



Division-wide Indicators of Excellence

Excellence in
Achievement

Excellence in
Behavior

Excellence in
Culture

ACHIEVEMENT

Achievement Matrix

- Graduation rate
- Reading Proficiency
- AP, Advanced, Dual Enrollment and Accelerated Math Enrollment
- SOL results
- Grade Distributions

BEHAVIOR

Behavior Matrix

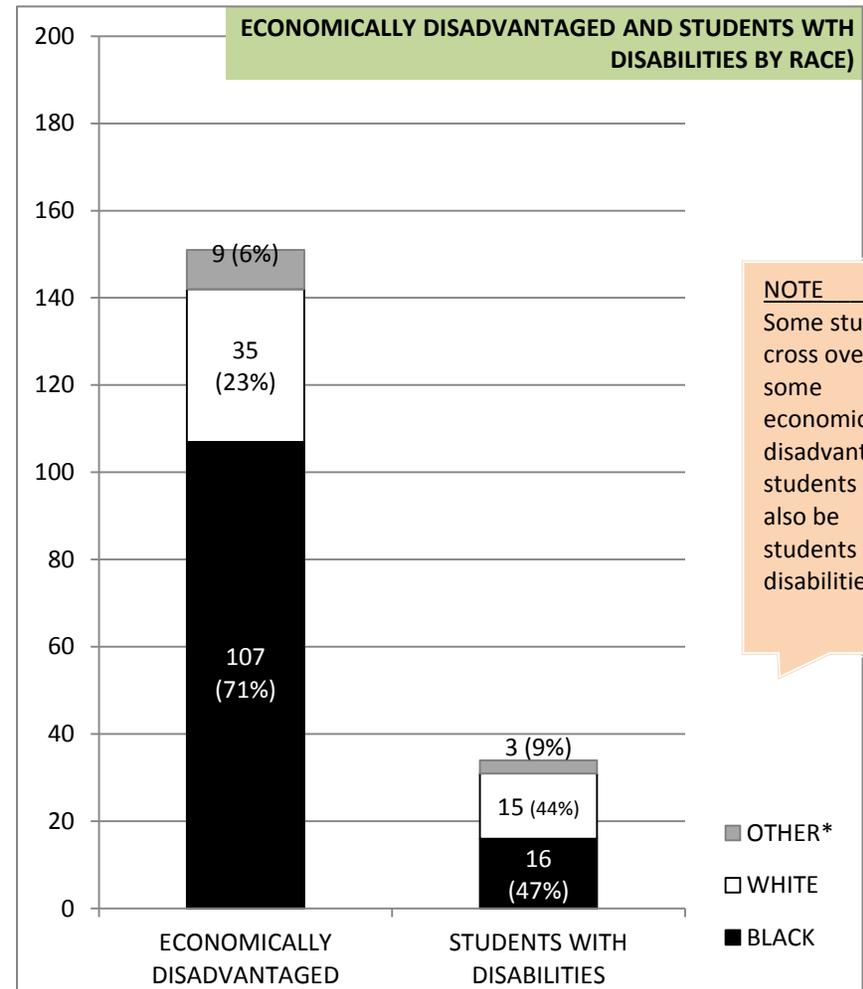
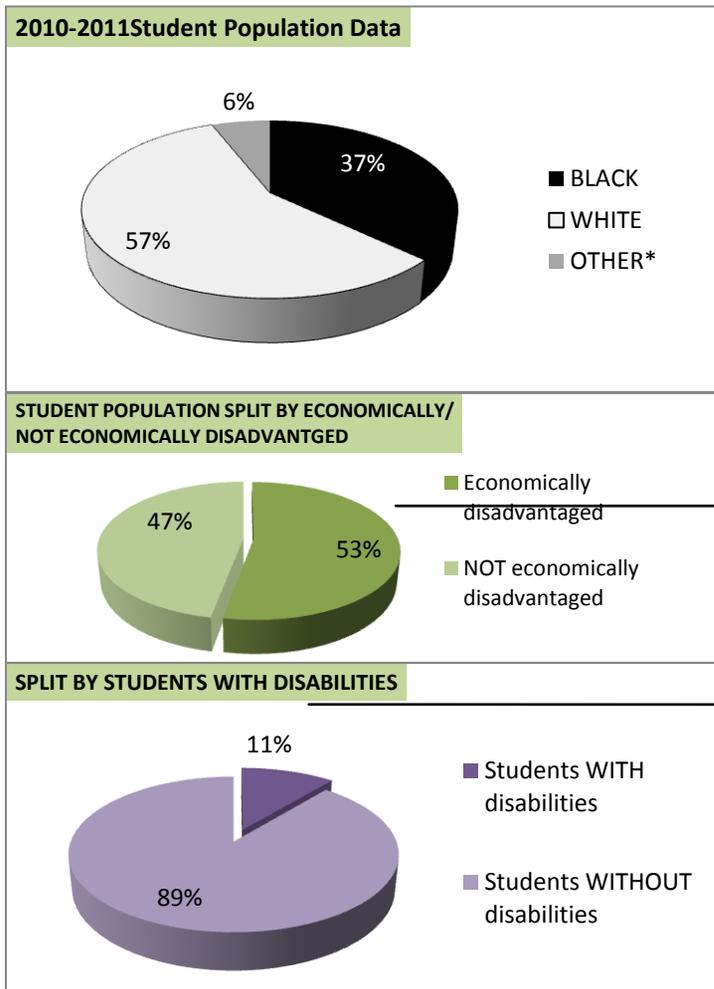
- Suspensions
- Student Attendance
- Character Education

CULTURE

Culture Matrix

- Staff Attendance
- School Culture Survey
- Parental Involvement

INTRODUCTORY DATA:



NOTE
Some students cross over (ie: some economically disadvantaged students may also be students with disabilities).

*Includes Asian, American Indian, Hispanic, Hawaiian, and Multi-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

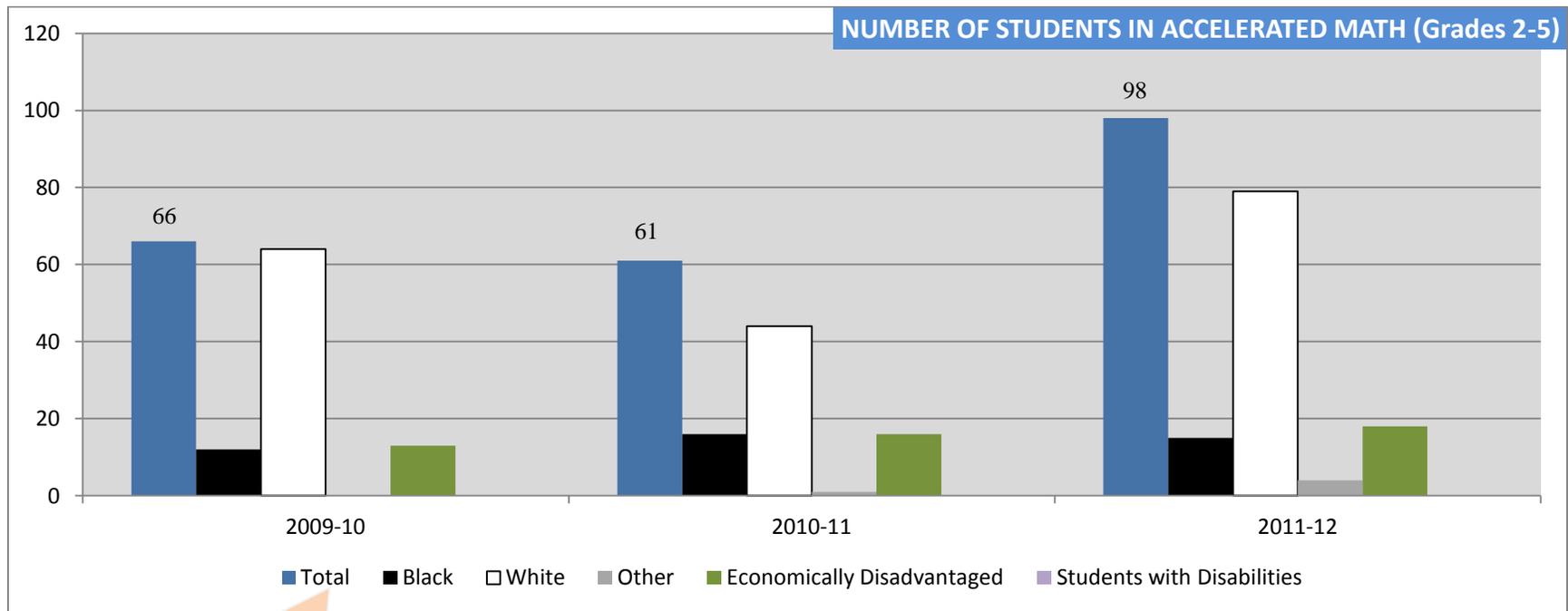
- Accelerated Math Enrollment
- Reading Proficiency (PALS K-2, SOL Reading 3-5)
- SOL Results by Level (New Focus on Pass Advanced)
- Grade Distributions

A Accelerated Math | The Data

VISION: Tradition of Excellence for All

MISSION: Every child by name and by need to graduation

GOAL: Increase by 10% each year the number of minority students taking Accelerated Math.



Note: The Total Bar is a total of the Black, White and Other.



A

Accelerated Math | The Plan

STRATEGY	EVALUATION/EVIDENCE OF COMPLETION	RESPONSIBILITY
1. ST Math program with all students	Teachers monitor student progress through ST Math reports	Faculty
2. First in Math program with all students	Teachers monitor student progress; students are able to access program from home online	Faculty
3. Small group differentiated math lessons	Groupings vary based on skills exhibited through assessments	Faculty
4. Intervention through the FASTT Math program	Students complete the grid for each operation (addition, subtraction, multiplication, division)	Faculty
5. Summer enrichment materials	Completed materials are returned in the Fall	Faculty



A

Reading Proficiency | The Data

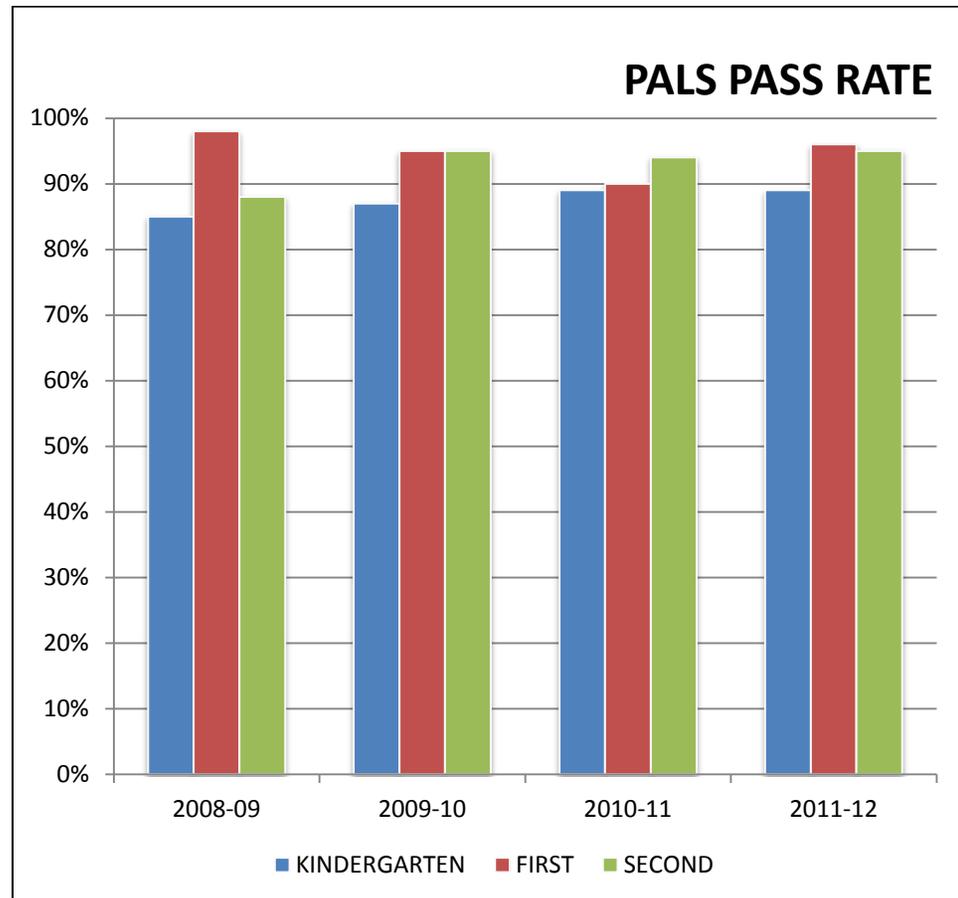
VISION: Tradition of Excellence for All

MISSION: Every child by name and by need to graduation

GOAL: By the end of second grade, reduce the failure rate on the PALS by 10% each year and decrease by 10% each year the failure rates on the SOL reading assessments.

NOTE

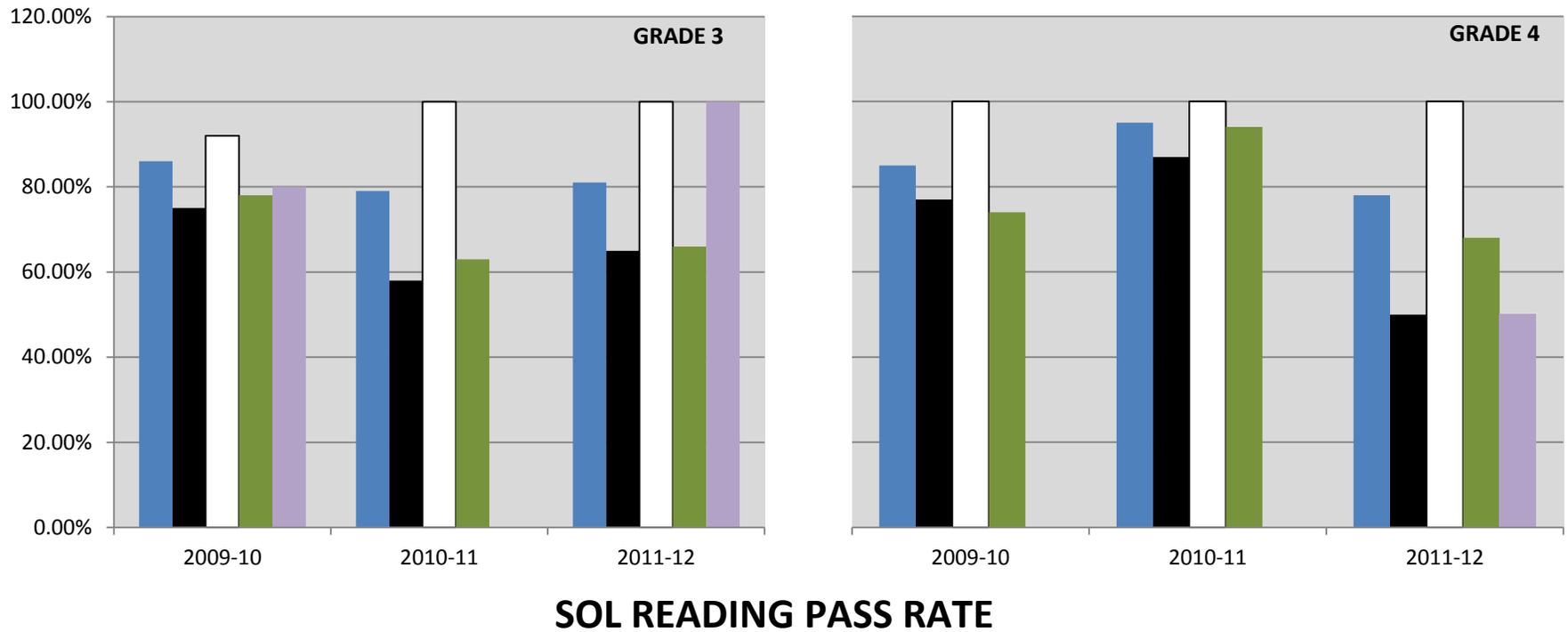
PALs Pass Percentage is calculated as the percentage of children meeting the spring summer score benchmark (the minimum score). Current data is not available for subgroups.





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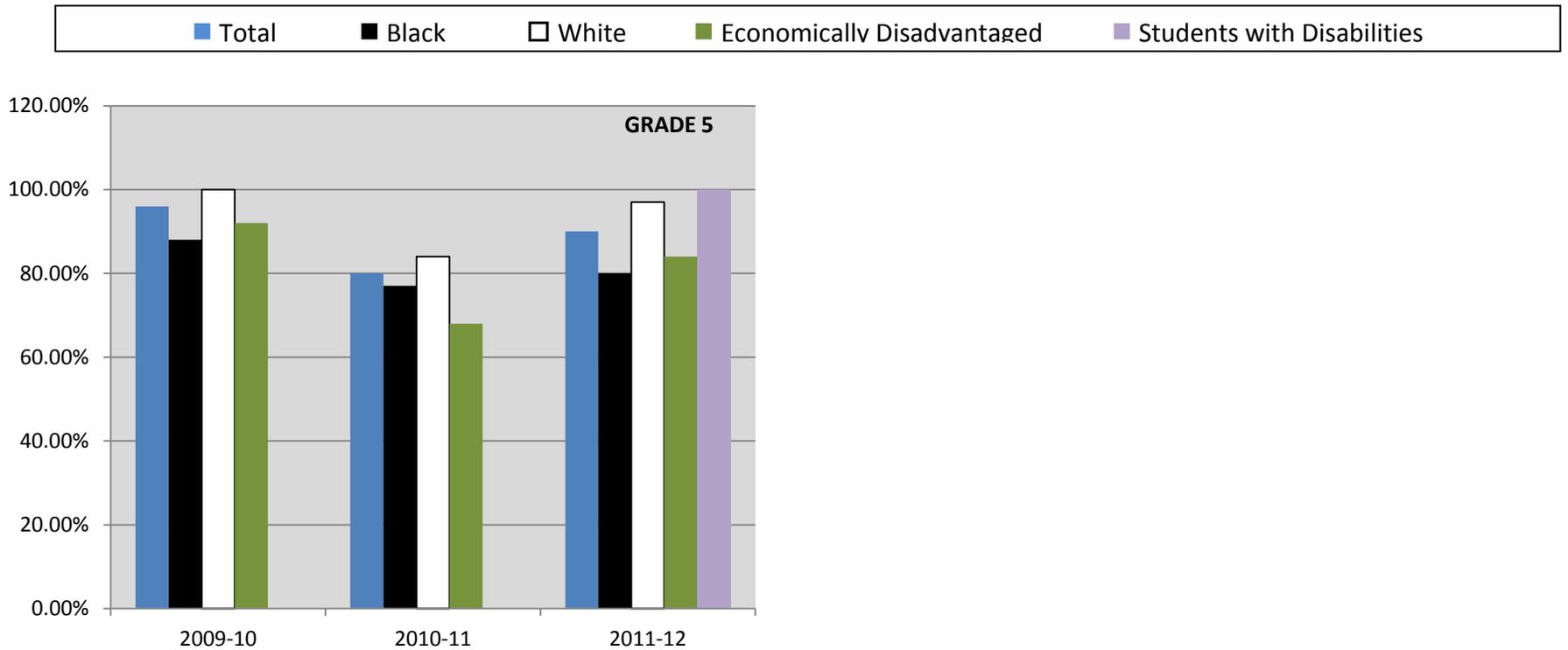
Reading Proficiency | The Data (continued)



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Reading Proficiency | The Data (continued)

SOL READING PASS RATE (continued)





A

Reading Level | The Plan

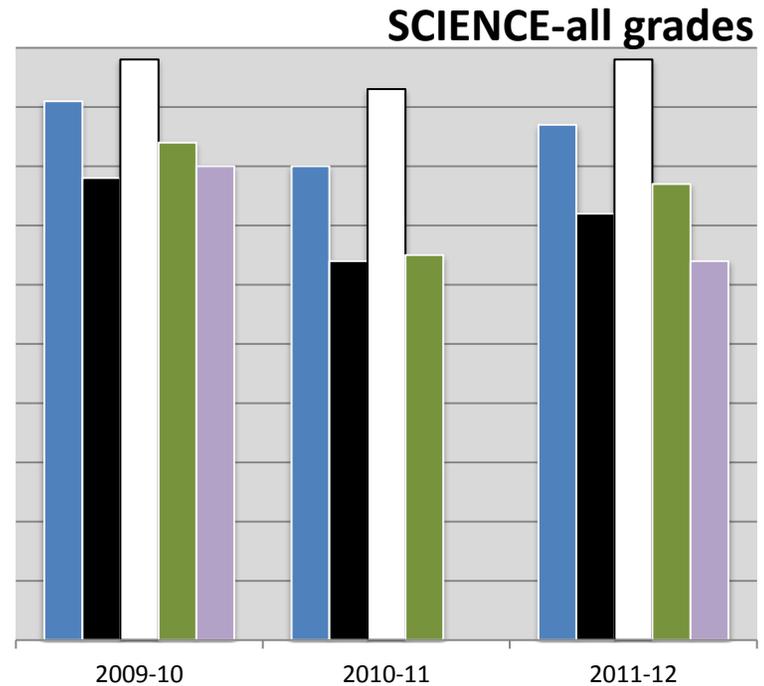
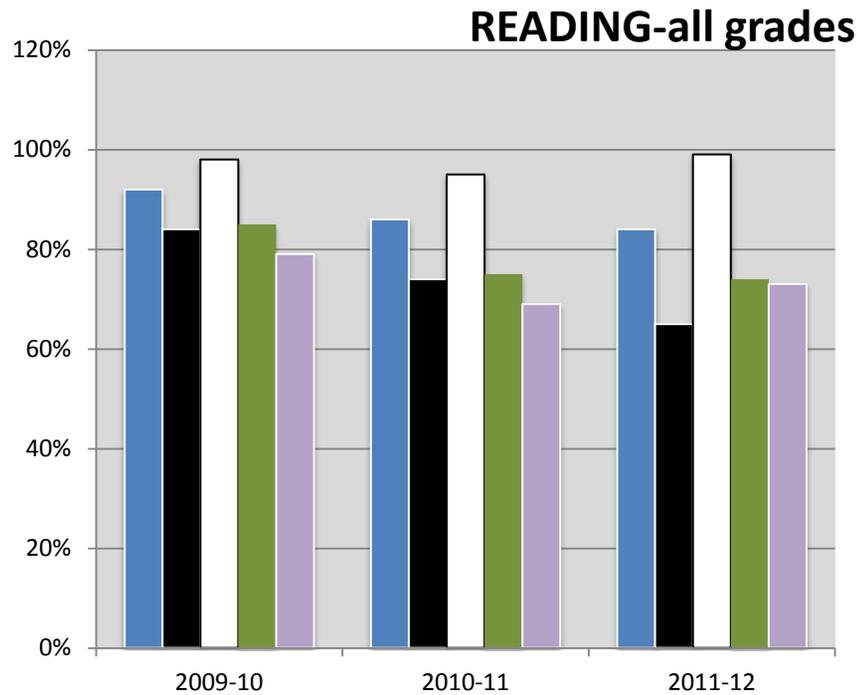
STRATEGY	EVALUATION/EVIDENCE OF COMPLETION	RESPONSIBILITY
1. Use the data from the reading strategy pre-tests to differentiate and support small group and whole group reading instruction	Post-test at the end of each unit or skill.	Faculty
2. Professional Learning Communities (PLC) will document use of reading skills and/or strategies pre-tests	Teachers will document their PLC minutes in a weekly log.	Faculty
3. A Reading Specialist will provide workshops on formative assessments (pre- and post-tests) and on Effective Questioning Techniques to assess reading comprehension.	All teachers will attend the workshops and implement the strategies.	Faculty
4. Faculty book study of <u>Total Participation Techniques: Making Every Student an Active Learner</u> by Pérsida Himmele and William Himmele	Teachers will participate in PLC book chats.	Principal (secure books for library) Faculty
5. Faculty PLCs will document effective questioning techniques used in the classroom to gauge students' reading comprehension.	Documentation will be provided monthly to the principal in PLC minutes and classroom observations.	Faculty Principal



A SOL Results | The Data

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.



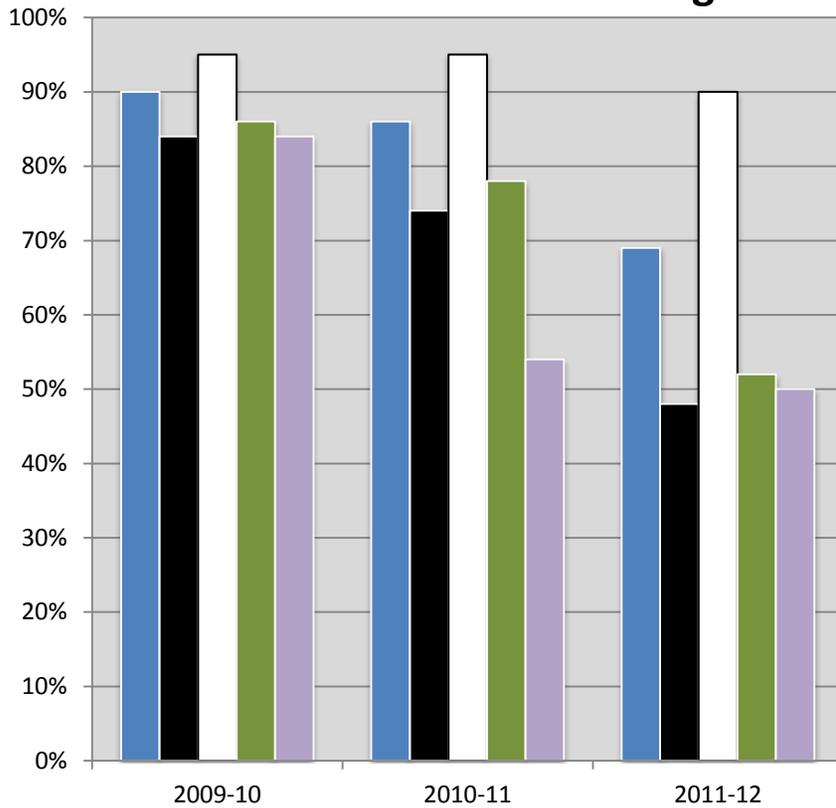


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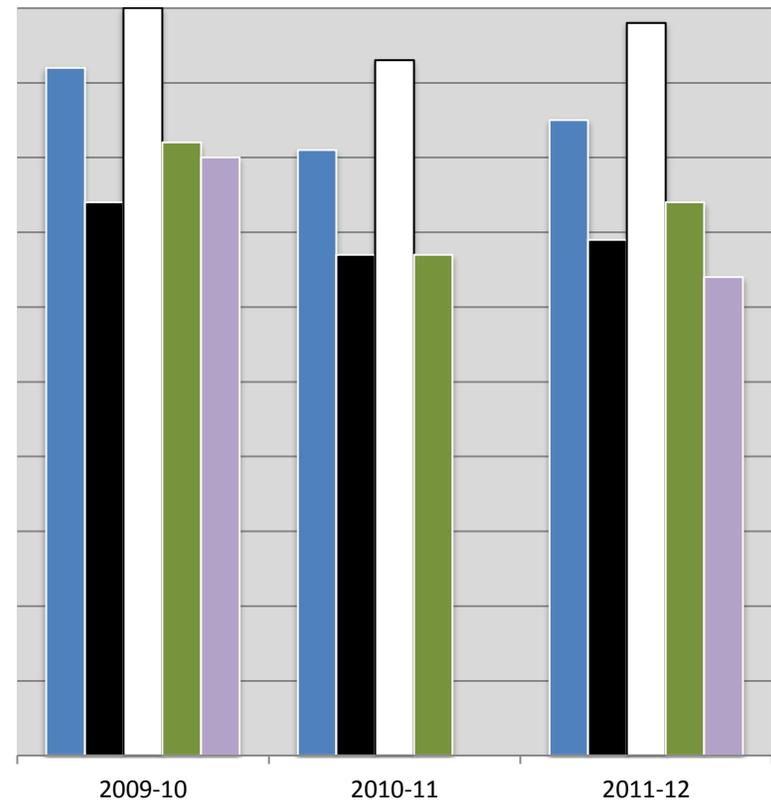
SOL Results | The Data (continued)



MATH-all grades



SOCIAL STUDIES-all grades





A SOL Results | The Plan

STRATEGY	EVALUATION/EVIDENCE OF COMPLETION	RESPONSIBILITY
<p>1. Use Nine Week Assessment data, PALS, STAR, teacher created formative and summative assessments for reading, and report card grades to identify students to receive enhanced instruction</p>	<p>Based on evaluation of test data, students will be regrouped as necessary and differentiated instruction will be implemented.</p>	<p>Principal 3-5 Data Team</p>
<p>2. Use Nine Week Assessment data, PALS, STAR, teacher created formative and summative assessments for reading, and report card grades to identify students in need of reading intervention</p>	<p>Based on evaluation of test data, areas of need will be addressed through differentiated instruction</p>	<p>Principal 3-5 Data Team</p>
<p>3. Use 2011-12 end-of-year data (SOL scores, STAR data, PALS data and Division Wide Assessments) to identify students exceeding standards to receive enhanced instruction</p>	<p>Based on evaluation of test data, students will be regrouped as necessary and differentiated instruction will be implemented.</p>	<p>Principal 3-5 Data Team</p>
<p>4. Use 2011-12 end-of-year data (SOL scores, STAR data, PALS data and Division Wide Assessments) to identify students exceeding standards to receive reading intervention</p>	<p>Based on evaluation of test data, areas of need will be addressed through differentiated instruction</p>	<p>Principal 3-5 Data Team</p>



<p>5. Use Nine Week Assessment data, PALS, STAR, teacher created formative and summative assessments for reading, and report card grades to identify students to receive enhanced instruction</p>	<p>Based on evaluation of test data, students will be regrouped as necessary and differentiated instruction will be implemented.</p>	<p>Principal K-2 Data Team</p>
<p>6. Use Nine Week Assessment data, PALS, STAR, teacher created formative and summative assessments for reading, and report card grades to identify students to receive reading intervention</p>	<p>Based on evaluation of test data, areas of need will be addressed through differentiated instruction</p>	<p>Principal K-2 Data Team</p>
<p>7. Use the Fall PALS data and STAR reading data to identify students exceeding standards to receive enhanced instruction</p>	<p>Based on evaluation of test data, students will be regrouped as necessary and differentiated instruction will be implemented.</p>	<p>Principal K-2 Data Team</p>
<p>8. Use the Fall PALS data and STAR reading data to identify students in need of reading intervention</p>	<p>Based on evaluation of test data, areas of need will be addressed through differentiated instruction</p>	<p>Principal K-2 Data Team</p>
<p>9.</p>		



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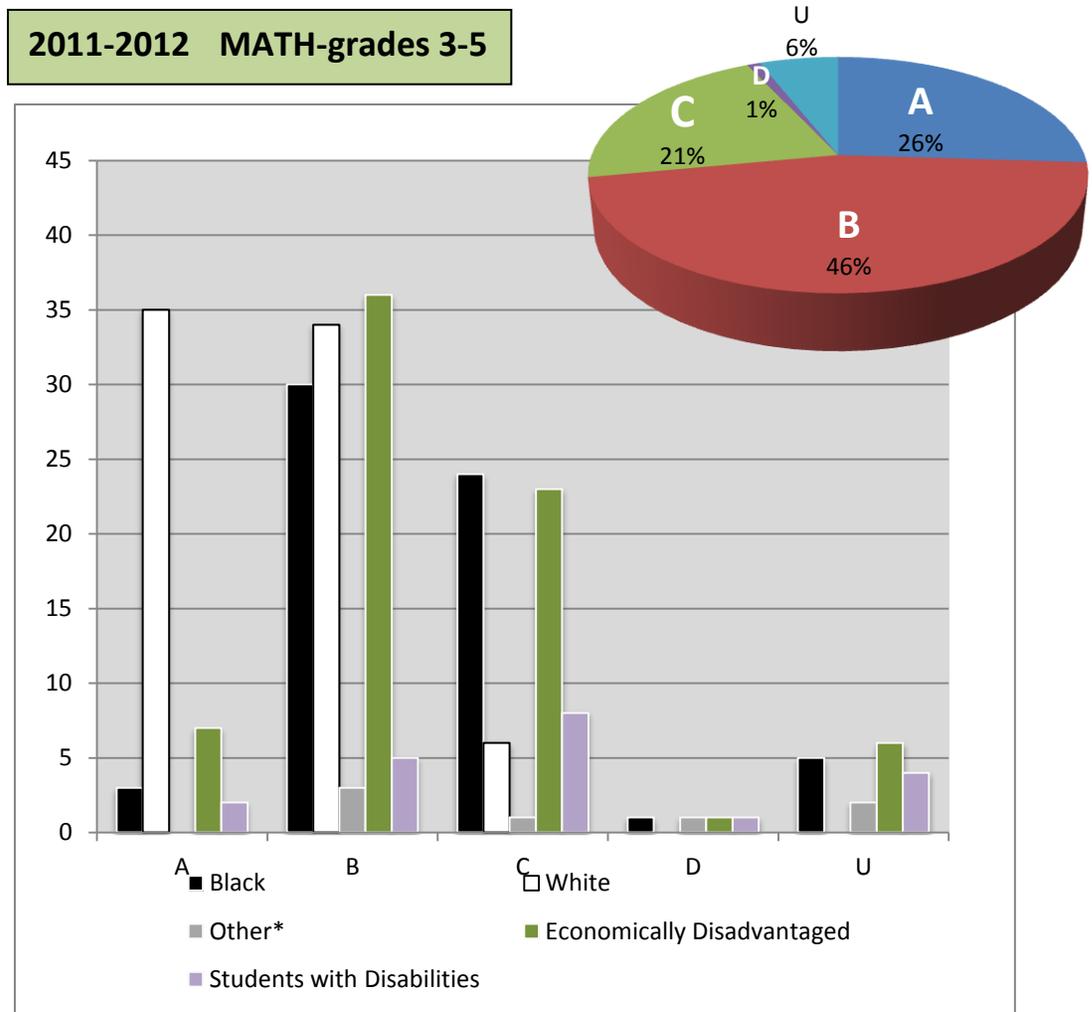
Grade Distribution | The Data

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.

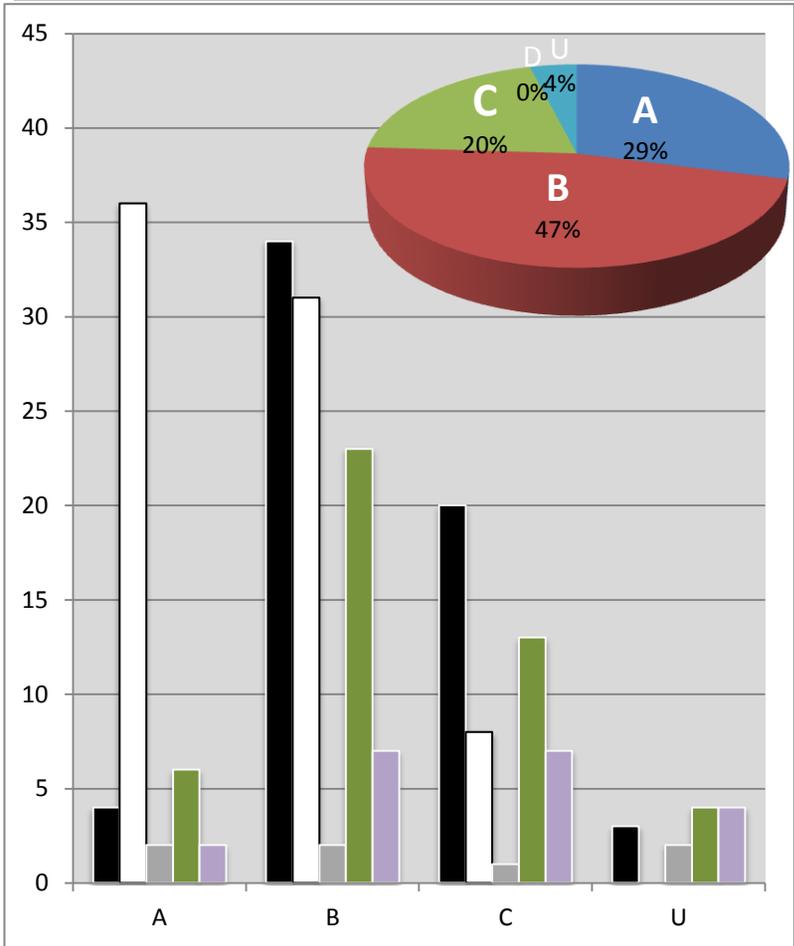
2011-2012 MATH-grades 3-5



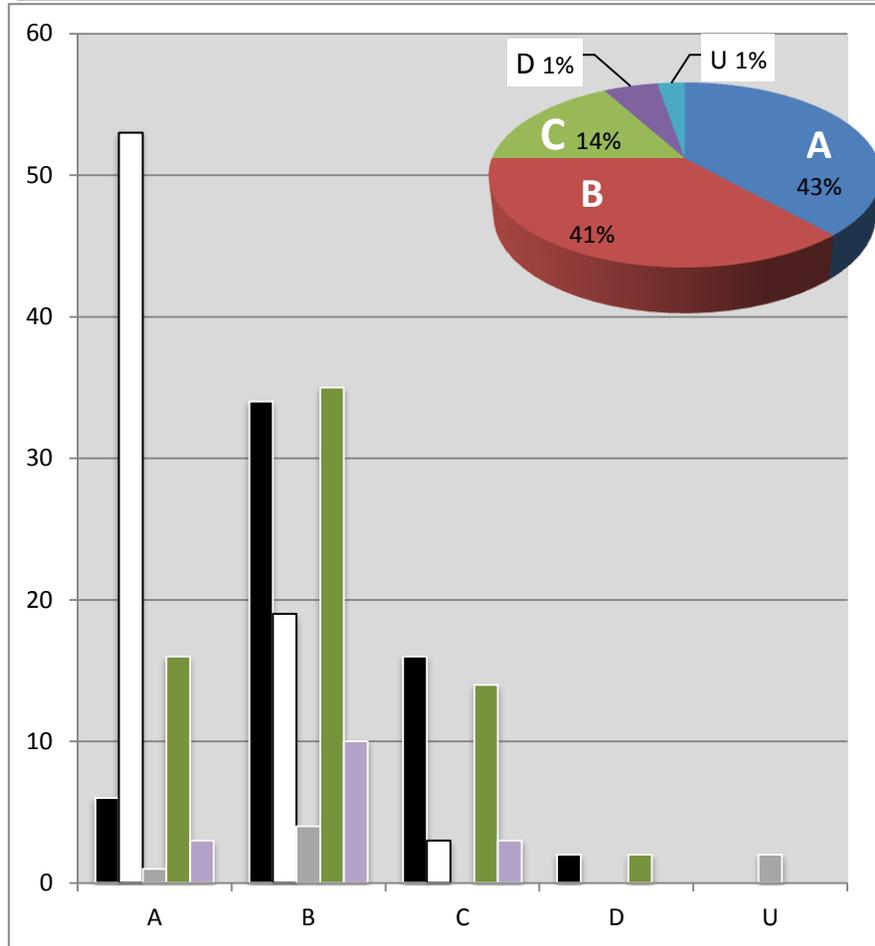
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Grade Distribution | The Data (continued)

2011-2012 ENGLISH-grades 3-5



2011-2012 SCIENCE-grades 3-5

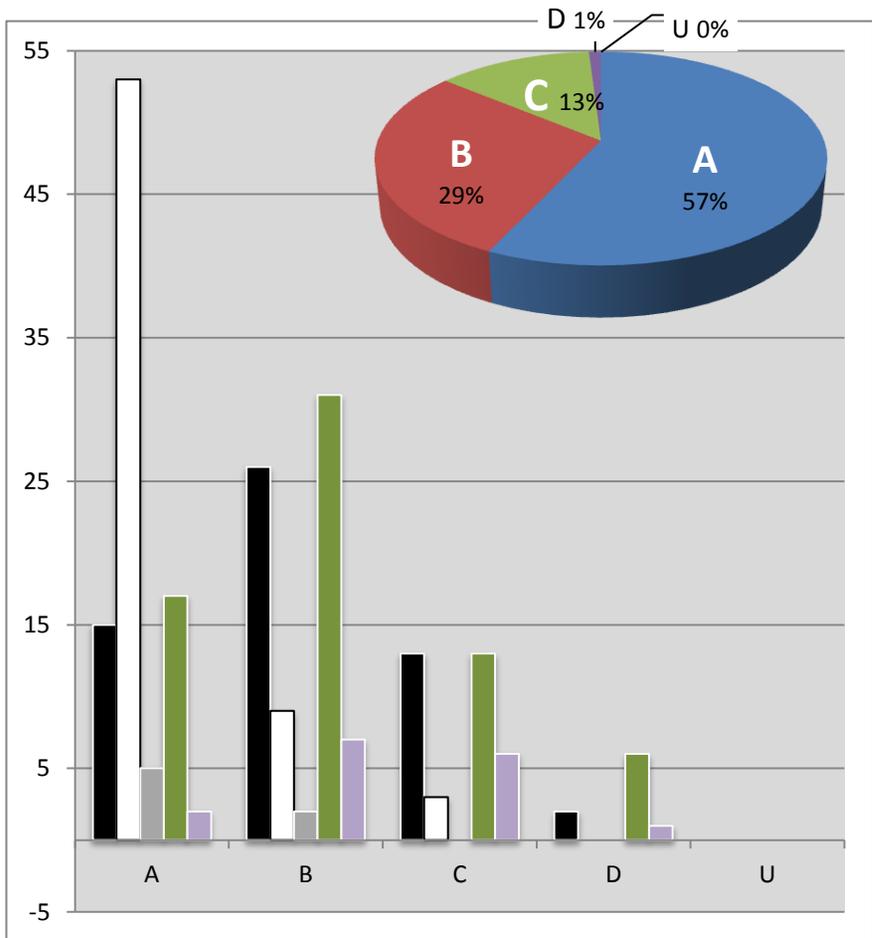


Black
 White
 Other
 Economically Disadvantaged
 Students with Disabilities



A Grade Distribution | The Data (continued)

2011-2012 Social Studies-grades 3-5



Black
 White
 Other
 Economically Disadvantaged
 Students with Disabilities



A

Grade Distribution | The Plan

STRATEGY	EVALUATION/EVIDENCE OF COMPLETION	RESPONSIBILITY
1. Teachers will communicate the criteria for success.	Principal observation and daily lesson plan.	Principal and Faculty
2. Teachers will review the itinerary for the class and state the mastery objective.	Principal observation and daily lesson plan.	Principal and Faculty
3. Teachers will assess student learning through formative assessment.	Formative assessments. (Exit ticket, Summarizer, etc.)	Principal and Faculty



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

- Suspensions
- Student Attendance
- Character Education



B

Suspensions | The Data

VISION: Tradition of Excellence for All

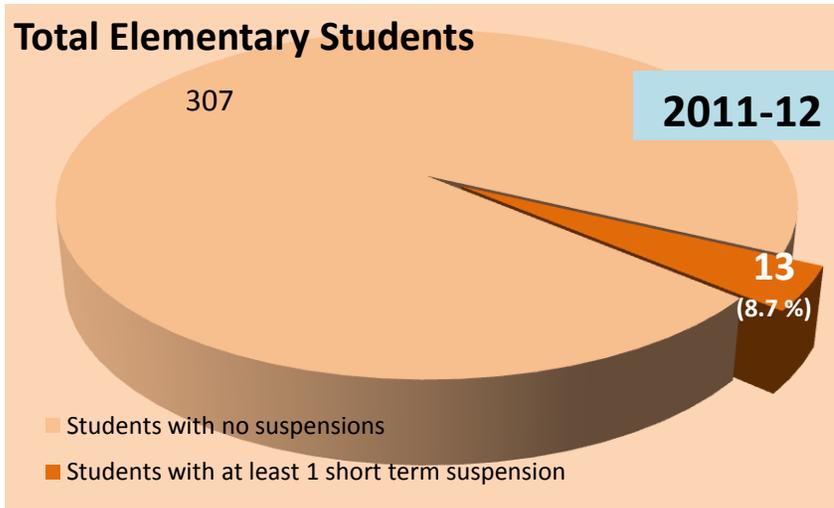
MISSION: Every child by name and by need to graduation

GOAL: Decrease suspensions by 10 percent each year

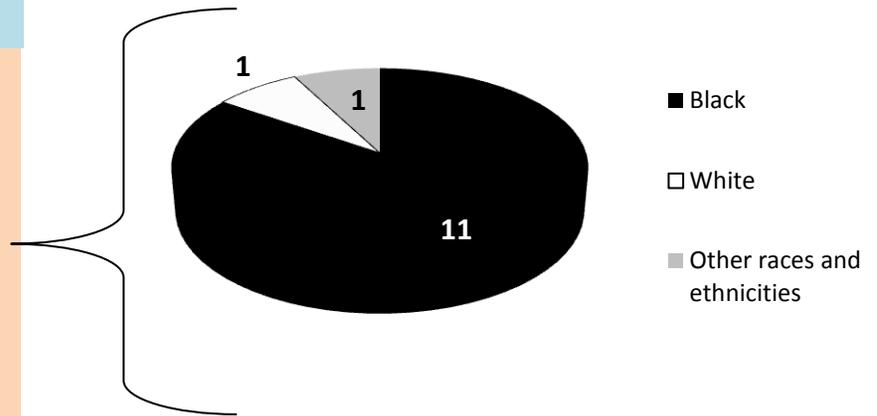
B

Suspensions | The Data (continued)

Total Elementary Students

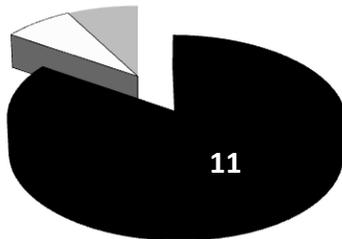


13 elementary suspensions by race

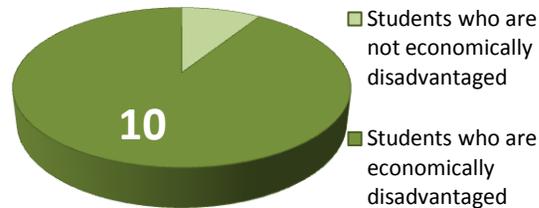


2011-12

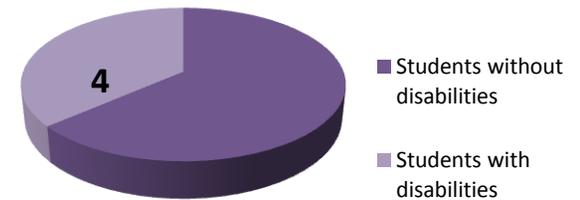
A CLOSER LOOK at the 11 elementary black students with at least 1 short term suspension



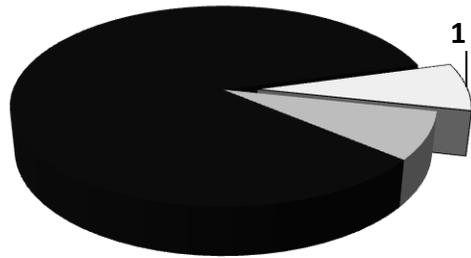
How many are economically disadvantaged?



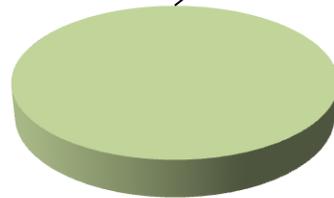
How many are students with disabilities?



2011-12 A CLOSER LOOK at the 1 elementary white student with at least 1 short term suspension

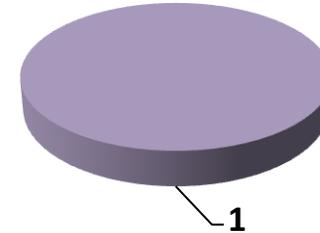


How many are economically disadvantaged?



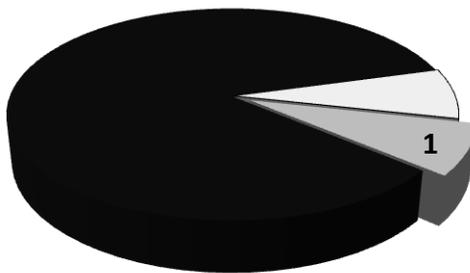
- Students who are not economically disadvantaged
- Students who are economically disadvantaged

How many are students with disabilities?

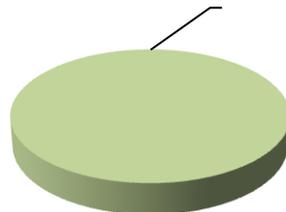


- Students without disabilities
- Students with disabilities

2011-12 A CLOSER LOOK at the 1 elementary other* student with at least 1 short term suspension

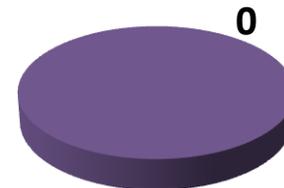


How many are economically disadvantaged?



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

How many are students with disabilities?



- Students without disabilities
- Students with disabilities



B

Suspensions | The Plan

STRATEGY	EVALUATION/EVIDENCE OF COMPLETION	RESPONSIBILITY
1. Classroom behavior plans	Agendas, "think" sheets, Habit sheets	Faculty
2. School-wide positive behavior support team	Decreased number of out of school suspensions	Principal and Faculty
3. Phone calls/conferences with parents	Call logs and sign in sheets	Principal and Faculty
4. Principal's school-wide challenge to contact every parent in the first two weeks of school	Teacher – Parent communication logs	Principal and Faculty

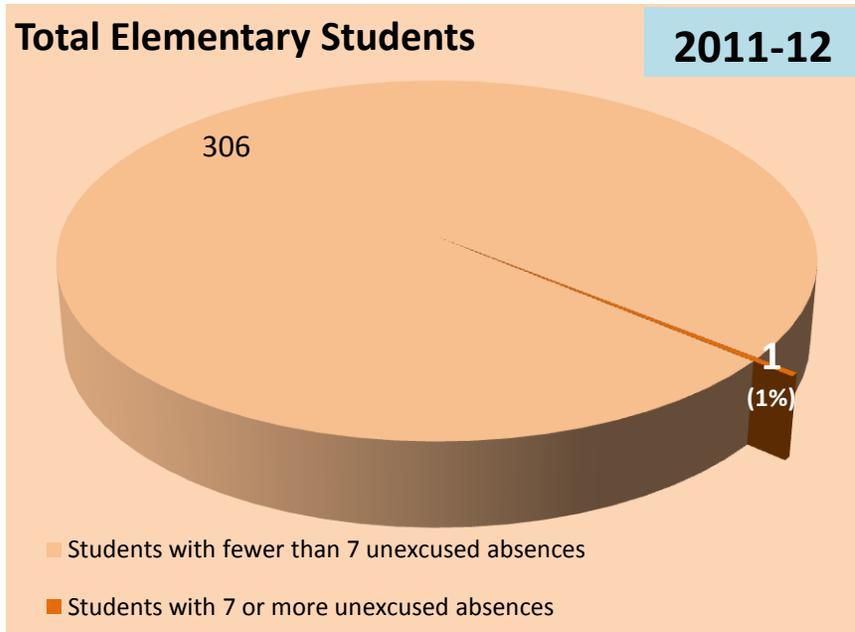
B

Student Attendance | The Data

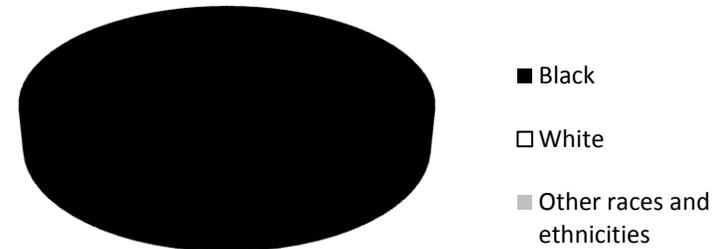
VISION: Tradition of Excellence for All

MISSION: Every child by name and by need to graduation

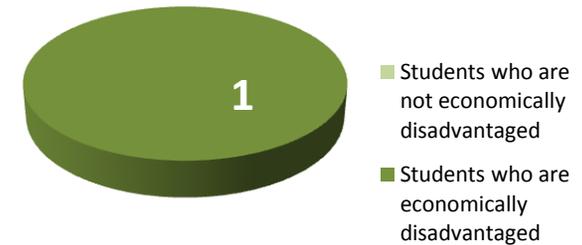
GOAL: Reduce the number of students with unexcused absences, tardies, and early dismissals.



1 elementary student with 7 or more unexcused absences by race



Of the 1 elementary student with 7 or more unexcused absences, how many are economically disadvantaged?





B

Student Attendance | The Plan

STRATEGY	EVALUATION/EVIDENCE OF COMPLETION	RESPONSIBILITY
1. Increased communication with parents (phone calls, notes and conferences)	Teacher – Parent logs, sign-in sheets	Principal and Faculty
2. Teachers monitor absences, tardies and early dismissals for early interventions	Reminder to parents of new LCS attendance policy	Faculty
3. Recognize perfect student attendance in assemblies and with incentives	Documentation of perfect attendance, certificates and incentives	Principal



B

Character Education | The Data

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 preservice

Self-Discipline with self-control and patience

Honesty with integrity

Respect of authority and others.



B

Character Education | The Plan

STRATEGY	EVALUATION/EVIDENCE OF COMPLETION	RESPONSIBILITY
1. Posters containing the Six Pillars of Character are displayed throughout the school.	Posters on display for students to see	Guidance Counselor
2. The "Pillar of the Week" will be highlighted daily during the morning announcements.	Media Specialist adds segment to show each week	Guidance Counselor / Media Specialist
3. A year long, school-wide "Bucket Filling" initiative will encourage students to exhibit positive character traits.	Faculty and Staff document students positive behaviors toward each other	Guidance Counselor / Teachers / Staff
4. Classroom guidance lessons focusing on the six pillars of character	Guidance schedule / lesson plans	Guidance Counselor



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

- Staff Attendance
- School Culture Survey
- Parent Involvement



- **Hours** or more of volunteer service to school every year
- **Days** or more of attendance at school events
- **Dollars** or more to school's PTO
- **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.



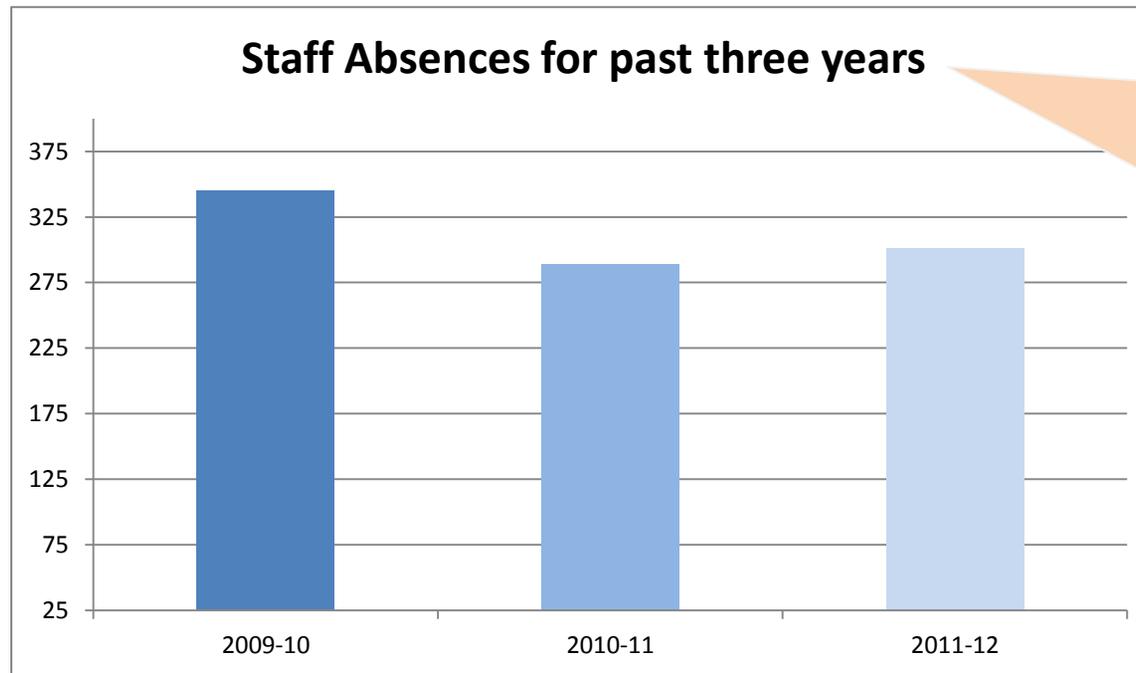
C

Staff Attendance | The Data

VISION: Tradition of Excellence for All

MISSION: Every child by name and by need to graduation

GOAL: Reduce costs associated by staff absences.



Note: This does not include Family Medical Leave and Leave with Pay. Family Medical Leave was not an option during 2009-2010, accounting for the larger numbers. This information is what was reported in SubFinder.



C

Staff Attendance | The Plan

STRATEGY	EVALUATION/EVIDENCE OF COMPLETION	RESPONSIBILITY
1. Teachers will call principal for any absence	Principal's log of teacher calls	Faculty
2. Attendance incentives presented by principal	Teachers will be recognized in assemblies for perfect attendance	Principal



C

School Culture Survey | The Data

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.

School _____ **Date Due to Principal** _____

Responses:

- 4 = Almost Always Occurs
- 3 = Frequently Occurs
- 2 = Sometimes Occurs
- 1 = Rarely Occurs
- 0 = Never Occurs/Not Observed

Person Completing Form:

- ___ Administrator
- ___ Parent
- ___ Instructional Staff
- ___ Student
- ___ Support Staff
- ___ Other _____



C

School Culture Survey | The Data (continued)

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.



C

School Culture Survey | The Data (continued)

	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.



C

School Culture Survey | The Plan

STRATEGY	EVALUATION/EVIDENCE OF COMPLETION	RESPONSIBILITY
1. PME will participate in the survey	Survey results	Faculty, Parents
2. Data will be shared in PLC and with Instructional Leadership Team	Disaggregate survey results in faculty meeting	Principal
3. Data will be shared with the PTA Advisory Committee	Minutes of PTA Advisory Committee meeting	Principal



C

Parent Involvement | The Plan

VISION: Tradition of Excellence for All

MISSION: Every child by name and by need to graduation

GOAL: Roll out Give Me 5 initiative



PARENT
Involvement



MINUTES
HOURS
DAYS
DOLLARS
CLASSES

We need your help to continue the Tradition of Excellence for All. Pick up a volunteer application at your child's school, or fill one out online.

- 5 minutes or more reading/ talking with your child every day
- 5 hours or more of service at your child's school each year
- 5 days or more of attendance at school events
- 5 dollars or more to school's PTO
- 5 classes or more of schooling beyond high school

www.lcsedu.net/volunteer



C Parent Involvement | The Plan

STRATEGY	EVALUATION/EVIDENCE OF COMPLETION	RESPONSIBILITY
1. Encourage parents to participate in the Give Me 5 Plan (Plan was introduced at the PME Back to School Night, August 30, 2012)	Number of parents who have completed volunteer application form; Computer sign-in Volunteer log; Students made Give Me 5 posters; Parents sign-up in Sign-up Genius	Parents
2. Create a culture of reading	Daily monitoring through reading logs; Targeting minority students by introducing Accelerated Reader to them in the first semester; create a Stay-and – Read Night; keeping the library open during the summer; encouraging parents to work with their children to achieve 5 AR points per month	Parents
3. Parents sign agendas daily	Agendas checked by homeroom teachers	Parents
4. Parents attend school events	Chaperone field trips and attendance at Family Night, Parent-Teacher Conferences, 50 th Anniversary Events, Book Fairs, School productions, Carnival (documented through sign-in sheets, pictures, etc)	Parents and Faculty
5. Faculty/ Staff Welcome Walk and Home Visits	Faculty visited the homes of 24 new families; Faculty members make home visits for parents unable to attend conferences	Faculty and Staff

A TRADITION OF EXCELLENCE FOR ALL



LYNCHBURG CITY SCHOOLS

The Comprehensive Plan for 2012-2014
