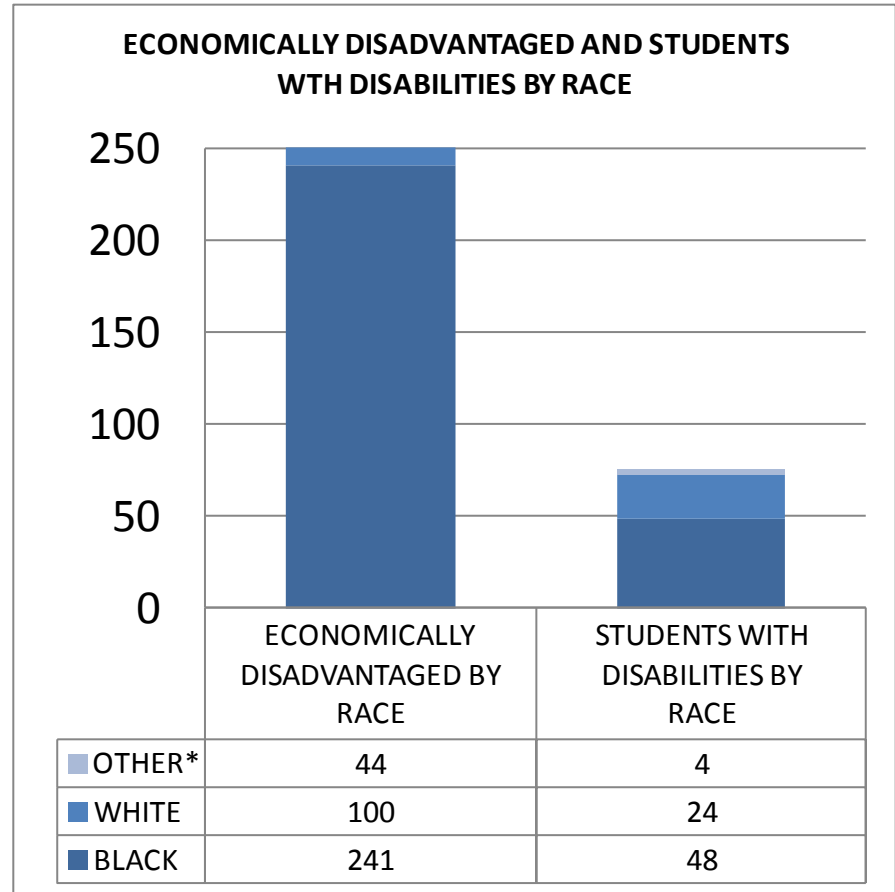
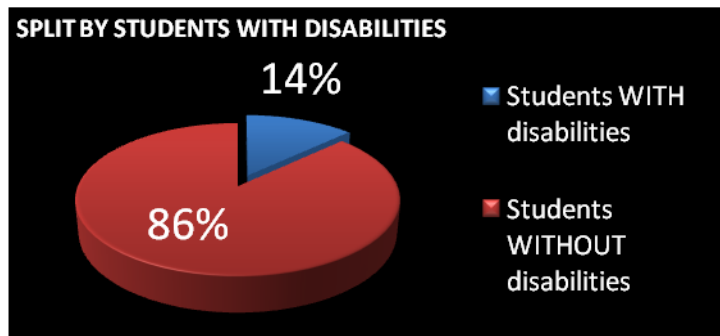
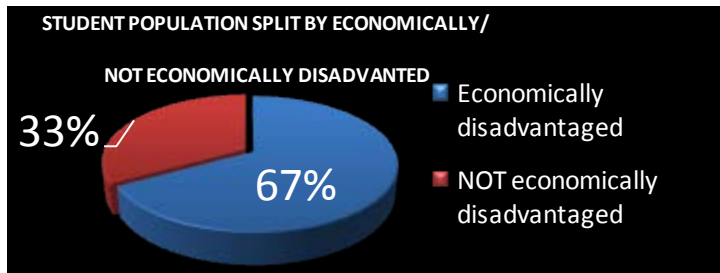
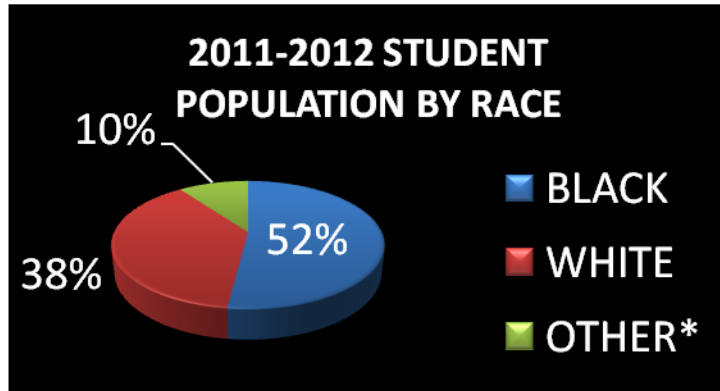
- To decrease discipline referrals by 10%

CULTURE

- To create a school culture that supports student achievement, promotes student attendance, and encourages teacher/student relationships measured by a decreased in failures and an increase in the overall SOL passing rates

2012-2013 School Improvement Plan Sandusky Middle School

Introductory Data

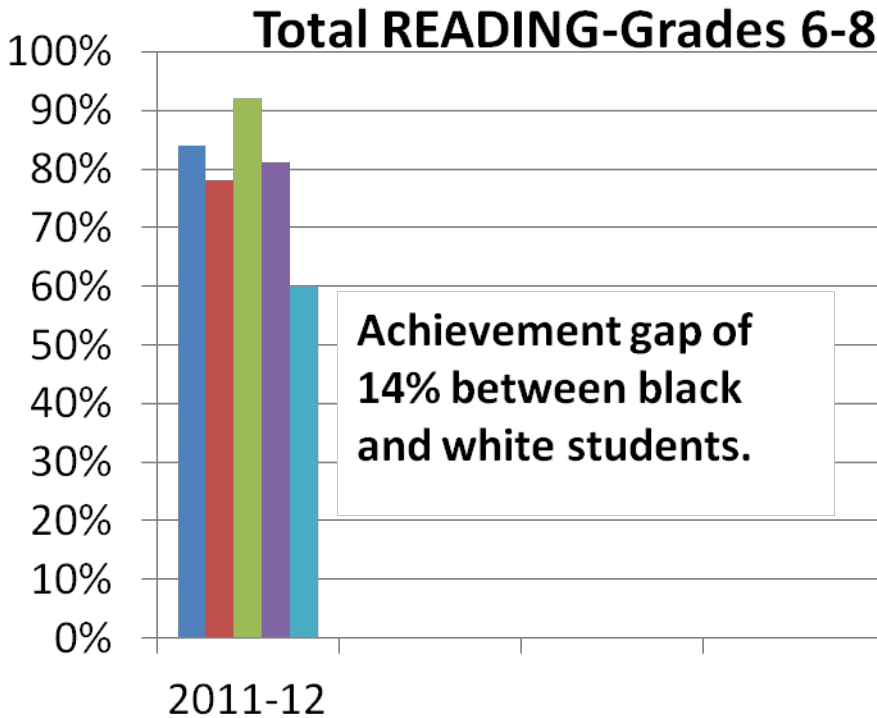


*Includes Asian, American Indian, Hispanic, Hawaiian, and Mult-Ethnic, or Unspecified. In the 2010-2011 school year, the state required a change to ethnicity reporting, which allowed for additional subgroups. The data will show more significant changes in subgroups because someone who may have previously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

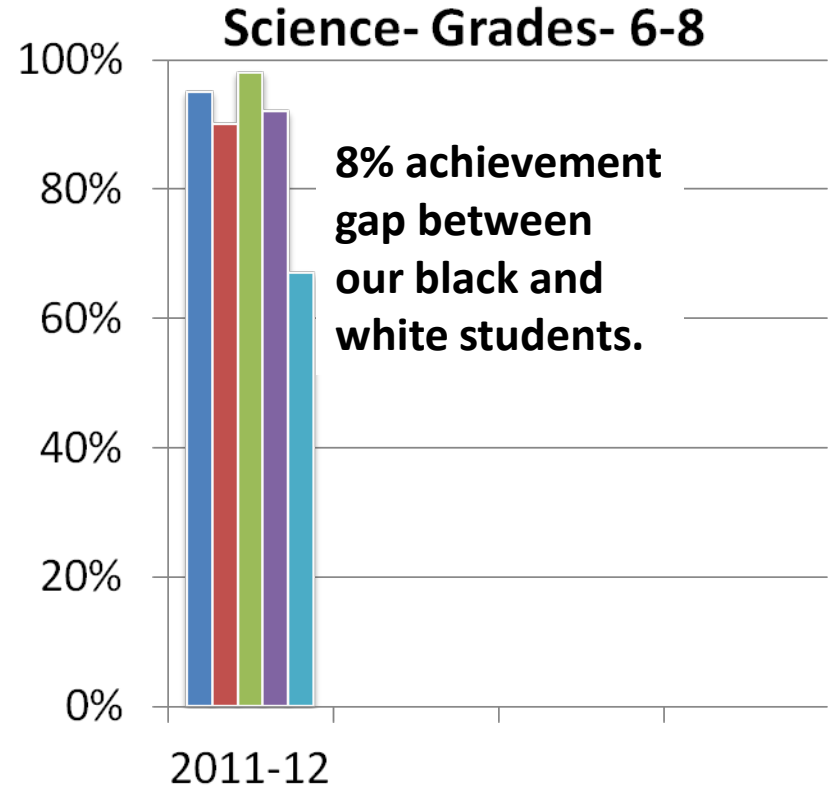
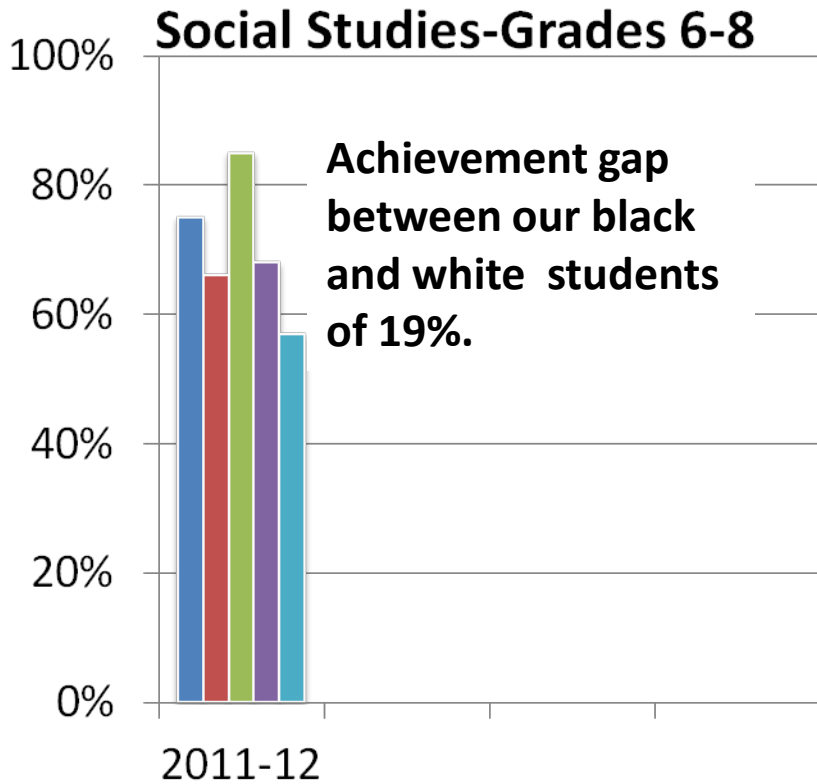
**Proficiency Gap Dashboard
(FAMO)**



	AMO Targets	SMS AMO Results	Met AMO
All Students	85%	84%	Met R10
Gap Group 1	76%	80%	Yes
Gap Group 2	76%	78%	Yes
Gap Group 3	80%	95%	TS

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.**

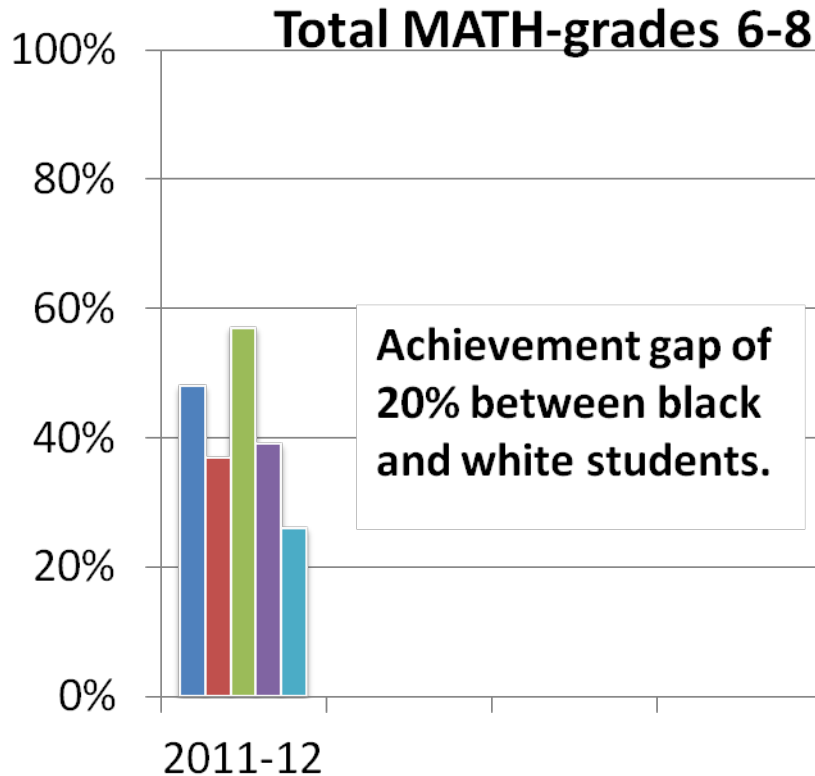
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■ Total
 ■ Black
 □ White
 ■ Economically Disadvantaged
 ■ Students with Disabilities

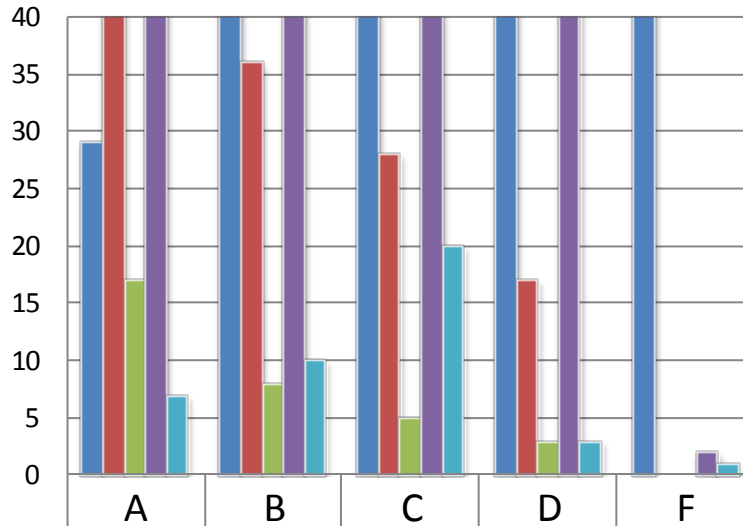
**Proficiency Gap Dashboard
(FAMO)**



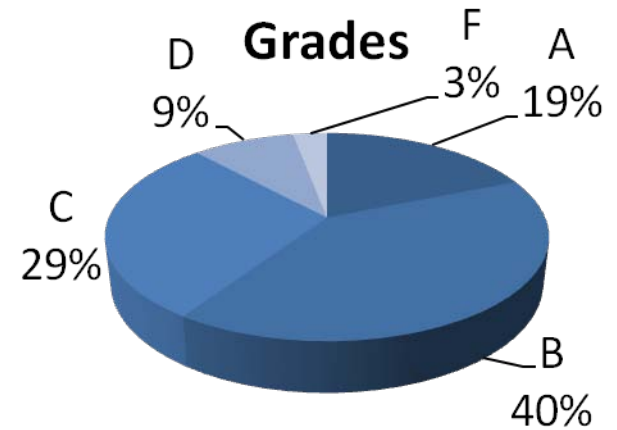
	AMO Targets	SMS AMO Results	Met AMO
All Students	61%	48%	NO
Gap Group 1	47%	39%	3 yr.
Gap Group 2	45%	37%	3 yr.
Gap Group 3	52%	50%	TS

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

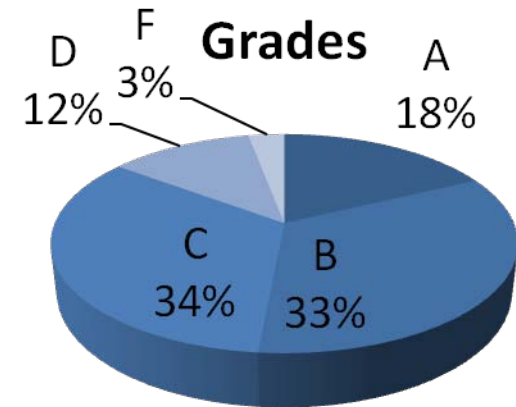
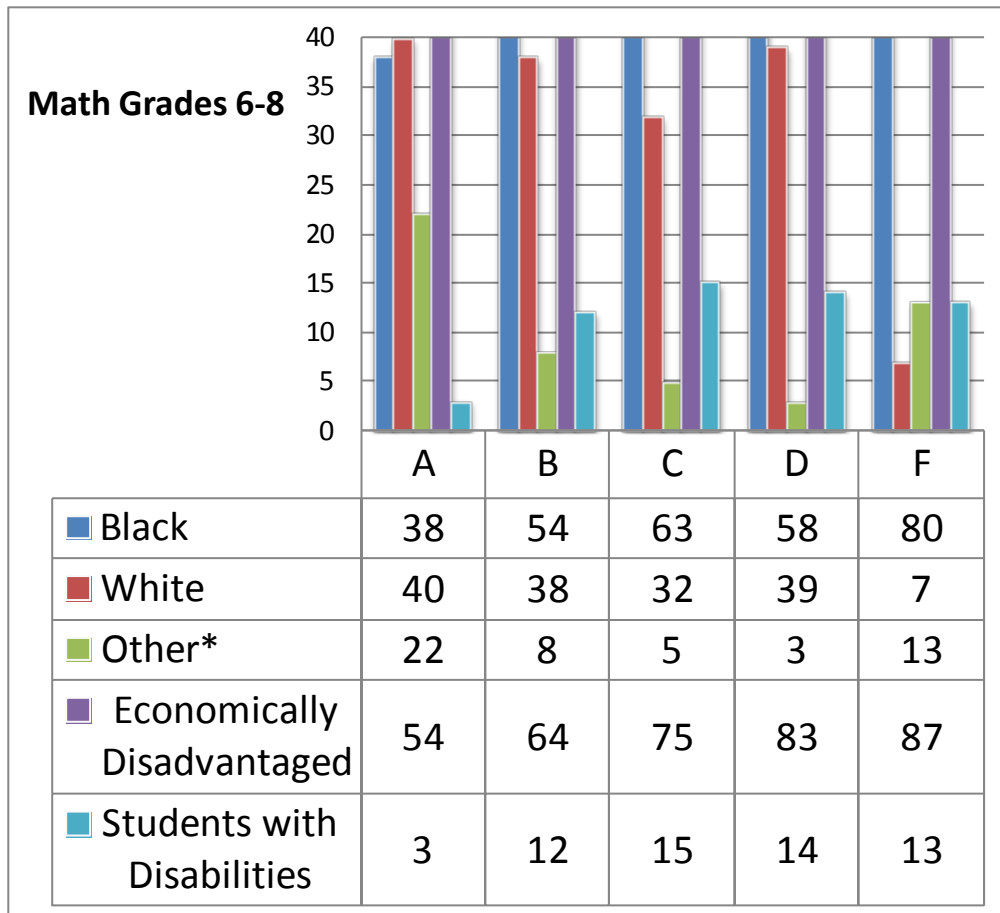
English 6 - 8



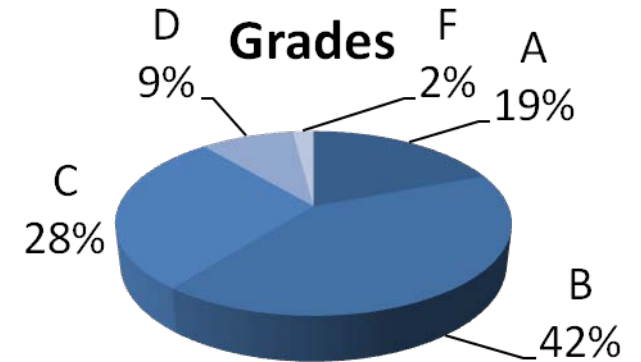
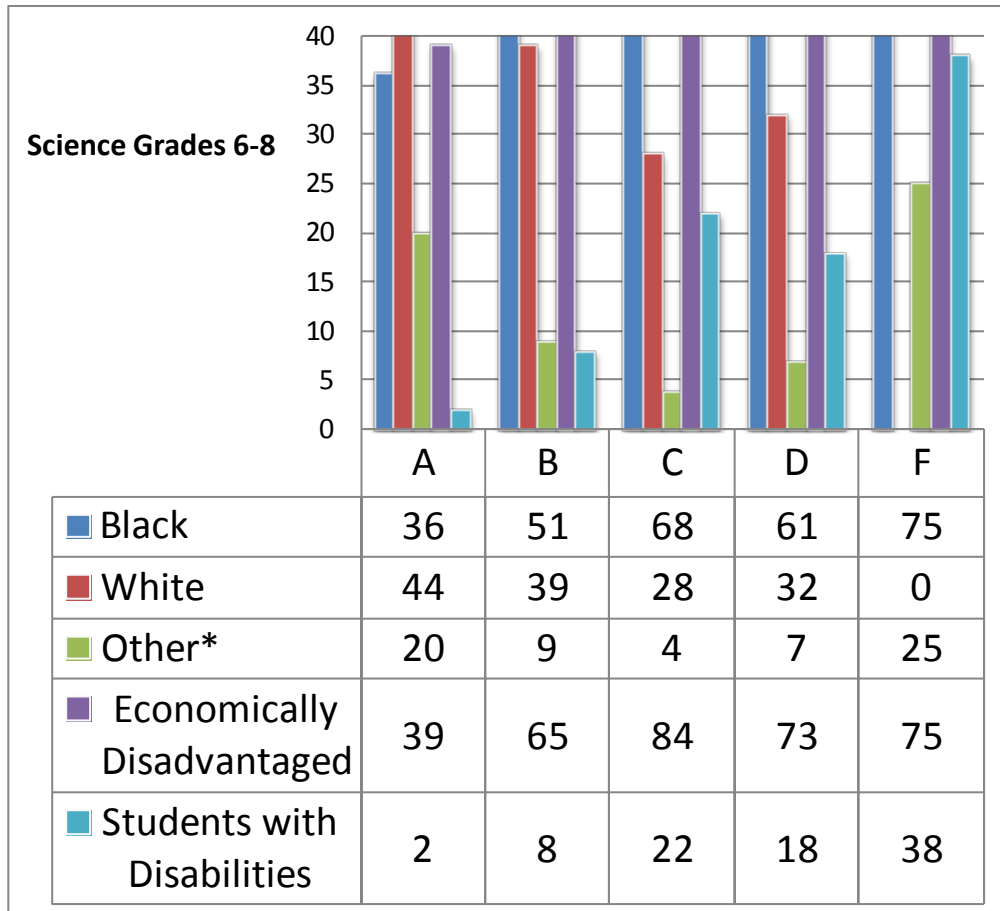
Black	29	66	66	80	62
White	54	36	28	17	0
Other*	17	8	5	3	0
Economically Disadvantaged	47	69	80	86	2
Students with Disabilities	7	10	20	3	1



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

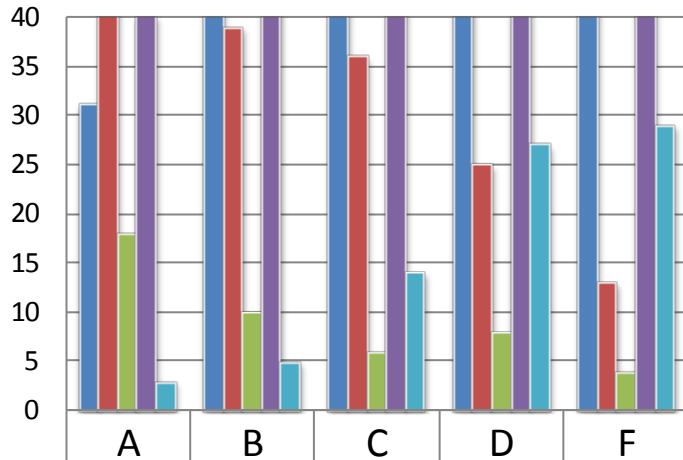


A **LCS GOAL: Review grading practices and develop instructional strategies that encourage students to accurately demonstrate what they have learned.**

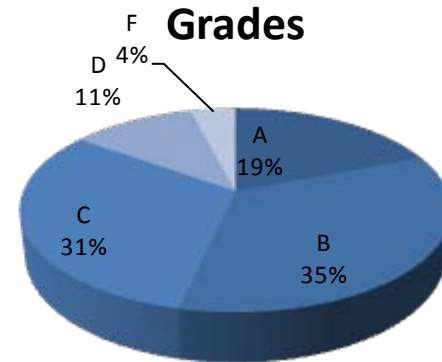


A **LCS GOAL: Review grading practices and develop instructional strategies that encourage students to accurately demonstrate what they have learned.**

**Social Studies
 Grades 6-8**



Black	31	51	58	67	83
White	51	39	36	25	13
Other*	18	10	6	8	4
Economically Disadvantaged	40	60	80	83	83
Students with Disabilities	3	5	14	27	29





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

IE07 The principal will monitor curriculum and classroom instruction regularly.

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

IIIA01 All teachers will be guided by a document that aligns standards, curriculum, instruction, and assessment.



2012-2013 School Improvement Plan Sandusky 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
<p>Sandusky Middle School currently identifies students in need of intervention in math (Gap group 1, 2 and 3) by way of SOL test scores and teacher reports (i.e. Division-Wide Assessments, pre and post tests) on student achievement. The school system is pursuing the purchase of DATACATION which will allow for more data points to be utilized in the selection process of students in need of intervention. One hundred percent of students in need of interventions will be identified using common criteria by way of software system, DATACATION.</p>	<p>Guidance has identified students who require interventions.</p> <p>Double blocked math instruction. The ninety minute block incorporates and stresses differentiated instructional strategies.</p> <p>Analysis of SOL passage rates</p>	<p>Administrative Team</p> <p>Guidance Department</p>
<p>Math teachers will identify deficit areas for each individual learner, who requires instructional support, during PLCs to determine key math concepts to be taught during remediation.</p>	<p>Math teachers are meeting regularly, in PLCs, to discuss and share instructional strategies to meet the needs of individual students.</p>	<p>Math Teachers</p>



2012-2013 School Improvement Plan Sandusky 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
Analyze previous year's math SOL scores to determine eligibility for 21st CCLC enrollment.	<p>Students were invited to participate in the afterschool program.</p> <p>21st CCLC will provide additional math instruction twice a week for students who have failed the previous year's SOL test. Identified students began intervention on 9/15/12.</p>	<p>21st Century Grant Coordinator</p> <p>Guidance Department</p>
Teachers will utilize Division- Wide 9-weeks formative assessments (DWAPs) to identify specific and general weaknesses.	<p>Teachers have access to Testing Information System (TIS) and print item analyses each 9 weeks.</p> <p>DWAPs were administered during the weeks of October 15th and January 7th. Teachers analyzed DWAP data and students were remediated based on results.</p>	<p>Principal</p> <p>Math Teachers</p> <p>Division-Wide Math Specialist</p>



2012-2013 School Improvement Plan Sandusky Middle School

A

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
<p>Sandusky Middle School has developed a list of tiered interventions that should be used to help meet individual student needs.</p>	<p>We have already implemented Tier 2 interventions of blocked math, 21st Century (Monday and Wednesday) and Tuesday/Thursday after school tutoring. The school division will purchase, for implementation, a software program to be used for Tier 3 intervention.</p>	<p>Administrative Team</p> <p>Guidance Director</p> <p>Math Teachers</p> <p>21st Century Grant Coordinator</p>
<p>Teachers will be provided 2011- 12 SOL data to analyze. There will be professional development opportunities , such as Skillful Teacher, Professional Learning Communities, and data analysis. The Instructional Specialist will provide in-services on data collection, data analysis, and data interpretation.</p>	<p>The teachers have received training in analyzing and interpreting division wide math interim assessments. Error analysis reports depict students' common mistakes and which research-based instructional strategies are appropriate for remediation.</p>	<p>Division-Wide Math Specialist</p>



2012-2013 School Improvement Plan Sandusky Middle School

A

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>Math teachers will meet quarterly by grade level to provide information to the school improvement team regarding math data for identified students.</p>	<p>Excel spreadsheet has been provided for each math teacher to identify students and their progress (i.e. DWAP item analyses, SOLs, grades, attendance, and pre and post tests).</p> <p>The ninety minute block will incorporate differentiated instructional strategies.</p>	<p>Math Teachers</p>
<p>The principal will monitor fidelity of implementation of math intervention programs via walk-through observations and other data points.</p>	<p>Walk-throughs are completed daily.</p> <p>The principal monitors teacher performance and analyzes student data in order to promote student success.</p>	<p>Principal</p>
<p>SDRT data and ARDT data will be studied. Reports will be compiled for future comparison. In addition, student attendance, discipline, and teacher attendance data will be analyzed.</p>	<p>Results will be analyzed as soon as data is available.</p>	<p>Math Teachers</p> <p>Administrative Team</p> <p>Guidance Department</p>



2012-2013 School Improvement Plan Sandusky Middle School

A

IE07 - The principal monitors curriculum and classroom instruction regularly

Strategies	Evidence of Completion/Evaluation	Responsibility
<p>There will be professional development opportunities , such as Skillful Teacher, Professional Learning Communities, and data analysis.</p>	<p>Division-wide math specialist has provided professional development opportunities for all math teachers on data collection, data analysis, and data interpretation.</p> <p>All teachers have completed or will be completing Skillful Teacher training.</p> <p>The math specialist will conduct an initial professional development meeting introducing the pacing guides to middle school math teachers. Math teachers will be instructed to monitor the strengths and weaknesses of the pacing guides throughout the 2012-2013 academic year. Teachers will be asked to share exemplary resources through reflection notes.</p>	<p>Division-Wide Math Specialist</p> <p>All SMS Teachers</p>
<p>A database of students who were not successful in the past on Standards of Learning Math tests will be made available to teachers.</p>	<p>All math teachers were provided with a database of all students at the beginning of the school year.</p>	<p>Principal</p> <p>Math Teachers</p>



2012-2013 School Improvement Plan Sandusky Middle School

A

IE07 - The principal monitors curriculum and classroom instruction regularly

Strategies	Evidence of Completion/Evaluation	Responsibility
Peer observations will be encouraged and scheduled on a need-to basis.	Peer observations are ongoing.	All Math Teachers
The school has developed a 6th Grade Transition Program to allow upcoming 6th graders to get a head start on middle school curriculum and expectations.	<p>Completed during the summers of 2011 and 2012</p> <p>A 6th Grade Transition Program is provided to rising 6th graders during the summer. It is funded by the 21st Century Grant under the supervision of the principal and the grant coordinator. The program runs from 1 to 2 weeks in August. This program facilitates the transition from elementary to middle school for 6th graders. It is open to all sixth graders.</p>	<p>Administrative Team</p> <p>21st Century Grant Coordinator</p> <p>Guidance Department</p> <p>All Teachers</p>
The principal will be the primary evaluator for all math teachers. In addition and to help establish the principal as the instructional leader of the school, the principal will do walk-throughs in every classroom in the building.	The principal is evaluating math teachers on a regular basis.	Principal



2012-2013 School Improvement Plan Sandusky Middle School


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

Strategies	Evidence of Completion/Evaluation	Responsibility
<p>While engaged in their Professional Learning Communities, all math teachers will use student learning data from the division wide interim math assessments (DWAPs) to evaluate students progress and to determine students in need of either remediation or instructional enhancement. Students with deficit areas will receive additional instruction, either one-on-one or in small groups, during or after the school day. SOL data from the previous year's test will be used to determine student placement in math for the following year and for eligibility in the 21st Century Community Learning Center at SMS. Teachers will document their DWAP data analysis and students who have received remediation.</p>	<p>An SOL Student Incentive was created.</p> <p>Math tutoring is available twice a week after school.</p> <p>The IXL software is an essential part of remediation efforts.</p>	<p>Administrative Team</p> <p>Guidance Department</p> <p>All Teachers</p>



2012-2013 School Improvement Plan Sandusky Middle School


A IIIA01 - All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.

Strategies	Evidence of Completion/Evaluation	Responsibility
<p>All middle school math courses recently had a pacing guide created which is designed using AP course audit format which incorporates SOLs, applets, activities, resources, and numbers of days to teach. Teachers were given copies of these pacing guides at the beginning of the 2012-13 school year.</p>	<p>All math teachers follow a pacing guide developed by the division.</p> <p>All middle school math teachers are provided with a course pacing guide, which is aligned with the VA SOLs, curriculum framework, and the division-wide interim assessments (DWAPs). The pacing guides will recommend applets, activities, and appropriate resources to guide instruction. Professional development was provided to teachers with respect to pacing guide implementation.</p>	<p>All Math Teachers</p> <div style="text-align: center; margin-top: 20px;">  </div>

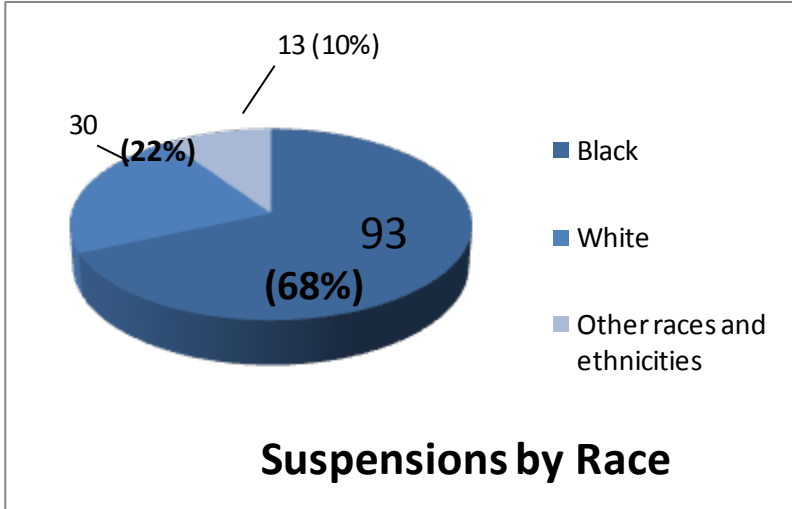
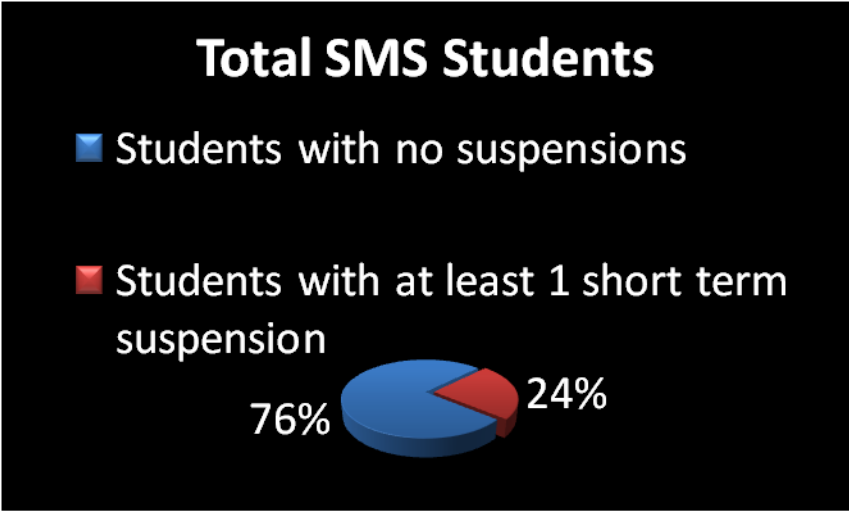
2012-2013 School Improvement Plan Sandusky Middle School

A

IIIA01 - All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.

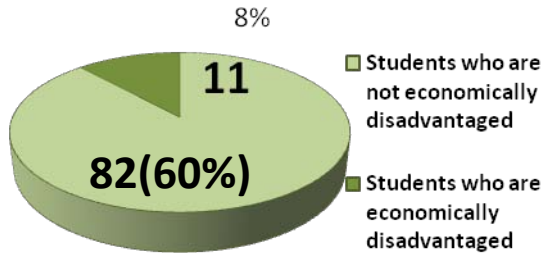
Strategies	Evidence of Completion/Evaluation	Responsibility
<p>Math teachers participated in a professional development training which focused on creating formative assessments based on the pacing guide content.</p>	<p>On 8-28-12, all math teachers participated in a division wide meeting where math pacing guides were introduced. Teachers were directed to provide feedback regarding the sequence of SOLs, pacing of instruction, and instructional resources contained in the pacing guides. Teachers were asked to share their feedback and any recommended, exemplary resources through "reflection notes" on the LCS intranet.</p> <p>On 10-22-12, all math teachers participated in a professional development in writing higher level items for assessments (i.e., formative and summative)</p> <p>On 1-14-13, all math teachers participated in a professional development on common formative assessments and their use with pacing guides.</p>	<p>Division-Wide Math Specialist</p> <p>All Math Teachers</p> <div style="text-align: center; margin-top: 20px;">  </div>

B SMS Goal: Decrease suspensions by 10% per year.

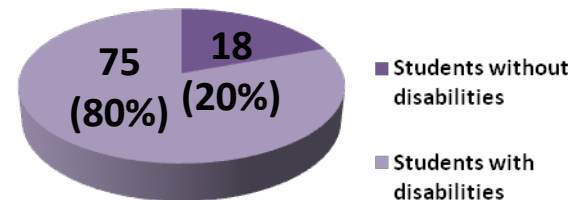


A CLOSER LOOK at the 93 black students with at least 1 short term suspension

How many are economically disadvantaged?



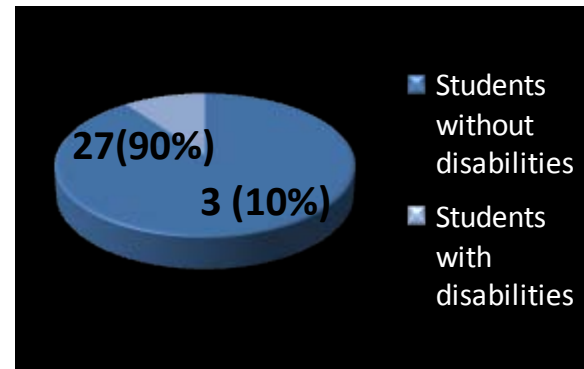
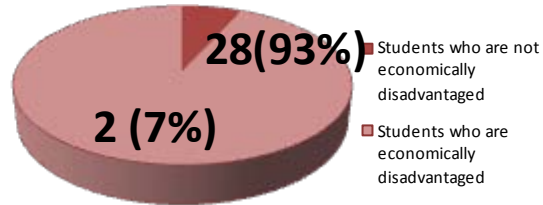
How many are students with disabilities?



B SMS Goal: Decrease suspensions by 10% per year.

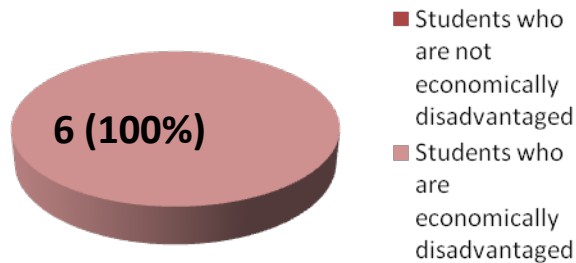
A CLOSER LOOK at the 30 white students with at least 1 short term suspension

How many are economically disadvantaged?

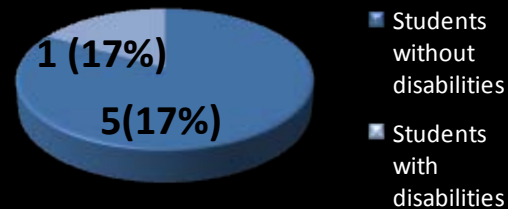


A CLOSER LOOK at the 6 other students with at least 1 short term suspension

How many are economically disadvantaged?



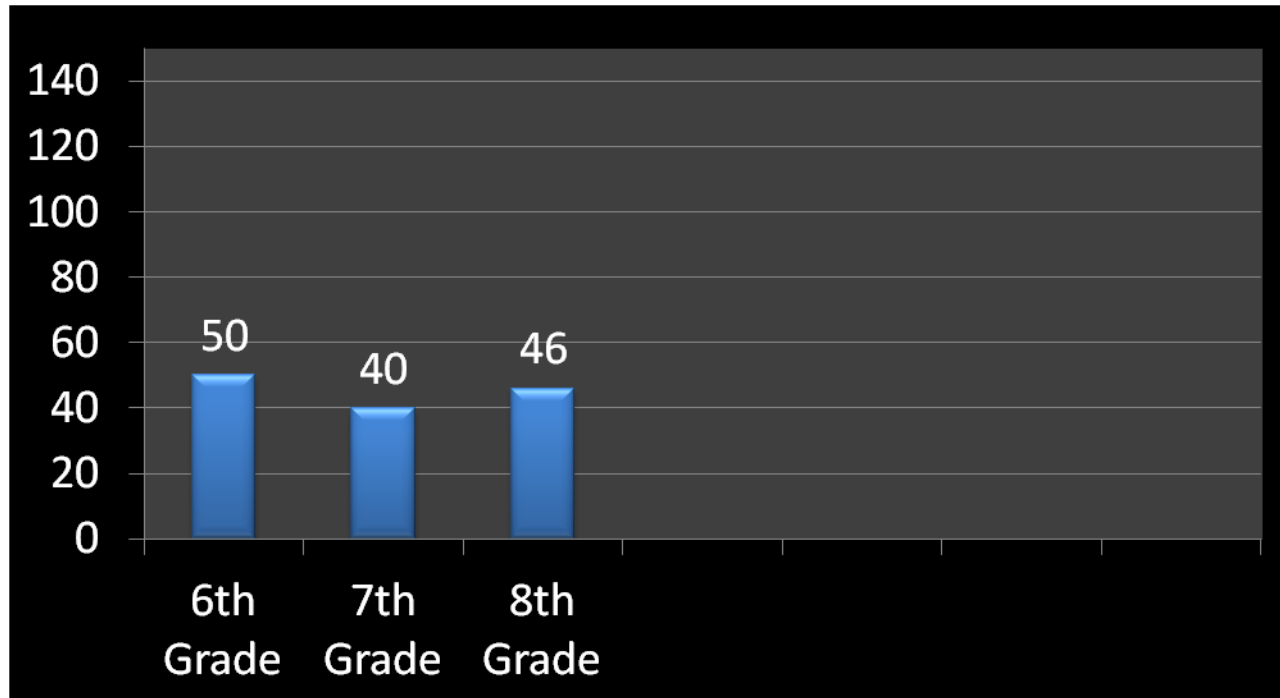
How many are students with disabilities?



B

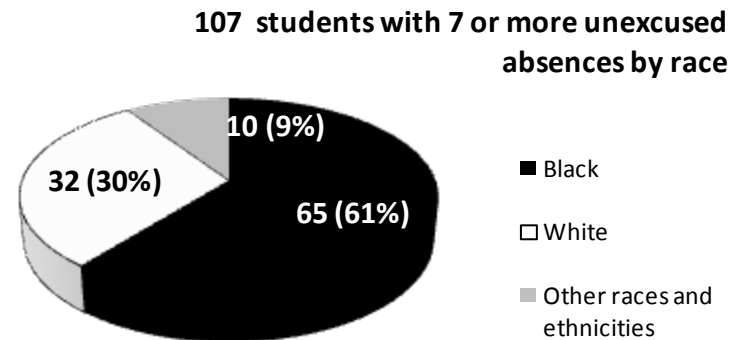
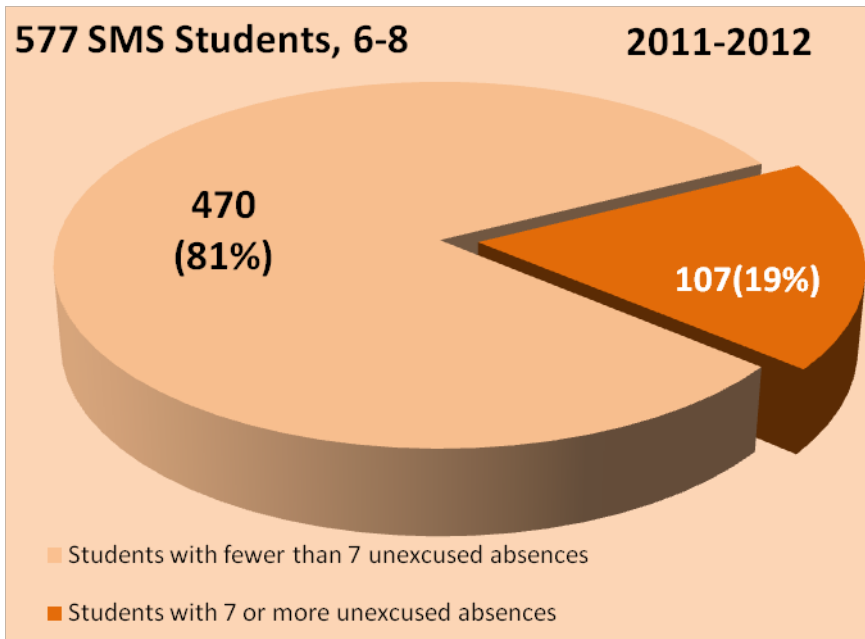
SMS Goal: Decrease suspensions by 10% per year.

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

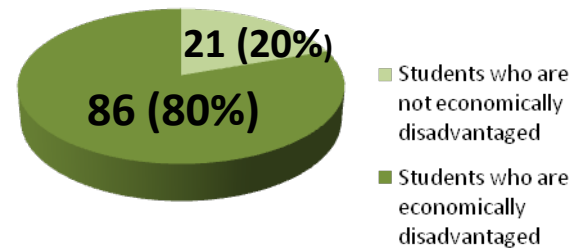


2012-2013 School Improvement Plan Sandusky Middle School

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



Of the 107 students with 7 or more unexcused absences, how many are economically disadvantaged?






Excellence In Behavior



2012-2013 School Improvement Plan Sandusky Middle School

B

IIIA27 - All teachers verbally praise students.

Strategies	Evidence of Completion/Evaluation	Responsibility
<p>The principal and assistant principals will conduct walk-throughs for each teacher. These walk-throughs will capture end-of-class sessions in order to gather data on teacher usage of effective questioning strategies and praise during closure activities.</p>	<p>Administrators document verbal praise in all classroom observations.</p>	<p>Administrative Team All Teachers</p> 
<p>The entire school community will promote verbal praise to students. Faculty and staff will be encouraged to provide verbal praise to students, often (more than once daily). In addition, faculty and staff will be encouraged by school leaders to attend extra-curricular events in which students participate.</p>	<p>The school improvement team created and shared a video with faculty demonstrating positive student-teacher interactions.</p> <p>Teachers attend extra-curricular activities throughout the school year.</p>	<p>All Teachers and Staff</p>
<p>Praise will be given to each student during each class sessions related to effort shown and classroom performance.</p>	<p>Administrators document verbal praise in all classroom observations.</p>	<p>Administrative Team All Teachers</p>

2012-2013 School Improvement Plan Sandusky Middle School

B

IIIA27 - All teachers verbally praise students.

Strategies	Evidence of Completion/Evaluation	Responsibility
Develop an incentive program for students who exhibit appropriate behavior during each 9 weeks.	Spartan Excellence; an incentive program that was created for students who met the criteria for success (no discipline referrals).	Administrative Team Guidance Department All Teachers
Develop a program to target students who present behavior challenges in two or more classes.	Behavior Team	Administrative Team Guidance Department All Teachers
A program for recognizing outstanding students who exhibit positive character traits.	Citizen of the Month recognizes 8 th grade students each month. 8 th grade teachers/administrators donate funds to a charitable organization of the students' choice.	8 th grade teachers Administrative Team

2012-2013 School Improvement Plan Sandusky Middle School

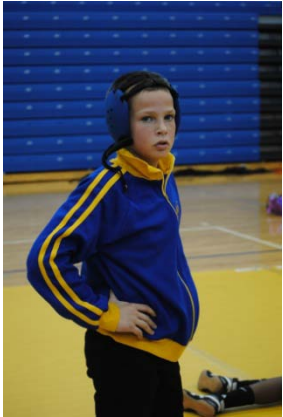
B IIC10 All teachers will reinforce classroom rules and procedures by positively teaching them.

Strategies	Evidence of Completion/Evaluation	Responsibility
All teachers will clearly establish classroom behavior expectations.	All teachers post their behavior expectations on classroom walls.	All Teachers





Excellence In Culture

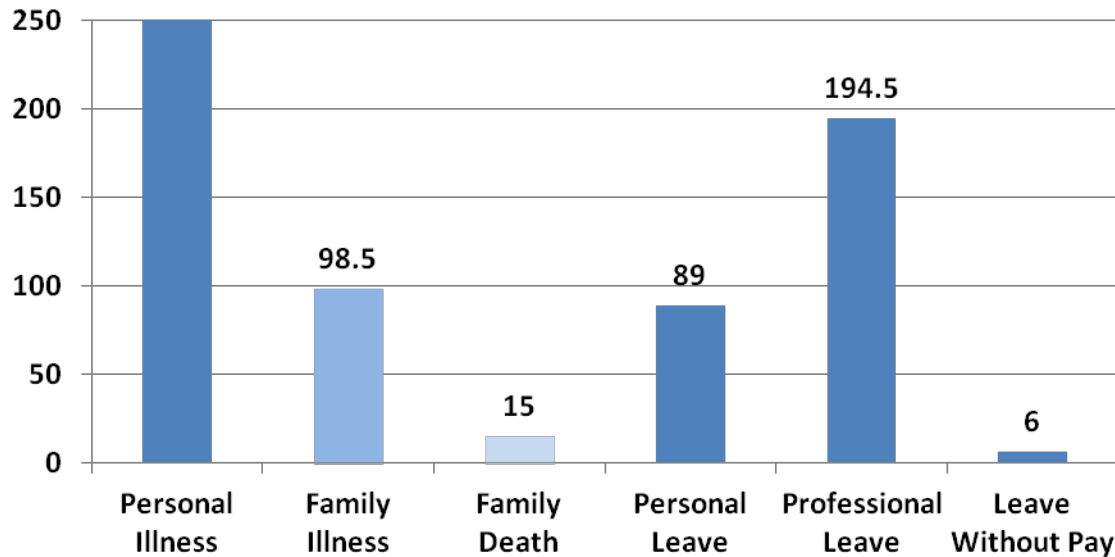


2012-2013 School Improvement Plan Sandusky Middle School

C

LCS Goal: Reduce costs associated with staff absences.

2011-2012 Staff Absences




66 employees reported a total of 839 absences.
436=personal illness
98.5=family illness
15=family death
89=personal leave
194.5=professional leave
6=leave without pay



2012-2013 School Improvement Plan Sandusky Middle School




C IIIA33 - All teachers interact socially with students (noticing and attending to an ill student, asking about the weekend, inquiring about the family).

Strategies	Evidence of Completion/Evaluation	Responsibility
<p>Administrators will conduct informal observations on daily interactions of staff and students. Faculty and staff who are not implementing this task will be coached by Ms. Thompson on appropriate responses and interactions with students related to praise. Coaching will include examples of positive comments that can be directed towards students and role playing exercises.</p>	<p>Administrators continually monitor teacher-student interactions.</p> <p>Results from the school culture survey were analyzed and shared with faculty and staff.</p>	<p>Administrative Team</p> <p>All Teachers</p> 
<p>All teachers and staff will have 10 positive interactions with 10 students for 10 seconds per interaction each instructional day.(10-10-10)</p>	<p>When this indicator is in full implementation, all faculty and staff and Sandusky Middle School will have positive interactions with at least 10 students every instructional day of the year.</p>	<p>Administrative Team</p> <p>All Teachers</p>
<p>Develop activities related to the school-wide incentive program that promote a positive school culture.</p>	<p>Spartan Excellence activities include, student-staff basketball game, fun day. In addition to Spartan Excellence, other activities include, AR trips, 8th grade day, 8th grade celebration, and awards assembly</p>	<p>Administrative Team</p> <p>All Teachers</p>



2012-2013 School Improvement Plan Sandusky Middle School

C IIIA33 - All teachers interact socially with students (noticing and attending to an ill student, asking about the weekend, inquiring about the family).

Strategies	Evidence of Completion/Evaluation	Responsibility
Principal's Student Advisory Council was created to seek student input and develop team and school spirit.	The Principal's Student Advisory Council has been created. Representatives from each grade meet with the Principal once a month to discuss concerns, ideas, and ways to improve SMS.	Principal 
Guidance has implemented leadership development programs.	Conflict management, healthy choices, and positive peer/teacher relationship programs have been implemented.	Guidance Department
SMS has developed an active Parent Teacher Organization.	The PTO has partnered with various school organizations and departments to foster positive relationships with the school and community.	Administrative Team PTO Teachers Guidance Department
Communication among the school, community, and parents.	Parent Newsletters are developed and disseminated, ConnectEd messages are sent to all stakeholders, bi-annual parenting workshops are held, newsletters are sent to parents, and a weekly newsletter is posted on SMS website.	All Teachers and Staff Guidance Department Administrative Team

2012-2013 School Improvement Plan Sandusky Middle School



Thank You!

