

Comprehensive Plan

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

The ABCs



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.



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.



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.

Division-Wide Indicators of Excellence

The ABCs



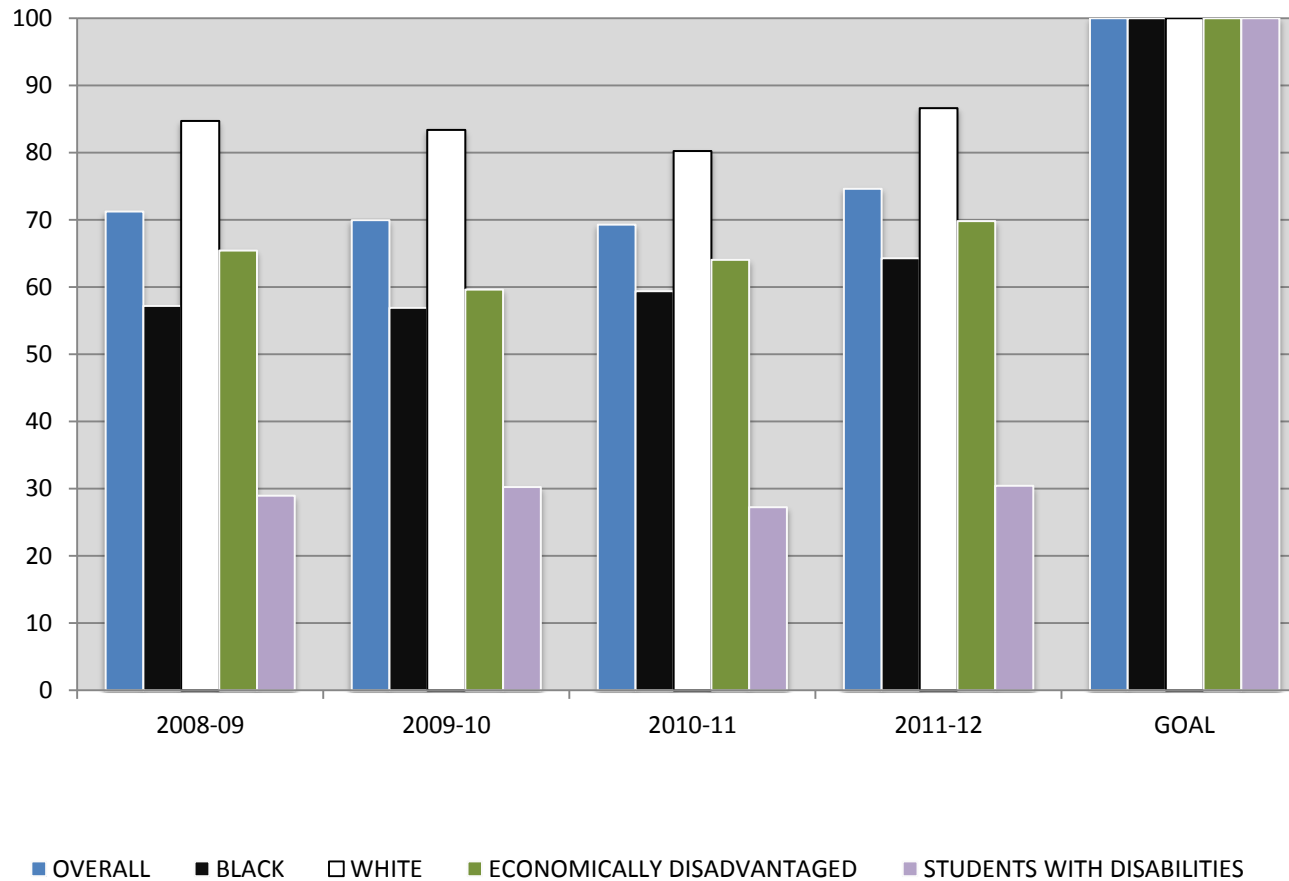
Indicators of Excellence

- Graduation Rate (Federal Graduation Indicator, Diplomas/Completers, Dropouts)
- AP, Advanced, Dual Enrollment and Accelerated Math Enrollment
- Reading Proficiency (PALS K-2, SOL Reading 3-8, 11)
- SOL Results by Level (New Focus on Pass Advanced)
- Grade Distributions



GRADUATION RATE

FEDERAL GRADUATION INDICATOR



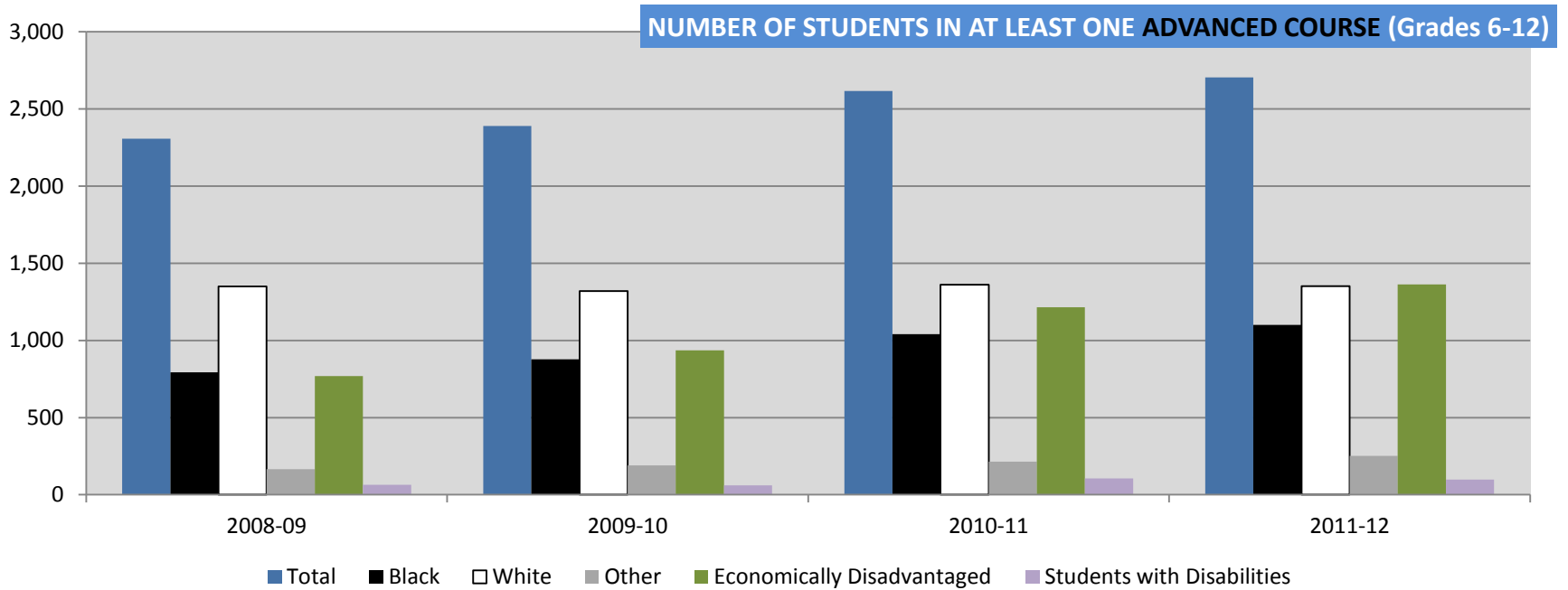
GRADUATION RATE **GOAL:**



Decrease the percentage of students not graduating on time by 10 percent each year while narrowing the gap between whites, minorities, economically disadvantaged and students with disabilities.

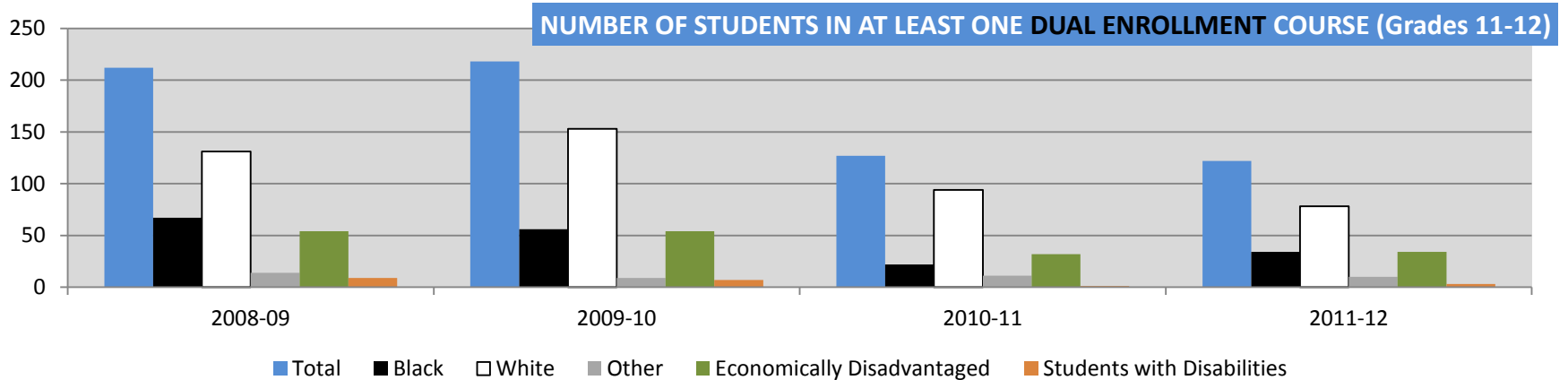
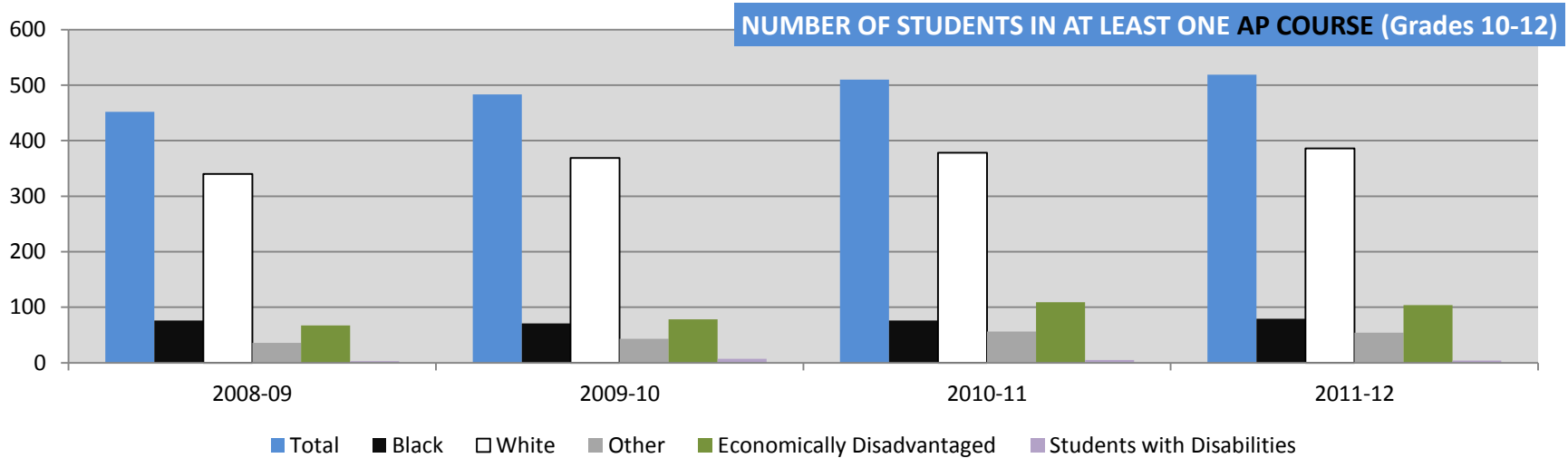


ADVANCED ENROLLMENT

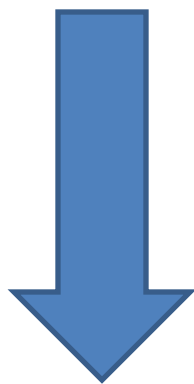




AP/DUAL ENROLLMENT



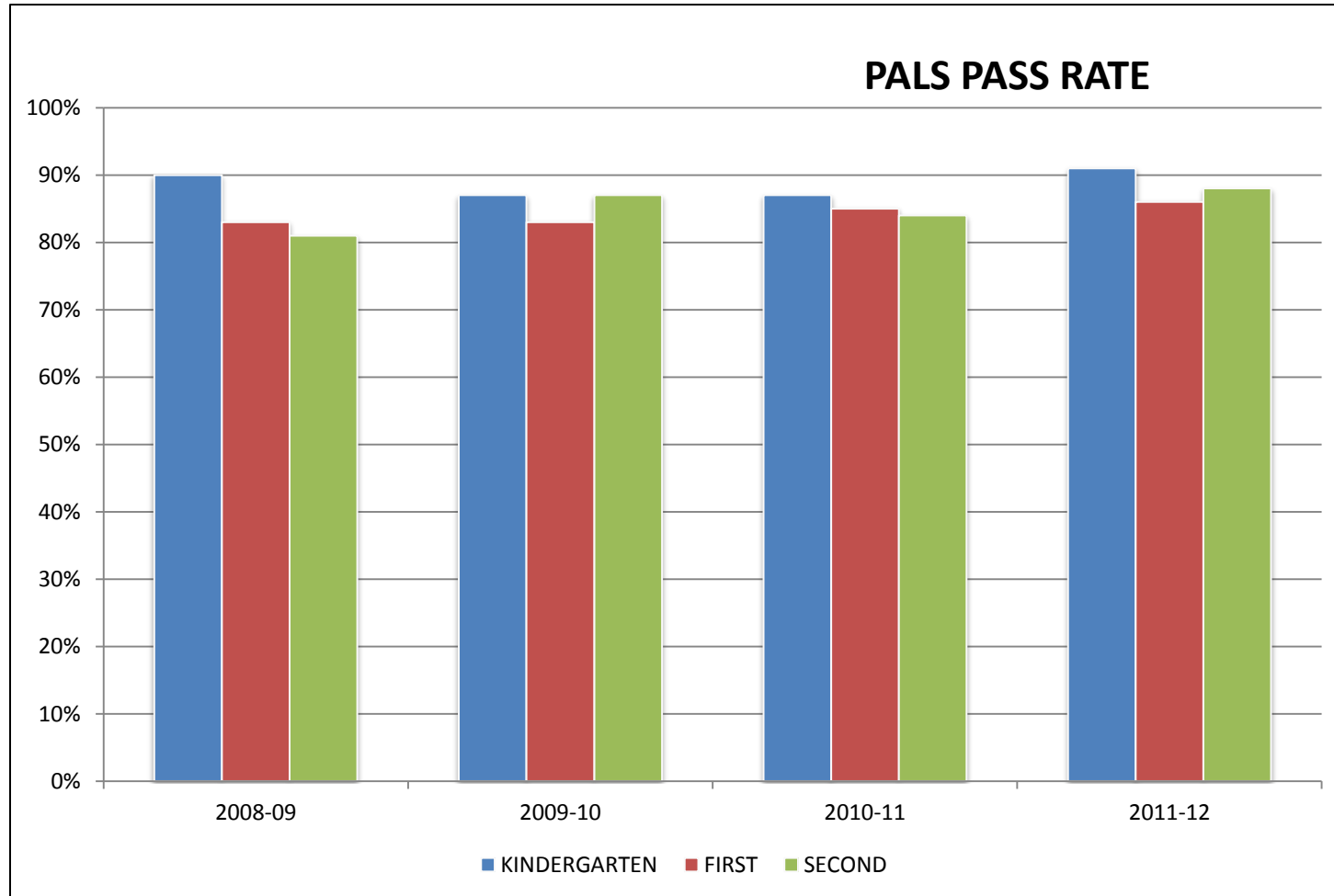
ADVANCED, AP, DUAL ENROLLMENT **GOAL**



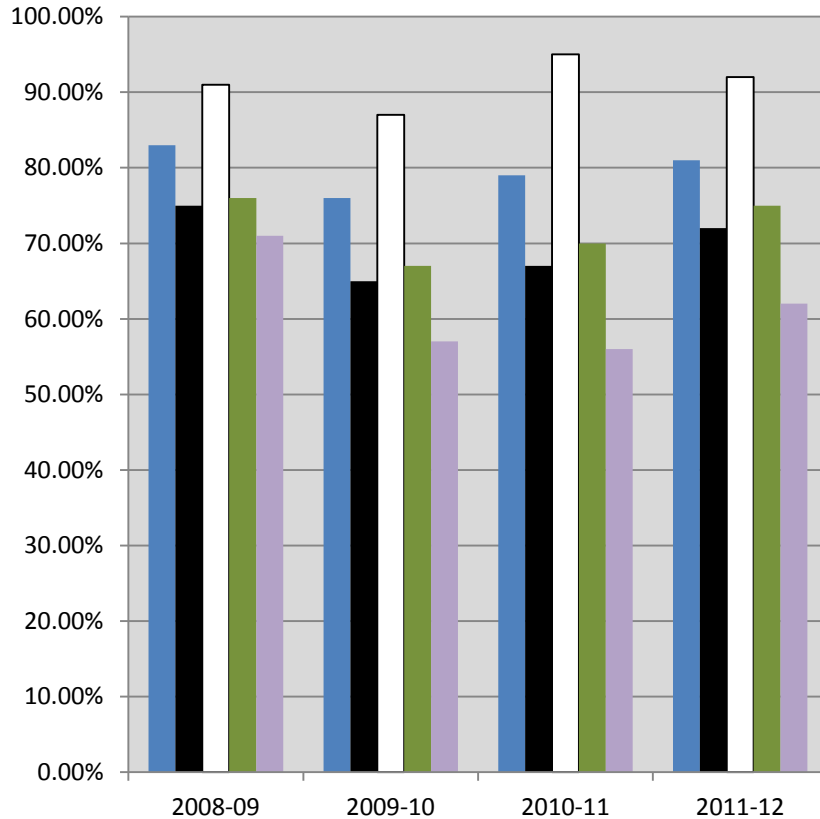
Increase by 10% each year the number of students taking at least one Advanced, AP, Accelerated Math, or Dual Enrollment Class.



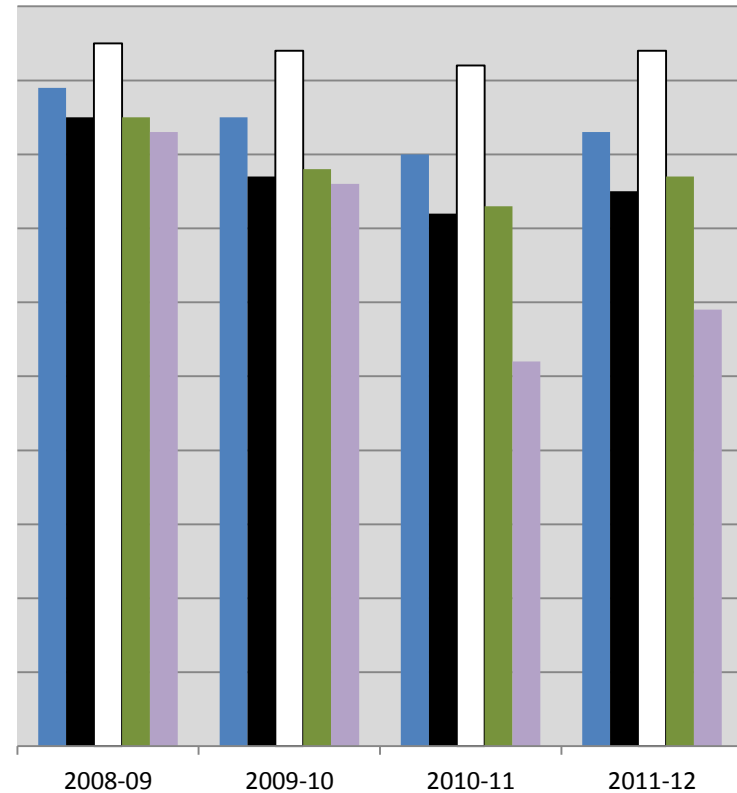
READING PROFICIENCY



GRADE 3 READING SOL



GRADE 4 READING SOL



Total

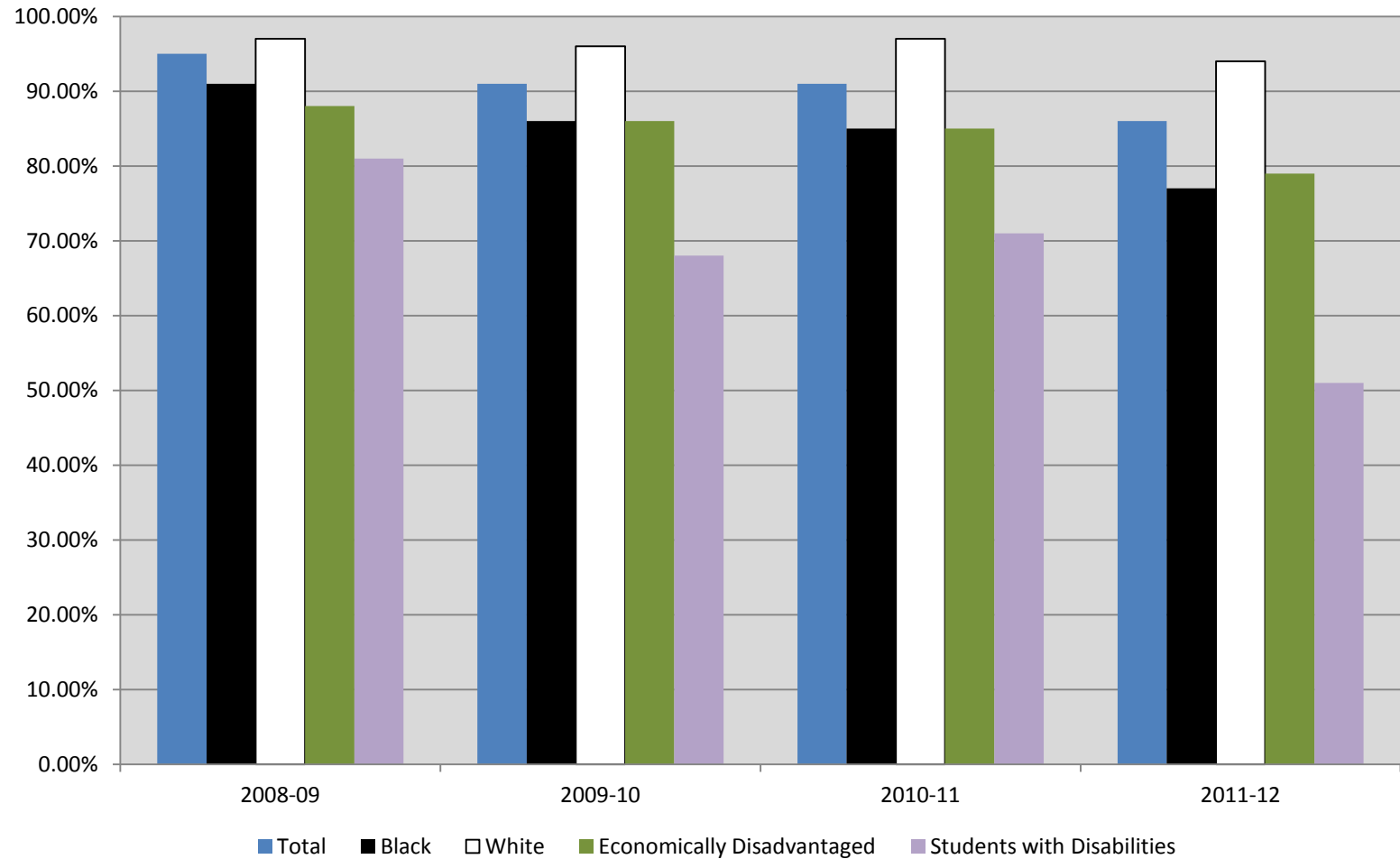
Black

White

Economically Disadvantaged

Students with Disabilities

HIGH SCHOOL READING SOL



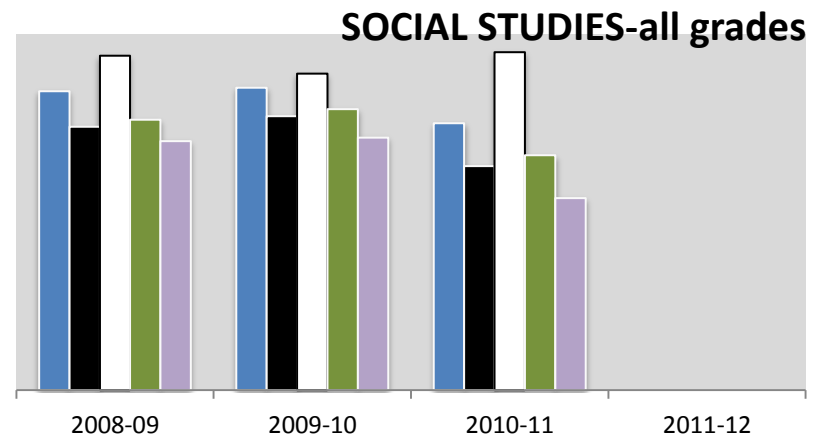
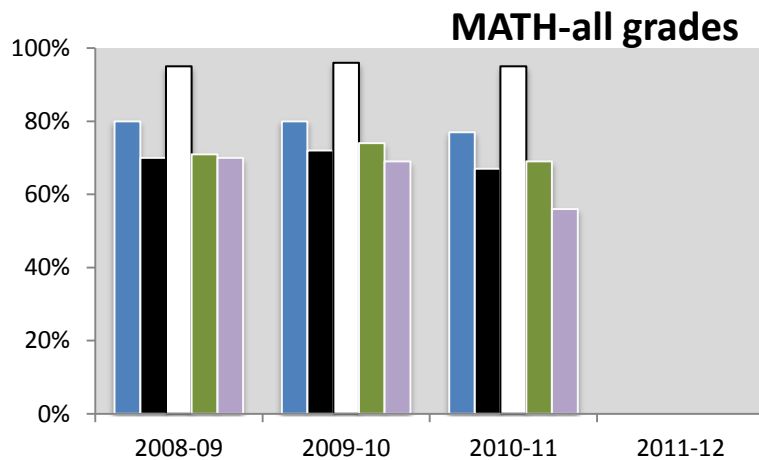
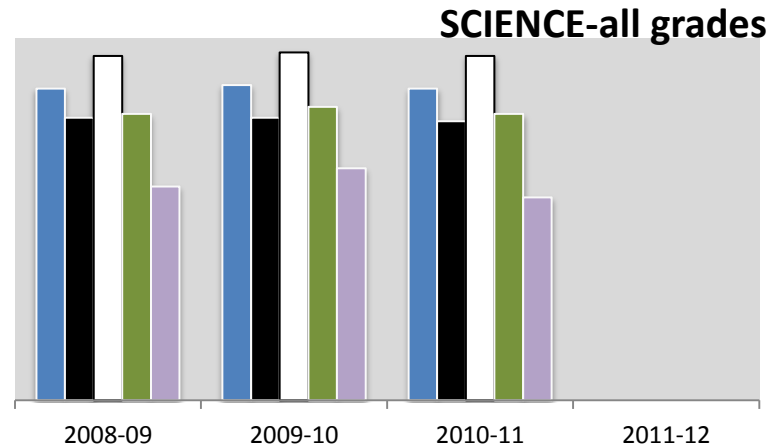
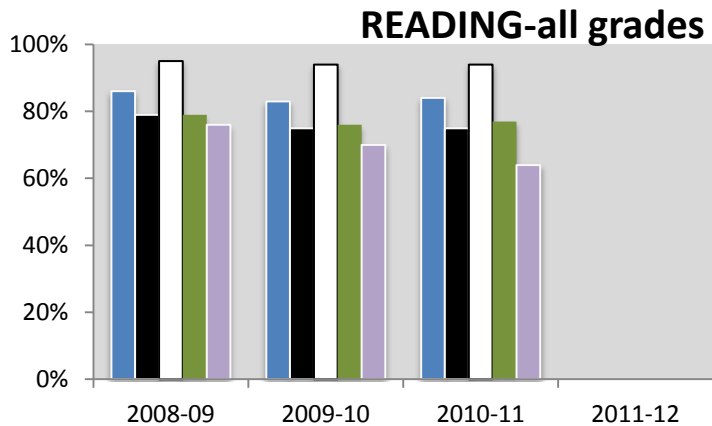
READING PROFICIENCY **GOAL**



GOAL: By the end of second grade, reduce the failure rate on the PALS by 10% each year and decrease by 10% each year the failure rates on the SOL reading assessments.



SOL RESULTS

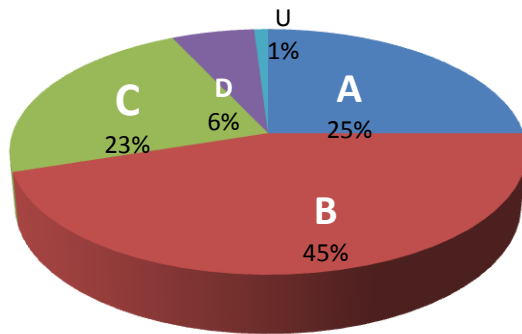


SOL RESULTS **GOAL**

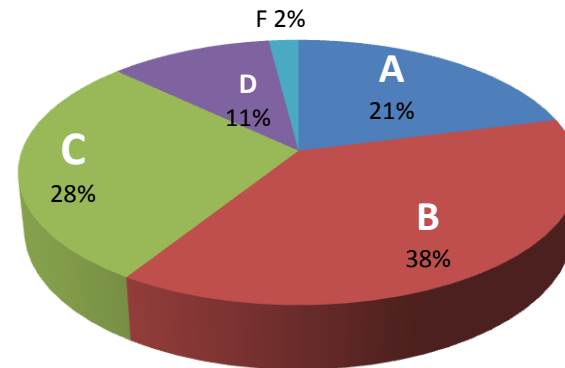


All schools will be fully accredited and all subgroups will show positive progress each year toward meeting the Annual Measureable Objectives on SOLs as determined by the Virginia Department of Education.

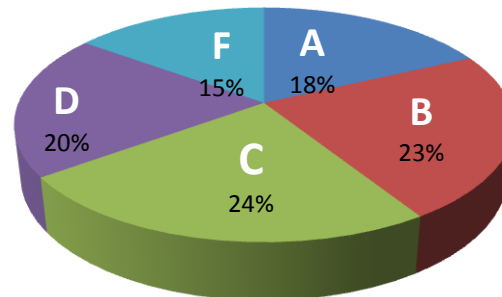
MATH-grades 3-5



MATH-grades 6-8



MATH-grades 9-12



GRADE DISTRIBUTION **GOAL**



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

BEHAVIOR

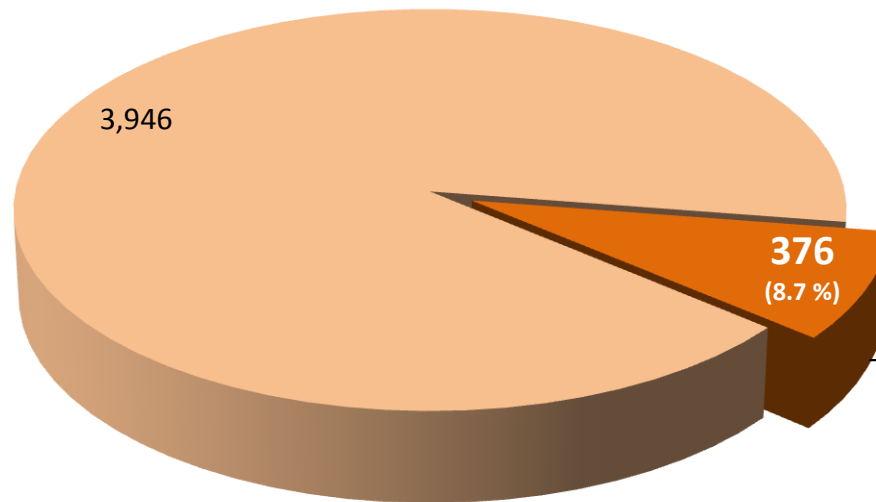
Indicators of Excellence

- Suspensions
- Student Attendance
- Character Education



SUSPENSIONS

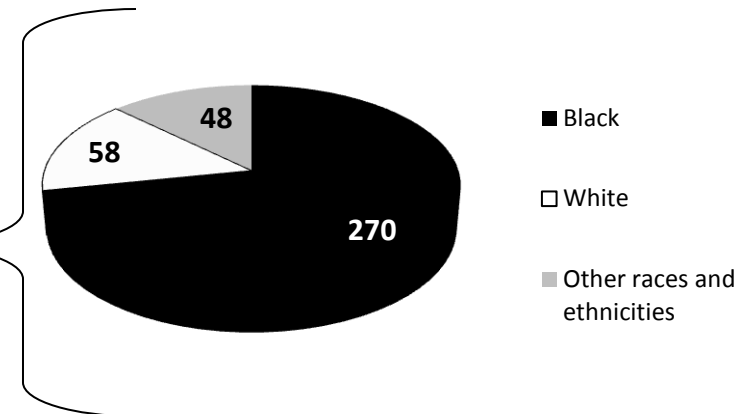
Total Elementary Students



■ Students with no suspensions

■ Students with at least 1 short term suspension

376 elementary suspensions by race



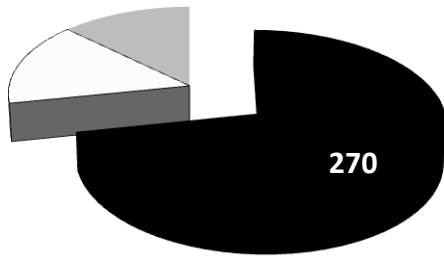
■ Black

□ White

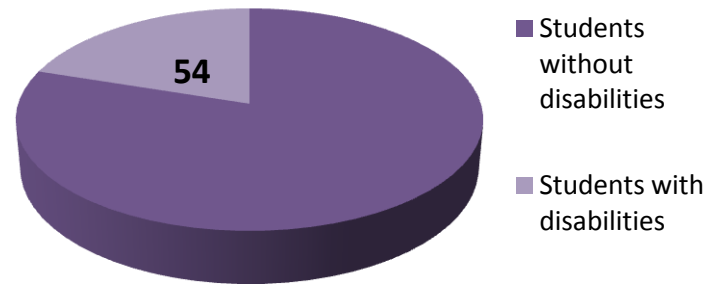
■ Other races and ethnicities

B SUSPENSIONS

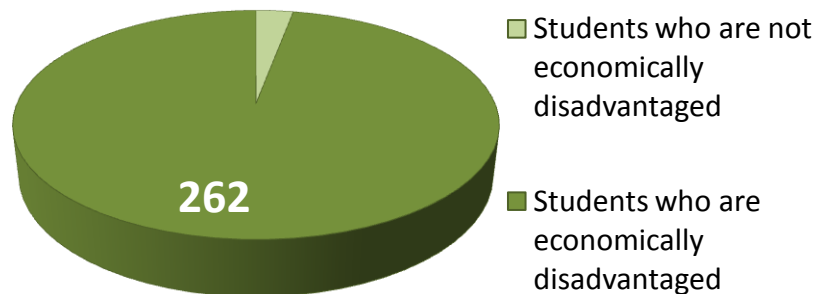
A CLOSER LOOK at the 270 elementary black students with at least 1 short term suspension



How many are students with disabilities?

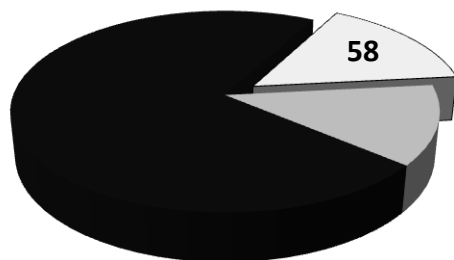


How many are economically disadvantaged?

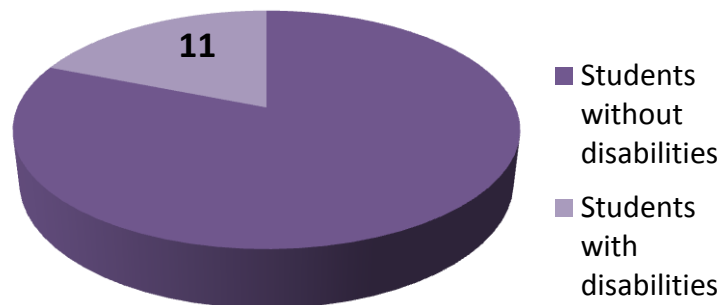


SUSPENSIONS

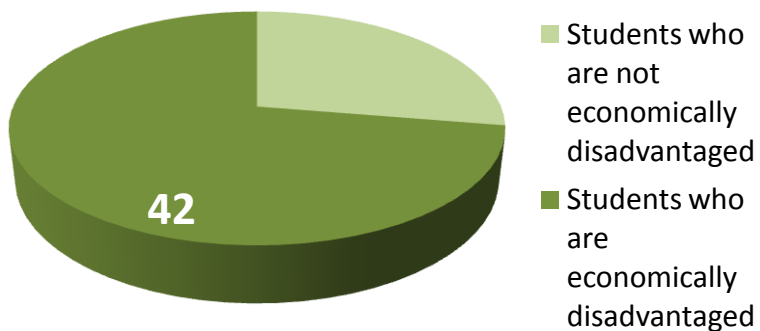
A CLOSER LOOK at the 58 elementary white students with at least 1 short term suspension



How many are students with disabilities?

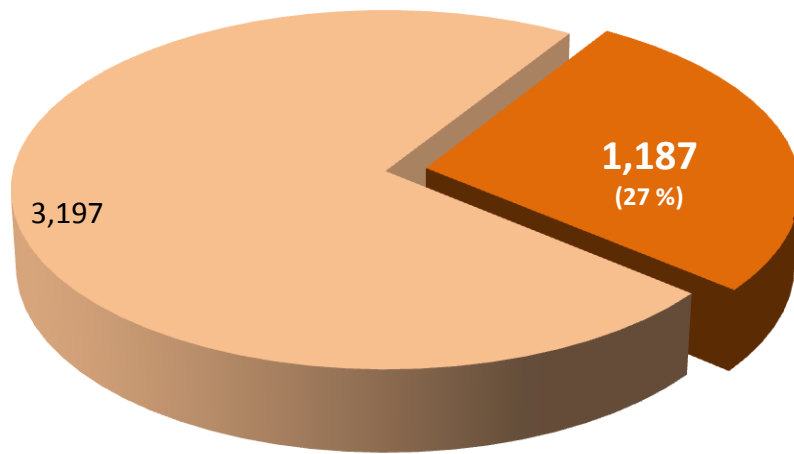


How many are economically disadvantaged?



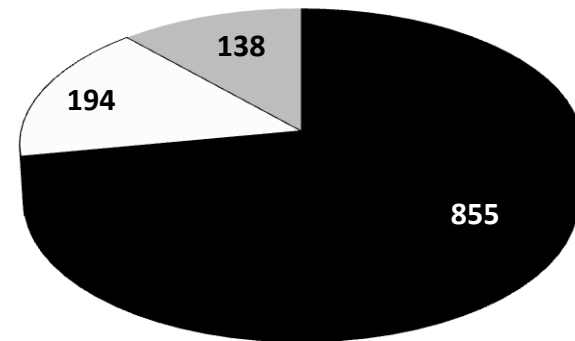
B SUSPENSIONS

Total Secondary (6-12) Students



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

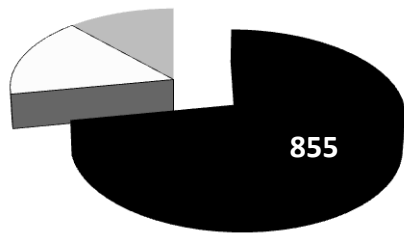
1,187 secondary suspensions by race



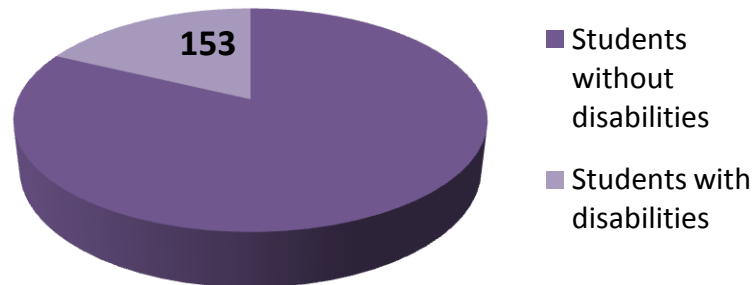
- Black
- White
- Other races and ethnicities

SUSPENSIONS

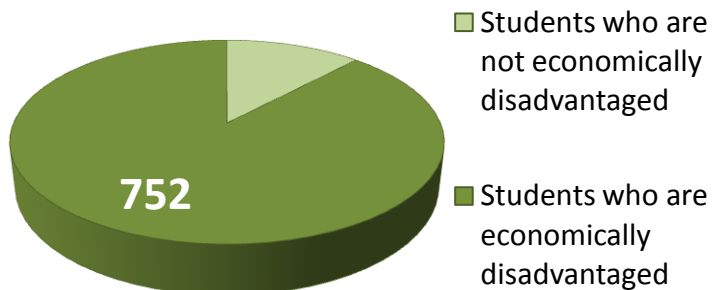
A CLOSER LOOK at the 855 secondary black students with at least 1 short term suspension



How many are students with disabilities?

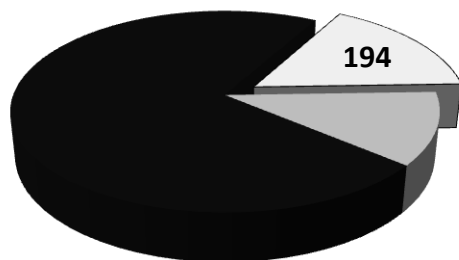


How many are economically disadvantaged?

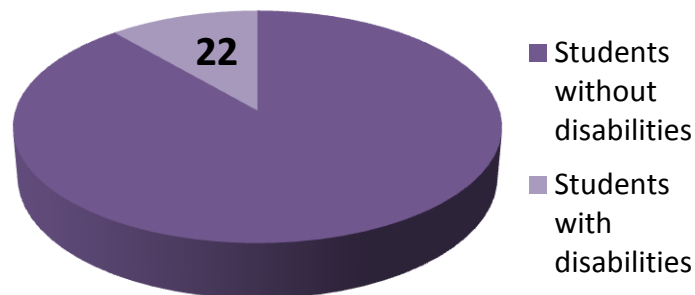


B SUSPENSIONS

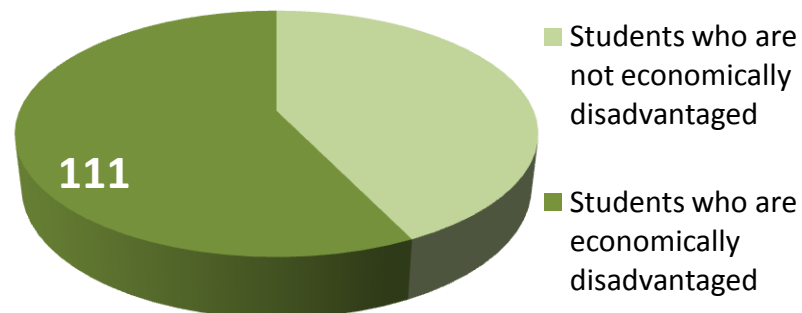
A CLOSER LOOK at the 194 secondary white students with at least 1 short term suspension



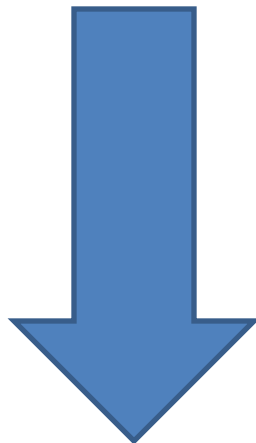
How many are students with disabilities?



How many are economically disadvantaged?



SUSPENSIONS **GOAL**

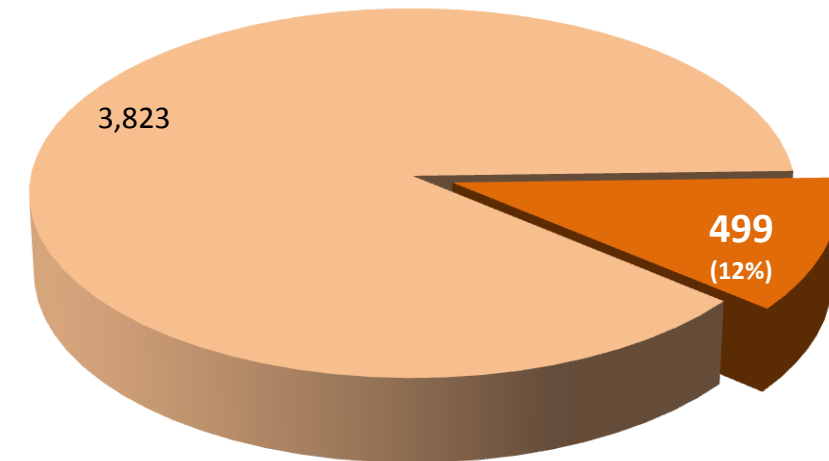


Decrease suspensions by 5 percent each year



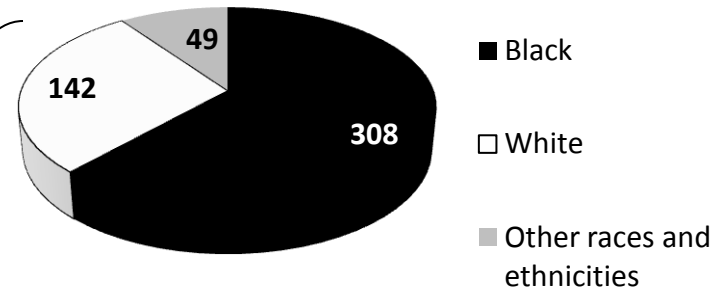
STUDENT ATTENDANCE

Total Elementary Students

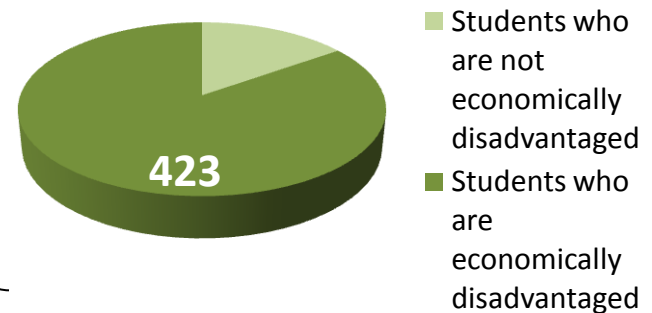


- Students with fewer than 7 unexcused absences
- Students with 7 or more unexcused absences

499 elementary students with 7 or more unexcused absences by race

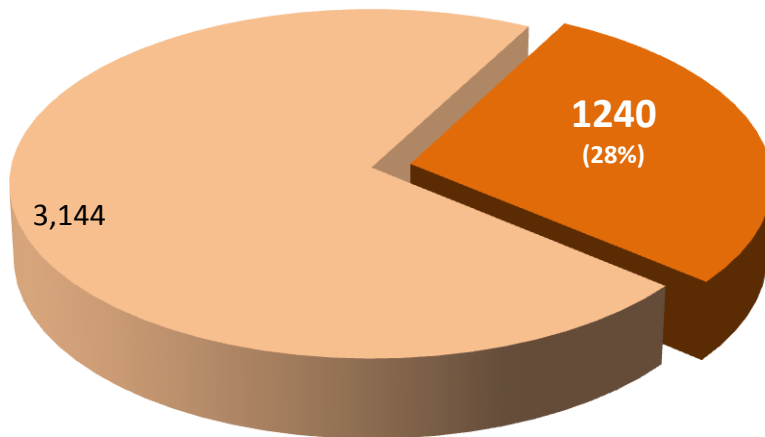


How many are economically disadvantaged?



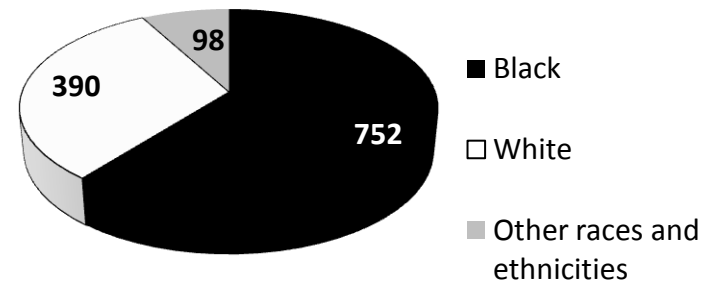
STUDENT ATTENDANCE

Total Secondary Students

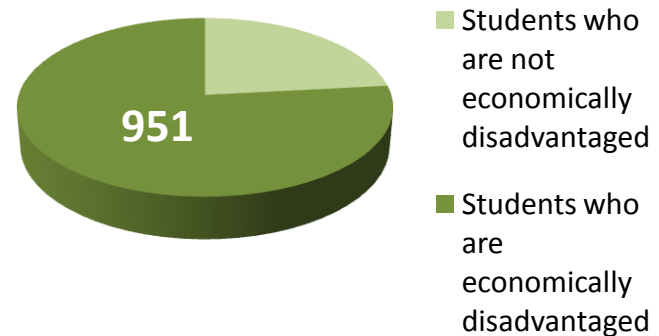


- Students with fewer than 7 unexcused absences
- Students with 7 or more unexcused absences

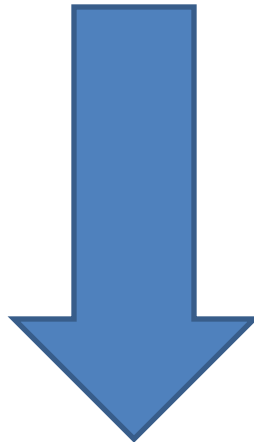
1,240 secondary students with 7 or more unexcused absences by race



How many are economically disadvantaged?



STUDENT ATTENDANCE **GOAL**



Reduce by 10 percent the number of students with 7 or more unexcused absences.

CHARACTER EDUCATION

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.

Kindness with courtesy and politeness

Responsibility with citizenship

Work Ethic with diligence and perseverance

Self-Discipline with self-control and patience

Honesty with integrity

Respect of authority and others



CULTURE

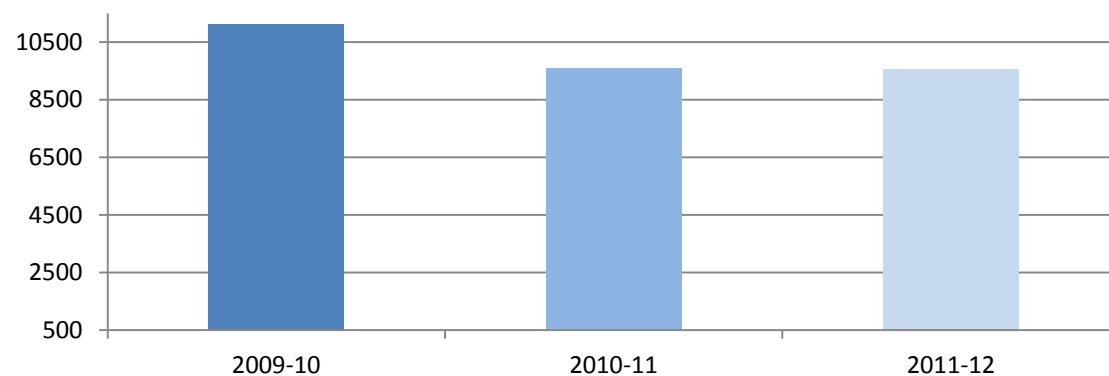
Indicators of Excellence

- Staff Attendance
- School Culture Survey
- Parent Involvement



STAFF ATTENDANCE

Staff Absences for past three years



GOAL



Reduce costs
associated by
staff absences.



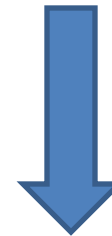
SCHOOL CULTURE SURVEY

Sample Questions

- Teachers are enthusiastic about helping all students.
- The community expects high academic achievement.
- Teachers encourage active student learning.
- New teachers are mentored and made to feel a part of the school community.



GOAL



Establish baseline data
through survey
administration in Fall 2012



PARENT INVOLVEMENT



MINUTES

5 minutes or more of reading to your child and/or conversation about school with your child every day.

HOURS

5 hours or more of volunteer service to your child's school each year.

DAYS

5 days or more of attendance at school events.

DOLLARS

5 dollars or more to school's PTO

CLASSES

5 classes or more of schooling beyond high school. A GED or high school diploma is encouraged of every parent, LCS has programs to help get one.

Division-Wide Indicators of Excellence

Operations and Personnel

OPERATIONS

Indicators of Excellence

- Facilities
- Technology
- Finance
- Nutrition

PERSONNEL

Indicators of Excellence

- Transportation
- Degree
- Professional Development Plan
- Turnover

Division-Wide Indicators of Excellence

Operations and Personnel



OPERATIONS

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, efficient, 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;
- providing staff with the information and training required to operate in a fiscal responsible manner; and
- providing meals to encourage students to make healthy food choices.

Division-Wide Indicators of Excellence

Operations and Personnel



PERSONNEL

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.