Fort Hill Community School

A

B

C

School Improvement Plan

A TRADITION OF EXCELLENCE FOR ALL
LCS
LYNCHBURG CITY SCHOOLS

* Data in this presentation reflects only programs housed at FHCS

Points to Ponder

❑ **Fort Hill Community School is not a school.**

❑ **Fort Hill Community School is a combination of programs.**

Points to Ponder

❑ **Fort Hill Community School programs include:**

- ▪ **Fort Hill Community Regional Middle School**
  - • **Amherst County**
  - • **Appomattox County**
  - • **Bedford County**
  - • **Lynchburg City**
  - • **Nelson County**

Points to Ponder

- **Fort Hill Community High School Program meets student needs**
  - **Medical**
  - **Mental health**
  - **Truancy**
  - **Behavior**

Points to Ponder

- **Day Treatment Sites**
  - **Horizon Behavioral Health**
  - **Anderson Education Center**
  - **Strategic Therapeutic Services**
- **Homebound Program at home meets student needs**
  - **Medical**
  - **Mental Health**

Points to Ponder

❑Transient Population

- Students' placement based on :
  - Behavior/Discipline
  - Attendance
  - Lack of academic success
- Students placed at FHCS:
  - Daily
  - Weekly
  - End of 9 weeks
  - End/beginning of semester
- Students return to base schools:
  - End of 9 weeks
  - End/beginning of semester

Points to Ponder

- **SOL Testing**
  - **FHCS students participate in SOL testing**
  - **FHCS students will take SOL and division-wide testing regardless of when they are placed at FHCS**
  - **FHCS students' SOL scores are counted with base schools' data**

Points to Ponder

Highly Qualified Teachers

- 7 of 9 teachers and administrators hold a master's degree
- 4 of 9 teachers and administrators hold a degree in administration and supervision
- 2 of 9 teachers and administrators hold an education specialist degree
- 1 teacher is the Heritage High School varsity girls' basketball coach
- 1 teacher is the Heritage High School varsity girls' soccer coach
- 9 of 9 teachers and administrators have completed the Skillful Teacher Program

Points to Ponder

School Culture Survey

- **Parental Involvement**
  - **Open House**
  - **Family Dinners**
    - **94%** of parents and their students attended
- **Community Involvement**
  - **Neighborhood Night Out**
  - **Lynchburg College Graduation**
  - **Solution to the Achievement Gap Community Meeting**
  - **Riverview's Art Space**
  - **Lynchburg Police Department Ride-along**
  - **Lynchburg Police Department Tactical Unit**
  - **Black Theatre Ensemble of Virginia**
- **Partnerships**
  - **Jamerson YMCA**
  - **Lynchburg College**
  - **Randolph College**
  - **Lynchburg City Public Works**
  - **Presbyterian Homes and Services**
  - **Peakland United Methodist Church – partnership signing 5/29/13**

Points to Ponder

❑ **Fort Hill Community School**

- **Achievement**
  - **Subgroups are successful at Fort Hill Community School**
    - ➢ **Special education students**
    - ➢ **Economically disadvantaged students**
    - ➢ **Minority students**
- **Behavior**
  - **Discipline referrals are minimal**
    - ➢ **One out-of-school suspension for 2011-2012**
- **Culture**
  - **Fort Hill Community School's lowest score on the Culture Survey was a 3.2**
  - **Every student placed at Fort Hill Community School is treated as an individual.**

Contributors to Success in Academics

❑ **Graduation**
  ▪ **Obtain students' schedules from base school**
  ▪ **Monitor schedules and credits needed for graduation**
  ▪ **Provide all options for course selection**
  ▪ **Assist students with motivation and pacing to complete coursework**
  ▪ **Assist students with employment and mentoring**

❑ **Reading Level**
  ▪ **Secured grants for school library**
  ▪ **Independent read time**
  ▪ **Blocked scheduling for English**
  ▪ **Reading Intervention Program**
  ▪ **Accelerated Reading**

Contributors to Success in Academics

❑ **Grade Distribution**

- ▪ **Attribution Retraining**
- ▪ **Effect Effort**
- ▪ **Re-does are acceptable**
- ▪ **Tutors**
- ▪ **Parent-Teacher communication**
- ▪ **Homework Board**

Contributors to Success in Behavior

❑ **Suspensions**

- ▪ **Conduct behavioral management training for teachers and students**

- ▪ **Discuss importance of reducing suspensions with students**

- ▪ **Empower students to make good choices**

- ▪ **Uniform application of school-wide discipline**

Contributors to Success in Culture

❑ **School Culture Survey**
- ▪ **Invite neighbors to visit school**
- ▪ **One Book, One School, One Community**
- ▪ **Staff will call all students by name when greeting them**

❑ **Parental Involvement**
- ▪ **Contact all parents by letter and phone**
- ▪ **Open House**
- ▪ **Parent conferences**
- ▪ **Thanksgiving Feast**
- ▪ **Holiday Celebration**
- ▪ **Valentine's Luncheon**

**VISION
A Tradition of Excellence for All**

**MISSION
Every child, by name and by need, to graduation**

**GOAL
Excellence in Achievement, Behavior, Culture, Operations and Personnel**

Division-wide Indicators of Excellence

Excellence in Achievement	Excellence in Behavior	Excellence in Culture

Achievement

Behavior

Culture

Achievement Matrix

- **Graduation**
- **Reading Proficiency**
- **SOL results**
- **Grade Distributions**
- **Diploma options available**

Behavior Matrix

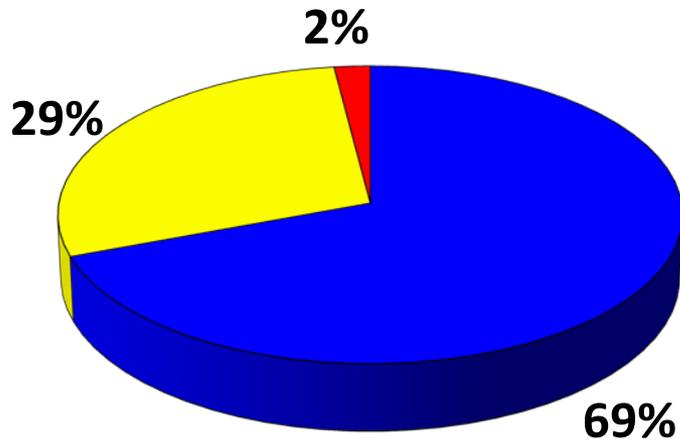- **Suspensions**
- **Student Attendance**
- **Character Education**

Culture Matrix

- **Staff Attendance**
- **School Culture Survey**
- **Parental Involvement**
- **Partnerships**
- **Community Involvement**

A TRADITION OF EXCELLENCE FOR ALL

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LYNCHBURG CITY SCHOOLS

Middle School Regional Program Grades 6-8
2011-2012 Student Population by Race

2%
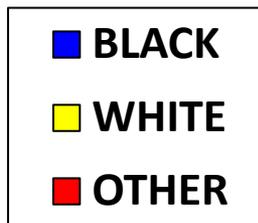
29%

69%

- ■ BLACK
- ■ WHITE
- ■ OTHER
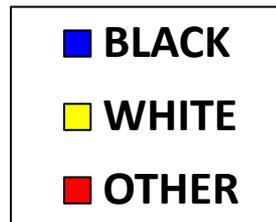
Middle School Regional Program Grades 6-8
2012-2013 Student Population by Race

11%

33%

56%

- ■ BLACK
- ■ WHITE
- ■ OTHER
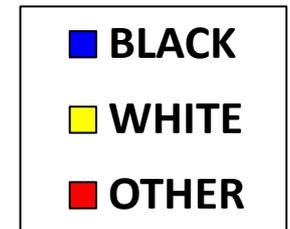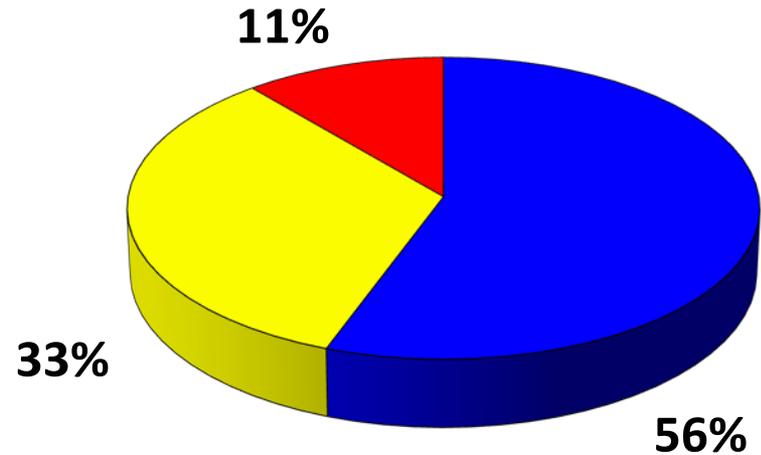
High School Program
2011-2012 Student Population by Race

3%

26%

71%

- BLACK
- WHITE
- OTHER
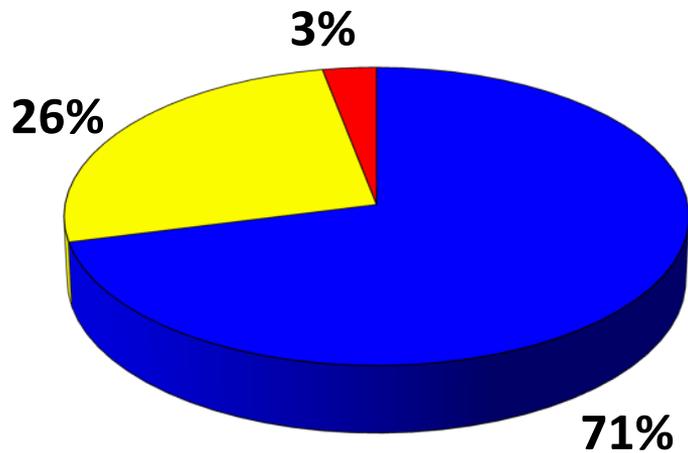
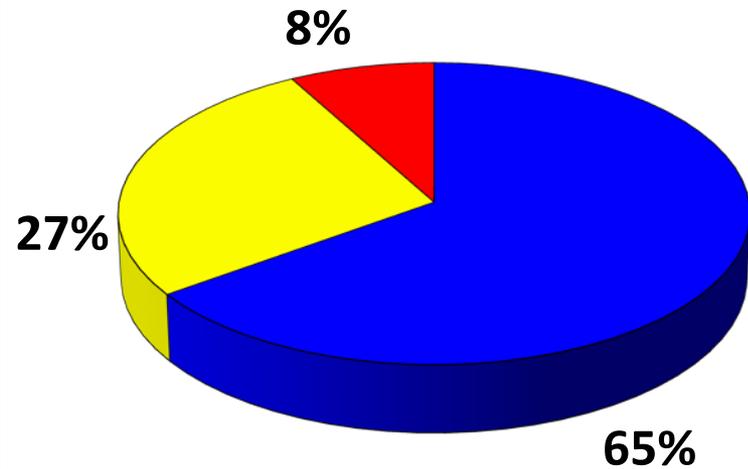## High School Program
2012-2013 Student Population by Race

8%

27%

65%

- BLACK
- WHITE
- OTHER
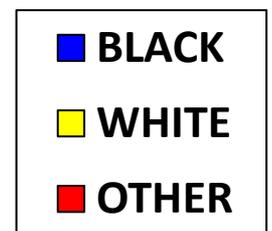
2011-2012 Middle School Regional Program Grades 6-8 Student Population by Economically/Not Economically Disadvantaged

26%

74%

- ECONOMICALLY DISADVANTAGED
- NOT ECONOMICALLY DISADVANTAGED
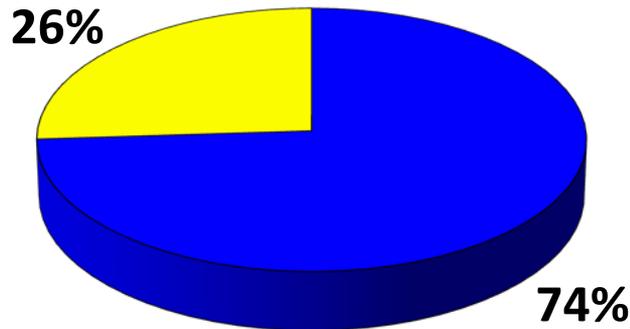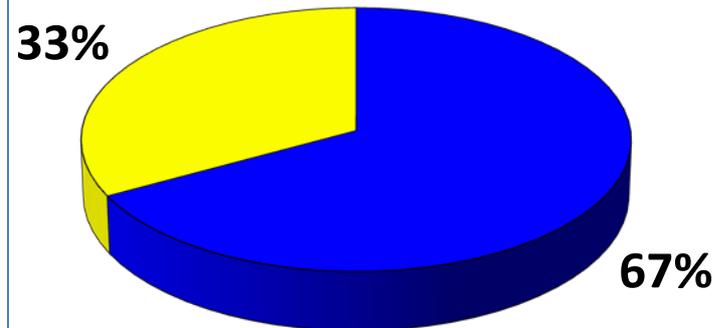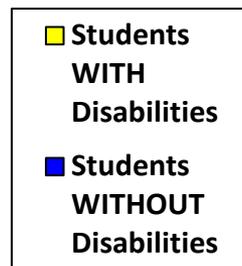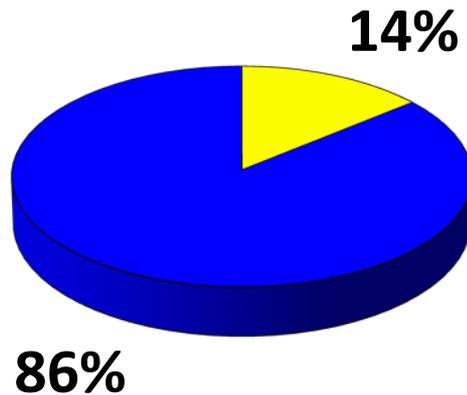
2012-2013 Middle School Regional Program Grades 6-8 Student Population by Economically/Not Economically Disadvantaged

33%

67%

- ECONOMICALLY DISADVANTAGED
- NOT ECONOMICALLY DISADVANTAGED

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LYNCHBURG CITY SCHOOLS

**Middle School Regional Program
Grades 6-8
2011-2012 split by students with disabilities**

14%

86%

- ☐ Students WITH Disabilities
- ■ Students WITHOUT Disabilities

**Middle School Regional Program
Grades 6-8
2012-2013 split by students with disabilities**

44%
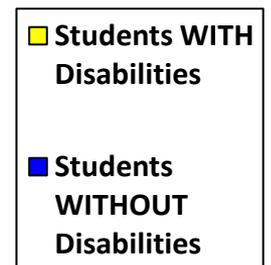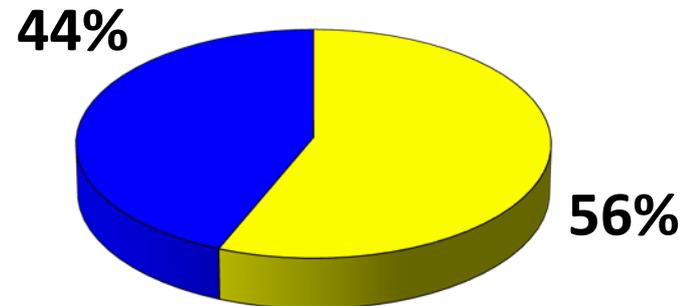
56%

- ☐ Students WITH Disabilities
- ■ Students WITHOUT Disabilities

PLEASE NOTE: Students placed at FHCS vary greatly from year to year.

High School Program
2011-2012 split by students with disabilities

43%

57%

- Students WITH Disabilities
- Students WiTHOUT Disabilities
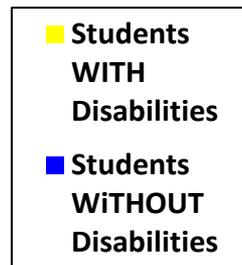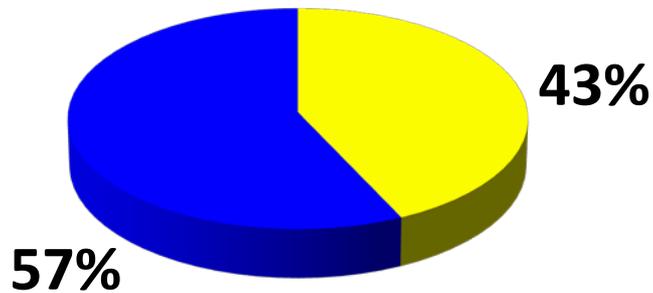
High School Program
2012-2013 split by students with disabilities

15%

85%

- Students WITH Disabilities
- Students WITHOUT Disabilities
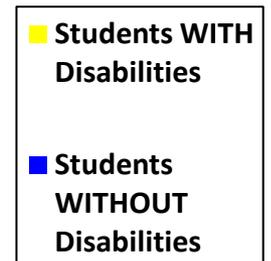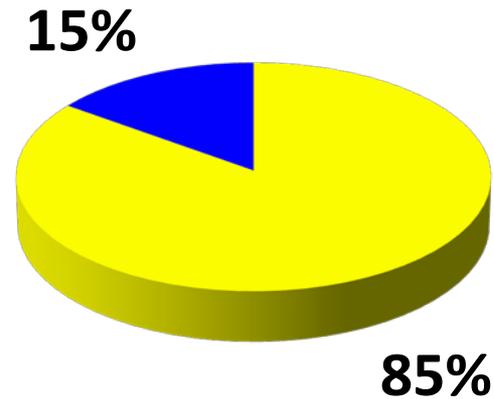
MIDDLE SCHOOL REGIONAL PROGRAM ECONOMICALLY DISADVANTAGED AND STUDENTS WITH DISABILITIES BY RACE 2011-2012
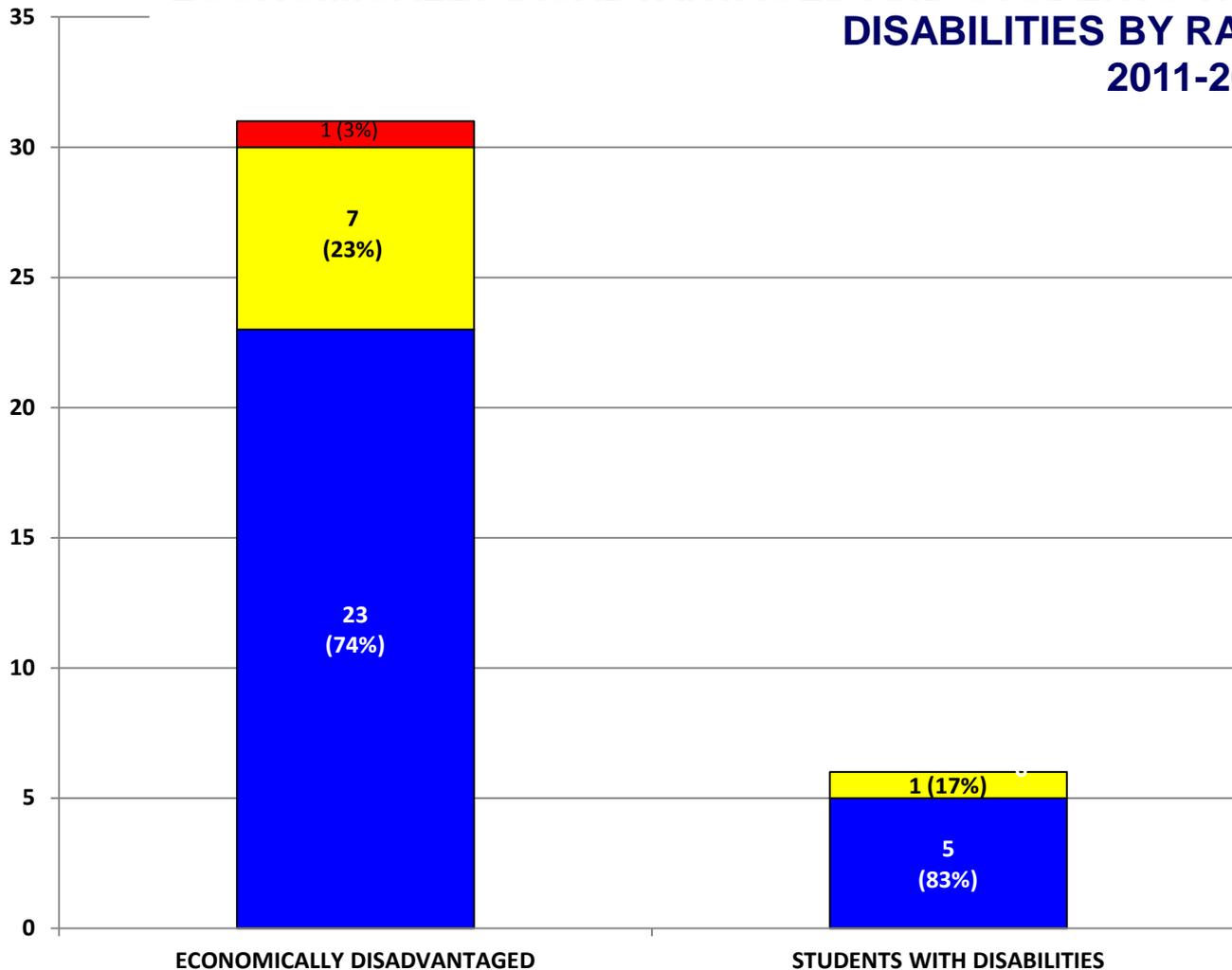
A

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

- **Graduation (Diplomas/Completers, Dropouts)**
- **Advanced, Standard, and Modified Standard Diplomas**
- **Reading Proficiency (STAR, SOL Reading 6-8, 11)**
- **SOL Results by Level (New Focus on Pass Advanced)**
- **Grade Distributions**

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Graduation | The Data

VISION: Tradition of Excellence for All

MISSION: Every child by name and by need to graduation

GOAL: Every student who is placed at Fort Hill Community School who is eligible to graduate will graduate.
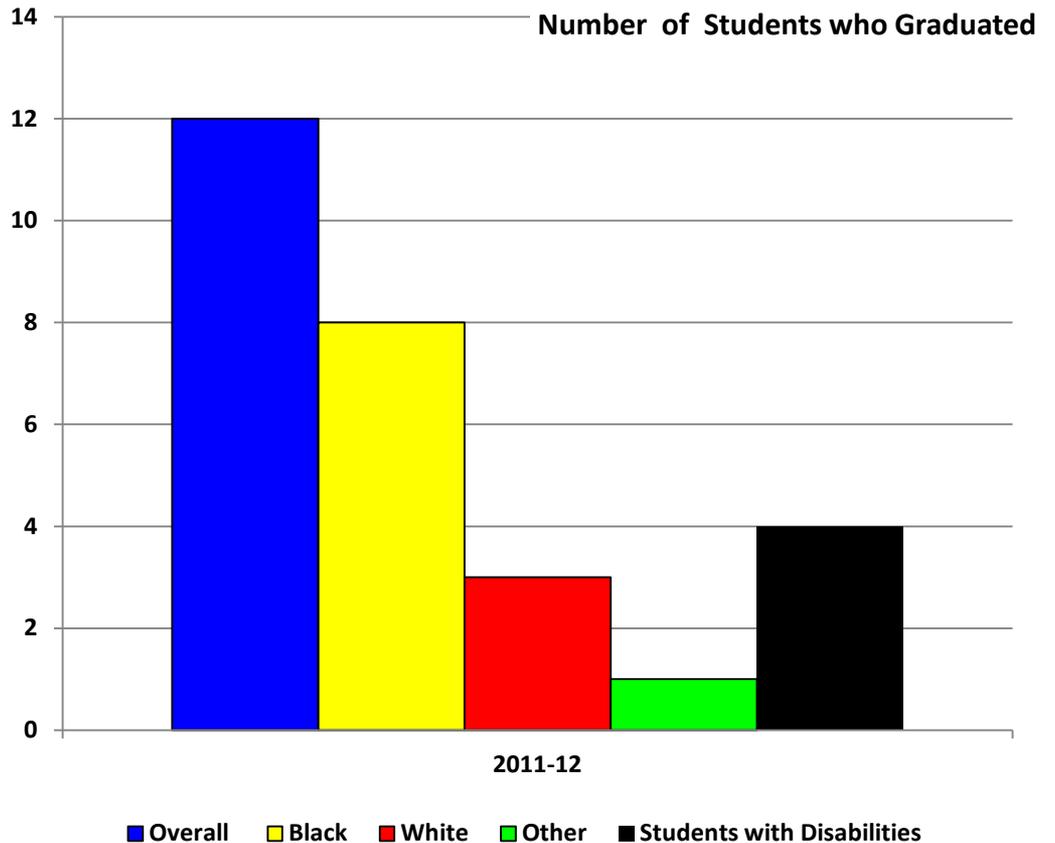
Number of Students who Graduated

2011-12

■ Overall   □ Black   ■ White   □ Other   ■ Students with Disabilities

FORT HILL COMMUNITY SCHOOL

School Improvement Plan for 2012-2013

A **Graduation | The Data**

2011-2012	Black	White	Other	Total Completers	Students With Disabilities	Economically Disadvantaged
Standard Diploma	6	3			2	3
Advanced Diploma			1			
Certificate of Completion						
Pre-GED and GED						
Modified Standard Diploma	2				2	1
Totals:	8	3	1	0	4	4

A

Graduation | The Plan

STRATEGY	EVALUATION/EVIDENCE OF COMPLETION	RESPONSIBILITY
1. To obtain students' schedules from the counselor and base school	Ongoing contacts with the base school	Suzanne Mason
2. To monitor schedules and collaborate with counselors to determine credits needed for graduation	Ongoing contacts with the base school	Suzanne Mason
3. To provide any and all options for course selection so students can be successful in their efforts to graduate	Passing grades via interim grade reports Monitor packet checklist	Teachers
4. To assist students with motivation and pacing to complete coursework in a timely manner	Interim grades	Teachers
5. To assist students with employment training and mentoring for post-graduate employment	Ongoing activity with Lynchburg Public Works partnership	Cathy Viar and Suzanne Mason

A

- **VISION:** Tradition of Excellence for All

- **MISSION:** Every child by name and by need to graduation

- **GOAL:** Students will be able to demonstrate appropriate progress in reading as indicated by the STAR Assessment.

**Middle School Regional Program
Student Growth
2011-2012**

23%

77%

■ Student Growth

A

SOL READING PASS RATE

| ■ Total Passed | ■ Black | ■ White | ■ Students with Disabilities |

VISION: Tradition of Excellence for All

MISSION: Every child by name and by need to graduation

GOAL: Increase the middle school (grades 6-8) and end of course (grade 11) reading SOL pass rates by the end of the school year.

GRADE 6

2011-12

FORT HILL COMMUNITY SCHOOL

School Improvement Plan for 2012-2013
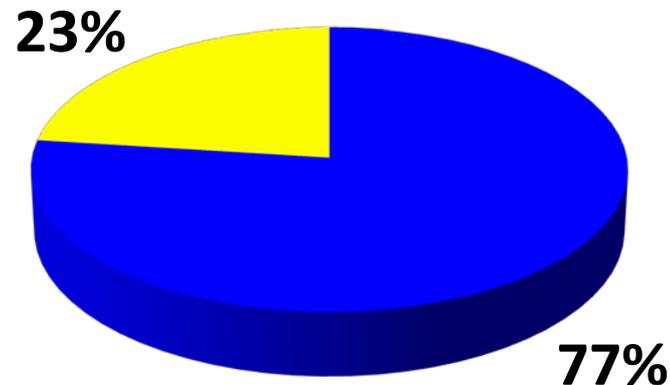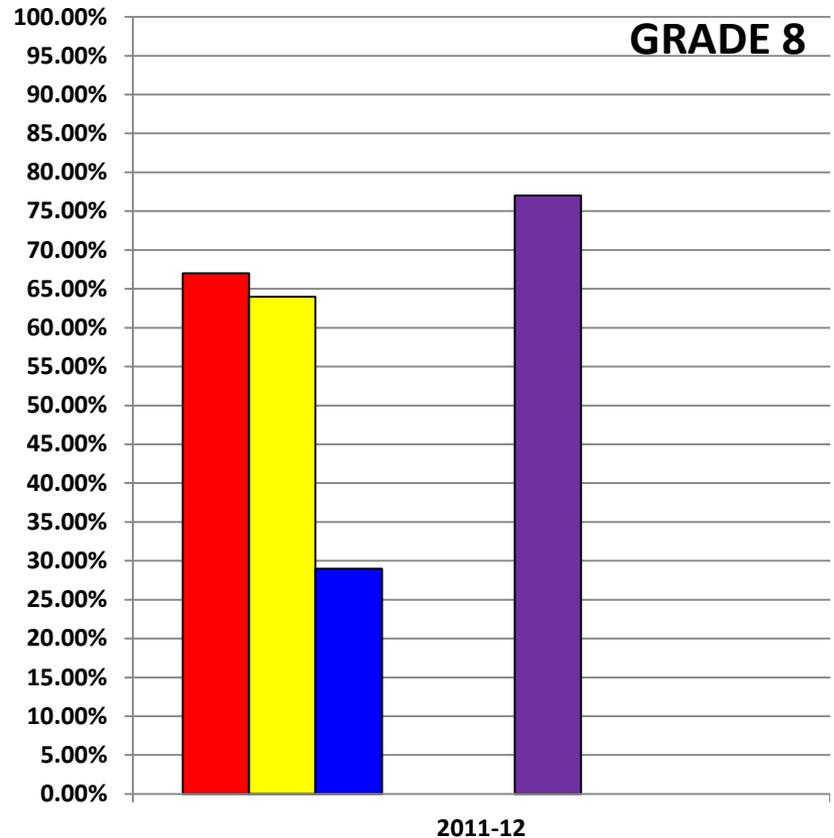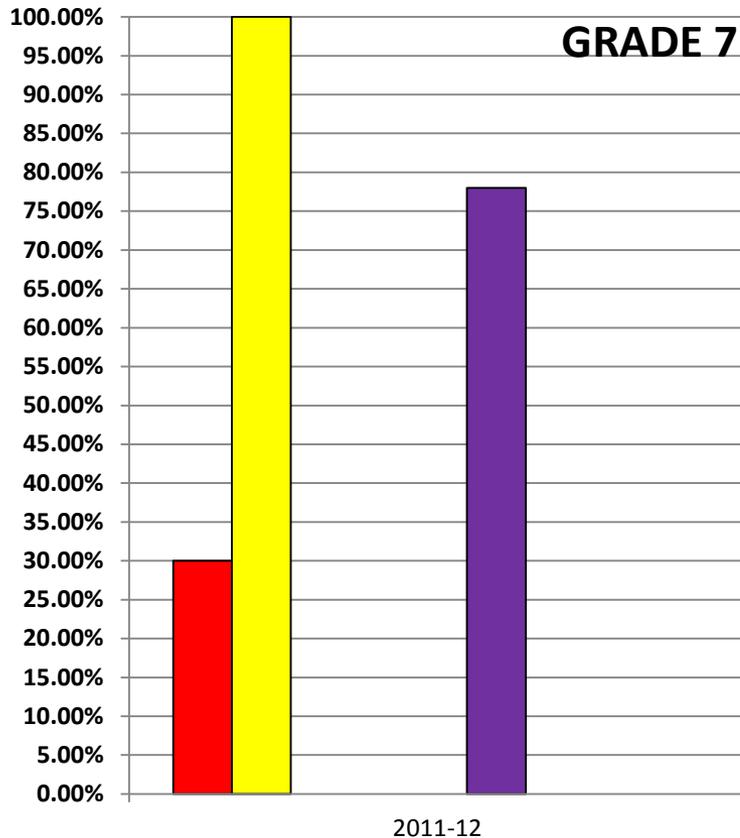
A   **Reading Proficiency | The Data**

SOL READING PASS RATE

Total Passed   **Black**   **White**   **Students with Disabilities**   **Student Growth**

GRADE 7 — 2011-12

GRADE 8 — 2011-12

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LYNCHBURG CITY SCHOOLS

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SOL READING EOC RESULTS

| ■ Total passed | ■ Black | ■ White | ■ Economically Disadvantaged | ■ Students with Disabilities |

HIGH SCHOOL
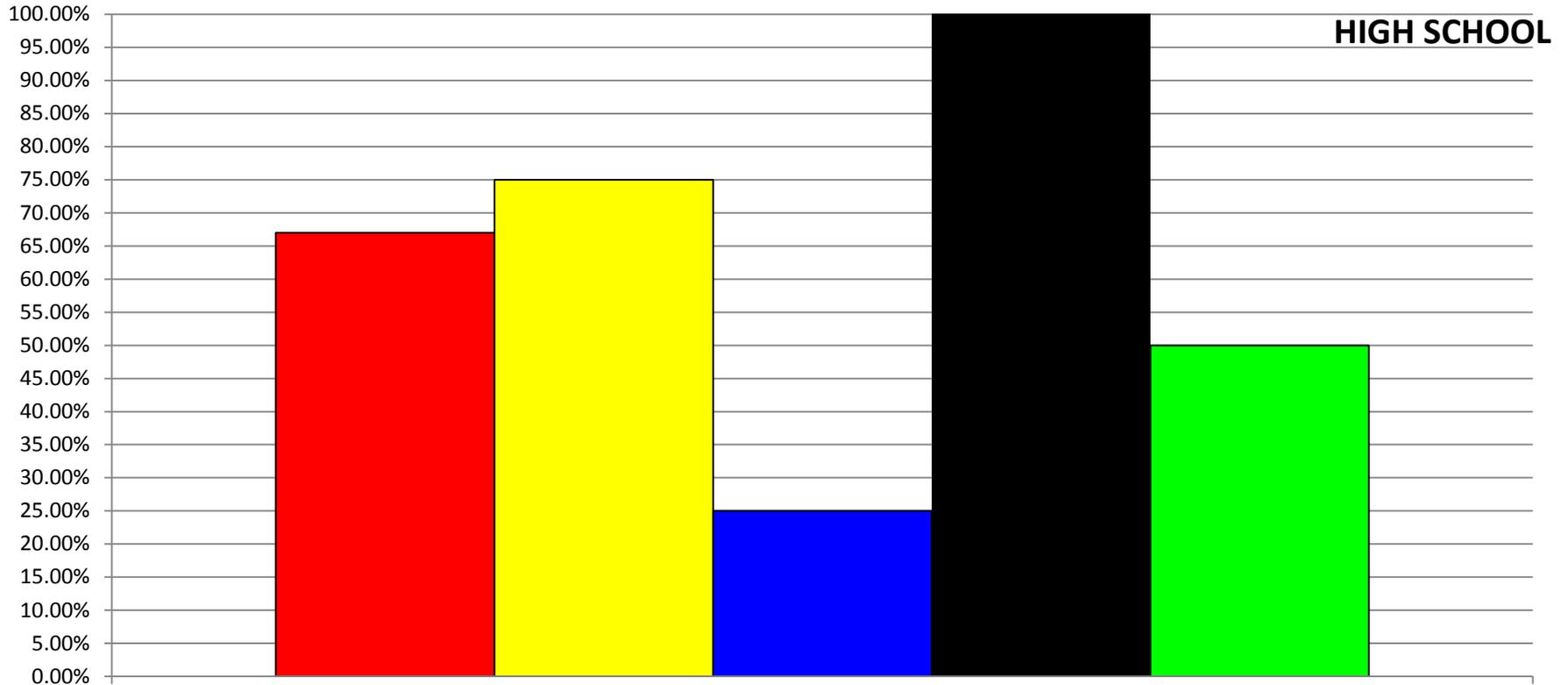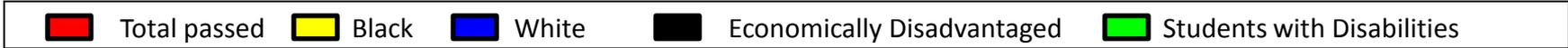
2011-12

A Reading Level | The Plan

STRATEGY	EVALUATION/EVIDENCE OF COMPLETION	RESPONSIBILITY
1. Secured 2 grants to fund student-driven school library	Purchases books Presentation of books Determine how books were used	Cathy Viar, Suzanne Mason, and Brandi Moore
2. Scheduled independent reading time	Weekly monitoring	Brandi Moore, Brian Triplett, and Rhonda Stephens
3. Blocked scheduling for English	Weekly monitoring	Cathy Viar, Brandi Moore, Brian Triplett, and Rhonda Stephens
4. Blended instruction with e2020	End of Course grades- monitored by 9 weeks	Cathy Viar, Suzanne Mason, and Brian Triplett
5. Reading Intervention Program	End of Course grades-monitored by 9 weeks	Cathy Viar and Suzanne Mason
6. Implement Accelerated Reader (AR) Program	AR scores monitored each 9 weeks	Brandi Moore, Brian Triplett, and Rhonda Stephens

A

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

GOAL: All subgroups will show positive progress each year toward meeting the Annual Measurable Objectives on SOLs as determined by the Virginia Department of Education.

🟥 **Total Passed** 🟨 **Black** 🟦 **White** ⬛ **Economically Disadvantaged** 🟩 **Students with Disabilities** 🟪 **Student Growth**

READING-6-8

(2011-12)
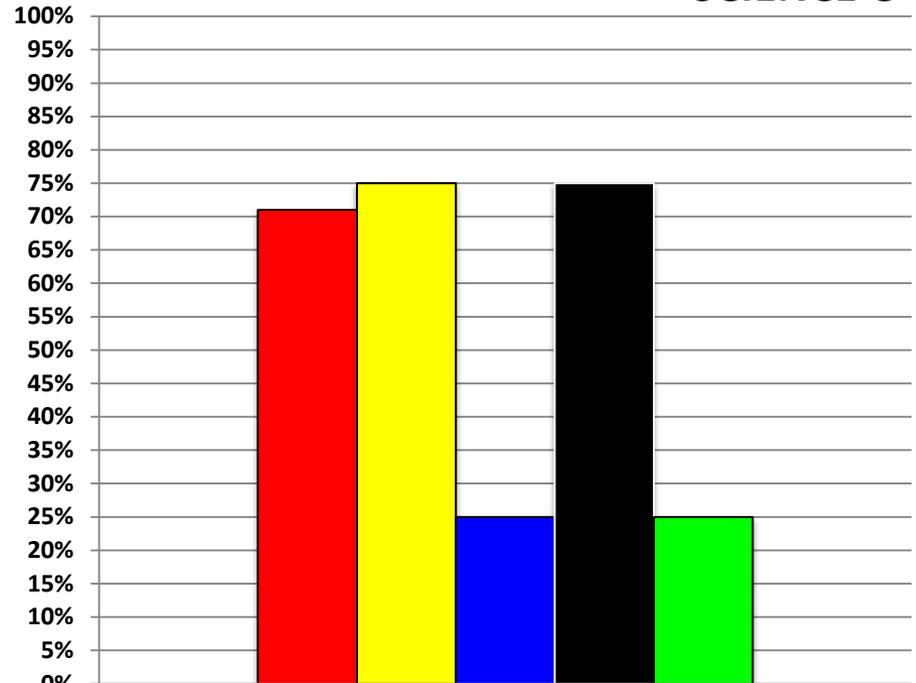
- Total Passed: 56%
- Black: 70%
- White: 35%
- Economically Disadvantaged: 75%
- Students with Disabilities: 5%
- Student Growth: 77%

SCIENCE-8

(2011-12)

- Total Passed: 71%
- Black: 75%
- White: 25%
- Economically Disadvantaged: 75%
- Students with Disabilities: 25%

A

SOL Results | The Data

Total Passed   **Black**   **White**   **Economically Disadvantaged**   **Students with Disabilities**   **Student Growth**

MATH-6-8 (2011-12)
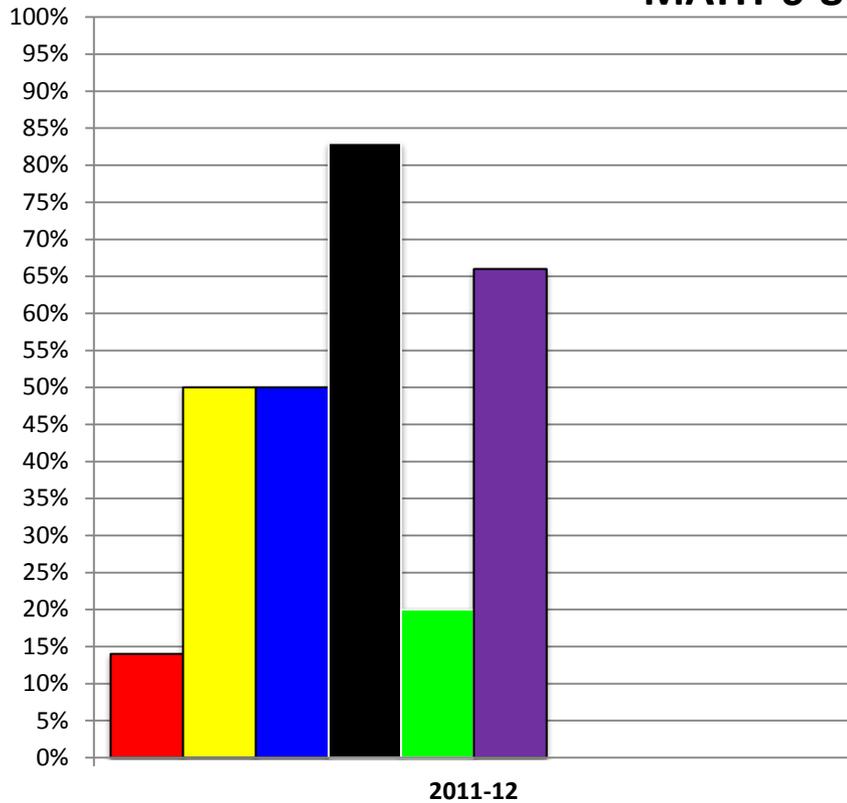
SOCIAL STUDIES-6-8 (2011-12)
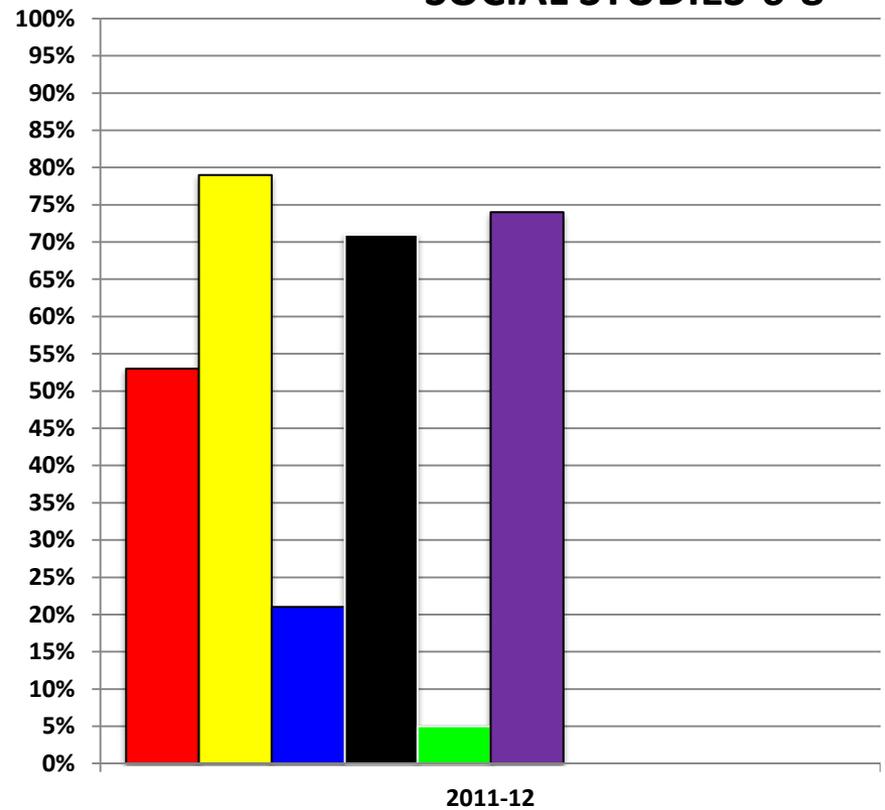
A
SOL Results | The Plan

STRATEGY	EVALUATION/EVIDENCE OF COMPLETION	RESPONSIBILITY
1. Blocked scheduling for math	Weekly monitoring	Cathy Viar
2. CPS devices used in classroom	9 weeks monitoring	Cathy Viar and David Bush
3. Blended instruction with e2020	End of Course grades monitored by 9 weeks	Cathy Viar
4. Math tutor in math class	Weekly monitoring	Cathy Viar
5. Purchased math manipulatives	9 weeks monitoring by grades	Cathy Viar
6. Blended instruction with iPods	9 weeks monitoring	David Bush
7. Stock Market Game	End of period assessment	David Bush
8. Math teacher participated in revising the pacing guides	End of period assessment	David Bush

FORT HILL COMMUNITY SCHOOL

School Improvement Plan for 2012-2013

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Grade Distribution | The Data

2011-2012   English-grades 6-8
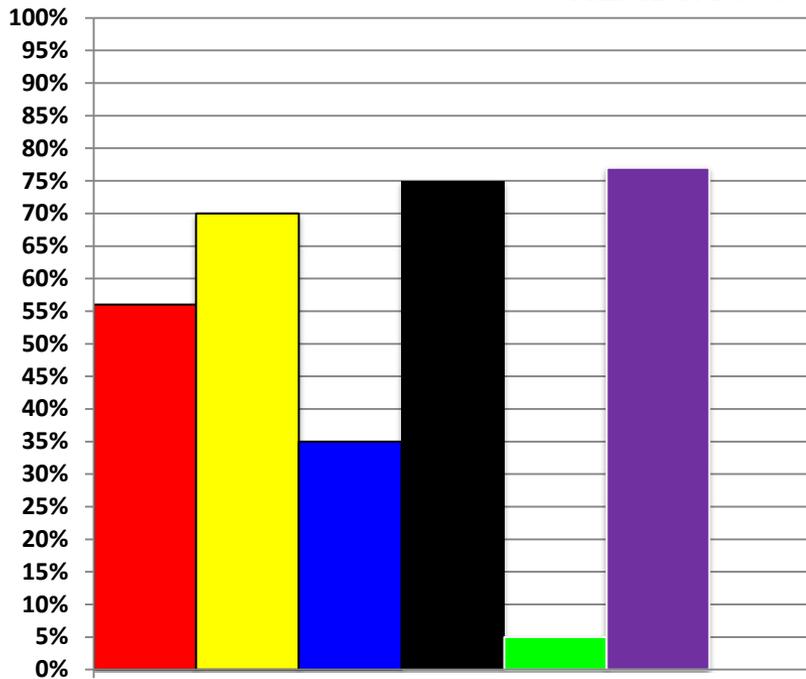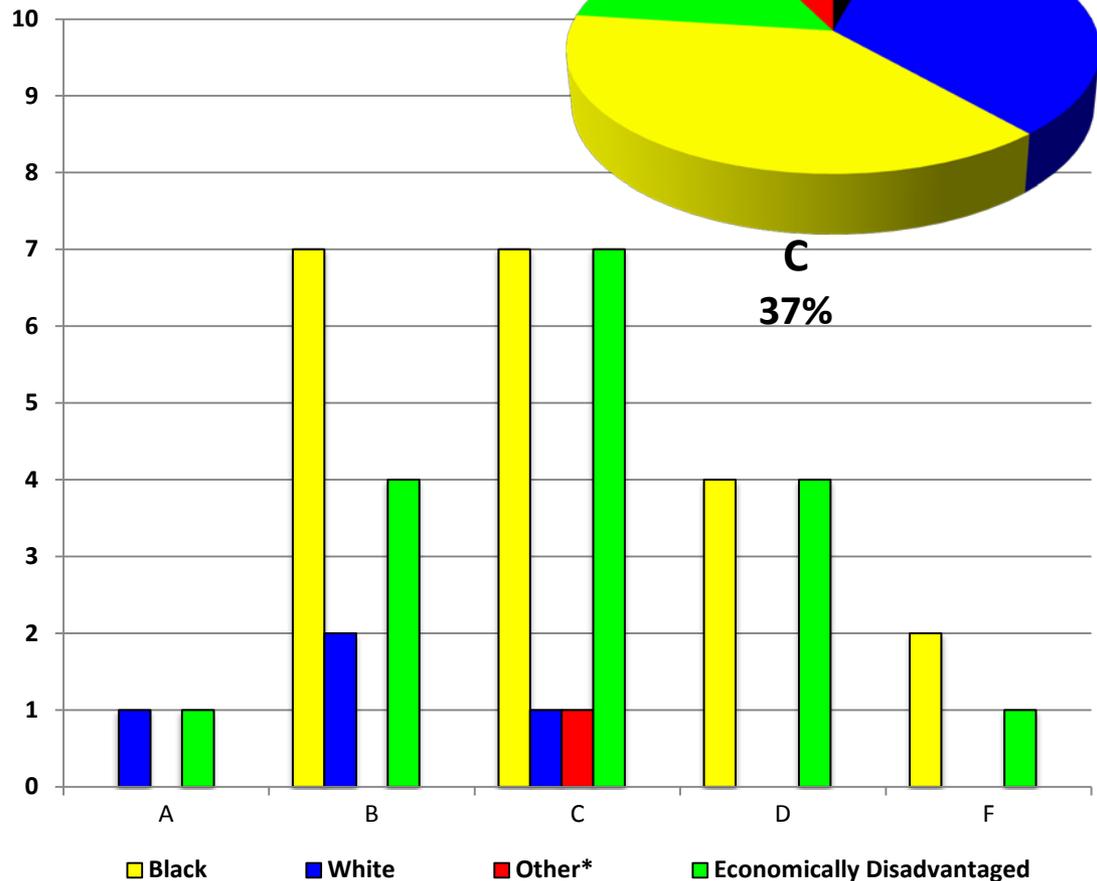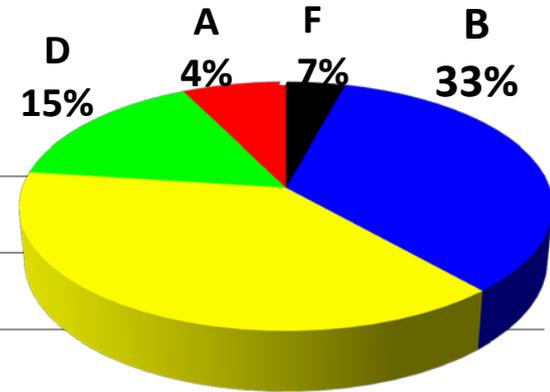
VISION: Tradition of Excellence for All

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.

Pie chart: A 4%, F 7%, B 33%, D 15%, C 37%

Bar chart legend: Black, White, Other*, Economically Disadvantaged

FORT HILL COMMUNITY SCHOOL

School Improvement Plan for 2012-2013

A

Grade Distribution | The Data

2011-2012   **Math-grades 6-8**

Legend: Black, White, Other*, Economically Disadvantaged

Pie chart: A 0%, B 33%, C 33%, D 19%, F 15%

A
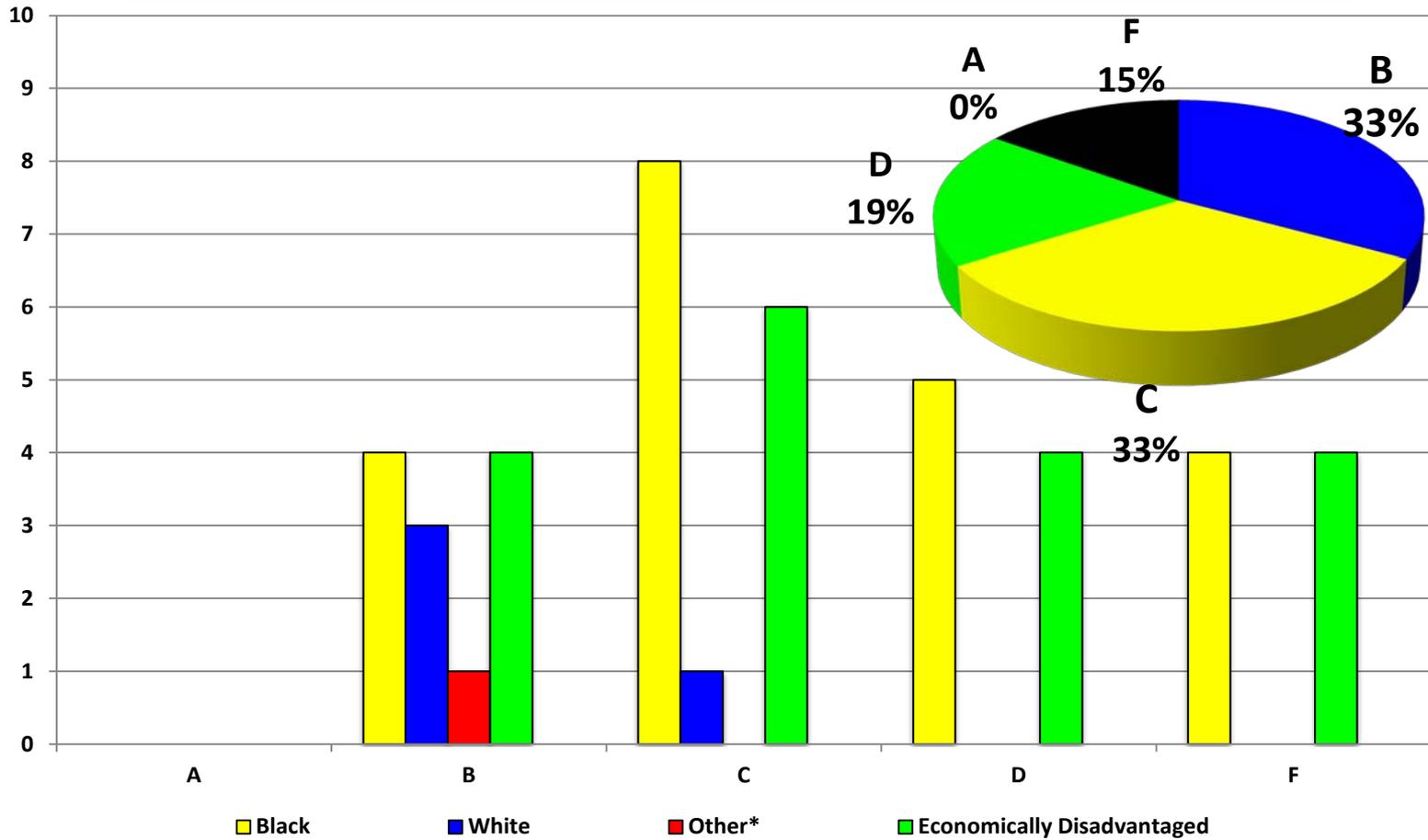
Grade Distribution| The Data

2011-2012 **Science-grades 6-8**

A
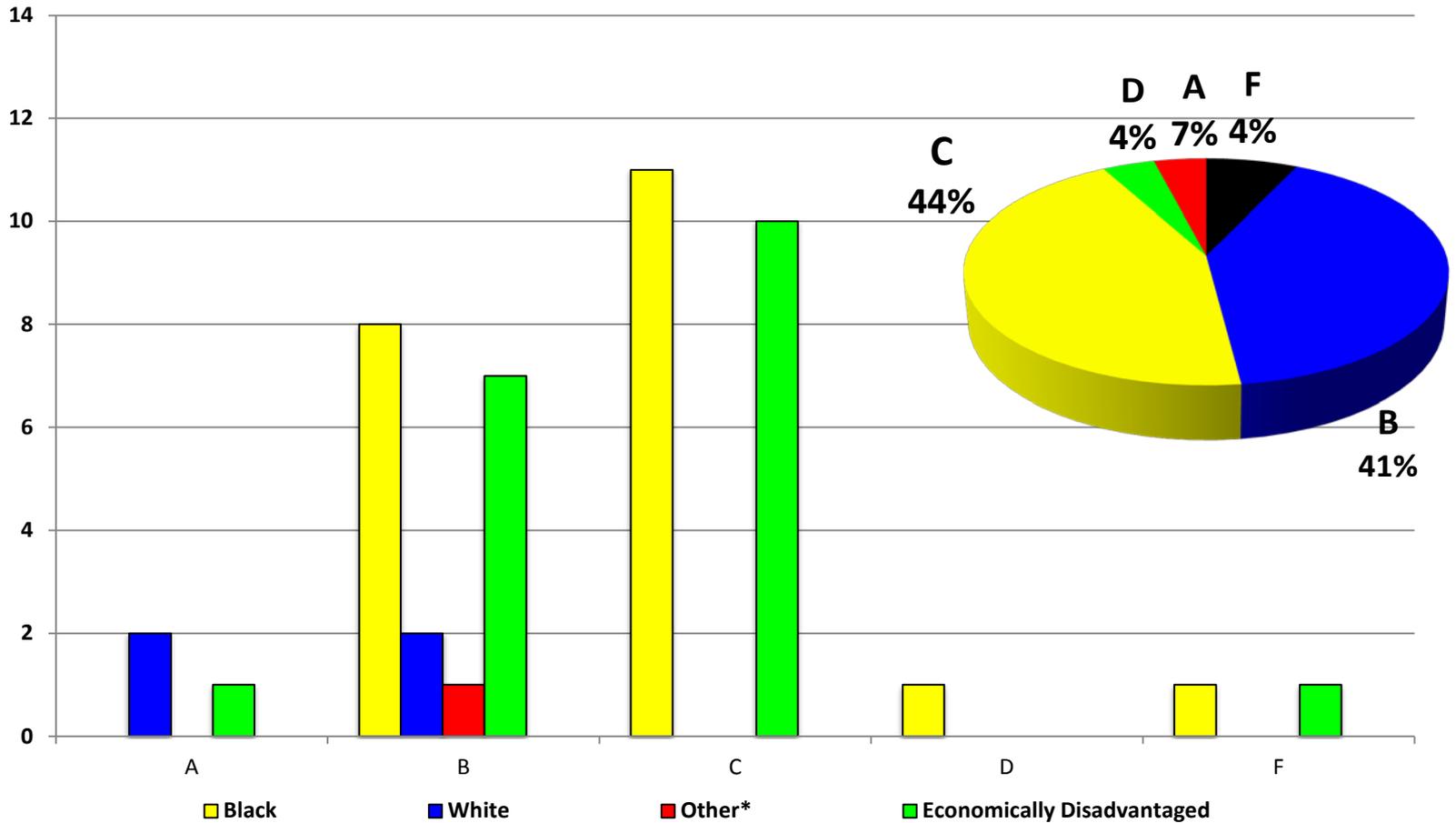
Grade Distribution | The Data

2011-2012	Social Studies-grades 6-8
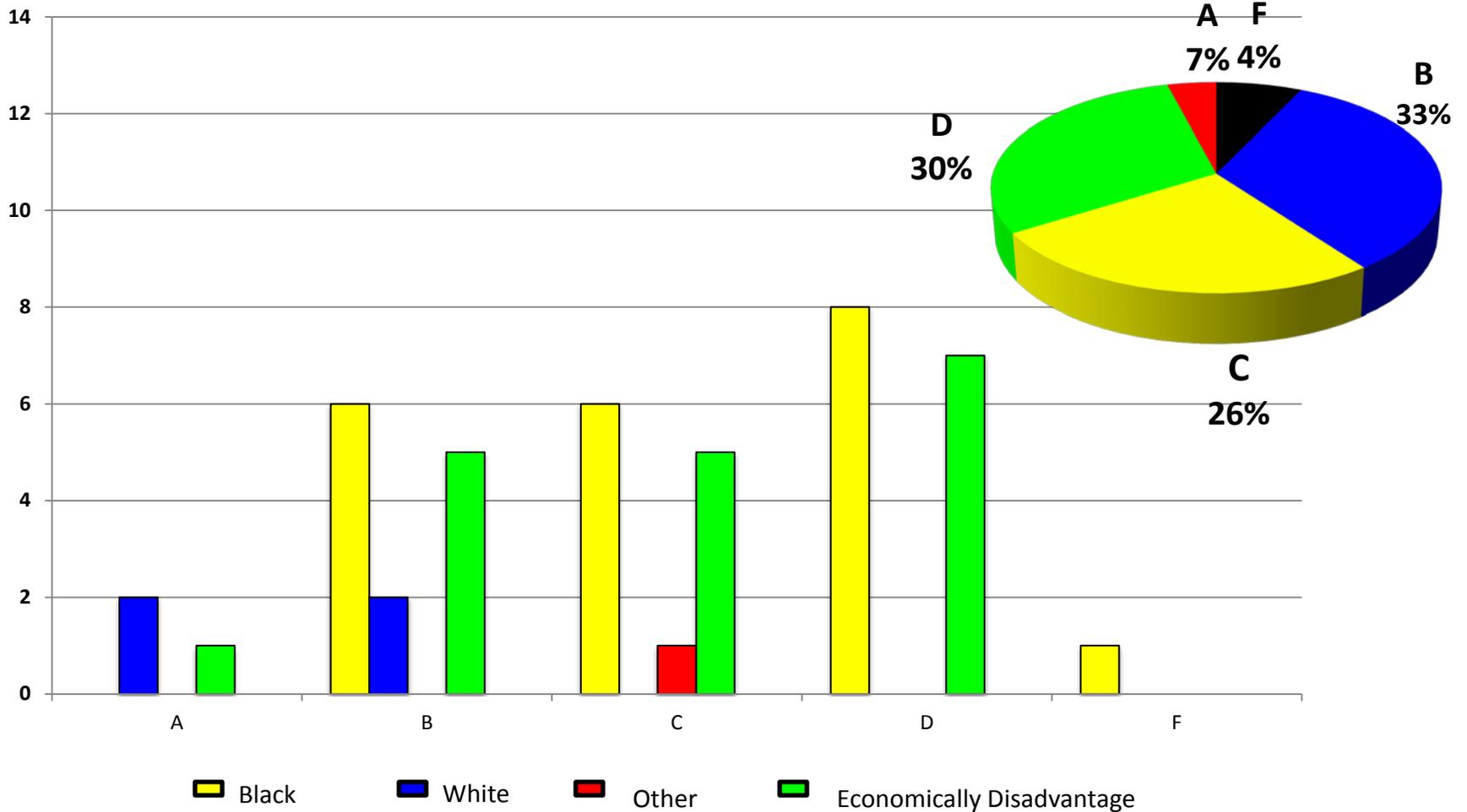
Legend: Black (yellow), White (blue), Other (red), Economically Disadvantage (green)

Pie chart: A 7%, F 4%, B 33%, C 26%, D 30%

A

STRATEGY	EVALUATION/EVIDENCE OF COMPLETION	RESPONSIBILITY
1. Attribution Retraining	9 weeks grades	Faculty and staff
2. Effective Effort	9 weeks grades	Faculty and staff
3. Re-does are acceptable	Success on teacher made materials and tests	Teachers
4. Tutors	Success on teacher made materials and tests	Tutors and teachers
5. Parent-Teacher communication	Phone calls to parents Confirming whether grades have improved	Teachers
6. Homework Board	All assignments successfully completed	Teachers and tutors

IFO1- The principal will compile reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers.

STRATEGY	EVALUATION/EVIDENCE OF COMPLETION	RESPONSIBILITY
1. The program coordinator will visit classrooms and make observations throughout the school year.	The program coordinator will keep a record of classroom observation dates and times.	**Cathy Viar**
2. The program coordinator will assess the strengths and weaknesses of teachers and the quality of instruction being delivered in the classroom.	The program coordinator will keep notes on the classroom observations.	**Cathy Viar**
3. The program coordinator will share the results of observations with faculty and staff during faculty meetings.	Feedback will be provided.	**Cathy Viar**
4. The program coordinator will offer support in the form of mentoring and peer-mentoring to address areas of weakness.	The program coordinator will keep a log of peer-mentoring.	**Cathy Viar**

FORT HILL COMMUNITY SCHOOL

School Improvement Plan for 2012-2013

IFO4- Professional development for teachers will include observations by peers related to indicators of effective teaching and classroom management.

STRATEGY	EVALUATION/EVIDENCE OF COMPLETION	RESPONSIBILITY
1. A peer observation protocol will be established.	Indistar process manager will have a copy of the protocol.	Brian Triplett
2. A peer observation form will be developed.	Indistar process manager will have a copy of the peer observation form.	Brian Triplett
3. A peer observation schedule will be established .	Indistar process manager will have a copy of the peer observation schedule.	Brian Triplett
4. Peer observations will be conducted.	Peer-observation form will be submitted to program coordinator.	Teachers and Cathy Viar
5. Post observation meetings will be held to discuss the experience.	Copy of peer-observation form given to teacher for records.	Teachers and Cathy Viar

Fort Hill Community School
High Quality Instruction Checklist

Teacher: _____
Observer: _____
Subject: _____
Date: _____

Observed	Not Observed	
		Student Behaviors
		Students know what to expect and follow classroom rules, routines, and procedures.
		Students are actively engaged in lesson, student motivation is evident, students participate voluntarily.
		Students show respect to others, self, and property.
		Students work cooperatively and interact with others in a positive and productive manner.

Observed	Not Observed	
		Teacher Behaviors
		Teachers frame the learning.
		Teachers use a variety of strategies to explain concepts.
		Teachers demonstrate knowledge of content.
		Teachers maximize engaged student learning time by appropriately pacing lessons, making seamless transitions, and having materials ready and organized.
		Teachers build positive personal relationships with students.

Observed	Not Observed	
		Classroom Environment
		Students are engaged in meaningful conversations and activities.
		Evidence of appropriate classroom management strategies to optimize student learning.
		Positive classroom climate—welcoming and safe.
		Materials and supplies are organized and readily available (teachers and students).
		Meaningful visuals/instructional materials are posted in the classroom.

Observed	Not Observed	
		Outcomes
		Students are motivated to learn and are accountable for their learning.
		Students demonstrate mastery of skills, focus is on mastery not performance.
		Student achievement is based on effort.
		Evidence of a sense of community and shared responsibility.

Fort Hill Community School
Peer Observation Form

Observer: _____

Teacher: _____

Date of Observation: _____

Please complete this form immediately following the peer observation and present it to your partner
as you leave the room. Thanks!

I really liked:

_____

_____

_____

_____
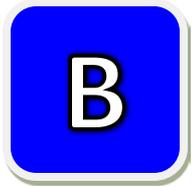
_____

I think:

_____

_____

_____

_____

_____

Additional Comments (not required):

_____

_____

B

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

A TRADITION OF EXCELLENCE FOR ALL

L C S

LYNCHBURG CITY SCHOOLS

FORT HILL COMMUNITY SCHOOL

School Improvement Plan for 2012-2013

B

Suspensions | The Data

VISION: Tradition of Excellence for All

MISSION: Every child by name and by need to graduation

GOAL: To decrease students' out of school suspensions by 50%

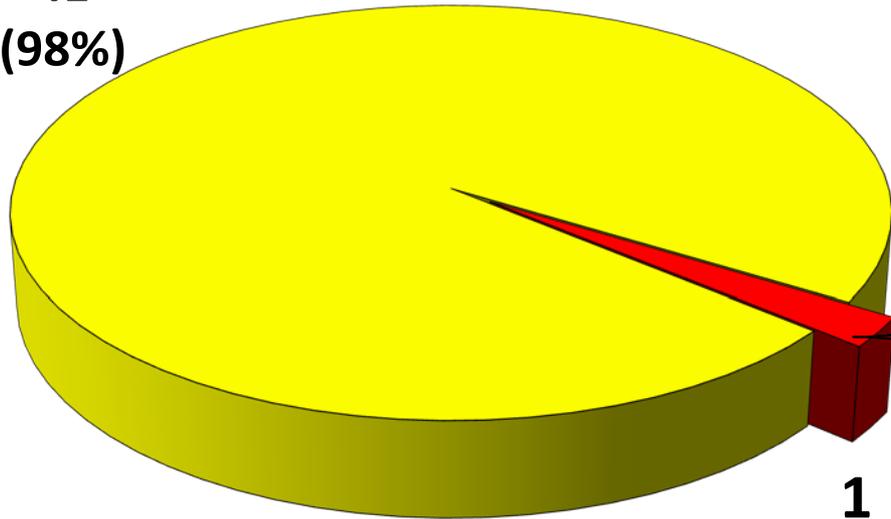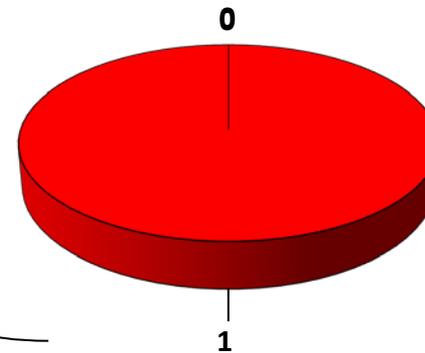**B** | **Suspensions | The Data**

Total Students

2011-12

**41
(98%)**

1 suspension by race

0

■ Black

□ White

□ Other races and ethnicities

1

**1
(2%)**

□ **Students with no suspensions**

■ **Students with at least 1 short term suspension**

B | **Suspensions | The Plan**

| STRATEGY	EVALUATION/EVIDENCE OF COMPLETION	RESPONSIBILITY
1. Conduct behavioral management training for teachers and students	Observations	Cathy Viar
2. Discuss importance of reducing suspensions with students	Registration	Faculty and staff
3. Empower the students to make a choice to correct bad behaviors before a suspension occurs	Daily	Faculty and staff
4. Uniform application of school-wide discipline	Structured and consistent enforcement of school-wide rules	Faculty and staff

VISION: Tradition of Excellence for All

MISSION: Every child by name and by need to graduation

GOAL: To reduce students' absences by 5%

B

Total Students 6-8 2011-2012
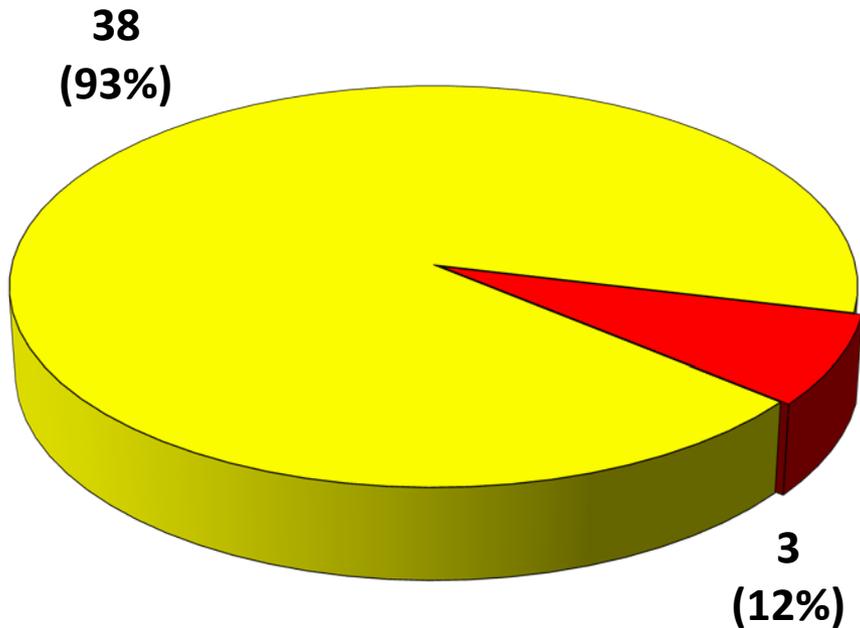
38 (93%)

3 (12%)

☐ **Students with fewer than 7 unexcused absences**

☐ **Students with 7 or more unexcused absences**

Of the 3 students with 7 or more unexcused absences by race
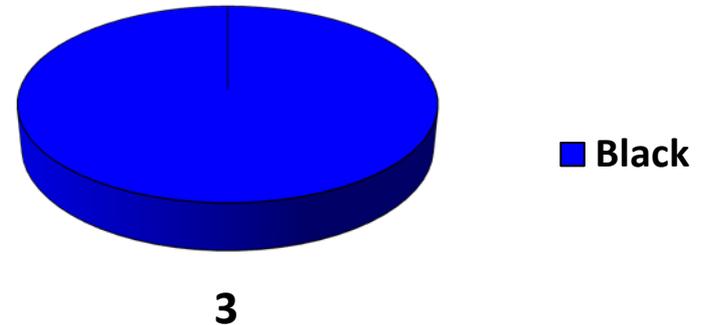
■ **Black**

3

Of the 3 students with 7 or more unexcused absences, how many are economically disadvantaged?

■ Students who are economically disadvantaged

3

B Student Attendance | The Data

Total Students 2012-2013

52
84%

Of the 10 students with 7 or more unexcused absences by race

1

2

7

- □ Black
- ■ White
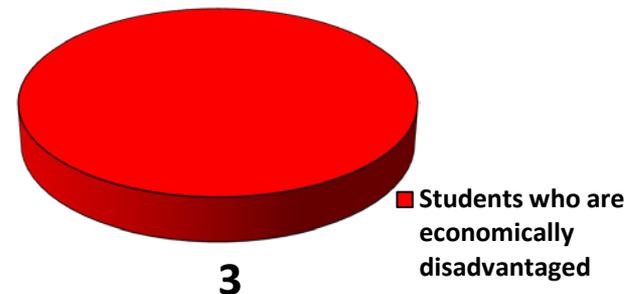- ■ Other races and ethnicities

10
16%

□ **Students with fewer than 7 unexcused absences**

■ **Students with 7 or more unexcused absences**

Of the 10 students with 7 or more unexcused absences, how many are economically disadvantaged?

2

8

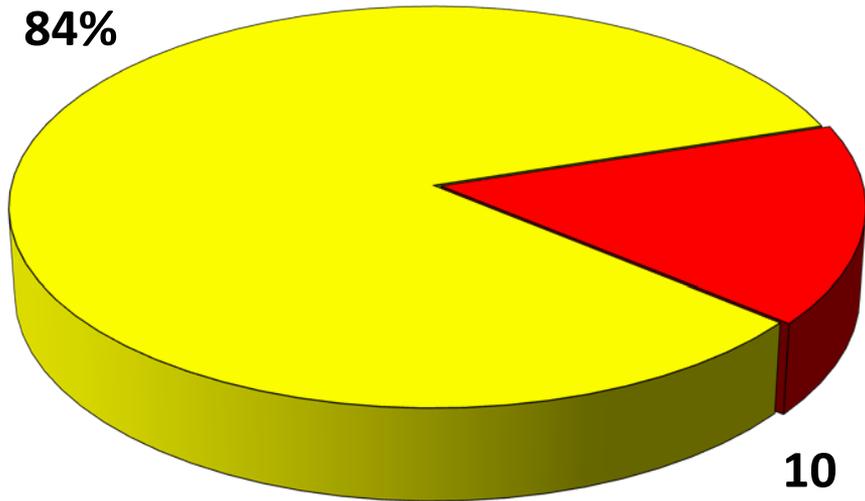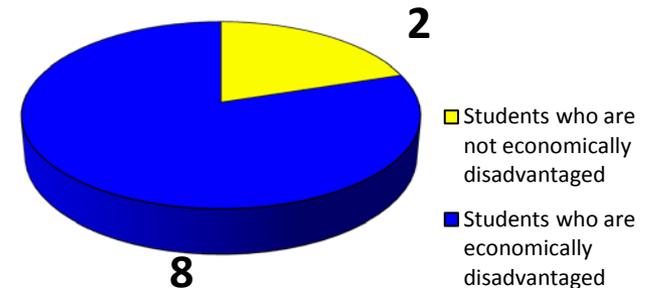- □ Students who are not economically disadvantaged
- ■ Students who are economically disadvantaged

B

STRATEGY	EVALUATION/EVIDENCE OF COMPLETION	RESPONSIBILITY
1. Teachers will reward perfect weekly attendance.	Weekly attendance records	Teachers and Tutors
2. All staff will support new division policy.	Weekly attendance records	All Staff
3. Teachers will reinforce division policy with parents.	Documented contact	Teachers and Tutors

A TRADITION OF EXCELLENCE FOR ALL
LCS
LYNCHBURG CITY SCHOOLS

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 School Board.

Kindness with courtesy and politeness

Responsibility with citizenship

Work Ethic with diligence and preservance

Self-Discipline with self-control and patience

Honesty with integrity

Respect of authority and others

B — Character Education | The Plan

Strategic Plan for Character Education 2011-2012

Goal: All schools in the division will cultivate a learning environment in which students and staff feel safe and secure and that promotes student achievement, reduces student behaviors that require disciplinary action, develops civic-minded students of high character, and actively teaches the six character traits adopted by the Lynchburg City School Board: Kindness, Respect, Honesty, work Ethic, Self-Discipline, Responsibility.

Strategy to Achieve Goal	Parent and Community Involvement	Responsibility for Completion	Timeline for Completion	Evaluation/Evidence for Completion
Introduce the six character traits (one each month). Study them in Social Skills class and observe them in others (parents, heroes, community members). Practice the traits. Keep a journal for each time you are "caught" doing the right thing.		teachers and tutors	October 2011 - March 2012	1. teacher observation (kindness, honest, respect) 2. journals 3. # of referrals @ end of year (self-discipline) 4. grades (work ethic) 5. attendance (responsibility, self-discipline, work ethic)
Partnership with the Family Alliance: Life Skills course supervised by Jason Giambrone. The cource focuses on goal-setting, stress management, conflict resolution, saying no to gangs, smoking, alcohol, drugs, and domestic violence.	The Family Alliance	Jason Giambrone teachers	November 2011 - May 2012	1. Life Skills Training student guide 2. End-of-Year poster contest
Guest speaker: retired member of the armed forces: citizenship and patriotism	veteran	Mr. Robert Cardwell	1-Nov-11	1. teacher observation
Partnership with Lynchburg College: utilize college students as mentors, serve as role models	Lynchburg College	student teachers	October 2011 - March 2012	1. teacher observation 2. journals 3. # of referrals @ end of year 4. grades 5. attendance
Hero / villain bulletin board during the study of famous people in history, students decide if a character is a hero or a villain, and why.		history teachers	September 2011 - April 2012	1. bulletin board 2. journals

B | Character Education | The Plan

Plan for Character Education 2012--2013				
Goal: Consistent with the 2012--2014 Comprehensive Plan (p.54), all schools in the division will cultivate a learning environment in which students and staff feel safe and secure and that promotes student achievement, reduces student behaviors that require disciplinary action, develops civic-minded students of high character, and actively teaches the six character traits adopted by the Lynchburg City School Board: Kindness, Respect, Honesty, Work Ethic, Self-Discipline, Responsibility				
Strategy to Achieve Goal	**Parent and Community Involvement**	**Responsibility for Completion**	**Timeline for Completion**	**Evaluation/Evidence for Completion**
Introduce the six character traits (one each month). Study them in English class and observe them in others (parents, heroes, community members). Practice the traits. Keep a journal for each time you are "caught" doing the right thing.		teachers and tutors	October 2012 - March 2013	1. teacher observation (kindness, honest, respect) 2. journals 3. # of referrals @ end of year (self-discipline) 4. grades (work ethic) 5. attendance (responsibility, self-discipline, work ethic)
Partnership with the Family Alliance: Life Skills course supervised by Cecily Major. The source focuses on goal-setting, stress management, conflict resolution, saying no to gangs, smoking, alcohol, drugs, and domestic violence.	The Family Alliance	Cecily Major teacher	November 2012 - May 2013	1. Life Skills Training student guide 2. End-of-Year poster contest
Guest speaker: retired member of the armed forces: citizenship and patriotism	veteran	Mr. Robert Cardwell	13-Nov-12	1. teacher observation
Partnership with Lynchburg College: utilize college students as mentors, serve as role models	Lynchburg College	student teachers	October 2012 - March 2013	1. teacher observation 2. journals 3. # of referrals @ end of year 4. grades 5. attendance
Hero / villain bulletin board during the study of famous people in history, students decide if a character is a hero or a villain, and why.		history teachers	September 2012 - April 2013	1. bulletin board 2. journals

C

Excellence in Culture

Why: Our schools are an inclusive community in which people from different cultural, ethic, 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 students', staff and parents' input.

Indicators of Excellence
•Staff Attendance

•School Culture Survey

•Parental Involvement

•Community Involvement
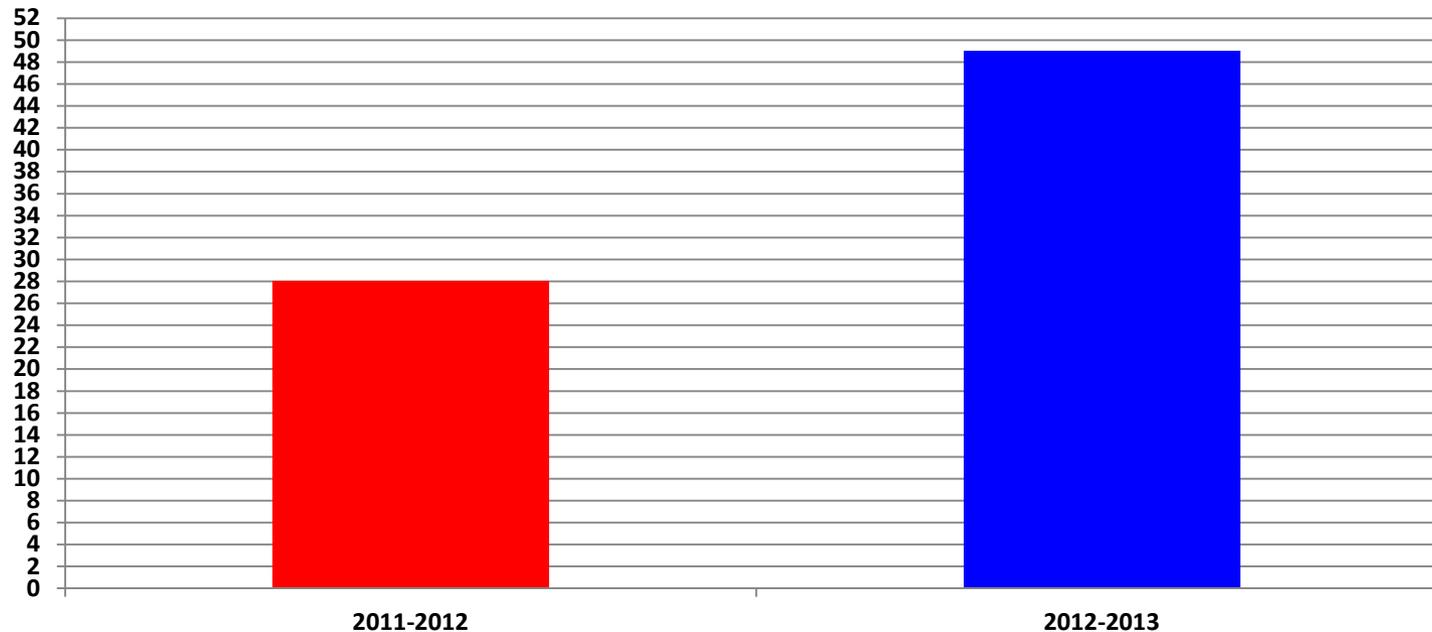
•Partnerships

VISION: Tradition of Excellence for All

MISSION: Every child by name and by need to graduation

GOAL: Reduce staff absences

Please note that this data reflects four staff members who have had a death in their immediate family in 2012-2013

Staff Absences

Bar chart showing staff absences: 2011-2012 approximately 28, 2012-2013 approximately 49.

C | Staff Attendance | The Plan

STRATEGY	EVALUATION/EVIDENCE OF COMPLETION	RESPONSIBILITY
1. Staff will participate in cultivating team-building activities.	Staff attends extracurricular activities to support former and present students. Staff attends extracurricular activities to support their colleagues.	All staff
2. Staff will write letters of "Thank You" to others who cover in their absences.	After each absence	All staff
3. Staff will attend a two day retreat at Smith Mountain Lake to evaluate 2012-13 and plan for 2013-14.	Post retreat survey	All staff

L C S
LYNCHBURG CITY SCHOOLS

FORT HILL COMMUNITY SCHOOL

School Improvement Plan for 2012-2013

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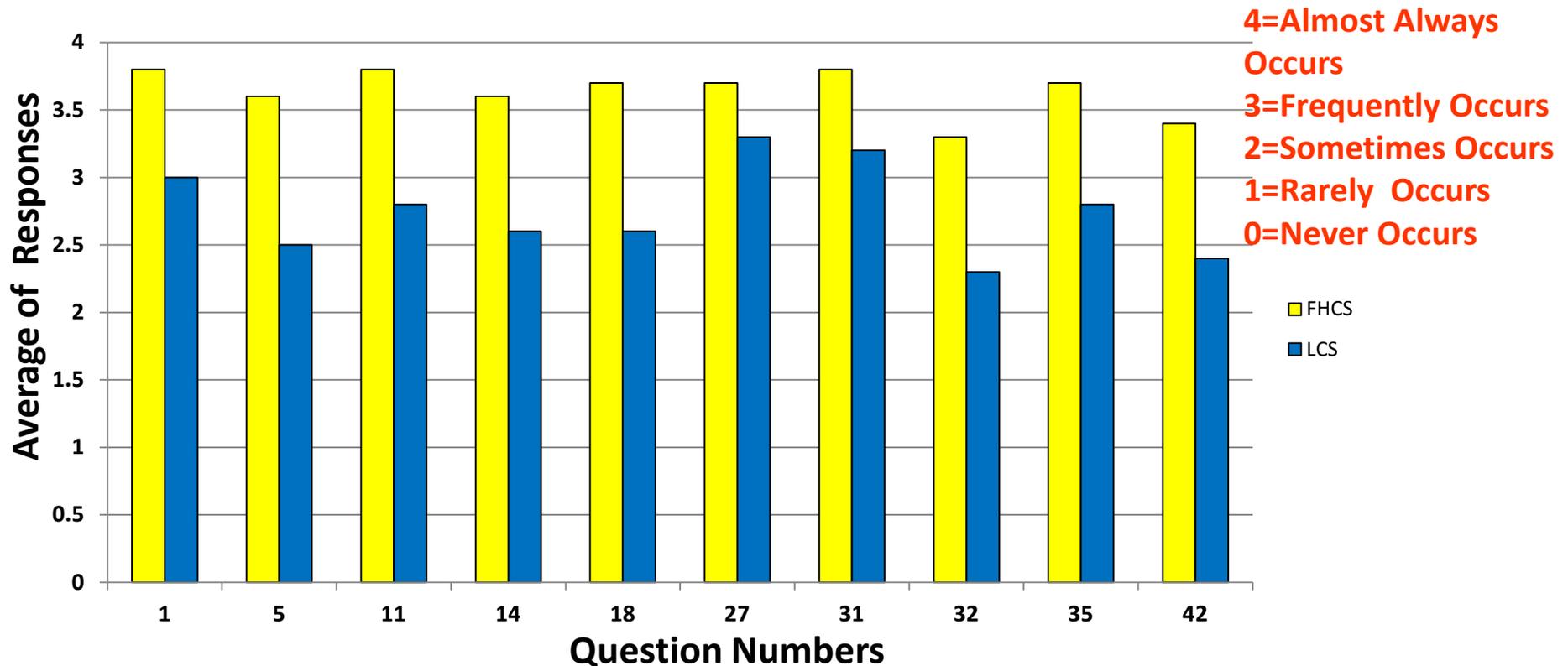
Directions: The purpose of this survey is to collect information concerning perceptions of the school. Please indicate the extent to which each statement characterizes your school. A space is provided for each response. Your responses will be strictly confidential and reported in aggregate form.
School_____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

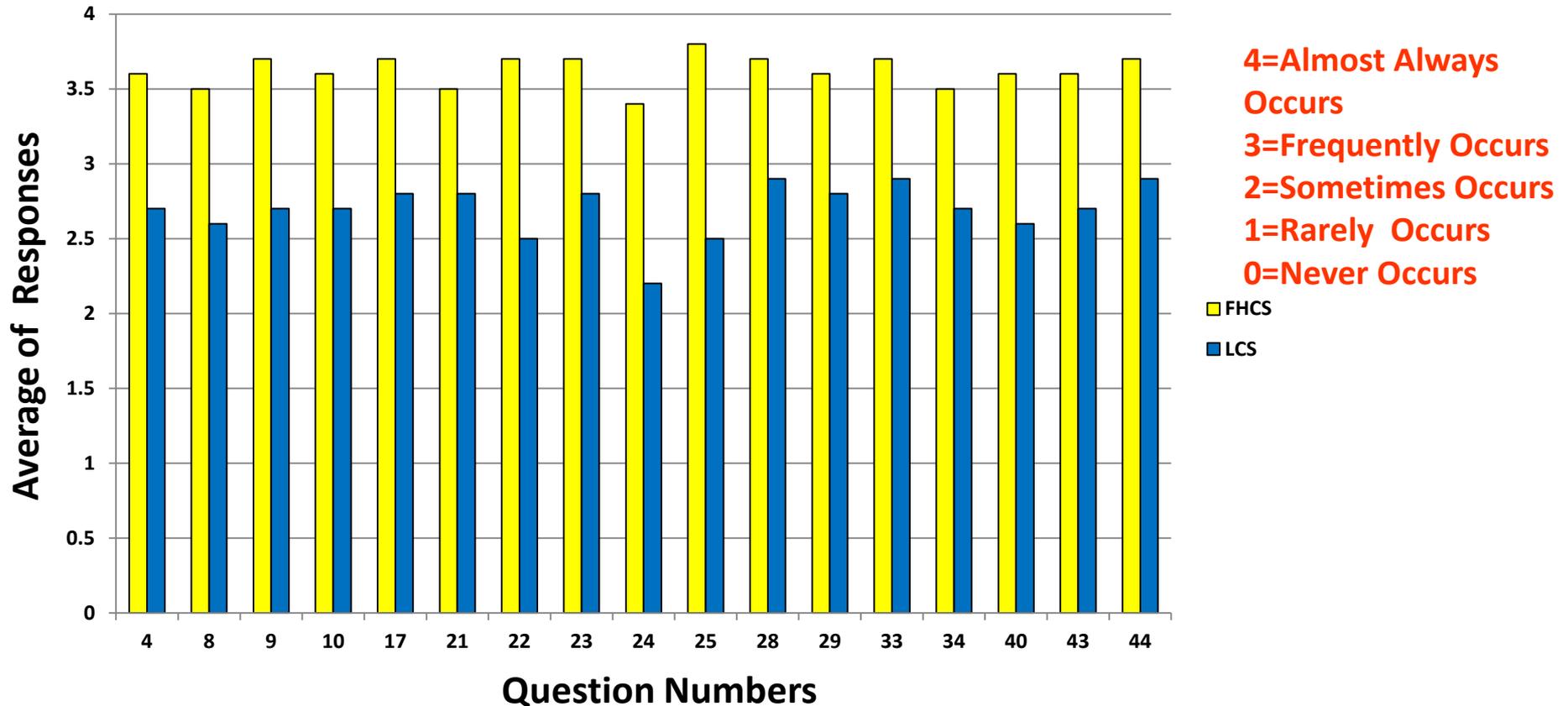| Responses:	Person Completing Form:
4 = Almost Always Occurs	_2__ Administrator
3 = Frequently Occurs	_16_ Parent
2 = Sometimes Occurs	_7_ Instructional Staff
1 = Rarely Occurs	_27__Student
0 = Never Occurs/Not Observed	_2_Support Staff
	___ Other_____

C

A COMPARISON OF DIVISION-LEVEL AVERAGES AND FORT HILL COMMUNITY SCHOOL AVERAGES:
SCHOOL STAFF REFLECTS THE BELIEF THAT ALL CHILDREN CAN LEARN.

4=Almost Always Occurs
3=Frequently Occurs
2=Sometimes Occurs
1=Rarely Occurs
0=Never Occurs

FHCS
LCS

Average of Responses

Question Numbers
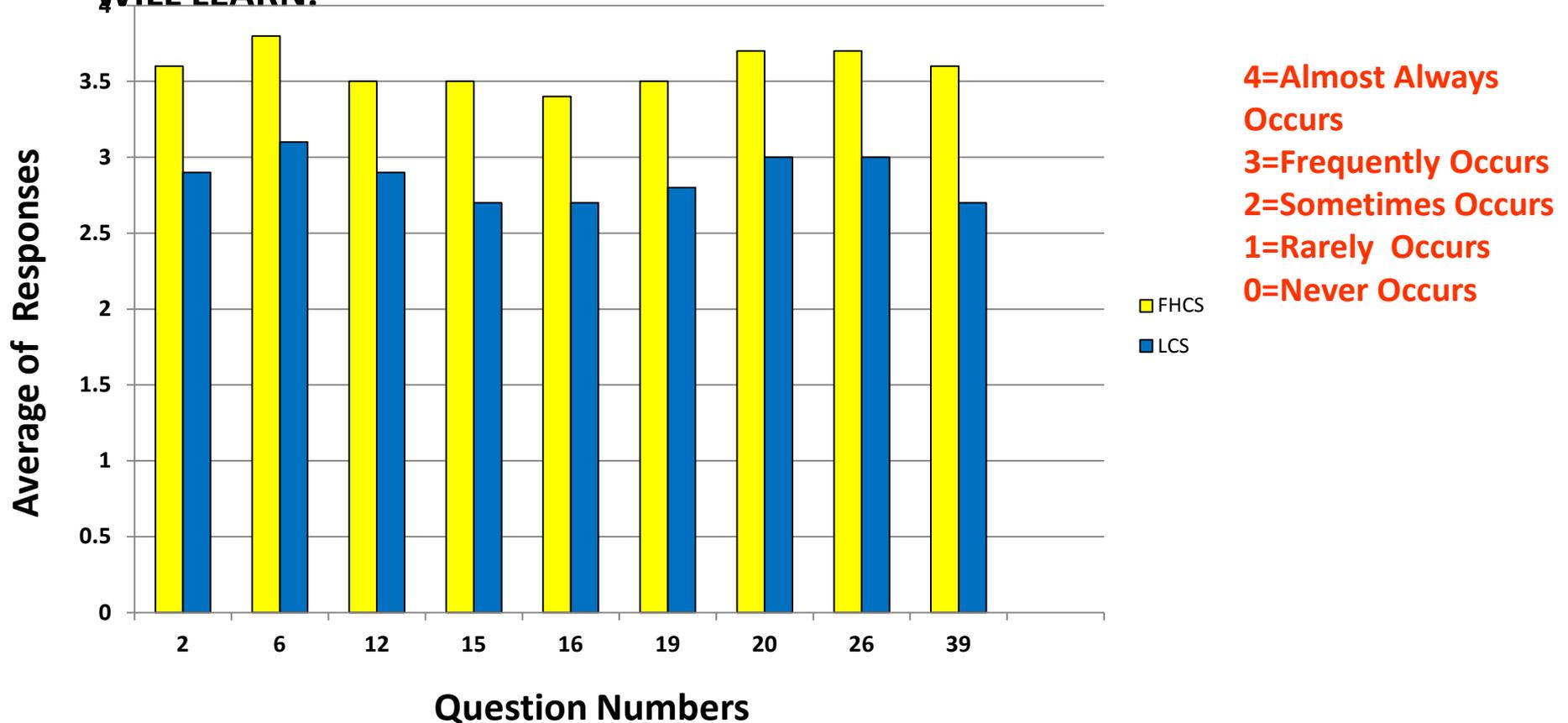
A COMPARISON OF DIVISION-LEVEL AVERAGES AND FORT HILL COMMUNITY SCHOOL AVERAGES:
PROFESSIONAL STAFF ENGAGES IN COLLABORATIVE LEADERSHIP.

4=Almost Always Occurs
3=Frequently Occurs
2=Sometimes Occurs
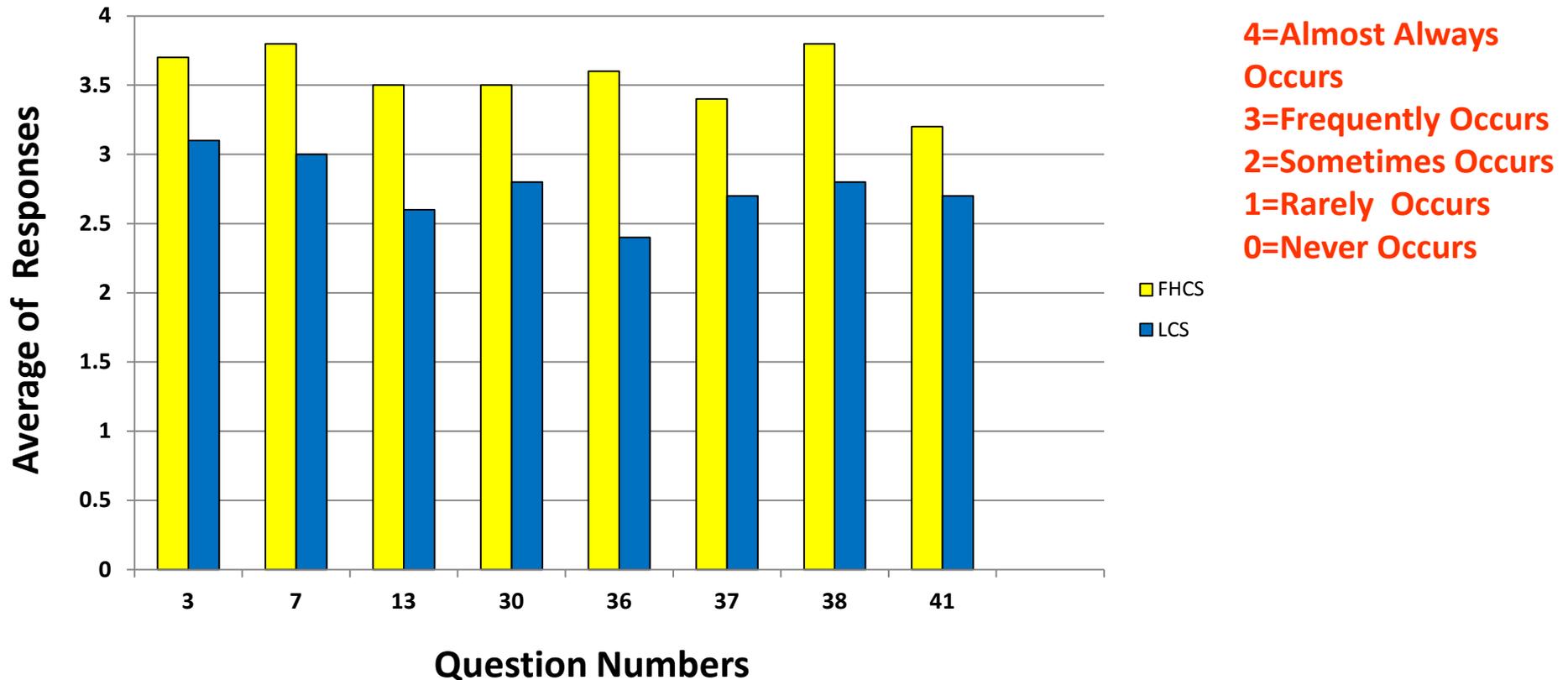1=Rarely Occurs
0=Never Occurs

FHCS
LCS

C

A COMPARISON OF DIVISION-LEVEL AVERAGES AND FORT HILL COMMUNITY SCHOOL:
INSTRUCTIONAL PRACTICES SUPPORT THE BELIEF THAT ALL CHILDREN CAN AND WILL LEARN.

4=Almost Always Occurs
3=Frequently Occurs
2=Sometimes Occurs
1=Rarely Occurs
0=Never Occurs

FHCS
LCS

Average of Responses vs. Question Numbers

C <mark>**School Culture Survey | The Data**</mark>

A COMPARISON OF DIVISION-LEVEL AVERAGES AND FORT HILL COMMUNITY SCHOOL:
THE SCHOOL INVOLVES PARENTS AND THE COMMUNITY IN THE EDUCATIONAL PROGRAM.

4=Almost Always Occurs
3=Frequently Occurs
2=Sometimes Occurs
1=Rarely Occurs
0=Never Occurs

FHCS
LCS

Average of Responses

Question Numbers

Fort Hill Community School Ranking of Categories

1. School staff reflects the belief that all children can learn.
2. Professional staff engages in collaborative leadership.
3. Instructional practices support the belief that all children can and will learn.
4. The school involves parents and the community in the educational program.

The Fort Hill Community School cultural survey results indicate many areas of strength and no significant areas of weakness; however, it is the nature of Fort Hill Community School to address any area where improvement can occur.

School Culture: WHAT'S NEXT?

Fort Hill Community School scored 3.2 or higher in all categories.

Fort Hill Community School will attend a two-day retreat at Smith Mountain Lake to build on current success in the area of school climate. The theme of the retreat will be: Good, Better, Best will Never Rest until the Good is Better and the Better is Best..

C **School Culture Survey | The Plan**

STRATEGY	EVALUATION/EVIDENCE OF COMPLETION	RESPONSIBILITY
1. Invite neighbors to visit the school	Neighborhood Night Out	All staff
2. One Book, One School, One Community	Book discussions(<u>Out of My Mind</u> by Sharon Draper) What Do You Think? board	All staff and community
3. Staff will call all students by name when greeting them	Daily	All staff

C   **Parental 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

C <mark>**Parent Involvement | The Plan**</mark>

STRATEGY	EVALUATION/EVIDENCE OF COMPLETION	RESPONSIBILITY
1. Contact all parents by letter and phone	Each parent event (open house, parent conference, Thanksgiving Feast, Holiday Celebration, Valentine's Luncheon)	All staff
2. Follow up with phone calls to any parent who does not attend. ("We missed you at our dinner last night.")	Each parent event (open house, parent conference, Thanksgiving Feast, Holiday Celebration, Valentine's Luncheon)	All staff

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LYNCHBURG CITY SCHOOLS

IDO4- All teams will prepare agendas for their meetings..

STRATEGY	EVALUATION/EVIDENCE OF COMPLETION	RESPONSIBILITY
1. Team chairperson will create an agenda for each meeting.	Team chairperson will submit a copy of the agenda to the program coordinator.	Cathy Viar and Suzanne Mason

IDO7- A Leadership Team consisting of the principal, teachers who lead the instructional teams, and other key professional staff will meet regularly (twice a month or more, for an hour each meeting).

STRATEGY	EVALUATION/EVIDENCE OF COMPLETION	RESPONSIBILITY
1. The Leadership Team is meeting to discuss key issues involving the school, faculty, and staff.	Copies of meeting agendas are kept	Brian Triplett

IDO8- The Leadership team will serve as a conduit for communication to the faculty and staff.

STRATEGY	EVALUATION/EVIDENCE OF COMPLETION	RESPONSIBILITY
1. The Leadership Team will communicate important events, meetings, and dates to the faculty and staff by email, memo, and by having a liaison meet with faculty and staff.	Evidence of communication is maintained	Brandi Moore
2. The Leadership Team will share the results of its goals and successes toward those goals during faculty meetings.	This will be listed as an agenda item during faculty meetings	Brandi Moore