

Updated 10/8/2014



VISION

A Tradition of Excellence
for All

MISSION

Every Child, By Name and By
Need, to Graduation

GOAL

Excellence in Achievement,
Behavior, Culture,
Operations and Personnel

Division-wide Indicators of Excellence

Excellence in
Achievement

Excellence in
Behavior

Excellence in
Culture

ACHIEVEMENT

Achievement Matrix

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

BEHAVIOR

Behavior Matrix

- Suspensions
- Student Attendance
- Character Education

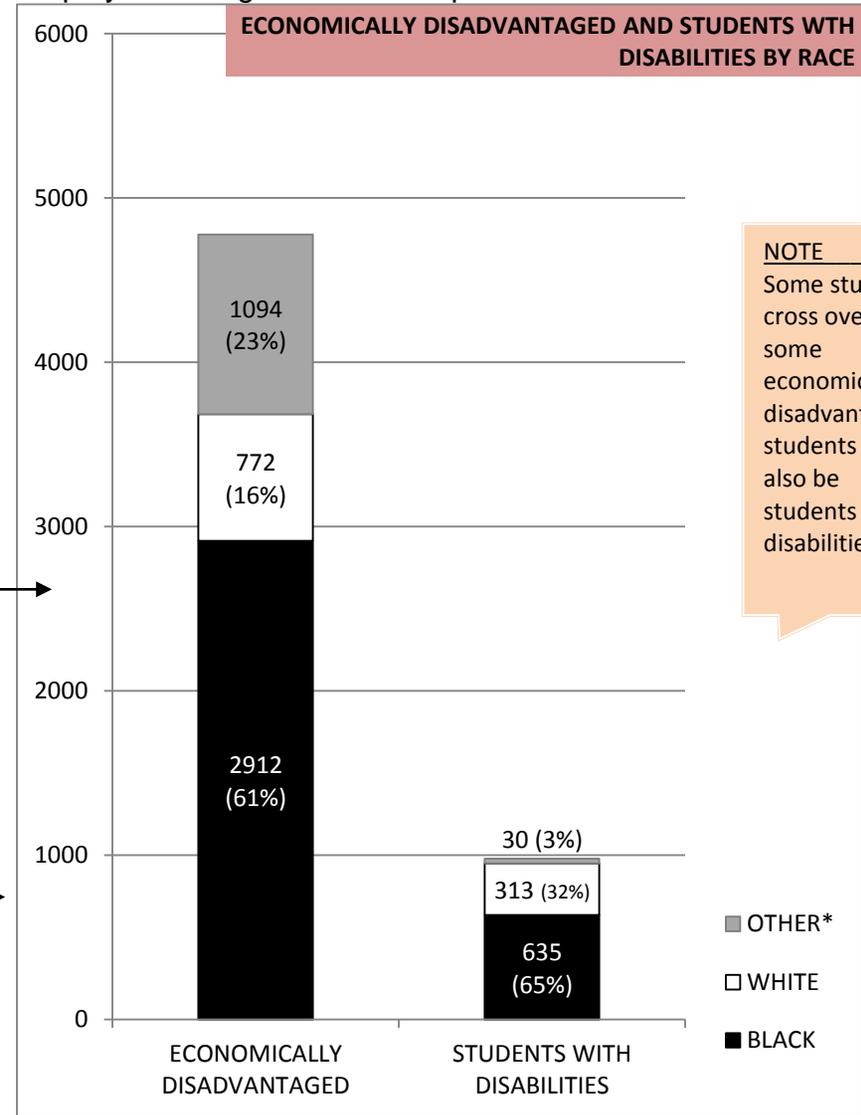
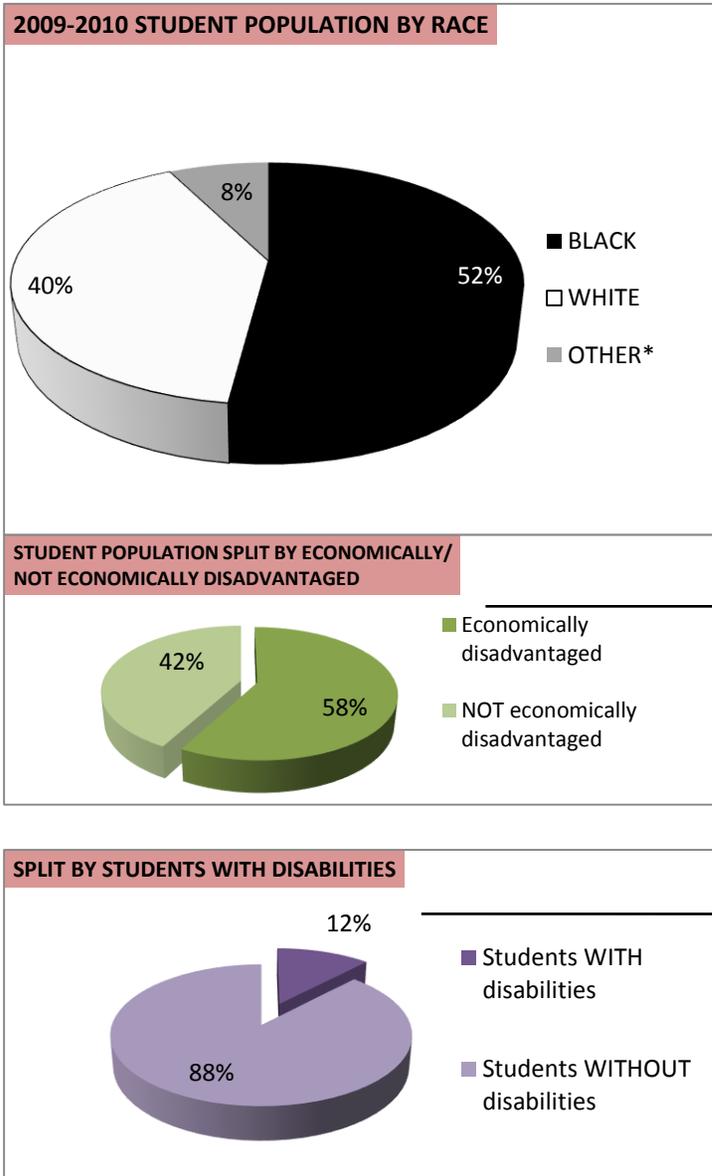
CULTURE

Culture Matrix

- Staff Attendance
- School Culture Survey
- Parental Involvement

INTRODUCTORY DATA: The following graphs (PAGES 3-7) will be a useful reference to better understand the impact of

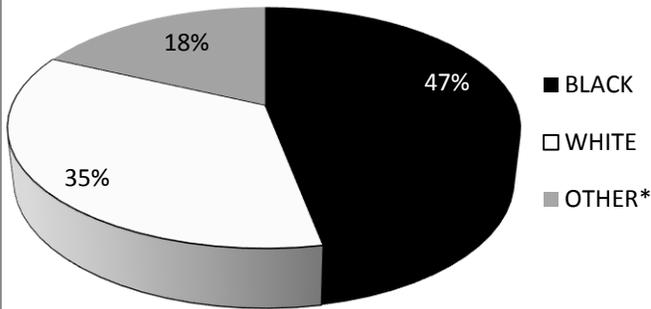
the data displayed throughout this Comprehensive Plan.



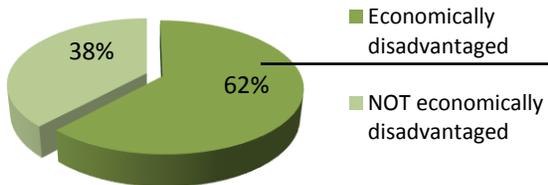
NOTE
Some students cross over (ie: some economically disadvantaged students may also be students with disabilities).

*Includes Asian, American Indian, Hispanic, Hawaiian, and Multi-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.

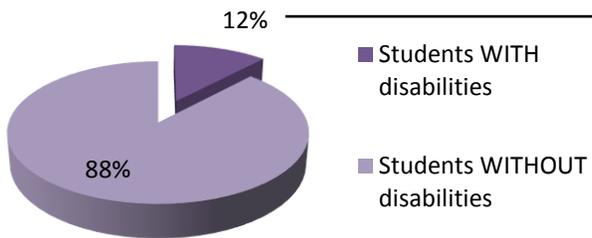
2010-2011 STUDENT POPULATION BY RACE



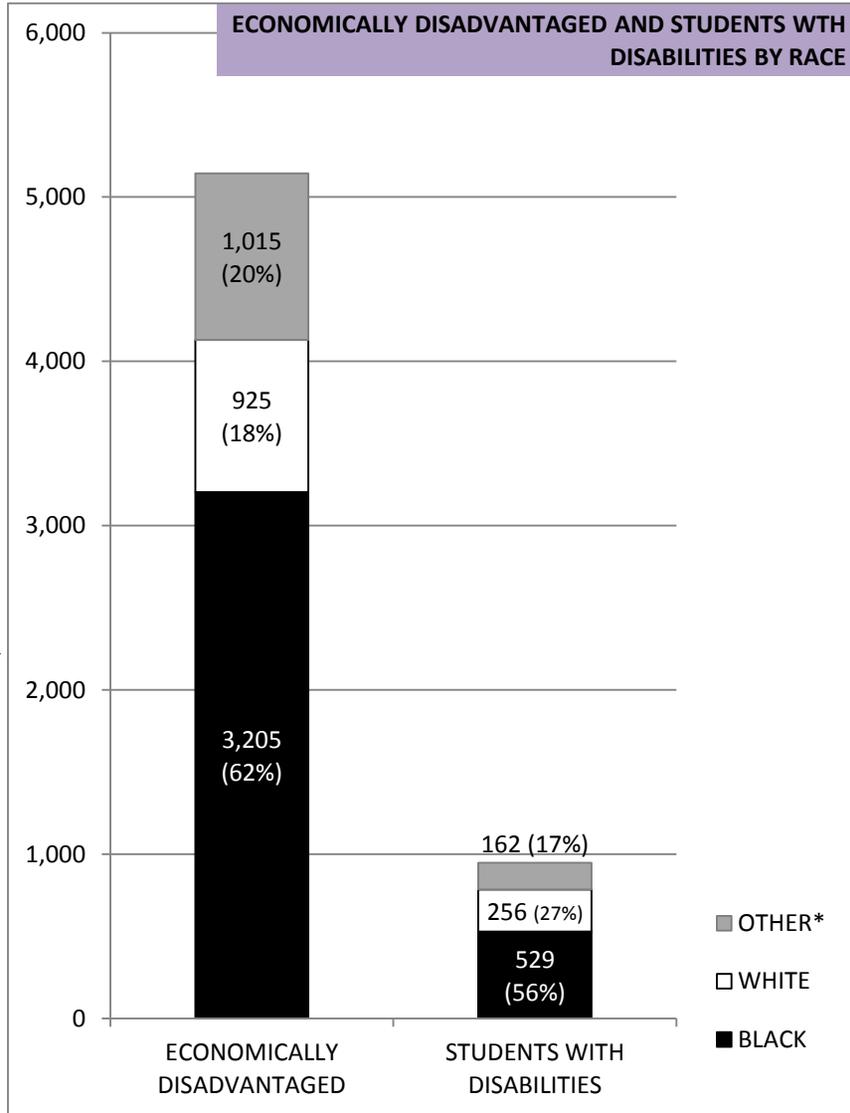
STUDENT POPULATION SPLIT BY ECONOMICALLY/ NOT ECONOMICALLY DISADVANTAGED



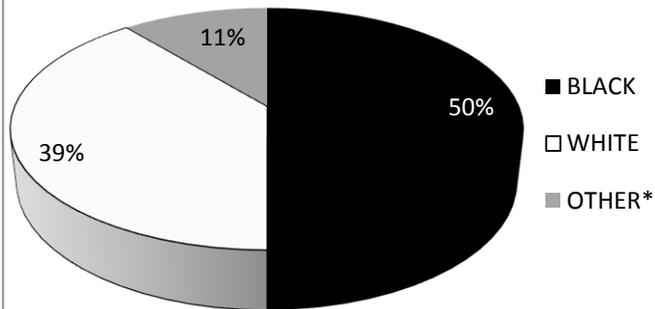
SPLIT BY STUDENTS WITH DISABILITIES



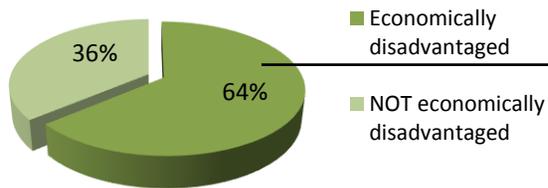
ECONOMICALLY DISADVANTAGED AND STUDENTS WITH DISABILITIES BY RACE



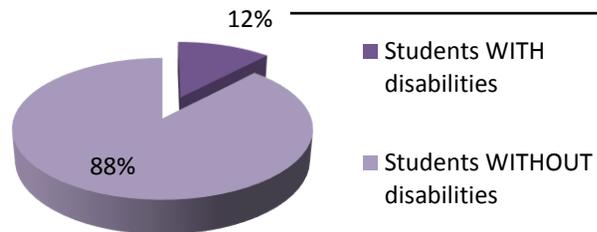
2011-2012 STUDENT POPULATION BY RACE



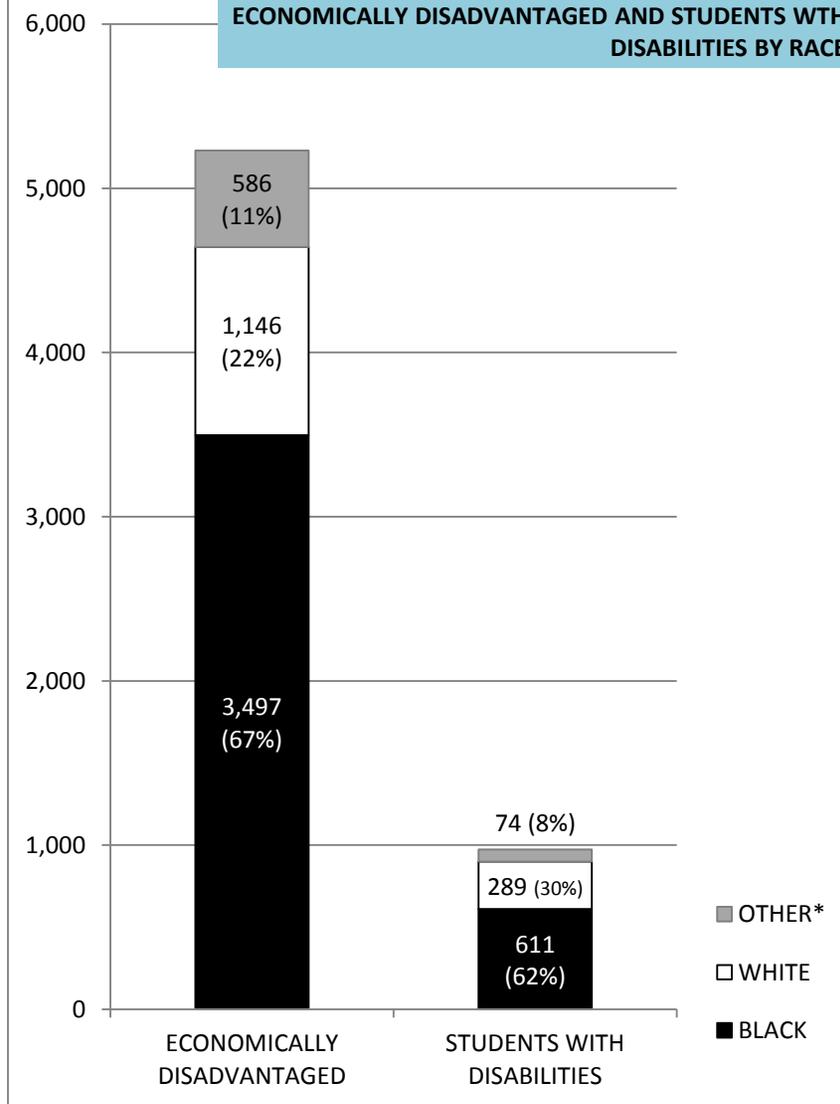
STUDENT POPULATION SPLIT BY ECONOMICALLY/ NOT ECONOMICALLY DISADVANTAGED

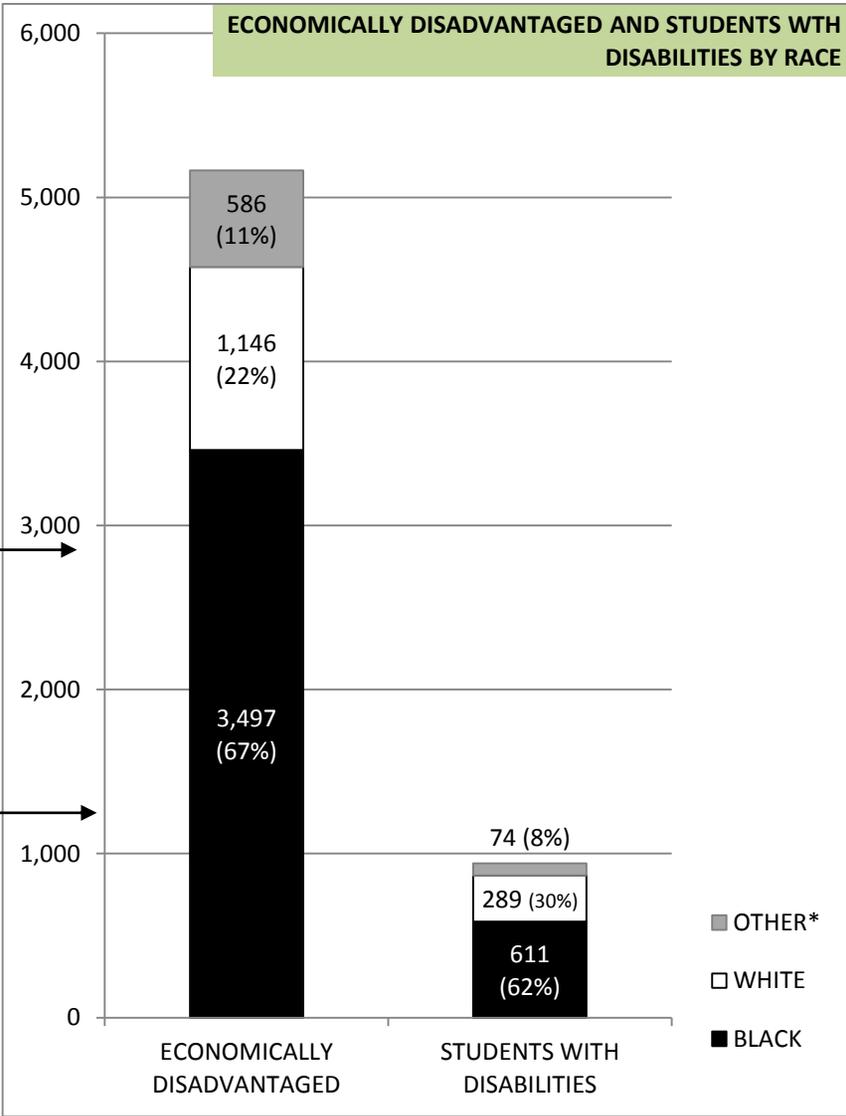
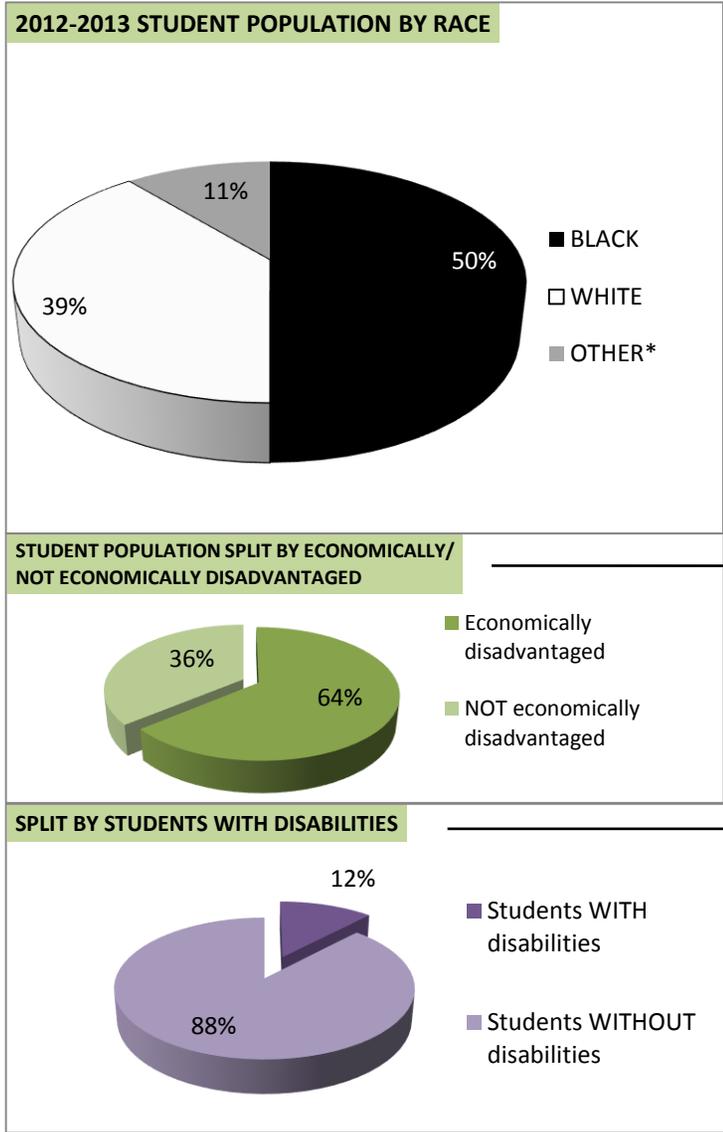


SPLIT BY STUDENTS WITH DISABILITIES



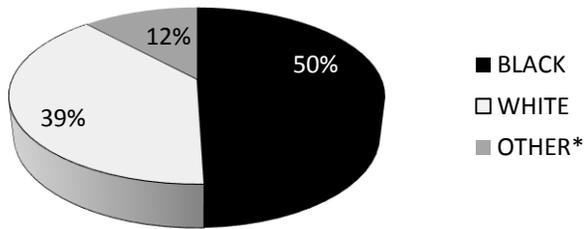
ECONOMICALLY DISADVANTAGED AND STUDENTS WITH DISABILITIES BY RACE



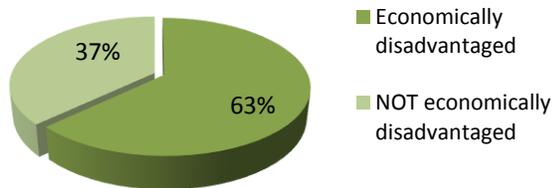


Percent change from 2012-13 end of year student count to 2013-14 count is 1%.

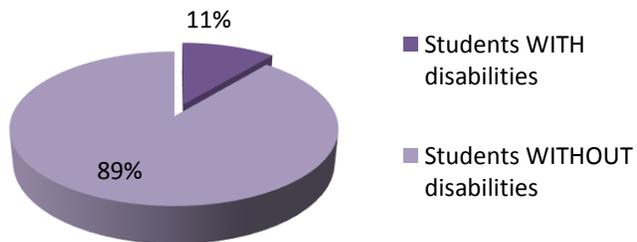
2013-14 STUDENT POPULATION BY RACE



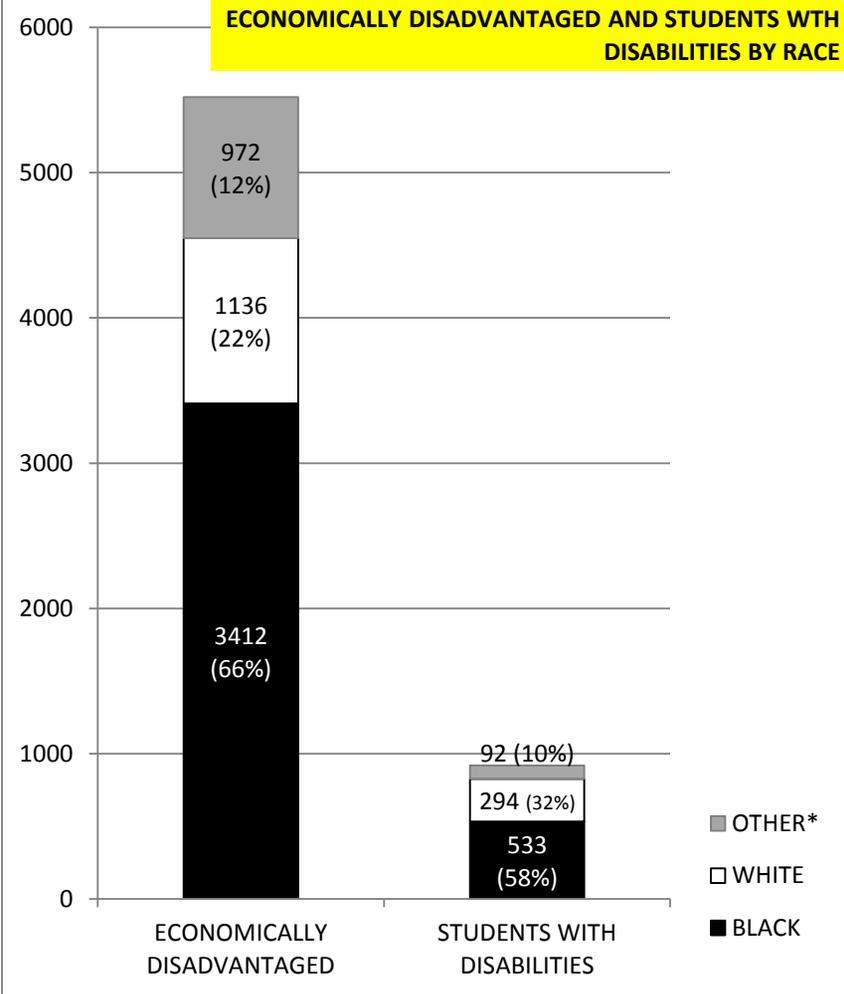
STUDENT POPULATION SPLIT BY ECONOMICALLY/ NOT ECONOMICALLY DISADVANTAGED



SPLIT BY STUDENTS WITH DISABILITIES



ECONOMICALLY DISADVANTAGED AND STUDENTS WITH DISABILITIES BY RACE





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)
- 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

VISION: Tradition of Excellence for All

MISSION: Every Child, By Name and By Need, to graduation

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.

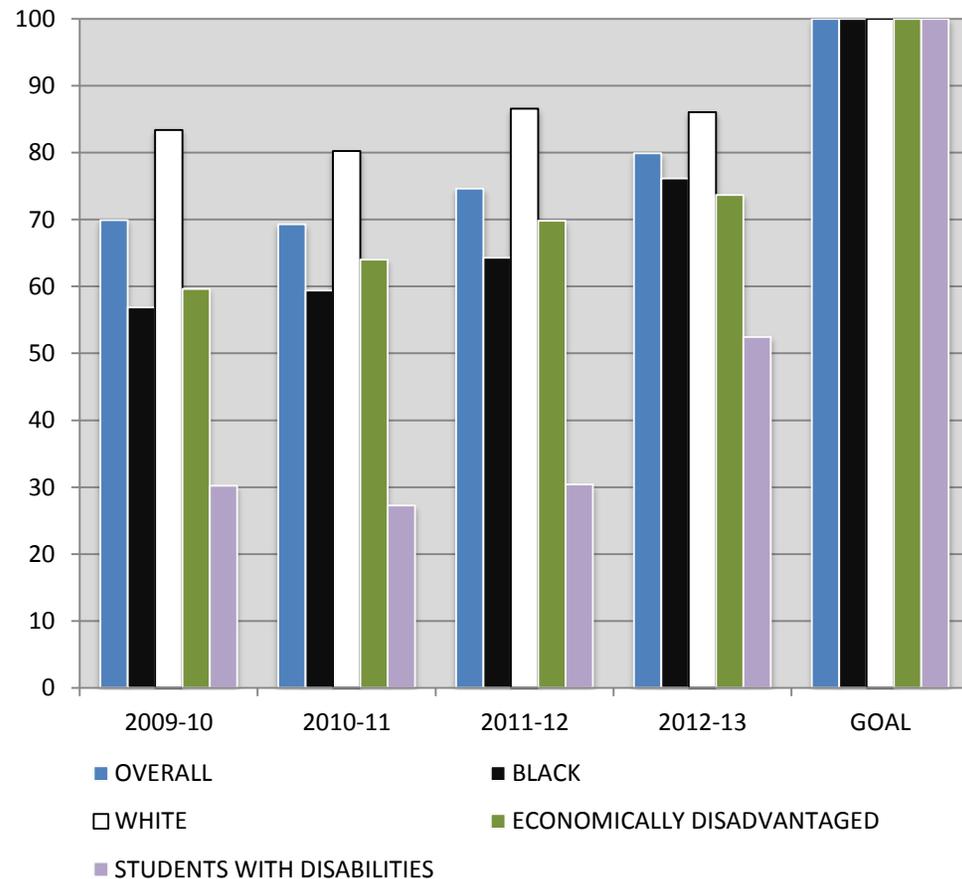
20.93% decrease in percentage of students not graduating on time.

GOAL MET

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



* **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.

STRATEGY	EVALUATION/EVIDENCE OF COMPLETION	RESPONSIBILITY
<p>1. Utilize credit recovery courses and Project Graduation courses to maximize the opportunity for all students to earn their high school diploma. MODIFIED : Include a review of things like Lunch and Learn in order to develop a schedule that is more conducive to intervention</p>	<p>Documentation of number of students who complete recovery courses</p>	<p>Directors of Counseling at both high schools Director of Instruction Director of School Improvement</p>
<p>2. Expand online course programs for high school students and alternative education program.</p>	<p>Number of students taking online courses</p>	<p>Director of Student Services Director of Instruction</p>
<p>3. Evaluate e2020 online program. MODIFIED : Include WHRO courses in Math and English. E2020 changed name to Edgenuity.</p>	<p>Evaluation report to school board by Spring 2013 MODIFIED : Number of students graduating who accessed online courses.</p>	<p>Director of Student Services Director of Instruction</p>
<p>4. Revise transition programs in grades 6 and 9. MODIFIED : Look at assigning mentors to specific students identified as being at-risk at the end of their eighth-grade year.</p>	<p>Middle and high schools collaborate to develop a handbook for best practices for summer transition programs. COMPLETED</p>	<p>Secondary Principals Director of Instruction</p>
<p>5. Implement all components of the ASCA Model of school counseling to better provide academic and social support for students. MODIFIED: See back pages.</p>	<p>ASCA training to be implemented this fall</p>	<p>Superintendent Director of Testing</p>
<p>6. Counselors from secondary schools work with Central Office staff to clarify ways to calculate graduation rate and which numbers to share and publicize during certain circumstances.</p>	<p>Table that presents the different graduation indicators in a clear manner</p>	<p>Director of Guidance, Testing and Gifted Guidance Directors High School principals</p>

<p>7. Monitor the graduation rate for students who complete Career Technical Education programs</p>	<p>Table that shows graduation rate for seniors who complete a career tech program</p>	<p>Supervisor of Instruction for Career Tech</p>
<p>8. Utilize an early warning system to identify students at risk for failure and dropping out; identified students are provided appropriate interventions. MODIFIED : Explore sustainable funding sources for transition programs. Implement best practices for summer transition program. Track and report performance of students in these programs. Identify number of ninth graders not accumulating enough credits to be classified as 10th graders.</p>	<p>Increase in number of ninth graders to earn enough credits to be classified as a 10th grader MODIFIED : 2014-15 budget Grades Cohort of ninth graders lacking credits for promotion</p>	<p>Assistant Superintendent of C&I Director of Instruction Secondary Principals</p>
<p>9. 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>10. 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 a GED program for students who may be eligible but do not meet the age requirement</p>	<p>Director of Student Services High school principals Supervisor of Alternative Education</p>
<p>11. Improve transition from alternative education placements back into base school. NOTE: After combining schools, look at data for 2013-14.</p>	<p>Track attendance, behavior and grades for returning students</p>	<p>Supervisor of Alternative Education Transition Specialist Director of Student Services</p>

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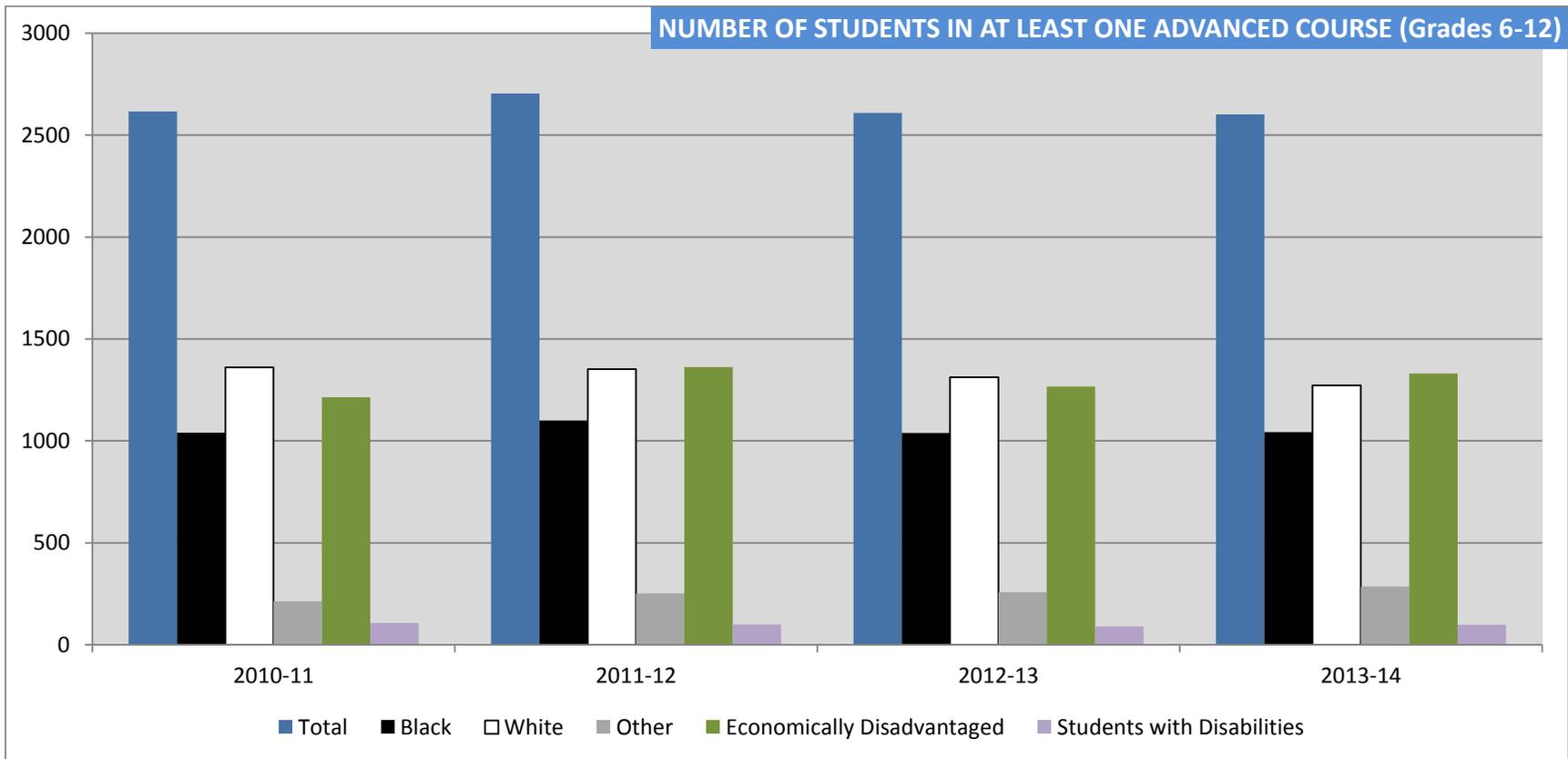
Note: Developing a mechanism for tracking Accelerated Math. Data will be compiled for 2013-2014 school year.

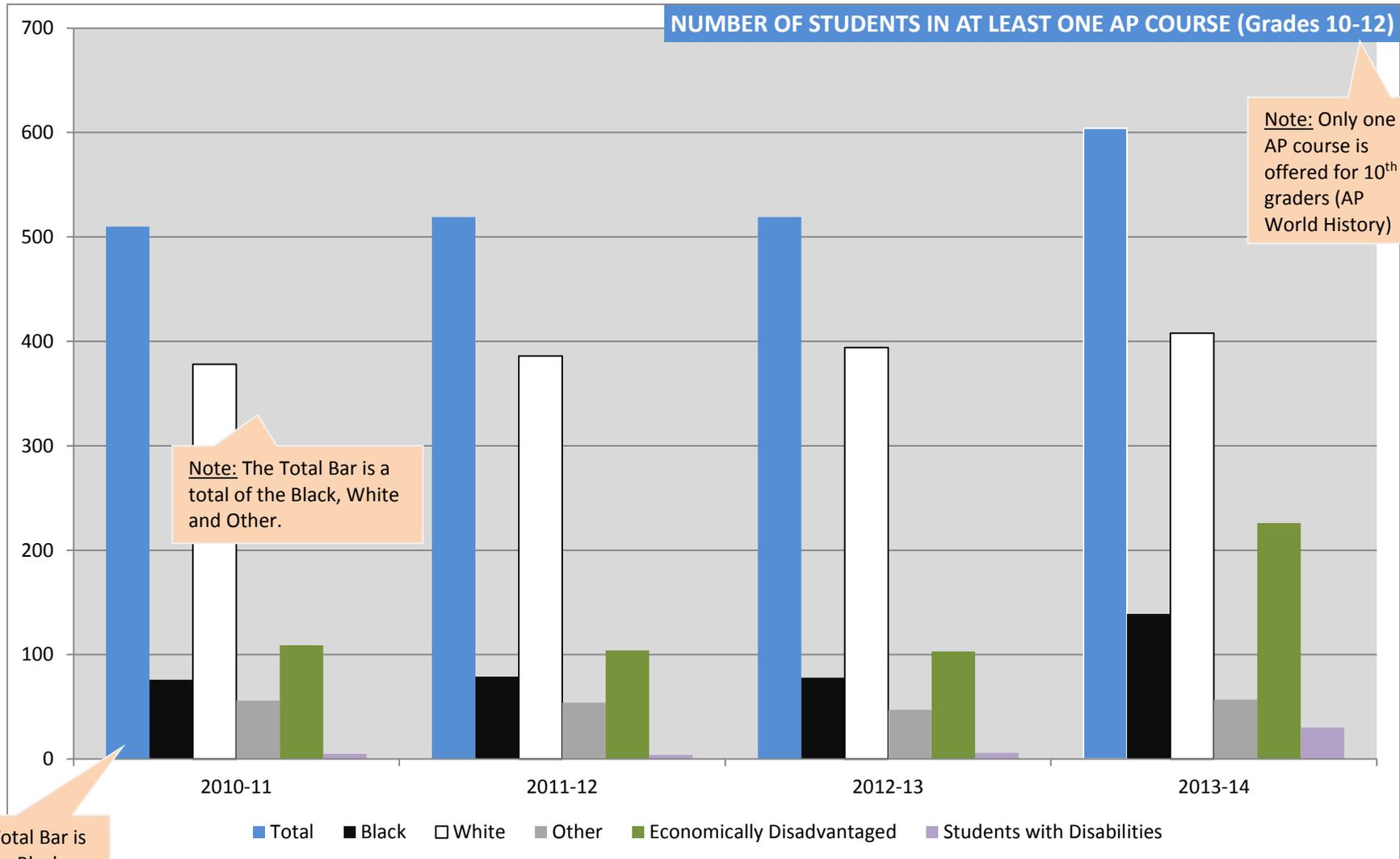
GOAL: Increase by 10% each year the number of students taking at least one Advanced, AP, Accelerated Math or Dual Enrollment Class.

ADVANCED: 4% increase in number of students taking at least one Advanced Class. **GOAL NOT MET**

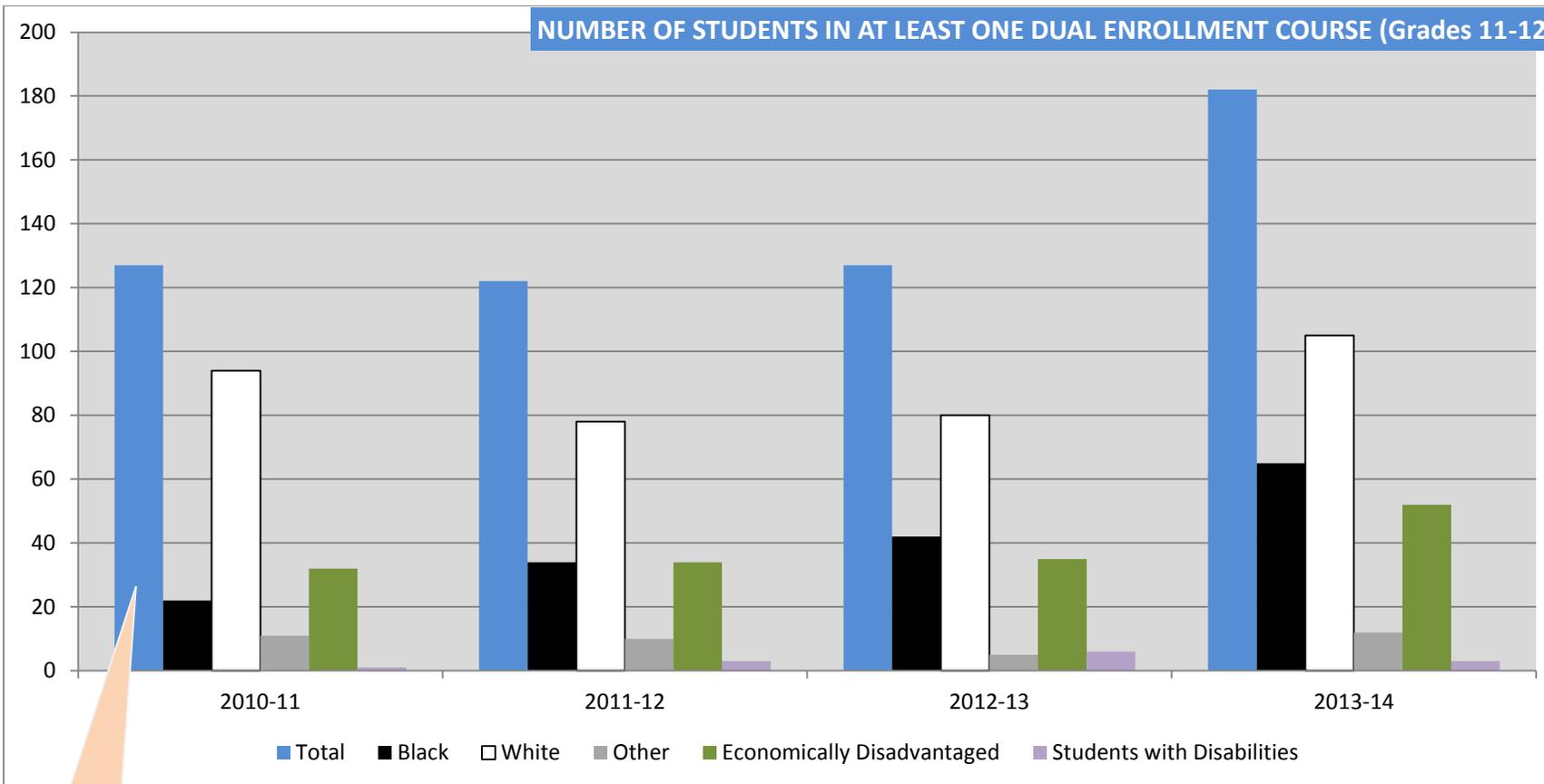
AP: 22% increase in number of students taking at least one AP Class. **GOAL MET**

DUAL ENROLLMENT: 60% increase in number of students taking at least one Dual Enrollment Class. **GOAL MET**





NUMBER OF STUDENTS IN AT LEAST ONE DUAL ENROLLMENT COURSE (Grades 11-12)



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

STRATEGY	EVALUATION/EVIDENCE OF COMPLETION	RESPONSIBILITY
<p>1. Continue to expand enrollment in the Advanced Placement and Dual Enrollment offerings.</p>	<p>Master schedule review</p>	<p>Principals, Elementary, Middle and High Coordinator of Equity and Accountability</p>
<p>2. To review and revise the grouping policy to determine best instructional practices for student acceleration. POSTPONED: See back pages.</p>	<p>Do a grouping policy review in the spring and present this to the board</p>	<p>Superintendent</p>
<p>3. Explore and determine programs that hold greatest promise to push students toward advanced/accelerated courses and present these division-wide. MODIFIED and POSTPONED (strikethroughs): Explore and determine programs that hold greatest promise to push students toward advanced/accelerated courses and present these division-wide.</p>	<p>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 MODIFIED: Students performing above grade level based on formal and informal assessment data 2013-2014 look at programs of greatest promise and report at the end of the year</p>	<p>Director of Testing, Counseling and Gifted Director of Instruction Director of School Improvement</p>
<p>4. To explore strategies to identify positions that will maximize academic acceleration. COMPLETED</p>	<p>2013-2014 budget proposal COMPLETED</p>	<p>Superintendent Chief Financial Officer</p>
<p>5. Students successfully completing a summer PETAL program will be placed in advanced and accelerated courses. MODIFIED: See back pages.</p>	<p>Review test scores of PETAL students</p>	<p>Coordinator of Equity and Accountability</p>

<p>6. Close the gap between whites, blacks, and economically disadvantaged students by increasing the number of Gap Group students enrolled in AP, dual enrollment and advanced courses</p>	<p>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>MODIFIED: Gap Group enrollment in AP, Dual Enrollment, Advanced Courses.</p>	<p>Coordinator for Equity and Accountability Principals Director of Instruction</p>
<p>7. Explore the option to offer more classes for high school credit at the middle school level.</p> <p>POSTPONED: See back pages.</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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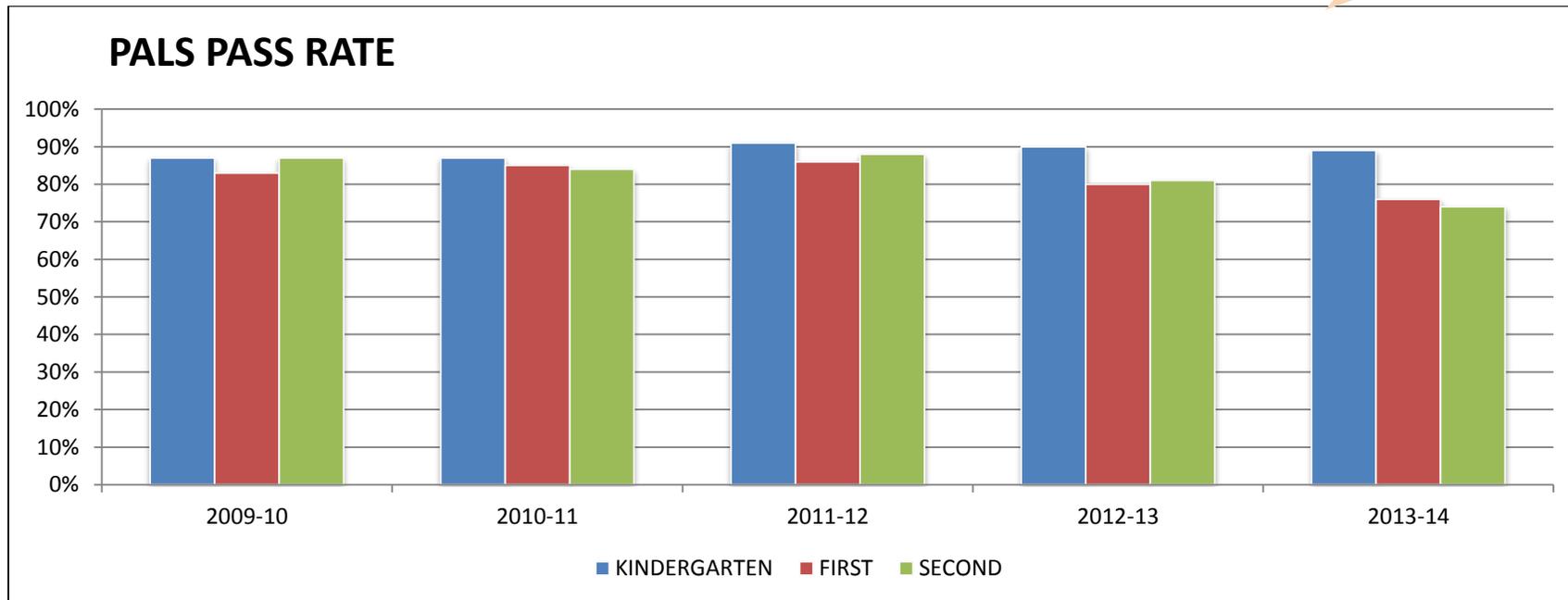
GOAL: By the end of second grade, reduce the failure rate on the PALS by 10% each year and decrease by 10% each year the failure rates on the SOL reading assessments.

58% increase in the failure rate in PALS by the end of second grade.*

GOAL NOT MET

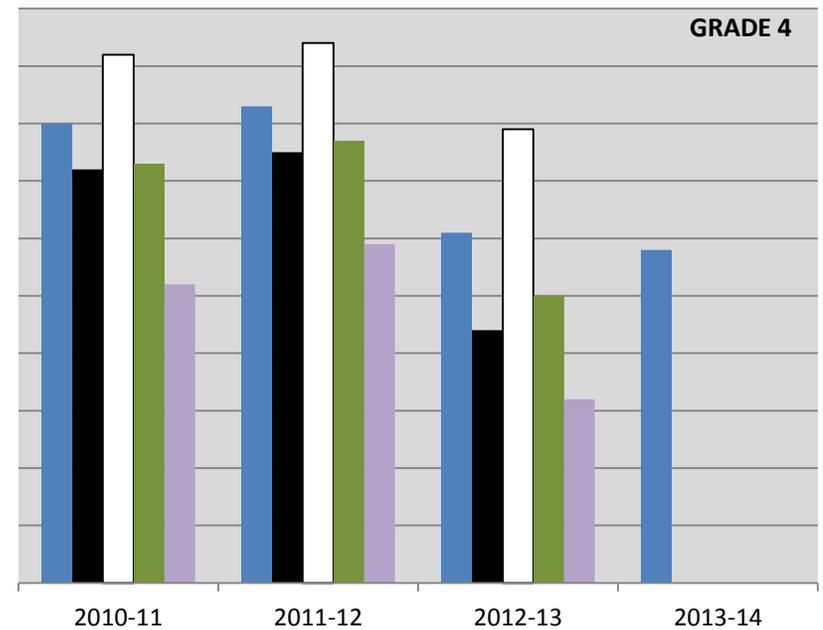
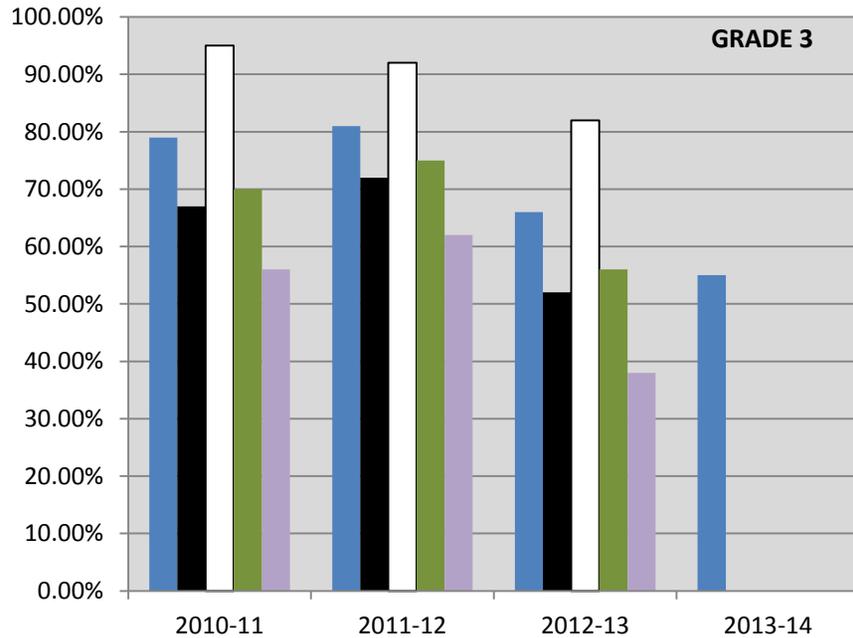
SOL data available from state in Fall 2013

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.

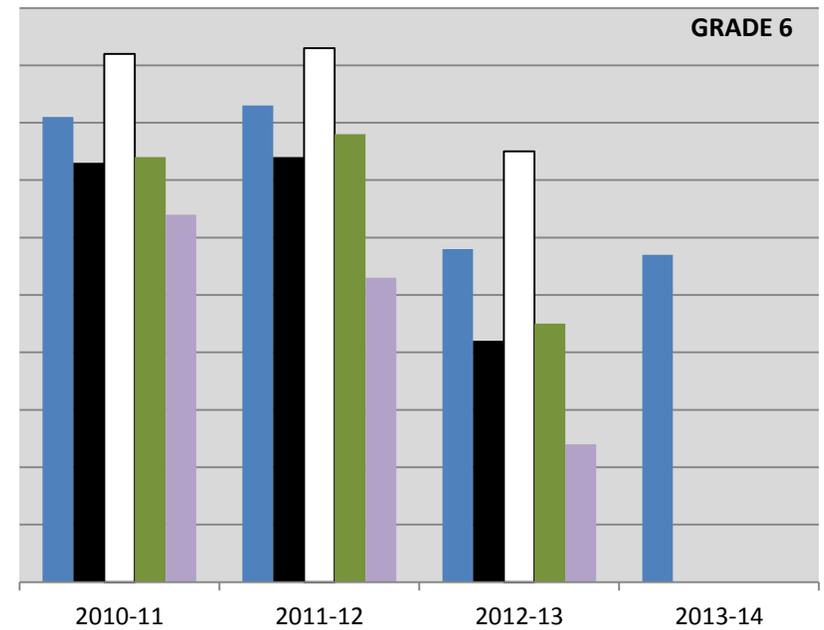
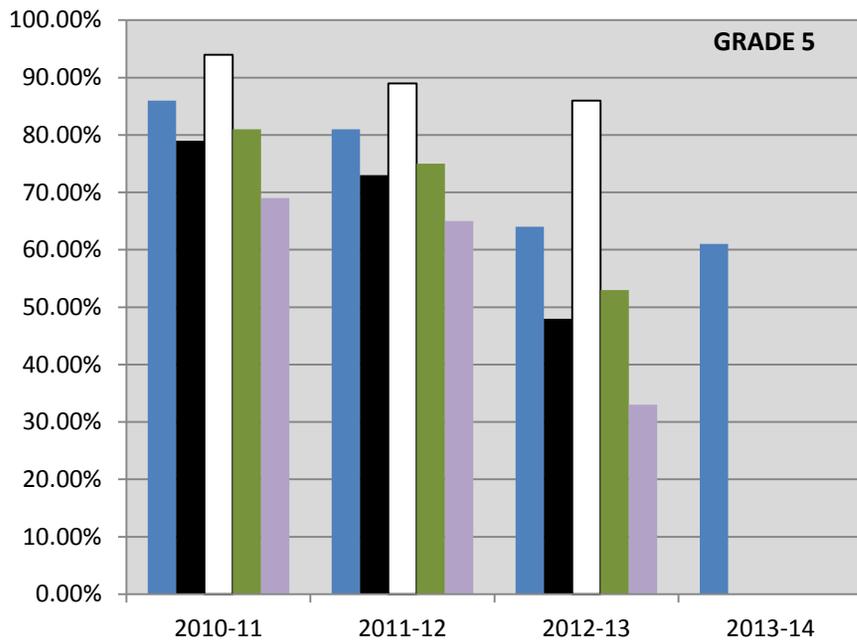


*This number is calculated from the percent change based on a 7 % change in students who failed to pass the PALS in second grade (12% in 2011-12 and 19% in 2012-13).

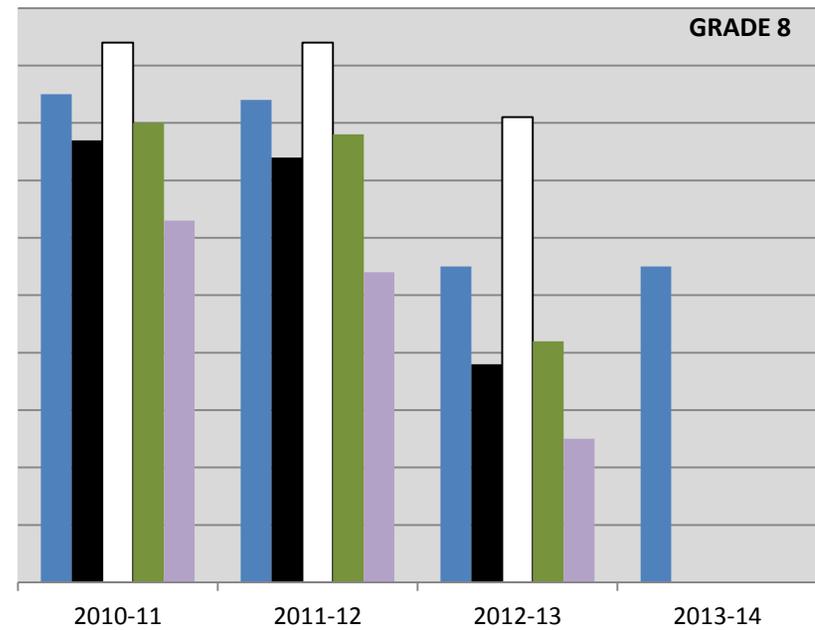
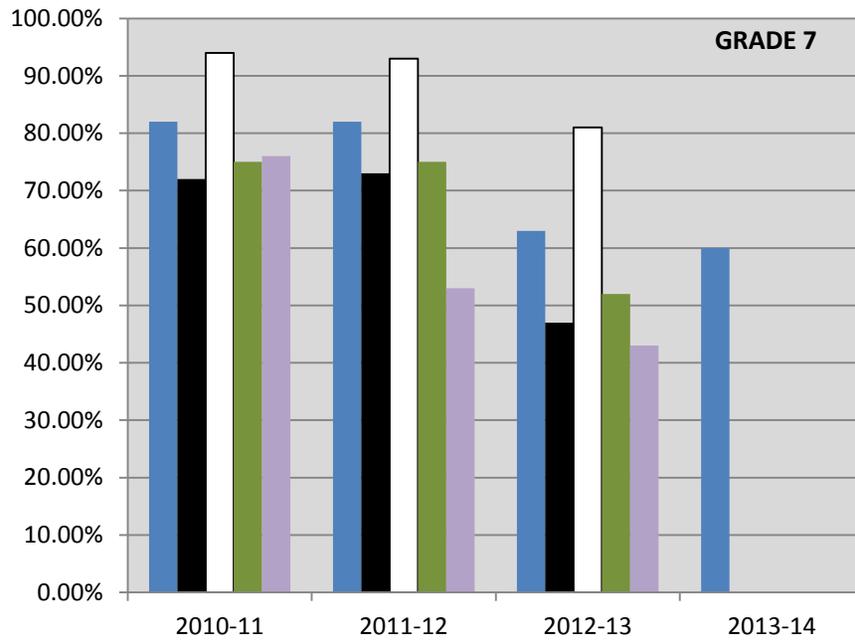
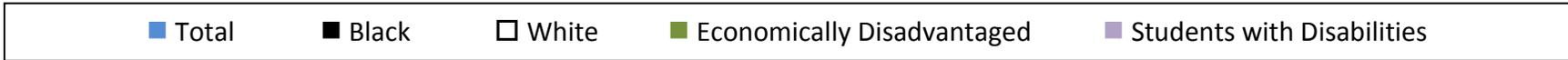
SOL READING PASS RATE



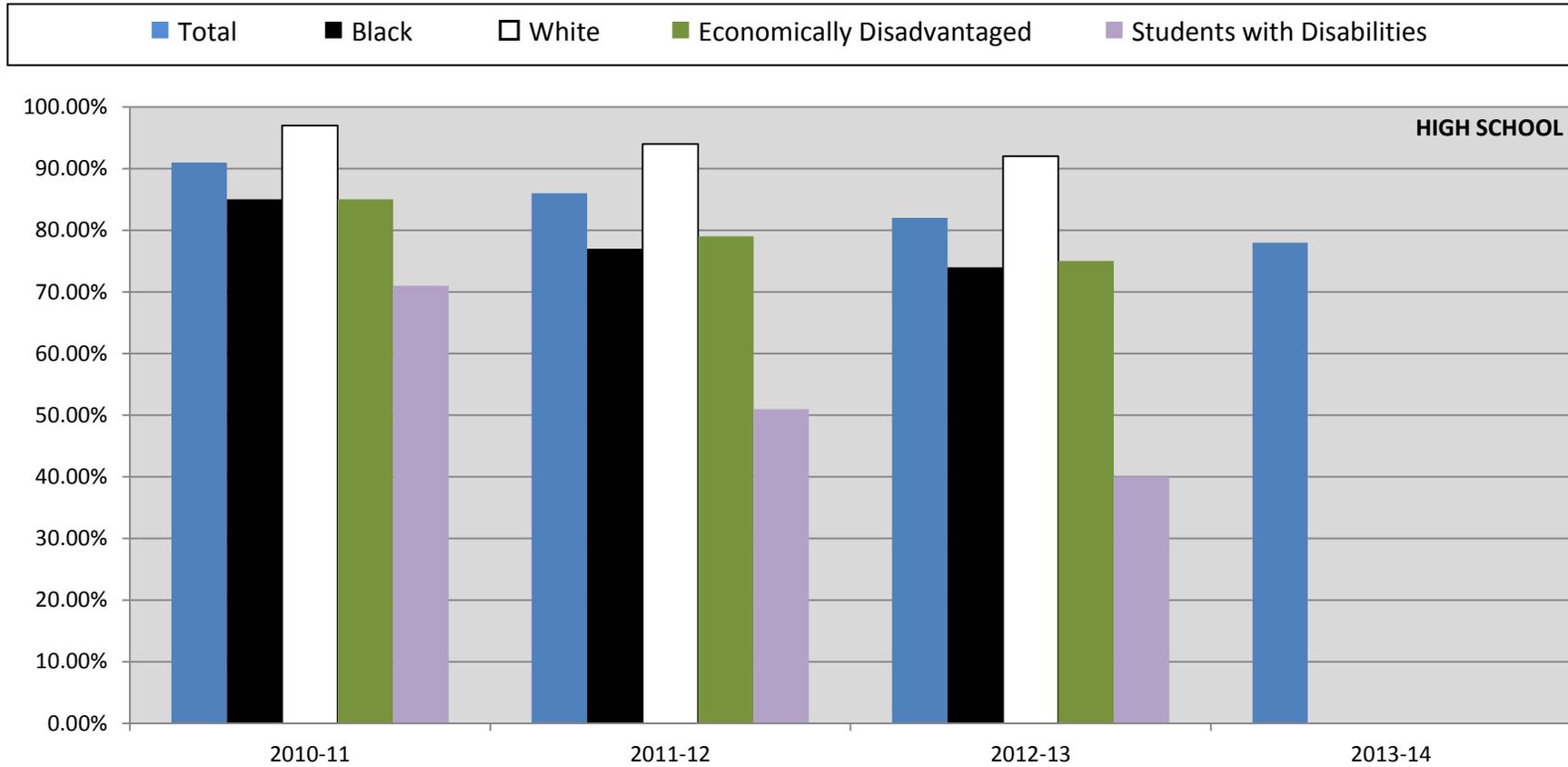
SOL READING PASS RATE (continued)



SOL READING PASS RATE (continued)



SOL READING RESULTS (continued)

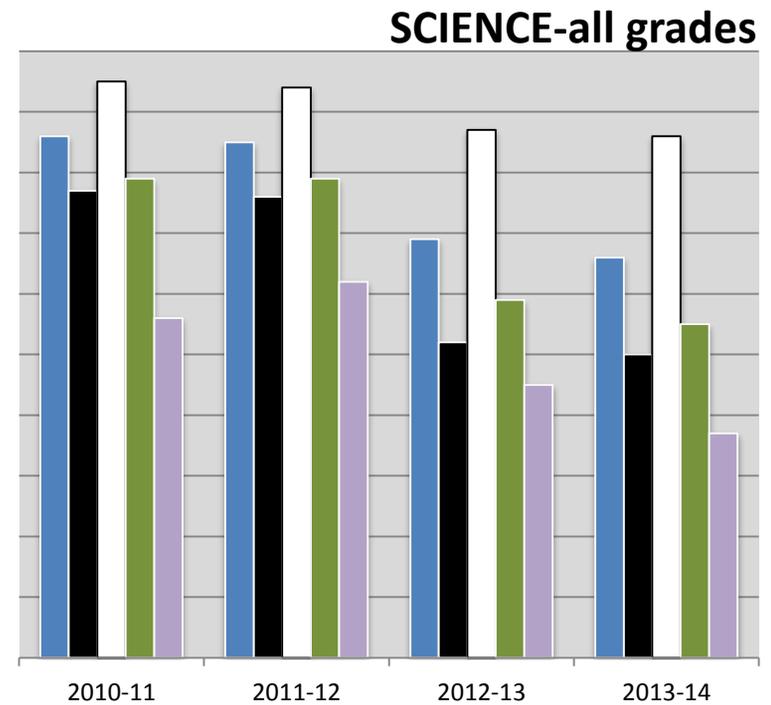
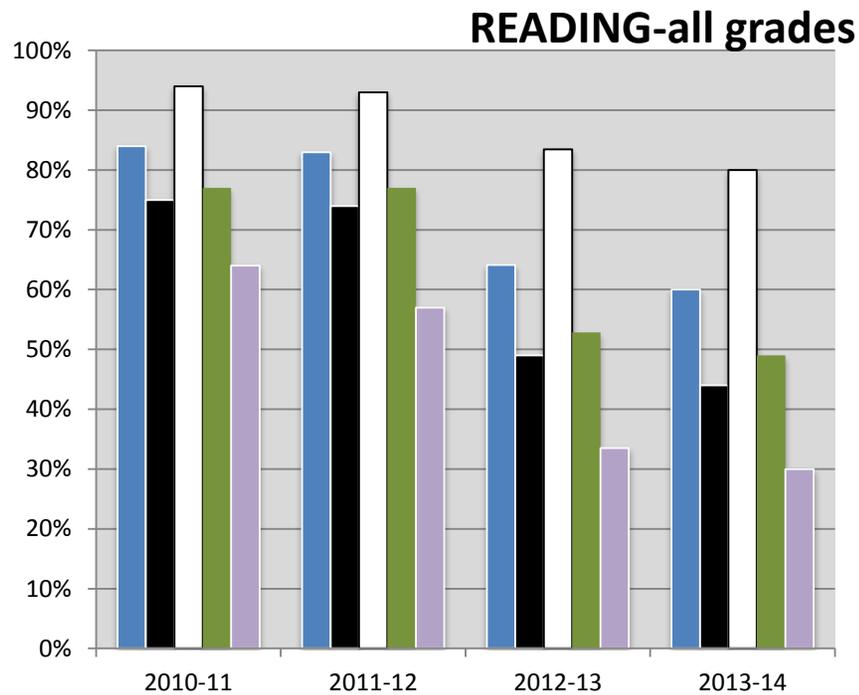


STRATEGY	EVALUATION/EVIDENCE OF COMPLETION	RESPONSIBILITY
<p>1. Explore and determine assessments that hold greatest promise to accurately identify students' reading proficiency. MODIFY: Include the use of I-Ready as a diagnostic Instrument</p>	<p>Listing of potential reading assessments, PK-12</p>	<p>Director of Instruction Director of School Improvement Lead Academic Coaches</p>
<p>2. Continued implementation of Benchmark Guided Reading, K-5.</p>	<p>Principal and superintendent observation of small group guided reading instruction, running records review, nine weeks assessments</p>	<p>Central Office Administrators Building Principals Instructional Specialists for Reading</p>
<p>3. Utilize PALS Quick Checks to monitor the progress of identified students in K-3. MODIFY: Lead coaches train those unfamiliar with PALS in the implementation of Quick Checks</p>	<p>Review of Quick Checks documentation</p>	<p>Building Principals Classroom Teachers Lead Academic Coaches</p>
<p>4. Implement Leveled Literacy Intervention as a Tier II strategy for identified K-3 students in Title I. MODIFIED: LLI to include training for special education teachers at each elementary school. Explore options for providing interventions to a greater number of targeted students.</p>	<p>Title I Teacher schedules and end-of-year monitoring forms</p>	<p>Director of Instruction Director of School Improvement Principals Title I Teachers</p>
<p>5. Implement scheduling guidelines in all elementary schools that ensure an uninterrupted block of time for reading/language arts instruction.</p>	<p>Schedules submitted by elementary principals prior to the beginning of school. Observations of schedule implementation.</p>	<p>Superintendent Building Principals</p>

<p>6. Conduct K-5 reading textbook adoption during 2012-2013. COMPLETED and MODIFIED: Implement adoption during 2013-14.</p>	<p>Board action on textbook adoption in March 2013.</p>	<p>Director of Instruction</p>
<p>7. Create an SOL 12 focus class for students who score below proficient on the 11th grade SOL Reading Assessment. COMPLETED and plan to continue</p>	<p>High School Program of Studies and High School Master Schedules 2012-2013 SOL pass rates</p>	<p>Assistant Superintendent for Curriculum and Instruction Director of Instruction 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. MODIFIED: Use I-Ready and interactive achievement assessments</p>	<p>New division assessments 2012-2013 SOL pass rates</p>	<p>Assistant Superintendent for Curriculum and Instruction Director of Instruction</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. POSTPONED: See pages 95-97</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. POSTPONED: See pages 95-97</p>	<p>Report to school board by spring</p>	<p>Director of Elementary Education</p>

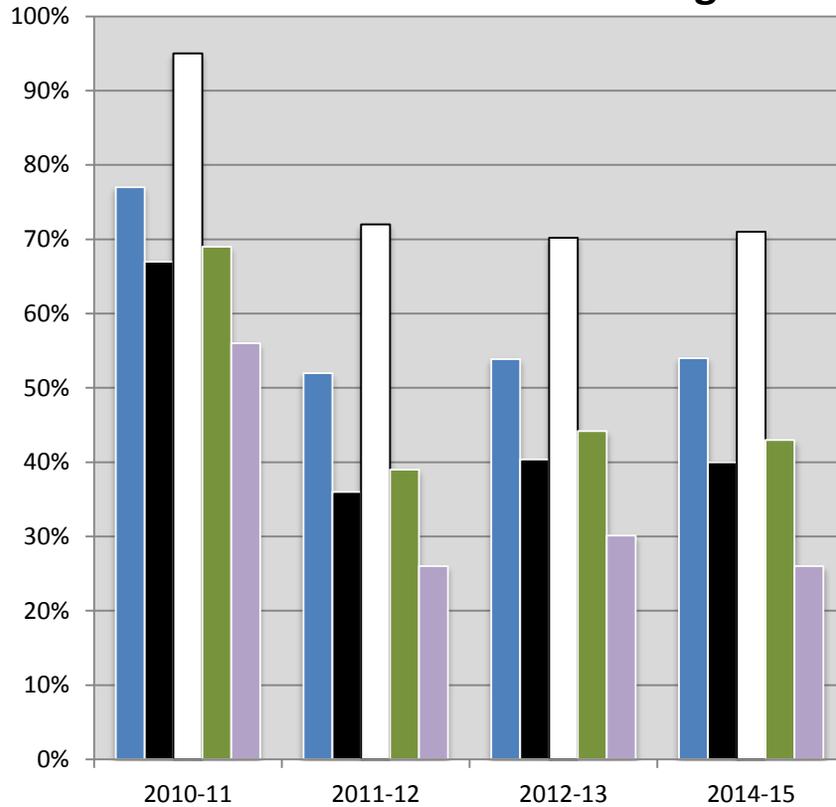
VISION: Tradition of Excellence for All **MISSION:** Every child by name and by need to graduation

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

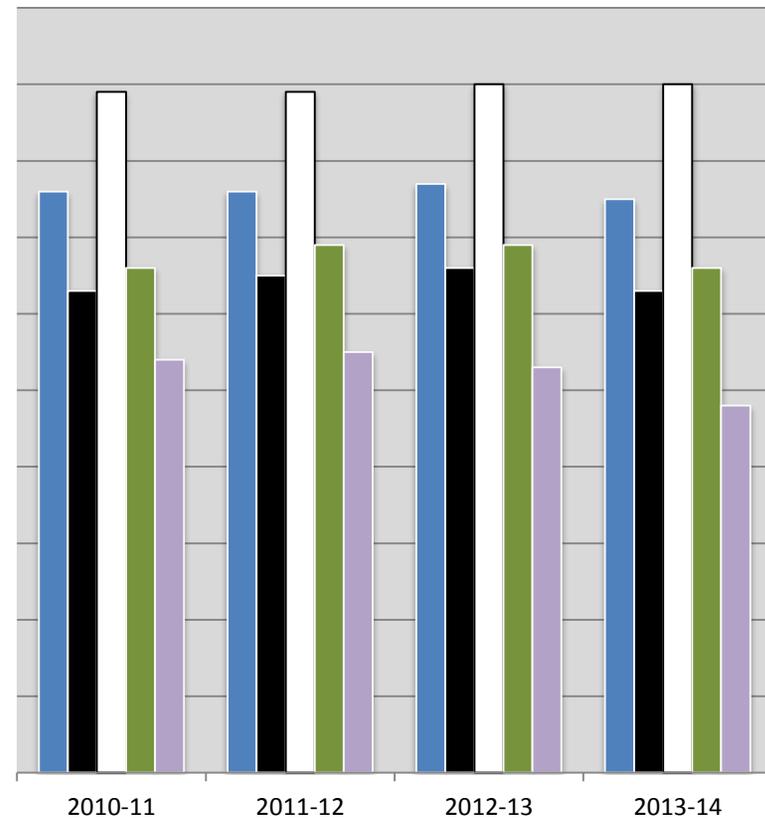




MATH-all grades



SOCIAL STUDIES-all grades



STRATEGY	EVALUATION/EVIDENCE OF COMPLETION	RESPONSIBILITY
<p>1. All schools will develop a school improvement plan using Indistar. MODIFIED: See back pages.</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>MODIFIED : Plans will be presented to the school board in Fall 2013</p>	<p>Assistant Superintendent for Curriculum and Instruction Director of Instruction Director of School Improvement Building Principals</p>
<p>2. A data dashboard will be developed that is available to principals and school improvement teams. MODIFIED: See back pages.</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. MODIFIED: See back pages.</p>	<p>Inclusion of formative assessments in subject area pacing guides</p>	<p>Academic Coaches Pacing Guide Teams</p>
<p>4. Develop pacing guides for all SOL tested content areas, K-12. MODIFIED: See back pages.</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 Instruction Director of School Improvement Academic Coaches Pacing Guide Teams Lead Secondary Teachers</p>
<p>5. To address math achievement, implement MIND Research and First in Math at all elementary schools. COMPLETED—will continue</p>	<p>First in Math will be implemented by September 1, 2012. Mind Research will be implemented by October 19, 2012. COMPLETED</p>	<p>Director of Instruction Director of School Improvement Elementary Principals</p>

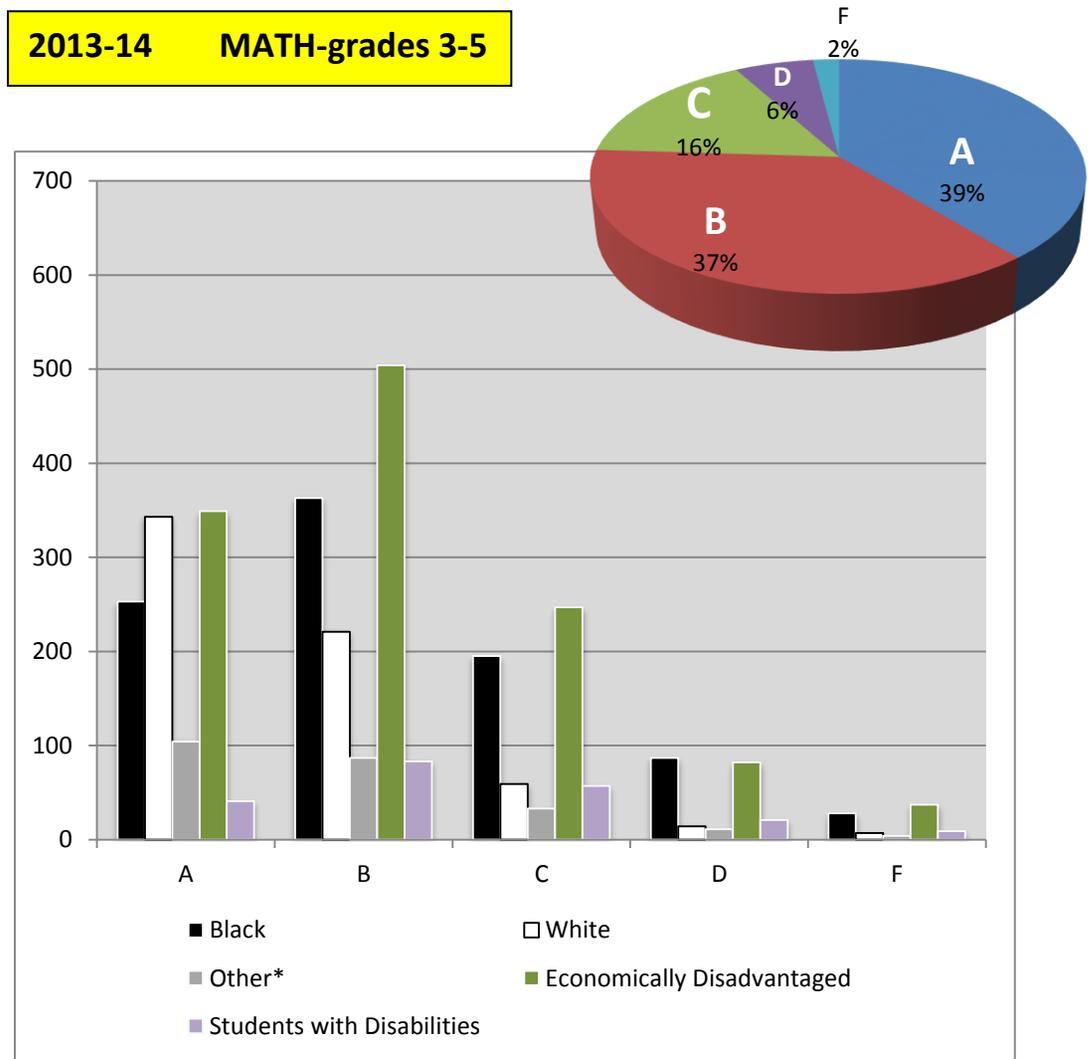
<p>6. To address math achievement, implement math research at all middle schools for identified students.</p>	<p>MIND Research will be implemented in Fall 2013.</p>	<p>Director of Instruction Director of School Improvement Middle School Principals</p>
<p>7. Continue to maximize the number of students who can access quality four-year-old prekindergarten programs. COMPLETED—will continue</p>	<p>Analysis of kindergarten fall PALS scores for students who have participated in the Virginia Preschool Initiative</p>	<p>Director of Instruction Director of School Improvement</p>

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

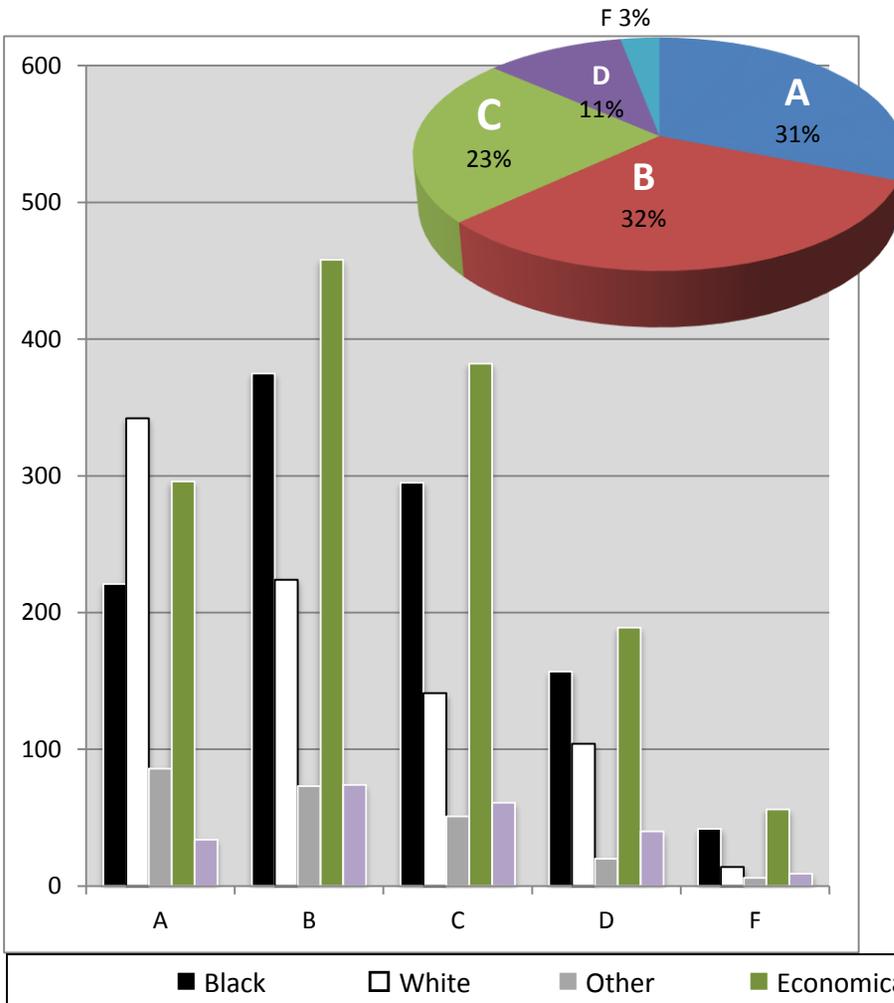
2013-14 MATH-grades 3-5



A

2013-14

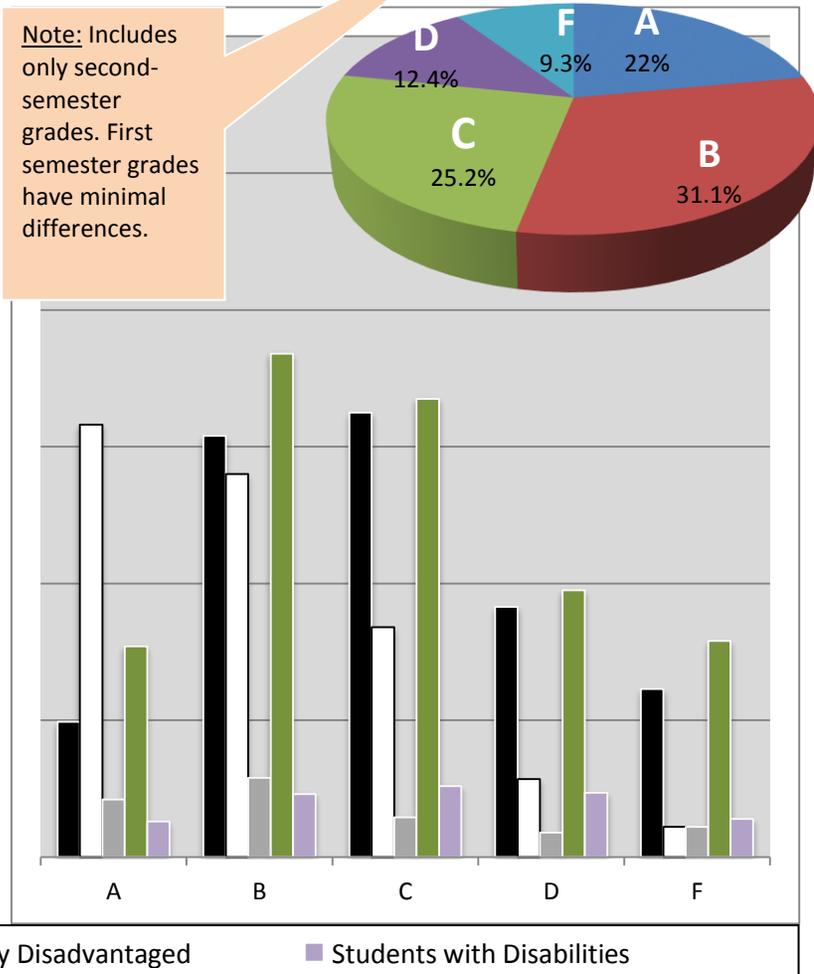
MATH-grades 6-8



2013-14

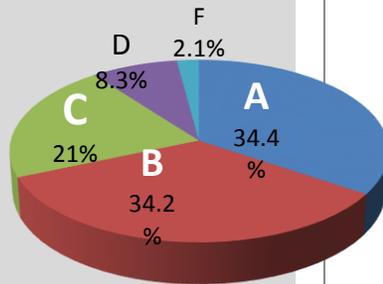
MATH-grades 9-12

Note: Includes only second-semester grades. First semester grades have minimal differences.



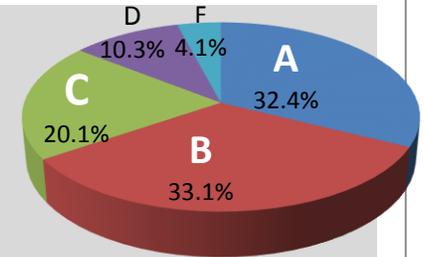
2013-14

ENGLISH-grades 3-5



2013-14

ENGLISH-grades 6-8



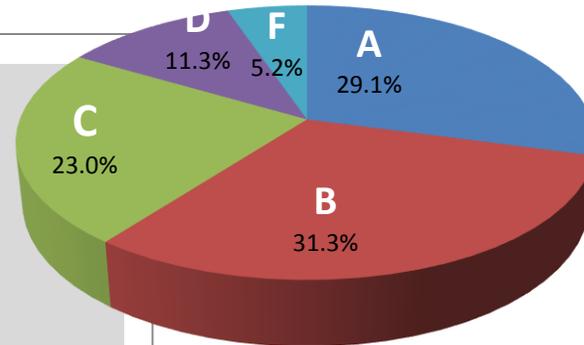
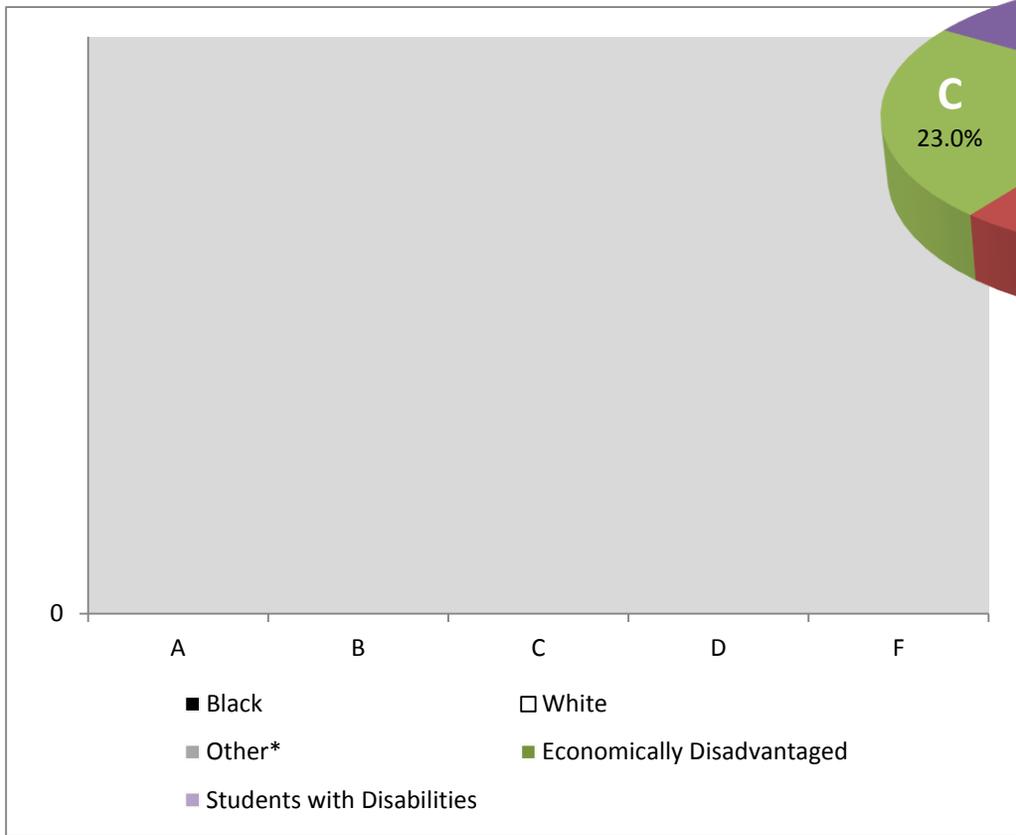
Black
 White
 Other
 Economically Disadvantaged
 Students with Disabilities

A

Grade Distribution | The Data (continued)

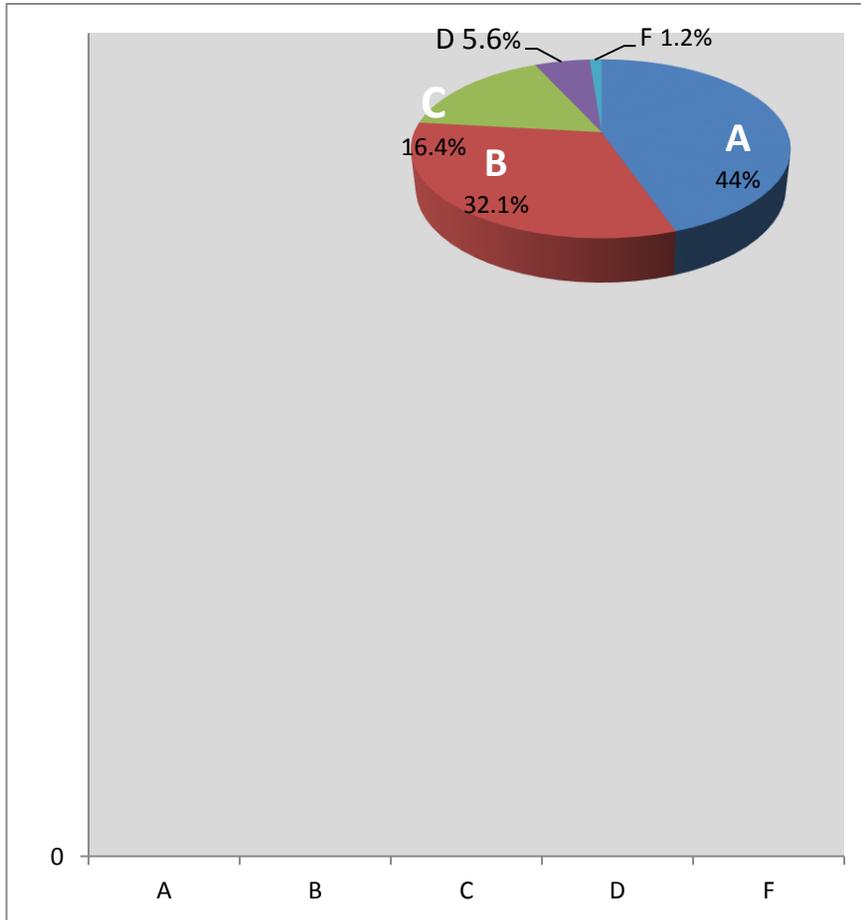
Note: Includes only second-semester grades. First semester grades have minimal differences.

2013-14 ENGLISH-grades 9-12



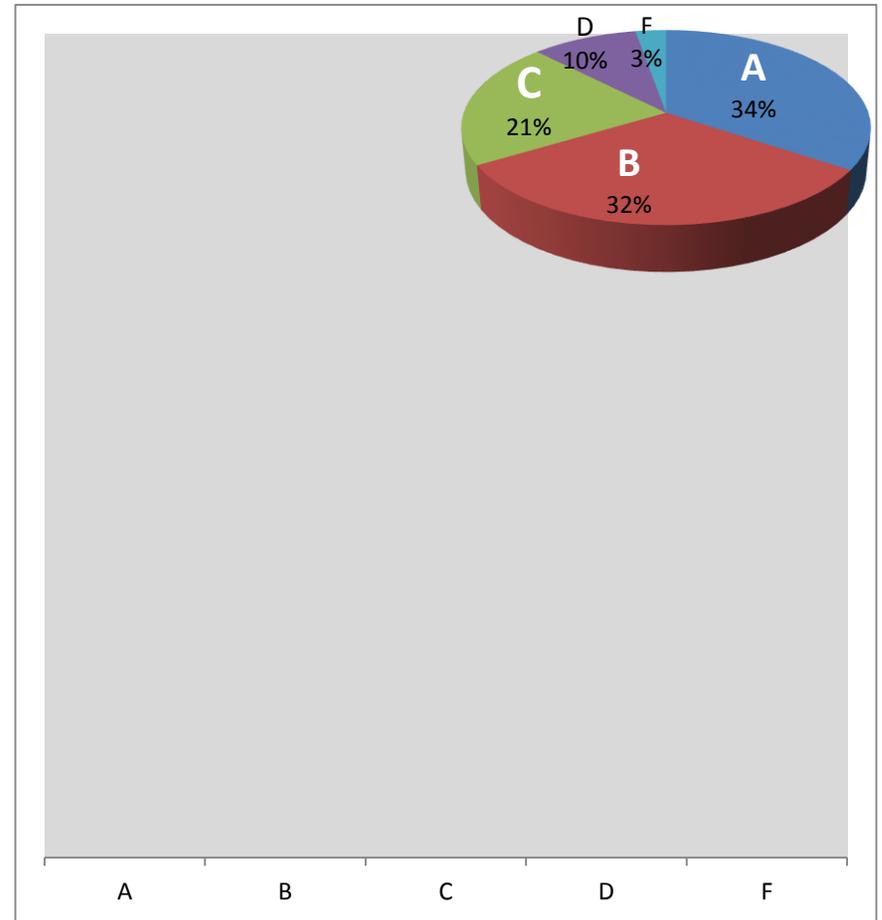
2013-14

SCIENCE-grades 3-5



2013-14

SCIENCE-grades 6-8

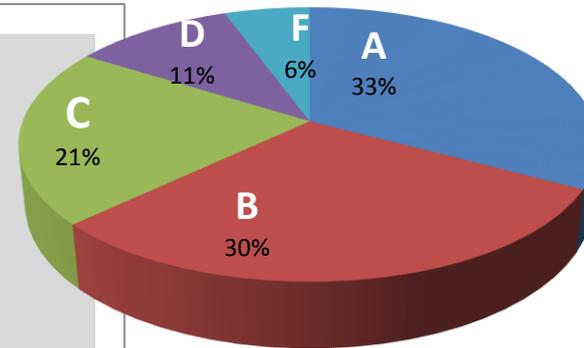
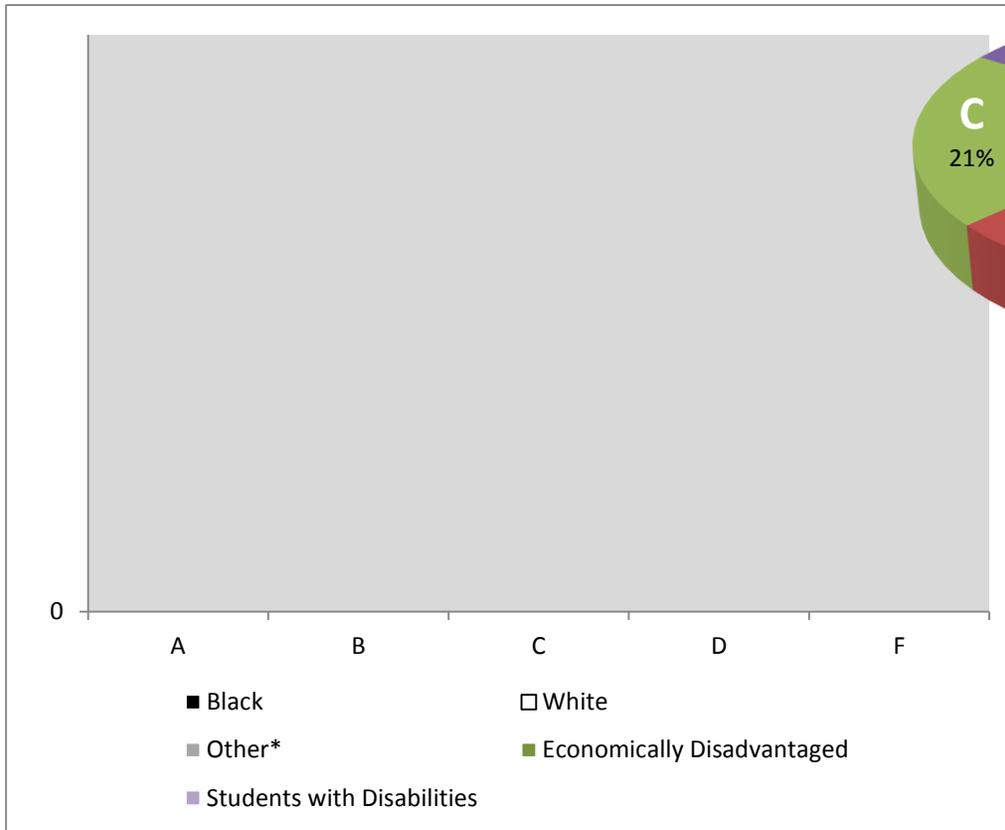


Black
 White
 Other
 Economically Disadvantaged
 Students with Disabilities

Note: Includes only second-semester grades. First semester grades have minimal differences.

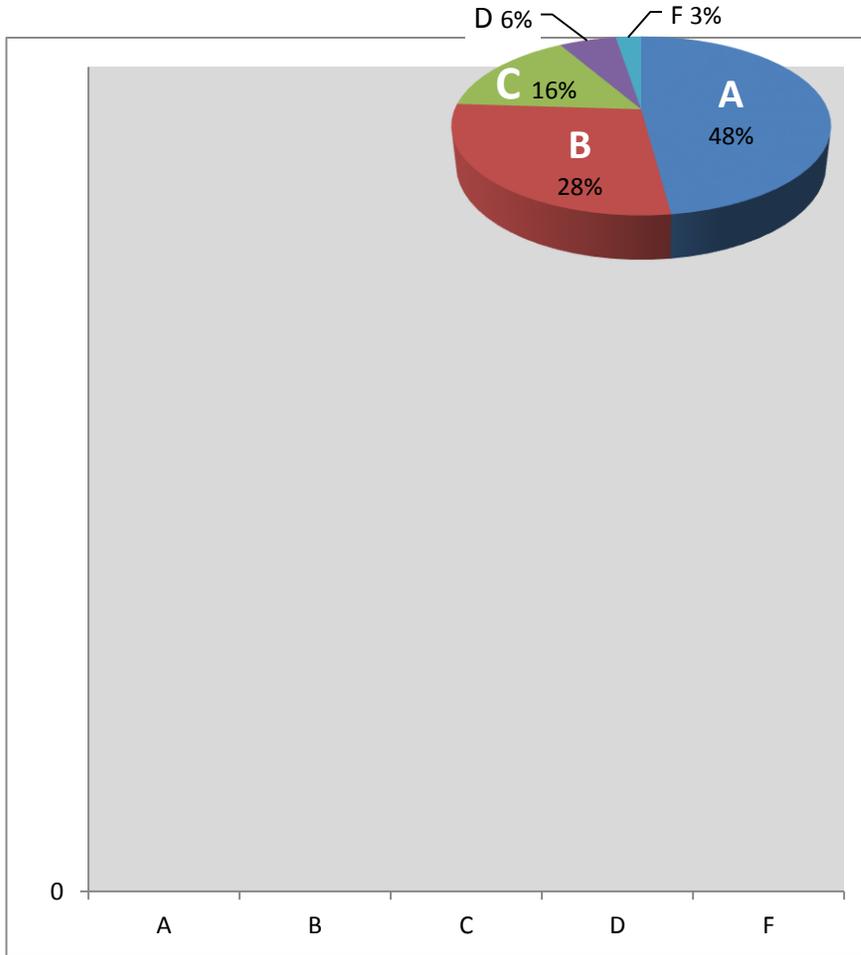
2014-15

Science-grades 9-12



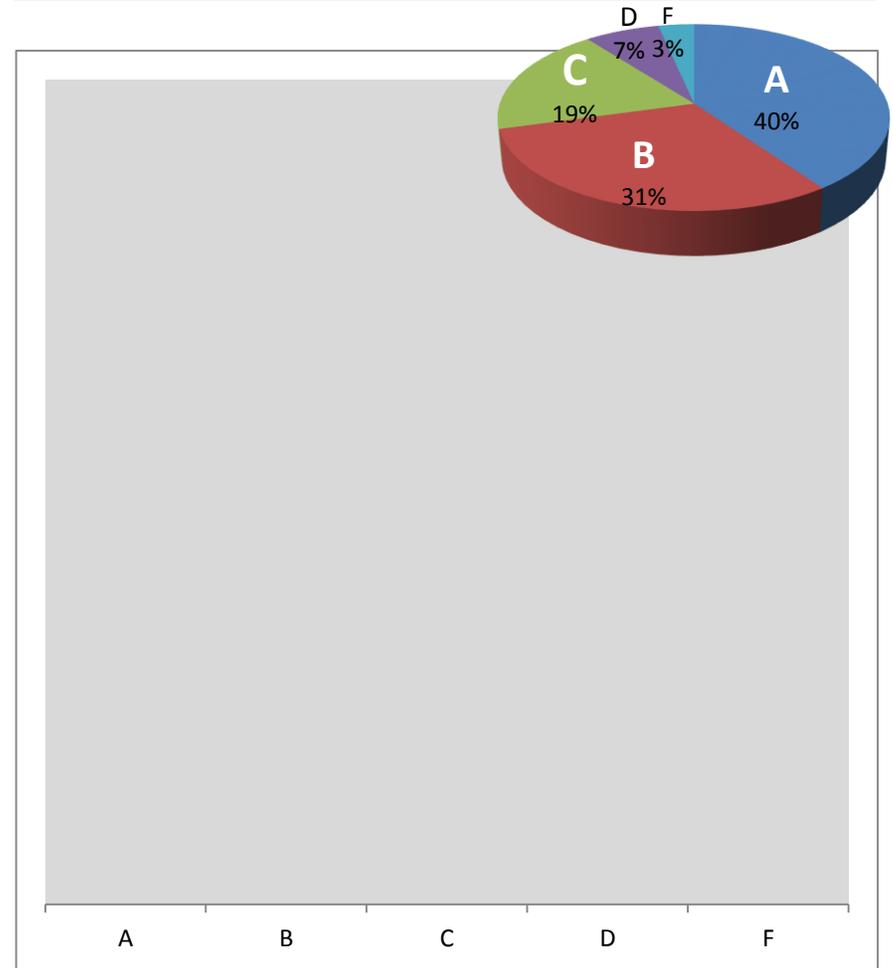
2013-14

Social Studies-grades 3-5



2012-2013

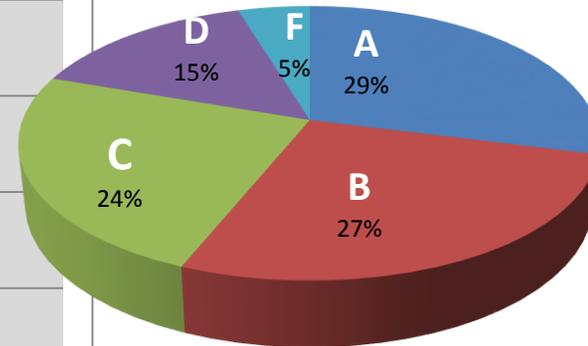
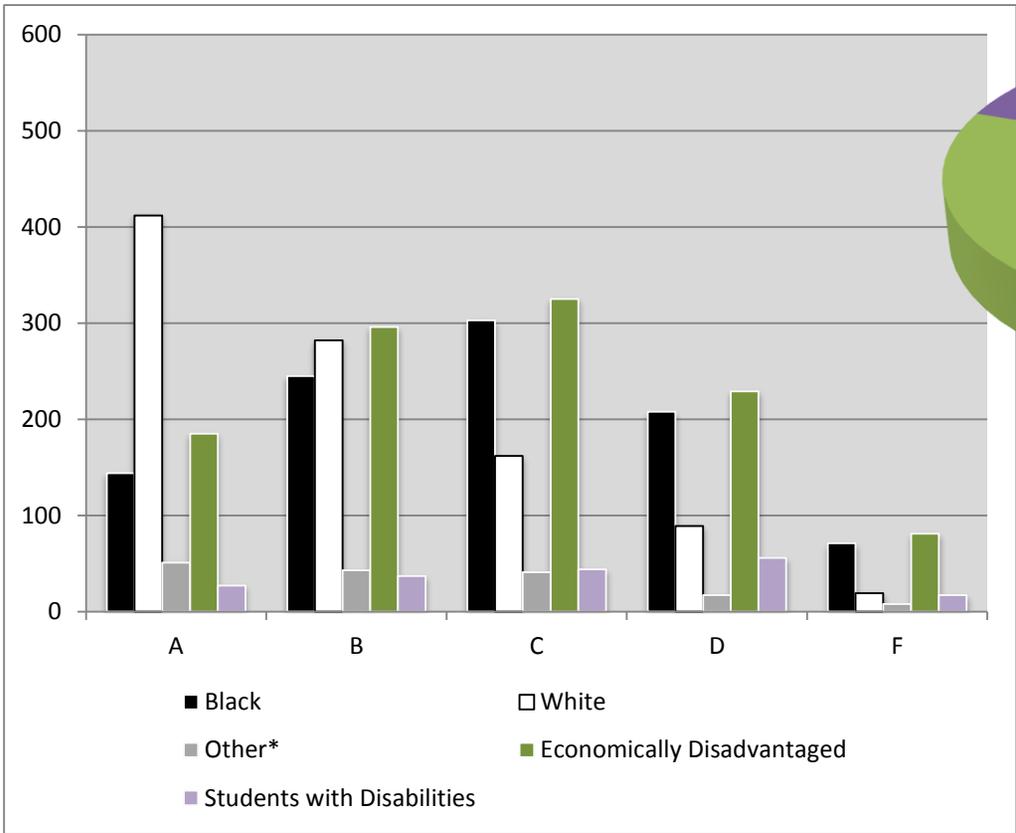
Social Studies-grades 6-8



Black
 White
 Other
 Economically Disadvantaged
 Students with Disabilities

Note: Includes only second-semester grades. First semester grades have minimal differences.

2012-2013 Social Studies-grades 9-12



A

Grade Distribution | The Plan

STRATEGY	EVALUATION/EVIDENCE OF COMPLETION	RESPONSIBILITY
1. Implement the new 10-point grading scale in grades 3-12. COMPLETED	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. COMPLETED	Presentation of task force report to school board in the spring of 2013 at 2013 retreat.	Superintendent
3. Systematic review of D-F-I report for grades 3-12 by school and central office teams. COMPLETED	Counselor contact logs MODIFIED: School Improvement Team minutes Principal evaluations	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
- Student Attendance
- Character Education

VISION: Tradition of Excellence for All

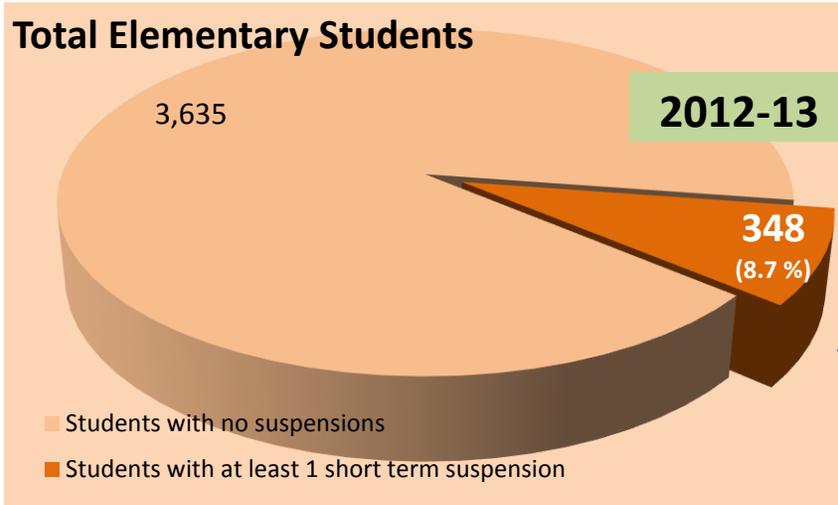
MISSION: Every Child, By Name and By Need, to Graduation

GOAL: Decrease total number of students with at least one short term suspension by 5% each year.

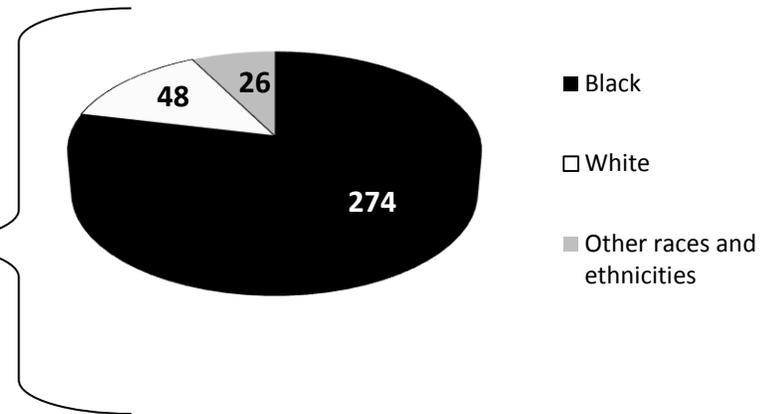
2013-14	
Total	15.7 % reduction GOAL MET
White	20.5% reduction
Black	16.2% reduction
Other	5.9% INCREASE
Economically Disadvantaged	11.8% reduction
Students with Disabilities	27.1% reduction

B

Total Elementary Students



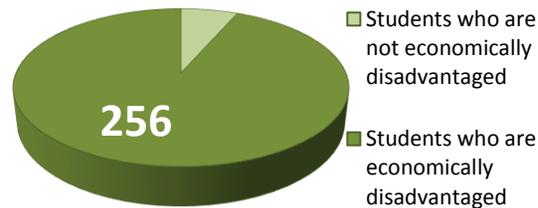
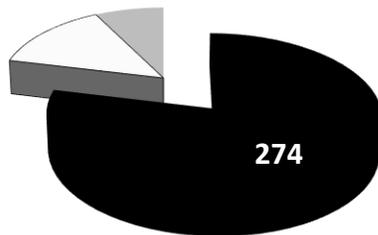
348 elementary suspensions by race



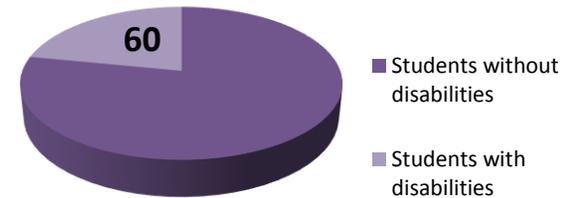
2012-13

A CLOSER LOOK at the 274 elementary black students with at least 1 short term suspension

How many are economically disadvantaged?

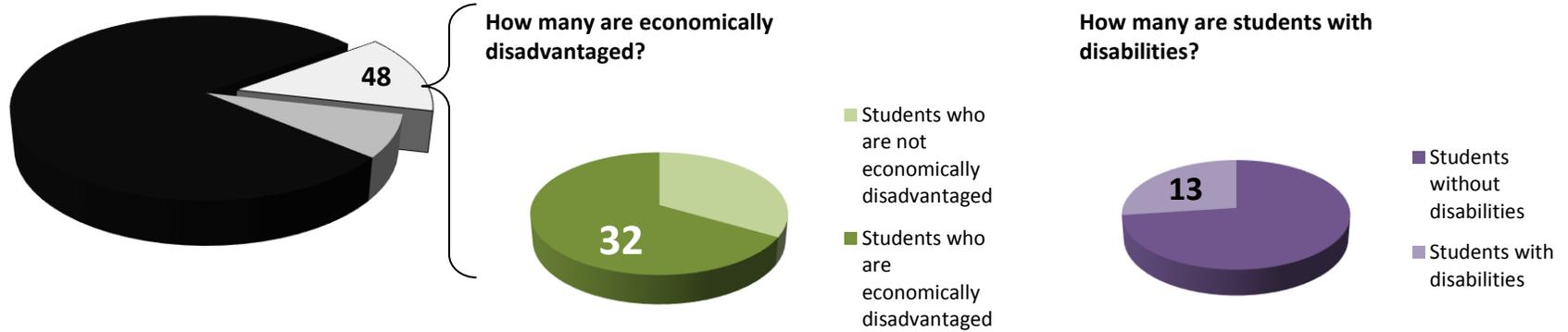


How many are students with disabilities?

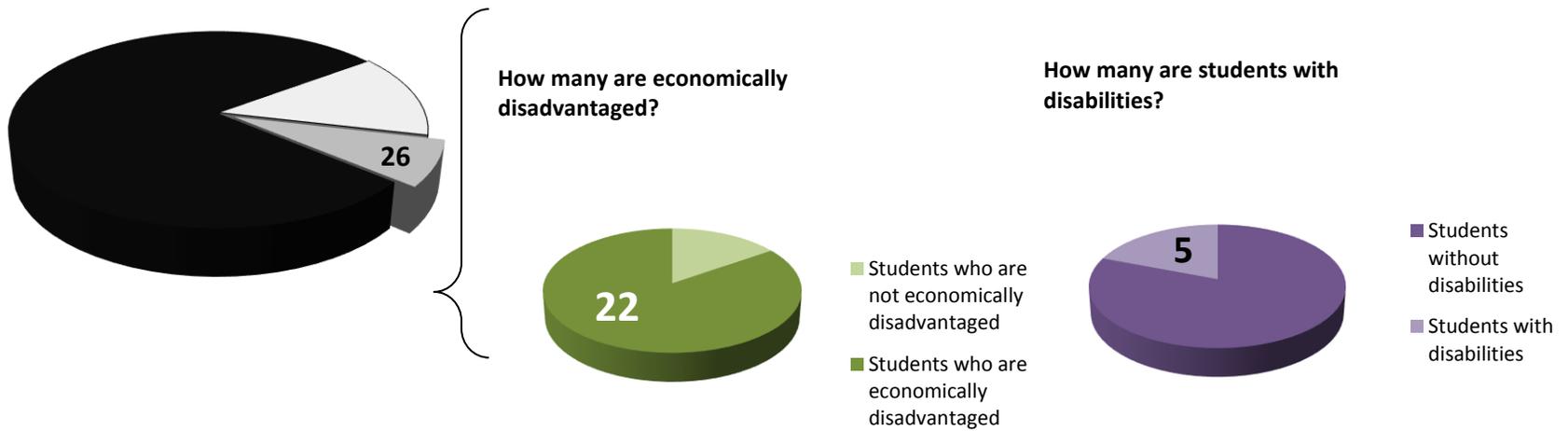


B

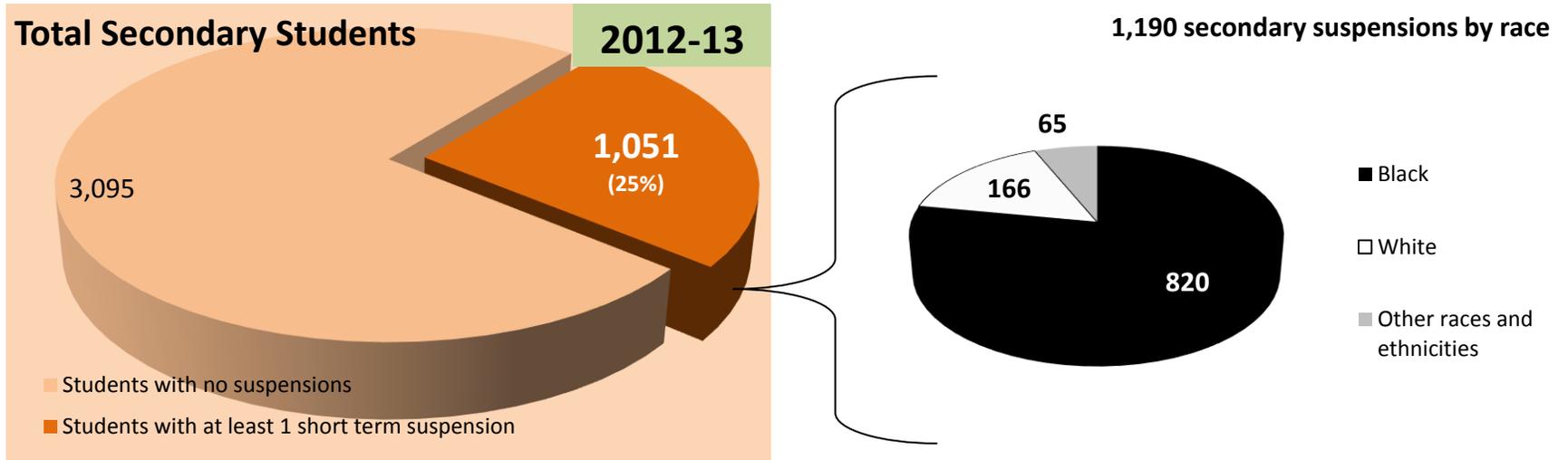
2012-13 A CLOSER LOOK at the 48 elementary white students with at least 1 short term suspension



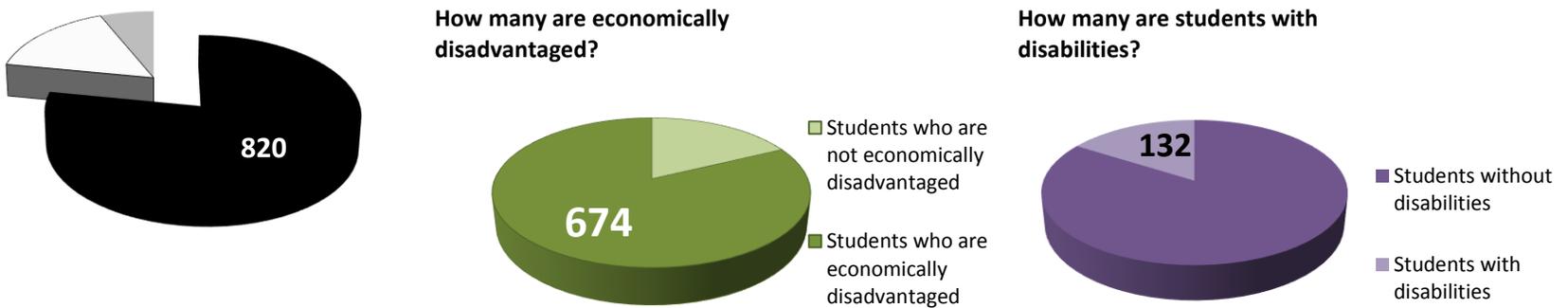
2012-13 A CLOSER LOOK at the 26 elementary other* students with at least 1 short term suspension



B

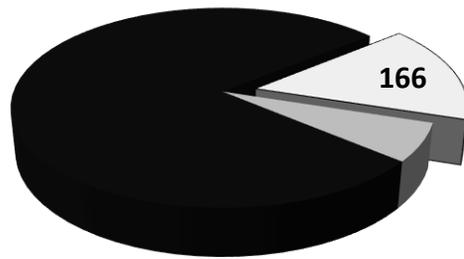


2012-13 A CLOSER LOOK at the 820 secondary black students with at least 1 short term suspension

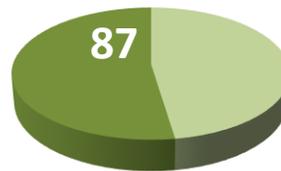


B

2012-13 A CLOSER LOOK at the 166 secondary white students with at least 1 short term suspension

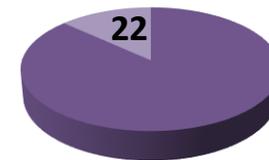


How many are economically disadvantaged?



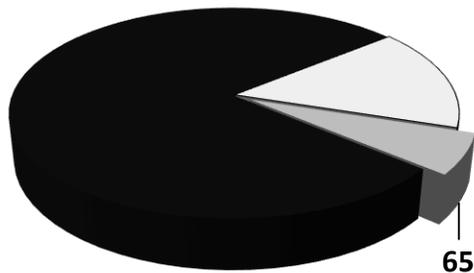
- Students who are not economically disadvantaged
- Students who are economically disadvantaged

How many are students with disabilities?

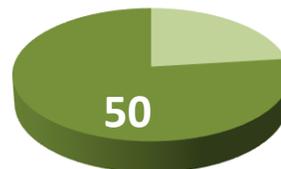


- Students without disabilities
- Students with disabilities

2012-13 A CLOSER LOOK at the 65 secondary other* students with at least 1 short term suspension



How many are economically disadvantaged?

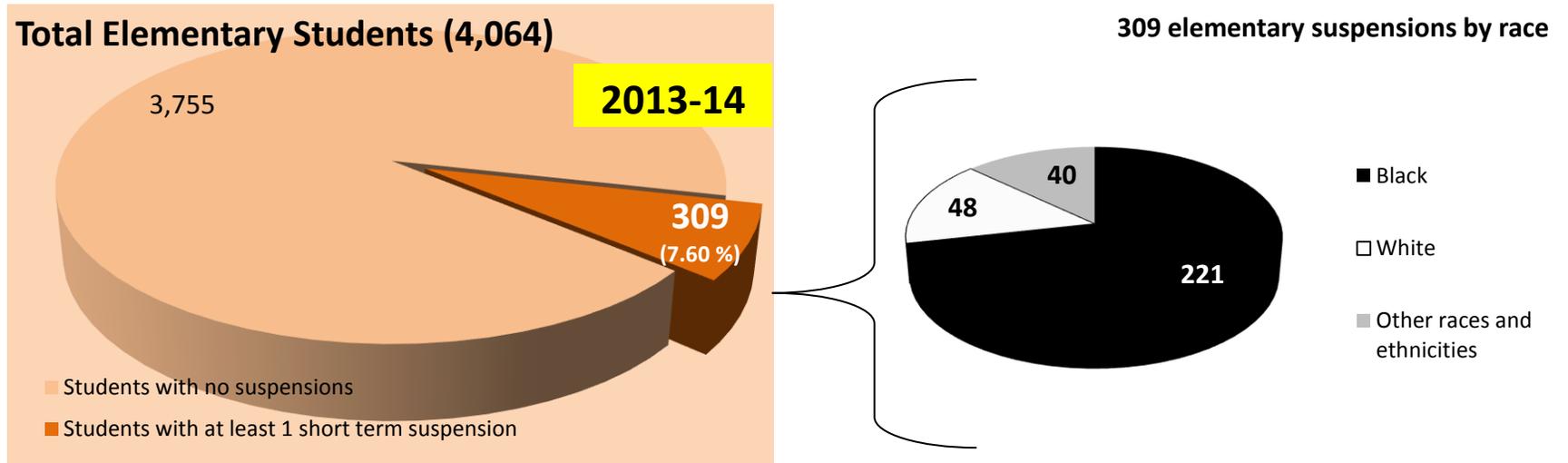


- Students who are not economically disadvantaged
- Students who are economically disadvantaged

How many are students with disabilities?

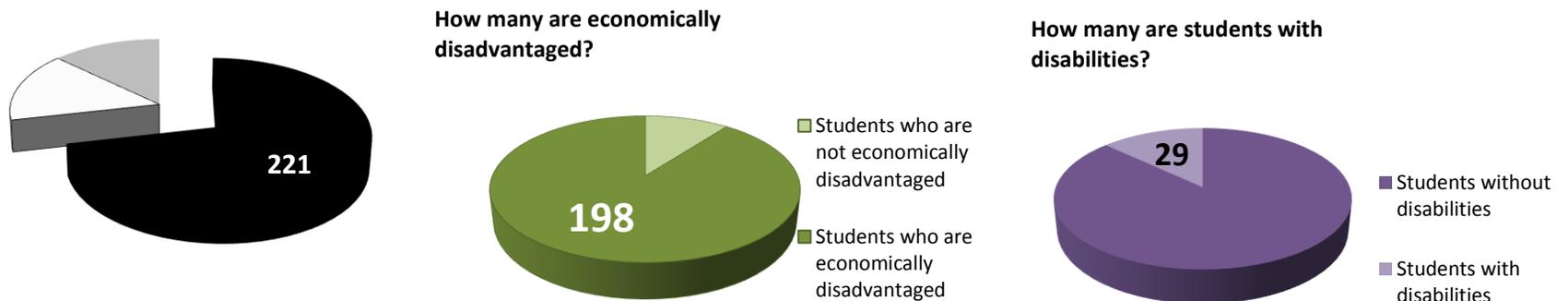


- Students without disabilities
- Students with disabilities

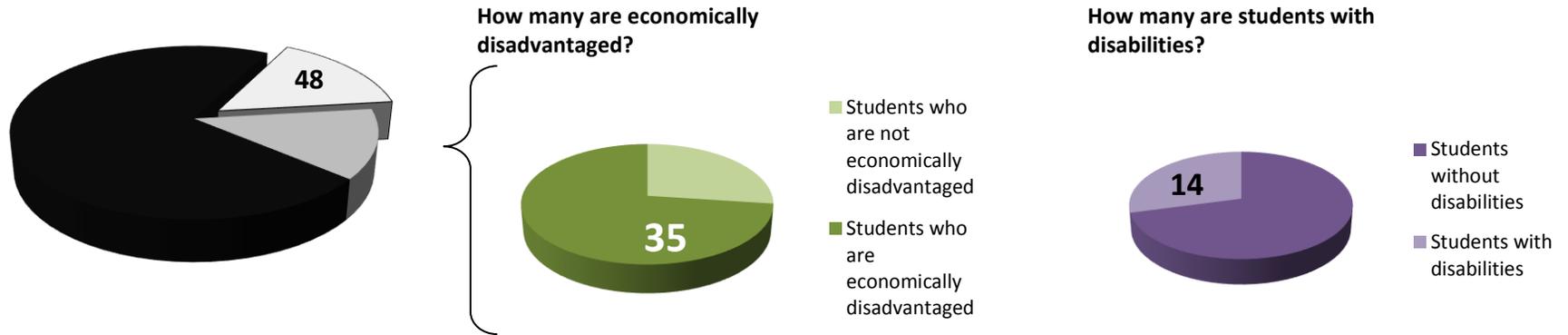


2013-14

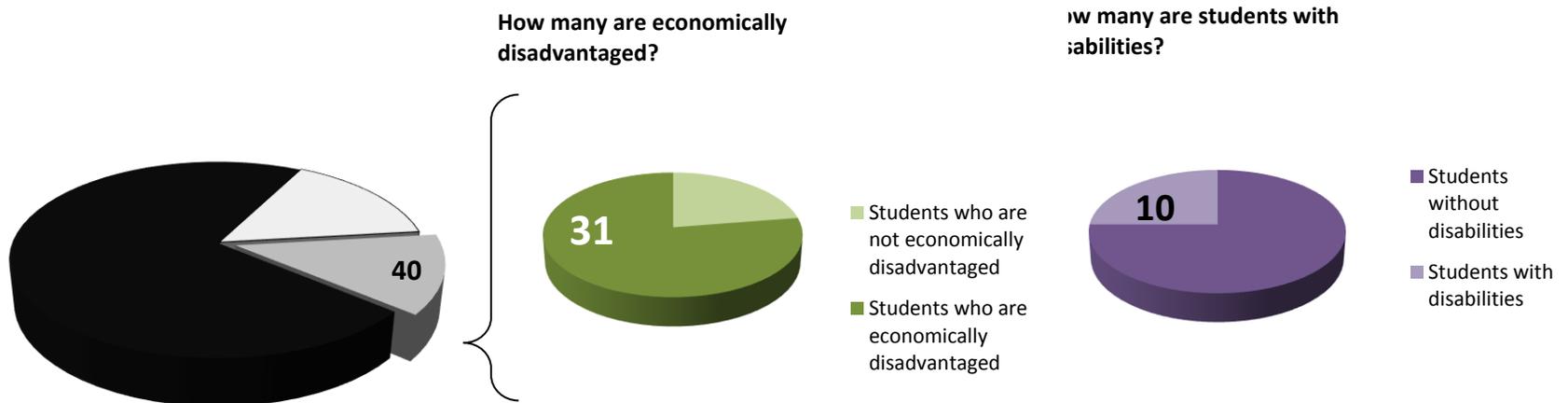
A CLOSER LOOK at the 221 elementary black students with at least 1 short term suspension

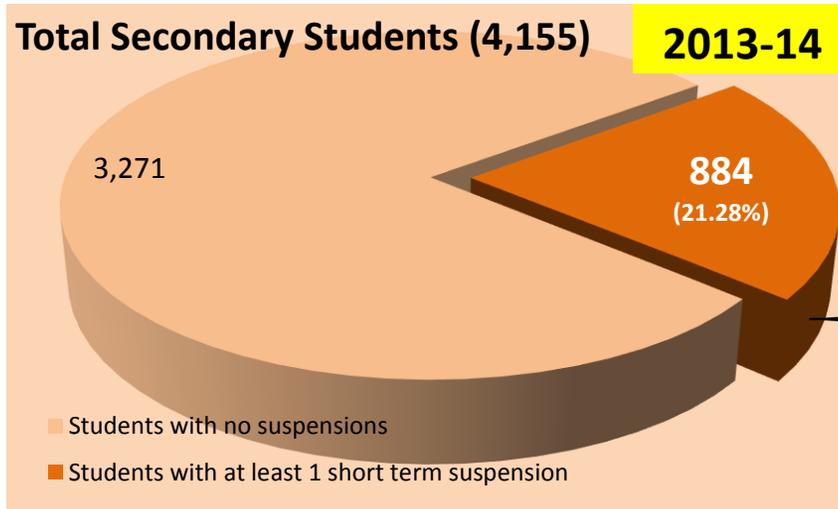


2013-14 A CLOSER LOOK at the 48 elementary white students with at least 1 short term suspension

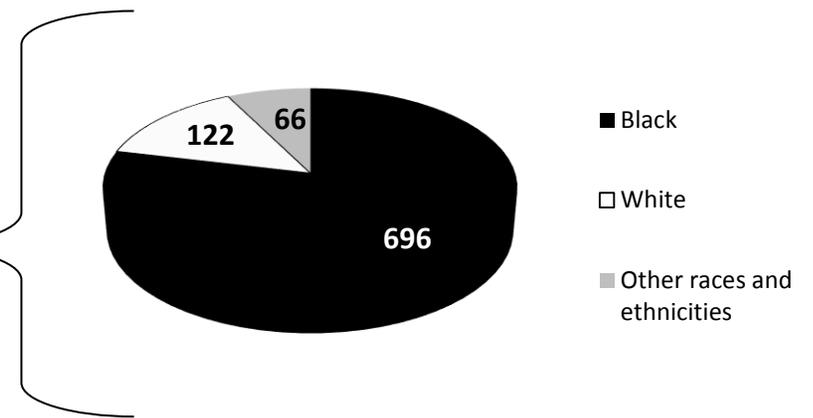


2013-14 A CLOSER LOOK at the 40 elementary other* students with at least 1 short term suspension



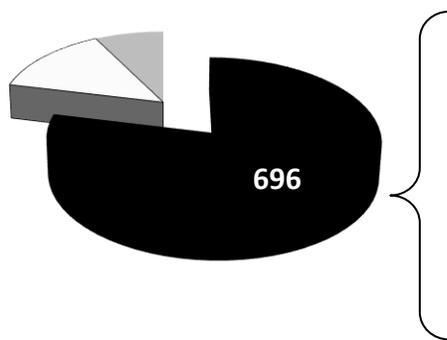


884 secondary suspensions by race

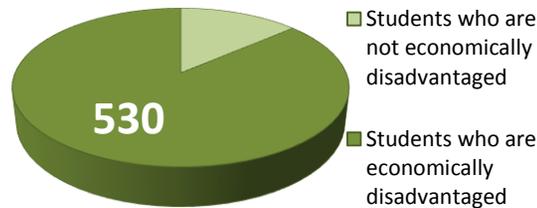


2013-14

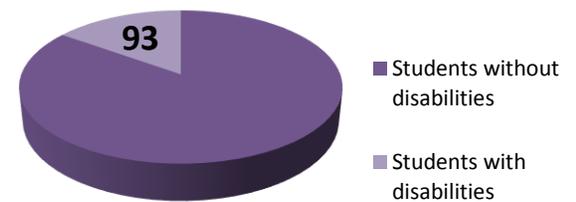
A CLOSER LOOK at the 640 secondary black students with at least 1 short term suspension



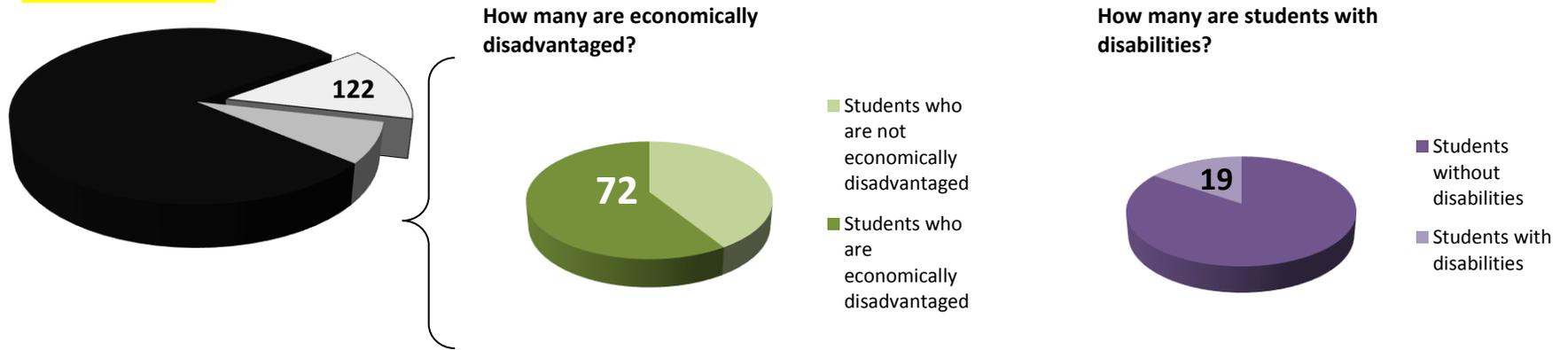
How many are economically disadvantaged?



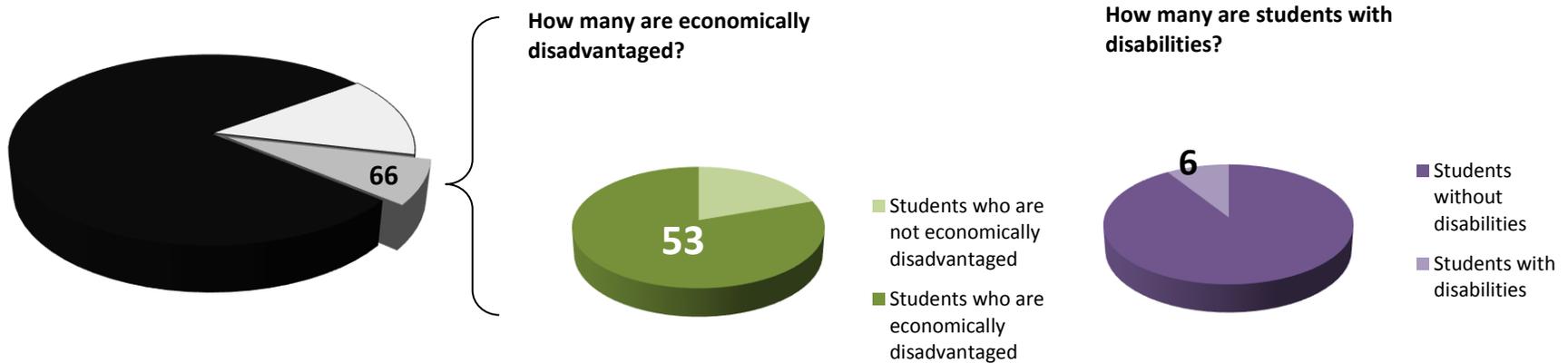
How many are students with disabilities?



2013-14 A CLOSER LOOK at the 122 secondary white students with at least 1 short term suspension



2013-14 A CLOSER LOOK at the 148 secondary other* students with at least 1 short term suspension



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. COMPLETED—will continue</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. MODIFIED: See back pages.</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 Interventions 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>

<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>COMPLETED</p>	<p>Inclusion of behavior component on the division's data dashboard.</p> <p>UPDATE: Rollout of new referral form for 2013-2014</p>	<p>Director of Student Services Director of Information Technology Director of Special Education Building Administrators Director of Transportation</p>
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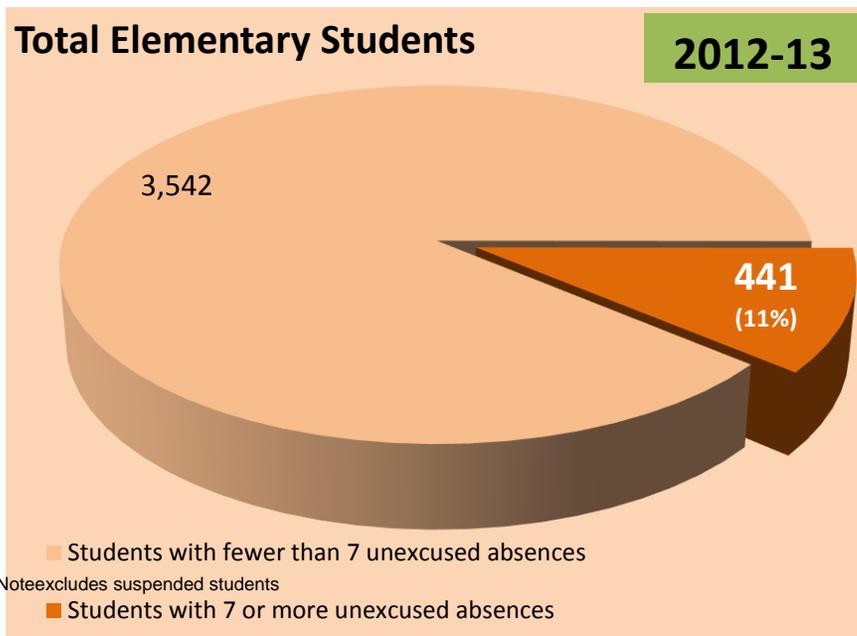
VISION: Tradition of Excellence for All

MISSION: Every Child, By Name and By Need, to Graduation

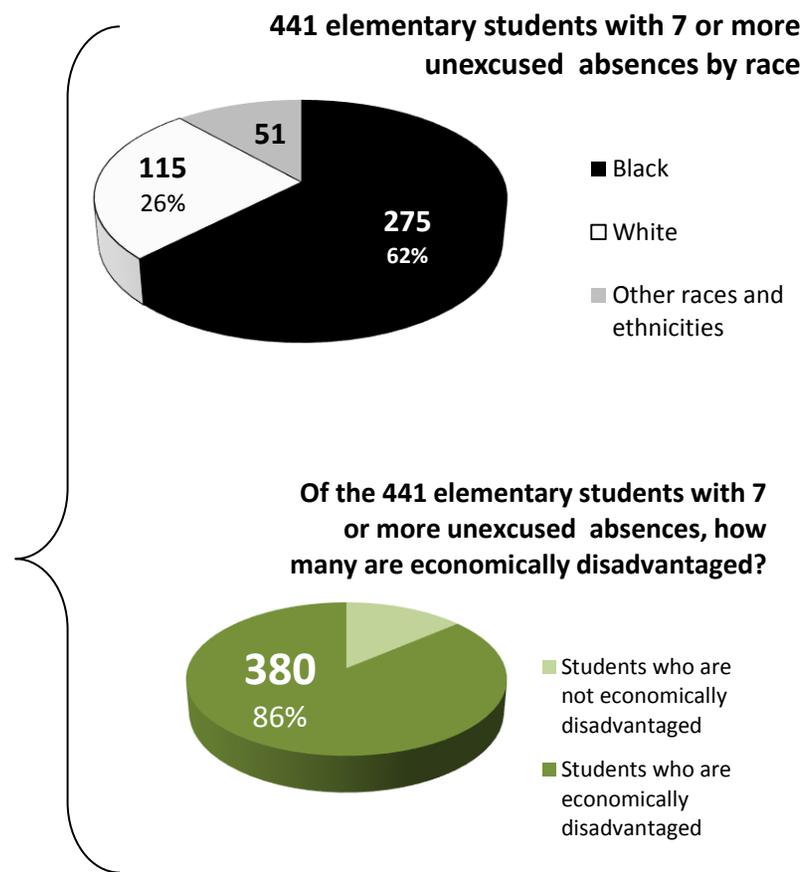
GOAL: Reduce by 10 percent the number of students with 7 or more unexcused absences.

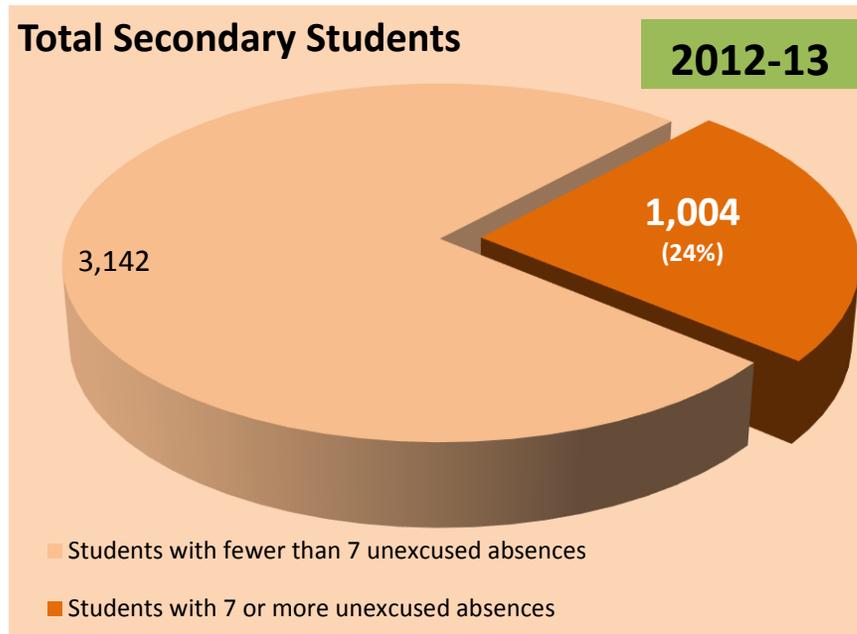
2013-14	
TOTAL	1.1 % reduction GOAL NOT MET
White	3.4% reduction
Black	1.3% increase
Other	11.5% reduction
Economically Disadvantaged	3.9% reduction
Students with Disabilities	Not calculated

NOTE: 10.92 percent decrease at elementary level
5.91 percent increase at secondary level

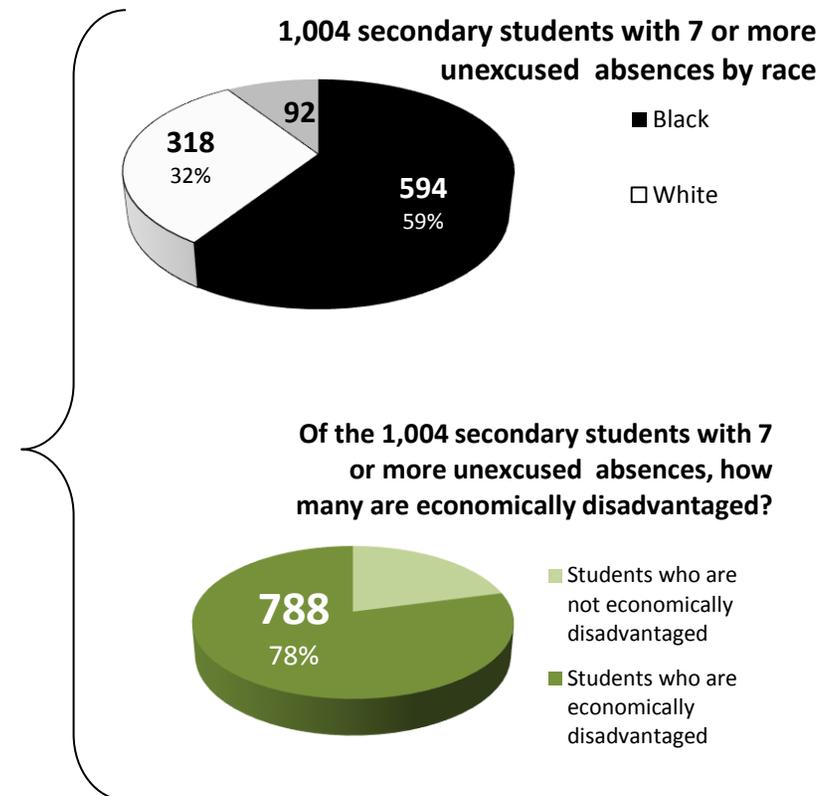


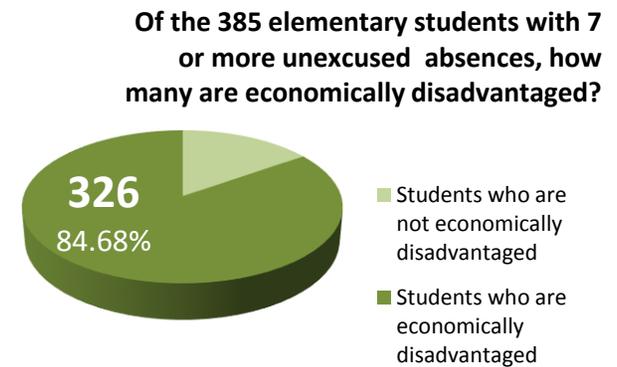
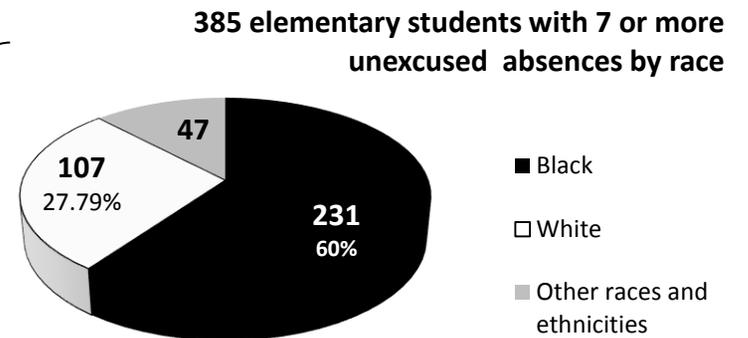
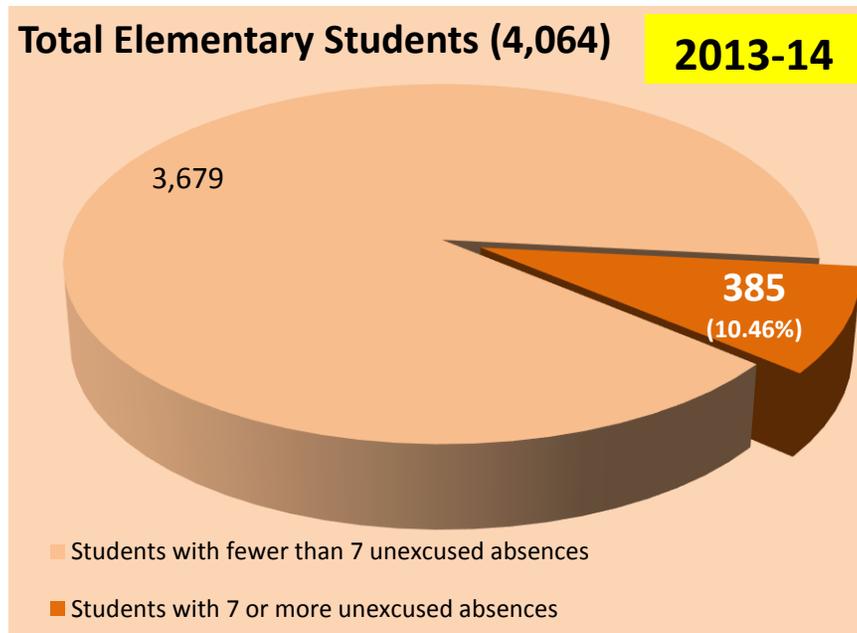
Note: excludes suspended students

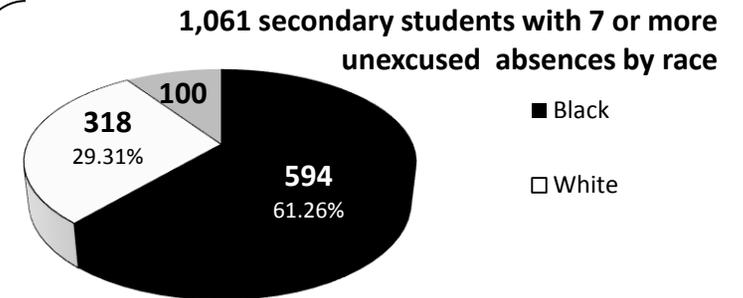
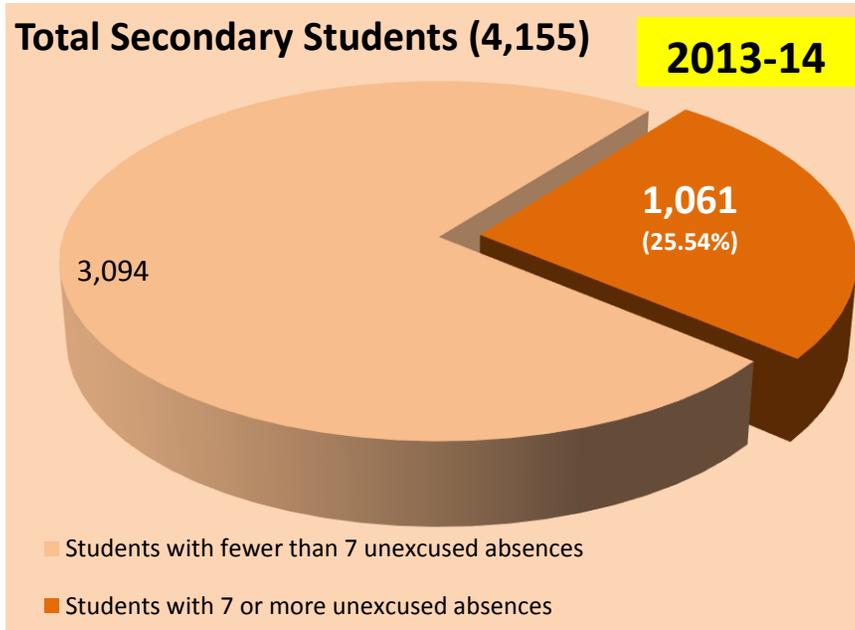




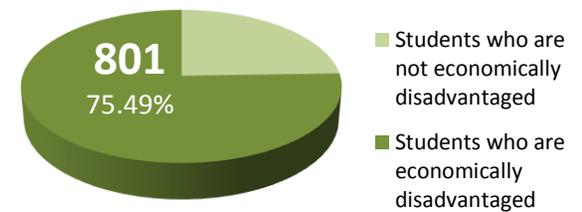
Note excludes suspended students







Of the 1,061 secondary students with 7 or more unexcused absences, how many are economically disadvantaged?



B

Student Attendance | The Plan

STRATEGY	EVALUATION/EVIDENCE OF COMPLETION	RESPONSIBILITY
<p>1. Revise truancy policy to ensure more timely interventions for truant students. COMPLETED</p>	<p>Proposal to school board July 2012 pending approval at August 2012 meeting</p>	<p>Superintendent Coordinator of Student Services</p>
<p>2. Evaluate the allocation of personnel resources to ensure accurate attendance reporting. COMPLETED</p>	<p>Review of school by school attendance reporting procedures, extent of truancy, and personnel responsible for implementation UPDATE —Creation of attendance coordinator position at E. C. Glass and creation of attendance/security/truancy positions at each elementary school.</p>	<p>Assistant Superintendent for Operations Director of Personnel Director of Student Services Coordinator of Student Services Building Administrators</p>
<p>3. Review current practices and procedures relative to tracking student attendance. MODIFIED to include period by period, not just daily</p>	<p>Conduct focus group with principals and school attendance personnel</p>	<p>Coordinator of Student Services Truancy Officers Building Administrators Building Truancy Teams</p>
<p>4. Promote parent engagement in support of student attendance. MODIFIED: Engage parents and provide support to promote positive attendance.</p>	<p>Documentation (examples: letters, logs, assigning mentors)</p>	<p>Building Administrators</p>

B

VISION: Tradition of Excellence for All

MISSION: Every Child, By Name and By Need, to Graduation

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

Kindness with courtesy and politeness

Responsibility with citizenship

Work Ethic with diligence and perseverance

Self-Discipline with self-control and patience

Honesty with integrity

Respect of authority and others.

B

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



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.

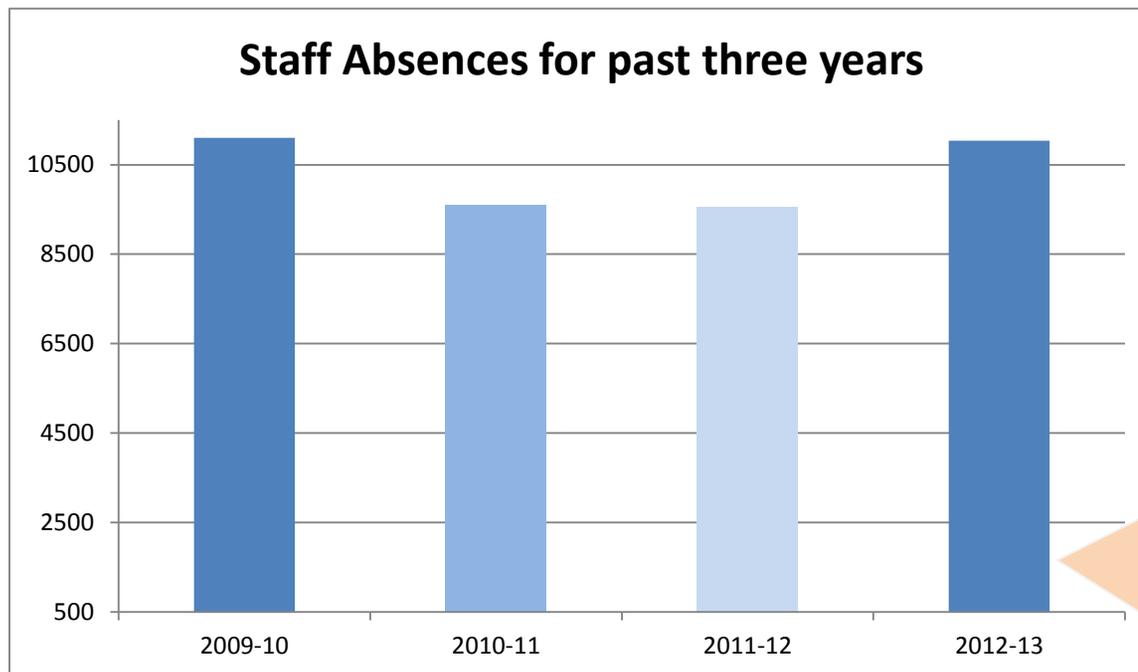
Indicators of Excellence

- Staff Attendance
- School Culture Survey
- Parent Involvement

VISION: Tradition of Excellence for All

MISSION: Every Child, By Name and By Need, to Graduation

GOAL: Reduce costs associated by staff absences.



Note: This does not include Family Medical Leave and Leave with Pay. Family Medical Leave was not an option during 2009-2010, accounting for the larger numbers. This information is what was reported in SubFinder. It does not include employees who do not require subs upon their absences (this includes roughly 200 employees.)

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 MODIFIED and CONTINUE: See back pages	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. COMPLETED and WILL CONTINUE	August 2012 principals' meeting	Superintendent Principals
4. Develop accountability process for staff attendance including option to include attendance data on final evaluations. MODIFIED: Send out best practice guidance on more specific criteria related to staff attendance, for example, when to include, when not to include staff attendance as part of final evaluation	Review by personnel by March 2013 UPDATE: Completion of the best practice document	Principals Personnel Department



VISION: Tradition of Excellence for All

MISSION: Every Child, By Name and By Need, to Graduation

GOAL: Establish baseline data through survey administration in Fall 2012

School Culture Self-Study

School Name _____

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

School _____ **Date Due to Principal** _____

<p>Responses: 4 = Almost Always Occurs 3 = Frequently Occurs 2 = Sometimes Occurs 1 = Rarely Occurs 0 = Never Occurs</p>	<p>Person Completing Form: ___ Administrator ___ Parent ___ Instructional Staff ___ Student ___ Support Staff ___ Other _____</p>
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C

	1. Teachers are enthusiastic about helping all students.
	2. Classroom instruction is student centered.
	3. The community expects high academic achievement.
	4. The principal involves students, parents and staff with meaningful roles in decision making processes that foster a sense of responsibility and ownership.
	5. School staff attempts to be in touch with the feelings of the students.
	6. Teachers encourage active student learning.
	7. Parents are encouraged to be involved in their child's education.
	8. A strong emphasis is placed on collaboration and shared decision-making.
	9. The principal takes an active leadership role in directing instruction.
	10. The principal is accessible to discuss instructional concerns.
	11. Students receive support from school staff when they have problems.
	12. Teachers utilize a variety of instructional strategies in their classrooms.
	13. Beyond regularly scheduled parent conferences and report cards, teachers communicate with parents about their child's progress.
	14. School staff takes an active role in improving services to students.
	15. Teachers employ a variety of techniques to accommodate different learning styles.
	16. Students in need of remediation/tutoring are provided these opportunities during the school day.
	17. New teachers are mentored and made to feel a part of the school community.
	18. Students are treated with dignity and respect.
	19. Teaching strategies that encourage students to be thoughtful are emphasized.
	20. Teachers help and support each other.
	21. Professional staff acknowledges and addresses conflict.
	22. A positive feeling is present in the school.
	23. School staff are respected and appreciated by the school community.
	24. When something is broken, repairs are made quickly.
	25. The school building is maintained in a neat, clean and orderly fashion.
	26. Teachers regularly monitor student progress.
	27. Students are expected to be well-behaved.
	28. Professional growth is important to teachers.
	29. Teachers are involved in the instructional decision making process.
	30. Parents feel comfortable expressing concerns to professional staff.

	31. All students are expected to succeed.
	32. Student input is sought in developing rules and regulations.
	33. Consequences for inappropriate student behavior are handled in a timely and consistent manner.
	34. The school facilitates sound decision making at the classroom level by helping teachers obtain needed information in a timely fashion.
	35. Students new to the school receive assistance in adjusting to the school community.
	36. School staff communicates "good news" to parents about their children.
	37. Parents support the school program(s) by preparing their children for learning.
	38. School administrative staff is available to students and parents to answer questions and provide resources.
	39. Teachers support all students, not just those students in their classes.
	40. Teachers are provided with a formal role in school-wide decision-making.
	41. Parents are actively involved with their child's education.
	42. Students are courteous and abide by school rules.
	43. Leadership functions are shared by school staff.
	44. There is a common vision and clearly identified goals and priorities.

STRATEGY	EVALUATION/EVIDENCE OF COMPLETION	RESPONSIBILITY
<p>1. Administer School Culture Survey to be completed by parents, teachers, students (grades 5,7, 8, 10-12) and community members in Fall 2012. MODIFIED: See pages 95-97</p>	<p>Review data by each stakeholder group and present response rate</p>	<p>Coordinator of Equity and Accountability Director of Information Technology I-DARTS</p>
<p>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 MODIFIED: See pages 95-97</p>	<p>Cultural Competency Training Notebook List of employees completing webinar</p>	<p>Coordinator of Equity and Accountability Cultural Competency Training Team</p>
<p>3. Superintendent Preview will include Mindset chapter summaries with a question at the end for principals to discuss with staff. COMPLETED and MODIFIED: Superintendent will select another book and use preview for same review with staff.</p>	<p>Minutes of PLC meetings and/or faculty meetings per principal discretion</p>	<p>Superintendent Principals</p>
<p>4. Diversity council and Key Communicators advisory committee along with other community organizations will meet to provide support in education to all students MODIFIED: Identify other groups and add meetings with groups as appropriate. For example, the NAACP.</p>	<p>Establish meeting times and provide minutes of meetings to superintendent and school board Annual presentation to school board</p>	<p>Coordinator of Equity and Accountability Cultural Competency Training Team Superintendent</p>

<p>5. New staff members (classified, teachers and administrators) go through mandatory cultural competency orientation MODIFIED: Provide new staff members with a “who to ask” fact sheet for specific questions.</p>	<p>List of topics for new employee orientation</p>	<p>Director of Personnel Cultural Competency Team Academic Coaches</p>
<p>6. ADDED Provide new administrators with a structured mentoring support system.</p>	<p>Document</p>	<p>Superintendent</p>

VISION: Tradition of Excellence for All

MISSION: Every Child, By Name and By Need, to Graduation

GOAL: Roll out Give Me 5 initiative

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

- 5 minutes or more of reading to your child and/or 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 earn one.

A TRADITION OF EXCELLENCE FOR ALL



LYNCHBURG CITY SCHOOLS



MINUTES
HOURS
DAYS
DOLLARS
CLASSES

We need your help to continue the Tradition of Excellence for All. Pick up a volunteer application at your child’s school, or fill one out online.

- 5 minutes or more reading/ talking with your child every day
- 5 hours or more of service at 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

www.lcsedu.net/volunteer

C

Parent Involvement | The Plan

STRATEGY	EVALUATION/EVIDENCE OF COMPLETION	RESPONSIBILITY
1. Roll out Give Me Five during back to school nights.	Hand out during back to school nights UPDATE: Listing of volunteer hours	Superintendent Media Team
2. Review Title I Parent Involvement Plans . MODIFIED: See back pages	Parent involvement plan required in Indistar	Coordinator of Federal Programs
3. ADDED Develop Give Me Five for students	Formalize Give Me 5 bullets	Superintendent Media Team Principals

Division-wide Indicators of Excellence

Excellence in Operations

Excellence in Personnel

OPERATIONS

Operations Matrix

- Facilities
- Technology
- Finance
- Nutrition
- Transportation

PERSONNEL

Personnel Matrix

- Degree
- Professional Development Plan
- Turnover



Excellence in 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 fiscally responsible manner; and
- providing meals to encourage students to make healthy food choices.

Indicators of Excellence

- Facilities
- Transportation
- Technology
- Finance
- Nutrition



Indicators of Excellence

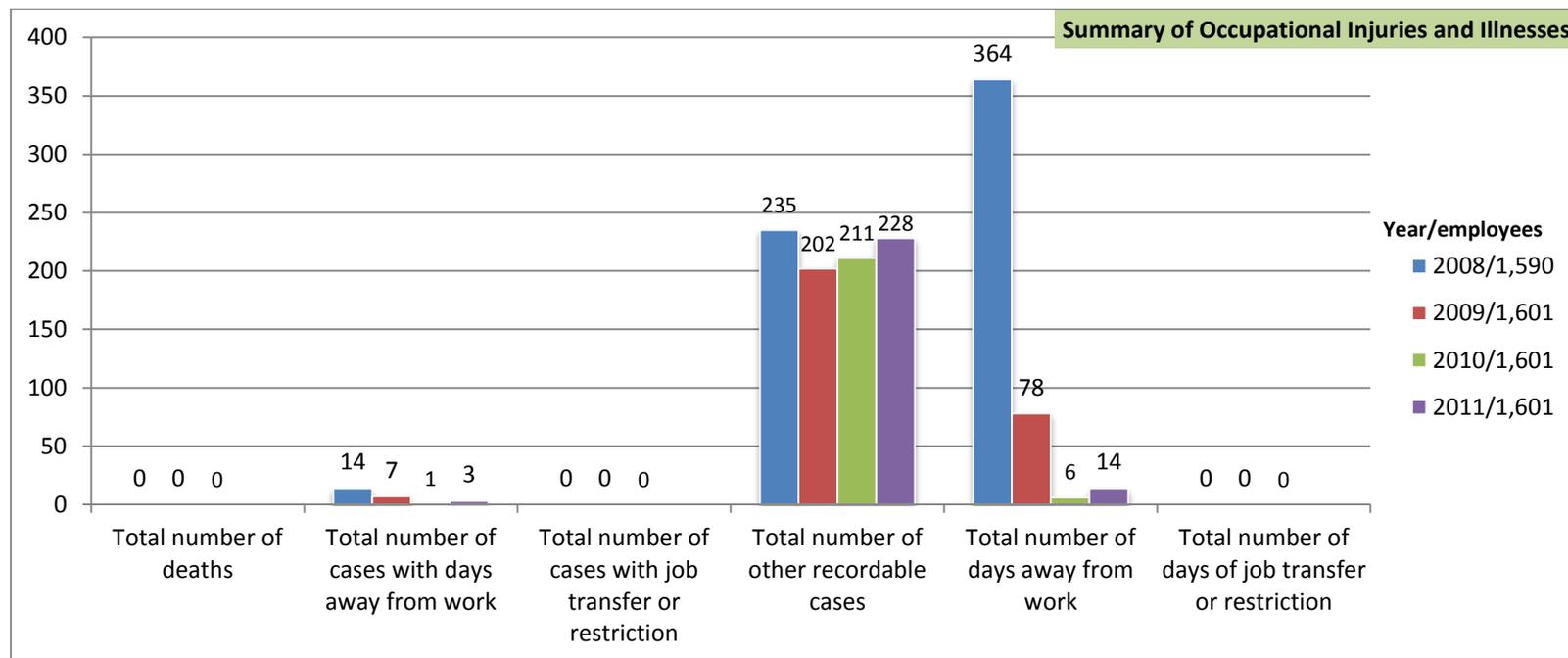
- Safety/Security
- Sanitation
- Physical Condition
- Functional Performance



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, lack of appropriate security measures and/or related procedures.





FACILITIES and Safety/Security | The Plan

STRATEGY	EVALUATION/EVIDENCE OF COMPLETION	RESPONSIBILITY
Continue to conduct 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 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 Director of Facilities
Maintain Crime Prevention Through Environmental Design (CPTED) Program.	Report on annual CPTED inspection conducted by LPD	Director of Facilities Assistant Director of Facilities
Develop a consolidated list of required safety training by job classification and institute a division wide safety training program.	Required safety training Staff training records	Assistant Superintendent of Operations and Administration Director of Personnel
Develop all Crisis Management Plans in conjunction with the police department and campus leadership.	Annual updated and board reviewed Crisis Management Plan	Superintendent Assistant Superintendent of Operations and Administration Division Safety/Security Committee

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 Key indicators and consolidated results	Director of Facilities Supervisor of Building Maintenance Principals/ Site Administrators Head Custodians
Develop a Custodial Staff Training Program that includes leadership training for supervisors 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 Documentation of Training	Director of Facilities Assistant Director of Facilities

O

Vision: A Tradition of Excellence for All

Mission: Every Child, By Name and By Need, to Graduation

Goal: Limit interruptions to the educational program due to 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.

O

FACILITIES and Physical Condition | The Plan

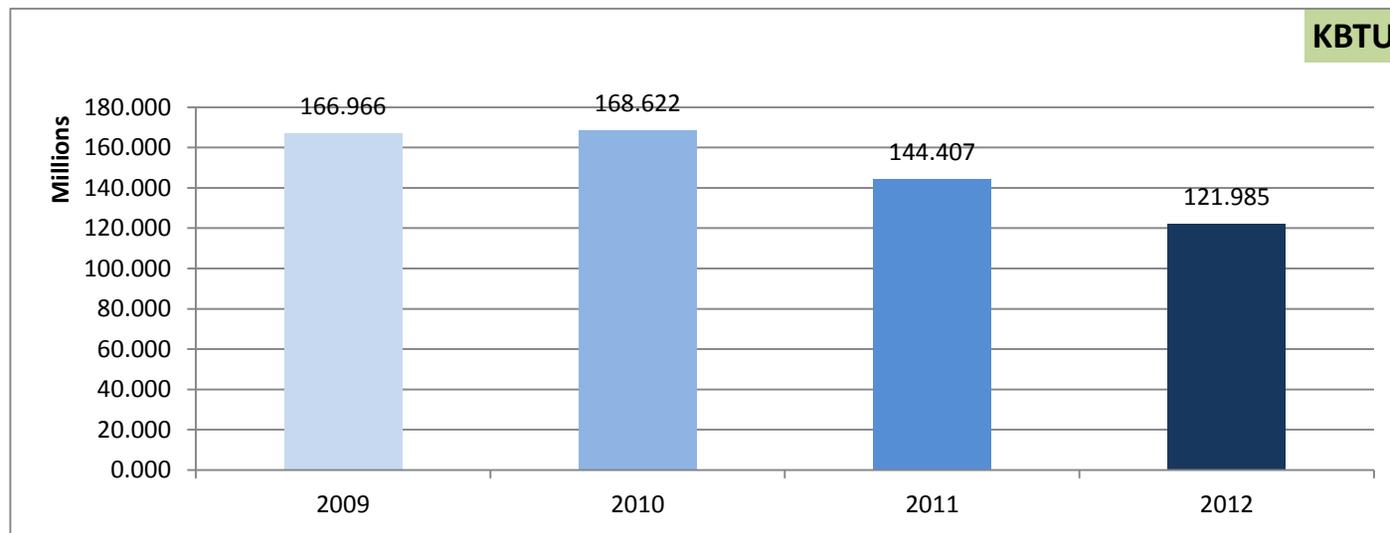
STRATEGY	EVALUATION/EVIDENCE OF COMPLETION	RESPONSIBILITY
Increase work order completion rate.	Report on work order created and work orders completed	Director of Facilities Assistant Director of Facilities Supervisor of Building Maintenance
Shorten average days outstanding.	Report on average days outstanding at Work Order completion Report on average days outstanding for incomplete Work Order	Director of Facilities Assistant Director of Facilities Supervisor of Building Maintenance
Identify all preventive maintenance needs/requirements for the division.	All equipment entered into PM direct PM work orders being auto generated. PM work orders completed in a timely manner	Director of Facilities Assistant Director of Facilities Supervisor of Building Maintenance
Develop customer service surveys.	Customer satisfaction surveys Report on survey results	Assistant Superintendent of Operations and Administration Director of Facilities
Analysis of work order backlog.	Reports on backlog by trade Increased productivity seen in higher work order completion and reduction in average days outstanding	Director of Facilities Assistant Director of Facilities Supervisor of Building Maintenance



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.



KBtu (one thousand British thermal units) is a unit of measure for energy in which electricity (watts) and natural gas (Btu) are converted to a common unit of measurement. The conversion allows dissimilar energy sources to be compared and totaled.

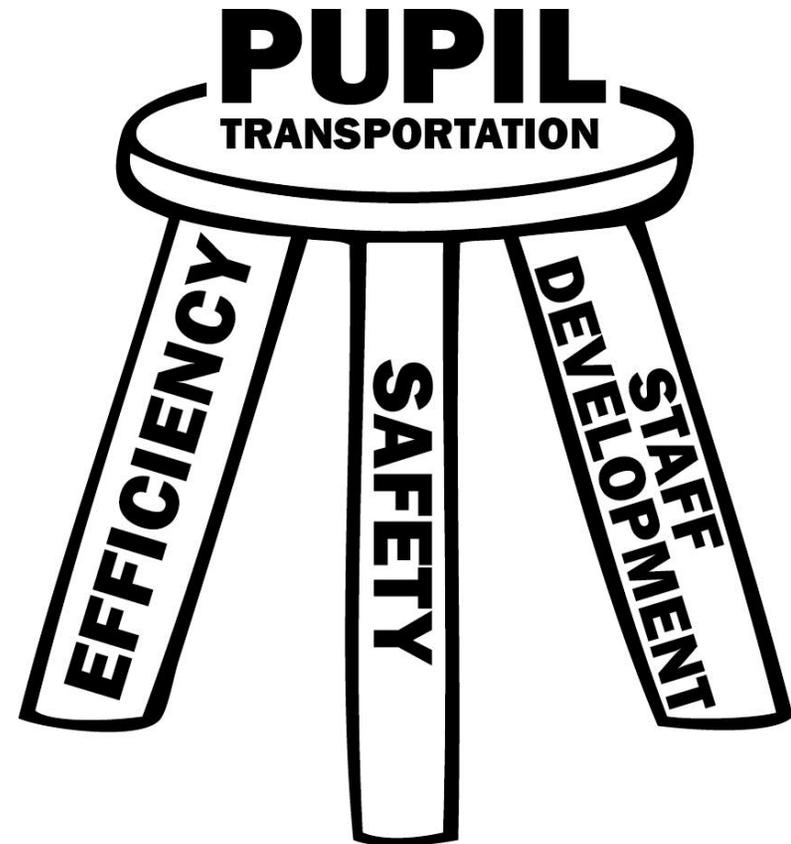


FACILITIES and Functional Performance | The Plan

STRATEGY	EVALUATION/EVIDENCE OF COMPLETION	RESPONSIBILITY
Develop a capital planning program that realistically reflects the needs of the division for the next 10 years.	10 year CIP	Assistant Superintendent of Operations and Administration Director of Facilities
Continue with the Energy Conservation Program.	Energy Savings Report	Assistant Superintendent of Operations and Administration Director of Facilities

Indicators for Excellence – Transportation

- Safety
- Efficiency
- Staff Development





VISION: Tradition of Excellence for All

MISSION: Every Child, By Name and By Need, to Graduation

GOAL: To minimize the potential of injury to persons and property.

STRATEGY	EVALUATION/EVIDENCE OF COMPLETION	RESPONSIBILITY
Driver Daily pre-trip Inspections	Submission required on a monthly basis/verify via periodic spot checks Documentation maintained at Transportation	Bus Drivers Dispatchers Director of Transportation
30 Day & 180 Day Bus Inspections	Documented in Bus File and spreadsheet	Mechanics Director of Transportation
Accidents per 100k miles driven	Historical look back at data to establish a baseline with semiannual reporting of data going forward	Dispatcher Director of Transportation
Safety Team	Schedule showing safety team visits to elementary schools	Dispatcher Director of Transportation



VISION: Tradition of Excellence for All

MISSION: Every Child, By Name and By Need, to Graduation

GOAL: Measure performance and efficiency of services provided and outline continuous improvement plans in the following areas:

STRATEGY	EVALUATION/EVIDENCE OF COMPLETION	RESPONSIBILITY
Track fuel costs per mile driven and MPG.	Tracking spreadsheets and data presentation	Transportation Secretary Director of Transportation
Driver Daily Attendance	Monthly and quarterly reports	Transportation Secretary Director of Transportation
Bus Assistant Daily Attendance	Monthly and quarterly reports	Transportation Secretary Director of Transportation
Develop Customer Service Surveys	Customer satisfaction surveys Report on survey results	Director of Transportation
Employ bus replacement schedule to reduce the average age of the bus fleet.	10-year bus replacement schedule	Director of Transportation



TRANSPORTATION and Staff Development | The Plan

VISION: Tradition of Excellence for All

MISSION: Every Child, By Name and By Need, to Graduation

GOAL: Transportation staff will be better able to provide safe and efficient pupil transportation.

STRATEGY	EVALUATION/EVIDENCE OF COMPLETION	RESPONSIBILITY
Conduct biannual department-wide safety training.	Documentation of meeting topics and attendance	Transportation Secretary Director of Transportation
Driver Trainers, Third Party Testers,	Documentation of Certified Trainers and Third Party Testers to meet the departments needs.	Dispatchers Director of Transportation
Post accident/incident retraining	Accident review and retraining topics	Dispatchers Director of Transportation



Indicators for Excellence

- Service
- Instructional Technology
- Network and Infrastructure



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



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



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



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



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	Financial Assistant



Indicators of Excellence

- Meeting Guidelines
- Recycling
- Mealtime
- 5-Star Kitchens



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 School 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. Participation observed and monitored.	School Nutrition Office Staff Cafeteria Managers and Lead People Cafeteria cashiers



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 School Nutrition Operations Manager School Principal School Teachers and Teacher Assistants
Use specific student groups to promote the project and gain student buy-in – possibly 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 School 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



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 School 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 School Nutrition Operations Manager Cafeteria staff



SCHOOL NUTRITION and 5-Star Kitchens | The Plan

VISION: Tradition of Excellence for All

MISSION: Every Child, By Name and By Need, to Graduation

GOAL: Implement 5-Star Kitchens. This evaluation tool will provide a method for tracking compliance in 5 “Star” areas of kitchen operation. The program will assist kitchen managers in understanding their kitchen’s strengths and weaknesses and direct them in what is needed to become a 5-Star Kitchen.

STRATEGY	EVALUATION/EVIDENCE OF COMPLETION	RESPONSIBILITY
Compliance – This star reviews the requirements for fiscal management, civil rights, meal criteria and record keeping.	Initial review by School Nutrition Director or Operations Manager; school would receive a rating from 1 star to 5 stars based on checklist of “Compliance” indicators. Managers would complete an interim review. Final rating would determine schedule for follow-up.	Director of School Nutrition School Nutrition Operations Manager Cafeteria Manager
Operations/ Organizations – This star ensures employee safety, adherence to all employee policies as set forth by the School Nutrition Department and LCS.	After review, school would receive a rating from 1 star to 5 stars based on checklist of “Operations/Organization” star.	Director of School Nutrition School Nutrition Operations Manager Cafeteria Manager
Service & Marketing – This star focuses on the service of nutritious and tasteful meals in an appealing environment. Promote and develop program to maintain and improve participation.	After review, school would receive a rating from 1 star to 5 stars based on checklist of “Service & Marketing” star.	Director of School Nutrition School Nutrition Operations Manager Cafeteria Manager School Nutrition Office Staff
Food Quality/ Sanitation – This star focuses on the maintenance of high standards of kitchen sanitation, food production, serving of food & proper storage of food to insure all foods are safe for our patrons.	After review, school would receive a rating from 1 star to 5 stars based on checklist of “Food Quality/Sanitation” star.	Director of School Nutrition School Nutrition Operations Manager Cafeteria Manager
Productivity/ Schedules – This star focuses on the management of inventory, employee job assignments, meals per labor hour and efficient use of labor as part of total program costs.	After review, school would receive a rating from 1 star to 5 stars based on checklist of “Productivity/Schedules” star.	Director of School Nutrition School Nutrition Operations Manager Cafeteria Manager

Excellence in 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.

Indicators of Excellence

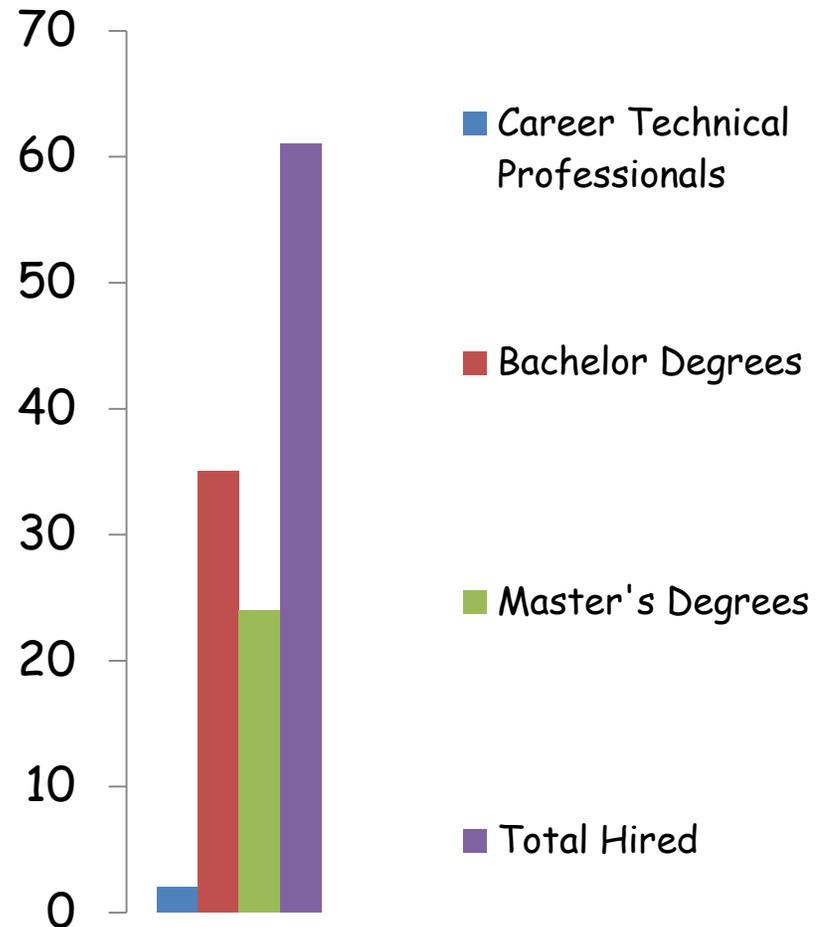
- Degree
- Professional Development Plan
- Turnover

New Teachers

Elementary	35
Middle School	7
High School	19

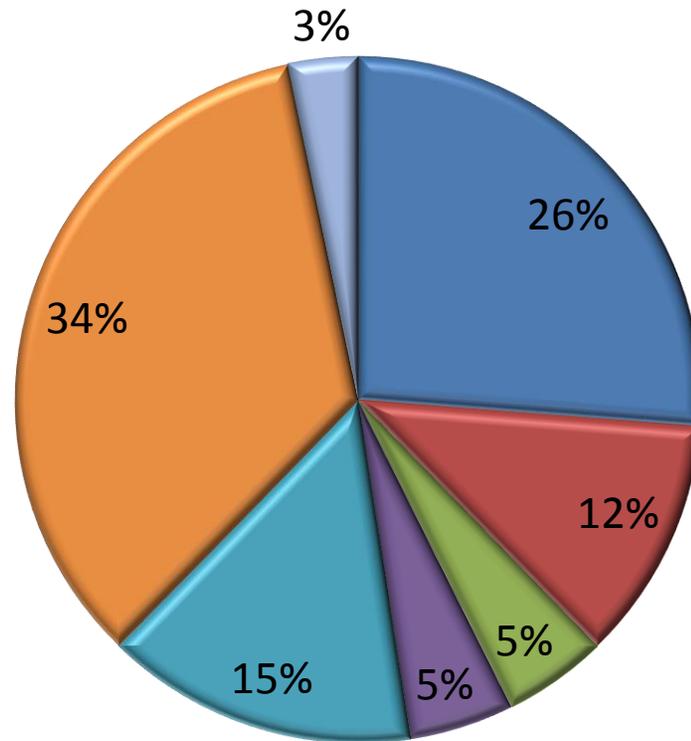
Faculty Experience

Years of Experience	Number of Teachers
0-5	34
6-10	10
11-15	15
16-20	0
20+	2





Colleges and Universities



- Liberty University
- Lynchburg College
- Radford University
- University of NC
- Other VA Colleges/Universities
- Out of State Colleges/Universities
- Technical Professionals

P

Personnel | The Plan

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.

<h1>P</h1> <h2>Personnel The Plan</h2>		
Provide Autism training for appropriate personnel, to include instructional /bus assistants and certain bus drivers.	All staff that work directly with students with autism will be trained, as evidenced by sign-in sheets.	Director of Personnel Director of Special Education
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
Purchase software that will track professional development and train staff to use it effectively.	Installation and training of the program	Department of Personnel Chief Financial Officer

VISION: Tradition of Excellence for All

MISSION: Every Child, By Name and By Need, to Graduation

GOAL: To encourage and assist staff members in advancing their educational goals, obtaining degrees and adding endorsements.

STRATEGY	EVALUATION/EVIDENCE OF COMPLETION	RESPONSIBILITY
Encourage teachers to take Praxis II tests to increase endorsements on their licenses.	Teachers eligible to teach in more than one subject area	Director of Personnel and staff Director of Finance
Research potential funding to promote academic and technological advancement for all staff.	Assistance to teachers and staff for coursework and licensure assessments	Director of Personnel
Work collaboratively with local colleges to bring advanced degree programs into the division for employees at a reduced or minimal cost.	Increased number of teachers and staff with advanced degrees	Director 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

P

VISION: Tradition of Excellence for All

MISSION: Every Child, By Name and By Need, to Graduation

GOAL: To decrease teacher/employee turnover in an effort to maintain highly qualified instructional and professional staff.

STRATEGY	EVALUATION/EVIDENCE OF COMPLETION	RESPONSIBILITY
Evaluate and update salary scales to ensure more competitive hiring and retention of staff.	Salary Survey Report; more competitive salary scales; Decreased turnover with staff	Director of Personnel and staff Director of Finance
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/Instruction staff Director of SPED Principals
Work with principals to identify and place teachers and staff that are a good fit for their schools.	Fewer staff leaving	Department of Personnel Building Administrators

Modifications

Achievement Matrix: Graduation Rate

Strategy 5: Modified Due to Funding because the additional counselors needed to implement the ASCA Model are a 2013-14 Tier 2 budget priority.

Achievement Matrix: AP, Dual Enrollment, Advanced and Accelerated Math

Strategy 2: Postponed in order to base any recommended policy changes on second semester student achievement data. Also, a key staff development focus next year will be differentiation in the classroom. Teachers' proficiency in differentiating will affect grouping policy recommendations.

Strategy 5: Modified in order to make sure there is time to analyze the delivery of educational services provided by PETAL.
Evidence: Enrollment in PETAL courses instead of review test scores of PETAL

Strategy 7: Postponed in order to determine potential for on-line high school courses at the middle school level. Currently, all high school credit courses offered at the middle school level are provided by direct instruction from teachers.

Achievement Matrix: Reading Proficiency

Strategy 9: Postponed because some of these interventions could require a different school calendar. Also, C&I is in the process of developing summer plans to meet new SOQ requirements for students who do not pass the third grade Reading SOL. Looking at new ways to provide programmatic intervention services during the summer.

Strategy 10: Postponed in order to analyze the summer transition program provided to Linkhome Elementary students through 21st Century grant funding. Also, budget implications need to be reviewed.

Achievement Matrix: SOL Results

Strategy 1: Modified to include the need to monitor the plan now that initial development is completed. Modified to include school improvement plans will continue to be a requirement for 2013-2014. School plans will focus on indicators TAO1, TAO2 and TAO3. These indicators require schools to identify students in need of intervention, identify the intervention, and monitor the improvement of the student. Schools will also identify an indicator in behavior and culture.

Strategy 2: Postponed because all schools will be trained in the use of and have access to Datacation, a data dashboard developed through Casenex (University of Virginia). The development of an LCS-specific data dashboard is still a strategy, but for now school staffs will be trained in the use of Datacation.
COMPLETED

Strategy 3: Modified because Pacing Guide work will continue this summer.

Strategy 4: Modified because, while all Pacing Guides have been created, there is a need for teams of teachers to review the Guides over the summer in order to modify and enrich the content.

Behavior Matrix: Suspensions

Strategy 2: Modified because, while secondary matrices have been developed and elementary principals have been working on the elementary matrix, the school division is now working with a consultant on developing and implementing a Lynchburg-specific, research-based PBIS Model (Positive Behavior Interventions and Support)

Behavior Matrix: Character Education

Strategy 1: Modified because this strategy may be included in the school division's development of its Positive Behavior Interventions and Support (PBIS) plan

Strategy 3: Postponed because, while some initial review of plans in other districts has been completed and while some current activities are in place, a thorough examination and exploration will require additional time.
MODIFY: Create Give Me 5 campaign for students. Discussion around moving strategy into the culture indicator.

Culture Matrix: Staff Attendance

Strategy 2: Modified by adding the Director of Personnel Services to those responsible for this strategy.

Culture Matrix: School Culture Survey

Strategy 1: Modified because next year's survey will include a, "Not Applicable" option so that parents and other community members are not frustrated by the survey instrument itself.
We will review all items on the survey in terms of their clarity and relevance. Take a look at the survey questions in terms of their developmental appropriateness for students.

Strategy 2: Modified by changing the dates of the first training sessions to spring 2013.
Further modified because coordinator of equity and accountability served the school division as an assistant principal. As a result we had to place this on hold. Activities will be completed during the 2013-2014 school year. Trainings will focus around all students and their needs, for example, poverty simulation to focus on students from economically disadvantaged settings as studies of students of affluence, gifted students, special education, etc.

Culture Matrix: Parent Involvement

Strategy 2: Modified to include a focus on increased parent involvement at the middle schools and high schools as well. Principals share best practices in parent involvement with each other the things they did to get parents engaged.