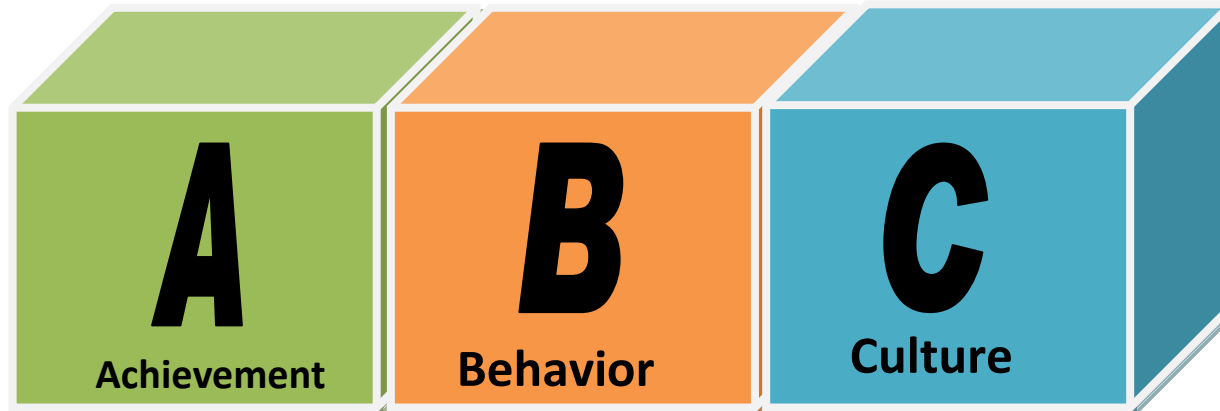


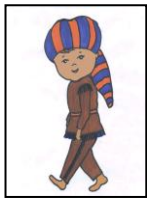
Heritage Elementary School



through



We build on these blocks!



VISION

Achievement,
Behavior,
Culture...HES builds
on these blocks!

MISSION

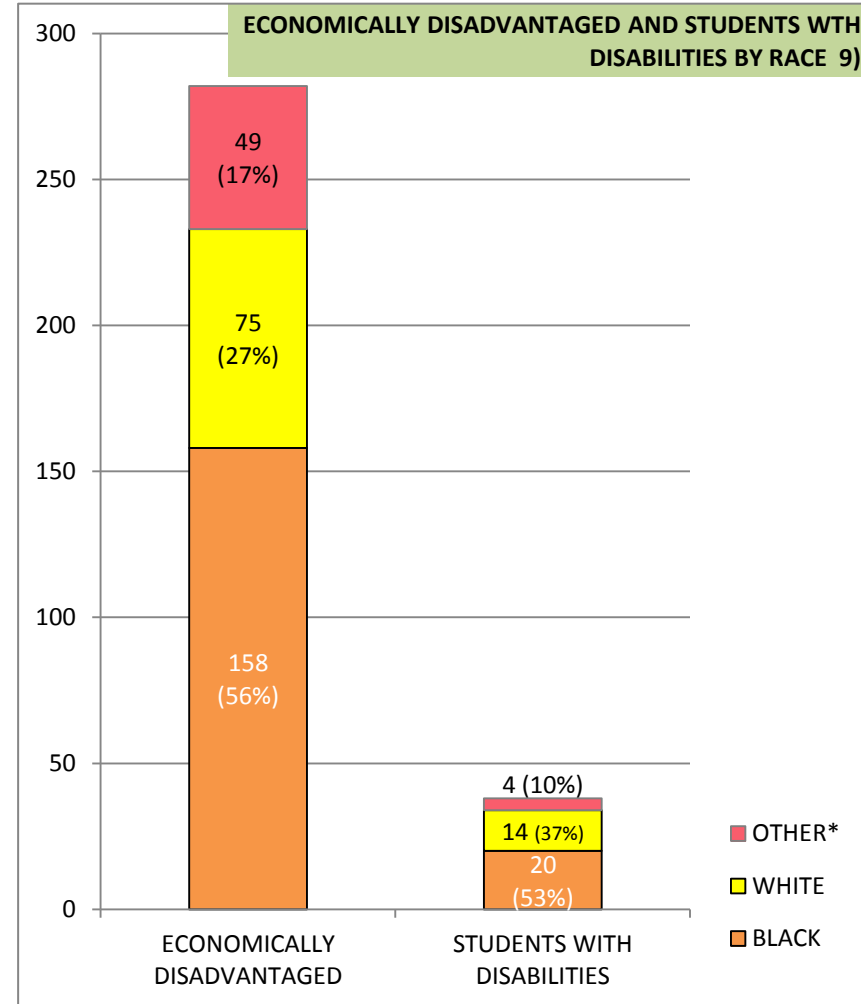
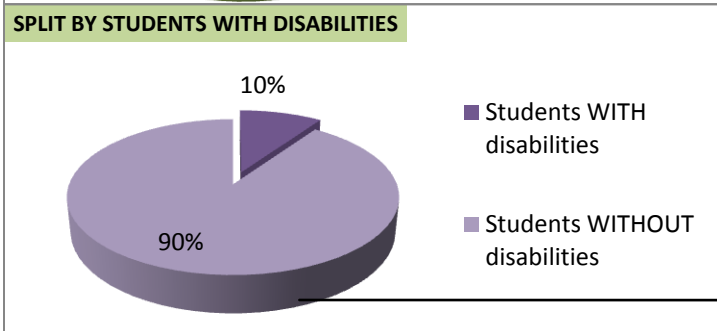
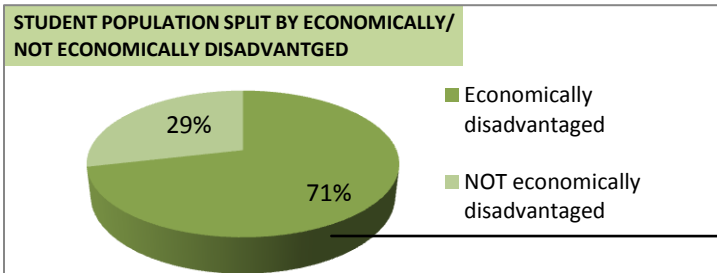
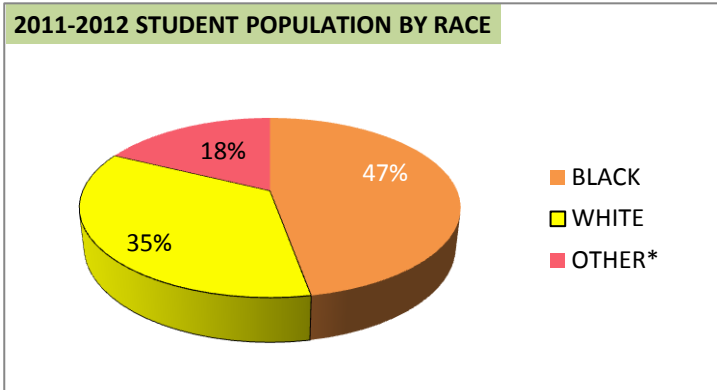
Helping Every Student
SUCCEED!

GOAL

Excellence in
Achievement, Behavior,
Culture, Operations
and Personnel



INTRODUCTORY DATA FOR HERITAGE ELEMENTARY SCHOOL

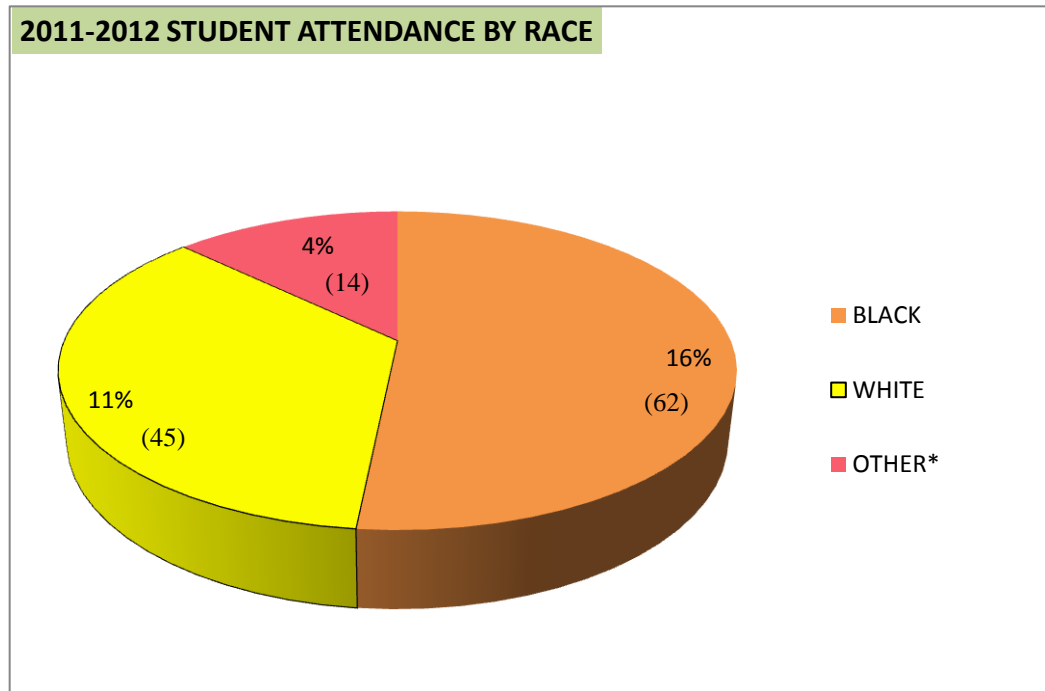


*Includes Asian, American Indian, Hispanic, Hawaiian, and Mult-Ethnic, or Unspecified. In the 2010-2011 school year, the state required a change to ethnicity reporting, which allowed for additional subgroups. The data will show more significant changes in subgroups because someone who may have previously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



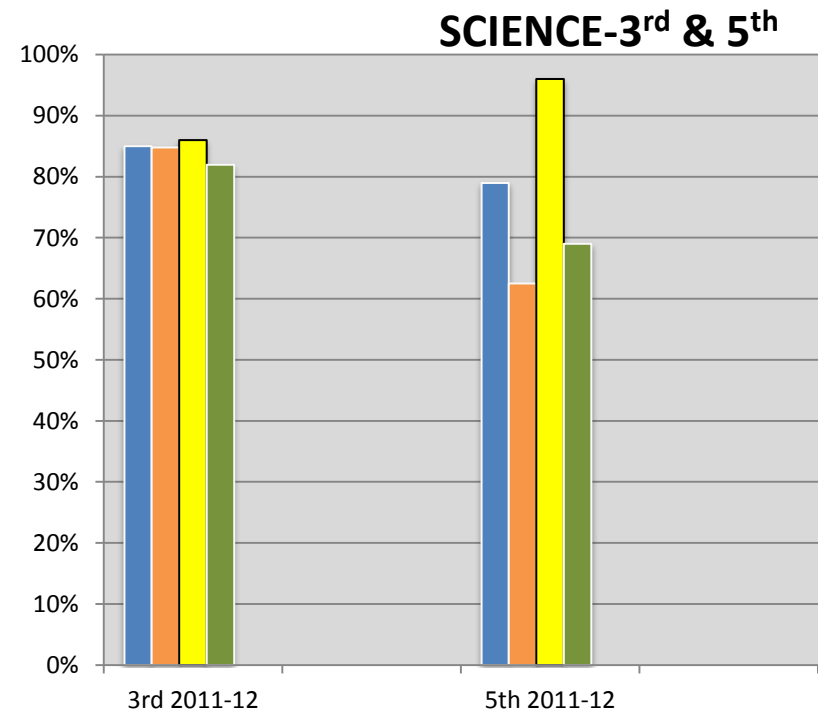
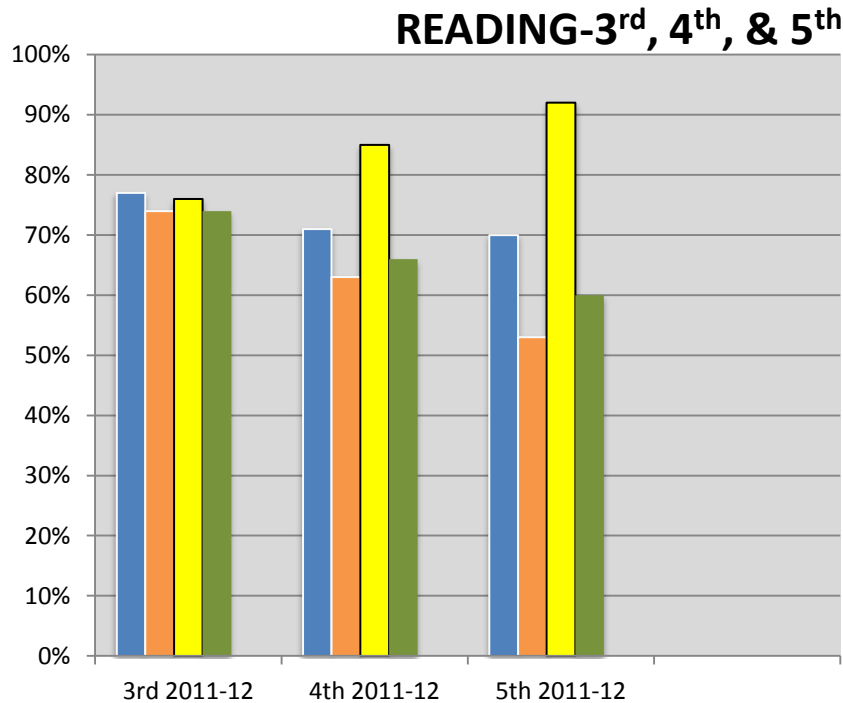
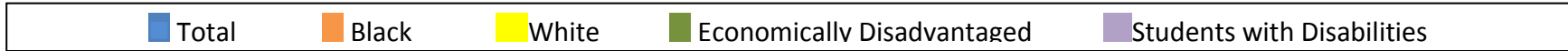
Attendance for Heritage Elementary School

Based on enrollment of 395 students: 31% of our population missed 10 or more days during the school year.



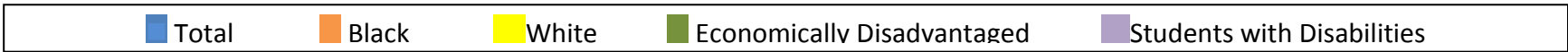
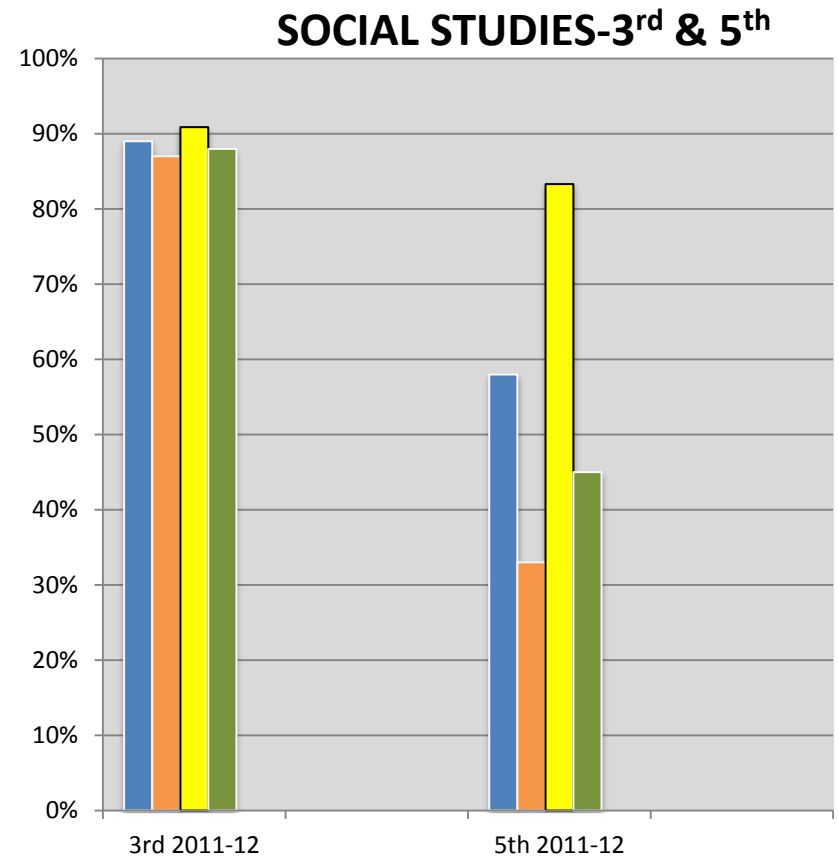
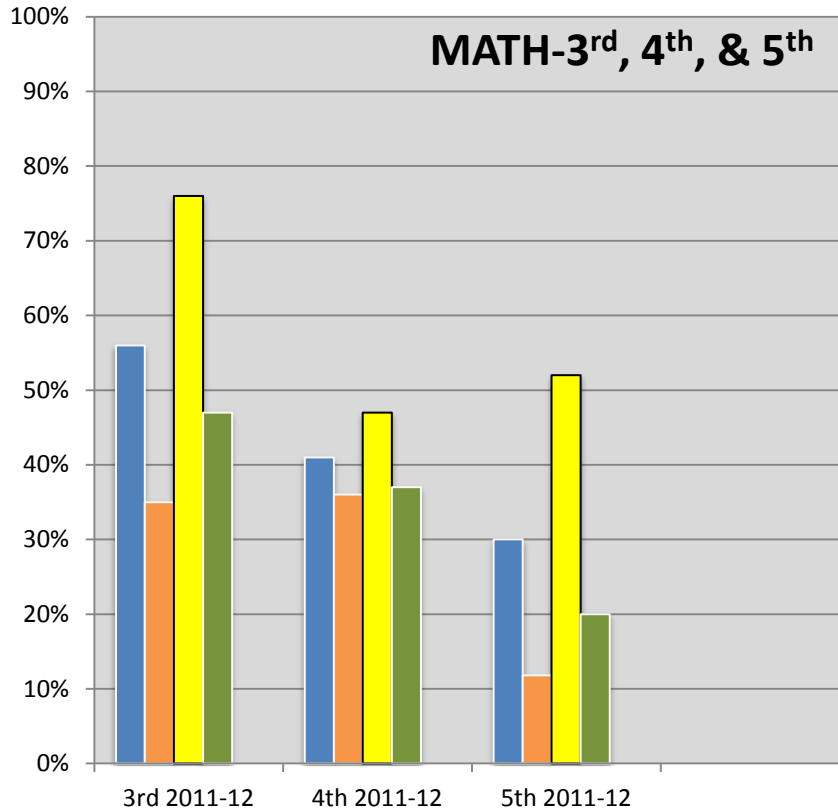


SOL Results for 2011-2012



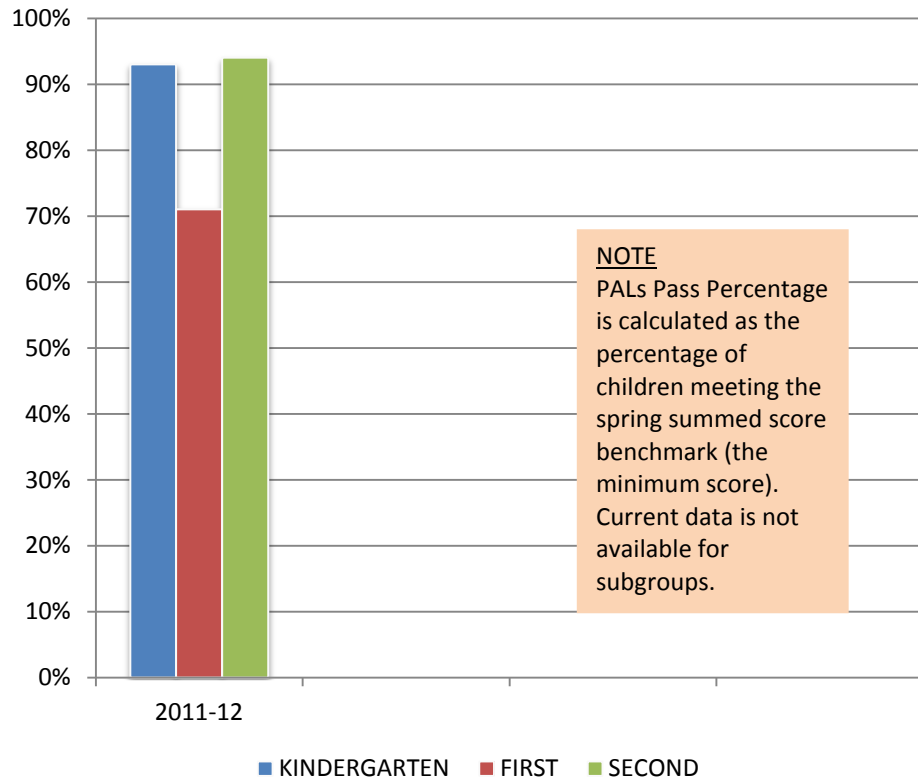


SOL Data for 2011-2012



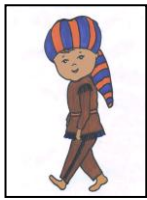


PALS PASS RATE



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

At Heritage Elementary School, PALS is administered three times at year (Fall, MidYear, and Spring). Students who do not meet the benchmark are eligible for LLI (Leveled Literacy Intervention) or EIRI (Early Intervention Reading Initiative).



A

Achievement

- Drilling & Class Recitation
- Encourage students to check their own comprehension
- Yearly Learning Goals will be set utilizing student learning data
- Extending Learning Opportunities

B

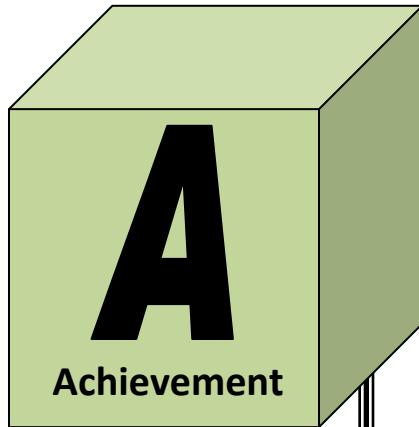
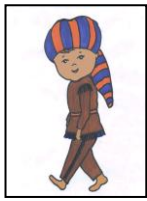
Behavior

- Referrals
- School Wide Discipline
 - BATH
 - CAFE
 - THINK
 - BUS
 - RECESS
 - HALLS
- Character Education

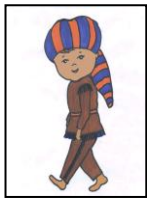
C

Culture

- Engage parents and the community in the improvement process
- All teachers maintain a file of communication with parents.
- Programs that engage and support family members are provided.
- Professional development for all Faculty members



- Drilling & Class Recitation
- Encourage students to check their own comprehension
- Yearly Learning Goals will be set utilizing student learning data
- Extending Learning Opportunities



A

All teachers review with drilling/class recitation.

- Kindergarten Team will incorporate LetterLand Program to increase student recognition of letter and sounds.
- Teachers will include recitation during reading and language arts instruction.
- Drilling of math facts will occur daily (5-10 minutes at the beginning of class)
- HES will conduct a Multiplication Bee and an Addition Bee for students in grades 1-5.
- Students will be recognized weekly based on mastery of math facts using First in Math.
- Teachers will be trained to use ST (Spatial Temporal) Math. All students will use this program twice a week 45 minutes for 1st – 5th graders & 30 minutes for Kindergarten. Progress will be monitored using integrated reports to track student progress.
- FAST Math will be used with identified students in 3rd, 4th, and 5th grade.
- Students will participate in the FLASH (Families Learning At School and Home) Program. This program focuses on student mastery of math facts (addition, subtraction, multiplication. & division)



A

Encourage students to check their own comprehension

- Teachers will help students self-monitor their own comprehension by moving the Accelerated Reader emphasis on points to accuracy of tests passed. Students will only take tests that are on their reading level, which further increases comprehension. Students are expected to meet their individual goals by passing AR Tests with 85% accuracy. Students will keep a log of book levels and accuracy percentages for each test taken. Progress will be monitored by classroom teachers and incentives will be given in classrooms and school wide. All new library books have Lexile Levels printed in the front cover of the book, whereas older library books have Lexile Levels being added each week. Furthermore, library books are labeled by colors according to reading levels. Students are required to check out at least one book on their current reading level.
- Teachers will conduct guided reading group sessions with students using Benchmark materials. Teachers will meet with those students reading below grade level 4-5 days per week. Teachers will meet with students reading on grade level 2-3 times per week. Teachers will meet with students reading above grade level once a week. Teachers will take running records on those students reading below grade level every two weeks. Anecdotal notes will be maintained on all students.
- Title I Teachers will receive training to implement Leveled Literacy Intervention Program with identified students in grades K-3 based upon PALS and Benchmark Reading Levels.



A

Yearly Learning Goals will be set for the school by the Leadership Team, utilizing student learning data.

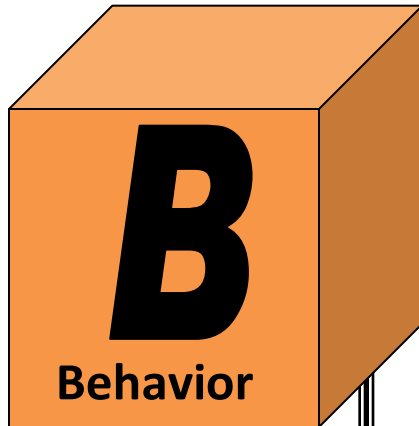
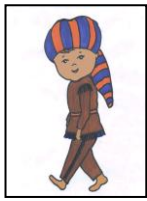
- Every teacher will create a Personal SMART Goal in reading and math based upon student learning data. Teachers will meet with the administrative team MidYear and End of the Year to provide evidence and feedback.
- PALS (K-3) will be administered to all students three times a year (Fall, MidYear, Spring)
- 4th & 5th grade teachers will participate in PALS Pilot Program with all students 1st semester and only identified students 2nd semester.
- Formative assessments will be included in daily lesson plans for all academic subjects (reading, language arts/writing, math, science, and social studies)
- Each grade level (K-5) will maintain an electronic data spreadsheet to monitor student achievement each quarter.
- Use DataCation to monitor student progress each quarter.



A

HES will provide extended learning opportunities to keep students on track for promotion.

- Identified students in grades 2-5 will attend Reading or Math Tutorial each week for 24 weeks. Criteria will consist of teacher recommendation, PALS scores, SOL scores, STAR scores.
- Homework Help will be offered at the beginning of each tutorial session (15-20 minutes)
- Classroom teachers will complete a 9-week evaluation for each child identified in after school program.
- After School teachers will complete monthly progress reports to send home with parents.
- Use DataCation to track progress of identified students for reading & math tutorial each quarter.
- 2nd-5th grade students participating in Math Tutorial will master Addition Facts 1-10.
- 2nd-5th grade students participating in Math Tutorial will master Subtraction Facts 1-10.
- 3rd-5th grade students participating in Math Tutorial will master Multiplication Facts 1-12.
- 3rd-5th grade students participating in Math Tutorial will master Division Facts 1-12.
- Experiential Learning Opportunities are offered to all 2nd – 5th grade students throughout the year. These programs include Enrichment Classes, Drum & Flag, Girls on the Run, Art Club, Robotics Team, Swimming Club with YMCA, Morning Exercise, Writers Academy, and Reader's Theatre.
- Pioneer Summer Academy will be held during the summer for 50 students (rising 2nd-5th)
- All students will receive learning packets during summer & winter breaks.
- Identified students that do not participate in After School Tutorial for reading and/or math must have parents sign an opt out form.



- Referrals
- School Wide Discipline
 - BATH
 - CAFE
 - THINK
 - BUS
 - RECESS
 - HALLS
- Character Education



B

Referrals

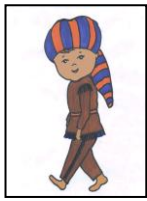
- Monthly comparison of discipline referrals by area (halls, bathroom, cafeteria, recess, bus) will be collected and analyzed.
- Referrals at Heritage Elementary School will be reduced by 10%



B

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

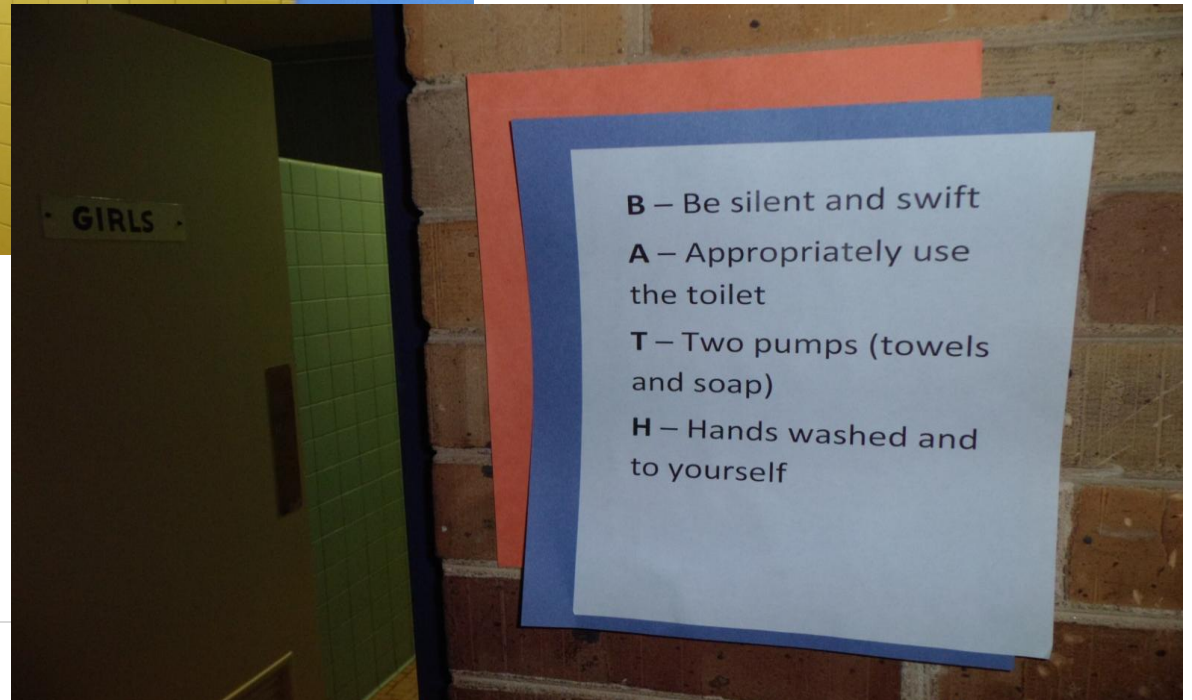
- HES School Improvement Team and Leadership Team will work with Jackie Jones from E.P.I.C Inc Behavioral Consulting.
- Teachers will collaboratively create and establish expectations for common areas at HES (halls, bathroom, cafeteria, recess, and buses)
- Teachers will review and practice behavior expectations on a daily basis.
- The Administrative team will conduct discipline/expectation meetings with all grade levels.
- All instructional assistants will be trained to implement a program called *Playworks*. The program will be beneficial for HES as it involves all students, teaches conflict resolution, reduces bullying, and increases physical activity during recess time.

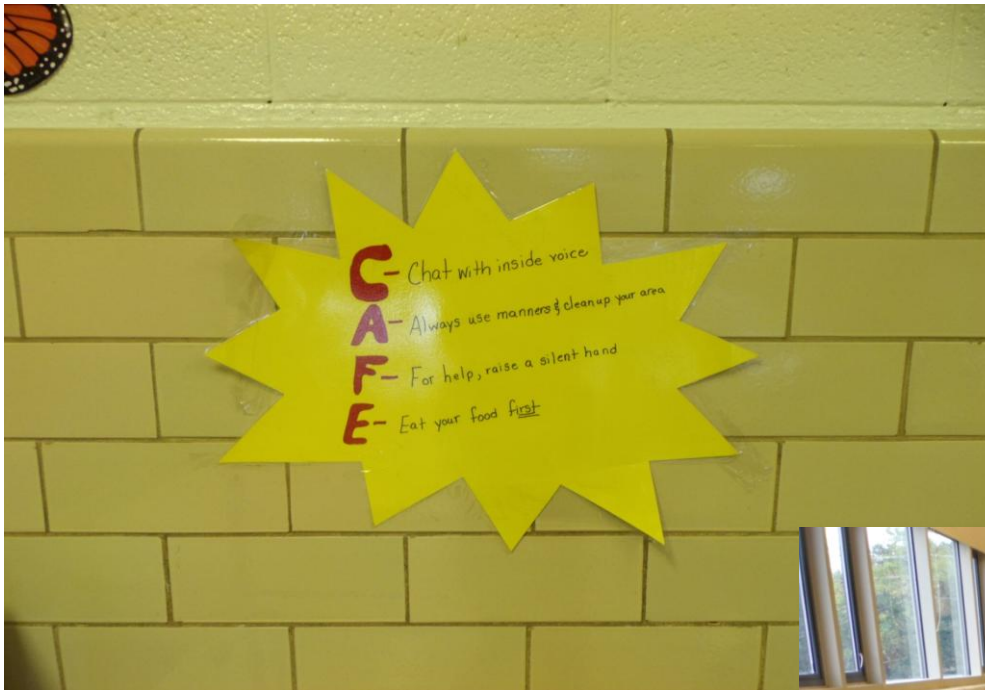


- Posters with behavior acronyms will be posted in hallways and classrooms.



B - Be silent and swift
A - Appropriately use the toilet
T - Two pumps (towels & soap)
H - Hands washed and to yourself





C - Chat with inside voice
A - Always use manners
F - For help, raise a silent hand
E - Eat your food first



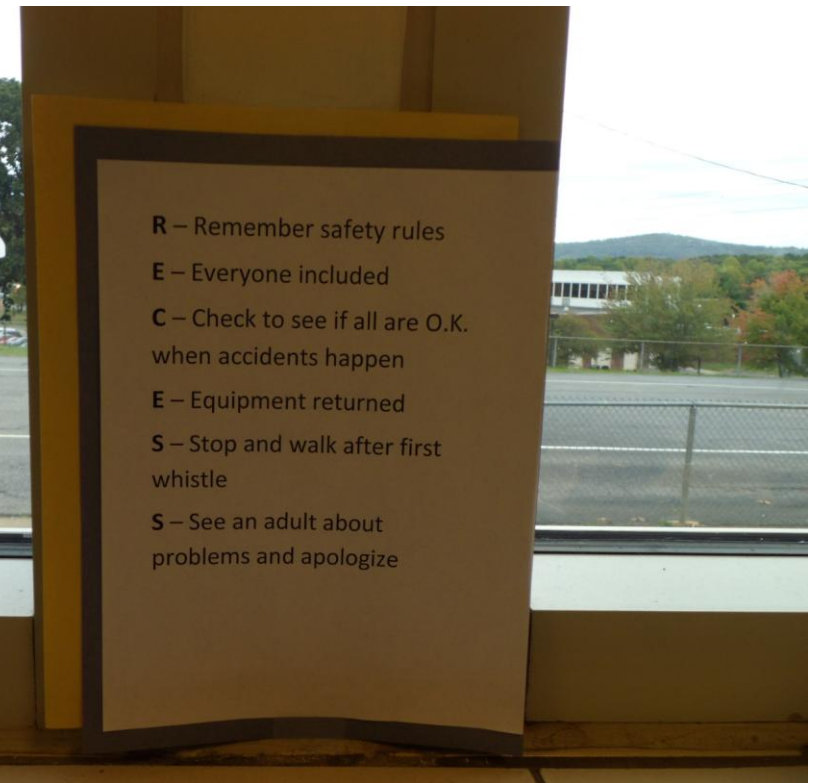


T- Treat everyone with respect and kindness
H – Hands raised silently
I – Instructions followed on first request
N – Need to be prepared to do your best work
K – Keep hands, feet, and objects to yourself



B- Back to back, bottom to bottom
U – Use a quiet voice
S – Stay in your assigned seat

R- Remember safety rules
E – Everyone included
C – Check to see if all are OK when accidents happen
E – Equipment returned
S – Stop and walk after first whistle
S – See an adult about problems & apologize



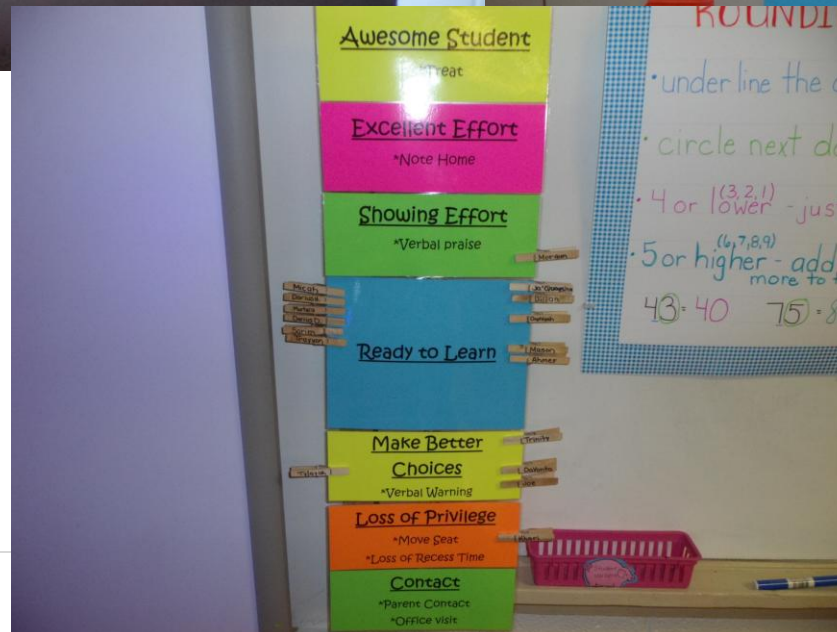
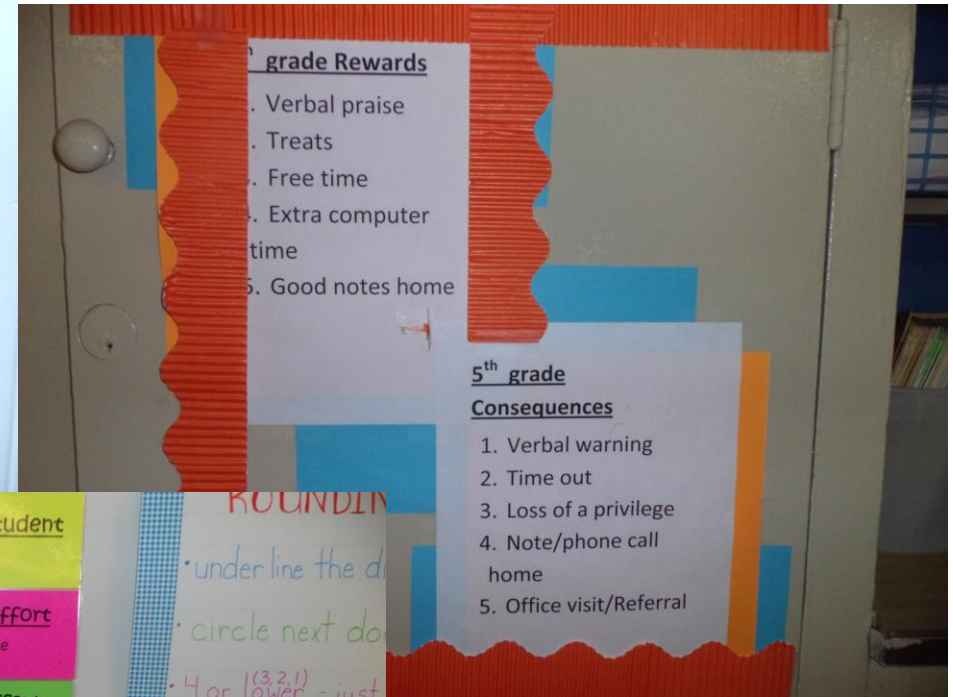
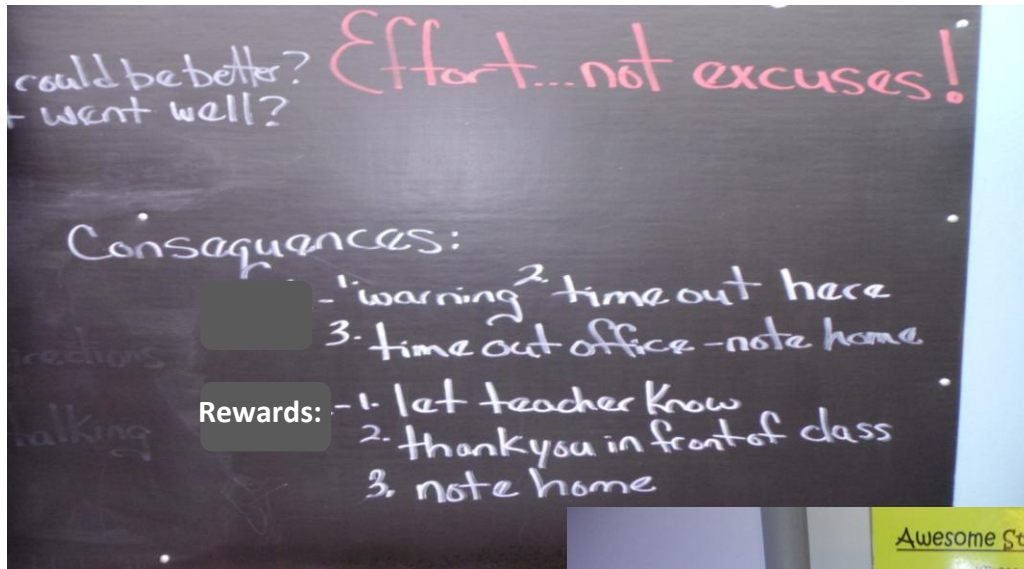


H- Hands to yourself
A – All eyes forward
L – Lips sealed
L – Line up straight
S – Silent feet





- Every teacher will list and post classroom expectations with rewards and consequences. In addition, a school wide reward and consequence program will be implemented.





B

Character Education

- Heritage Elementary School will partner with Chick-Fil-A to promote and participate in Core Essentials Program.





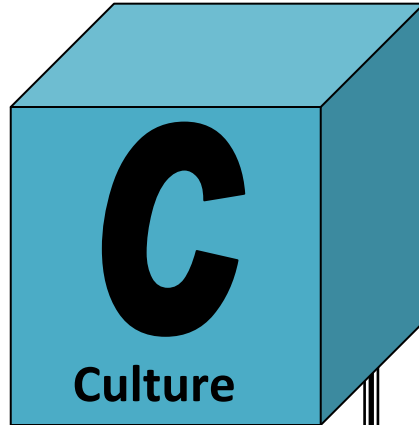
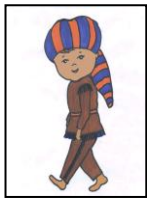
- Monthly Character Words include: Respect, Individuality, Cooperation, Determination, Peace, Honesty, Friendship, Patience





- The Principal Spotlight Program will recognize students who demonstrate monthly character traits. Parents are invited to each lunch with his/her child. In addition, students will be spotlighted on the “Principal Pioneer Pride Tree” in the front hallway.





- Engage parents and the community in the improvement process
- All teachers maintain a file of communication with parents.
- Programs that engage and support family members are provided.
- Professional development for all Faculty members



C

Engage parents and the community in the improvement process

- Include HES vision and mission statements on all correspondences with the parents and the community
- State HES vision and mission statements at all functions
- Sign in sheets will be available at all school functions
- Invitations will be mailed to all existing community partners for activities that showcase our students at HES
- Summer & Winter Learning packets will be distributed to all HES apartment complexes, Day Care Centers, and Jubilee Center
- HES will adopt and promote Lynchburg City Schools' "Give Me Five" initiative for all parents.
- At least two parents and one community representative will be members of our School Improvement Team
- The Liberty University Women's Basketball Team has adopted HES. These athletes come and read with our students each week.
- HES has partnered with Randolph College and Liberty University Education Departments. These college practicum students assist classroom teachers during the school day as well as during our after school program.
- Amazement Square has partnered with HES to provide parent workshops during the school year.



C

All teachers will maintain a file of communication with parents

- Each month, teachers will record date and form of communication (agenda, note, phone call, conference, school event, supplemental work, etc)
- Monthly communication logs will be collected and tallied
- Attendance and tardies will be highlighted on progress reports each quarter. Students whose attendance and/or tardies (5 or more days) are impacting academic achievement will be noted in the comment section of the progress report.
- The Principal will send home a Weekly Planner every Friday to parents.
- The Principal will send Connect Ed phone calls to parents with reminders for school events and other pertinent information.



C

Programs that engage and support family members will be provided.

- A classroom visitation policy will be created and shared with parents. This policy will be enforced to protect the instructional environment.
- Back to School Night will be held for parents to visit their child's classroom and to get an overview of the teacher's expectations.
- Parent-Teacher conferences will be held each semester (October & February) to discuss students' performance
- Parents are invited to Pioneer Pride Assemblies that are held quarterly to recognize student achievements.
- Techno Night will be held in December spotlighting the use of technology in classrooms.
- Spring Fling is a parental involvement night held in the spring that promotes reading and/or math programs.
- The school will host FAST (Families and Schools Together) program during 1st semester.
- Programs funded by the 21st Century Community Learning Grant will invite parents to award ceremonies, banquets, and family events throughout the year.
- A reception will be held in the spring to recognize school volunteers.
- Parents will be invited to participate in a GED program hosted at the Jubilee Center
- The Principal Spotlight Program will recognize students who demonstrate monthly character traits. Parents will be invited to each lunch with his/her child on the recognition day.
- A workshop will be held each semester at the Jubilee Center for parents to come meet and greet administrators, guidance counselor, and teachers.



C

Professional Development for the whole faculty will include assessment of strengths and areas of need of improvement from classroom observations of indicators of effective teaching.

- August 9, 2012: Conduct New Teacher Orientation with new faculty members
- September 12, 2012: Benchmark Guided Reading Training and essential components of a lesson plan for new classroom teachers
- September 19, 2012: Teacher Evaluation process and protocol for new and veteran teachers
- September 26, 2012: Preparation for parents conferences for new classroom teachers
- October 17, 2012: Report Cards and Comments workshop for new teachers
- November 14, 2012: Self-reflections, parent concerns, and collaboration with new teachers
- January 9, 2013: Second semester discussion of SMART Goals, English/Math SOL cards, and possible retentions
- March 20, 2013: PALS and SOL Testing preparation for new teachers
- April 24, 2013: Review end of the year procedures and permanent record folders for all classroom teachers
- Co-Teachers who teach in an inclusive environment will receive training from JMU-TTAC and complete Co-Teaching contracts
- Administrators will provided Co-Teachers with a Co-Teaching Observation form that will be used during observations
- JMU-TTAC will observe Co-Teachers in an inclusion environment. In addition, JMU-TTAC will provide feedback to the co-teachers during a post conference.
- Title 1 Team will receive LLI Training in order to implement the program for K-3 students.
- Teachers will receive training for ST Math as all students K-5 will use this program twice a week.



We are



**and we
build on these blocks!**

