## 2013-2014 COMPREHENSIVE PLAN LINKHORNE ELEMENTARY REPORT

![Logo](https://www.lynchburgcityschools.com)

### Data

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>2011-2012</th>
<th>2012-2013</th>
<th>% Change</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PALS pass rate</strong></td>
<td>78.8%</td>
<td>82.9%</td>
<td>+5%</td>
<td>✔</td>
</tr>
</tbody>
</table>

**Achievement**

- **SOLS** (see page 4)
  - **SEE PAGE 4**
  - **SEE PAGE 4**

**Notes**

- Met AMOs for all gap groups
- Accredited with warning in reading for the state
- Accredited with warning in math for the state
- Accredited in social studies for the state
- Accredited in science for the state
- School Improvement Team
- School Improvement Plan
- Datacation used to review various subgroups
- PLCs to review data
- Academic Coaching
- Gifted Teachers to support instruction
- Updated pacing guides correlated to new SOLs
- Laptop initiative for teachers
- 21st Century before and after school programs grades 1-5, four week Summer Camp—grades PreK-1
## 2012-2014 COMPREHENSIVE PLAN LINKHORNE ELEMENTARY REPORT *data*

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<thead>
<tr>
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<th>2011-2012</th>
<th>2012-2013</th>
<th>% Change</th>
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<tbody>
<tr>
<td>STUDENT ATTENDANCE</td>
<td>10%</td>
<td>8%</td>
<td>20% decrease</td>
<td>Elementary security/truancy clerk addressing concerns with families Recognition for student attendance School social worker to support attendance concerns</td>
</tr>
<tr>
<td>SUSPENSION</td>
<td>6%</td>
<td>10%</td>
<td>66% increase</td>
<td>School Improvement Team and PBIS team looks at data and develops plans to address referrals/ suspensions: Behavior Matrix for common expectations for all students in a variety of settings—start day, halls, bus, lunch room, assemblies, end of day Roaring with Pride 3 R’s—Responsibility, Respect, Ready to Learn Common Language throughout the school, e.g. School-wide Behavior Ladder, 3Rs listed with examples or norms in each classroom, consequences clearly defined Positive Behavior Assemblies Alt Ed—Success for All Placement for 4 students Behavior Plans for students with multiple referrals Two Day Treatment Providers</td>
</tr>
</tbody>
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**GOAL MET**

**GOAL NOT MET/PROGRESS**

**GOAL NOT MET/NO PROGRESS**
<table>
<thead>
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</table>
| STAFF ATTENDANCE       | 668       | 674       | 6 day decrease | - 11-12 Family Medical Leave 109 days  
- 12-13 Family Medical Leave 186 days—extenuating circumstances due to a serious accident, injuries, maternity and personal health resulted in unusual high number of FML  
- Addressing attendance with individual teachers as needed  
- Offering incentives for perfect attendance  
- Teacher recognition in assembly for perfect attendance |
| PARENT INVOLVEMENT     | 128       | 213       | 66% increase | Give Me Five Initiative  
Parental Involvement Activities:  
PTO, Principal’s Parent Advisory, Supt. Parent Advisory, Muffins for Moms, Donuts for Dads, 3 Family Reading nights, Math/Science night, Volunteer Breakfast, 5th grade play, grades K-4 music nights, Bucket Filling Program  
What’s New: Raptor System  
Give Me Five for Students and Community |
## 2012-2014 Comprehensive Plan Linkhorne Elementary Report SOL Data

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>2011-2012</th>
<th>2012-2013</th>
<th>DIFFERENCE</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MATH</strong> (new test 2012)</td>
<td>46%</td>
<td>54%</td>
<td>+8%</td>
<td>- Intervention time built into schedule</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- I-ready diagnostic &amp; monitoring/interactive achievement</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- ST Math</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- New programming after school 21st Century program</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Increase of manipulative use</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Small group instruction</td>
</tr>
<tr>
<td><strong>READING</strong> (new test 2013)</td>
<td>85%</td>
<td>62%</td>
<td>- 23%</td>
<td>- New Reading SOL Test</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- New Reading Series</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Benchmark Guided Reading</td>
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<tr>
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<td></td>
<td></td>
<td>- In-Depth PD with reading series trainers</td>
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<td></td>
<td></td>
<td>- Parent academies with Harcourt</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>- LLI intervention for Title I/SPED</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>- Title 1/IA Push in Model for Intervention Block</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- AIMSWeb monitoring for fluency</td>
</tr>
<tr>
<td><strong>SCIENCE</strong> (new test 2013)</td>
<td>81%</td>
<td>66%</td>
<td>-15%</td>
<td>- New Science Test</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Hands on Science kits</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Interactive Achievement</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Gifted Teachers to support instruction</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Met Benchmark with 3 year average—76%</td>
</tr>
<tr>
<td><strong>SOCIAL STUDIES</strong> (new test 2011)</td>
<td>78%</td>
<td>79%</td>
<td>+ 1%</td>
<td>- New Social Studies textbooks were adopted and used</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Would like further instructional support for materials to teach social studies, possibly kits similar to science</td>
</tr>
<tr>
<td>INDICATOR</td>
<td>Tasks</td>
<td>How they relate to division’s Comprehensive Plan with strategies around Achievement, Behavior and Culture</td>
<td></td>
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</table>
| TA01 (mandatory) | - PALS  
- 2012-13 SOL Results  
- I-Ready (Math and Reading)  
- Interactive Achievement (Math and Reading)  
- Kindergarten nine weeks assessment  
- Grades  
- AIMSWeb fluency  
- Review of Grades | The tasks outlined as part of the achievement indicator TA01 relate directly to the division’s comprehensive plan as they provide a system for identification of students in need of additional support. |
| TA02 (mandatory) | - ST Math  
- Small group guided reading using Benchmark and Houghton Mifflin Harcourt leveled readers  
- LLI  
- EIRI  
- .5 Reading specialist  
- Writing daily  
- Intervention Block  
- i-Ready instructional program  
- AIMSWeb fluency  
- Fast ForWord  
- Fundations  
- My Reading Coach  
- Interactive Achievement  
- After school and before school 21st Century program  
- Professional Development | The tasks outlined as part of the achievement indicator TA02 relate directly to the division’s comprehensive plan as they provide a system of tiered interventions for students in need of additional support. |
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| ACHIEVEMENT | TA03 (mandatory) | - Weekly PLC data meetings  
- Datacation  
- ST Math reports  
- LLI progress monitoring reports  
- Report Cards  
- I-Ready reports for reading and math  
- Pre and post assessments using Interactive Achievement  
- Formative assessment data using Interactive Achievement  
- Utilize the VDOE resources and professional development opportunities  
- AIMSWeb fluency monitoring  
- My Reading Coach reports |

The tasks outlined as part of the achievement indicator TA03 relate directly to the division's comprehensive plan as they provide a system for monitoring of the tiered interventions.

| BEHAVIOR | IIIC10 All teachers will reinforce classroom rules and procedures by positively teaching them. | - Positively reinforce students – Bucket Filling and Kiwanis Terrific Kids  
- Implementation of PBIS  
- PBIS works with PTO to present LES school-wide expectations to parents at PTO meeting  
- Classroom expectations, norms, and consequences based on 3Rs posted  
- School – wide behavior assemblies every nine weeks  
- Grade level behavior assemblies – three times per year  
- LES behavior matrix provided for all families at registration  
- Behavior expectations (HALLS/LUNCH/THREE Rs) posted in all classrooms and common areas  
- Monthly review of referral data  
- Goal setting by children |

The tasks outlined as part of the achievement indicator IIIC10 relate directly to the division’s comprehensive plan as they provide a system for the proactive, positive reinforcement of school-wide behavioral expectations, thus reducing the need for student referrals and increasing instructional time.
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| IIIA33    | - Climate/culture committee  
               - Students will complete culture survey  
               - Staff will complete poverty simulation training  
               - Bullying lessons provided by guidance counselor  
               - Student Give Me 5 Initiative  
               - Teacher attendance will be monitored monthly  
               - Teachers will participate in 4 home visits per year  
               - Teachers will send postcards twice per year  
               - Teacher will attend two extra curricular student activities (soccer game, etc.)  
               - LES will help families in need through Coats for Kids; food drive; school supplies; shoes; glasses  
               - Parental involvement activities school-wide and at grade level units | The tasks outlined as part of the achievement indicator IIIA33 relate directly to the division’s comprehensive plan as they provide a system for increased positive social interaction with our students and families. |