ACHIEVEMENT

2012 - 2013
School Improvement Plan

BEHAVIOR

CULTURE

Roaring with Pride

LINKHORNE
ELEMENTARY SCHOOL

A TRADITION OF EXCELLENCE FOR ALL

LCS

LYNCHBURG CITY SCHOOLS

Welcome to. . . Linkhorne Elementary

LES School Improvement Team Members

Kathleen M. Sawyer   *Principal*
Donna Rinker   *Administrative Assistant*
Nell Mikkelson   *Guidance Counselor*
Karen Kohuth   *Title 1 Specialist*
Lindsay Johnson   *21st CCLC Coordinator*
Michelle Gomez   *Teacher - K*
Cindy Bargabos   *Teacher - 2nd grade*
Andrea Parker   *Teacher - 2nd grade*
Tina McAlexander   *Teacher - 3rd grade & Parent Rep*
Angie Davis   *Teacher - 4th grade*
Rachel Espinosa   *Teacher - 5th grade*
Julia Falls   *Teacher - Special Education*
Alice Coots   *Teacher - ELL*
Jackie Gorman   *Parent Representative*

Linkhorne Elementary School
2012 - 2013 Staff

WE ARE ROARING WITH PRIDE!

A TRADITION OF EXCELLENCE FOR ALL
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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

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LYNCHBURG CITY SCHOOLS

Follow us down our path to

Excellence in Achievement

Excellence in Behavior

Excellence in Culture

Linkhorne Elementary School
Where we are ROARing with Pride!

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2012-2013 School Improvement Plan
Linkhorne Elementary School

Indicators of Excellence

Achievement

- **Analysis of School Performance Data**
- **Analysis of Classroom Observation Data**
- **Analysis of Student Learning Data**
- **Mastery of Standards Based Objectives**
- **Yearly Learning Goals are Data Driven**

Behavior

- **Implementation of School-Wide Behavior Plan with PBIS Matrix and 3Rs**
- **Development of a Community of Learners**
- **Focus on expectations for Successful Students**
- **Communication with Parents**
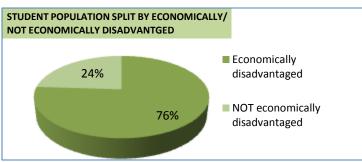- **Positive Student Teacher Interaction**
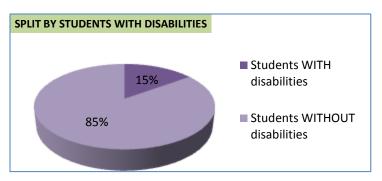
Culture

- **Professional development to include Peer Observations**
- **Opportunities for teachers to share expertise with each other**
- **Celebration of Student and Teacher Success**
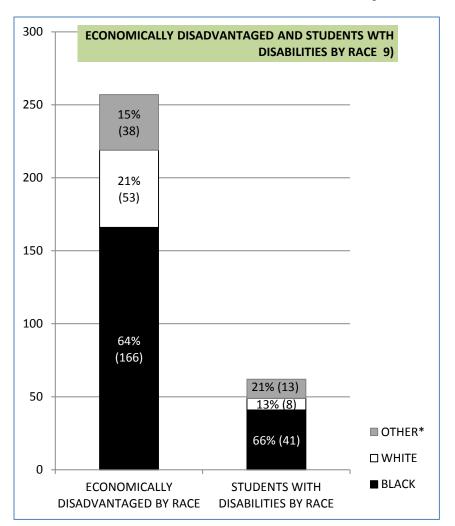- **Parent and Family Involvement**

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Introductory Data

2011-2012 STUDENT POPULATION BY RACE

- BLACK 57%
- WHITE 26%
- OTHER* 17%

STUDENT POPULATION SPLIT BY ECONOMICALLY/ NOT ECONOMICALLY DISADVANTGED

- Economically disadvantaged 24%
- NOT economically disadvantaged 76%

SPLIT BY STUDENTS WITH DISABILITIES

- Students WITH disabilities 15%
- Students WITHOUT disabilities 85%

ECONOMICALLY DISADVANTAGED AND STUDENTS WTH DISABILITIES BY RACE 9)

ECONOMICALLY DISADVANTAGED BY RACE:
- OTHER* 15% (38)
- WHITE 21% (53)
- BLACK 64% (166)

STUDENTS WITH DISABILITIES BY RACE:
- OTHER* 21% (13)
- WHITE 13% (8)
- BLACK 66% (41)

Legend: OTHER*, WHITE, BLACK

*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.
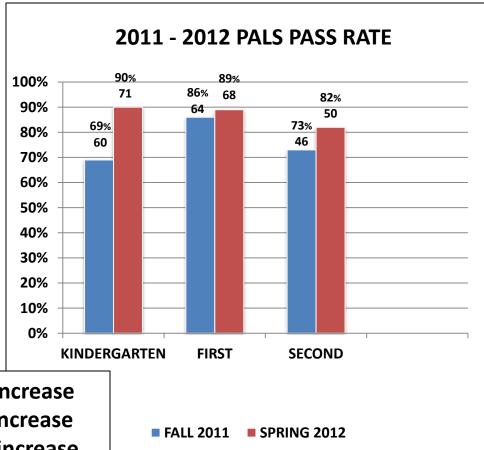
Reading Achievement Data

A LCS GOAL: By the end of 2nd grade, reduce the failure rate on the PALS by 10% each year and decrease the failure rate on the SOL Reading Assessments by 10% each year.
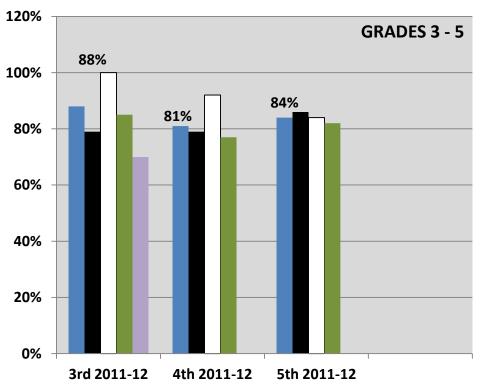
Percentage of students "passing" is calculated based on the number of students who met or exceeded the "summed score" or benchmark for their grade level.

2011 - 2012 PALS PASS RATE

	FALL 2011	SPRING 2012
KINDERGARTEN	69% (60)	90% (71)
FIRST	86% (64)	89% (68)
SECOND	73% (46)	82% (50)

K=21% increase
1st=3% increase
2nd=9% increase

2012-2013 School Improvement Plan
Linkhorne Elementary School
Reading Achievement Data

A LCS GOAL: By the end of 2nd grade reduce the failure rate on the PALS by 10% each year and decrease the failure rate on the SOL Reading Assessments by 10% each year.
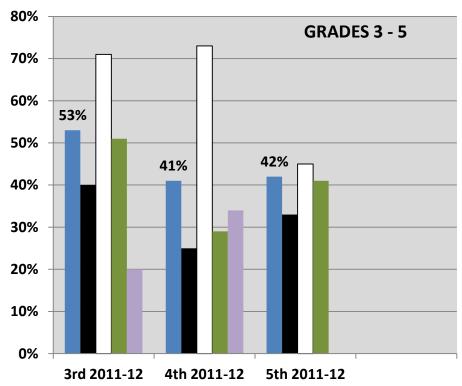
■ Total ■ Black □ White ■ Economically Disadvantaged ■ Students with Disabilities

2012 Spring SOL Reading Test

Achievement Gap exists between black and white students:

3rd Grade = 21%
4th Grade = 13%
5th Grade - No Achievement Gap exists between black and white students.

GRADES 3 - 5

	3rd 2011-12	4th 2011-12	5th 2011-12
Total	88%	81%	84%

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Reading Achievement Data

A

LCS GOAL: By the end of 2nd grade reduce the failure rate on the PALS by 10% each year and decrease the failure rate on the SOL Reading Assessments by 10% each year.

■ Total ■ Black ☐ White ■ Economically Disadvantaged ■ Students with Disabilities

Achievement Gap exists between black and white students:

3rd Grade = 31%
4th Grade = 48%
5th Grade = 12%

2012 Spring SOL Math Test

GRADES 3 - 5

- 3rd 2011-12: 53%
- 4th 2011-12: 41%
- 5th 2011-12: 42%

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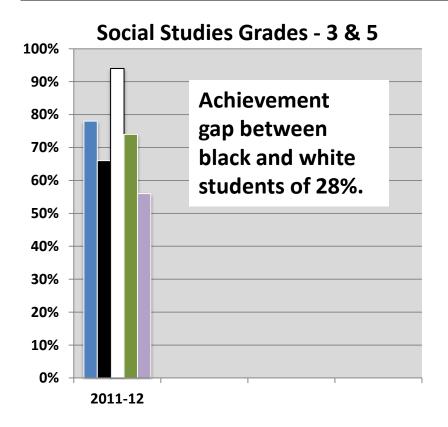**LCS**
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2012 SOL Achievement Data

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

■ Total ■ Black □ White ■ Economically Disadvantaged ■ Students with Disabilities

Total READING-Grades 3 - 5

Achievement gap of 11% between black and white students.

2011-12

Proficiency Gap Dashboard (FAMO)

	AMO Targets	LES AMO Results	Met AMO
All Students	85%	85%	Yes
Gap Group 1	76%	82%	Yes
Gap Group 2	76%	80%	Yes
Gap Group 3	80%	<	TS

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

■ Total	■ Black	☐ White	■ Economically Disadvantaged	■ Students with Disabilities

Total MATH Grades 3 - 5

Achievement gap of 27% between black and white students.

2011-12

Proficiency Gap Dashboard (FAMO)

	AMO Targets	LES AMO Results	Met AMO
All Students	61%	46%	3 yr.
Gap Group 1	47%	43%	3 yr.
Gap Group 2	45%	34%	3 yr.
Gap Group 3	52%	<	TS

A TRADITION OF EXCELLENCE FOR ALL
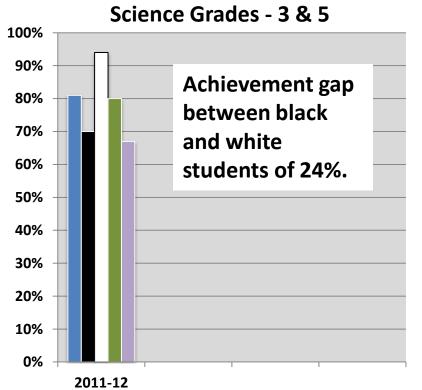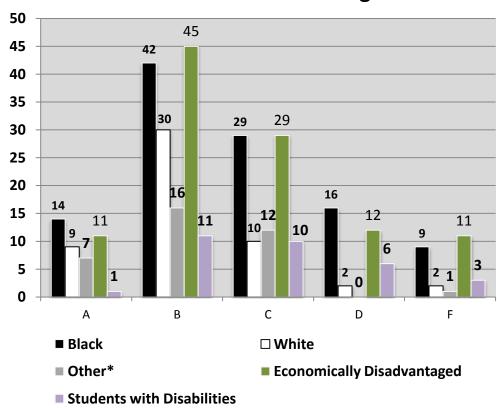**LCS**
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2012 SOL Achievement Data

A

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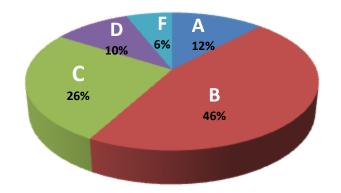
■ Total   ■ Black   □ White   ■ Economically Disadvantaged   ■ Students with Disabilities

Social Studies Grades - 3 & 5

Achievement gap between black and white students of 28%.

2011-12

Science Grades - 3 & 5

Achievement gap between black and white students of 24%.

2011-12

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A

LCS GOAL: Review grading practices and develop instructional strategies that encourage students to accurately demonstrate what they have learned.
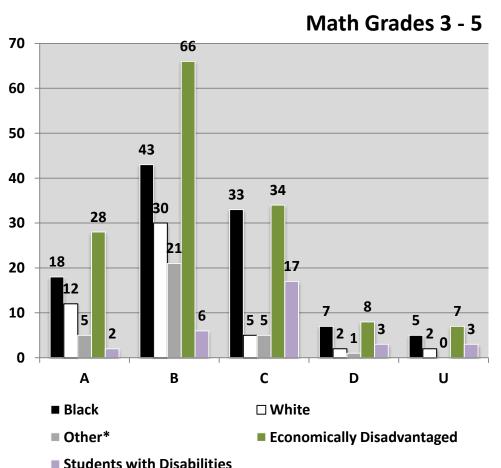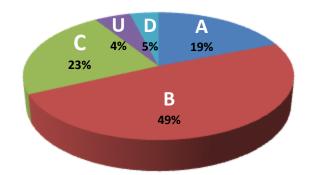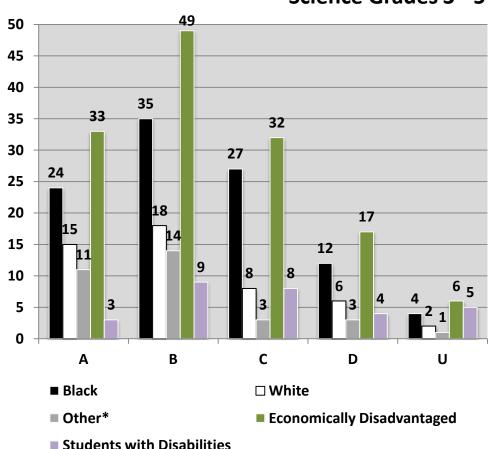
Reading Grades 3 - 5

- ■ Black
- □ White
- ■ Other*
- ■ Economically Disadvantaged
- ■ Students with Disabilities

Pie chart: A 12%, B 46%, C 26%, D 10%, F 6%

2012-2013 School Improvement Plan
Linkhorne Elementary School

2011-2012 Grade Distribution

A LCS GOAL: Review grading practices and develop instructional strategies that encourage students to accurately demonstrate what they have learned.
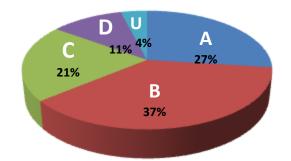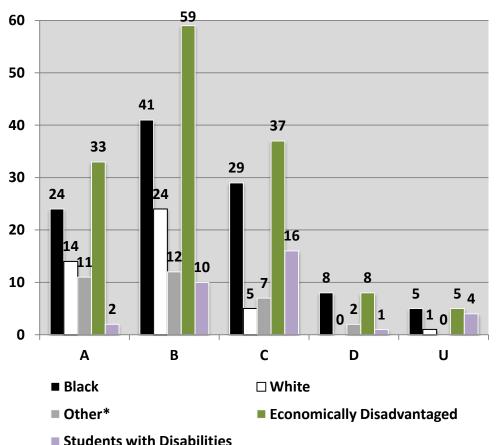
Math Grades 3 - 5

Legend:
- ■ Black
- □ White
- ■ Other*
- ■ Economically Disadvantaged
- ■ Students with Disabilities

Pie chart: A 19%, B 49%, C 23%, U 4%, D 5%

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2011-2012 Grade Distribution

A

LCS GOAL: Review grading practices and develop instructional strategies that encourage students to accurately demonstrate what they have learned.
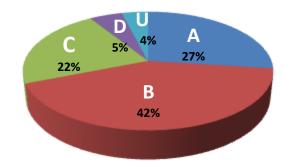
Science Grades 3 - 5

Legend:
- ■ Black
- □ White
- ■ Other*
- ■ Economically Disadvantaged
- ■ Students with Disabilities

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2011-2012 Grade Distribution

A

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

Social Studies Grades 3 - 5

Legend:
- ■ Black
- □ White
- ■ Other*
- ■ Economically Disadvantaged
- ■ Students with Disabilities

Pie chart (2011-2012 Grade Distribution):
- A 27%
- B 42%
- C 22%
- D 5%
- U 4%

LES Smart Goals

- To increase reading achievement in grades K-2 by an increase of 5% passing rate for PALS for the 2012-2013 school year.

- To increase reading achievement in grades 3-5 by an increase of 4% passage rate for SOLs for the 2012-2013 school year (or 2 children in 3rd grade, 8 children in 4th grade, 3 children in 5th grade).

- To increase math achievement in grades 3-5 to a passage rate of 70% for SOLs for the 2012 -2013 school year.

Excellence In Achievement

IE07 The principal will monitor curriculum and classroom instruction regularly.

IID02 The school will test each student at least 3 times each year to determine progress toward standards-based objectives.

IID06 Yearly learning goals will be set for the school by the leadership team, utilizing student learning data.

IID08 Instructional Teams will use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.

IIIC05 All teachers will use a variety of instructional modes.

VA05 Staff members will clarify goals and success criteria with students (including models of what "good" work looks like) so that students have a clear idea of what they need to do to succeed.

2012-2013 School Improvement Plan
Linkhorne Elementary School

A

IID06 Yearly learning goals will be set for the school by the leadership team, utilizing student learning data.

Strategies	Evidence of Completion/Evaluation
Leadership Team will meet and set the Learning Goals based on the sub groups who did not make AYP and PALS benchmarks.	Leadership analyzed data and developed Smart Goals (learning goals) for the school year. Mrs. Sawyer and Dr. Brabrand met to review the Smart Goals which were then shared with the faculty on September 13, 2012.
Title 1 Committee will collaborate with the Leadership Team to set goals.	Representatives met to set learning goals based on data. Some goals were then revised on March 7, 2012, to include the term "increase" in passage rates instead of "a decrease in failure rates." An additional meeting was held on March 28, 2012 to address any concerns regarding the learning plan. Goals were reviewed by representatives from the leadership team and the school improvement committee, which were then shared with the entire faculty on September 13, 2012.
Faculty will sign that they have read and agree with the School Wide Learning Plan.	The completed plan is located in the Title 1 notebook. The plan is posted on the Linkhorne Elementary School website.

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2012-2013 School Improvement Plan
Linkhorne Elementary School

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IID06 Yearly learning goals will be set for the school by the leadership team, utilizing student learning data.

Strategies	Evidence of Completion/Evaluation
DWAP Scores and PALS quick checks will be reviewed every 9 weeks during PLC's. Data is analyzed and used to inform instruction.	All information is stored on the student data spreadsheet on the LES network drive.
The Student Performance by Question Report for students that did not pass reading and/or math will be distributed to Unit Leaders, Title 1 Leader, and the 21st Century Grant Coordinator for Linkhorne Elementary.	The SPBQR report was given to all Unit Leaders and the 21st Century Grant Coordinator at the beginning of the year. In addition, copies were made for teachers upon request throughout the school year.

2012-2013 School Improvement Plan
Linkhorne Elementary School

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IID06 Yearly learning goals will be set for the school by the leadership team, utilizing student learning data.

Strategies	Evidence of Completion/Evaluation
Sub-groups that did not meet AYP will be identified. Students who did not meet PALS benchmark will be identified.	Subgroups were identified and discussed during the Leadership Team meeting in the Summer of 2011 and shared with the faculty. Identified students received supplemental assistance in reading through Title 1 services and Early Intervention Reading Initiative (EIRI).
SOL data will be analyzed by the Leadership Team and shared with the staff.	The Leadership Team met in the Summer of 2011 to analyze SOL data. Scores were shared with staff during faculty meeting on August 15, 2011. Official data was shared with faculty on September 29, 2011.
Teachers will enter data from testing in the Linkhorne Elementary School database.	This is an ongoing task begun during the 2011-2012 school year and continues.

MI	Fall PALS IRL/Summed Sc	Fall PALS Summed Sc.	Fall PALS Total Spelling	Midyr PALS IRL/Summed Sc.	Midyr PALS Total Spelling S	Fall R-CBM	Winter R-CBM	Fall M-COMP	Winter M-COMP	Fall M-CAP	Winter CAP	M-	2nd Gr Rdg DWAP-1
	35	20	btw 1st/2nd	28-56	55 wpm	80 wpm		15	30	5		13	
M	P*/39	39	18	P/1	43	25	32	6	35	6	7		59
F	3rd* / 46	46	26			40	65	4	16	2	5		47
C	2nd*/51	51			41	43	77	16	22	4	7		76
S	P/29	29		1st	37	43	69	12	34	2	11		74
D	2nd/42	42		2nd	36	62	65	26	34	4	13		85

IE07 The principal will monitor curriculum and classroom instruction regularly.

Strategies	Evidence of Completion/Evaluation
Principal and Administrative Assistant will conduct a total of twenty walk through observations per month.	Walk through observations began on January 5, 2012. As of April 23, 2012, 42 observations were completed. As of June 1, 2012, 55 observations were completed. The School Improvement Team reviewed the data on the walk through observations from last year (June 14, 2012). This data was used to determine areas of focus for the 2012-2013 school year. The team decided to work on increasing hands on instruction, small group instruction, and developing higher level student thinking. This indicator was added in September 2012.
Lesson plans will be posted on the network each week.	This task was started in the 2011-2012 school year and was continued into this current school year, 2012-2013.

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Linkhorne Elementary School

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IID02 The school will test each student at least 3 times each year to determine progress toward standards-based objectives.

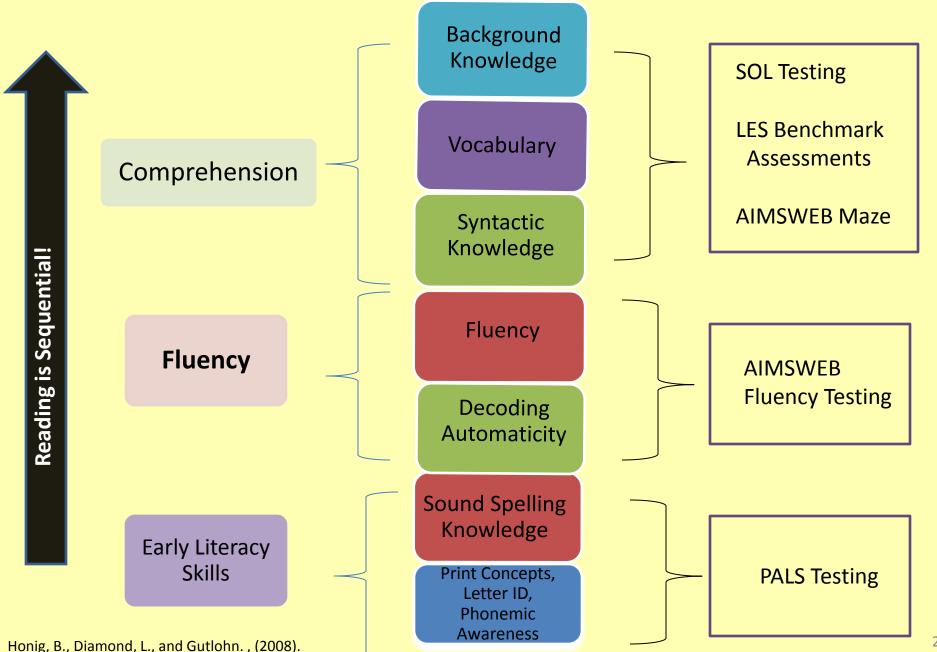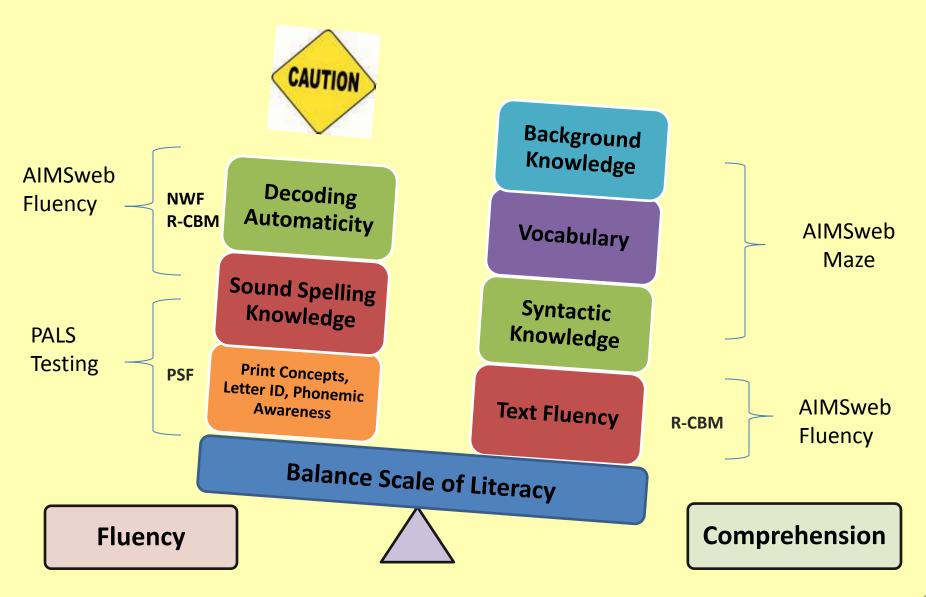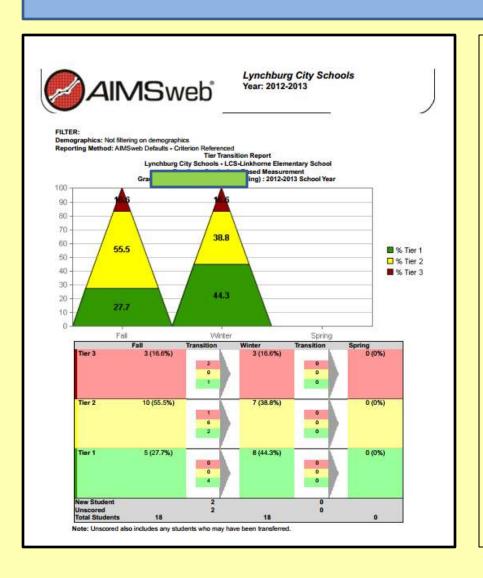| Strategies	Evidence of Completion/Evaluation
PALS (READING) Benchmark Test Kindergarten through third grade will administer the PALS (Phonological Awareness Literacy Screening) to all students three times per year as a universal reading screening tool.	All testing data has been entered for the 2011 – 2012 school year. Two of the three testing periods are completed for the current school year. Data is stored in the School Improvement Folder on the LES network drive.
AIMSWEB Fluency (READING) Benchmark Test All Grade levels will administer AIMSWEB Fluency Tests in Reading three times per year. 　K - Letter Names, Letter Sounds, 　　Nonsense Words 　1st - Letter Sounds, Nonsense Words, 　　Grade Level Text Passages starting in January 　2nd-5th - R-CBM: Grade Level Text Passages - Maze: Comprehension.	The 2011-2012 school year was the first year this testing was given. Implementation was started in winter benchmark during the first year due to teacher training. During the current school year, testing started in the fall and all three testing periods will be completed by May 2013. Data is stored in the School Improvement Folder on the LES network drive.

Why Does LES focus on Fluency?

Reading is Sequential!

Comprehension
- Background Knowledge
- Vocabulary
- Syntactic Knowledge

→ SOL Testing

LES Benchmark Assessments

AIMSWEB Maze

Fluency
- Fluency
- Decoding Automaticity

→ AIMSWEB Fluency Testing

Early Literacy Skills
- Sound Spelling Knowledge
- Print Concepts, Letter ID, Phonemic Awareness

→ PALS Testing

Honig, B., Diamond, L., and Gutlohn. , (2008).

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Essential Literacy Instruction

CAUTION

AIMSweb Fluency

NWF R-CBM

Decoding Automaticity

Background Knowledge

Vocabulary

AIMSweb Maze

Sound Spelling Knowledge

Syntactic Knowledge

PALS Testing

PSF

Print Concepts, Letter ID, Phonemic Awareness

Text Fluency

R-CBM

AIMSweb Fluency

Balance Scale of Literacy

Fluency

Comprehension

Honig, B., Diamond, L., and Gutlohn. , (2008).

A

IID02 The school will test each student at least 3 times each year to determine progress toward standards-based objectives.

Strategies	Evidence of Completion/Evaluation
Math AIMSWEB Benchmark Test All Grade levels will administer AIMSWEB Fluency Tests in Math three times per year. K - Oral Counting, Number Identification, Quantity Discrimination, and Missing Number 1st - Oral Counting, Quantity Discrimination, Number Identification, Missing Number, M-COMP 2nd- 5th - Mathematics Concepts and Applications (M-CAP), Math Computation (M-COMP)	All testing data has been entered for 2011 – 2012 school year. Two of the three testing periods are completed for the current school year. Data is stored in the School Improvement Folder on the LES network drive.

Tier Transition Report
Grade Level & Individual Classrooms

Math Fluency
Number Sense
Math Computation
Math Application

Reading Fluency
Nonsense Words
Reading Fluency- R-CBM
Maze – Comprehension

Individual Student Report given at Parent Conferences

Comparison: AIMSweb National Norms
Reporting Method: AIMSweb Defaults - Criterion Referenced
Target Sets: AIMSweb Defaults

Mathematics Improvement Report for 2012-2013 School Year

Lynchburg City Schools - Linkhorne Elementary School

Compared To: AIMSweb National Norms
All Measures

Benchmark Comparison: AIMSweb National Norms

Outcome Measure	Year	Grade	Fall	Winter	Spring	Level of Skill	Instructional Recommendation
Mathematics Concepts and Applications (M-CAP)	2012-2013	2	9	25		Tier 1	Continue Current Program (AIMSweb Defaults Winter Cut Scores)
Math Computation (M-COMP)	2011-2012	1	33	36	42	Tier 1	Continue Current Program (AIMSweb Defaults Winter Cut Scores)
	2012-2013	2	28	33			

Progress Monitoring M-Comp

Computation

Progress Monitoring Probe M-Cap

29 Problems to do in 8 minutes

Math Concepts of Applications

2012-2013 School Improvement Plan
Linkhorne Elementary School

A

IID08 Instructional Teams will use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.

Catch the Reading Bug!

Strategies	Evidence of Completion/Evaluation
AIMSWEB training will be provided for all teaching staff. Training will focus on the purpose of AIMSWEB, how to enter data, read reports, progress monitor, and create intervention lines within the progress monitoring graph.	Five training sessions were offered . All teachers print out reports for parents during parent conferences. All teachers progress monitor, every two weeks, students who are in the yellow or red tier based upon benchmark data . All students have individual goals.
Grade levels will meet twice per month to review student progress, plan instructional practices to inform instruction, remediate specific skills, and to develop means to communicate with parents about student's progress.	Teachers meet during their resource times to work in their PLC's. Documentation of meeting minutes are stored in the LES network drive.

Progress Monitoring in Reading

Albert was a goldfish in a bowl. He ate a breakfast of green and brown flakes each morning. Then he watched the children go off to school.

Albert hated being stuck in his bowl because he could only swim around in circles. He'd rather go to school. Poor Albert couldn't even read a book. The pages would get soaked!

Albert was quite a smart fish. He could do flips under water. He could spell his name in the pebbles on the bottom of his bowl. No matter how brilliant Albert was though, he still had a problem. Only the cat spoke to him. And the cat was not particularly nice to him.

"I'll eat you up one day," the cat would tell Albert when they were all alone in the house. "I'll gobble you right up. You will be surprised to discover that no one will miss you."

It seemed to Albert that everyone loved the cat. No one seemed to notice the cat was mean. No one seemed to care that the cat hated books and wasn't smart. The cat couldn't even spell his own name, but the children played with him every day.

One day the cat dipped his paw in Albert's fishbowl. To save himself, Albert swam to the very bottom of his fishbowl. He hid behind some rocks. When the children came home from school that day, they saw the cat was wet. They didn't see Albert hiding behind the rocks in the bottom of his fishbowl, and that scared them.

"You are a very naughty cat!" they shouted.

Finally one of the children found Albert hiding in the bottom of the bowl. "I found him! I found our wonderful fish!" Albert felt happy that his family loved him after all.

Now the cat gets locked in the basement every day, and the children read books to Albert every night.

R-CBM- Passage Fluency

Albert was a goldfish in a bowl. He ate a breakfast of green (and, but, from) brown flakes each morning. Then he (finished, fishbowl, watched) the children go off to school.

(Which, Albert, Himself) hated being stuck in his bowl (because, children, finally) he could only swim around in (circles, children, flakes). He'd rather go to school. Poor (loved, Albert, Alone) couldn't even read a book. The (night, pages, flakes) would get soaked!

Albert was quite (a, an, if) smart fish. He could do flips (under, mean, rock) water. He could spell his name (in, one, ate) the pebbles on the bottom of (he, they, his) bowl. No matter how brilliant Albert (are, was, when) though, he still had a problem. (Mean, Only, And) the cat spoke to him. And (a, the, on) cat was not particularly nice to (him, his, day).

"I'll eat you up one day," (home, an, the) cat would tell Albert when they (was, were, and) all alone in the house. "I'll (Albert, would, gobble) you right up. You will be (surprised, fishbowl, brilliant) to discover that no one will (sent, miss, off) you."

It seemed to Albert that (everyone, problem, breakfast) loved the cat. No one seemed (in, to, for) notice the cat was mean. No (they, by, one) seemed to care that the cat (brown, seemed, hated) books and wasn't smart. The cat (couldn't, hiding, school) even spell his own name, but (us, the, to) children played with him every day.
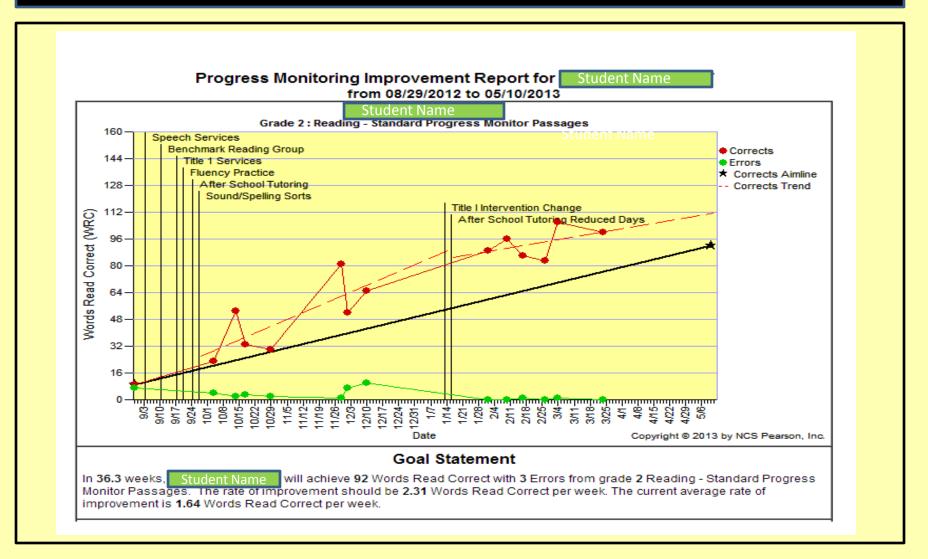
(One, At, You) day the cat dipped his paw (up, to, in) Albert's fishbowl. To save himself, Albert (under, found, swam) to the very bottom of his (breakfast, fishbowl, soaking). He hid behind some rocks. When (the, go, can) children came home from school that (bowl, day, paw), they saw the cat was wet. (Have, They, House) didn't see Albert hiding behind the (flakes, happy, rocks) in the bottom of his fishbowl, (and, if, his) that scared them.

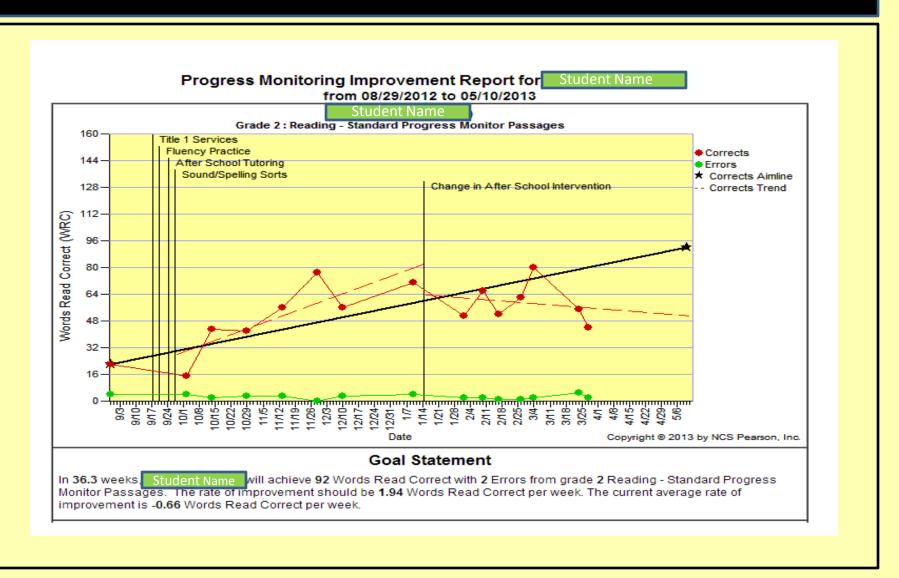"You are a (such, each, very) naughty cat!" they shouted.

Maze- Comprehension

Fluency Progress Monitoring Graph

Progress Monitoring Improvement Report for Student Name
from 08/29/2012 to 05/10/2013

Grade 2 : Reading - Standard Progress Monitor Passages

Goal Statement

In **36.3** weeks, Student Name will achieve **92** Words Read Correct with **3** Errors from grade 2 Reading - Standard Progress Monitor Passages. The rate of improvement should be **2.31** Words Read Correct per week. The current average rate of improvement is **1.64** Words Read Correct per week.

Intervention Change Working

Fluency Progress Monitoring Graph

Progress Monitoring Improvement Report for [Student Name]
from 08/29/2012 to 05/10/2013

[Student Name]

Grade 2 : Reading - Standard Progress Monitor Passages

Title 1 Services
Fluency Practice
After School Tutoring
Sound/Spelling Sorts

Change in After School Intervention

- Corrects
- Errors
- Corrects Aimline
- Corrects Trend

Words Read Correct (WRC)

Date

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Goal Statement

In **36.3** weeks, [Student Name] will achieve **92** Words Read Correct with **2** Errors from grade 2 Reading - Standard Progress Monitor Passages. The rate of improvement should be **1.94** Words Read Correct per week. The current average rate of improvement is **-0.66** Words Read Correct per week.

Intervention Change not working

Data Driven Interventions at LES

21st Century

Title I

Before and After School Tutoring
- Facilitated by teachers working with their own students
- Offered 4 days a week before and after school

Fundations

My Reading Coach

Variety of Fluency Practice

Math Make It Take It Workshop

Summer Adventure Camp for Rising 1st and 2nd graders

Leveled Literacy Instruction

Math & Science Night

Reading Nights

Tier 3

Tier 2
LLI & EIRI
Fast Math
Math Facts in a Flash

Tier 1
ST Math
Small Groups
Differentiated Instruction
Student Data Binders
Student Fluency Goals

2012-2013 School Improvement Plan
Linkhorne Elementary School

A

IID08 Instructional Teams will use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.

Strategies	Evidence of Completion/Evaluation
Dr. West will provide a workshop on ways to utilize math manipulatives and inquiry based learning.	Dr. West met with each grade level. Documentation of meeting minutes are stored in the LES network drive.
LES teachers will present a make and take workshop one for primary and one for upper elementary students and families.	Sign-in sheets

A TRADITION OF EXCELLENCE FOR ALL
L C S
LYNCHBURG CITY SCHOOLS

A

VA05 Staff members will clarify goals and success criteria with students (including models of what "good" work looks like) so that students have a clear idea of what they need to do to succeed.
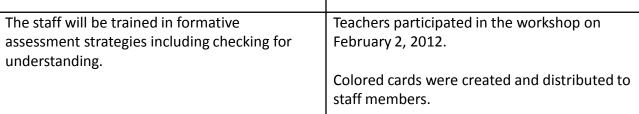
Strategies	Evidence of Completion/Evaluation
The staff members will be trained on lesson alignment using the Skillful Teacher model.	This was completed during the morning staff meeting on January 12, 2012. New teachers were trained in the components of a successful lesson plan.
The staff will be trained in constructing Criteria For Success including models of student work which meet and do not meet the criteria.	Teachers were trained on Criteria for Success on January 19, 2012. Teachers had to create samples for the objective meeting the criteria.
The staff will be trained in formative assessment strategies including checking for understanding.	Teachers participated in the workshop on February 2, 2012. Colored cards were created and distributed to staff members.

2012-2013 School Improvement Plan
Linkhorne Elementary School

A

IIIC05 All teachers will use a variety of instructional modes.

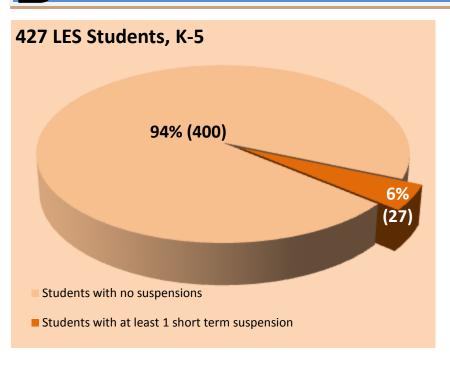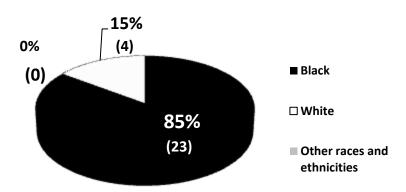| Strategies	Evidence of Completion/Evaluation
Teachers will observe different instructional modes in practice as available.	4th grade teachers observed classrooms at RSP and Bass.
Staff training on different instructional modes will be planned, including: small group instruction, inquiry based method, and use of manipulatives in the classroom K-5.	Communication with Patty West, district math specialist, to organize inquiry based training as it relates to math. Inquiries will be made to neighboring colleges for help with this task.

LCS Goal: Decrease suspensions by 5% per year.

427 LES Students, K-5

94% (400)

6% (27)

- Students with no suspensions
- Students with at least 1 short term suspension

Suspensions by Race

15% (4)

0% (0)

85% (23)

- Black
- White
- Other races and ethnicities

2012-2013 School Improvement Plan
Linkhorne Elementary School

B

LCS Goal: Decrease suspensions by 5% per year.

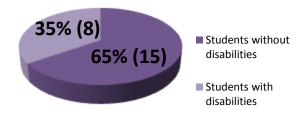**A CLOSER LOOK at the 23 black students with at least 1 short term suspension**

How many are economically disadvantaged?

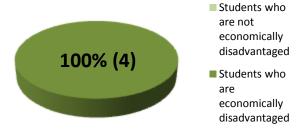*100% (23)*

- Students who are not economically disadvantaged
- Students who are economically disadvantaged
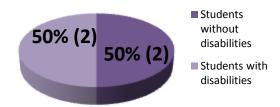
How many are students with disabilities?

35% (8)

65% (15)

- Students without disabilities
- Students with disabilities

A CLOSER LOOK at the 4 white students with at least 1 short term suspension

How many are economically disadvantaged?

100% (4)

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

How many are students with disabilities?

50% (2)

50% (2)

- Students without disabilities
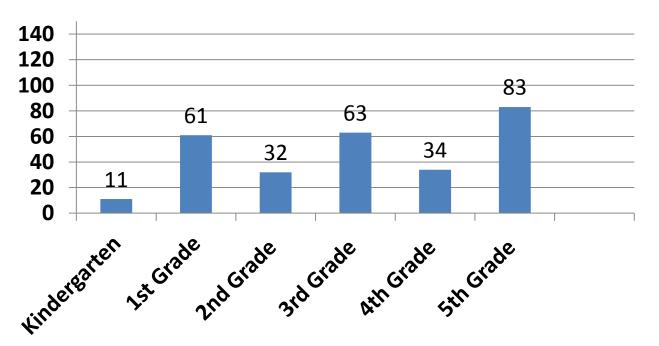- Students with disabilities

42

LCS Goal: Decrease suspensions by 5% per year.

2011-2012 Disciplinary Referrals

284 total disciplinary referrals during the 2011-2012 school year.

![A TRADITION OF EXCELLENCE FOR ALL | LCS | LYNCHBURG CITY SCHOOLS]

B

LCS Goal: Decrease suspensions by 5% per year.
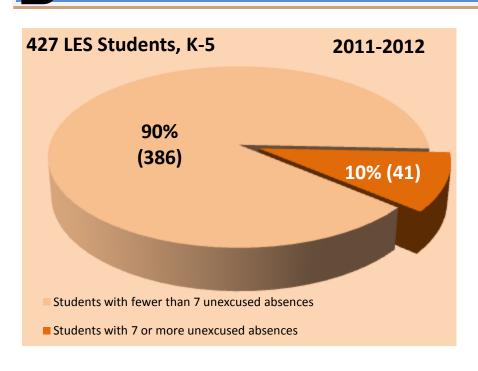
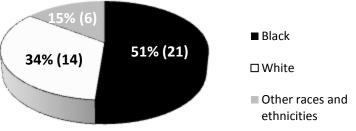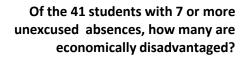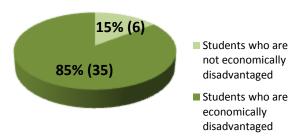### 2011-2012 Disciplinary Referrals by Gender

Blue = Males
Red = Females

LCS Goal: Reduce by 10% the number of students with 7 or more unexcused absences.

427 LES Students, K-5   **2011-2012**

90%
(386)

10% (41)

■ Students with fewer than 7 unexcused absences

■ Students with 7 or more unexcused absences

41 students with 7 or more unexcused absences by race

15% (6)

34% (14)

51% (21)

■ Black

□ White

■ Other races and ethnicities

Of the 41 students with 7 or more unexcused absences, how many are economically disadvantaged?

15% (6)

85% (35)

■ Students who are not economically disadvantaged

■ Students who are economically disadvantaged

B Excellence In Behavior

IIIBO1 All teachers will maintain a file of communication with parents.

IIIC10 All teachers will reinforce classroom rules and procedures by positively teaching them.

IIIB01 All teachers will maintain a file of communication with parents.

Strategies	Evidence of Completion/Evaluation
The tracking document will be created and posted on the network.	Tracking document will be shared with staff in January 2012.
The completed communication tracking log will be shared at a faculty meeting with school staff.	On January 19, 2012 the completed communication tracking log was shared at a faculty meeting. This task merits continuation throughout the school year.
All teachers will document all parent communication on the tracking log.	Folders are on the LES network drive.
Grade levels will send newsletters home to parents every nine weeks.	Newsletters are saved on the LES network drive.

date (1-12-12)	conference	note/letter	phone call	home visit	Behavior	academic	other	Staff Name (Last, First)
8/23/2012			x				x	Southam, Debbie
8/24/2012	x				x	x		Southam, Debbie
8/26/2012		x				x		Espinosa, Rachel
8/30/2012	X					x		TFinney
8/31/2012							x	Mikkelson, Nell
8/31/2012	x				x	x		Mikkelson, Nell
9/3/2012		x					x	Espinosa, Rachel
9/5/2012			x		x			TFinney
9/5/2012	x					x		TFinney
9/5/2012			x		x			TFinney
9/5/2012			x		x			TFinney

IIIC10 All teachers will reinforce classroom rules and procedures by positively teaching them.

Strategies	Evidence of Completion/Evaluation
Teachers and staff will display posters in all classrooms pertaining to the expectations of the school wide rules and positive behavior objectives.	August 2011 – summer meetings with TTAC at JMU to put together an updated school wide plan for positive behavior interventions. Out of these meetings the team came up with the 3R's – Responsibility, Respect and Ready to Learn that all teachers teach and enforce. HALLS – Hands to self, all eyes forward, lips sealed, low speed (Posters were created and on display in the hallways and classrooms. A poster for the lunch room has been created. April 2012 – a follow up meeting with TTAC addressing bullying behaviors and several other items as requested by the LES Leadership Team. May 6, 2012 - Jackie Jones will observe in the classrooms to help identify and support behavior issues.

IIIC10 All teachers will reinforce classroom rules and procedures by positively teaching them.
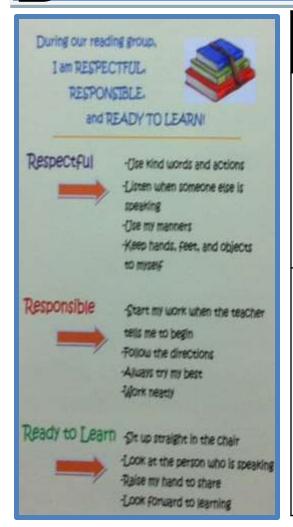
LES Student Pledge

I am in school to get an education. (responsibility)

I will listen, follow directions, and do my work. (self-discipline)

I will be honest and do what is right. (honesty)

I will treat others the way I want to be treated. (respect)

I will think about the feelings of others. (kindness)

I came to school to learn, and I will learn. (work ethic)

By doing all of these things, I will be proud of myself, and others will be proud of me too!

B

IIIC10 All teachers will reinforce classroom rules and procedures by positively teaching them.

During our reading group,
I am RESPECTFUL,
RESPONSIBLE,
and READY TO LEARN!

Respectful
- Use kind words and actions
- Listen when someone else is speaking
- Use my manners
- Keep hands, feet, and objects to myself

Responsible
- Start my work when the teacher tells me to begin
- Follow the directions
- Always try my best
- Work neatly

Ready to Learn
- Sit up straight in the chair
- Look at the person who is speaking
- Raise my hand to share
- Look forward to learning

Strategies	Evidence of Completion/Evaluation
Teachers will be trained in conducting class meetings and developing norms. Teachers will log class meeting dates.	August 15, 2012 – Jackie Jones did an in-service of class meetings. *The Morning Meeting Book* was purchased for the staff. Teachers are required to have class meetings to discuss classroom issues including behavior concerns. Teachers are required to have classroom jobs including, but not limited to, hallway monitors and bathroom monitors.
During lunch, the Administrative Assistant or the Instructional Assistants will be reinforcing positive behavior rules in the cafeteria during this time.	August 2011- October 2011 – Ms. Rinker did all 6 lunch duties and reminded students of the core essential for the month, encouraged positive behaviors, and modeled lunch room monitoring behaviors for the Instructional Assistants. Instructional Assistants were trained by TTAC in bullying behaviors and meet quarterly with the principal to discuss concerns.

B

IIIC10 All teachers will reinforce classroom rules and procedures by positively teaching them.

Strategies	Evidence of Completion/Evaluation
The Positive Behavior team will meet weekly to discuss individual student needs and provide input to maintain a positive school atmosphere.	Positive Behavior Team meets every Friday at 8:15 a.m. to discuss students having behavior or academic problems. This team gives teachers ideas on how to help students, help to form behavior plans, and refers to either Day Treatment or Child Study.
The school will hold a positive behavior assembly every six weeks during which positive behavior objectives and school rules will be reemphasized. Students displaying positive behavior traits prior to the assembly will be acknowledged.	In 2011-2012, we had six Behavior Celebrations which are assemblies where students are recognized for demonstrating positive behaviors through the Chick-fil-A Core Essentials Program. Ms. Rinker also shows a PowerPoint that reviews the expectations at LES and reminds students to do the right things. The Chick-fil-A cow attends and students can win t-shirts.
Office referrals will be decreased by 25%.	A tracking sheet with monthly office visits and monthly referrals will be posted on the LES network drive. The document is sent to teachers at the end of each month to be reviewed in PLC meetings.

C Excellence In Culture

IF10 The principal will plan opportunities for teachers to share their strengths with other teachers.
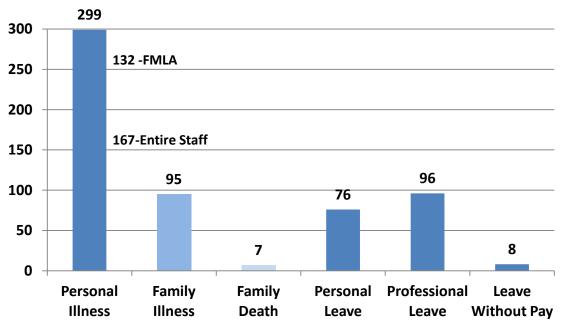
IF04 Professional development for teachers will include observations by peers related to indicators of effective teaching and classroom management.

2012-2013 School Improvement Plan
Linkhorne Elementary School

C **LCS Goal: Reduce costs associated with staff absences.**

2011-2012 Staff Absences

54 employees reported a total of 593 absences.
299 = personal illness
95 = family illness
7 = family death
76 = personal leave
96 = professional leave
8 = leave without pay

IF10 The principal will plan opportunities for teachers to share their strengths with other teachers.

Strategies	Evidence of Completion/Evaluation
At one staff meeting per month, there will be time noted on the agenda for teachers to share effective teaching strengths and ideas that are making a difference.	Staff meetings were held each Thursday morning. At least one staff meeting is devoted to teachers sharing effective strategies. This will continue through out the school year and into 2012-2013.
Sunshine committee will plan activities to encourage teachers to build positive relationships within the building and promote a positive school climate.	Tye Dye Day - teachers tye dyed shirts to promote character traits. 2. Trip to Gingerbread House - staff took a trip on the weekend to build relationships. 3. Chili Cook Off LES plans to continue this task for the next school year.
When teachers attend workshops they will return and present information to the staff at the next staff meeting.	Teachers attended a variety of workshops this year. After each workshop teachers present to the staff what they found beneficial and how it could help with their instruction. This information is saved on the district's R drive.

Professional Development

- Skillful Teaching
- Jackie Jones- Positive Behavior Interventions
- ST Math
- ADHD and the Sensory Processing Disorders
- Leveled Literacy Intervention System
- Explosive, Challenging and Resistant Kids
- Progress Monitoring and AIMSWEB
- Motivating the Unmotivated
- Post Institute Workshop
- Mandt Training

Roaring with Pride

LINKHORNE
ELEMENTARY SCHOOL

C IF10 The principal will plan opportunities for teachers to share their strengths with other teachers.

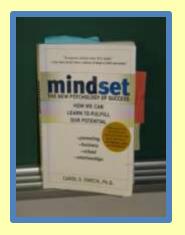| Strategies	Evidence of Completion/Evaluation

Professional Learning Communities will share strengths with each other during planned times. Minutes will be posted on shared site.
 	
   Discuss student data
 	
   Instructional strategies
 	
   Mindset
	Professional Learning Communities share with each other during their times together, minutes are posted on the LES network drive.

Professional Learning Communities

109	33	44	10	15	76	94	96	88
164	41	50	19	24	91	97	96 P	
109	17	44	4	13	97	89	100	84
70	4	26	2	8	62	86	63	48
96	35	40	10	24	82	91	79	96
98	12	25	6	12	62	74	67	60
95	6	36	4	7	85	89	79	64

12/13/12	McAlexander, Buschmann, Bolling	Discussed leadership notes- Basketball game schedule- collected numbers for lunches and turned those in to cafeteria, switched Jiji with 2nd grade to accommodate that need on Monday; Making connections with students, chose 8 students from third grade that could benefit from a "boost" within the school, discussed ways that we could positively influence them including notes, high fives, etc.; Scheduled meeting with Dr. West on January 10 at 1:05 to discuss how to better use manipulatives in the math classroom.

IF04 Professional development for teachers will include observations by peers related to indicators of effective teaching and classroom management.

Strategies	Evidence of Completion/Evaluation
Teachers will develop a peer observation form for use during the 2012-2013 school year. A copy of this form will be saved to the network folder.	The team presented the form to the faculty in January. A copy of this form has been saved on the network.
A folder will be created on the network to store observation information.	A folder was created on the network. All teachers will place the form in the folder after the observation.
All teachers will participate in peer observations. A log will be maintained on the network for the purpose of documenting the peer observation schedule.	In January, we implemented the process of peer observations. Several peer observations were conducted and documented accordingly. Process is ongoing and will continue throughout next year.
All teachers will post-conference following the observation. Teachers will include the dates of their post-conferences on the peer observation log in the network folder.	This task is still in the planning phase and has not yet been completed.

Bucket Fillers

A character development program that increases pro-social skills and promotes anti-bullying awareness.

Why? Children learn best when they feel connected, safe, and valued.

What? Based on the book *Have You Filled A Bucket Today?*

Classroom Buckets- Teachers and students fill each other's buckets with messages about kindness.

Bucket Filling Team- Mrs. Mikkelson and a team of 5th graders welcome new students with mini buckets filled with pencils, stickers, and welcome card

Bucket Filling Bulletin Board- Students are recognized on bulletin board and receive Bucket Filler certificates.

Filling Parents' Buckets- Postcards are sent to parents by teachers with positive notes about their children.

Learning Lions
A 21st Century Community Learning Center

Before School Program

Our 4th and 5th grade students use our Monday-Thursday morning program to get a jump start on their day,! They spend 30 minutes boosting their Reading skills through My Reading Coach, then get their blood pumping with exciting athletic activities!

After School Program

Students in 2nd-5th grade get an extra boost during our afterschool program Monday-Wednesday from 3:45-5:15. Our day teachers work with small groups to help students further develop their understanding of math and reading skills, supporting classroom instruction with fun, interactive, and hands on learning!

Learning Lions
A 21ˢᵗ Century Community Learning Center

Enrichment Program

We believe that learning should be fun, and there's no place that shows that better than our Thursday Enrichment Program! Students may participate in 4 classes a school year, with options for every area of interest! Some of our previous classes included:

- Animal Adaptations
- Art Exploration
- Athletics
- Dance

- Game Time!
- Girls on the Run
- Habitats and Homes
- LEGO League

- Movie Making
- Sculpture
- Theater

Family and Parental Support

Strengthening the connection between the classroom and the home is essential! Our two Family Reading Nights and two Math Nights are a time for us to come together as a school family, share a meal, and support our parents by teaching them a variety of techniques they can use at home to encourage their students learning. We also offer a free GED program for parents ready to take the next step in their own education!

Learning Lions
21st CCLC Summer Adventure Camp!

Rising Kindergarten, 1st grade, and 2nd grade students have the chance to participate in our 4 week Summer Adventure Camp! Designed to give students reading skills a boost before the school year begins, this exciting learning opportunity includes weekly field trips, small group learning, and LOTS of hands on learning activities!