



SUPERINTENDENT ENTRY PLAN

Dr. Kristy N. Somerville-Midgette
Lynchburg City Schools

A TRADITION OF EXCELLENCE FOR ALL



LYNCHBURG CITY SCHOOLS

JULY 2025

PURPOSE

The purpose of this entry plan is to serve as a blueprint for the transition to the role of Division Superintendent.

PHASE 1: OBSERVE, LISTEN, AND LEARN (JULY-SEPTEMBER)

During this phase, I plan to observe, listen, and learn about Lynchburg City Schools. Engaging with school board members, students, faculty, staff, parents, and community members will help me understand the strengths, opportunities, and vision for the schools. Reviewing the strategic plan will be a key step in this phase to ensure alignment with the division's goals and objectives. I will also review qualitative and quantitative data in collaboration with key instructional leaders to determine strengths and opportunities for student academic achievement and success. Additionally, I will review key documents to understand the operational functioning and capacity of the school division, build relationships, and develop a positive presence in the schools and the broader community.

PHASE 2: ANALYZE, PLAN, REPORT, AND LEAD (OCTOBER-DECEMBER)

During this phase, I will analyze the data collected during Phase 1. This data and insights from the strategic plan will guide the development of a draft plan to enhance organizational and operational procedures, directly influencing student achievement and success. Once strengths and opportunities for growth are identified, a draft plan will be developed and reported to the school board. This process will facilitate increased communication with all stakeholders and encourage a positive presence in the community. We will begin strategic planning by establishing various employee or student groups in collaboration with the board and all stakeholders.

GOALS

Goal 1: Student Learning & Success

Goal 2: Board-Superintendent Partnership

Goal 3: Leadership Development & Support

Goal 4: Operational Efficiency & Structure

Goal 5: Community Engagement & Communication

Goal 1: Student Learning & Success

Student Learning and Success are at the forefront. It is important to gather information to make informed decisions that enhance strengths and opportunities.

Supporting Activities:

- Review and analyze data (qualitative and quantitative) to assess strengths and opportunities.
- Interview and engage key administrative and instructional staff.
- Meet with key instructional staff to understand the curriculum development and alignment process.
- Review teacher retention data.
- Review student attendance and discipline data.
- Observe classrooms with key instructional staff.
- Interview select student leaders.

Goal 2: Board-Superintendent Partnership

A strong, collaborative, and positive relationship between the school board and superintendent is essential for the advancement of the school division. Through collaboration and communication, the superintendent and school board will support student achievement and academic success.

Supporting Activities:

- Share and discuss the entry plan. Request feedback and guidance from the board.

- Hold individual meetings with the board to encourage open and honest dialogue.
- Develop and implement protocols for communication structures with the board.
- Establish expectations for communication between the board and superintendent.
- Establish a regular meeting time with the school board chair.
- Partner with the board chair to plan the board retreat with VSBA or another appropriate agency to facilitate the retreat.
- Establish a communication plan for handling division concerns and feedback.

Goal 3: Leadership Development & Support

Leadership Development and Support are essential for student success and building a strong school culture across the division.

Supporting Activities:

- Interview and engage central office and building-level administrators, supervisors, teacher leaders, and students.
- Identify organizational norms, culture, climate, and structure of the division-wide central office and individual buildings.
- Interview and engage building-level administration to determine key issues and main concerns.
- Identify roles and responsibilities of central office and building-level administration.
- Understand the supports needed for central office and building-level administration.
- Identify supports needed for teachers and students.
- Identify any division-wide concerns that may hinder academic achievement and success.

Goal 4: Operational Efficiency & Structure

Operational Efficiency and Structure are vital to the school division's overall performance and long-term sustainability.

Supporting Activities:

- Meet with key human resources staff to review the organizational chart, job descriptions, and responsibilities of instructional and operational staff.
- Meet with key finance staff to review the operational budget, processes, and the most recent financial audits.
- Meet with key maintenance staff to review capital improvement, facilities, and maintenance plans.
- Meet with key transportation staff to review transportation plans, bus routes, fuel plans, and related logistics.
- Meet with key school nutrition staff to review the child nutrition plan and budget.
- Meet with key technology staff to review the technology plan initiatives.
- Meet with key instructional staff to review academic, attendance, and enrollment data.
- Meet with key support staff to review compliance regulations, support plans, and student services needs.

Goal 5: Community Engagement & Communication

Community Engagement and Communication are critical to the effective functioning of the school division and student academic achievement and success.

Supporting Activities:

- Participate in key pre-existing meeting structures (Parent-Teacher Organizations, City Council, Lynchburg Regional Business Alliance, Rotary, Education Foundation, etc.).
- Collaborate and partner with the city council.
- Identify, interview, and engage key community leaders (faith-based organizations, local businesses, City Council, local law enforcement, etc.).
- Ride the bus routes and tour the city.
- Develop a relationship and communication plan with local news outlets.
- Join civic organizations.
- Review the current communication plan, practices, and protocols.
- Review and analyze the use of social media, technology, and print materials in communicating with the greater community.

KEY DOCUMENTS TO BE REVIEWED AND ANALYZED

- Bus routes and schedules
- Child nutrition plans
- Communication plan
- Contracts, service agreements
- Curriculum and instructional programs (alignment maps, programs, etc.)
- Current fiscal year operational budget (Expenditure/revenue projections, processes, and protocols)
- Discipline, Crime, and Violence Report
- Division-wide and school improvement plans
- Division-wide and school-based safety, security, and emergency plans
- Division-wide and school-based student achievement data (SOL, SAT, ACT, discipline, absenteeism)
- Federal programs (Title I, Title II, Title III, Title IV, Instructional improvement, 21st Century, Title V, Part B, 611 & 619 Grants, Carl D. Perkins)
- Legal proceedings, documentation regarding legal issues, invoices
- Operational and student activity funds audits for the current and past two fiscal years
- Personnel handbook(s)
- Professional development plans
- Salary schedules and pay scales
- School division policy manual
- State grants (LINK, CTE equipment, Mentor, National Board Certification, Middle School Math Teacher, and Security, etc.)
- Strategic and comprehensive plan
- Student Code of Conduct/Handbook
- Studies and/or reports conducted by outside agencies
- Technology plan (initiatives, devices, etc.)

KEY QUESTIONS

- What do you see as the biggest strengths of LCS?
- What challenges do you believe LCS is currently facing?
- What expanded opportunities or new ideas could help make LCS even stronger in the future?
- How can you best support student learning and success?
- How do other aspects of the Lynchburg community impact our schools and students?

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