

# Linden Community Schools



## Linden Middle School 2009—2010 Annual Report

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# Board of Education

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2010—2011

Laura Starrs.....President

Pam Snyder.....Vice President

Mike Murphy .....Treasurer

Steve Murphy.....Secretary

Rick Kursik.....Trustee

Rob Rossow.....Trustee

Scott Maker.....Trustee

Ed Koledo.....Superintendent



## **Purpose of the Report**

The purpose of this report is to provide parents and community members with a review of the school's performance and improvement efforts, as well as the status of teacher qualifications and core curriculum alignment during the 2008-2009 school year. The contents of this report have been established by the standards of Public Act 25, the federal *No Child Left Behind* act (NCLB) and the state's new accreditation system- *Education YES!* Should you have any questions regarding the contents of this report, please feel free to contact the elementary school.

## **Mission Statement**

Linden Middle School in partnership with families and community is committed to student success by developing lifelong learners and responsible citizens in today's ever changing world.

## **Belief Statements**

The community, school, parents, students and staff believe:

- ◆ Schools improve when the community, parents and school staff work together.
- ◆ Every child has the right to be in a safe and secure environment.
- ◆ High academic standards apply to all students.
- ◆ Every child has innate educational rights that include intellectual, social, emotional and physical growth.
- ◆ Every child can and will learn in an appropriate, educational environment.
- ◆ Gains will not be achieved unless risks are taken.
- ◆ Individual excellence is attainable.

# Linden Middle School 2009-2010

***Welcome to Linden Middle School!***



Linden Middle School serves 724 students in sixth, seventh, and eighth grades. There are forty-six professional staff members that include one counselor, one social worker, six special education teachers, one school psychologist and one speech therapist to help meet student needs. Three trained para-professionals provide additional academic assistance. In addition, fifteen support staff employees include two secretaries, six cooks, seven aides, and four custodians. Julie Brown is the building principal, and Ken Foyder is the interim assistant principal. Indeed, the total staff plays a vital role as a TEAM to enable our students to become problem solving, critical thinkers who will become productive, life long learners and the leaders of tomorrow.

<b>Student Information</b>	
<b>Grade</b>	<b>Enrollment</b>
<b>Sixth Grade</b>	<b>Boys – 131 Girls– 111</b>
<b>Seventh Grade</b>	<b>Boys– 122 Girls– 120</b>
<b>Eighth Grade</b>	<b>Boys– 151 Girls– 94</b>

## Student Achievement

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### Linden Middle School MEAP Assessment Data Percent Proficient at Levels 1 & 2 for All Students

<b>Grade</b>	<b>Reading</b>	<b>Writing</b>	<b>ELA</b>	<b>Math</b>	<b>Science</b>	<b>Social Studies</b>
<b>Sixth</b>	95%			86%		86%
<b>Seventh</b>	88%			84%		
<b>Eighth</b>	87%			70%	79%	

*Shaded areas indicate that there is not a core assessment for that grade level*

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### Assessment Measurements for Success

Assessment in Linden Community Schools has traditionally depended on teacher generated assessments and MEAP results. As our academic curriculum is completed, phase two of the process is to find alternative means of assessing student success. We need to find other authentic ways of determining the learning rate of our students as they meet the standards outlined in our district's curriculum.

Writing portfolios, projects, expanded trips into the world of work, overnight trips, and lab work are some examples that we will be designing to ascertain student's achievement, skills, and competencies in the classroom.

# Student Achievement

During the 2007-2008 academic year; the Michigan Educational Assessment Program test was administered to all sixth, seventh, and eighth grade students. The staff will continue to analyze the results and suggest curriculum improvements needed to increase our student achievement.

## Subgroups

Subgroups consist of 30 or more students who make up one of the following categories: race/ethnicity, disability, economically disadvantaged, limited English proficiency. The MEAP and MME scores shown below represent the percentage of students performing at level "1" (Exceeded) or level "2" (Met Standards) on the state assessment in each of the subgroups.

<b>MEAP Proficiency All Students Grade 6 ELA</b>		
All Students	2008	
Boys	89%	
Girls	84%	
Ethnicity- Black, not of Hispanic Origin		
Ethnicity-White, not of Hispanic Origin	86%	
Economically Disadvantaged	69%	
Non-Economically Disadvantaged	93%	
Students with Disabilities	63%	

<b>MEAP Proficiency All Students Grade 6 Math</b>		
All Students	2008	2009
Boys	86%	90%
Girls	87%	86%
Ethnicity- Black, not of Hispanic Origin		
Ethnicity-White, not of Hispanic Origin	84%	85%
Economically Disadvantaged	68%	78%
Non-Economically Disadvantaged	89%	89%
Students with Disabilities	58%	56%

# Student Achievement

## MEAP Proficiency All Students Grade 6 Reading

All Students	2008	2009
Boys	85%	95%
Girls	88%	95%
Ethnicity- Black, not of Hispanic Origin		
Ethnicity-White, not of Hispanic Origin	86%	95%
Economically Disadvantaged	69%	94%
Non-Economically Disadvantaged	93%	95%
Students with Disabilities	63%	82%

## MEAP Proficiency All Students Grade 6 Writing

All Students	2008	
Boys	75%	
Girls	85%	
Ethnicity- Black, not of Hispanic Origin		
Ethnicity-White, not of Hispanic Origin	80%	
Economically Disadvantaged	69%	
Non-Economically Disadvantaged	93%	
Students with Disabilities	63%	

## MEAP Proficiency All Students Grade 6 Social Studies

All Students	2008	2009
Boys	80%	85%
Girls	86%	86%
Ethnicity- Black, not of Hispanic Origin		
Ethnicity-White, not of Hispanic Origin	84%	85%
Economically Disadvantaged	68%	78%
Non-Economically Disadvantaged	89%	89%
Students with Disabilities	58%	56%

# Student Achievement

## MEAP Proficiency All Students Grade 7 ELA

All Students	2008	
Boys	72%	
Girls	84%	
Ethnicity- Black, not of Hispanic Origin		
Ethnicity-White, not of Hispanic Origin	78%	
Economically Disadvantaged	57%	
Non-Economically Disadvantaged	83%	
Students with Disabilities	35%	

## MEAP Proficiency All Students Grade 7 Math

All Students	2008	2009
Boys	83%	85%
Girls	88%	84%
Ethnicity- Black, not of Hispanic Origin		
Ethnicity-White, not of Hispanic Origin	86%	84%
Economically Disadvantaged	71%	73%
Non-Economically Disadvantaged	90%	91%
Students with Disabilities	55%	47%

## MEAP Proficiency All Students Grade 7 Writing

All Students	2008	
Boys	66%	
Girls	73%	
Ethnicity- Black, not of Hispanic Origin		
Ethnicity-White, not of Hispanic Origin	78%	
Economically Disadvantaged	57%	
Non-Economically Disadvantaged	83%	
Students with Disabilities	35%	

# Student Achievement

## MEAP Proficiency All Students Grade 7 Reading

All Students	2008	2009
Boys	75%	86%
Girls	84%	91%
Ethnicity- Black, not of Hispanic Origin		
Ethnicity-White, not of Hispanic Origin	80%	89%
Economically Disadvantaged	57%	79%
Non-Economically Disadvantaged	83%	91%
Students with Disabilities	39%	69%

## MEAP Proficiency All Students Grade 8 Reading

All Students	2008	2009
Boys	84%	87%
Girls	83%	89%
Ethnicity- Black, not of Hispanic Origin		
Ethnicity-White, not of Hispanic Origin	84%	88%
Economically Disadvantaged	70%	78%
Non-Economically Disadvantaged	89%	91%
Students with Disabilities	47%	61%

## MEAP Proficiency All Students Grade 8 Writing

All Students	2008	
Boys	72%	
Girls	86%	
Ethnicity- Black, not of Hispanic Origin		
Ethnicity-White, not of Hispanic Origin	79%	
Economically Disadvantaged	68%	
Non-Economically Disadvantaged	83%	
Students with Disabilities	40%	

# Student Achievement

## MEAP Proficiency All Students Grade 8 ELA

All Students	2008	
Boys	82%	
Girls	90%	
Ethnicity- Black, not of Hispanic Origin		
Ethnicity-White, not of Hispanic Origin	85%	
Economically Disadvantaged	75%	
Non-Economically Disadvantaged	89%	
Students with Disabilities	53%	

## MEAP Proficiency All Students Grade 8 Math

All Students	2008	2009
Boys	83%	69%
Girls	79%	70%
Ethnicity- Black, not of Hispanic Origin		
Ethnicity-White, not of Hispanic Origin	86%	70%
Economically Disadvantaged	84%	46%
Non-Economically Disadvantaged	87%	80%
Students with Disabilities	37%	24%

## MEAP Proficiency All Students Grade 8 Science

All Students	2008	2009
Boys	81%	77%
Girls	91%	81%
Ethnicity- Black, not of Hispanic Origin		
Ethnicity-White, not of Hispanic Origin	86%	79%
Economically Disadvantaged	84%	58%
Non-Economically Disadvantaged	87%	88%
Students with Disabilities	63%	46%

## Accreditation

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Accreditation is a process where the staff, district personnel, and the Board of Education, as a district, undergoes a review of a set of pre-conditions or standards identified as necessary for a quality education. LMS is accredited by the State of Michigan.

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### PA 25 ANNUAL REPORT AND NCLB

- ◆ One hundred percent (100%) of Linden Middle School students participated in the state standardized test program.
- ◆ Linden Middle School is not a **Title I** school.
- ◆ Linden Middle School is accredited; met adequate yearly progress (AYP) and received a grade of “A” for *No Child Left Behind* (NCLB).
- ◆ Linden Schools have aligned curriculum to the state standards and benchmarks. Work in this area is ongoing and on target. The use of Curriculum Mapper® will further align grade-level and department teachers.
- ◆ One hundred percent (100%) of Linden Middle School staff is teaching in certified areas and are highly qualified.
- ◆ A provision of NCLB gives parents the right to know teacher qualification.
- ◆ Parents are welcome to visit the school and/or participate on committees pertaining to the school.
- ◆ Attendance rates exceed the county and state averages.
- ◆ Linden Middle School individual school assessments are on file at the school.

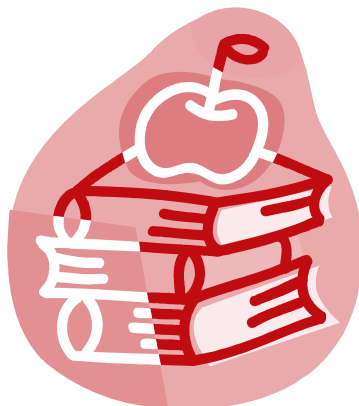
## Adult Roles for Linden Graduates

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**PA 339 requires our District to identify roles for which Linden Community Schools graduates are to be prepared to participate effectively as adults in our democratic society.**

A Linden Community Schools graduate must be:

- ◆ A knowledgeable person who demonstrates academic proficiency and applies learned skills and concepts to school, work, and life.
- ◆ An effective communicator who expresses ideas clearly to diverse audiences in a variety of ways.
- ◆ A self-directed problem solver, who continues to learn, adapts to change, takes responsibility for individual actions, sets achievable goals, makes competent decisions and generates alternative solutions.
- ◆ A collaborative worker who functions effectively as part of a team.
- ◆ An informed citizen who understands the need for community involvement and recognizes the rights and responsibilities of American citizenship and global relationships



# Curriculum and Instruction

- School Improvement
- Curriculum Adoptions
- Curriculum Resources

## School Improvement

- 2007-2008 School Year
  - Middle School joined DSIC
- 2008-2009
  - Middle School implemented Writing Goal
- 2009-2010
  - Middle School developed Mathematics Goal
  - Middle School developed Reading Goal

## District School Improvement Committee (DSIC)

### Goal of DSIC:

- To streamline the school improvement process across the Linden Community School District
- To Align:
  - Curriculum
  - Instruction
  - Assessment
- Members and their Roles
  - Curriculum Director
    - \* Facilitator, Data Analysis, Curriculum Alignment and Coordinate Professional Development
  - Principals
    - \* Data Collection, Co-facilitate Building Committee
  - Building Representatives
    - \* Co-facilitate Building Committee
- 2009-2010
  - DSIC
  - Writing Steering Committee
  - Grade Level Development
  - Professional Development

# School Improvement Goals

During the 2008-2009 school year, we met as a district team and as a school team to develop school improvement goals. Our intent is to make our school improvement process more efficient and more streamline. The School Improvement team intends to work as a district to accomplish new district goals. We have already identified some common goals as derived by our MEAP scores, which can be better met by working consistently as a district. Throughout the 2007-2008 school year, our staff continued to utilize our district assessment tools to measure students' progress. Our Ed YES! Grade is a B.

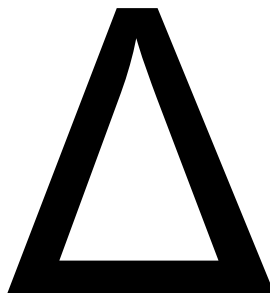
## 2009-2010 School Improvement Strategies/Goals include:

- Goal: All students will increase proficiency in writing.
- Strategy 1: K-8 A common/shared language will be implemented and developed for staff and students
- Qualities of Good Writing
  - Anchor Charts
  - Professional Development
  - MEAP analysis
- Strategy 2: Develop and implement units to correspond to district's year-long plan.
- Professional Development
  - Curriculum Mapper (pacing guides/unit overview.
- Strategy 3: Develop and implement drafting guidelines for all 6-8 staff to utilize.
- All Staff will implement prewriting strategies based on form and purposes; departments will develop department expectations and tools for implementation.

MEAP Writing Assessment

**Assessment**

Local Prompt Writing  
Pre/Post



6-8 Authentic Writing  
Annual and Mid-year Assessment  
-Prewriting Rubric

## Parent Participation

	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>
<b>Open House</b>	<b>90% 699 students</b>	<b>95% 688 students</b>	<b>89% 730 students</b>
<b>Parent/ Teacher Conference-Fall</b>	<b>91% 699 students</b>	<b>89% 644 students</b>	<b>82% 730 students</b>
<b>Parent/Teacher Conference-Winter</b>		<b>80% 642 students</b>	<b>76% 730 students</b>
<b>Parent/Teacher Conference-Spring</b>	<b>77% 699 students</b>	<b>79% 640 students</b>	<b>51% 729 students</b>

## Professional Development

### Professional Development Opportunities

Teachers, counselors, support staff, and administrators attended workshops, in-services, conferences, and meetings to improve the educational process and maintain current with best practices. Members of Linden Middle School staff attended conferences in reading, handwriting, technology, and the writing process. The following are examples of the professional development attended by LMS:

MLPP Training and Certification  
 GISD Pioneer Teacher Training (Technology)  
 Department Level Teacher Meetings  
 Teacher Mentoring  
 Reading Workshop  
 National & State Conferences  
 Where Everybody Belongs (WEB)  
 Book Study; *Classroom Instruction that Works*  
 Exam View

WebGrader  
 Soar to Success  
 Technology Lunches  
 Middle School Concept  
 Differentiated Instruction  
 Curriculum Mapper  
 MME/ACT Writing Workshop  
 Nancy Atwell

## Points of Pride

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- ☺ **Advisory time consisted of: study time, silent reading, Project Wisdom, current events, and team activities including gym time.**
- ☺ **Sixth grade advisory time was spent on book studies on *7 Habits of Highly Successful Teens* and *I'm in Middle School...How Will I Survive?***
- ☺ **The sixth grade teams were pure teams, with four core teachers on each team. This allowed students consistency with teachers and also allowed the sixth grade schedule some flexibility. This allowed for a 25 minute study hall after lunch. As with advisory classes, students had the opportunity to go to different classrooms to work with teachers, complete missing assignments, and/or make-up tests and quizzes.**
- ☺ **Linden Community Schools had the best overall attendance rate in Genesee County.**
- ☺ **Five Parent Koffee Klatches were hosted during the year. Parents met informally with the principal to learn first hand about school activities and programs, discuss concerns, ask questions, and make suggestions.**
- ☺ **The fifth annual Educational Development Planning informational meeting was held for parents of eighth grade students in January. Parents learned how to access their student's EDP and view career interests and high school class choices.**
- ☺ **Along with the rest of the district, the middle school continues to align the curriculum and document it in Curriculum Mapper. This program allows curriculums to be available on-line, provides teachers the opportunity to develop and share lesson plans, and map out lessons through the year, ensuring that all content is covered.**
- ☺ **The fourth annual Student Council Talent Show entertained us with various student acts. It allowed the student body to experience and observe the many talents of their peers.**
- ☺ **The Student Council brought the program, Rachel's Challenge, to the Middle School. This anti-bullying program teaches, encourages and fosters a community of kindness, compassion and acceptance.**

## Points of Pride

- ☺ Utilizing a vocational career education grant, LMS hosted its seventh annual Career Fair in March. The Career Fair provided students with an opportunity to learn about various professions and vocations to consider for the future. Mrs. Tonya Armour, with help from Genesee County, secured speakers for the day.
- ☺ The Fenton Area Optimist Club sponsored a luncheon honoring Linden, Lake Fenton, and Fenton middle school students. Five Linden Middle School students were honored for the turnaround in academics, leadership, and attitude displayed throughout the school year.
- ☺ This was the fifth full-year that video announcements were aired on a daily basis. Video announcements were Web-based this year and extended beyond announcements into public service announcements and advisory competitions.
- ☺ The seventh grade Lifesaver Team took their annual trip to the Detroit Zoo. This furthers student understanding about the importance of protecting endangered species.
- ☺ The annual Linden Follies Program was supported by LMS staff. The money raised from the follies goes to purchase Christmas Express food and gifts for Linden families in need during the holiday season.
- ☺ Eighth grade student, Alex Gedeon, underwent heart transplant surgery this spring. Students rallied to support Alex through fund-raisers and get well wishes. Students raised over \$500.00 for the Gedeon family.
- ☺ The sixth grade went to Imagination Station in Ohio. Students were able to experience hands-on math and science skills through the activities in the interactive museum.

## Points of Pride

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- ☺ The program, Where Everybody Belongs (WEB), is in its third year this year. This program trains eighth-grade students to be mentors for the incoming sixth graders. This spring, over eighty seventh grade students went through the initial training. They will participate in a two-day intensive training in August, and then run the sixth grade orientation before school begins.
- ☺ A team of LMS staff and students visited the fifth graders at Linden, Central and Hyatt Elementaries as a first step to their transition to middle school. After brief presentations by the middle school principal, counselor, social worker and band teacher, two eighth grade students spent time discussing middle school life and answering questions.
- ☺ The eleventh annual parent orientation for incoming 6<sup>th</sup> grade families was held in April, after the fifth grade visitations. Parents were welcomed by the building principal and counselor, and then parents moved to different stations to learn about different opportunities offered in the middle school. The evening ended with a tour of the sixth grade wing and classrooms.
- ☺ Middle School will offer one section Spanish I to seventh grade students next fall. Initial indications show strong support for the program as over 70 students have requested the class.
- ☺ The Student Council continued its traditional Angel Link fund-raiser, and we are proud to say, they extended their leadership by providing the student body with several fun and meaningful events throughout the year: Homework Heroes, spring spirit days, and the school-wide talent show. New this year was an anti-bullying campaign designed to raise awareness, educate students, and provide tools to combat bullying behavior. Thanks to Mrs. Coleman, the student council advisor, and the student council representatives for a great year.
- ☺ National Junior Honor Society implemented an annual spring cleaning day. Students spent the day outside picking up trash, pulling weeds, and generally beautifying the campus.
- ☺ Student council sponsored a letter writing initiative. All LMS students wrote letters to active military members overseas. Student council members wrote letters to local war veterans, spending a day with them to have lunch and share stories.

## Points of Pride

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- ☺ Mrs. Beckman's advance sixth grade math class sponsored the annual Peanut Butter and Jelly drive this winter. LMS students raised over **200** pounds of peanut butter and jelly for needy families.
- ☺ For the twelfth year, the LMS Summer Academy provided an alternative opportunity for those students in jeopardy of being retained, to be successful and promoted to the next grade level. Over **30** students participated in the academy.
- ☺ The eighth grade Washington D.C. trip continued this fall. Close to **200** students and **60** parent chaperones went on the trip. The five days of non-stop touring, learning, and understanding was fantastic!
- ☺ Two Academic Honors assemblies were held to celebrate and honor the students who received all "A" and/or "A" and "B" grades for the first two trimesters. There were over sixty students in each grade recognized.
- ☺ The Detroit Pistons coach Aaron came to speak to the students this fall. The message centered on working hard for your dreams. Even if you do not become a professional basketball player, you may still be able to be part of a professional basketball team's organization— just as Aaron, our speaker, did. One student sunk three consecutive shots to win four Piston's tickets. Afterward, the student body sold Piston tickets for a reduced cost, raising money for student activities.
- ☺ The Educational Development Plan (EDP) process continues to be successful. Students begin the process taking the ACT Explore Test in 7th grade. In 8th grade, students continue with Career Matchmaker, career research, goal building, and finalizing their four year high school plan. After completion, students are invited to an EDP celebration.
- ☺ Three academic support classes ran this year. Students showing gaps in reading, writing and mathematics were placed in academic resource, along with their regular language arts and/or mathematics classes.
- ☺ Use of Curriculum Mapper continued this year. Staff complete maps as the year progresses, focusing on pacing, curriculum, and lesson design.

## Points of Pride

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- ☺ **The Scrip fundraiser program is in its third year. Community members purchased gift cards from various vendors to raise money for student activities.**
- ☺ **The annual 8<sup>th</sup> Yearbook Signing Party took place Thursday, June 10<sup>th</sup>. Thanks to our parents who sponsor the event and work so hard to make it a success!**
- ☺ **Eighth grade graduation was held Friday, June 11<sup>th</sup>. We had a comfortable crowd for the ceremony. Eighth grade students were invited to leave with their parents, enjoying an afternoon together.**
- ☺ **A highly successful two-week Band Camp took place immediately following the end of the school year. This camp helps prepare sixth grade students for band in the fall and also provides current band students the opportunity to improve their skills.**
- ☺ **The eighth grade band received a I rating at both the District and the State Festival.**
- ☺ **The seventh grade band received a I rating allowing them to advance to the State Festival. At the state level the students earned another I rating.**
- ☺ **The annual band trip this year was to Chicago. Students enjoyed a musical production, shopped and toured the city.**
- ☺ **Students attended assemblies focused on responsibility, following your dreams, and the importance of perseverance in attaining your goals. The highlights of the assemblies included: the “big hair contest,” “Simon Says,” and teacher/student basketball shooting competition.**
- ☺ **Improved parent communication continues to be a goal of LMS. The school continues to use monthly bulletins, Parent Web, WebGrader, WebNotes, and Synervoice to communicate with parents on a regular basis.**
- ☺ **The eighth grade hosted a Civil War Reenactment. Adults came to the school playing out different events of the Civil War, entertainment, and general trivia of that historical time period.**

## Points of Pride

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- ☺ **The fine arts department showcased student talent in a variety of ways: band concerts, choir concerts, and the annual art fair.**
- ☺ **LMS in accordance with district beliefs formed business partnerships with the Detroit Pistons and Uncle Ray's Ice Cream. These partnerships foster a link among students, community and the workplace.**
- ☺ **For the second year, the sixth grade teams implemented a team-building/cooperation day with their students. Staff from Covenant Hills comes to Linden Middle School and puts students through a series of problem-solving activities. Students learn to work together and rely on each other through this program.**
- ☺ **The eighth grade Spanish I class took a field trip to experience authentic Spanish cuisine, traveling to a restaurant in the Detroit area. Not only did the students enjoy the excellent atmosphere, they practiced using their Spanish skills to order their meals.**
- ☺ **Eighth grade students went to the play *The Diary of Anne Frank*. This was a capstone field trip, tying together the instruction students had both reading the play and learning the historical time period.**

# Special Education

The goal of special education is to ensure that students learn the necessary skills for functional independence within our community. Students are placed in the special education program through an Individualized Educational Planning Team process, where parents, local educators and GISD staff develop individualized programs tailored to each student's needs. The Special Education students in Linden Community Schools are eligible for services from birth through the age of twenty-six. Behavioral, academic, or physical handicap conditions are given appropriate support. Genesee Intermediate School District Special Education Schools teach:

- ◆ Academic skills
- ◆ Independent living skills
- ◆ Communication skills
- ◆ Job and prevocational training
- ◆ Social living habits and self care

## Technology: A Tool for Learning

Linden Community Schools' Board of Education has taken the position that computers and other technological tools are a means of assisting learning in the classroom. As such, the use of technology will be incorporated into academic areas—not a course unto itself.

The integration of computer use, and all that it implies, into the classroom will enhance student learning through the rich and exciting ways that this "tool" can assist the teacher in making the lesson relevant and meaningful.



## 2010-2011 School Year Goals for LMS

- ◆ The staff will seek to strengthen their understanding of the Middle School Concept through team meetings and professional learning communities.
- ◆ An All School Open House will be held prior to the start of the school year so students and parents will have the opportunity to meet staff as well as become familiar with schedules, classrooms, and lockers.
- ◆ LMS will continue with the District School Improvement Committee. Initial data lead the staff to focus reading and mathematics for the next set of goals. Next year we will continue to focus on the writing goal and finishing the development of the mathematics goal.
- ◆ Academic time two days a week will again be in place during advisory time. Character education through the use of Project Wisdom will be shared each Monday.
- ◆ The counseling and social working staff will hold welcome breakfasts for students new to LMS.
- ◆ The LMS Child Study process will continue the shift of focus from special education testing referrals to intervention strategies used within the regular education classrooms to improve student achievement. Students will be identified, tracked, and provided additional support to help raise student achievement. An added element of RtI will be implemented.
- ◆ Curriculum alignment K-12 will continue with the use of Curriculum Mapper. Grade level and content area teachers will work together to align curriculum and develop an instructional calendar, insuring all Grade Level Expectations are covered.
- ◆ Staff will complete common assessments in all content areas.
- ◆ Common assessments will be developed through Exam View where results can be gathered and the data analyzed. The information will be used to strengthen curriculum.
- ◆ Each content area will incorporate a writing unit in support of the writing school improvement goal.
- ◆ Each content area will incorporate intentional reading instruction into their curriculum in support of the reading goal.
- ◆ Math classes will implement the Big-10 Challenge in support of the mathematics goal.
- ◆ Advisory classes will deliver one problem-solving activity each week in support of the mathematics goal.
- ◆ WebGrader will be used by all LMS teaching staff. Parents will have grades accessible to them through the LCS web site.
- ◆ Academic support classes will be offered **four hours** of the day. Students are placed in this classroom based on MEAP tests, teacher recommendation, child study referrals and/or current academic standing. Teachers will use research-based instruction/practices to strengthen weak academic areas for students and “close the gap” in their learning.
- ◆ Continued curriculum alignment among core areas and grade-level teachers will occur.
- ◆ The Chain Links Club will begin, nurturing a kind, compassionate environment in LMS.

# Join Us in a Partnership for Our Children

Linden Middle School is a partnership among students, staff, parents, and community. We welcome you to become involved and hope to see you as a proactive member of our school family.

Please feel free to call your child's advisory teacher or our office for information on how you can become an active part of the learning experience that is happening at LMS.

If you would like any other information not covered in this report, please contact us and every effort will be made to provide the answers to your questions.

We look forward to an exciting and purposeful school year. Your participation and support will help enable us as a team to continue to learn and grow both as a school and as a community.

*Remember our motto:*

**Together Everyone Achieves More!**

