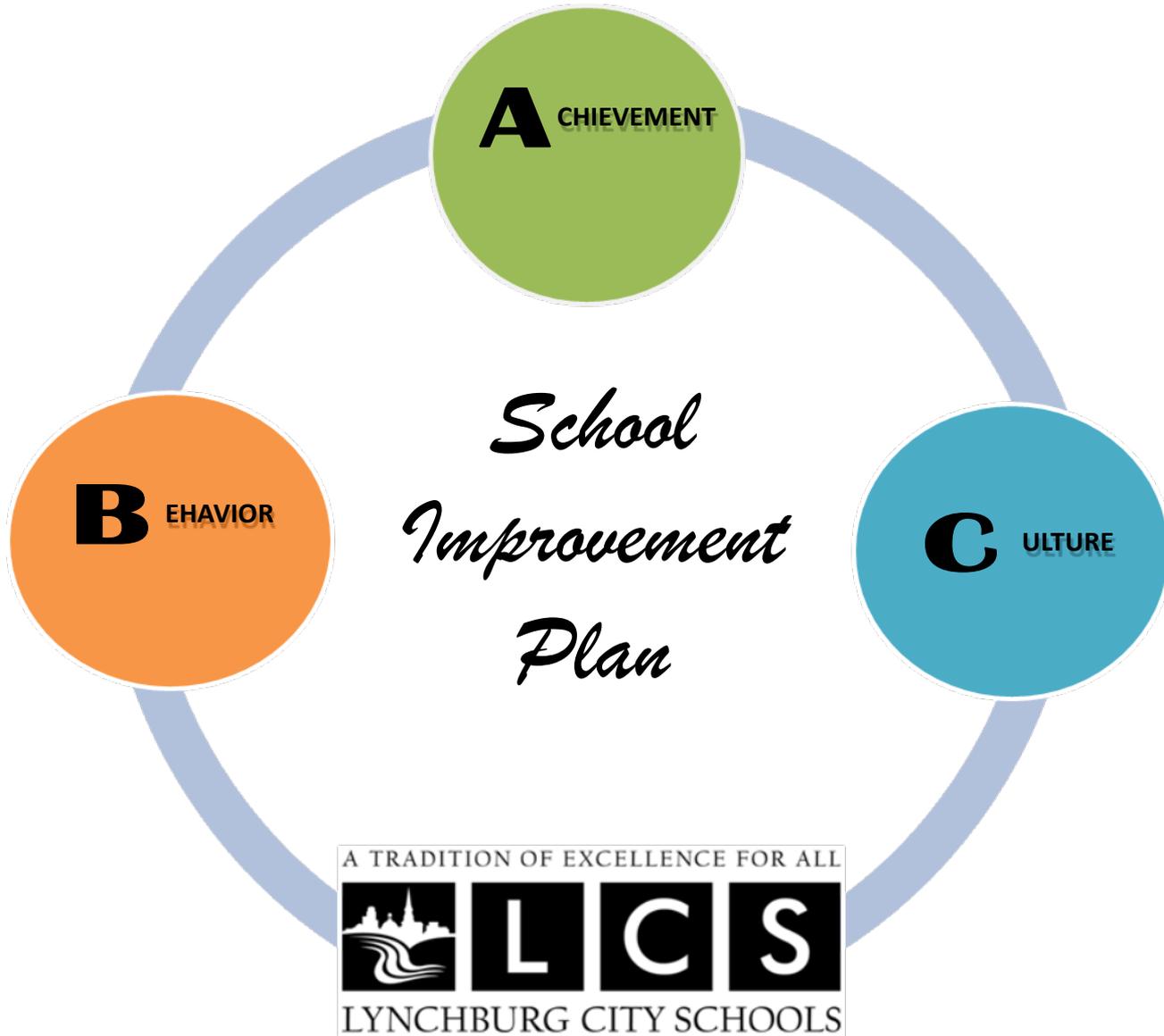




Heritage High School



ACHIEVEMENT

BEHAVIOR

CULTURE

*School
Improvement
Plan*





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

Division-wide Indicators of Excellence

Excellence in
Achievement

Excellence in
Behavior

Excellence in
Culture

Achievement Matrix

A CHIEVEMENT

- Maintain Graduation rate with 85 points or more
- Maintain Accreditation status in all SOL areas
- Reduce the number of student failures by 2 to 5%

Behavior Matrix

B EHAVIOR

- Decrease the number of student referrals by 5 to 10%
- Improve Student Attendance by 5 to 10%

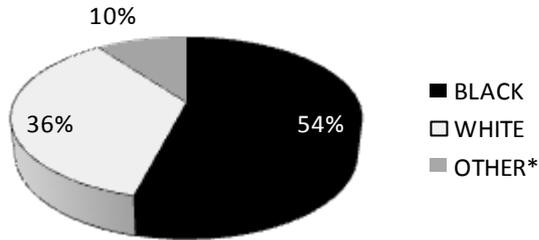
Culture Matrix

C ULTURE

- Improve Staff Attendance by 2 to 5%
- Analyze results of the School Culture Survey and form the Principal's Cabinet
- Increase Parental Involvement and Volunteers by 2 to 5%

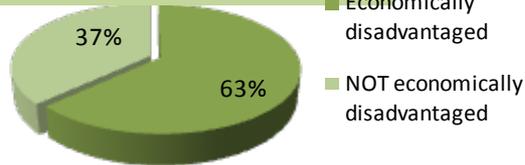
INTRODUCTORY DATA:

2011-2012 STUDENT POPULATION BY RACE

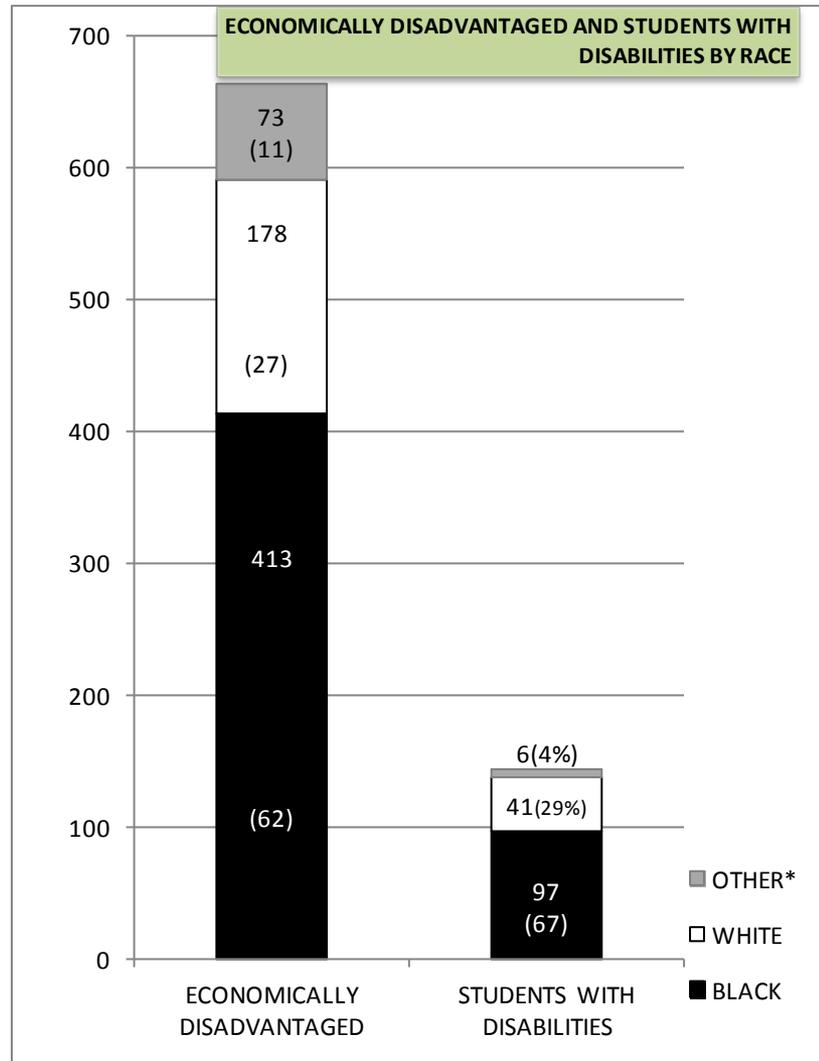
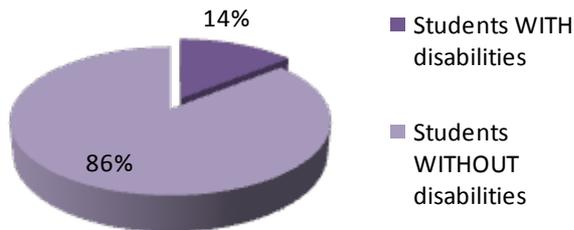


STUDENT POPULATION SPLIT BY ECONOMICALLY/

NOT ECONOMICALLY DISADVAN



SPLIT BY STUDENTS WITH DISABILITIES



*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.



Excellence in Achievement

Why: Academic Excellence is the distinguishing characteristic of the school division.

How: Fully accredited schools provide programs that challenge the intellect and maximize the potential of each student.

Indicators of Excellence

- Maintain Graduation Rate of 85 points or more(Federal Graduation Indicator, Diplomas/Completers, Dropouts)
- Maintain Accreditation status in all SOL areas
- Reduce the number of student failures

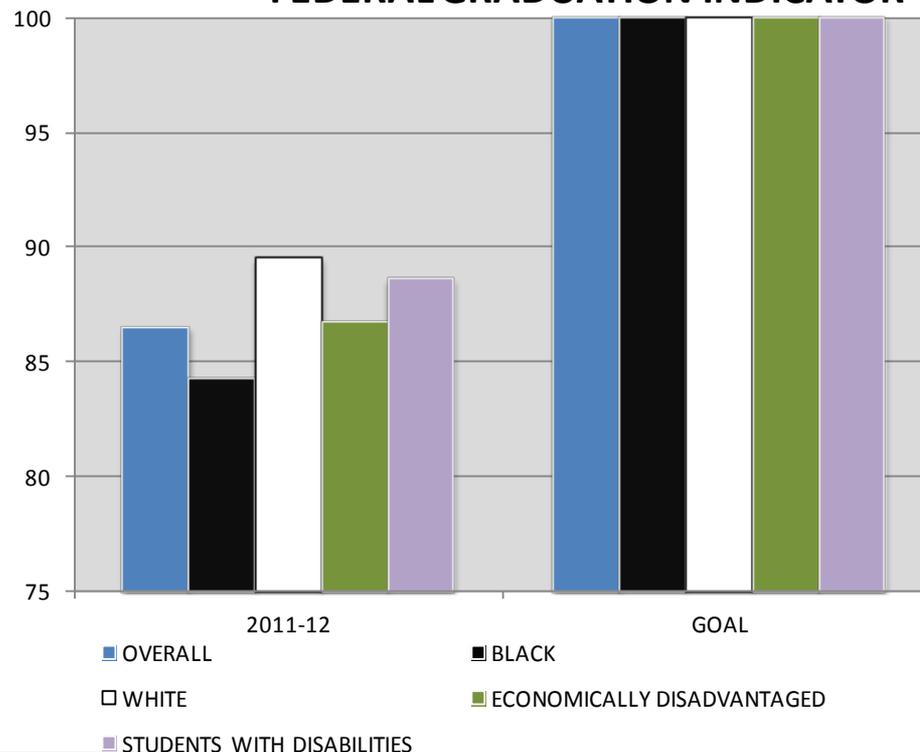
VISION: Tradition of Excellence for All

MISSION: Every child by name and by need to graduation

GOAL: Decrease the percentage of students not graduating on time by 10 percent each year while narrowing the gap between whites, minorities, economically disadvantaged and students with disabilities.

** **Federal Graduation Indicator:** High schools, school divisions, and the state must meet annual objectives for the percentage of students who graduate with a Standard or Advanced Studies Diploma. This AYP objective is known as the Federal Graduation Indicator to distinguish it from the Virginia On-Time Graduation Rate, which includes all Board of Education-approved diplomas.*

FEDERAL GRADUATION INDICATOR



NOTE

This number includes the percentage of students in each subgroup obtaining a standard or advanced diploma.

This number does not include students who earned a modified standard diploma, special diploma, GED, or certificate of completion.

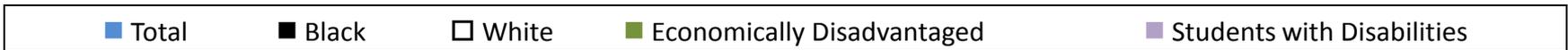
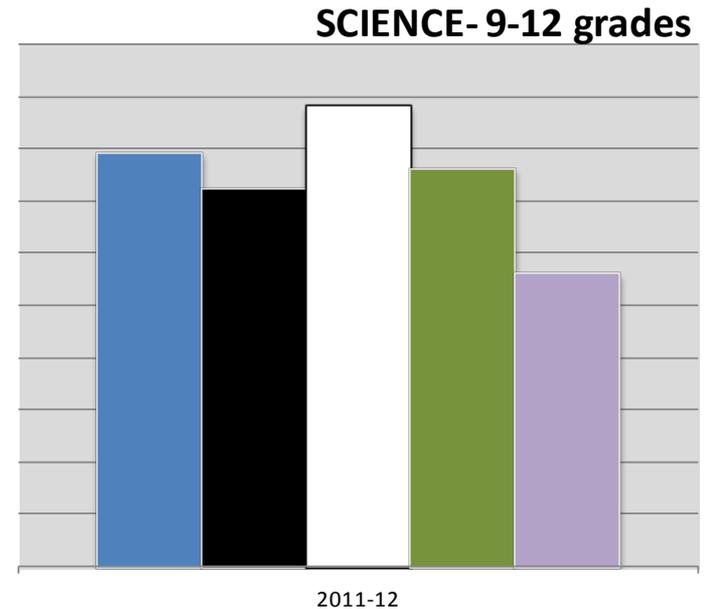
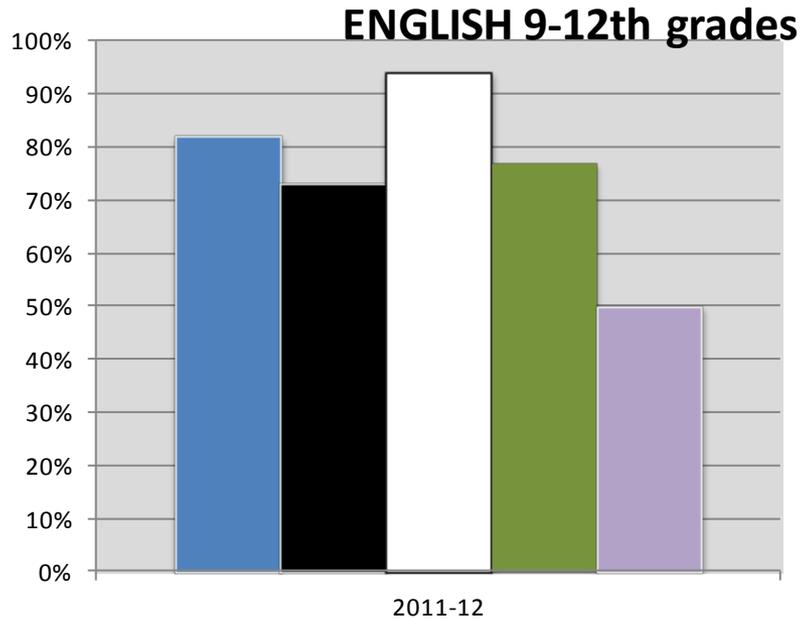


2011-2012	Black	White	Other	Total Completers	Students With Disabilities	Economically Disadvantaged
Standard Diploma	81	40	4	125	17	86
Advanced Diploma	60	62	13	135	1	74
Special Diploma	4	1	0	5	5	3
Certificate of Completion	1	0	0	1	0	0
GED						
Modified Standard Diploma	10	3	0	13	13	8
GED/ISAEP	8	2	0	10	1	6
Other Completers (not STD or Advanced Diploma)						
Totals:	164	108	17	289	37	177
Cohort Completion Rate	84.2	89.5	94.4	86.5	88.6	86.7
Virginia On-Time Grad Rate	82.7	90.8	86.5	88	84.9	81.7

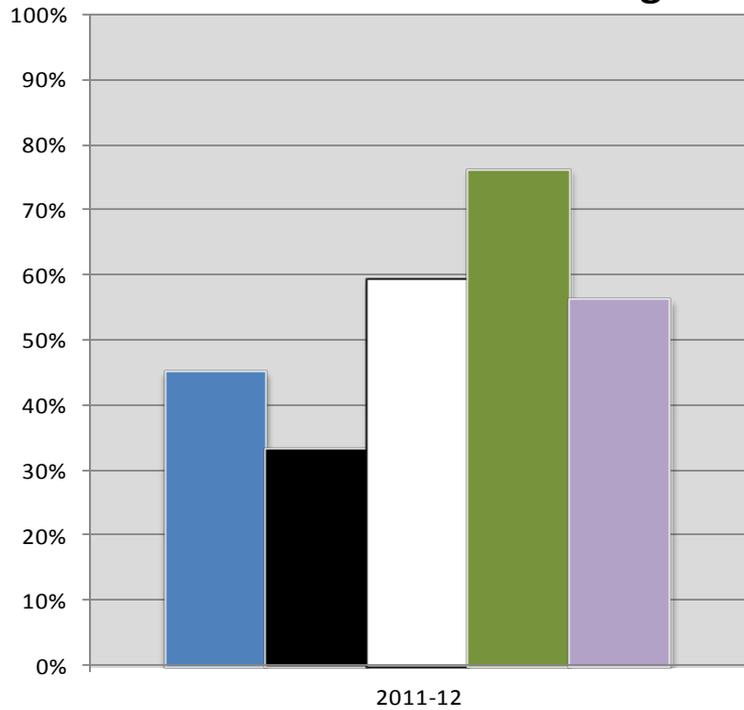
STRATEGY	EVALUATION/EVIDENCE OF COMPLETION	RESPONSIBILITY
Track and monitor the current year's graduation cohort	Spreadsheet to track each student as to current enrollment and whether or not each student is on track to graduate	Tim Beatty Jason Jamerson Paul Johnson Susan Smith Guidance counselors Kelly Bryant Brenda Meeks
Transition of rising 9 th graders to Heritage High School	Freshman Orientation Program week before registration – parents and rising freshman register and meet with teachers and guidance counselors Freshman Mentee Program to track academic and behavioral progress of 9 th graders	Teachers and support staff Guidance Counselors Administrators NHS members MCJROTC SCA
Continuation of Enrichment period to provide remediation and mentoring to students	Log sheet maintained by Enrichment teachers	Classroom teachers
Continuation of 2nd Chance as credit recovery program	Number of participants and rate of course completion	Teachers
Continuation of graduation lab for credit recovery	Number of participants and rate of course completion	Counseling department
Continuation of Coaches in the Classroom tutoring program	Academic grade reports created for in-season athletes every two weeks to monitor student progress and program effectiveness	John Meadows
Continuation of Project Graduation to assist students in passing needed SOLs	SOL passage rate	Aisha Rodriguez
Implementation of Beacon of Hope Future Center		Maggie Davis Guidance Counselors

VISION: Tradition of Excellence for All **MISSION:** Every child by name and by need to graduation

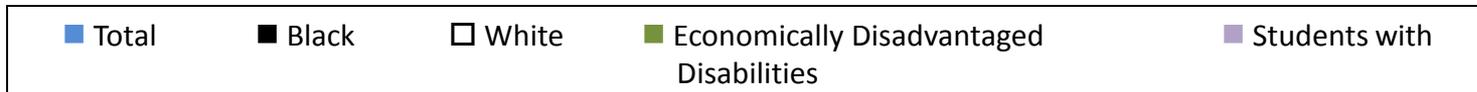
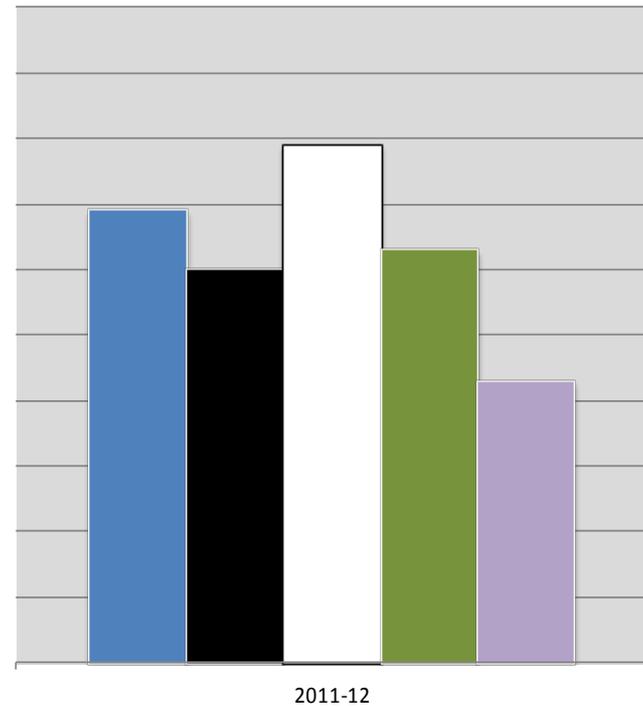
GOAL: All schools will be fully accredited and all subgroups will show positive progress each year toward meeting the Annual Measureable Objectives on SOLs as determined by the Virginia Department of Education.



MATH-9-12 grades



SOCIAL STUDIES-9-12 grades



STRATEGY	EVALUATION/EVIDENCE OF COMPLETION	RESPONSIBILITY
Implementation and usage of division wide pacing guides	Classroom observations, 9 week Pacing Guide Reports	Administrators, Department Chairs, and Classroom Teachers
Implementation and usage of common planning periods	Meeting minutes posted to shared folder on network drive , Master Schedule	Classroom teachers, Guidance and Administrators
Implement additional remediation for SOL and/or semester failures	Tracking SOL scores to determine who is eligible for the additional remediation	Guidance, Remediation Classroom Teachers
Continuation of double blocking struggling Algebra I students in a math lab	Master Schedule, Math Lab	Guidance, Susan Stanbery, Kelly Bryant, Rhonda Chisholm

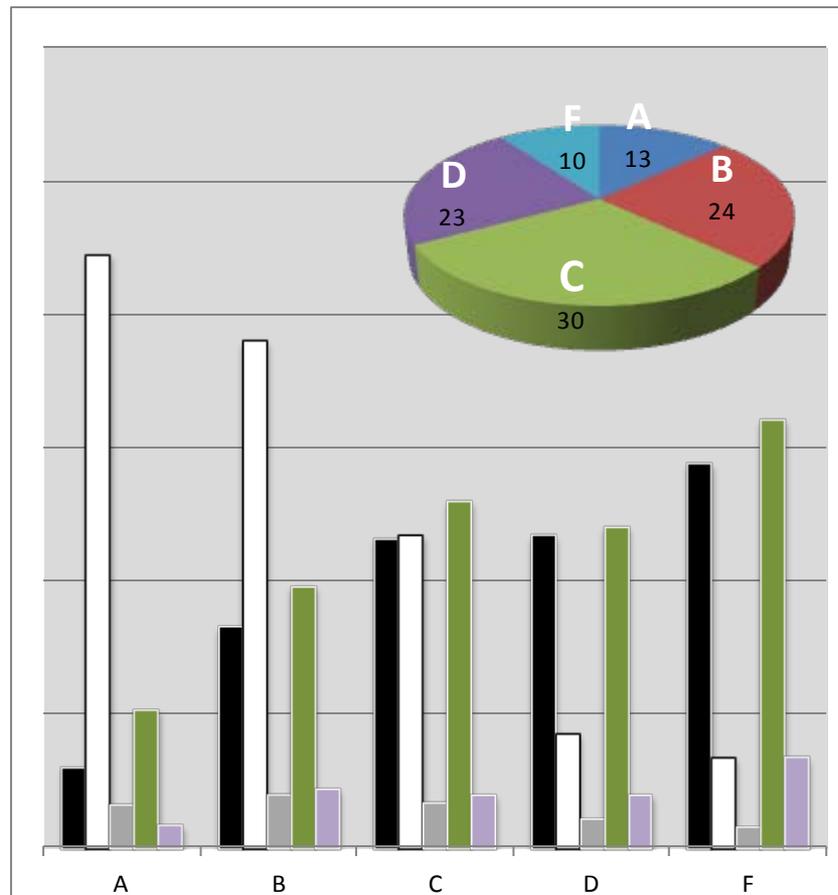
VISION: Tradition of Excellence for All

MISSION: Every child by name and by need to graduation

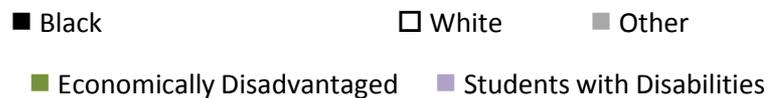
GOAL: Review grading practices and develop instructional strategies that encourage students to accurately demonstrate what they have learned.

2011-2012

MATH-grades 9-12

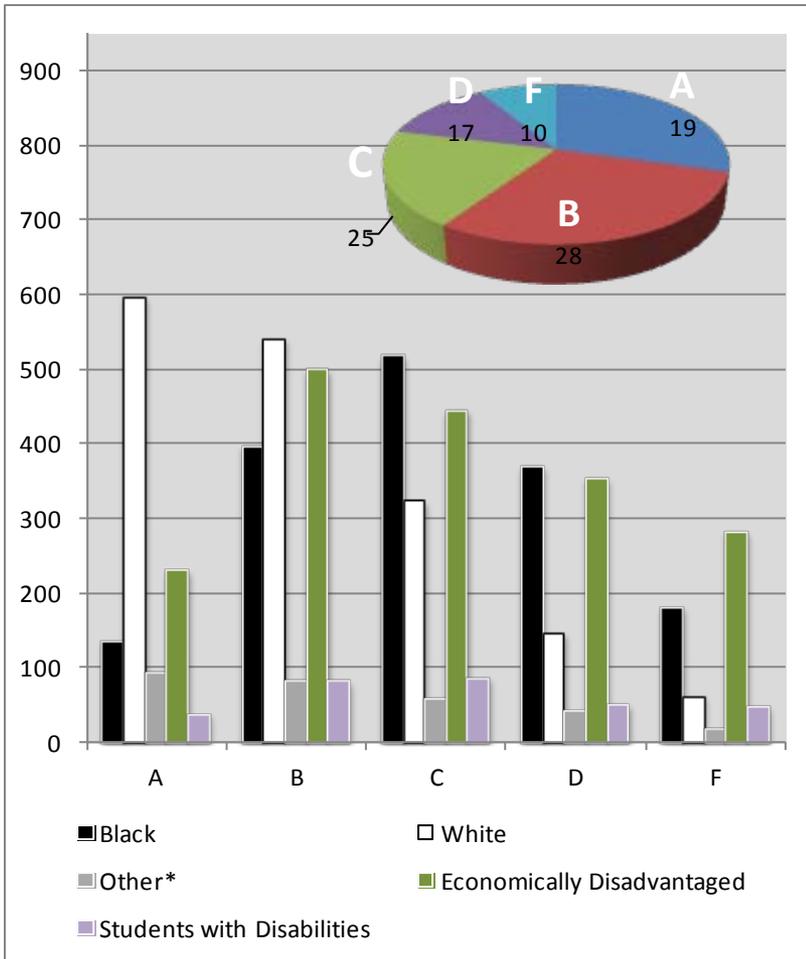


Please note that all grade distribution graphs include grades from both first and second semester



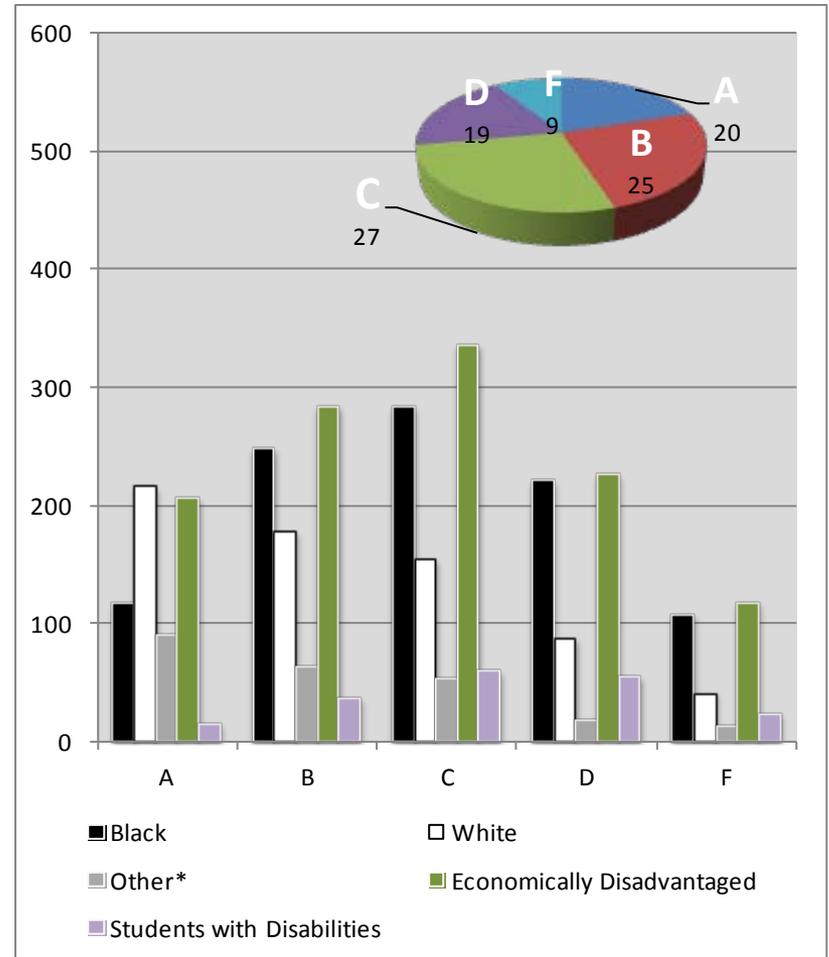
2011-2012

ENGLISH-grades 9-12

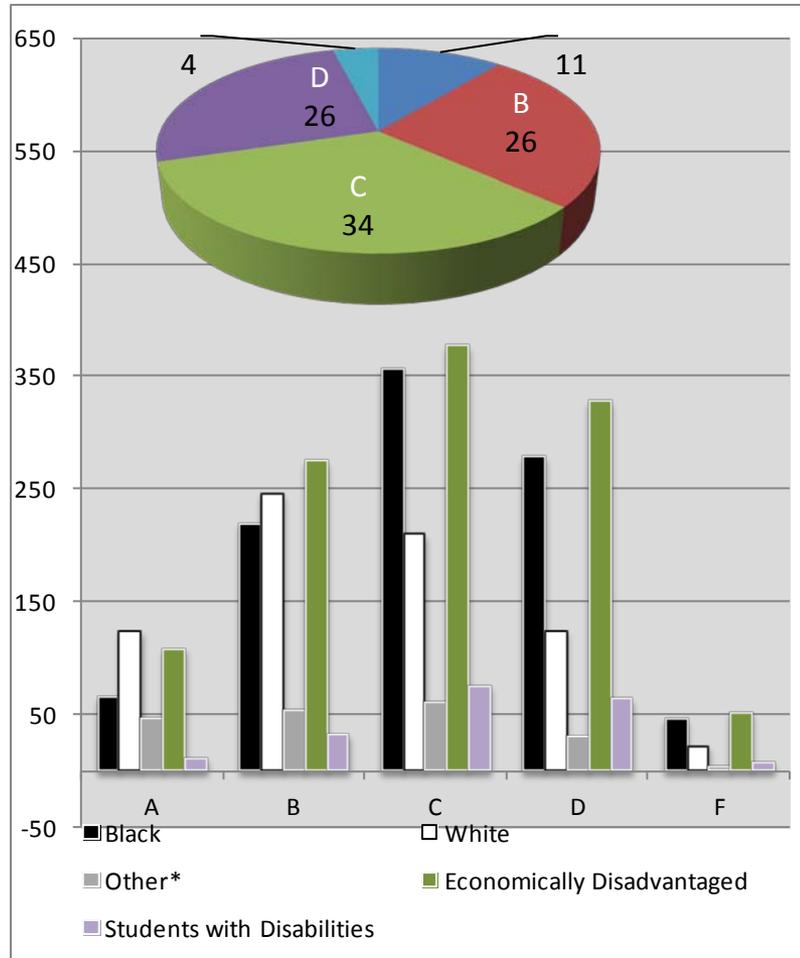


2011-2012

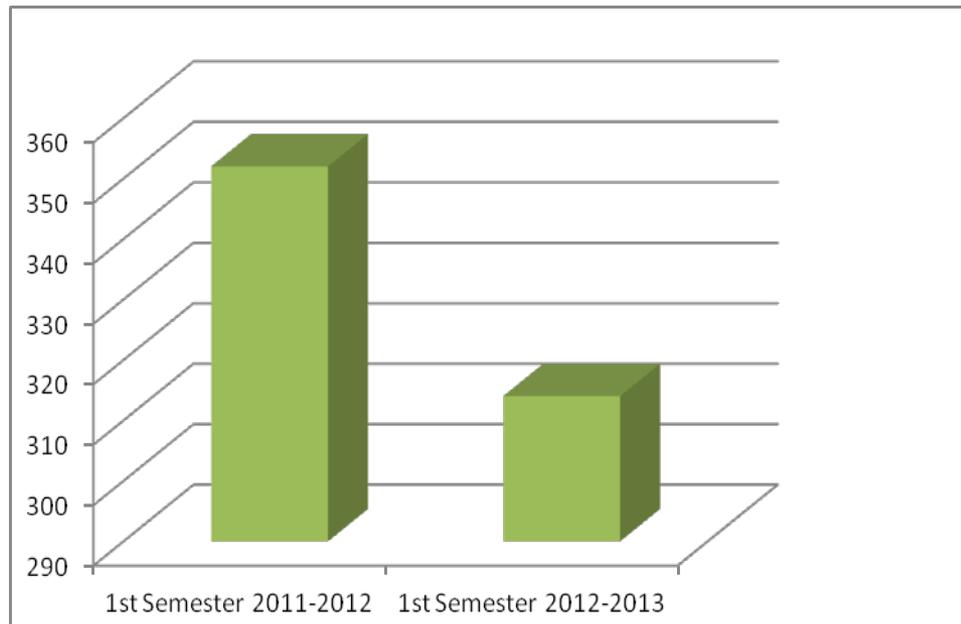
SCIENCE-grades 9-12



2011-2012 Social Studies-grades 9-12



2011-2013 Comparative First Semester Failure Data



A

Reduction of student failures | The Plan

STRATEGY	EVALUATION/EVIDENCE OF COMPLETION	RESPONSIBILITY
Continuation of interim reports being sent home each grading period	Connect Ed calls, teacher logs	Classroom teachers Administrators
Continuation of Enrichment period to provide remediation and mentoring to students	Enrichment network folders, teacher logs	Classroom teachers Administrators
Continuation of communication between parents and teachers of students failing classes	End of grading period logs documenting a minimum of 3 teacher contacts with parents of students failing a class	Classroom teachers Administrators
Implementation of peer tutoring during Enrichment period	Pioneer Outreach Program (P.O.P.)	Guidance
Continuation of Coaches in the Classroom program to assist and track athletes' academic progress	Grade report run each 9 weeks	John Meadows
Continuation of holding 2 conference nights per semester	School Calendar, Connect Ed, Newsletter, Website	HHS faculty/staff
Curriculum Day/Night	School Calendar, letter from principal, Connect Ed, Website	HHS faculty, guidance and administrators
Continuation of discussion of student failures with teachers during post observation conferences	Breakdown by teacher is shared and discussed by administrators with teachers during post observation conferences	Administrators Classroom teachers



Excellence in Behavior

Why: Each student should develop strong character reflecting those values cherished by the Lynchburg community.

How: We foster a culture of mutual respect that builds trust, engages every student and makes each student accountable.

Indicators of Excellence

- Decrease the number of suspensions by 5-10%
- Improve student attendance by 5-10%

VISION: Tradition of Excellence for All

MISSION: Every child by name and by need to graduation

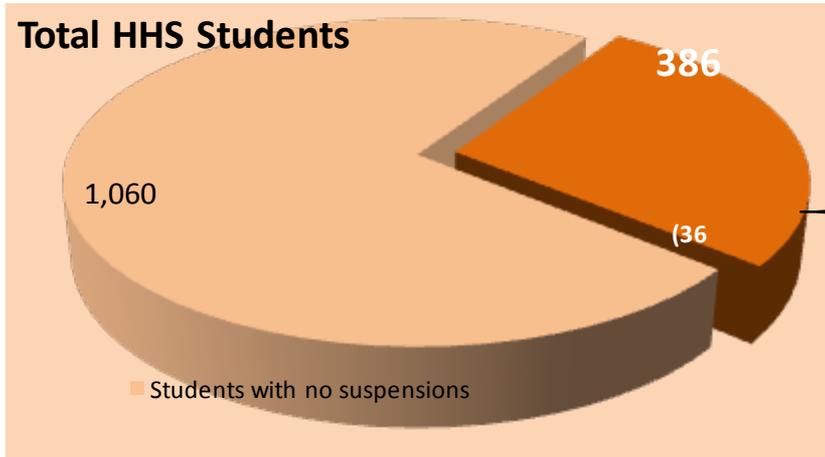
GOAL: Decrease suspensions by 5-10% each year

B

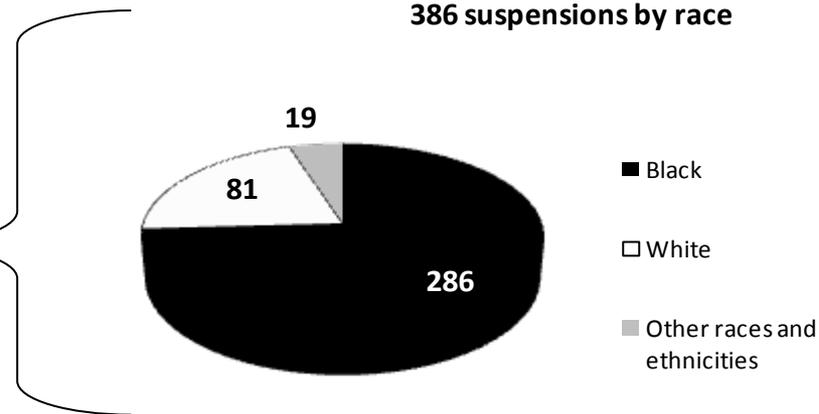
Suspensions | The Data

2011-12

Total HHS Students



386 suspensions by race

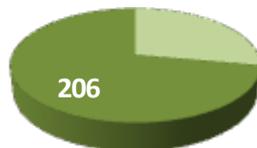


2011-12

A CLOSER LOOK at the 286 black students with at least 1 short term suspension

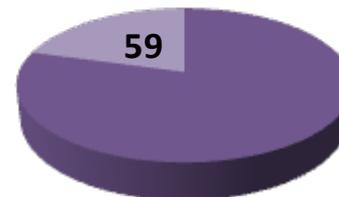


How many are economically disadvantaged?



- Students who are economically disadvantaged
- Students who are not economically disadvantaged

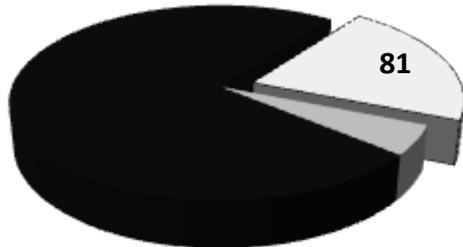
How many are students with disabilities?



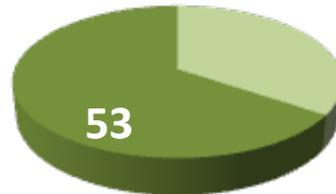
- Students without disabilities
- Students with disabilities

2011-12

A CLOSER LOOK at the 81 white students with at least 1 short term suspension

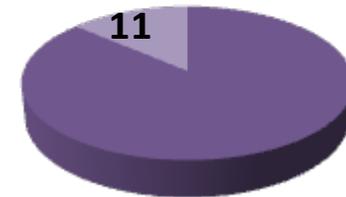


How many are economically disadvantaged?



- Students who are not economically disadvantaged
- Students who are economically disadvantaged

How many are students with disabilities?



- Students without disabilities
- Students with disabilities

2011-12

A CLOSER LOOK at the 19 other* students with at least 1 short term suspension

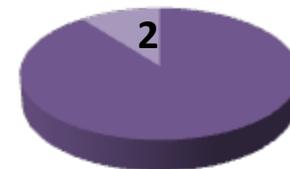


How many are economically disadvantaged?



- Students who are not economically disadvantaged
- Students who are economically disadvantaged

How many are students with disabilities?



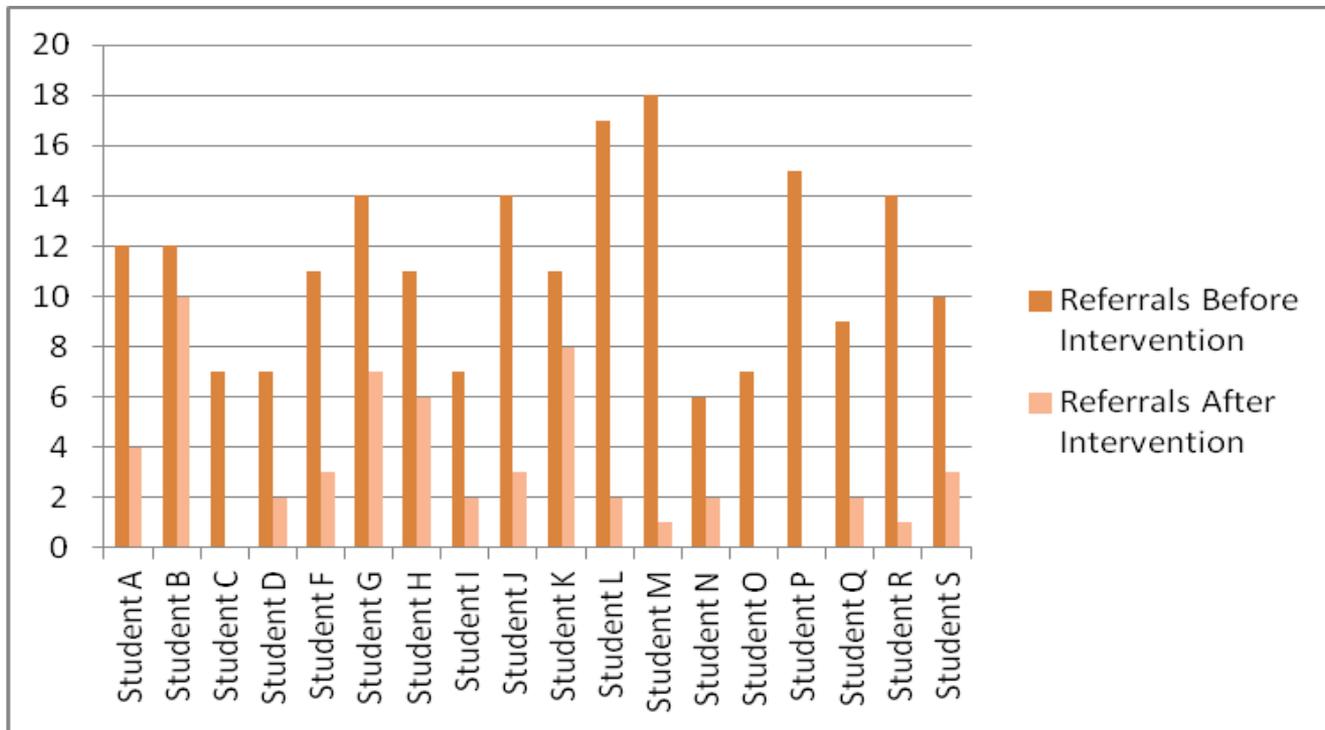
- Students without disabilities
- Students with disabilities

STRATEGY	EVALUATION/EVIDENCE OF COMPLETION	RESPONSIBILITY
Implementation of Assertive Discipline Plan by all teachers	Referrals document prior steps taken by teacher	Administrators Classroom teachers
Implementation of Behavior Team to deal with students who have received 5 or more referrals during a school year	Behavior Team Meeting Minutes, Discipline report of students who receive multiple referrals, possible referral to Anderson Day Treatment services	Charles King, Stephanie Campbell, Jennifer Anderson, Jamie Lewis Anderson Day Treatment counselors
Continuation of use of discipline contract for students who earned 10 or more referrals the previous school year	Copies of signed contracts, Discipline report of students who receive 10 or more referrals	Administrators, Allison Gillespie
Implementation and usage of discipline matrix to create consistent, progressive discipline consequences	Comparison of referral rate from 2011-12 to 2012-13, Discipline Matrix	Administrators
Implementation and usage of Alternative Education discipline rubric	Alt Ed. Rubric will be evidenced through grades, attendance and referrals	Administrators

B

Suspensions | The Plan (continued)

Behavior Committee Referral Meeting Data



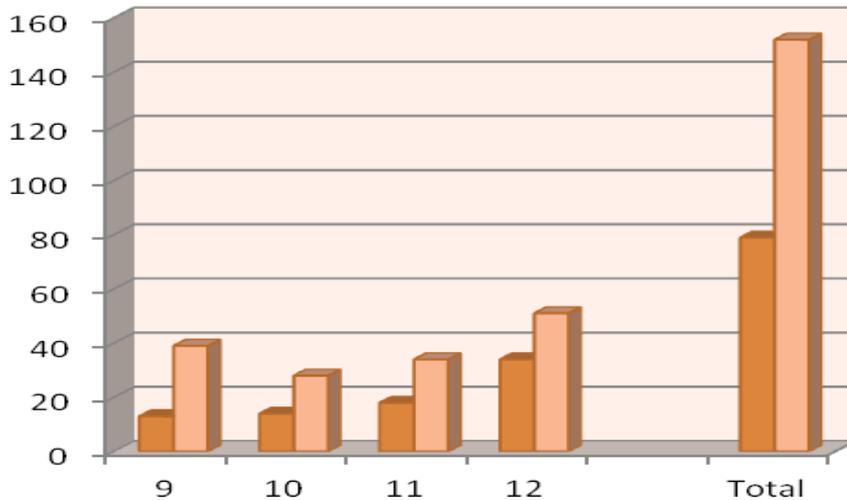
VISION: Tradition of Excellence for All

MISSION: Every child by name and by need to graduation

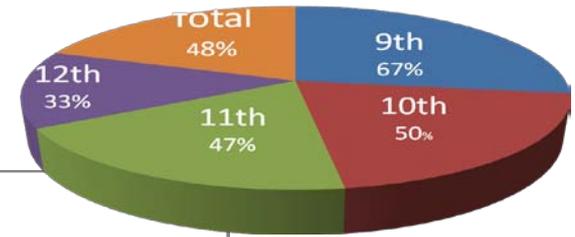
GOAL: Reduce by 10 percent the number of students with 7 or more unexcused absences.

First Semester Attendance Comparison by Grade Level

2011-12 to 2012-13



% Decrease of Students with less than 7 Absences



- 2012 Students w/more than 7 Absences
- 2011 Students w/more than 7 Absences

STRATEGY	EVALUATION/EVIDENCE OF COMPLETION	RESPONSIBILITY
Implementation of new LCS attendance policy	Record of attendance meetings, number of court referrals, and student absences,	Classroom teachers Paul Johnson
Implementation of individual meetings between Attendance Coordinator and students who accumulate 5 unexcused absences a semester	List of names and City Attorney's letter to Mike Spencer Log of truancy conferences held	Paul Johnson/Brenda Meeks/ Mike Spencer
Implementation of referral of students with 7 unexcused absences in a semester to the LCS Truancy Officer	Referral to Mike Spencer Subpoena to court Log of referred students	Paul Johnson/Brenda Meeks/Mike Spencer

VISION: Tradition of Excellence for All

MISSION: Every child by name and by need to graduation

GOAL: With Community support, the division will develop civic minded students of character by modeling and teaching the six character traits adopted by the Lynchburg City Schools school board.

Kindness with courtesy and politeness

Responsibility with citizenship

Work Ethic with diligence and preservance

Self-Discipline with self-control and patience

Honesty with integrity

Respect of authority and others.



Excellence in Culture

Why: Our schools are an inclusive community in which people from different cultural, ethnic, racial, and religious backgrounds learn, live, and work harmoniously, without compromising their beliefs and their identities.

How: Make stakeholders and community members accountable. Ask, listen and learn from student, staff and parent input.

Indicators of Excellence

- School Culture Survey
- Brown Bag Lunch with Principal
- Staff Attendance
- Improve Parental Involvement

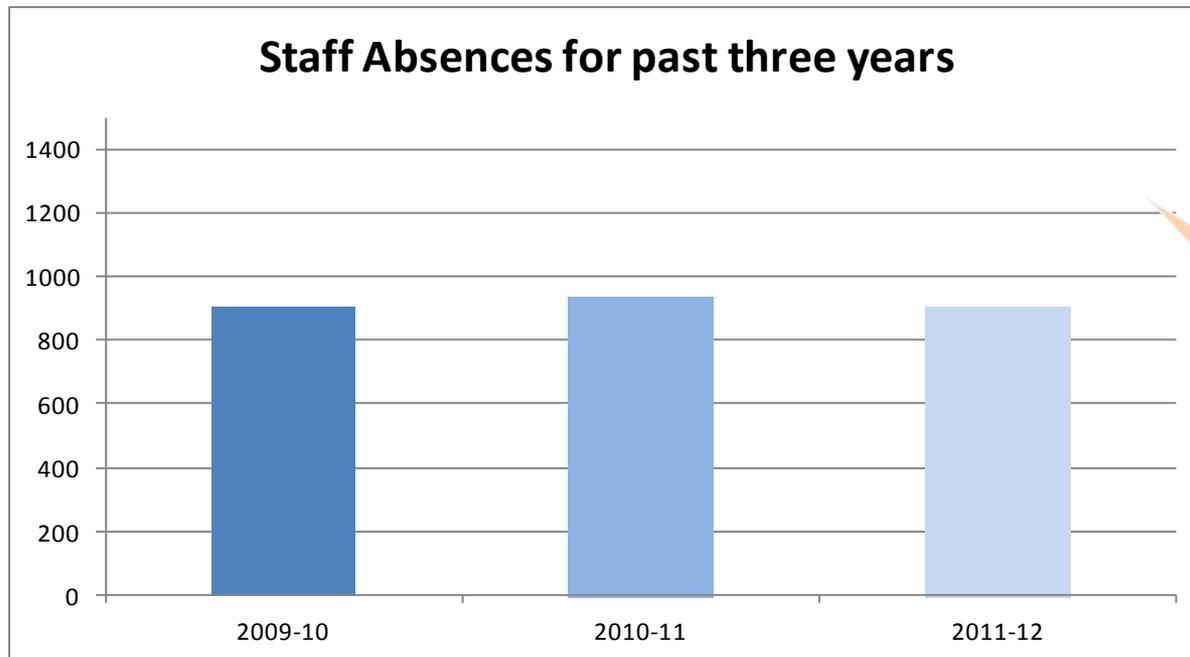


- **Hours** or more of volunteer services to school every year
- **Days** or more of attendance at school events
- **Dollars** or more to school's PTSA
- **Minutes** or more of reading and/or conversation about school with your child everyday
- **Classes** or more beyond high school. High school diploma or GED encouraged for every parent.

VISION: Tradition of Excellence for All

MISSION: Every child by name and by need to graduation

GOAL: Reduce staff absentee rate by 10% as compared to the year before.



Note: This does not include Family Medical Leave and Leave with Pay.

This information is what was reported in SubFinder.

STRATEGY	EVALUATION/EVIDENCE OF COMPLETION	RESPONSIBILITY
Requirement that teachers call the principal if they need a sub after 6 am	Comparison of staff absences from the 2011-2012 to the 2012-2013 school year	Tim Beatty, Cheryl Brown, Jackie Hofmann
Brown bag lunch with the principal for each department/staff member in the school	Lunch is ordered for each department throughout the school year. Lunch is held in the Main Office Conference Room during 1 st or 2 nd lunch	Tim Beatty, Dennis Knight, Jackie Hofmann, Kim Davis
Recognize faculty and staff during Pioneer Spotlight/Pioneer Power for community service, awards, and achievements	Faculty and staff are awarded with a certificate and appear on our weekly TV broadcast every Friday to be recognized.	Tim Beatty, Dennis Knight, Charles King, Cheryl Brown, Kim Davis, Jackie Hofmann

VISION: Tradition of Excellence for All

MISSION: Every child by name and by need to graduation

GOAL: Establish baseline data through survey administration in Fall 2012

School Culture Self-Study

School Name _____

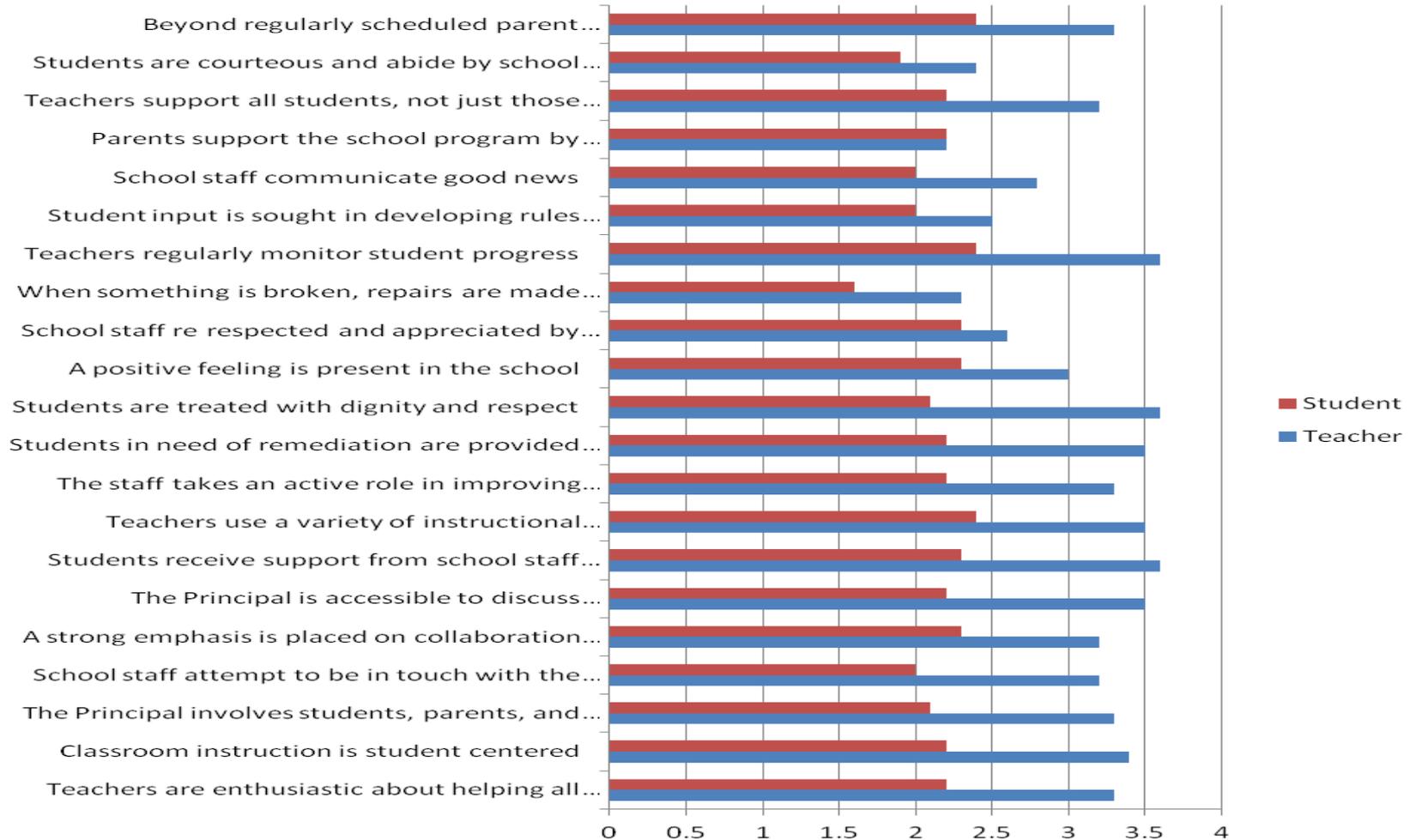
Directions: The purpose of this survey is to collect information concerning perceptions of the school. Please indicate the extent to which each statement characterizes your school. A space is provided for each response. Your responses will be strictly confidential and reported in aggregate form.

<p>Responses:</p> <p>4 = Almost Always Occurs 3 = Frequently Occurs 2 = Sometimes Occurs 1 = Rarely Occurs 0 = Never Occurs/Not Observed</p>	<p>Person Completing Form:</p> <p>___ Administrator ___ Parent ___ Instructional Staff ___ Student ___ Support Staff ___ Other _____</p>
---	---

1.	Teachers are enthusiastic about helping all students.
2.	Classroom instruction is student centered.
3.	The community expects high academic achievement.
4.	The principal involves students, parents and staff with meaningful roles in decision making processes that foster a sense of responsibility and ownership.
5.	School staff attempts to be in touch with the feelings of the students.
6.	Teachers encourage active student learning.
7.	Parents are encouraged to be involved in their child's education.
8.	A strong emphasis is placed on collaboration and shared decision-making.
9.	The principal takes an active leadership role in directing instruction.
10.	The principal is accessible to discuss instructional concerns.
11.	Students receive support from school staff when they have problems.
12.	Teachers utilize a variety of instructional strategies in their classrooms.
13.	Beyond regularly scheduled parent conferences and report cards, teachers communicate with parents about their child's progress.
14.	School staff takes an active role in improving services to students.
15.	Teachers employ a variety of techniques to accommodate different learning styles.
16.	Students in need of remediation/tutoring are provided these opportunities during the school day.
17.	New teachers are mentored and made to feel a part of the school community.
18.	Students are treated with dignity and respect.
19.	Teaching strategies that encourage students to be thoughtful are emphasized.
20.	Teachers help and support each other.
21.	Professional staff acknowledges and addresses conflict.
22.	A positive feeling is present in the school.
23.	School staff are respected and appreciated by the school community.
24.	When something is broken, repairs are made quickly.
25.	The school building is maintained in a neat, clean and orderly fashion.
26.	Teachers regularly monitor student progress.
27.	Students are expected to be well-behaved.
28.	Professional growth is important to teachers.
29.	Teachers are involved in the instructional decision making process.
30.	Parents feel comfortable expressing concerns to professional staff.

	31. All students are expected to succeed.
	32. Student input is sought in developing rules and regulations.
	33. Consequences for inappropriate student behavior are handled in a timely and consistent manner.
	34. The school facilitates sound decision making at the classroom level by helping teachers obtain needed information in a timely fashion.
	35. Students new to the school receive assistance in adjusting to the school community.
	36. School staff communicates "good news" to parents about their children.
	37. Parents support the school program(s) by preparing their children for learning.
	38. School administrative staff is available to students and parents to answer questions and provide resources.
	39. Teachers support all students, not just those students in their classes.
	40. Teachers are provided with a formal role in school-wide decision-making.
	41. Parents are actively involved with their child's education.
	42. Students are courteous and abide by school rules.
	43. Leadership functions are shared by school staff.
	44. There is a common vision and clearly identified goals and priorities.

School Culture Survey Results



C

STRATEGY	EVALUATION/EVIDENCE OF COMPLETION	RESPONSIBILITY
Establish a Principal's Cabinet that consists of 9 th , 10 th , 11 th , and 12 th grade students that meets at least once a month to address student issues and concerns	Students are requested during Enrichment and meet with the principal in the Main Office Conference Room. The minutes of each Principal's Cabinet Meeting is recorded and documented.	Tim Beatty and Jackie Hofmann

STRATEGY	EVALUATION/EVIDENCE OF COMPLETION	RESPONSIBILITY
Meet with our PTSA Committee once a quarter to keep our parent groups informed about school information, activities, and events.	The minutes of each PTSA meeting is recorded and documented. The minutes of each meeting is sent to Dr. Brabrand	Tim Beatty, Michele Wisskirchen, Jackie Hofmann and the PTSA Committee
Use of ConnectED phone calls/emails, Edline and HHS webpages to keep parents informed about important school information, activities, and events.	Record of attendance at events announced through ConnectEd	Tim Beatty and Jackie Hofmann
Solicit parental support for our schools extracurricular activities	Record of parent volunteer hours and attendance of parents at school events	Darlene Walker (Volunteer Coordinator)