



Division-wide Indicators of Excellence

Excellence in
Achievement

Excellence in
Behavior

Excellence in
Culture

ACHIEVEMENT

Achievement Matrix

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

BEHAVIOR

Behavior Matrix

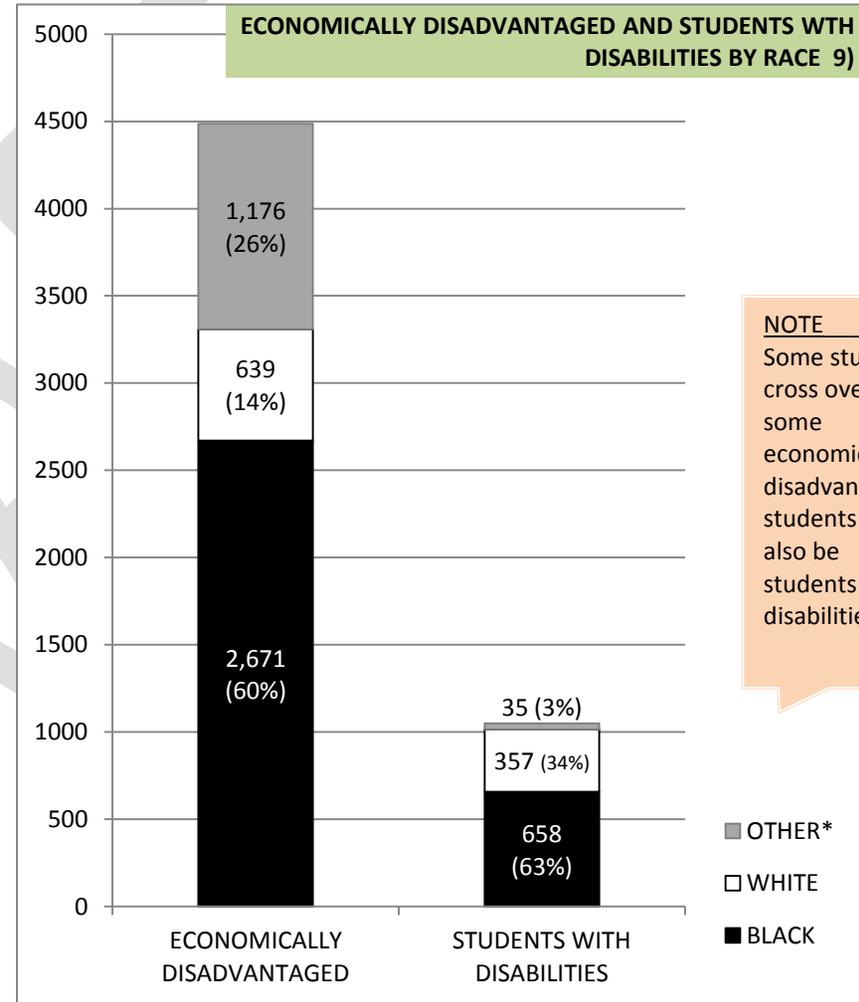
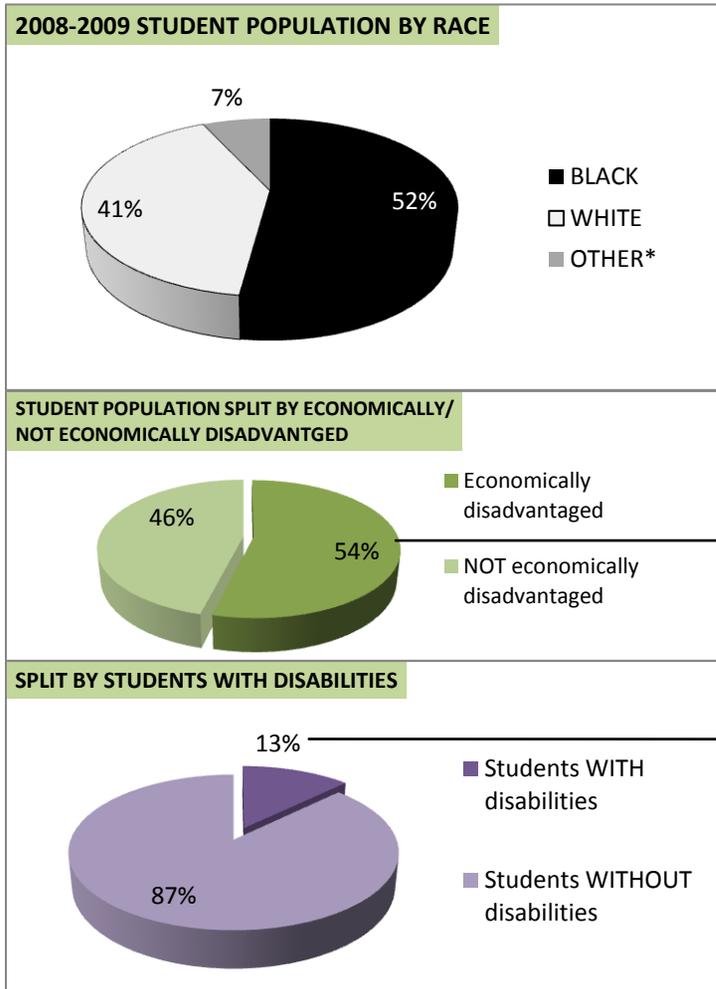
- Suspensions
- Student Attendance
- Character Education

CULTURE

Culture Matrix

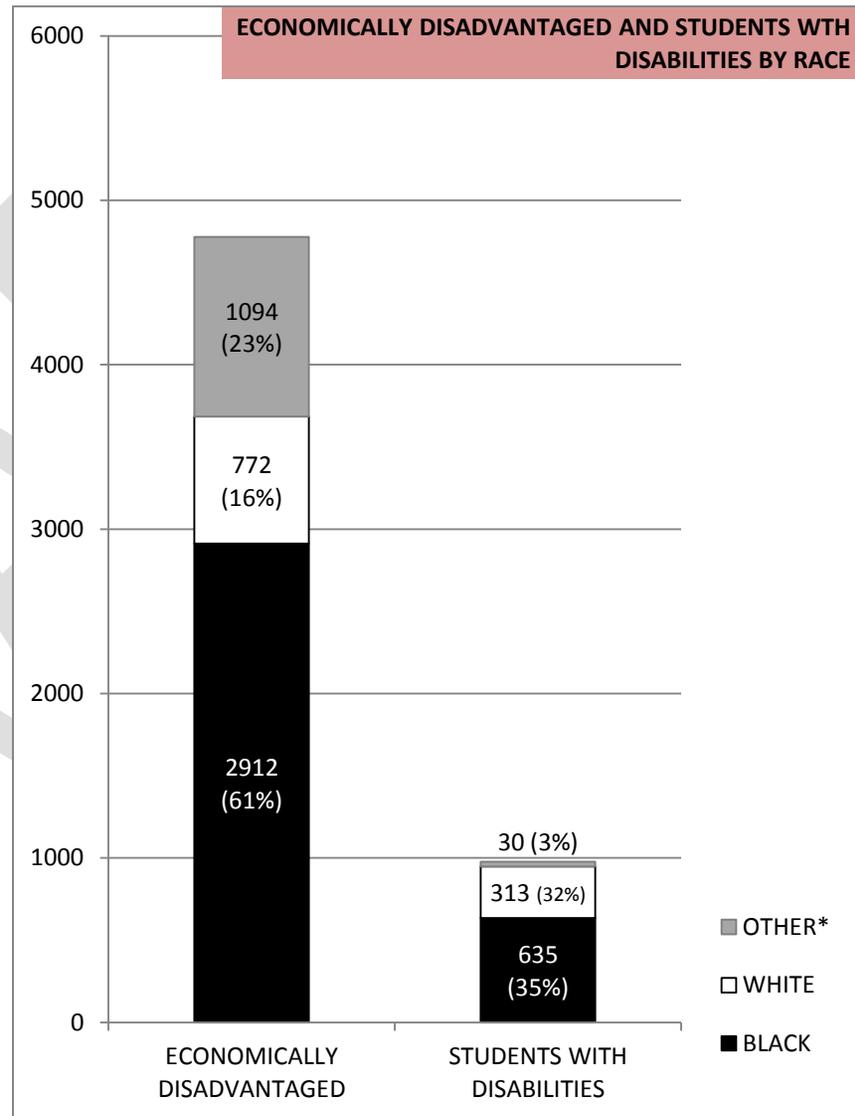
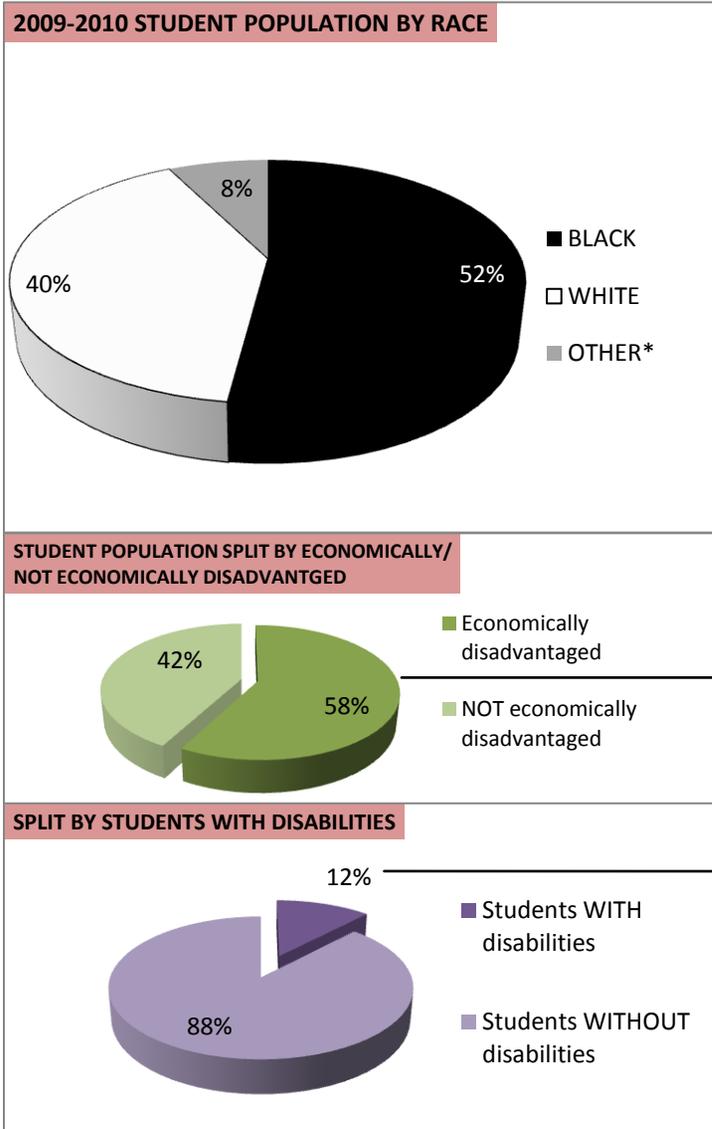
- Staff Attendance
- School Culture Survey
- Parental Involvement

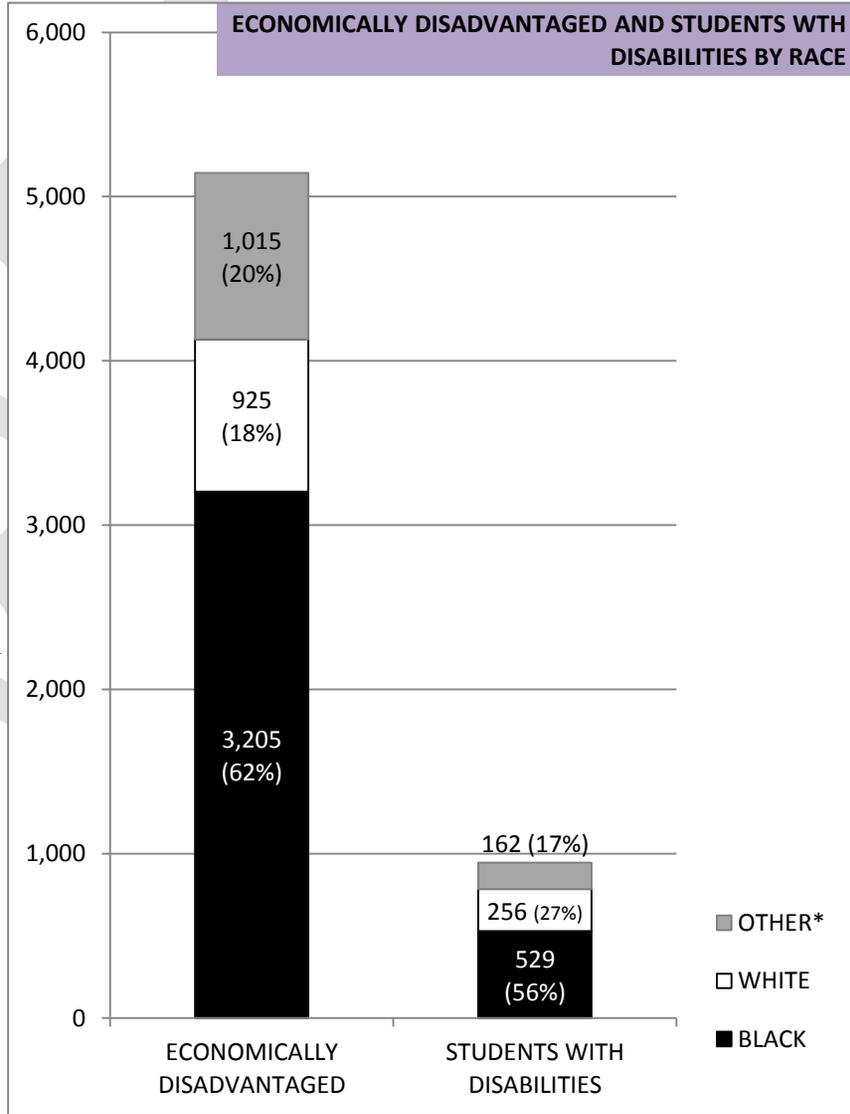
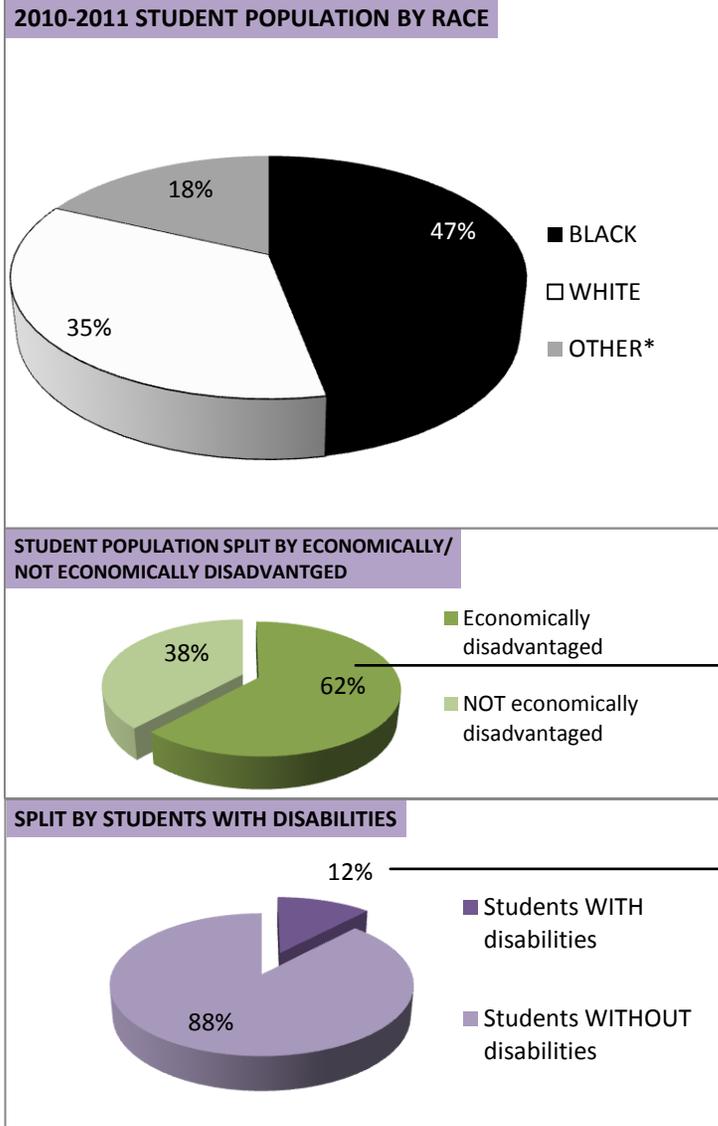
INTRODUCTORY DATA: The following graphs (PAGES 4-7) will be a useful reference to better understand the impact of the data displayed throughout this Comprehensive Plan.

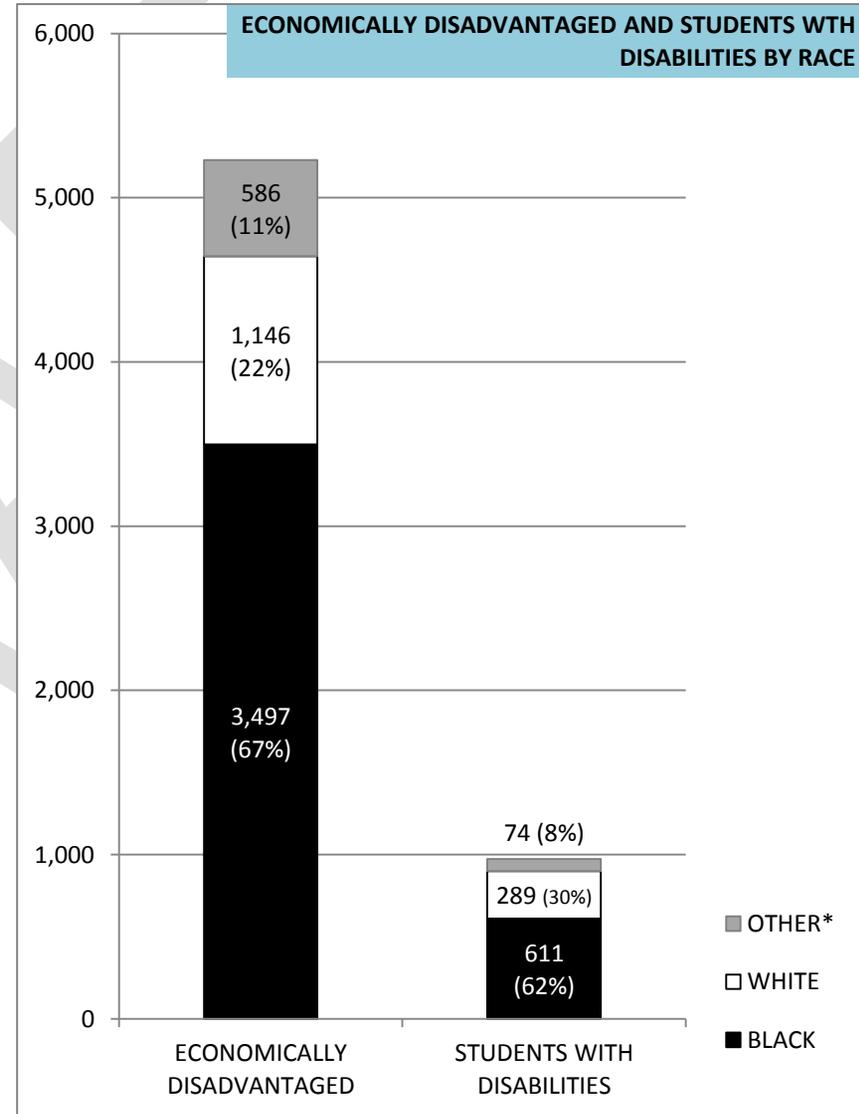
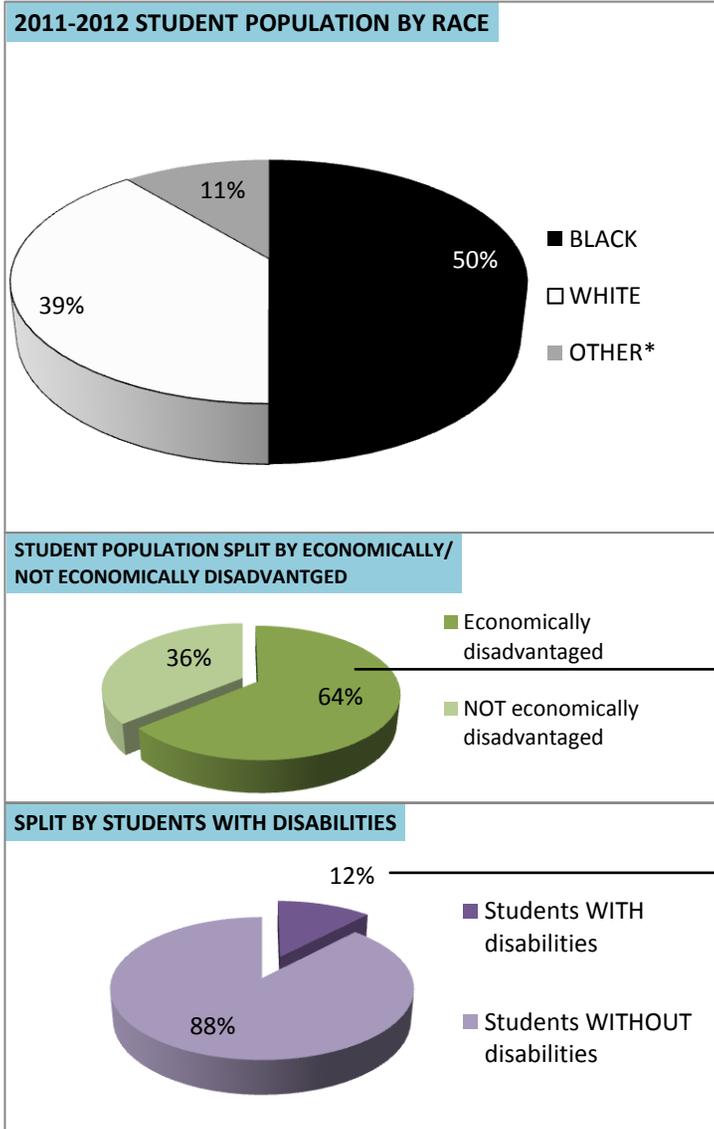


NOTE
 Some students cross over (ie: some economically disadvantaged students may also be students with disabilities).

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









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 Rate (Federal Graduation Indicator, Diplomas/Completers, Dropouts) | PAGE 9-14
- AP, Advanced, Dual Enrollment and Accelerated Math Enrollment | PAGE 15-19
- Reading Proficiency (PALS K-2, SOL Reading 3-8, 11) | PAGE 20-26
- SOL Results by Level (New Focus on Pass Advanced) | PAGE 27-30
- Grade Distributions | PAGE 30-



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Graduation Rate | The Data

VISION: Tradition of Excellence for All

MISSION: Every child by name and by need to graduation

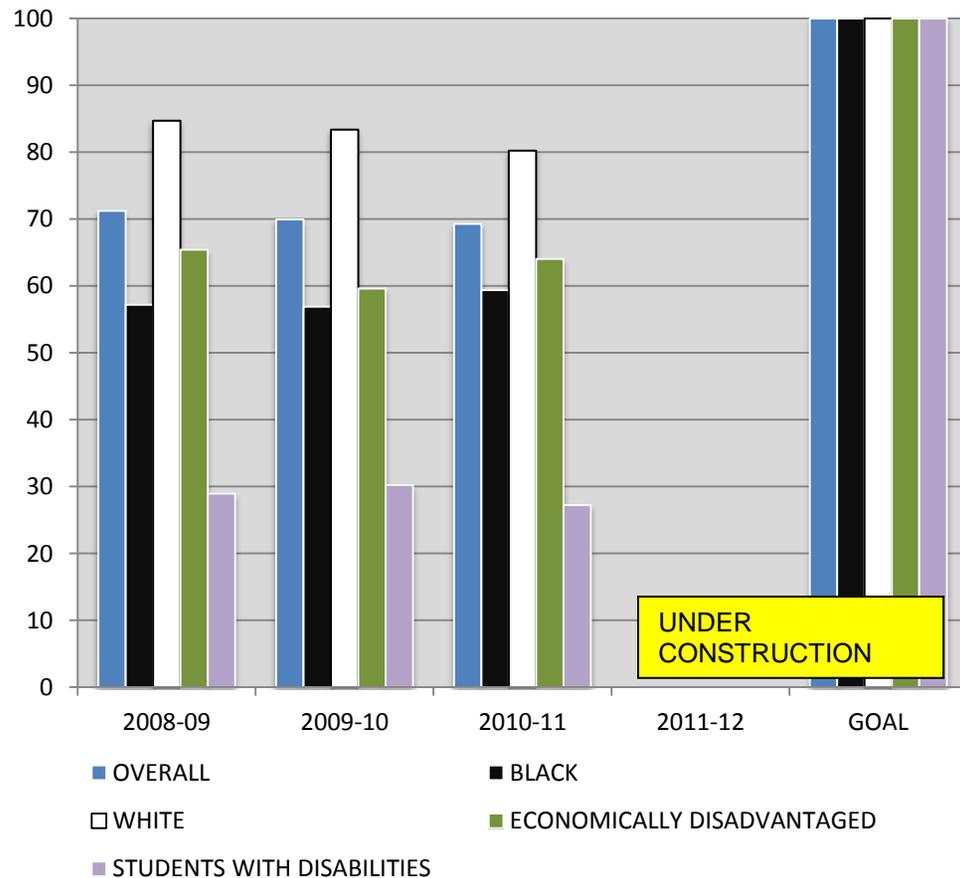
GOAL: Decrease the dropout rate by 10 percent every year while narrowing the gap between whites, minorities, economically disadvantaged and students with disabilities.

** Federal Graduation Indicator: High schools, school divisions, and the state must meet annual objectives for the percentage of students who graduate with a Standard or Advanced Studies Diploma. This AYP objective is known as the Federal Graduation Indicator to distinguish it from the Virginia On-Time Graduation Rate, which includes all Board of Education-approved diplomas.*

NOTE

This number includes the percentage of students in each subgroup obtaining a standard or advanced diploma. This number does not include students who earned a modified standard diploma, special diploma, GED, or certificate of completion.

FEDERAL GRADUATION INDICATOR





A **Graduation Rate | The Data (continued)**

DIPLOMAS/COMPLETERS	Black	White	Other Ethnicities*	Total Completers	Students With Disabilities	Economically Disadvantaged
2008-2009						
Standard Diploma	134	76	11	221	22	111
Advanced Diploma	70	168	17	255		49
Special Diploma	7	3	0	10	10	
Certificate of Completion	3	0	0	3		
GED	12	1	1	14		
Modified Standard Diploma	24	4	0	28	28	19
GED/ISAEP	13	13	0	26		19
Other Completers (not STD or Advanced Diploma)					9	
Totals:	250	252	29	531	69	210
Graduation Indicator	59.13%	85.02%	N/A	71.79%	33.33%	63.24%

Division Completion Rate: 84.01 %

	Black	White	Other Ethnicities*	Total Completers	Students With Disabilities	Economically Disadvantaged
2009-2010						
Standard Diploma	168	87	9	264	19	140
Advanced Diploma	66	185	13	264		54
Special Diploma	5	6	0	11	11	
Certificate of Completion	1	2	1	4		
GED	14	5	0	19		
Modified Standard Diploma	19	11	0	30	30	19
GED/ISAEP	8	3	0	11		
Other Completers (not STD or Advanced Diploma)					9	27
Totals:	281	299	23	603	69	240
Graduation Indicator	66.67%	84.74%	N/A	75.97%	32.53%	69.04%

Division Completion Rate 86.76 %



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Graduation Rate | The Data (continued)

	Black	White	Other Ethnicities*	Total Completers	Students With Disabilities	Economically Disadvantaged
2010-11						
Standard Diploma	154	86	14	254	21	84
Advanced Diploma	84	145	32	261	15	157
Special Diploma	16	2	1	19	19	14
Certificate of Completion	2	0	0	2		
GED	10	6	1	17		26
Modified Standard Diploma	10	5	0	15		
GED/ISAEP	12	9	3	24		
Other Completers (not STD or Advanced Diploma)						9
Totals:	288	253	51	592	59	290
Cohort Completion Rate	80.80%	95.40%		87.40%	81.70%	85%
Virginia On-Time Grad Rate	71.80%	89.70%		80%	81.70%	77%
	Black	White	Other	Total Completers	Students With Disabilities	Economically Disadvantaged
2011-2012 (Coming in Sept.)						
Standard Diploma						
Advanced Diploma						
Special Diploma						
Certificate of Completion						
GED	UNDER CONSTRUCTION					
Modified Standard Diploma						
GED/ISAEP						
Other Completers (not STD or Advanced Diploma)						
Totals:						
Cohort Completion Rate						
Virginia On-Time Grad Rate						



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Graduation Rate | The Data (continued)

DROPOUT TOTALS FOR GRADES 7-12

2008-2009				
Dropout rate	Black	White	Other*	TOTAL
3.34%	92	28	8	128
2009-2010				
Dropout rate	Black	White	Other*	TOTAL
1.43%	45	9	1	55
2010-2011				
Dropout Rate	Black	White	Other*	TOTAL
1.99%	57	14	4	75
2011-2012 Data available Fall 2012				
Dropout Rate	Black	White	Other*	TOTAL
	UNDER CONSTRUCTION			



A **Graduation Rate | The Plan**

STRATEGY	EVALUATION/EVIDENCE OF COMPLETION	RESPONSIBILITY
1. Utilize credit recovery courses and Project Graduation courses to maximize the opportunity for all students to earn their high school diploma	Documentation of number students who complete recovery courses.	Directors of Counseling at both high schools Director of Secondary Education
2. Expand online course programs for high school students and alternative education program	Number of students taking online courses	Director of Student Services Director of Secondary Education
3. Evaluate e2020 online program	Evaluation report to school board by Spring 2013	Director of Student Services Director of Secondary Education
4. Revise transition programs in grades 6 and 9	Middle and high schools collaborate to develop a handbook for best practices for summer transition programs. Track and report performance of students in these programs.	Secondary Principals Director of Secondary Education
5. Implement all components of the ASCA Model of school counseling to better provide academic and social support for students	ASCA training to be implemented this fall	Superintendent Director of Testing
6. Utilize an early warning system to identify students as risk for failure and dropping out; identified students are provided appropriate interventions	Increase in number of ninth graders to earn enough credits to be classified as a 10 grader.	Assistant Superintendent of C&I Director of Secondary Education Secondary Principals



Graduation Rate | The Plan (continued)

<p>7. Continue to review instructional delivery and support options for students with disabilities, accessing the general education curriculum in the least restrictive environment and setting goals for each school based on data from the State Special Education Performance Plan</p>	<p>State Performance Plan Increase the number of students with IEPs graduating high schools with a standard diploma</p>	<p>Director of Special Education</p>
<p>8. Review and adjust, if needed, policies and procedures related to our GED program to ensure all students obtain the highest degree possible.</p>	<p>School-based review and recommendation for students who may be eligible for a GED</p>	<p>Director of Student Services High school principals</p>
<p>9. Improve transition from alternative ed placements back into base school</p>	<p>Track attendance, behavior and grades for returning students</p>	<p>Coordinators of Alternative Education Transition Specialist Director of Student Services</p>

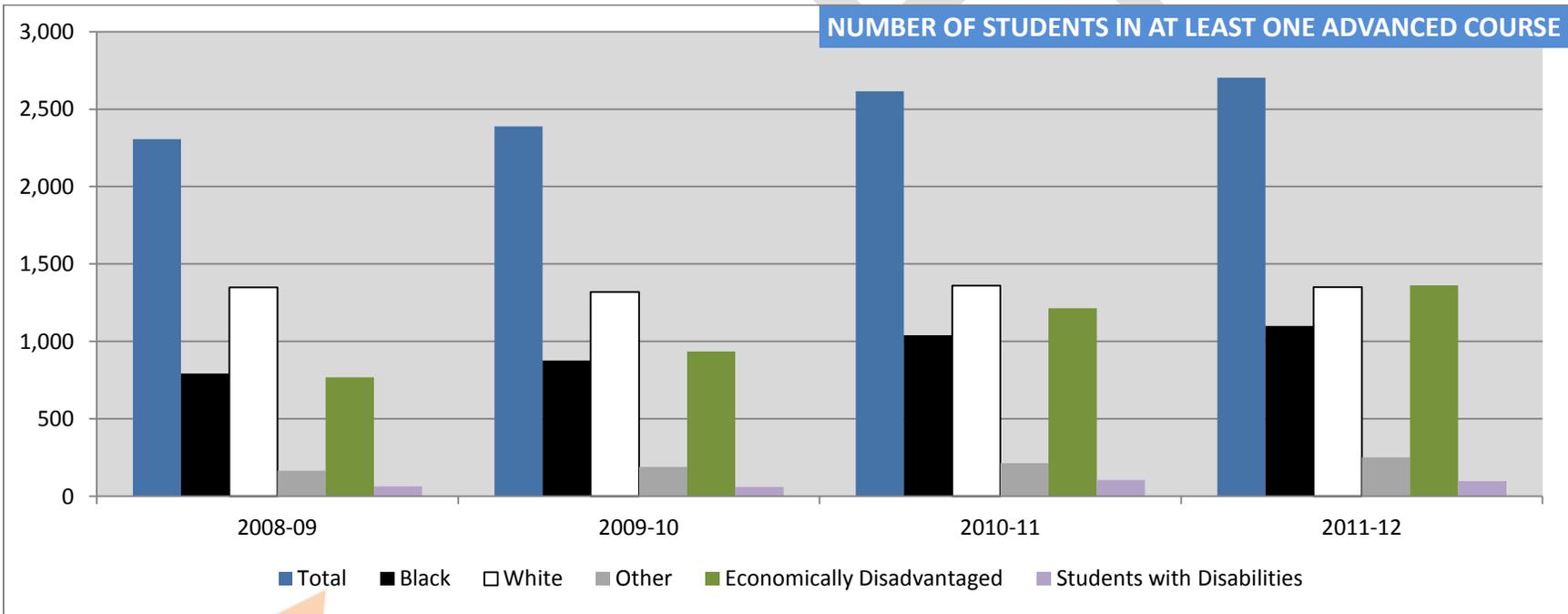
A AP, Dual Enrollment, Advanced and Accelerated Math | The Data

VISION: Tradition of Excellence for All

MISSION: Every child by name and by need to graduation

GOAL: Each student taking at least one Advanced, AP, Accelerated Math, or Dual Enrollment Class

Note: Accelerated Math data is unavailable. Data will be compiled for the upcoming year.

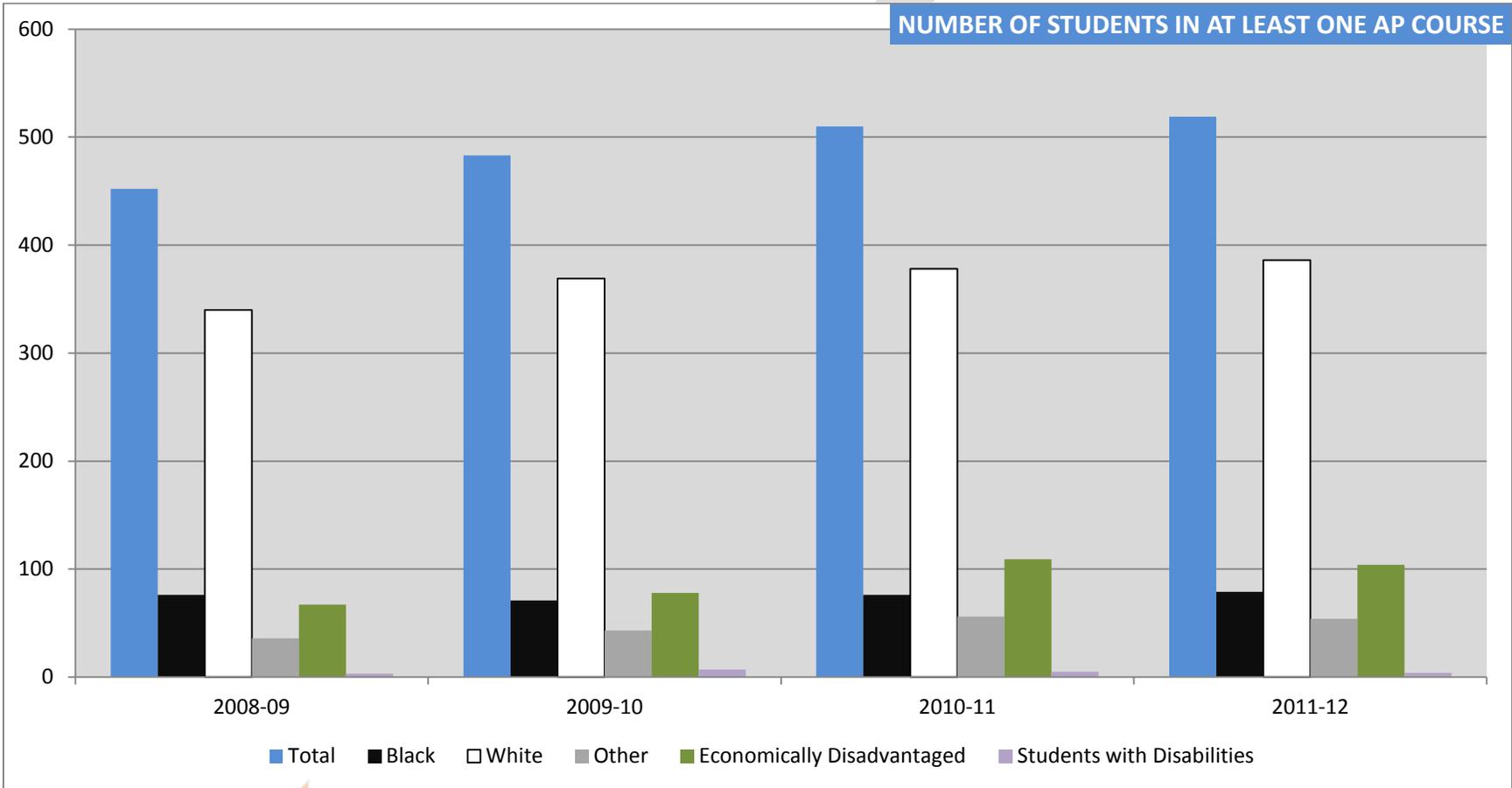


Note: The Total Bar is a total of the Black, White and Other.



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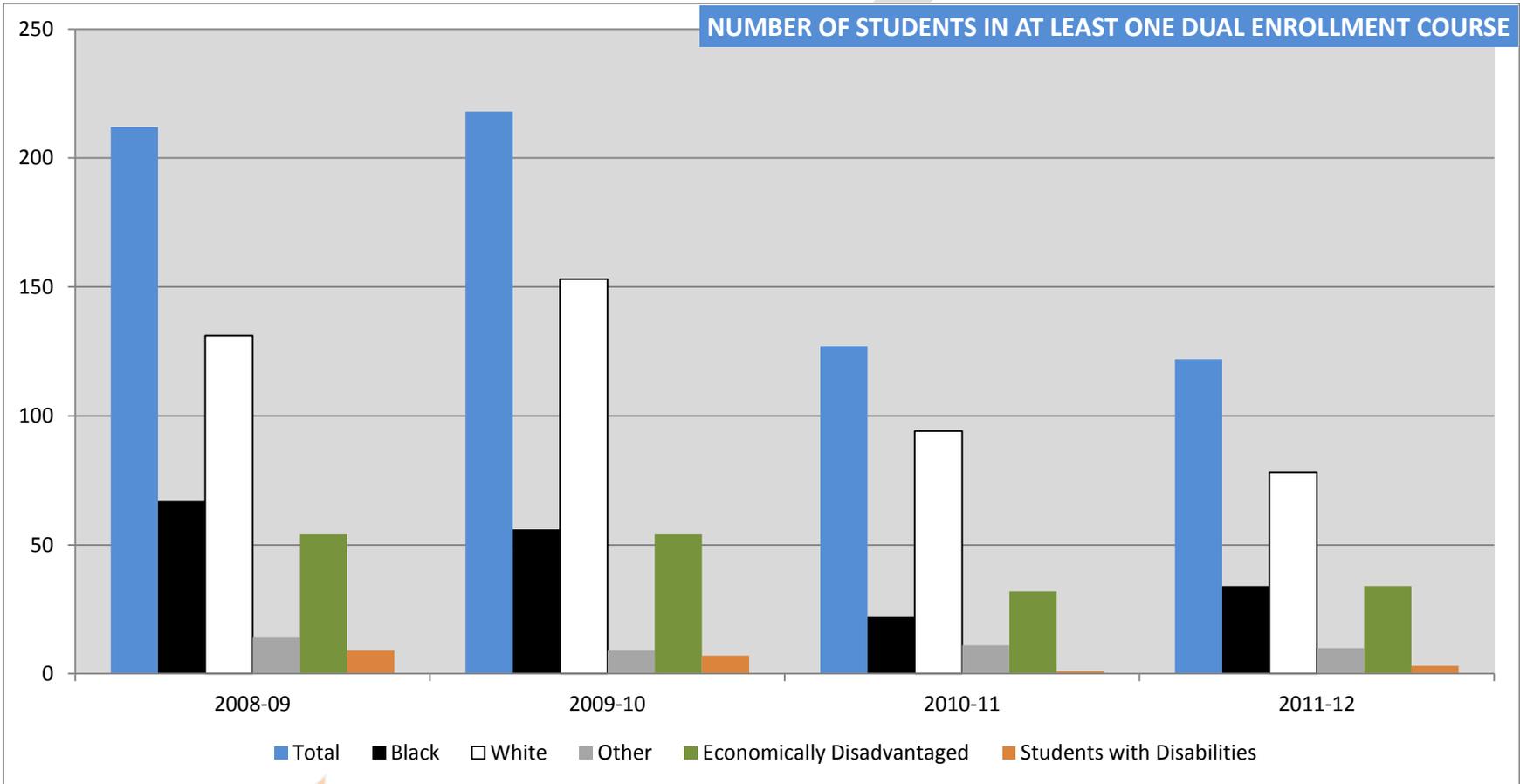
AP, Dual Enrollment, Advanced and Accelerated Math | The Data (continued)



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

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AP, Dual Enrollment, Advanced and Accelerated Math | The Data (continued)



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



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AP, Dual Enrollment, Advanced and Accelerated Math | The Plan

STRATEGY	EVALUATION/EVIDENCE OF COMPLETION	RESPONSIBILITY
1. Continue to expand enrollment in the Advanced Placement and Dual Enrollment offerings	Master schedule review	Principals, Elementary, Middle and High Coordinator of Equity and Accountability
2. To review and revise the grouping policy to determine best instructional practices for student acceleration	Do a grouping policy review in the spring and present this to the board	Superintendent
3. Explore and determine programs that hold greatest promise to push students toward accelerated courses and present these division-wide	Review existing elementary programs in November and provide recommendations to schools for which to keep and which to stop. Select and retain most effective programs.	Director of Testing, Counseling and Gifted Director of Elementary Education Director of Secondary Education
4. To explore strategies to identify positions that will maximize academic acceleration	2013-2014 budget proposal	Superintendent Chief Financial Officer
5. Students successfully completing a summer PETAL program will be placed in advanced and accelerated courses.	Review test scores of PETAL students	Coordinator of Equity and Accountability



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AP/Dual Enrollment and Accelerated Math | The Plan (continued)

<p>6. Close the gap between whites, blacks, and economically disadvantaged students enrolled in AP, dual enrollment and advanced courses</p>	<p>Increase by 10 percent the number of students in the PETAL accelerated blocked math courses for grades 6 and 9, summer acceleration program for grades 2-8.</p>	<p>Coordinator for Equity and Accountability Principals</p>
<p>7. Explore the option to offer more classes for high school credit at the middle school level.</p>	<p>Addition of high school courses to middle school program of studies for January 2013</p>	<p>Director of Secondary Education Secondary Principals Assistant Superintendent of Curriculum and Instruction</p>

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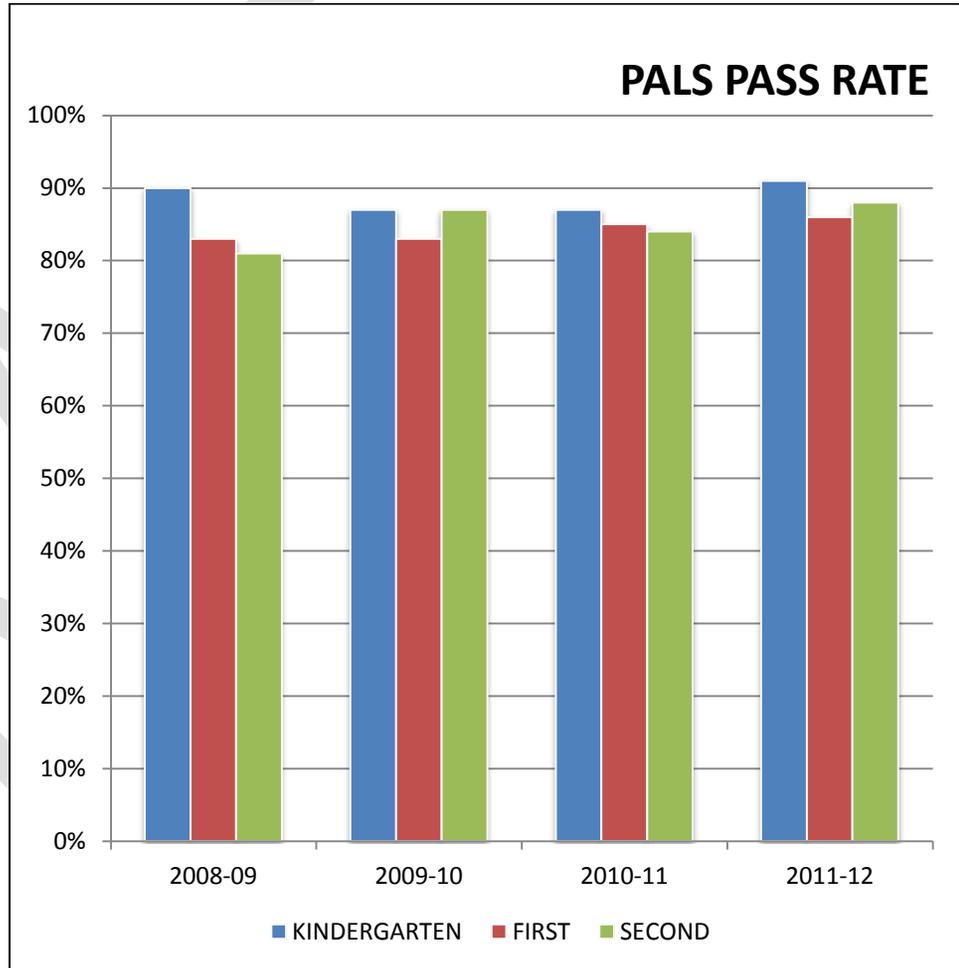
Reading Proficiency | The Data

VISION: Tradition of Excellence for All

MISSION: Every child by name and by need to graduation

GOAL: By the end of second grade, 100% of students will meet the minimum grade level criteria on the Phonological Awareness Literacy Screening (PALS) and the failure rate on the SOL reading assessments will decrease by 10%.

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

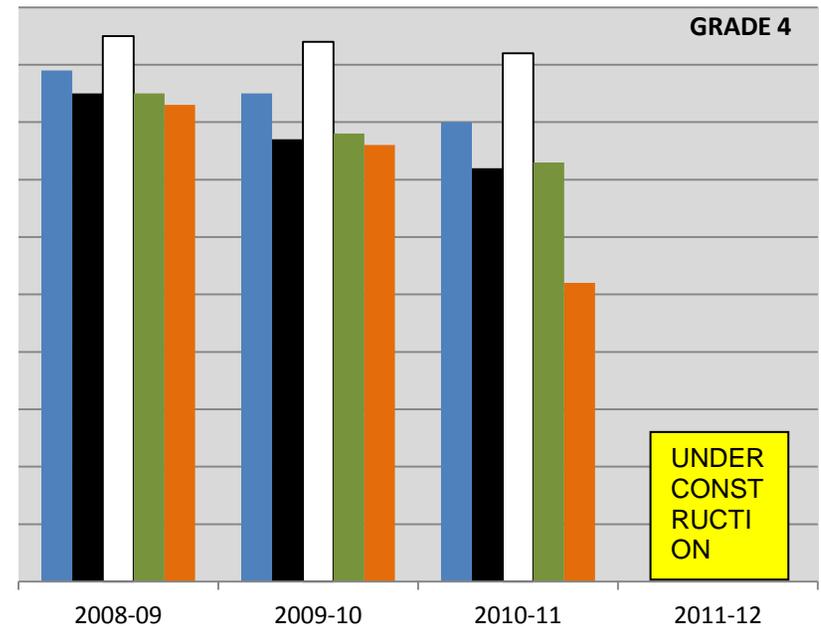
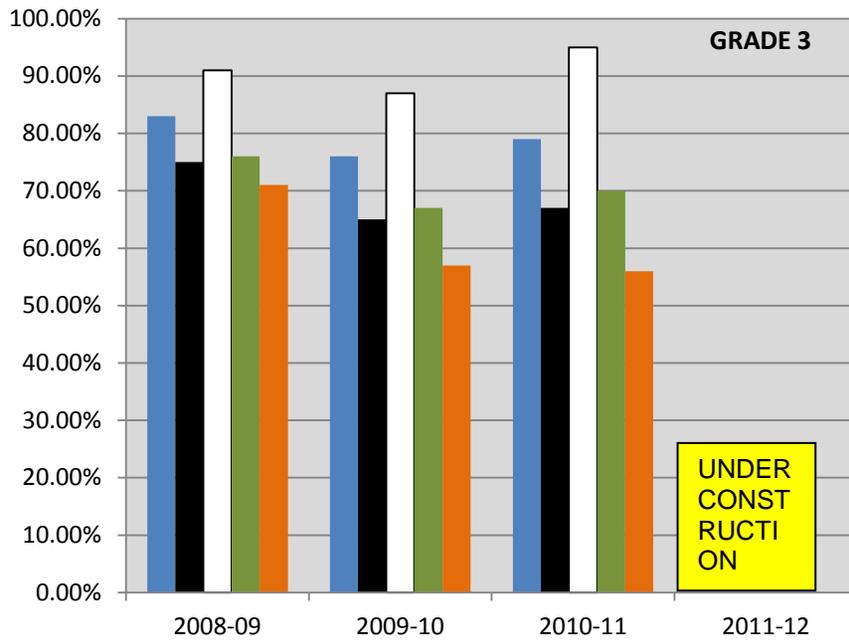




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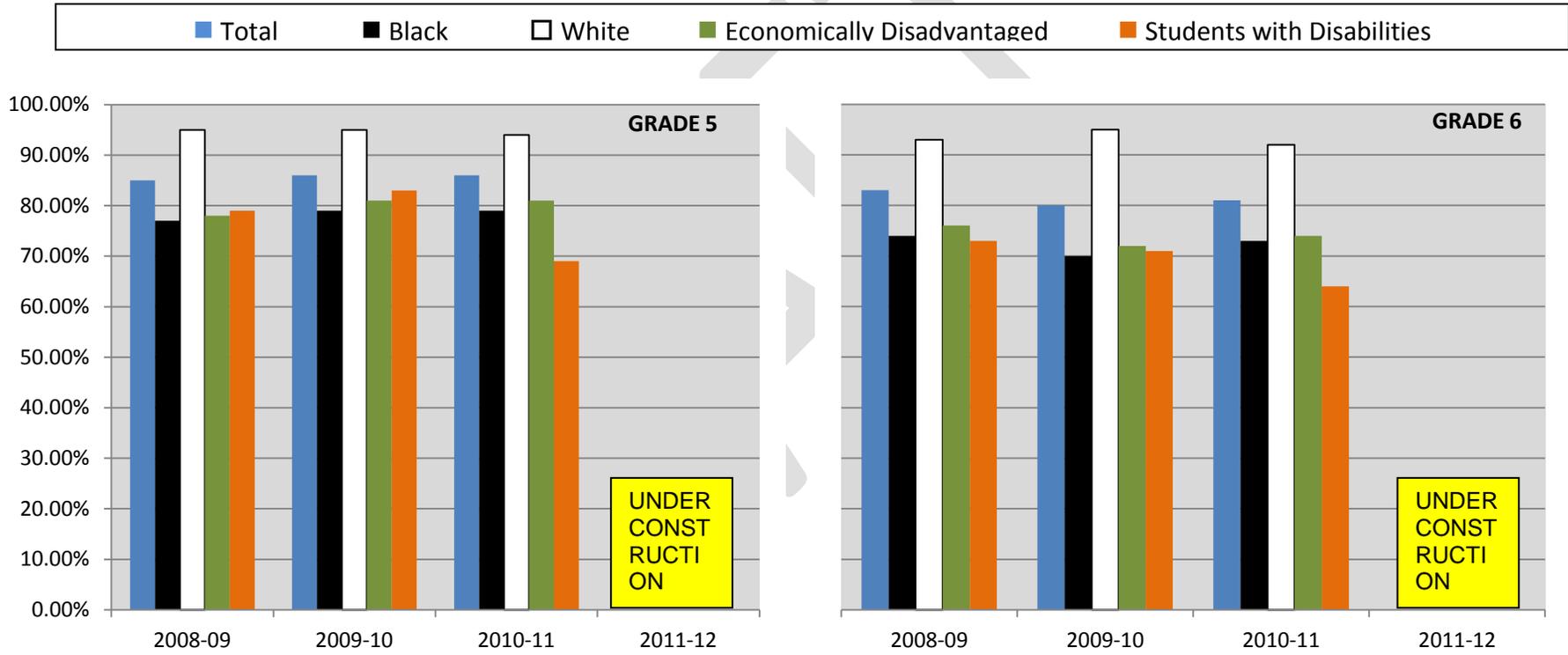
Reading Proficiency | The Data (continued)

SOL READING PASS RATE



A Reading Proficiency | The Data (continued)

SOL READING PASS RATE (continued)

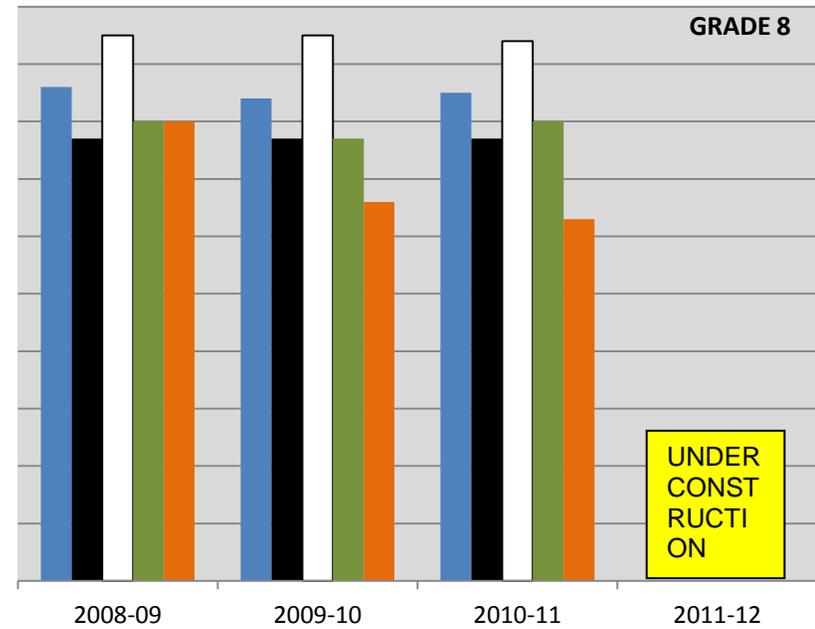
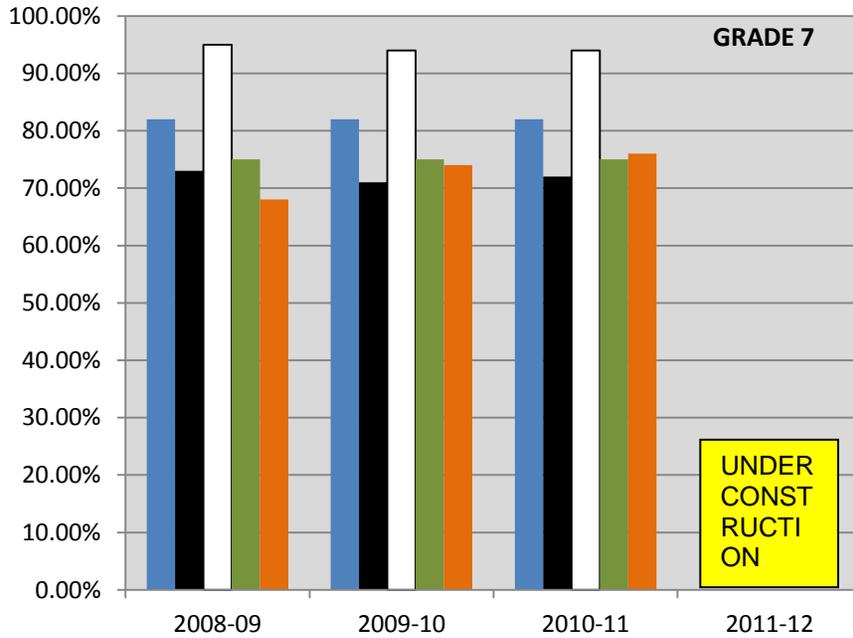




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Reading Proficiency | The Data (continued)

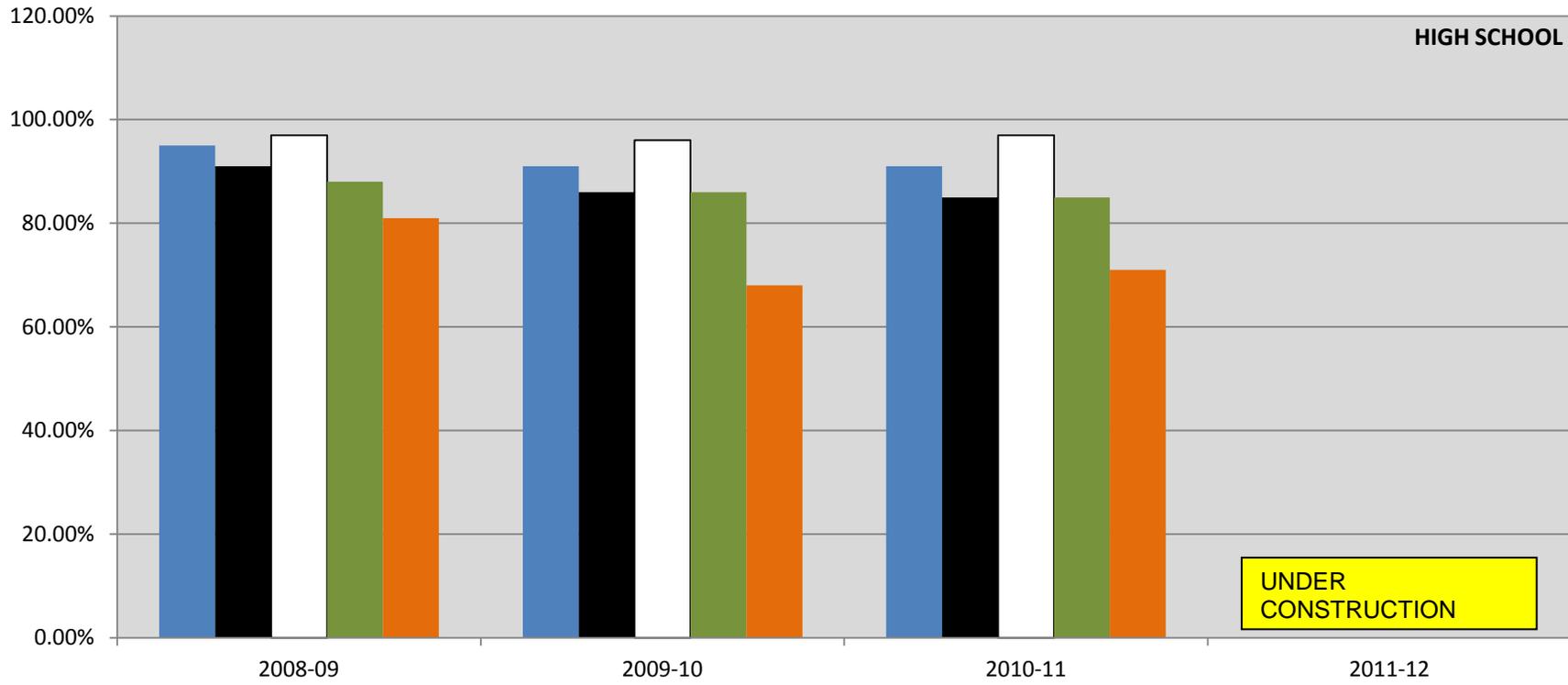
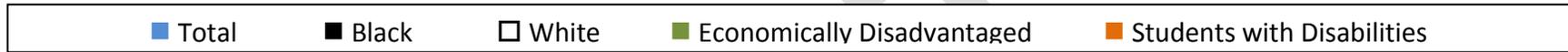
SOL READING PASS RATE (continued)





A Reading Proficiency | The Data (continued)

SOL READING RESULTS (continued)





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Reading Level | The Plan

STRATEGY	EVALUATION/EVIDENCE OF COMPLETION	RESPONSIBILITY
1. Explore and determine assessments that hold greatest promise to accurately identify students' reading proficiency.	Listing of potential reading assessments, PK-12.	Director of Elementary Education Instructional Specialists for Reading
2. Continued implementation of Benchmark Guided Reading, K-5.	Principal and superintendent observation of small group guided reading instruction, running records review, nine weeks assessments	Central Office Administrators Building Principals Instructional Specialists for Reading
3. Utilize PALS Quick Checks to monitor the progress of identified students in K-3.	Review of Quick Checks documentation.	Building Principals Classroom Teachers
4. Implement Leveled Literacy Intervention as a Tier II strategy for identified K-3 students in Title I.	Title I Teacher schedules and end-of-year monitoring forms.	Director of Elementary Education Instructional Specialists for Reading Principals Title I Teachers
5. Implement scheduling guidelines in all elementary schools that ensure an uninterrupted block of time for reading/language arts instruction.	Schedules submitted by elementary principals by August 1, 2012. Observations of schedule implementation.	Superintendent Building Principals
6. Conduct K-5 reading textbook adoption during 2012-2013.	Recommendation of a new reading adoption to school board by March 2013.	Director of Elementary Education Instructional Specialists for Reading



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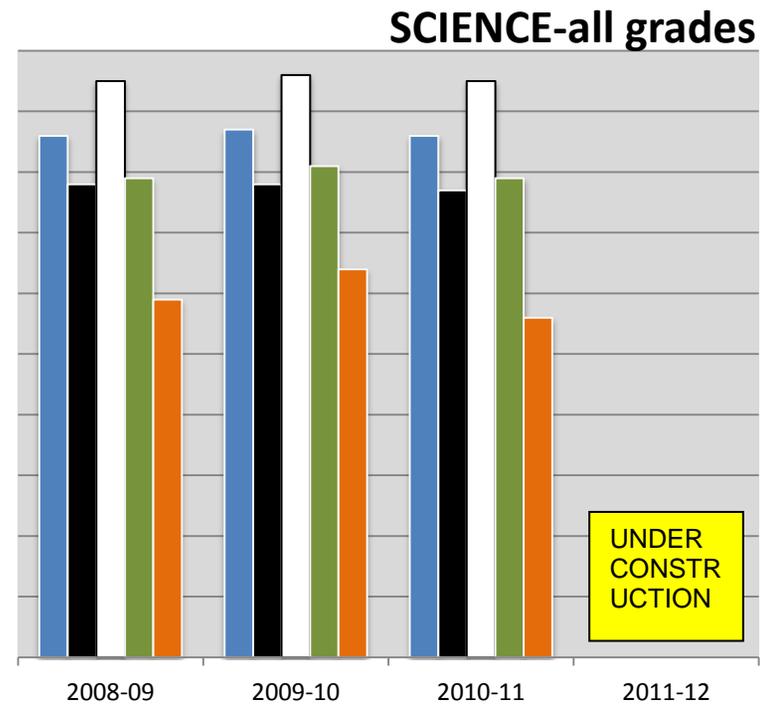
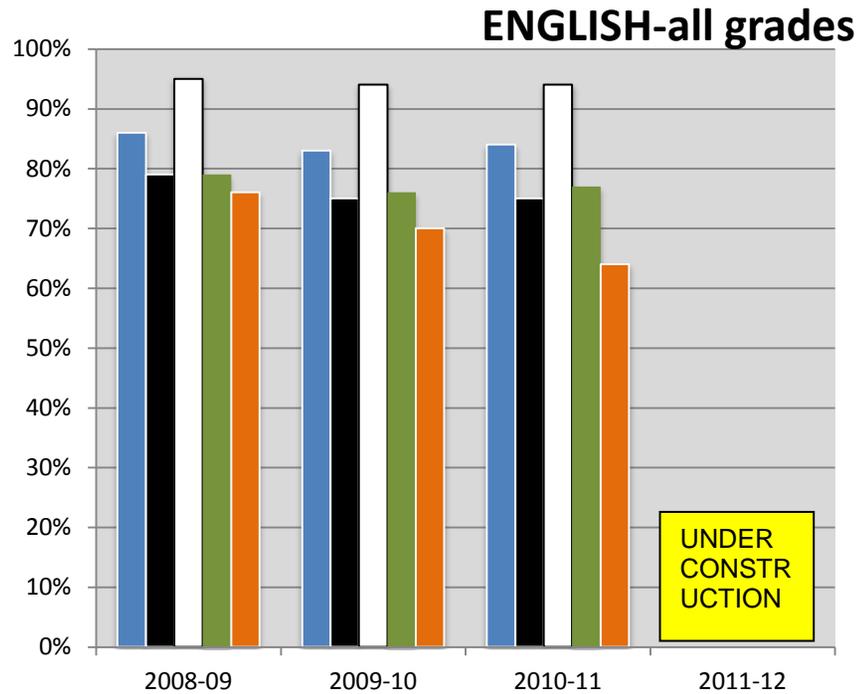
Reading Level | The Plan (continued)

<p>7. Create an SOL 12 focus class for students who score below proficient on the 11th grade SOL Reading Assessment.</p>	<p>High School Program of Studies and High School Master Schedules</p>	<p>Assistant Superintendent for Curriculum and Instruction Director of Secondary Education High School Principals</p>
<p>8. Monitor double block English instruction in middle schools and assess the need for further interventions in middle and high schools.</p>	<p>Nine weeks assessments</p>	<p>Assistant Superintendent for Curriculum and Instruction Director of Secondary Education Instructional Reading Specialist</p>
<p>9. Study the feasibility of implementing required summer school, intersession, after school, and/or year-round reading programs for students not meeting minimum grade level criteria on PALS, K-2 or scoring below proficiency on the reading SOL.</p>	<p>Recommendation to school board by November</p>	<p>Assistant Superintendent for Curriculum and Instruction Director of Elementary Education Instructional Reading Specialist</p>
<p>10. Explore the possibility of a multi-year program for kids to better bridge the transition between pre-K and Kindergarten.</p>	<p>Report to school board by spring</p>	<p>Director of Elementary Education</p>

A SOL Results | The Data

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

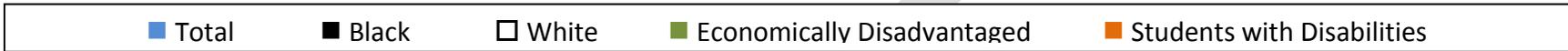
GOAL: All schools will be fully accredited and all subgroups will meet Annual Measureable Objectives as determined by the Virginia Department of Education.



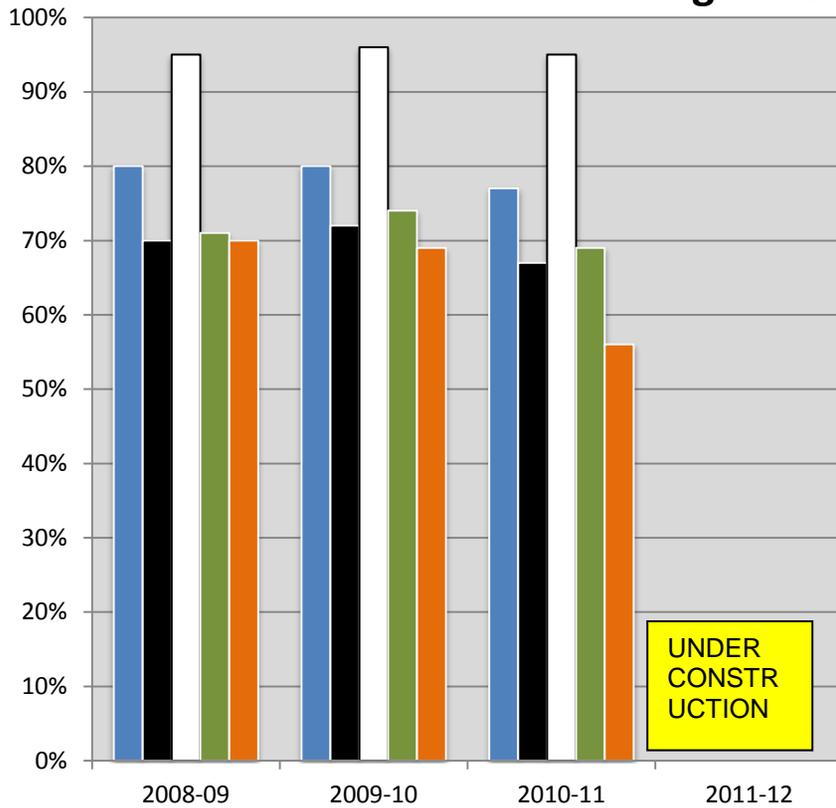


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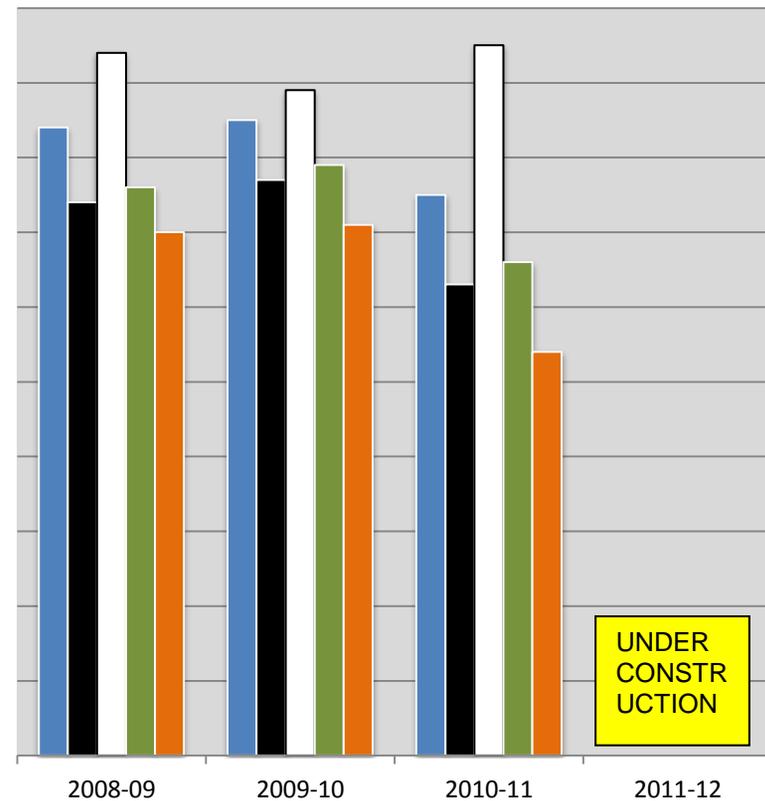
SOL Results | The Data (continued)



MATH-all grades



SOCIAL STUDIES-all grades





A SOL Results | The Plan

STRATEGY	EVALUATION/EVIDENCE OF COMPLETION	RESPONSIBILITY
<p>1. All schools will develop a school improvement plan using Indistar.</p>	<p>Plans will be submitted to the Assistant Superintendent for Curriculum and Instruction by September 30, 2012, and each school will present their plan to the school board.</p>	<p>Assistant Superintendent for Curriculum and Instruction Director of Elementary Education Director of Secondary Education Building Principals</p>
<p>2. A data dashboard will be developed that is available to principals and school improvement teams.</p>	<p>Dashboard completed during 2012-2013.</p>	<p>Director of Information Technology Principals</p>
<p>3. Target school-based Professional Learning Communities to create common formative assessments for inclusion in division pacing guides.</p>	<p>Inclusion of formative assessments in subject area pacing guides.</p>	<p>Instructional Specialists Pacing Guide Teams</p>
<p>4. Develop pacing guides for all SOL tested content areas, K-12.</p>	<p>Completion of pacing guides by August 15, 2012, with revisions ongoing that will explore cross-disciplinary studies and inclusion of technology and character education</p>	<p>Assit. Superintendent for Curriculum and Instruction Directors of Elementary and Secondary Education Instructional Specialist Pacing Guide Teams Lead Secondary Teachers</p>
<p>5. To address math achievement, implement MIND Research and First in Math at all elementary schools.</p>	<p>First in Math will be implemented by September 1, 2012. Mind Research will be implemented by October 19, 2012.</p>	<p>Director of Elementary Education Instructional Specialist for Mathematics Elementary Principals</p>



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SOL Results | The Plan (continued)

<p>6. Continue to maximize the number of students who can access quality four-year-old prekindergarten programs.</p>	<p>Analysis of kindergarten fall PALS scores for students who have participated in the Virginia Preschool Initiative.</p>	<p>Director of Elementary Education</p>
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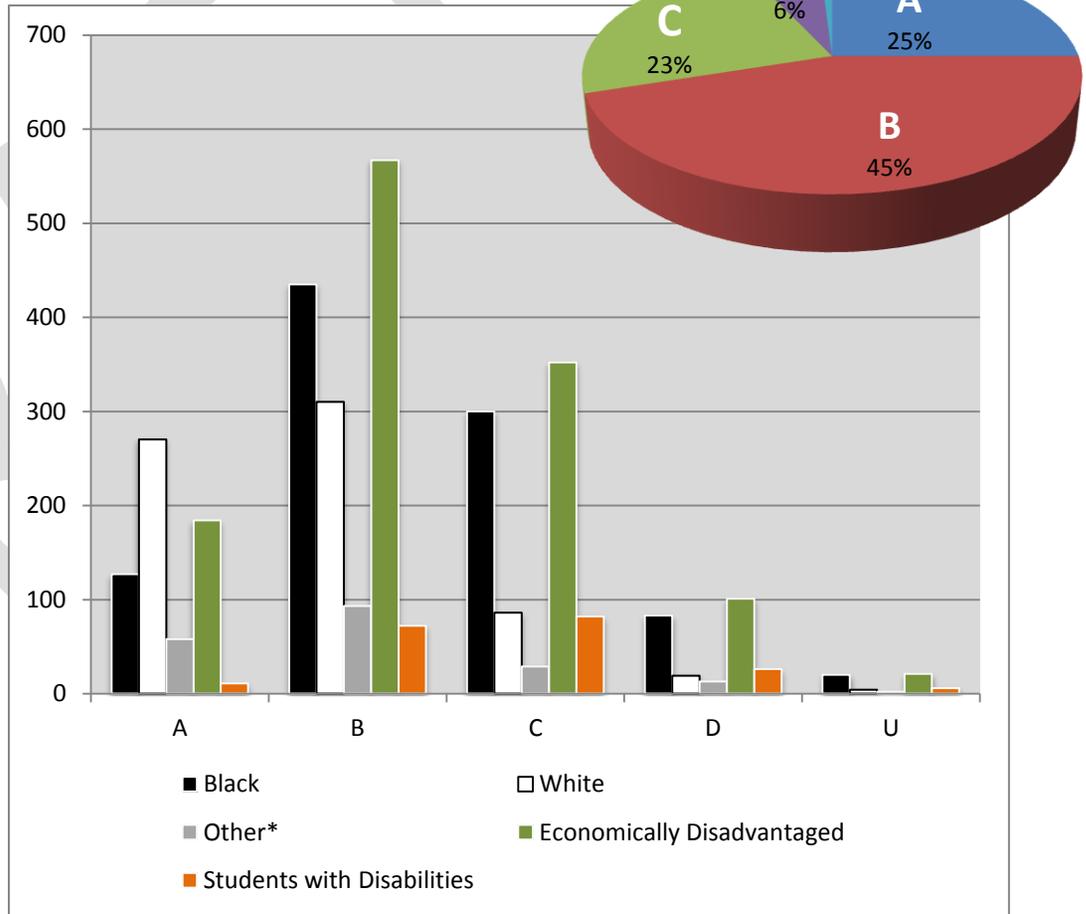
A Grade Distribution | The Data

VISION: Tradition of Excellence for All

MISSION: Every child by name and by need to graduation

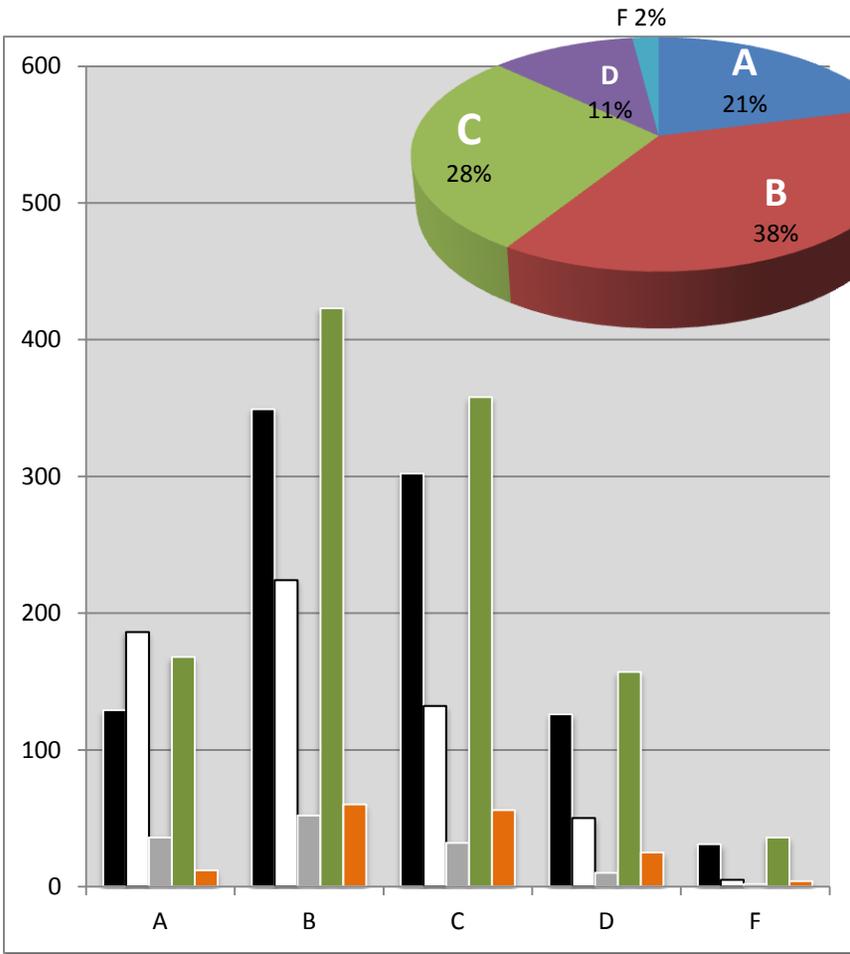
GOAL: UNDER CONSTRUCTION

2011-2012 MATH-grades 3-5

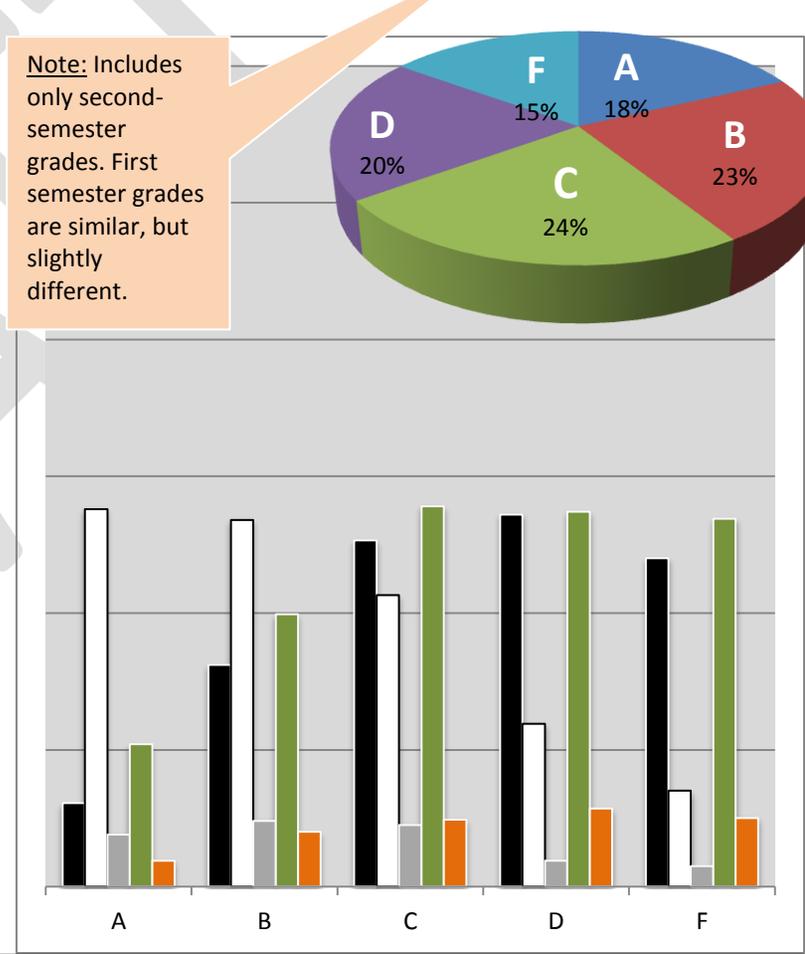


A Grade Distribution | The Data (continued)

2011-2012 MATH-grades 6-8



2011-2012 MATH-grades 9-12

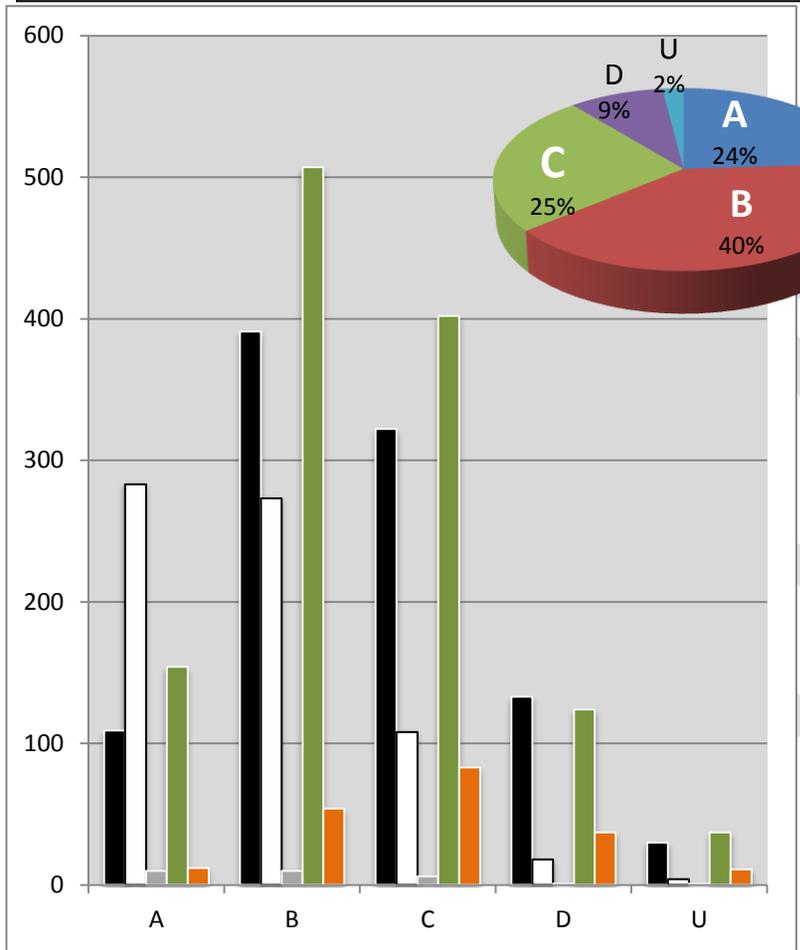


Note: Includes only second-semester grades. First semester grades are similar, but slightly different.

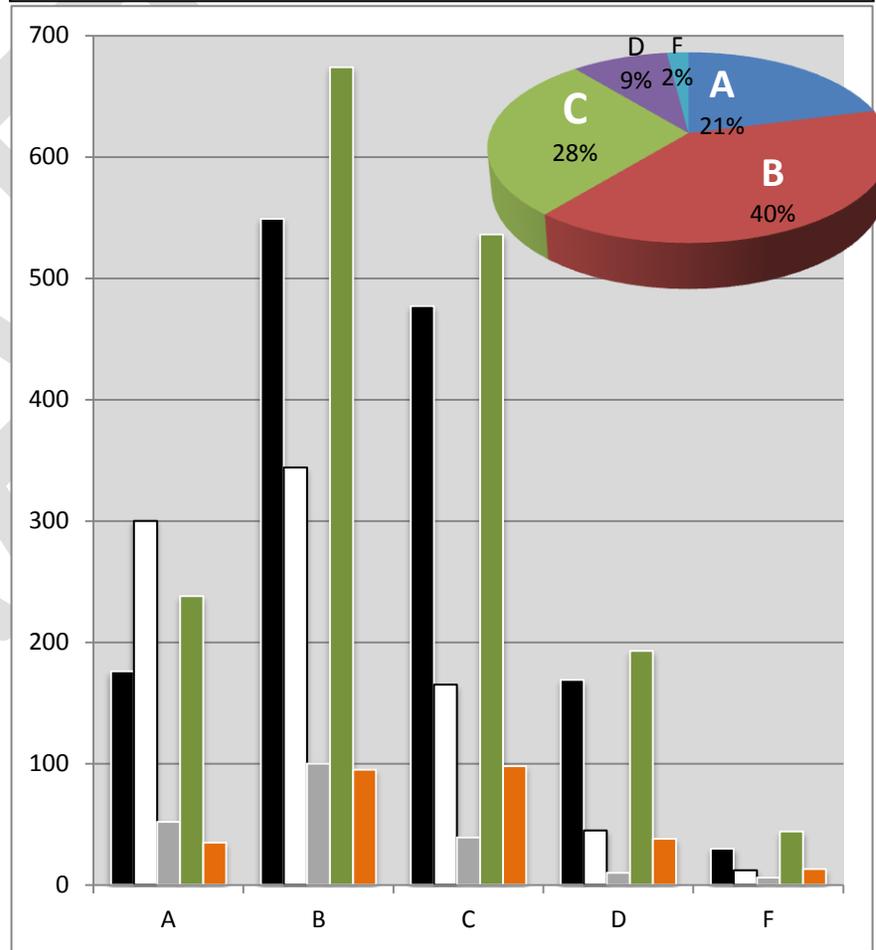
■ Total
 ■ Black
 White
 ■ Economically Disadvantaged
 ■ Students with Disabilities

A Grade Distribution | The Data (continued)

2011-2012 ENGLISH-grades 3-5



2011-2012 ENGLISH-grades 6-8

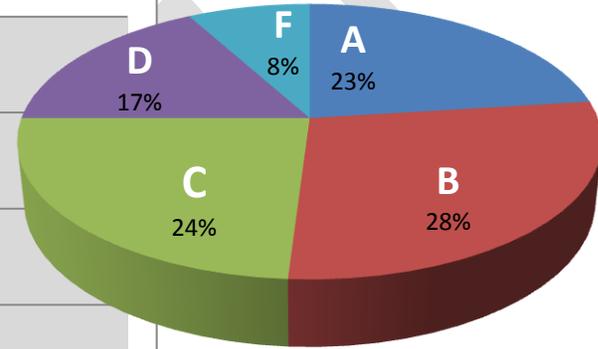
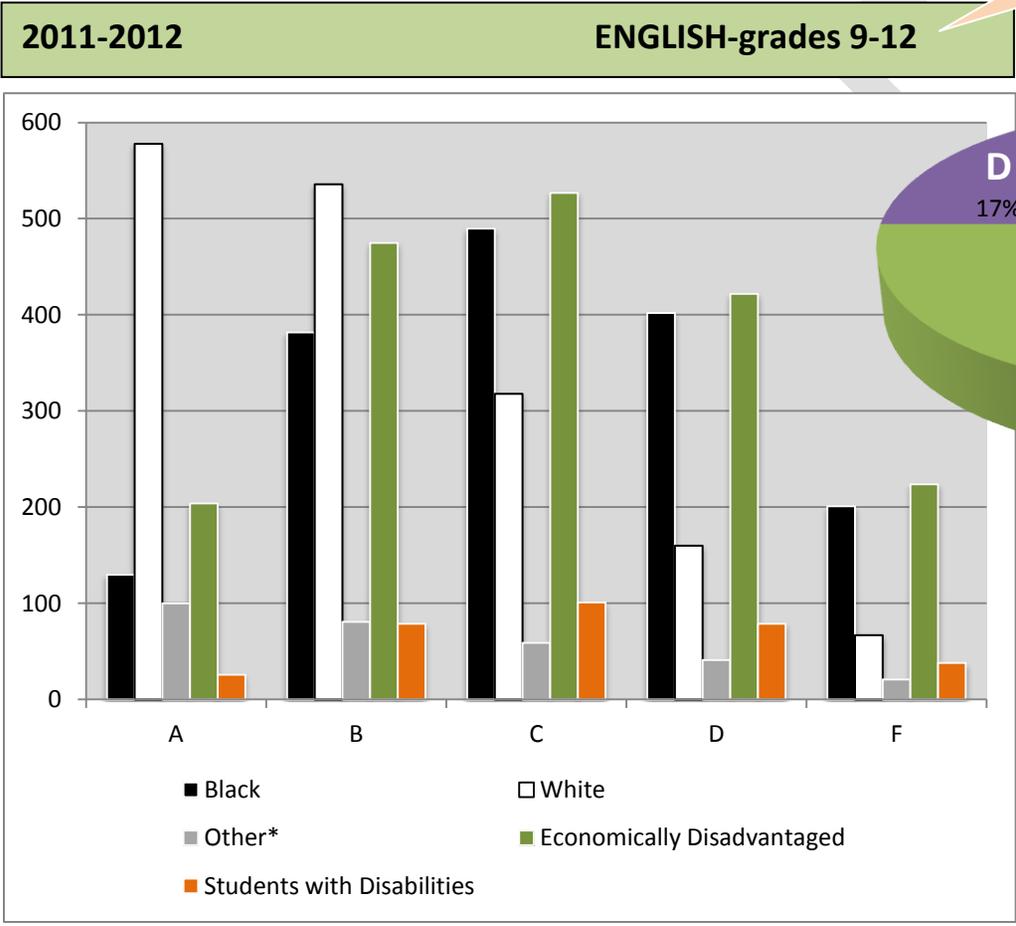


■ Total
 ■ Black
 White
 ■ Economically Disadvantaged
 ■ Students with Disabilities

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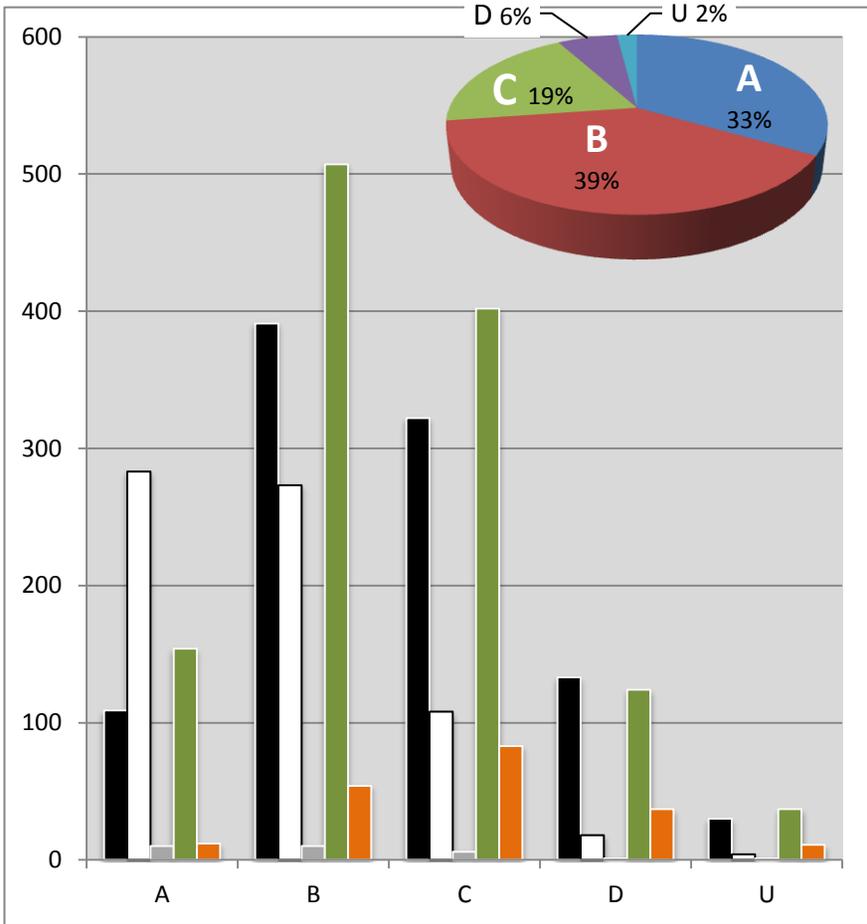
Grade Distribution | The Data (continued)

Note: Includes only second-semester grades. First semester grades are similar, but slightly different.

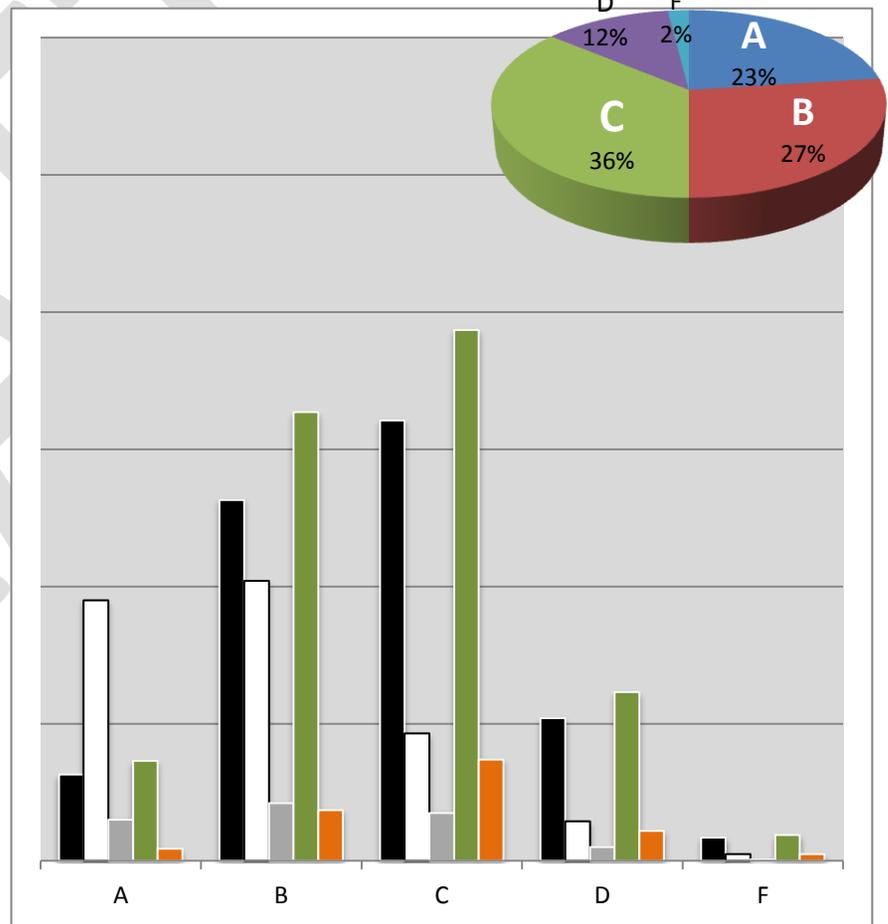


A Grade Distribution | The Data (continued)

2011-2012 SCIENCE-grades 3-5



2011-2012 SCIENCE-grades 6-8



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



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Grade Distribution | The Plan

STRATEGY	EVALUATION/EVIDENCE OF COMPLETION	RESPONSIBILITY
1. Implement the new ten point grading scale in grades 3-12.	Comparison of student grade distribution from 2011-2012 to 2012-2013.	Assistant Superintendent for Curriculum and Instruction
2. Development of grading and assessment task force to develop 21 st Century assessment strategies around mastery learning.	Presentation of task force report to school board in the spring of 2013.	Superintendent
3. Systematic review of D-F-I report for grades 3-12 by school and central office teams.	Counselor contact logs	Building Principals Central Office Directors Guidance Counselors



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 | PAGE
- Student Attendance | PAGE
- Character Education | PAGE



B

Suspensions | The Data

VISION: Tradition of Excellence for All

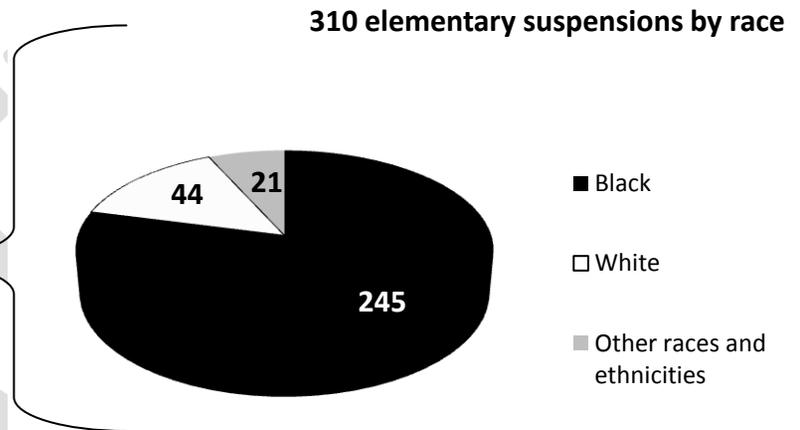
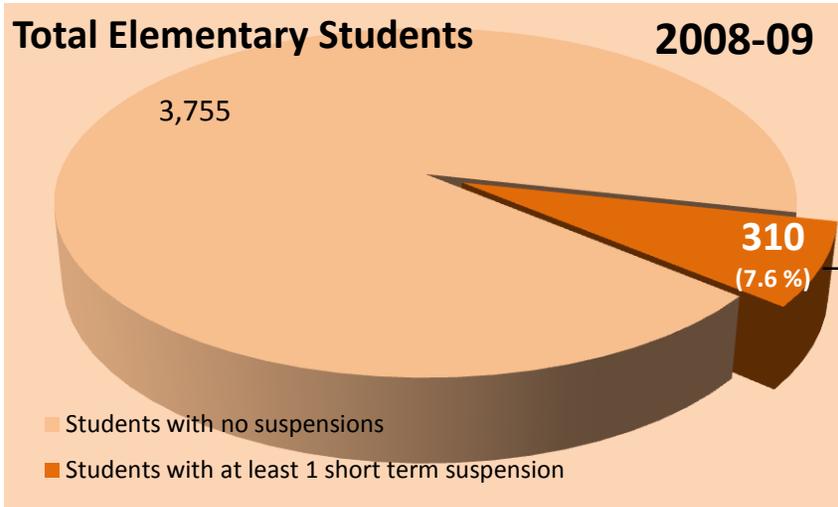
MISSION: Every child by name and by need to graduation

GOAL:

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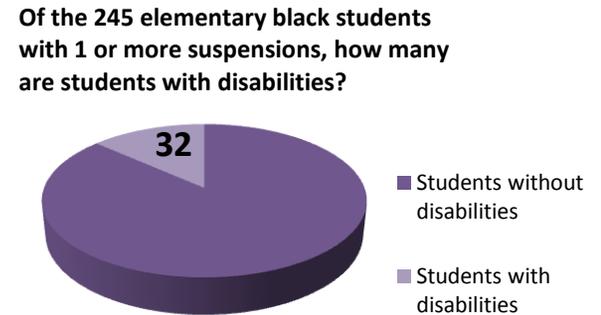
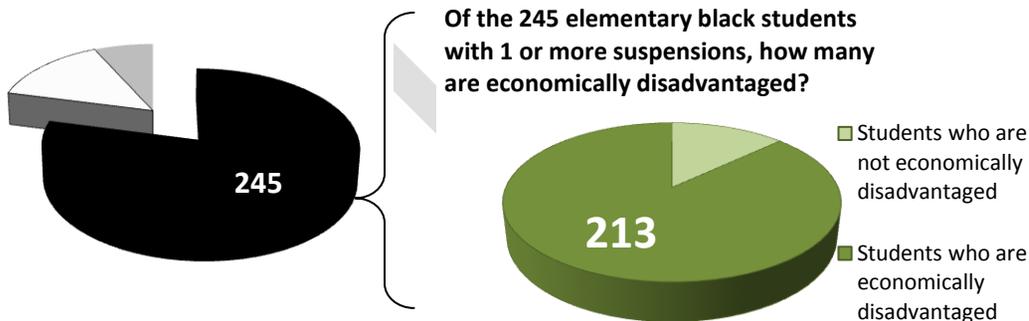
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Suspensions | The Data (continued)



2008-09

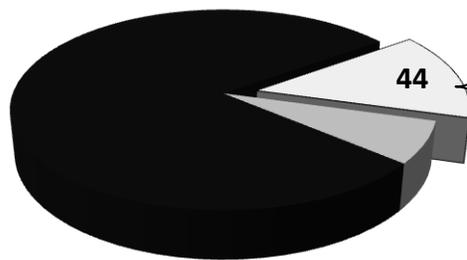
A CLOSER LOOK at the 245 elementary black students with at least 1 short term suspension



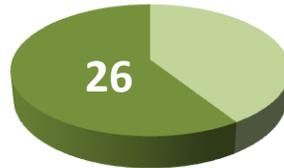
B

Suspensions | The Data (continued)

2008-09 A CLOSER LOOK at the 44 elementary white students with at least 1 short term suspension

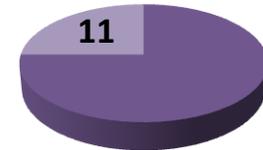


Of the 44 elementary white students with 1 or more suspensions, how many are economically disadvantaged?



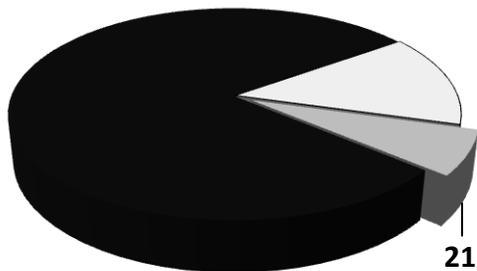
- Students who are not economically disadvantaged
- Students who are economically disadvantaged

Of the 44 elementary white students with 1 or more suspensions, how many are students with disabilities?

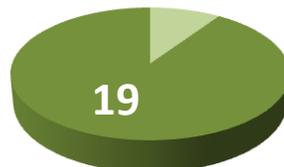


- Students without disabilities
- Students with disabilities

2008-09 A CLOSER LOOK at the 21 elementary other* students with at least 1 short term suspension

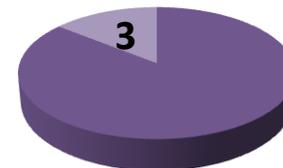


Of the 21 elementary students of other races and ethnicities with 1 or more suspensions, how many are economically disadvantaged?



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

Of the 21 elementary students of other races and ethnicities with 1 or more suspensions, how many are students with disabilities?



- Students without disabilities
- Students with disabilities



B

Suspensions | The Plan

STRATEGY	EVALUATION/EVIDENCE OF COMPLETION	RESPONSIBILITY
<p>1. Behavior of students will be one of the three core components of each school's Indistar Improvement Plan.</p>	<p>Submission of School Improvement Plans and Presentation of plans to school board.</p>	<p>Director of Student Services Building Principals</p>
<p>2. Development of discipline matrices for each level – elementary (grade 5), middle, and high school – to encourage consistency in disciplinary consequences and promote student understanding of appropriate behaviors and consequences for inappropriate behavior.</p>	<p>Development of matrices by the beginning of the 2013-2014 academic year.</p>	<p>Director of Student Services Building Principals</p>
<p>3. Provide division-wide professional development on Positive Behavioral Support to teachers and staff (ie: TAs, Bus Drivers, Etc.) to effectively manage, reduce or diffuse inappropriate student behaviors</p>	<p>List of training activities as documented in Indistar School Improvement plan.</p>	<p>Building Administration Director of Transportation</p>
<p>4. Require schools to use Positive Behavior Support Teams to support students who demonstrate repeated inappropriate behaviors. To maintain consistency, schools will define the tiered levels of various offenses and interventions.</p>	<p>Submission of Positive Behavior Support Plans summary to superintendent Completion of the three day PBST training</p>	<p>Building Principals Guidance Counselors PBS team Superintendent</p>



B

Suspensions | The Plan (continued)

<p>5. Review of referral process, content of referrals and resulting data to ensure the ability to provide effective data analysis of behavior for schools and the division.</p>	<p>Inclusion of behavior component on the division's data dashboard.</p>	<p>Director of Student Services Director of Information Technology Director of Special Education Building Administrators Director of Transportation</p>
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B

Student Attendance | The Data

VISION: Tradition of Excellence for All

MISSION: Every child by name and by need to graduation

GOAL:

UNDER CONSTRUCTION

DRAFT



B

Student Attendance | The Plan

STRATEGY	EVALUATION/EVIDENCE OF COMPLETION	RESPONSIBILITY
1. Revise truancy policy to ensure more timely interventions for truant students.	Proposal to school board July 2012 pending approval at August 2012 meeting	Superintendent Coordinator of Student Services
2. Evaluate the allocation of personnel resources to ensure accurate attendance reporting	Review of school by school attendance reporting procedures, extent of truancy, and personnel responsible for implementation	Assistant Superintendent for Operations Director of Personnel Director of Student Services Coordinator of Student Services Building Administrators
3. Review current practices and procedures relative to tracking student attendance.	Conduct focus group with principals and school attendance personnel	Coordinator of Student Services Truancy Officers Building Administrators Building Truancy Teams
4. Promote parent engagement in support of student attendance	Documentation (examples: letters, logs, assigning mentors)	Building Administrators



B

Character Education | The Data

VISION: Tradition of Excellence for All

MISSION: Every child by name and by need to graduation

GOAL: With Community support, the division will develop civic minded students of character by modeling and teaching the six character traits adopted by the Lynchburg City Schools school board.

Character Traits: Kindness, responsibility, work ethic, self discipline, honesty, and respect

UNDER CONSTRUCTION



B

Character Education | The Plan

STRATEGY	EVALUATION/EVIDENCE OF COMPLETION	RESPONSIBILITY
1. Develop annual character education plans which promote the 6 character education traits to be included in each school's school improvement plan.	Submission of school improvement plan by September 30, 2012, and presentation to the school board.	Director of Student Services
2. Develop specific strategies to acknowledge, promote, model and encourage appropriate student behaviors (e.g. Student of the Month, student government organizations, employee recognitions)	List of activities	Building Principals
3. Examine the feasibility of a community service requirement for middle and high school students.	Report to the school board.	Assistant Superintendent for Curriculum and Instruction



Excellence in Culture

Why: Our schools are an inclusive community in which people from different cultural, ethnic, racial, and religious backgrounds learn, live, and work harmoniously, without compromising their beliefs and their identities.

How: Make stakeholders and community members accountable. Ask, listen and learn from student, staff and parent input.

Indicators of Excellence

- Staff Attendance | PAGE
- School Culture Survey | PAGE
- Parent Involvement | PAGE

Give me

5

Hours or more of volunteer service to school every year

Days or more of attendance at school events

Dollars or more to school's PTO

Minutes or more of reading and/or conversation about school with your child everyday

Classes or more beyond high school. High school diploma or GED encouraged for every parent.



C

Staff Attendance | The Data

VISION: Tradition of Excellence for All

MISSION: Every child by name and by need to graduation

GOAL: xx

UNDER CONSTRUCTION

DRAFT



C

Staff Attendance | The Plan

STRATEGY	EVALUATION/EVIDENCE OF COMPLETION	RESPONSIBILITY
1. Review of staff attendance data by site, by month, and by day	Staff attendance reports	Chief Financial Officer
2. Explore the implementation of staff attendance incentive initiatives	Report and/or recommendation to school board	Assistant Superintendent for Operations Chief Financial Officer
3. Consider the possibility of having teachers call an administrator in addition to using sub-finder	August 2012 principals' meeting	Superintendent
4. Develop accountability process for staff attendance including option to include attendance data on final evaluations.	Review by personnel by March 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

UNDER CONSTRUCTION



C

School Culture Survey | The Plan

STRATEGY	EVALUATION/EVIDENCE OF COMPLETION	RESPONSIBILITY
1. Administer School Culture Survey to be completed by parents, teachers, students and community members in fall	Review data by each stakeholder group and present response rate	Coordinator of Equity and Accountability Director of Information Technology I-DARTS
2. Explore and revise the content and activities of the cultural competency training and implement the most effective methods by December via webinar with follow-up by principals	Cultural Competency Training Notebook List of employees completing webinar	Coordinator of Equity and Accountability Cultural Competency Training Team
3. Superintendent Preview will include Mindset chapter summaries with a question at the end for principals to discuss with staff	Minutes of PLC meetings and/or faculty meetings per principal discretion	Superintendent Principals
4. Diversity council and Key Communicators advisory committee along with other community organizations will meet to provide support in education to all students	Establish meeting times and provide minutes of meetings to superintendent and school board Annual presentation to school board	Coordinator of Equity and Accountability Cultural Competency Training Team Superintendent
5. New staff members go through mandatory cultural competency orientation	List of topics for new employee orientation	Director of Personnel Cultural Competency Team



C

Parent Involvement | The Data

VISION: Tradition of Excellence for All

MISSION: Every child by name and by need to graduation

GOAL: Roll out Give Me 5 initiative

UNDER CONSTRUCTION

C

Parent Involvement | The Plan



Lynchburg City Schools asks every parent of every child to do the following:

- 5 minutes or more of conversation about school with your child every day.
- 5 hours or more of volunteer service to your child's school each year.
- 5 days or more of attendance at school events.
- 5 dollars or more to school's PTO
- 5 classes or more of schooling beyond high school. A GED or high school diploma is encouraged of every parent, and if they don't have one, LCS has programs to help you get one.

UNDER CONSTRUCTION



C Parent Involvement | The Plan

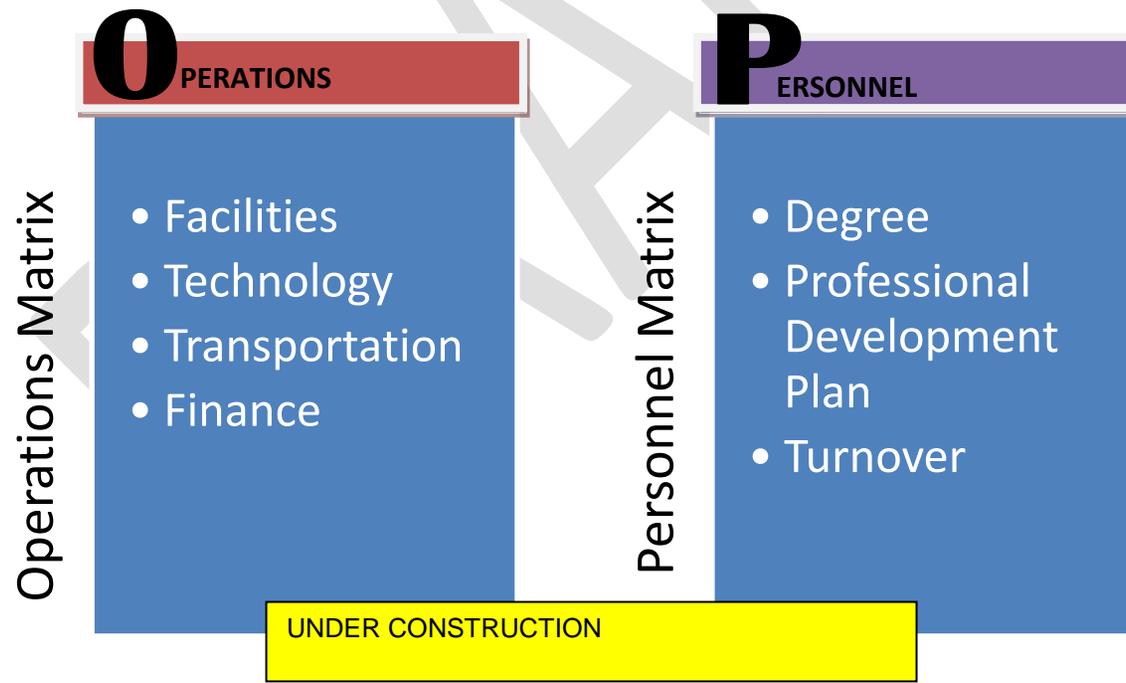
STRATEGY	EVALUATION/EVIDENCE OF COMPLETION	RESPONSIBILITY
1. Rollout Give Me Five during back to school nights	Handout during back to school nights	Superintendent Media Team
2. Review Title I Parent Involvement Plans	Parent involvement plan required in Indistar	Coordinator of Federal Programs

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Division-wide Indicators of Excellence

Excellence in Operations

Excellence in Personnel





Excellence in Operations

UNDER CONSTRUCTION

Why: Operations are the foundation of the school division. Excellence in all areas of operations is the distinguishing characteristic of good management.

How: These departments will support “A Tradition of Excellence for All” by:

- providing a school environment that is clean, safe, well maintained, and conducive to learning, for all students, staff, and guests;
- providing technological services and equipment that enhance productivity and promote learning for all students, staff, parents, and guests.
- Transportation info goes herexxxxxx
- providing staff with the information and training required to operate in a fiscal responsible manner.
- providing meals to encourage students to make healthy food choices.

Indicators of Excellence

- Facilities
- Technology
- Finance
- Nutrition
- Transportation
-



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FACILITIES | The Plan

Indicators of Excellence

- Safety
- Sanitation
- Security
- Physical Condition
- Functional Performance

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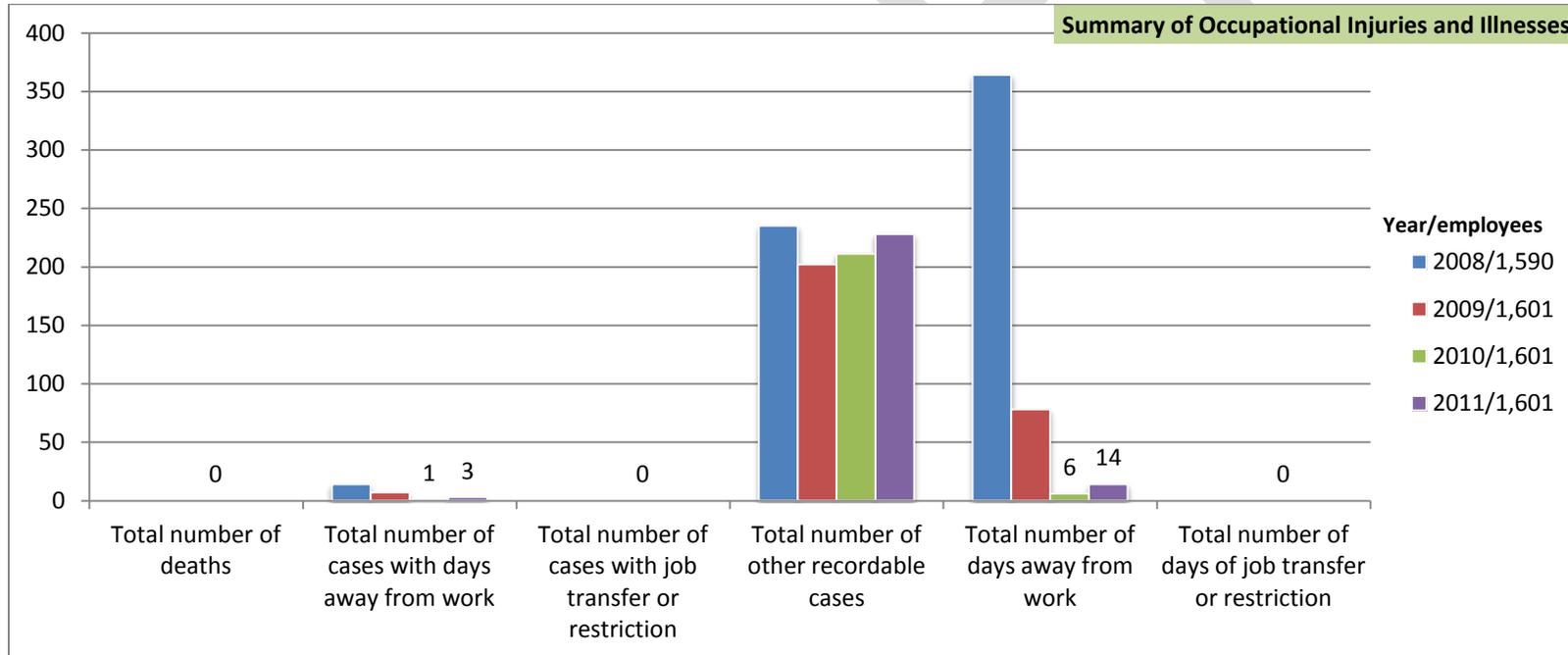
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FACILITIES and Safety | The Data

VISION: A Tradition of Excellence for All

MISSION: Every child, by name and by need, to graduation.

GOAL: No injuries or incidents due to lack of safety measures or procedures.





O

FACILITIES and Safety | The Plan

STRATEGY	EVALUATION/EVIDENCE OF COMPLETION	RESPONSIBILITY
Continue to conduct quality routine Safety Audits of all facilities using OSHA and EPA guidelines	Timely completion of audit reports State certification of audit report	Assistant Superintendent of Operations and Administration Director of Facilities Assistant Director of Facilities Principals/Site Administrators
Institute a division level safety/security committee	Minutes of division level safety/security committee meetings Minutes of site level safety/security committee meetings Safety inspection reports Data reported on "Summary of Occupational Injuries and Illnesses for the Year "	Assistant Superintendent of Operations and Administration Director of Facilities Assistant Director of Facilities Principals/Site Administrators
Annual Fire Marshall Inspections will be used to guide efforts and resources to resolve life safety issues	Fire Marshal Inspection reports	Principals/Site Administrators



Facilities and Safety | The Plan (continued)

<p>Develop a comprehensive division wide safety training program</p>	<p>Staff training records</p>	<p>Assistant Superintendent of Operations and Administration Director of Personnel</p>
<p>The Crisis Management Plan, developed in conjunction with the police department, provides guidance to the schools in crisis response.</p>	<p>Annual updated and board approved Crisis Management Plan</p>	<p>Superintendent Assistant Superintendent of Operations and Administration Director of Facilities Assistant director of Facilities Division Safety/Security Committee</p>

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FACILITIES and Sanitation | The Plan

VISION: A Tradition of Excellence for All.

MISSION: Every child, by name and by need, to graduation.

GOAL: Maintain appearance and sanitation at APPA Level 2. School buildings shall be cleaned on a daily basis to promote public health and ensure sanitary conditions, especially in classrooms, restrooms, laboratories, cafeterias, kitchens, clinics, locker rooms, and other areas prone to germs, bacteria and disease.

STRATEGY	EVALUATION/EVIDENCE OF COMPLETION	RESPONSIBILITY
Institute Monthly Custodial Inspections	Custodial inspection reports	Director of Facilities Supervisor of Building Maintenance Principals/ Site Administrators Head Custodians
Develop and implement a Staff Training Program that includes leadership training as well as skills training.	Custodial staff training records	Director of Facilities Supervisor of Building Maintenance Principals/ Site Administrators Head Custodians
Continue to expand the Recycling Program and implement at all sites.	Adoption of division recycling policy Tracking reports on levels of recycling (Annual city recycling report)	Director of Facilities Assistant director of Facilities Principals/Site Administrators
Continue implementation of the Integrated Pest Management Program, including training for site staff.	Monthly inspection reports on pest activity Reduction in pesticide use	Director of Facilities Assistant Director of Facilities



LCS FACILITIES DEPARTMENT BUILDING INSPECTION REPORT

School: _____ Head Custodian: _____

Principal: _____ Date: _____

WOF#

Scale: 5 - Excellent: 4 - Very Good: 3 - Satisfactory: 2 - Needs Improvement: 1 - Poor			
WO#	Score:	Percentage:	Comments:
Grounds: 1			
Entrance (Mat & Walk) Exterior		-	
Green Areas (Cut & Trimmed)		-	
Sidewalks (Clean & Edged)		-	
Leaves raked		-	
Shrubbery Neat		-	
Rating:	N/A		N/A
Windows: 2			
Interior/Exterior		-	
Rating:	N/A		N/A
Main Entrance/Lobby: 3			
Walk-off mats		-	
Doors clean		-	
Floor - Tile		-	
Floor - Carpet		-	
Walls		-	
Baseboards/Corners		-	
Lights		-	
Ceiling		-	
Vents		-	
Water fountains		-	
Dusting High/Low		-	
Rating:	N/A		N/A
Corridors: 4			
Walk-off mats		-	
Floors - Tile		-	
Floor - Carpet		-	
Baseboards/Corners		-	
Water fountains		-	
Lockers		-	
Walls		-	
Ceiling/Tiles		-	
Vents		-	
Lights & Fixtures		-	
Dusting High/Low		-	
Rating:	N/A		N/A



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FACILITIES and Security | The Plan

Vision: A Tradition of Excellence for All

Mission: Every child, by name and by need, to graduation

Goal: No incidents due to the lack of appropriate security measures and/or procedures. Educational facilities shall be maintained in such a manner to protect occupants, property, and equipment from vandalism, theft, intrusion, and natural disasters.

STRATEGY	EVALUATION/EVIDENCE OF COMPLETION	RESPONSIBILITY
Institute a division level safety/security committee	Minutes of division level safety/security committee meetings Minutes of site level safety/security committee meetings lists	Assistant Superintendent of Operations and Administration Director of Facilities Assistant Director of Facilities Principals/Site Administrators
Maintain Crime Prevention Through Environmental Design (CPTED) Program	Report on annual CPTED inspection	Director of Facilities Assistant Director of Facilities
Maintain intrusion/access control system and program	Minutes of division level safety/security committee meetings Minutes of site level safety/security committee meetings	Director of Facilities Assistant Director of Facilities
The Crisis Management Plan, developed in conjunction with the police department, provides guidance to the schools in crisis response.	Annual updated and board approved Crisis Management Plan	Superintendent Assistant Superintendent of Operations and Administration Director of Facilities Assistant director of Facilities Division Safety/Security Committee
Maintain a good working relationship with police	Include representative of police department on Safety/Security Committee	Superintendent Assistant Superintendent of Operations and Administration



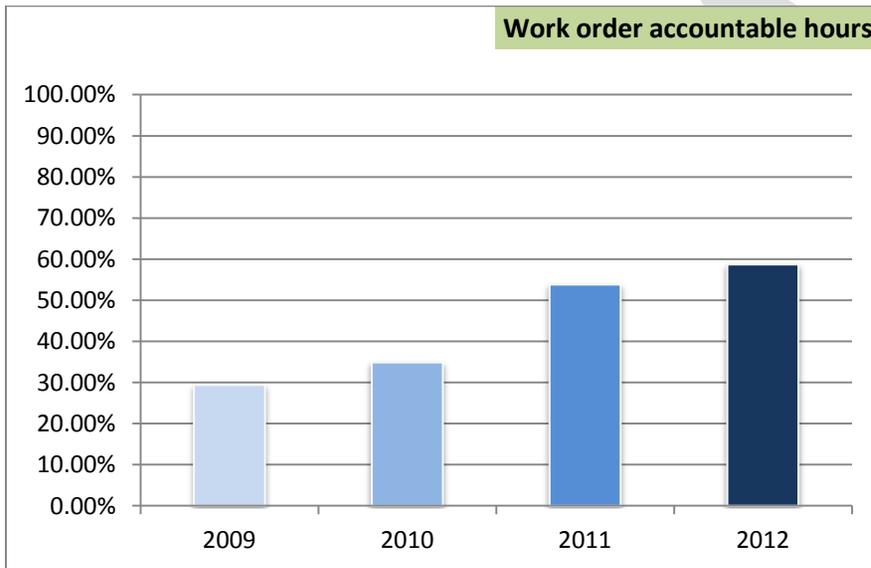
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FACILITIES and Physical Condition | The Data

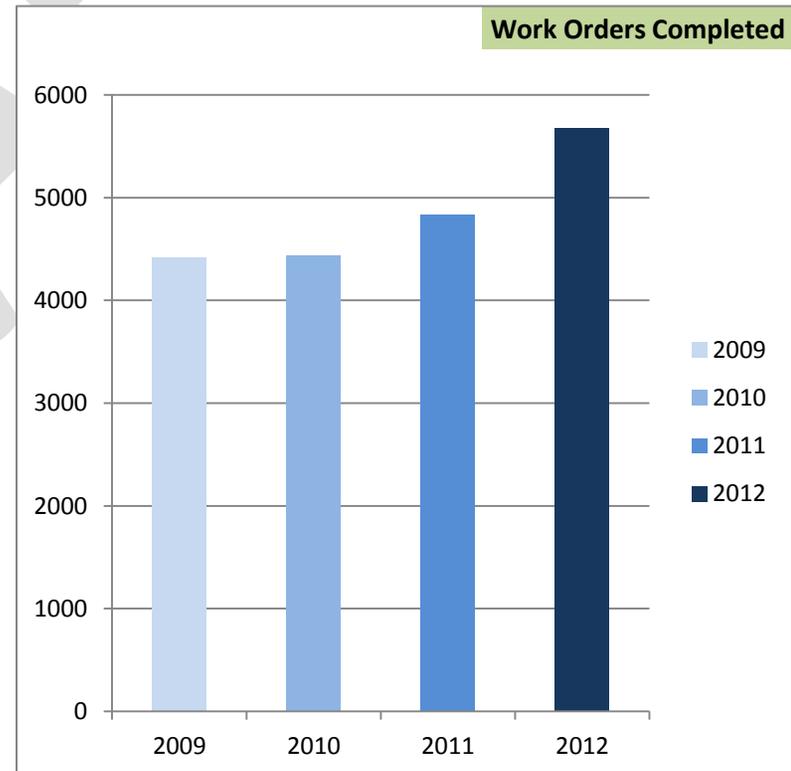
Vision: A Tradition of Excellence for All

Mission: Every child, by name and by need, to graduation

Goal: No occurrences of interruptions to the educational program due failure of building components or equipment. Maintenance and operations activities shall ensure that all buildings, components, and equipment are sound, in good serviceable condition, and otherwise in good working order.



NOTE
 This chart shows the percent of hours turned in by 1.0 Full Time Equivalent facilities employees, and is based on 1,715 hours per year, or 35 hours per week for 49 weeks, which accounts for an average of three weeks of vacation/sick hours used per employee





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FACILITIES and Physical Condition | The Plan

STRATEGY	EVALUATION/EVIDENCE OF COMPLETION	RESPONSIBILITY
Increase Work Order completion rate	Report on Work Order Completion Rate from Schooldude	Director of Facilities Assistant Director of Facilities Supervisor of Building Maintenance
Shorten Work Order response time	Report on Work Order Response Time from Schooldude	Director of Facilities Assistant Director of Facilities Supervisor of Building Maintenance
Increase Staff Productivity rate	Report on Staff Productivity Rate from Schooldude	Director of Facilities Assistant Director of Facilities Supervisor of Building Maintenance
Institute a program of Inspections that monitors the functional operation of all facilities and equipment.	Building and grounds inspection reports Playground inspection reports	Director of Facilities Assistant Director of Facilities Supervisor of Building Maintenance
Institute Customer Service Program	Description of program Customer satisfaction surveys	Director of Facilities Assistant Director of Facilities Supervisor of Building Maintenance

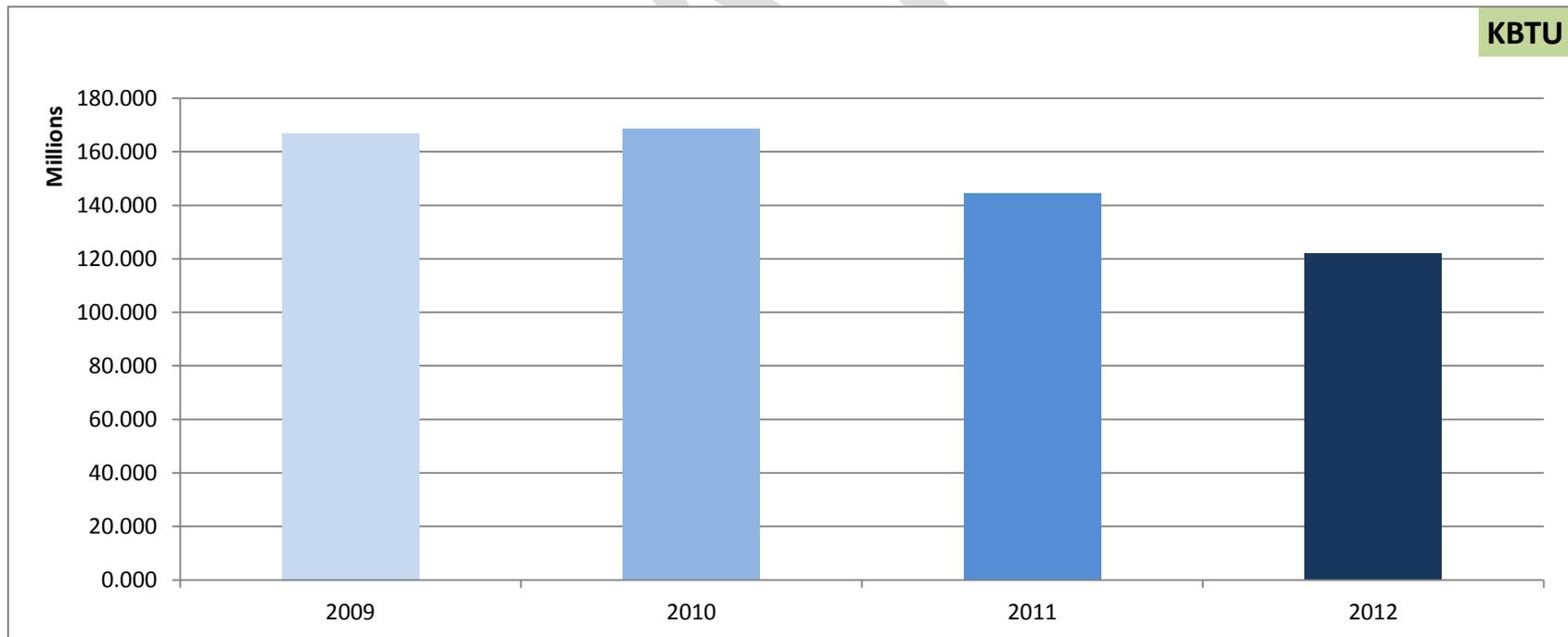


FACILITIES and Functional Performance | The Data

Vision: A Tradition of Excellence for All

Mission: Every child, by name and by need, to graduation

Goal: All facilities are designed and operated to optimize the educational process while minimizing expenditures. Maintenance and operations activities shall ensure that all buildings, grounds, and equipment facilitate the educational process and function in an economical and efficient manner.





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FACILITIES and Functional Performance | The Plan

STRATEGY	EVALUATION/EVIDENCE OF COMPLETION	RESPONSIBILITY
Strive for LEED certification for all buildings	LEED certificate	Assistant Superintendent of Operations and Administration Director of Facilities
Develop policies and specifications, to include the latest applicable technology, that provide for sustainable designs for all future construction.	School board policy?	Assistant Superintendent of Operations and Administration Director of Facilities
Develop a Capital Planning program that realistically reflects the needs of the division at least for a 20 year period.	Schooldude Capital Planning	Assistant Superintendent of Operations and Administration Director of Facilities
Continue with efforts toward the full implementation of the Energy Conservation Program	Energy Savings Report	Assistant Superintendent of Operations and Administration Director of Facilities
Continue with efforts toward full implementation Preventative Maintenance program	Schooldude PM Direct	Director of Facilities Assistant Director of Facilities Supervisor of Building Maintenance



O

INFORMATION TECHNOLOGY | The Plan

Indicators for Excellence

- Service
- Instructional Technology
- Network and Infrastructure

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INFORMATION TECHNOLOGY and Service | The Plan

VISION: A Tradition of Excellence for All

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

GOAL: Decrease down time for critical services and increase response time for faster resolution of help desk requests. Reduce the volume of help desk tickets through assistance by building level staff.

STRATEGY	EVALUATION/EVIDENCE OF COMPLETION	RESPONSIBILITY
Monitor response time and closure of help desk tickets	Review monthly written reports of help desk ticket logs	Network Administrator for Operations Director of Information Technology
Evaluate the effectiveness of the new Instructional Technology – Data Analysis Resource Teacher (IT-DART) position	Review survey data results from stakeholders along with activity logs maintained by IT-DARTS	Network Administrator for Instruction Director of Information Technology
Explore and pilot options for the electronic delivery of staff development opportunities and training	Report of recommended options for on-line, electronic, or digital delivery of instructional content for employees	Network Administrator for Instruction Director of Information Technology LCS Webmaster



INFORMATION TECHNOLOGY and Instructional Technology | The Plan

VISION: A Tradition of Excellence for All

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

GOAL: Implement new and innovative technologies to support and advance instructional initiatives in the classroom.

STRATEGY	EVALUATION/EVIDENCE OF COMPLETION	RESPONSIBILITY
Pilot the use of an e-reader and electronic textbook in AP Government classes at each high school	Provide e-readers and electronic textbooks for AP students for pilot	Network Administrator for Operations Network Administrator for Instruction Director of Information Technology IT-DARTS
Pilot the use of mobile labs to deliver blended instruction for the high school Economics and Personal Finance course	Implement two mobile labs with 25 notebook computers and wireless access at E. C. Glass and Heritage High School	Network Administrator for Operations Network Administrator for Instruction Director of Information Technology IT-DARTS
Pilot the use of mini-notebook computers in grades 4 and 5 at the two elementary schools for innovation	Issue a mini-notebook computer to each student and teacher in grades 4 and 5 at T.C. Miller and Dearington elementary schools	Network Administrator for Operations Network Administrator for Instruction Director of Information Technology IT-DARTS
Pilot the use of Kuno Tablet devices in grades 3 through 5 at the division's year around school	Issue a Kuno Tablet device to all students and teachers in grades 3 through 5 at Bass Elementary School	Network Administrator for Instruction Network Administrator for Instruction Director of Information Technology IT-DARTS



INFORMATION TECHNOLOGY and Network Infrastructure | The Plan

VISION: A Tradition of Excellence for All

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

GOAL: Install and maintain a safe and secure wireless network that will enhance classroom instruction and support future digital initiatives.

STRATEGY	EVALUATION/EVIDENCE OF COMPLETION	RESPONSIBILITY
Provide wireless network access to support e-readers and electronic textbooks for AP Government classes at the two high schools	Strategically installed wireless access points in AP Government classrooms at E. C. Glass and Heritage High Schools	Network Administrator for Operations Network Administrator for Instruction Director of Information Technology IT-DARTS
Provide wireless network access to support pilot one to one digital initiatives at three elementary schools	Installed wireless access points for maximum coverage at Bass Elementary, T. C. Miller Elementary, and Dearington Elementary schools	Network Administrator for Operations Network Administrator for Instruction Director of Information Technology IT-DARTS
Provide wireless network access to support present and future digital initiatives at the remaining school sites	Installed wireless access points for maximum coverage at eight elementary, three middle, and two high schools	Network Administrator for Operations Network Administrator for Instruction Director of Information Technology IT-DARTS



Indicators of Excellence

- Budgets
- Audits
- Operations
- Training

DRAFT



O

FINANCE and Budaets | The Plan

VISION: Tradition of Excellence for All

MISSION: Every child by name and by need to graduation

GOAL: To develop operating budgets that allows all departments to carry out the mission of LCS.

STRATEGY	EVALUATION/EVIDENCE OF COMPLETION	RESPONSIBILITY
Complete budgets by the established deadlines	Presentation of budgets to the School Board and City	Chief Financial Officer Assistant Director of Finance
Monitor actual expenditures versus budget to ensure the budget is not exceeded	Monthly financial reports	Chief Financial Officer Assistant Director of Finance
Meet with all department leaders to review and answer any questions about their budget at the beginning of the fiscal year.	Issue and meet with all department leaders to explain operating budgets to department leaders	Chief Financial Officer
Make available all finance staff to be accessible to assist department leaders with questions and resolving issues.	Feedback from department leaders	Chief Financial Officer



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FINANCE and Audits | The Plan

VISION: Tradition of Excellence for All

MISSION: Every child by name and by need to graduation

GOAL: Complete all audits by the established deadline

STRATEGY	EVALUATION/EVIDENCE OF COMPLETION	RESPONSIBILITY
Complete all audits by the established deadline.	Issuance of audit schedules to the Auditors and the City's finance office	Chief Financial Officer
Correct all audit management letter points from the previous year.	External auditor's report and/or management letter	Chief Financial Officer
Perform monthly internal audits of the school's Student Activity Funds.	Internal audit reports prepared by Finance personnel	Chief Financial Officer Assistant Director of Finance



O

FINANCE and Operations | The Plan

VISION: Tradition of Excellence for All

MISSION: Every child by name and by need to graduation

GOAL: To develop policies, procedures and systems to assist in the smooth operation of the business and financial affairs of the school district.

STRATEGY	EVALUATION/EVIDENCE OF COMPLETION	RESPONSIBILITY
Provide financial and accounting services to all stakeholders timely and accurately.	Monthly financial and operational reports. Feedback from stakeholders	Chief Financial Officer All Finance Department staff
Complete and submit required information to the City's Accounting Department by the established deadline.	Monthly reports	Chief Financial Officer Assistant Director of Finance
Review and update policy and procedures as necessary to assist in the smooth running of the business operations.	Updated or new policies and procedures	Chief Financial Officer Assistant Director of Finance



FINANCE and Training | The Plan

VISION: Tradition of Excellence for All

MISSION: Every child by name and by need to graduation

GOAL: Provide financial and operational training to assist staff in performing their duties

STRATEGY	EVALUATION/EVIDENCE OF COMPLETION	RESPONSIBILITY
Ensure operational manuals or operating instructions are available to assist staff in performing their duties.	Operating manuals Operating instructions	Chief Financial Officer All Finance supervisors
Development training material to be used in training staff	Training material	Chief Financial Officer
Provide financial training for school principals	Training classes Feedback for principals	Chief Financial Officer
Provide customer service training to Finance staff	Training classes Survey results Feedback from other departments	Chief Financial Officer
Provide financial and operational training to bookkeepers and secretaries.	Training classes Feedback from bookkeepers and secretaries	



Indicators of Excellence

- Meeting Guidelines
- Recycling
- Mealtime

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O

SCHOOL NUTRITION and Meeting Guidelines | The Plan

VISION: Tradition of Excellence for All

MISSION: Every child by name and by need to graduation

GOAL: Provide nutritious meals to LCS students that meet the new guidelines required in the Healthy Hunger Free Kids Act in such a manner that will both engage and encourage students to make healthier food choices each school day.

STRATEGY	EVALUATION/EVIDENCE OF COMPLETION	RESPONSIBILITY
Develop menus that meet guidelines with new recipes that are both nutritious and appealing to students	Review rate of selection by students of the new healthier menu items. Review left-overs and waste.	Director of School Nutrition Cafeteria Managers
Provide samples and taste testing for students to try new menu items	Document student reactions and comments on new items. Incorporate some of favorites into menus.	Cafeteria Managers Cafeteria Lead People Director of School Nutrition
Provide professional quality colorful signage through-out schools and in all cafeterias to inform students of the benefits of eating healthy.	Determine if signage has contributed to increased student awareness of the benefits of making good food selections each day at school.	School Nutrition Office School Nutrition Managers, Lead People
Develop more attractive displays of the healthier food options on the serving lines to further encourage selections of fruits & vegetables.	Observe student reaction to visually appealing presentations. Determine if it affects student selection	Director of School Nutrition Operations Manager of Sch. Nutrition Cafeteria Managers & Lead People Line servers in cafeterias
Provide incentives for students to select healthier choices through the use of small rewards at “point of service”. Develop contests to enter for prizes when healthy selections are made.	Cashiers will provide rewards such as bookmarks, neon bracelets, stickers etc. to elem. students for selecting a healthy option. Contests for secondary students will provide age appropriate rewards.	School Nutrition Office Staff Cafeteria Managers and Lead People Cafeteria cashiers



	Participation observed and monitored.	
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O SCHOOL NUTRITION and Recycling | The Plan

VISION: Tradition of Excellence for All

MISSION: Every child by name and by need to graduation

GOAL: Develop and implement a recycling program that will remove foam products from the landfill.

STRATEGY	EVALUATION/EVIDENCE OF COMPLETION	RESPONSIBILITY
Engage student body in this project through use of videos and banners.	Video shown to all students in each participating school. Explanation of program to faculty in each school.	School Nutrition Director Asst. Director of Maintenance Facility Sch. Nutrition Operations Manager School Principal School Teachers and Teacher Assistants
Use specific student groups to promote the project and gain student buy-in – possibility with pictures in posters.	Participation of student groups such as cheerleaders, athletes, “green” students groups etc. in pictures promoting recycling.	School Nutrition Director Cafeteria Managers Assistance from video personnel in IT
Work with custodial and cafeteria staff to assist with implementation.	Monitor compliance of new procedures with cafeteria and custodial staffs.	Supervisor of Facilities Sch. Nutrition Operations Manager Cafeteria staff in each school site Custodial staff in each school site
Develop pick-up schedules of foam products from each school for delivery to maintenance facility	Determine if pick-up and delivery schedules are working – revise as needed. Determine storage capability at each school site.	Director of School Nutrition Supervisor of Facilities Cafeteria staff in each school Custodial staff in each school



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SCHOOL NUTRITION and Mealtime | The Plan

VISION: Tradition of Excellence for All

MISSION: Every child by name and by need to graduation

GOAL: Seek methods to allow students more time to actually eat and enjoy their meal.

STRATEGY	EVALUATION/EVIDENCE OF COMPLETION	RESPONSIBILITY
Seek latest methods of technology to allow cashiers to access student accounts. (vein readers)	Review cost and feasibility of installing palm readers to replace PIN pads in serving lines	Director of School Nutrition Vendor providing devices
Promote breakfast in classroom, breakfast grab & go in entry halls of schools.	Review how process is working with principals, teachers, and students. Determine if breakfast participation is increasing	Director of School Nutrition Sch. Nutrition Operations Manager Cafeteria Staff Classroom teachers
Review student movement through serving lines and develop greater efficiencies in how students are served.	Have new methods been put in place – are they providing more time for students to eat?	Director of School Nutrition Sch. Nutrition Operations Manager Cafeteria staff



Excellence in Personnel

UNDER CONSTRUCTION

Why: We are in the business of developing human potential. Employees serve as ambassadors for education.

How: Our dedicated employees are highly qualified, superbly talented, and exemplary individuals. They embody professionalism that compels personal and group commitment to excellence in education for all students.

Indicators of Excellence

- Degree / PAGE
- Professional Development Plan / PAGE
- Turnover | PAGE



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Personnel | The Data

VISION: Tradition of Excellence for All

MISSION: Every child by name and by need to graduation

GOAL: To develop Human Resources practices that will better serve the staff of Lynchburg City Schools in a professional and effective manner.

UNDER CONSTRUCTION

DRAFT



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Personnel | The Plan

STRATEGY	EVALUATION/EVIDENCE OF COMPLETION	RESPONSIBILITY
Evaluate and update salary scales to ensure more competitive hiring and retainment of staff.	Salary Survey Report; more competitive salary scales. Decreased turnover with staff.	Director of Personnel and staff Director of Finance
Research potential funding to promote academic and technological advancement for all staff.	Research on grants and local funding to support assistance for educational advancement.	Director of Personnel
Participate in job fairs to recruit and hire the most qualified personnel in all areas.	Increased number of qualified applicants. Higher retention rate of personnel	Director of Personnel Curriculum/Instr. staff Director of SPED Principals
Encourage increased communication with schools and departments to provide assistance and direction to resources in a professional and timely manner.	Increased trust and efficiency among departments	Department of Personnel
Cross-train staff to provide more efficient service to LCS and potential personnel.	Multiple staff members in the personnel department can assist with necessary tasks (contracts, data, etc.)	Department of Personnel
Provide training to existing personnel to increase skills in professional areas of need; including computer literacy and GED or Reading.	Sign-in sheets for after-school or night sessions	Department of Personnel Reading, Technology teachers