# Lynchburg City Schools Comprehensive Plan 2009-2011

Adopted March 2, 2010

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# 2009-11 Comprehensive Plan Stakeholders

This Lynchburg City Schools' planning document is the product of a team effort over a period of many months.  Parents, teachers, other staff members, administrators, and community members worked together to discuss the challenges facing the school division and to decide upon goals and strategies to address these challenges.  Following is a listing of those stakeholders who served on committees or attended focus group meetings leading to the development of this plan.

Renee Anderson, teacher
Steve Barnwell, guidance counselor
Anne Berry, instructional specialist
John Blakely, principal
Mariela Boyers, teacher
Matthew Brandon, parent
Eddie Brogdon, teacher assistant
April Bruce, principal
Polly Cassady, supervisor, Title I
Barbara Clair, teacher
Linda Cole, director, alternative/adult programs
Al Coleman, director, secondary education
Ethel Coles, instructional specialist
Christy Compton, coordinator
Tyrice Deane, student
Ed Dellinger, supervisor, instruction
Terra Dowunah-Hammond, teacher
Leigh Farmer, public information officer
Patty Ferington, coordinator
Jim Gallaher, parent
Steve Gatzke, director, facilities and transportation
Anne Bond-Gentry, coordinator
Jodi Gillette, parent
Linda Graham, teacher
Sharron Gunter, coordinator, special education
Terrie Haley, principal
Sandy Harbin, teacher assistant
Merle Herndon, director, professional development
Katrina Johnson
Tawanda Johnson, teacher
Rhonda Jones, teacher
Judy LaReau, parent
Lyn Long, teacher
Demonna Mack, parent

Matthew MacFarland, student
Suzanne Mason, coordinator
Heather McCormick, teacher
Paul McKendrick, superintendent
Julie Miller, parent
Yvette Miller, past director, student services
Barbara Moody, teacher
Beverly Padgett, chief financial officer
Toni Pate, guidance counselor
Pat Price, community representative
Michael Riley, community representative
Roger Roberts, past deputy superintendent
Mike Rudder, director, elementary education
George Saunders, parent
Dixie Sears, instructional reading specialist
Denise Spinner, parent
Pamela Smith-Johnson, assistant director, personnel
Stephen Smith, assistant superintendent
Fred Stanbery, past director, personnel
Greg Sullivan, director, information technology
Kenna Tarkenton, teacher
Julia Timmons, instructional technology specialist
Eugene Tweedy, community representative
Wyllys VanDerwerker, director, special education
Kate Wall, teacher
Massie Ware, community representative
Patty West, instructional math specialist
Kim White, secretary
Susan White, past supervisor, instruction
Linda Williams, instructional reading specialist
Diane Wilson, secretary
Billie Kay Wingfield, director, personnel
Sonny Witt, assistant superintendent
Brian Wray, principal

# 2009 School Board Members

Mrs. Mary Ann Barker, Chairman
Mr. Thomas H. Webb, Vice-Chairman
Rev. Keith R. Anderson
Mr. Charles W. White
Mr. Albert L. Billingsly
Dr. Regina Dolan-Sewell
Ms. Ingrid M. Hamlett
Dr. Darin L. Gerdes
Mrs. Treney L. Tweedy

# Superintendent's Foreword

This document represents the collective and individual efforts of a number of stakeholders in examining and then in developing the paths to success for the Lynchburg City Schools (LCS). School board members, LCS staff, parents, and members of the business community met a number of times and were instrumental as we focused on programs and challenges that we believe will further improve and/or influence teaching and learning and student achievement. This document, then, will serve as both guidepost and a map, providing the way while at the same time holding us accountable.

Our current period of history makes it imperative that we treat this as a working document. The global economy, high stakes testing and accountability, and our present dire financial times all require that we constantly assess our programs and that be creative in developing and implementing programs that train staff and that prepare all of our children for college and for the world of work. In most instances, we will approach these tasks and challenges with more than a basic foundation, mainly, because we have realized outstanding results from the programs that we have implemented and because we have such a committed, innovative, and resourceful staff.

Our stakeholders can assist again by perusing or analyzing this document and by being critical friends, thereby commenting on our goals and objectives and by continuing to stay involved in the education of our children. That support will make a difference in the degree to which find success. For our students, that success is critical, because for them, "*The world starts here.*"

Regards,

Paul McKendrick, Ed. D.
Superintendent

# Introduction

The Lynchburg City Schools' 2009-11 Comprehensive Plan is based on the Lynchburg City School Board's Vision for Education adopted August 7, 2000.  Intended not only to reflect the school board's vision but also to bring it to fruition, this plan sets goals and strategies for each of the vision's six critical focus areas:

**Academic Eminence**
**Sound, Honorable Character**
**Exemplary Personnel**
**Parental Involvement and Community Investment**
**Respect for Diversity**
**Model Facilities**

The goals and strategies in each of these vision focus areas provide direction for the Lynchburg City Schools as it strives to maintain and extend the "tradition of excellence" for which it is so well known.  They are the foundations for decisions regarding almost every facet of the Lynchburg City Schools, including budgetary decisions.

To ensure that the programs and activities associated with each goal and strategy are implemented effectively, the 2009 – 2011 Comprehensive Plan identifies the individuals in the school division to whom the superintendent has assigned specific responsibility for accomplishing the goals and carrying out the strategies.

In addition to the goals and strategies developed for each vision focus area, the 2009-2011 Comprehensive Plan includes other valuable information as follows: Regional Services, Forecasting and Managing Enrollment Changes, Lynchburg City Schools' SOL/AYP Data, Capital Improvement Plan Summary for 2009-11, and highlights of the Lynchburg City Schools' Educational Technology Plan 2008-2012.  In conjunction with the goals and strategies of the 2009-2011 Comprehensive Plan, these reports provide important data for consideration when decisions must be made.

Developed by the 2009 Comprehensive Plan Stakeholders composed of teachers and other staff members, administrators, parents, and community members, the 2009- 2011 Comprehensive Plan will help to ensure both the continuation of an outstanding educational program and realization of the school board's vision for education.

The Lynchburg City Schools is an educational community of diverse individuals who are developing their intellectual, artistic, and physical talents to the highest degree.  These individuals have an exalted sense of purpose in their lives.  This purpose inspires our community to transcend barriers, work harmoniously, and mobilize positive change.  Our school division is a sought-after teaching institution that exemplifies highest professional standards, scholarship, and innovative instructional practices.  Our vision encompasses six critical focus areas that affect the future of public education: academic eminence, sound and honorable character, exemplary personnel, parental involvement and community investment, respect for diversity, and model facilities.

## Academic Eminence

Academic Eminence is the distinguishing characteristic of the school division.  Fully accredited schools offer academic programs that challenge the intellect and maximize the potential of each student to acquire knowledge, concepts, and skills necessary to become thinking, productive, responsible citizens.  Excellence in academics results in a love of lifelong learning and a supportive, involved community.

## Sound, Honorable Character

We foster a culture of mutual respect that builds trust and engages students in learning. Each student develops strong character modeled by caring adults and reflecting those values cherished by the Lynchburg community.

## Exemplary Personnel

We are in the business of developing human potential.  We value our employees as the lifeblood of the organization. They serve as ambassadors for education in the community.  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.

## Parental Involvement and Community Investment

Parents want the best for their children and share in the responsibility and the process of educating their children.  These involved parents serve as catalysts to unite the community in support of education, bringing Lynchburg to new heights of prosperity, prominence, and promise.

## Respect for Diversity

Our schools are a just and inclusive community in which people from different cultural, ethic, racial, and religious backgrounds learn, live, and work harmoniously with mutual respect, without compromising their beliefs and their identities.  We pioneer the cause of excellence and equity.  We are committed to eliminating racism and discrimination in the schools.  Learning about the contributions of all races and cultures promotes understanding and social justice.

## Model Facilities

Our schools are the heart of our academic, economic, and social development and evoke deep civic pride. Structurally sound, diverse in design, and unique in character, our state-of-the-art schools are adaptable and foster technologically advanced and optimal learning environments. Each of our buildings enhances a new era of education and the life of the community.

## Vision Principles

The Lynchburg City School Board will provide principle-centered leadership and assist others in understanding the boundaries for collective decision making and planning. The school board will use these principles to enable it to achieve its vision for the future of education in Lynchburg.

### Academic Eminence
- We resolve to measure the quality of education in the City of Lynchburg through the accreditation of our schools, the productive transition of our students to satisfying careers or higher education, and the positive accomplishments of our students.
- All educational programs are rigorous and demand that each student thinks, learns, and performs at the highest possible level.
- Students will be technologically adept and will develop the initiative and self-discipline necessary to take command of a changing world in which traditional structures of employment give way to new forms based on ever-increasing information and entrepreneurship.
- We will provide a broad array of extra and co-curricular activities that allow students to explore and develop their interests, gifts, and talents to help guide them toward a fulfilling future.
- We will continue to explore and develop alternative education programs and sites which offer opportunities to students who need an environment different from the traditional school program.

### Sound, Honorable Character
- We promote a standard of behavior that fosters mutual respect, responsibility, self-discipline, and a productive school environment.
- With input from our community, we will define and refine the character traits that best reflect successful citizenship.
- Teachers will actively plan for and reinforce opportunities and experiences for positive character development.
- All employees will model exemplary character.

### Exemplary Personnel
- We will develop and implement a comprehensive, multifaceted recruitment and retention strategy that ensures quality teachers.
- Competitive salaries that exceed the state and national averages will characterize Lynchburg teacher salary schedules.
- We will reward exemplary achievement in our educational community that assists us in realizing our vision.
- We will provide a staff development program of distinction for all categories of personnel which addresses the needs of the individual and the needs of the school division.
- The organizational ethos will promote pride in work, trusting relationships, and effective collaboration.

### Parental Involvement and Community Investment

- Because parental involvement is a cornerstone that undergirds the schools' efforts, we will create avenues for increased dialogue with parents and the community.
- We will promote activities and programs that enable parents to be confident and helpful in assisting their children to succeed in school.
- We will promote community involvement in our schools by nurturing our business partnerships and our relationships with educational and religious institutions and community agencies and organizations.
- We will engage in high profile public relations activities that result in a community that is well-informed of its schools' desired outcomes, programs, and needs.
- Acknowledging our common goal for a strong public education system, we resolve to work collaboratively with City leadership, including City Council and City administration, in planning, communicating our needs, and coordination of our budgetary processes.

## Respect for Diversity

- We applaud our individual diversity and will capitalize on this strength to enhance, enrich, and promote the entire educational process.
- The curriculum will reflect the contributions of individuals from diverse backgrounds to society and teach understanding and respect for differences.
- Beginning in kindergarten, the learning environment will encourage and challenge minority students to pursue higher level classes.
- We will pursue programs and activities to assist minority students in overcoming barriers that hinder success in academic areas.
- The personnel of our schools will reflect the diversity of our community.

## Model Facilities

- We resolve to responsibly maintain and anticipate the needs of our facilities by maintaining a dynamic, long-term facility plan.
- We will continually assess our facilities in relationship to program, curriculum needs, student enrollment, and community demographics.
- We will work cooperatively with City Council and state and federal representatives to secure essential funding to renovate, upgrade, and create viable learning environments in our facilities.
- We will promote our facilities as resources for the community so that they serve as hubs for lifelong learning.

**Evaluation of the LCS Comprehensive Plan**
**2008-2009 Goals and Strategies**
**By Vision Focus Areas**

# Evaluation of 2008-09 Comprehensive Plan Vision Focus Areas Goals and Strategies

| **School Board Vision Focus Area**: Academic Eminence | |
|---|---|
| **Goal 1 (of 6)**: All schools in the division will be fully accredited and will close achievement gaps between subgroups to make Adequate Yearly Progress (AYP) under No Child Left Behind. | |
| **Strategy To Achieve Goal** | **Evaluation/ Evidence of Completion** |
| **1.a**  Conduct meetings between the executive committee and other members of the curriculum and instruction team and each principal three times during the year to discuss disaggregated SOL data, the reasons for the data, the school improvement plan, and the evidence that strategies and initiatives designed to increase student achievement are working. | During 2008-09, two meetings were held with each principal. |
| **1.b**  Provide professional development for teachers throughout the year based on the specific achievement gap reduction goals identified in each School Improvement Plan and the data discussion meetings noted in strategy 1.a. | Workshops were provided in all four content areas in a variety of formats (division-wide, building or grade specific, etc.) during 2008-09. |
| **1.c**  Continue to provide professional development for teachers and administrators in the appropriate instructional use of student-level achievement data. | Workshops were held in buildings to teach faculty to use the division-wide assessment program reports in grades 1-8. Also, workshops targeting reading deficits were provided. |
| **1.d**  Implement the Professional Learning Communities (PLC) model in each school with an emphasis on developing specific strategies to increase the achievement of lower-achieving subgroups. | For 2009-10 2.6 FTE of elementary resource teachers were hired to provide for three 40-minute PLC meetings per week at the elementary level.  Secondary PLC meetings by department occurred during 2008-09. |
| **1.e**  Require that Professional Growth Plans for instructional staff focus on increasing student achievement in specific areas identified as needing improvement in the School Improvement Plan. | This requirement was presented to the principals at a meeting in the fall of 2008. |
| **1.f**  Develop options and recommendations to provide additional instructional time for struggling students including proposals for piloting extended day or extended year calendars at identified elementary schools in 2009-10. | Options were reviewed for increasing time in elementary schedules, but they were not implemented due to a lack of available funds.  Enrichment/remediation periods during the school day were implemented in all elementary and secondary schools in 2009-10. |
| **1.g**  Assess the effectiveness of intervention strategies and programs in meeting the needs of students experiencing difficulty in the classroom. | At the school level, each School Improvement Team reviews strategies and programs.  At the division level, as an example, an evaluation of the pilot *I Can Learn* math lab program was conducted in the fall of 2009. |

| **School Board Vision Focus Area**: Academic Eminence |
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| Goal 1 (of 6): All schools in the division will be fully accredited and will close achievement gaps between subgroups to make Adequate Yearly Progress (AYP) under No Child Left Behind. **(continued)** | |
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| **Strategy To Achieve Goal** | **Evaluation/ Evidence of Completion** |
| **1.h** Review current instructional delivery and support options for students with disabilities accessing the general education curriculum in the least restrictive environment and set goals for each school based on data from Indicator 5 of the State Special Education Performance Plan. (Indicator #5: the percentages of children with IEPs aged 6 through 21 served A. Inside the regular class $\geq$ 80% of the day; B. Inside the regular class < 40% of the day; and C. In separate schools, residential facilities, or homebound/hospital placements.) | This is an on-going process. The High Expectation Initiative related to this strategy is in the third year of its implementation. |
| **1.i** Continue to provide funding for, implement, and monitor quality educational programs/pre-kindergarten programs for four-year-olds. | Completed for all 17 pre-K classrooms in 2008-09. The Pre-K Active Learning initiative was implemented for 2009-10. |
| **1.j** Conduct a review of the elementary reading program in 2008-09 and select a program for implementation in 2010-11. | Due to funding limitations, this process was postponed until 2010-11. |
| **1.k** Implement the Play It Smart Program at each high school to provide academic support for student-athletes. | This program is in place for a second year in 2009-10. |
| **1.l** Continue to provide access to and professional development for new technologies and software to increase student engagement and achievement in all content areas. | Please refer to the evaluation section of the division technology plan for specifics related to this strategy. |

| **School Board Vision Focus Area**: Academic Eminence | |
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| Goal 2 (of 6): Division-wide passing rates on the math Standards of Learning tests at each level (elementary, middle, and high) will exceed 75%. | |
| **Strategy To Achieve Goal** | **Evaluation/ Evidence of Completion** |
| **2.a** Implement the essential actions identified in the School Support Team reviews of the math departments at the three middle schools during the 2007-08 school year. | This occurred, and all three middle schools met the accreditation goal in mathematics. |
| **2.b** Utilize the instructional specialist for secondary mathematics to provide resources and effective strategies for middle school math teachers, including effective mnemonic devices, lesson plans, and mathematical vocabulary. | This occurred during 2008-09 with the primary emphasis at Paul Laurence Dunbar Middle School for Innovation, and significant improvements in student achievement were realized. |
| **2.c** Implement "The 24 Game" in each elementary and middle school as a strategy to improve students' capacity for mental mathematics and basic computation. | This program was implemented in 2008-09, with a large-scale culminating competition held at E.C. Glass High School. |

| School Board Vision Focus Area: Academic Eminence | |
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| **Goal 2 (of 6)**: Division-wide passing rates on the math Standards of Learning tests at each level (elementary, middle, and high) will exceed 75%. **(continued)** | |
| **2.d** Revise division-wide assessments in first through fifth grade to include a basic computation section for each six weeks. | Completed in 2008-09. |
| **2.e** Use the new Virginia Algebra Readiness Diagnostic Test in each middle school to identify specific knowledge and skills deficits and to guide appropriate intervention strategies. | Completed in 2008-09. |
| **2.f** Provide substitutes for middle school math teachers to attend three days of professional development activities each year which target areas of need as identified by SOL assessment data. | Completed in 2008-09. |

| School Board Vision Focus Area: Academic Eminence | |
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| **Goal 3 (of 6)**: The percentage of African-American and economically disadvantaged students successfully completing advanced level courses in high school will increase each year. | |
| **Strategy To Achieve Goal** | **Evaluation/ Evidence of Completion** |
| **3.a** Continue to provide PETAL accelerated blocked math courses in grades 6 and 9. | Completed in 2008-09. |
| **3.b** Continue to provide PETAL summer acceleration programs in reading and math for students in grades 2-8 and bridge courses for high school students. | Completed in summer 2009. |
| **3.c** Require and monitor the implementation of accelerated math classes in each elementary school beginning in second grade. | This data was collected in 2008-09, and data collection is continuing in 2009-10. |
| **3.d** Continue to include funding in the school operating budget for the tuition and textbooks for students enrolled in dual enrollment courses. | Funding was maintained for 2009-10. |
| **3.e** Provide professional development related to students of poverty. | During 2008-09 workshops were provided for new teachers division-wide, at selected schools, and during the Best Practices Conference. |
| **3.f** Identify challenges and make recommendations for policy changes, programs, staff development, and student supports to facilitate the attainment of the Advanced Studies Diploma and the Advanced Studies Diploma with Lynchburg Honors Seal. | Completed in 2008-09; discussions are on-going related to the increased requirement for 26 credits for the Advanced Studies Diploma. |

| School Board Vision Focus Area: Academic Eminence | |
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| **Goal 4 (of 6)**: The division graduation rate, based on the Virginia On-Time Graduation Rate, will increase each year, with an associated decrease in the four-year drop-out rate. | |
| **Strategy To Achieve Goal** | **Evaluation/ Evidence of Completion** |
| **4.a** Increase the offerings of afternoon recovery courses for high school students. | This was done in 2008-09, but funding and student attendance continue to be challenges. |
| **4.b** Identify options and make recommendations to increase the instructional time for students enrolled in alternative education programs. | Time will be increased for 8th grade students at the new Fort Hill Community School. |
| **4.c** Provide additional pre-General Educational Development (GED) classes for qualified students at each high school. | This was done in 2008-09, but funding challenges resulted in the programs being eliminated for 2009-10. |
| **4.d** Implement and evaluate summer and fall transition programs in grades 6 and 9. | Completed for 2008-09 and 2009-10. Funding for 2010-11 will be identified from stimulus funds (special education maintenance of effort). |
| **4.e** Support the implementation of mentoring and monitoring programs for high school freshmen. | Both high schools implemented programs in 2008-09 and 2009-10, and specific time was allotted for these efforts in the enrichment/achievement periods. |
| **4.f** Evaluate the current truancy prevention, intervention, and reduction programs and make recommendations for improvements. | This evaluation was completed informally, and no funds are currently available for changes recommended. |


| School Board Vision Focus Area: Academic Eminence | |
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| **Goal 5 (of 6)**: One hundred percent of high school graduates will have completed one of the following programs: college preparatory, career-technical education (CTE), or school-to-work. | |
| **Strategy To Achieve Goal** | **Evaluation/ Evidence of Completion** |
| **5.a** Identify options and make recommendations for providing increased access to Career Technical Education (CTE) program offerings. | The Teachers for Tomorrow program was implemented in 2008-09, the Medical Assistant program was implemented in 2009-10. |
| **5.b** Continue to provide support for students participating in the Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP). | Completed for 2008-09 and on-going in 2009-10 for the grant-selected cohort of students. |
| **5.c** Continue to assess all rising eighth grade and tenth grade students for career aptitude and interest using Kuder Career Interest software to generate individual student profiles. | Completed in 2008-09. State support for the *Virginia Wizard* software ended in 2008-09, so we are moving to the *Naviance* guidance software in 2009-10. |
| **5.d** Increase the percentage of CTE students who earn industry certification or pass a licensure exam in their area of study. | This occurred in 2008-09. |

| 5.e Implement the Career Coaches initiative in partnership with Central Virginia Community College (CVCC) to support students as they work toward a successful transition to post-secondary education or work. | Completed in 2008-09, and on-going in 2009-10. |
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**School Board Vision Focus Area: Academic Eminence**

**Goal 6 (of 6)**: The division will increase opportunities and options for students to develop higher levels of knowledge and skills in the core content areas and to explore and advance in elective offerings as well.

| Strategy To Achieve Goal | Evaluation/ Evidence of Completion |
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| **6.a** Continue to expand the Advanced Placement offerings and enrollments at the high schools, including access to Virginia's Virtual AP School. | Enrollment in the Virtual Virginia program increased in 2008-09, Heritage High School scheduled AP Chemistry in 2009-10, and ECG piloted AP Macro and Micro Economics in an independent study format. |
| **6.b** Review the content and rigor of advanced-level core-content courses at the secondary schools. | Meetings were held with selected dual enrollment teachers and AP teachers, and an initiative was implemented related to the rigor of the middle school English courses. |
| **6.c** Improve, expand, and modernize career technical programs annually. | The Nuclear Tech/Robotics labs have been expanded and the commercial kitchen in the culinary arts program will be modernized in 2009-10. In addition, the EMT course was moved to the more updated lab at CVCC. |
| **6.d** Evaluate the current programs in the schools for innovation and research other successful models of innovation programs. | Meetings were held with stakeholders of each school for innovation during 2008-09, and program components were expanded at Paul Laurence Dunbar Middle School for Innovation for 2009-10. |
| **6.e** Refocus, redefine, fund, and clearly communicate to potential applicants the innovative features and advantages of attendance at each of the three schools of innovation. | This has not occurred, as the discussions of the data collected from the evaluations have not yet occurred. |
| **6.f** Review and update the exploratory and elective offerings at all grade levels. | Completed in 2008-09 and finalized in the High School and Middle School Program of Studies documents. |

| School Board Vision Focus Area: Sound, Honorable Character | |
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| **Goal 1 (of 1)**: All schools in the division will cultivate a learning environment in which students and staff feel safe and secure and that promotes student achievement, reduces student behaviors that require disciplinary action, develops civic-minded students of high character, and actively and purposefully models and teaches the six character traits adopted by the Lynchburg City School Board. | |
| **Strategy To Achieve Goal** | **Evaluation/ Evidence of Completion** |
| **1.a** Develop a written plan at each school for implementation of School Board Policy *Character Education* and Code of VA 22.1-208.01. | In progress |
| **1.b** Distribute to each school a copy of *Educating for Character: A Virginia Tradition* to be used for the development of school plans. | Completed  Distributed fall of 2009 |
| **1.c** Display character trait posters in all classrooms, cafeterias, and hallways. | Completed  Distributed for display fall of 2009 |
| **1.d** Display posters containing the key messages from *Skillful Teacher*. | Completed |

| School Board Vision Focus Area: Exemplary Personnel | |
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| **Goal 1 (of 7)**: The school division will recruit and retain a highly qualified staff. | |
| **Strategy To Achieve Goal** | **Evaluation/ Evidence of Completion** |
| **1.a** Use multiple recruitment tools and approaches to enhance the selection process and diversify the workforce. | Completed. Annual October Staffing Report. LCS held two instructional job fairs, recruited at two conferences, recruited at seven colleges/universities, advertised in newspapers and forwarded openings to colleges/universities. |
| **1.b** Implement the researched-based *Skillful Teacher* program to assist teachers in building a repertoire of skills that will promote learning and increase student achievement. | In progress |
| **1.c** Select and build teacher induction program teams (mentor coordinator, lead mentor, and mentor teachers) to provide differentiated support and training for beginning/new-to-district teachers. | In progress |
| **1.d** Implement the revised teacher evaluation process (Professional Growth System) to assess the instructional performance and effectiveness of instructional personnel. | In progress |
| **1.e** Assess the current process and forms used in the evaluation of non-professional personnel. | Assessment has started but has not been completed. |

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| **1.f** Screen potential candidates to determine highly qualified status as defined by the Virginia Department of Education. | Ongoing. Progress noted in the Virginia Department of Education's IPAL Report submitted January 2009. |
| **1.g** Monitor the progress of provisionally licensed teachers and new non-professional personnel and identify effective ways to recruit and retain them. | Ongoing. Record of communication/progress from Licensure Specialist. Licensure status report of provisional teachers from SY 08-09. |
| **1.h** Fill all teacher vacancies with licensed personnel who meet state or alternative licensure requirements. | Ongoing. Progress noted in the Virginia Department of Education's IPAL Report submitted from LCS January 2009. |
| **1.i** Implement the *Teacher for Tomorrow* (TFT) high school career technical program to encourage professional education careers in the Lynchburg City Schools. | Program implemented at both high schools for 2008-09. Enrollment warranted continuation at one high school for 2009-10. |
| **1.j** Design and implement an orientation/induction program for new school division administrators. | Program is in development stages. Effective date of implementation SY 10-11. . |

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| **School Board Vision Focus Area**: Exemplary Personnel | |
| **Goal 2 (of 7)**: The school division will increase the diversity of its teaching force. | |
| **Strategy To Achieve Goal** | **Evaluation/ Evidence of Completion** |
| **2.a** Recruit at historically black colleges and universities (HBCUs) with established teacher education programs with recruitment efforts to include, but not be limited to, advertisements and participation in college job fairs. | Due to budgetary constraints, recruitment was sharply curtailed. HBCUs were not recruitment sites. |
| **2.b** Establish an alliance with departments/schools of education in area colleges to facilitate recruitment of teachers in areas of need in the Lynchburg City Schools. | Formal program has not been established. This strategy will be carried forward SY 09-10. |

| School Board Vision Focus Area: Exemplary Personnel | |
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| Goal 3 (of 7): The school division will offer professional development opportunities and programs that support the vision of the school division and address the needs of professional and non-professional personnel. | |
| **Strategy To Achieve Goal** | **Evaluation/ Evidence of Completion** |
| **3.a** Develop and administer a staff development needs assessment for all employees. | The department for information technology administered a written survey for all employees regarding needs. |
| **3.b** Implement a comprehensive staff development program based on the results of the needs assessment and the school division's priorities. | In progress. |
| **3.c** Provide and advertise annual opportunities for professional growth in classroom management and discipline. | In progress. |

| School Board Vision Focus Area: Exemplary Personnel | |
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| Goal 4 (of 7): Employee participation in the school division's wellness program will increase, leading to improved health for employees and minimizing health insurance rate increases. | |
| **Strategy To Achieve Goal** | **Strategy To Achieve Goal** |
| **4.a** Establish a division-wide wellness committee to promote activities leading to a healthy lifestyle. | Committee has been established and has met. |
| **4.b** Educate employees about the benefits of participating in the wellness program through visits to each site by Living Well representatives and information on the school division's website and provided links. | In progress. |
| **4.c** Schedule and provide annual wellness screenings at each school/building site. | Wellness screenings were held at twenty-one sites, with sixty-nine stations utilized. The screenings were held from September 15 – 30, 2009. |
| **4.d** Assess the benefits of employing a health educator or nurse practitioner model. | Postponed. Assessment will be completed by 11/30/2009. |

| School Board Vision Focus Area: Exemplary Personnel | |
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| Goal 5 (of 7): The school division will improve the effectiveness of technology and software programs related to the personnel department. | |
| **Strategy To Achieve Goal** | **Evaluation/ Evidence of Completion** |
| **5.a** Provide Employee Self Service (ESS) access to all employees though ASCENT software to view their personal data via the web (e.g. leave balances, payroll information, etc.). | Access to ASCENT is now available to employees. |
| **5.b** Provide in-service training for personnel and finance department | Ongoing and in progress. |

| employees to stay abreast of ASCENT updates. | |
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| **5.c** Research and develop a Request for Proposals (RFP) for financial software that incorporates payroll and personnel functions. | Research of current system and other products is in progress. |
| **5.d** Assess the effectiveness and user-friendly capability of current software for meeting the needs of the personnel department. | Research of current system and other products is in progress. |

| **School Board Vision Focus Area**: Exemplary Personnel | |
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| **Goal 6 (of 7)**: The school division will continue to provide a competitive salary scale that ranks among the highest in Central Virginia. | |
| **Strategy To Achieve Goal** | **Evaluation/ Evidence of Completion** |
| **6.a** Conduct salary comparisons of surrounding school districts and adjust the school division's salary schedule as necessary. | LCS participated in salary surveys but did not conduct a Salary Survey Report due to budgetary constraints. |
| **6.b** Research current cost-of-living indices and make recommendations for salary adjustments based on the information. | Research was not conducted due to budgetary constraints impact. |
| **6.c** Review extra-curricular salary supplements, travel supplements, and substitute pay in view of ongoing increases in the federal/state minimum wage and fuel costs and make recommendations for increases dependent on financial resources. | LCS did not conduct extra-curricular salary supplements, travel supplements, and substitute pay report due to budgetary constraints.<br><br>Substitutes (instructional, classified, and classified hourly) pay were increased due to federal/state minimum wage increases. |
| **6.d** Continue to make competitive salaries a priority in developing the annual budget. | Due to budgetary constraints, no action was taken in this area. |

| **School Board Vision Focus Area**: Exemplary Personnel | |
|---|---|
| **Goal 7 (of 7)**: The school division's professional and non-professional job descriptions will reflect accurately each employee's responsibilities, expectations, and qualifications. | |
| **Strategy To Achieve Goal** | **Evaluation/ Evidence of Completion** |
| **7.a** Research educational job descriptor resource banks. | In progress. |
| **7.b** Assess and revise current professional and classified job descriptions. | In progress. |

| **School Board Vision Focus Area**: Parental Involvement and Community Investment | |
|---|---|
| **Goal 1 (of 1)**: The school division will implement effective programs, activities, and procedures designed to involve parents meaningfully in the division goal of full accreditation for all schools | |
| **Strategy To Achieve Goal** | **Evaluation/ Evidence of Completion** |
| **1.a** Develop a parental involvement policy consistent with the requirements of No Child Left Behind (NCLB). | Completed for division and each elementary school. Copies of plans on file. |
| **1.b** Provide coordination and technical assistance to schools in planning and implementing effective parent involvement activities designed to improve student academic achievement | Coordinator of Federal Grants provided this technical assistance |
| **1.c** Build capacity for parental involvement at the school level through various workshops including, but not limited to, workshops on the Standards of Learning, literacy, technology, teamwork, and Key Communicators. | Completed as per Title I plans at each eligible school |
| **1.d** Convene at a minimum one annual meeting at the school level to discuss with parents the rights and responsibilities of parental involvement. | Completed as per documentation at each Title I eligible school. |

| **School Board Vision Focus Area**: Respect for Diversity | |
|---|---|
| **Goal 1 (of 2)**: The school division will revise and update its educational programs designed to emphasize the appreciation and understanding of cultural and individual differences as they relate to student achievement. | |
| **Strategy To Achieve Goal** | **Evaluation/ Evidence of Completion** |
| **1.a** Revise the content and activities of the cultural competency training for new professional staff, based on feedback from teachers, newly available resources, and related *Skillful Teacher* content and strategies. | Cultural Competency training (1-day) was held in the fall of 2008 and is revised on an ongoing basis as new instructional personnel are trained. |
| **1.b** Identify successful student-centered cultural competency activities in schools and develop a plan to extend these activities, as appropriate, to other schools. | Students have participated in various activities including, but not limited to, Project Inclusion, Mix-It-Up Day, the Mercy Care Project, the Clothesline Project and on-going activities related to brotherhood. |
| **1.c** Develop cultural competency offerings, including the topic of teaching children in poverty, for the professional development menu of workshops and in-service opportunities. | Professional development workshops have been held on professional development days and during faculty meetings. Some of the topics include grading practices, Skillful Teacher workshops, and understanding poverty. |

| 1.d Establish a diversity council of interested teachers, students, and community members to address issues related to cultural diversity in the school division and to make recommendations to the administration and school board. | The council has not been established. Based on the feedback from the fall 2009 cultural competency training, there is an interest and a continued need for this council. Key Communicators continues to meet bi-monthly to address concerns of the community. |
|---|---|

**School Board Vision Focus Area**: Respect for Diversity

**Goal 2 (of 2)**: The school division will provide for the continuity and sustainability of its cultural competency training programs.

| Strategy To Achieve Goal | Evaluation/ Evidence of Completion |
|---|---|
| 2.a Identify staff members with an interest in cultural competency issues and requisite presentation and human relations skills and design a plan to provide these individuals with the additional training that will qualify them to assume the role of division trainers. | Staff members have been identified and will be trained at the National Multi-Cultural Institute in the fall/spring 0f 2009-10. |

**School Board Vision Focus Area**: Model Facilities

**Goal 1 (of 4)**: The school division will upgrade Lynchburg City Schools' facilities as specified in the six-year Capital Improvement Plan to allow for effective instruction in state-of-the-art facilities and to provide a physical environment conducive to learning.

| Strategy To Achieve Goal | Evaluation/ Evidence of Completion |
|---|---|
| 1.a Review the Capital Improvement Plan annually. | Compiled CIP for 2009-2014 |
| 1.b Assess facilities and adjust the CIP, prioritizing projects as determined by the needs of the school division and the financial resources available. | Revised CIP April 21, 2009 to reflect work at roof project at HHS (2010), gym project at HHS (2010) and A&E work at HHS (2014). |

**School Board Vision Focus Area**: Model Facilities

**Goal 2 (of 4)**: The school division will promote school facilities as community hubs for lifelong learning.

| Strategy To Achieve Goal | Evaluation/ Evidence of Completion |
|---|---|
| 2.a Review the rental rate structure for all school facilities and explore differentiated rental scales for charitable versus for-profit activities. | Revised rate structure developed January 2009. Review in progress due January 2010. |
| 2.b Pursue centralized modern facilities for alternative and adult education programs. | Fort Hill Community School project to be completed December 2009, occupied January 2010. |

| School Board Vision Focus Area: Model Facilities | |
|---|---|
| Goal 3 (of 4): The school division's properties will reflect the division's concern for student safety. | |
| **Strategy To Achieve Goal** | **Evaluation/ Evidence of Completion** |
| **3.a** Conduct an annual safety review of each school to include, but not be limited to, a review of outdoor lighting for proper placement and functionality. | Completed October 2008, October 2009. |
| **3.b** Review the placement of numbers on door entrances at all schools. | Currently underway. |
| **3.c** Assess and possibly expand video surveillance and access control systems. | SMS will be connected to "Milestone" system. |

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| School Board Vision Focus Area: Model Facilities | |
|---|---|
| Goal 4 (of 4): School properties will reflect the division's concern for economy of operation and environmental preservation | |
| **Strategy To Achieve Goal** | **Evaluation/ Evidence of Completion** |
| **4.a** Design new construction to meet Leadership in Environmental and Energy Design (LEED) certification standards. | SMS project will meet or exceed LEED standards. |
| **4.b** Design modifications to existing buildings to comply with Energy Star standards. | SMS & FHCS will have Energy Star components. |
| **4.c** Develop and implement an energy conservation policy to include, but not be limited to, utilities and fuel. | Completed energy audits, initiated energy policy, held energy completion between school sites. |
| **4.d** Explore the use of internet protocol telephones as a cost-saving measure over traditional telephone service. | SMS & FHCS will have internet protocol telephones. |
| **4.e** Conduct an efficiency review of the facilities department to improve service and track expenses. | Completed August 2008 by EPIRITUS Consultants. |

# LCS Comprehensive Plan
# 2009-2011 Goals and Strategies
# By Vision Focus Areas

# LCS Comprehensive Plan 2009-11

**School Board Vision Focus Area**: Academic Eminence

**Goal 1 (of 5)**: All schools in the division will be fully accredited and will close achievement gaps between subgroups to make Adequate Yearly Progress (AYP) under No Child Left Behind.

| Strategy To Achieve Goal | Responsibility for Completion | Timeline for Completion | Evaluation/Evidence of Completion |
|---|---|---|---|
| **1.a** Analyze schools' disaggregated Standards of Learning data to cite evidence and to note strategies and initiatives to increase student achievement. | Superintendent Asst Super for C&I C&I Directors Coord. of Equity & Accountability | Fall and Spring of each year | Meeting dates available upon request |
| **1.b** Provide professional development based on student achievement data, school improvement plans, division-level initiatives, such as, cultural competency, new technologies, and the data analysis meetings noted above | Asst Super for C&I C&I staff Principals | On-going throughout the year | Schedules of workshops from fall work-week, professional development days, Best Practices Conference, and other opportunities. |
| **1.c** Continue to implement and to support Professional Learning Communities (PLC) in each school with an emphasis on developing specific strategies to increase student achievement. | Superintendent Principals | On-going throughout the year | Meeting dates and minutes available upon request |

| | | | |
|---|---|---|---|
| **1.d** Evaluate, and use as base-line data, reading instruction in elementary schools to confirm and to ensure instructional strategies, professional development, instructional resources, and staffing. | Superintendent Director of Elementary Education Director of Secondary Education Principals | On-going throughout the year | Summaries of programs and program data |
| **1.e** Research the feasibility of evaluating mathematics program and instruction by an agency, organization. | Superintendent Director of Elementary Education Director of Secondary Education Principals | June 2010 | Recommendations to be discussed in cabinet meetings |
| **1.f** Develop enrichment and/or remediation periods in each school. | Superintendent Asst Superintendents C&I Staff | On-going | Recommendations to be discussed in cabinet meetings |
| **1.g** 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. (Indicator #5: the percentages of children with IEPs aged 6 through 21 served A. Inside the regular class $\geq$ 80% of the day; B. Inside the regular class < 40% of the day; and C. In separate schools, residential facilities, or homebound/hospital placements.) | Director for Special Education Principals | On-going | Evidence will be available in the State Special Education Performance Plan |

| | | | |
|---|---|---|---|
| **1.h** Continue to provide funding for, to implement, and to monitor quality pre-kindergarten programs for four-year-olds. | Superintendent | On-going | Annual program enrollments and evaluation |
| **1.i** Implement and monitor outcomes of the Play It Smart Program at each high school. | Superintendent<br>Director for Student Services | On-going | Play It Smart program evaluation |
| **1.j** Review the Standards of Accreditation to ensure course offerings and sequences that support high expectations for achievement for all students. | Superintendent<br>Asst Super for C&I<br>C&I Directors<br>Coord. of Equity & Accountability | Each fall | High School and Middle School Program of Studies and elementary course enrollments |
| **1.k** Implement a pilot program in two or three elementary schools that offers extended reading instruction in grades K-2. | Superintendent<br>Asst Superintendents<br>C&I Staff | Fall 2010 | Implementation of pilot program. Evaluation at end of 2010-11 academic year. |

**School Board Vision Focus Area**: Academic Eminence

**Goal 2 (of 5)**: The percentage of African-American and economically disadvantaged students successfully completing advanced level courses in high school will increase each year.

| Strategy To Achieve Goal | Responsibility for Completion | Timeline for Completion | Evaluation/Evidence of Completion |
|---|---|---|---|
| **2.a** Increase by 10 percent the number of students in the PETAL accelerated blocked math courses in grades 6 and 9. | Asst Super for C&I Coord. of Equity & Accountability | On-going | Enrollment and achievement data |
| **2.b** Increase by 10 percent the number of students in the PETAL summer acceleration programs in reading and math for students in grades 2-8 and in the bridge courses for high school students. | Asst Super for C&I Coord. of Equity & Accountability | On-going | Enrollment and achievement data |
| **2.c** Increase by 10 percent the number of students in accelerated math classes in each elementary school beginning in second grade. | Asst Super for C&I Director of Elem Education Coord. of Equity & Accountability | On-going | Enrollment and achievement data |
| **2.e** Provide professional development related to cultural competency, diversity awareness, and poverty as a risk factor. | Asst Super for C&I Coord. of Equity & Accountability Cult Comp Team | On-going | Dates of Workshops |
| **2.f** Evaluate and make changes in policies, programs, professional development, and student support in order to increase the number of minority students attaining the Advanced Studies Diploma and the Advanced Studies Diploma with Lynchburg Honors Seal. | Superintendent Asst Super for C&I C&I Directors Coord. of Equity & Accountability | Each spring for the following fall | High School and Middle School Program of Studies |

**School Board Vision Focus Area**: Academic Eminence

**Goal 3 (of 5)**: The division graduation rate, based on the Virginia On-Time Graduation Rate, will increase each year, with an associated decrease in the four-year drop-out rate.

| Strategy To Achieve Goal | Responsibility for Completion | Timeline for Completion | Evaluation/Evidence of Completion |
|---|---|---|---|
| **3.a** Increase the offerings of afternoon recovery courses for high school students and the enrollments in the Project Graduation Standards of Learning assessment preparation programs. | Asst Super for C&I Director for Secondary Education | Spring for the following fall | Enrollments and Project Graduation evaluation |
| **3.b** Research and, if feasible, purchase an on-line course program for high school students and for the alternative education programs. | Superintendent Asst Super for C&I Director for Alternative and Adult Education | On-going | Discussions in cabinet |
| **3.c** Continue to support and to evaluate transition programs in grades 6 and 9. | Director for Secondary Education Principals | Each fall | Summaries of programs |
| **3.e** Monitor the coding of students to ensure that accurate data are uploaded to the Virginia Department of Education. | Asst Super for C&I Coordinator for Data Processing Secondary Principals | Quarterly | Cohort lists from state |
| **3.f** Evaluate and make recommendations to the current truancy prevention, intervention and reduction programs, policies, and regulations. | Superintendent Asst Super for Operations and Admin Director of Student Services | Each spring for the following fall | Discussions in cabinet |
| **3.g** Design and implement a program for pregnant teens, formerly located at the LAUREL site. | Superintendent Asst Super for Operations and Admin Directors of Student Services, Alternative Education | Implementation Fall 2010 | Implementation of program |

**School Board Vision Focus Area**: Academic Eminence

**Goal 4 (of 5)**: One hundred percent of high school graduates will have completed one of the following programs: college preparatory, career-technical education (CTE), or school-to-work.

| Strategy To Achieve Goal | Responsibility for Completion | Timeline for Completion | Evaluation/Evidence of Completion |
|---|---|---|---|
| **4.a** Implement the Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP). | Asst Super for C&I Director for Secondary Education Coordinator of Equity & Accountability | Spring for the following fall | Enrollments and GEAR UP evaluation |
| **4.b** Conduct a student-interest survey to identify options and to make recommendations for increased participation in Career Technical Education programs, especially regarding possible criminal justice and heating, ventilation, and air conditioning programs. | Asst Super for C&I Director for Secondary Education Supervisor for Career Technical Education | On-going | High School Program of Studies |
| **4.c** Improve, expand, and modernize the facilities and equipment used in the Career Technical Education (CTE) program offerings. | Asst Super for C&I Director for Secondary Education Supervisor for Career Technical Education | On-going | High School Program of Studies |
| **4.d** Meet the state benchmark for the percentage of CTE students who earn industry certification or pass a licensure exam in their areas of study. | Asst Super for C&I Director for Secondary Education Supervisor for Career Technical Education | Each summer | Program evaluation |
| **4.e** Implement the 2010-11 Academic and Career Plan program. | Asst Super for C&I Director for Secondary Education Supervisor for Career Technical Education | Spring 2011 | Review of implementation |

**School Board Vision Focus Area**: Academic Eminence

**Goal 5 (of 5)**: The division will increase opportunities and options for students to develop higher levels of knowledge and skills in the core content areas and to explore and advance in elective, co-curricular, and extracurricular offerings as well.

| Strategy To Achieve Goal | Responsibility for Completion | Timeline for Completion | Evaluation/Evidence of Completion |
|---|---|---|---|
| **5.a** Continue to expand the Advanced Placement and dual enrollment offerings and enrollments, including via the Virginia's Virtual AP School at the high schools. | Asst Super for C&I Director for Secondary Education | Spring for the following fall | High School Program of Studies and Enrollments |
| **5.b** Continue to provide and support a variety of co-curricular and extracurricular opportunities, including those in the cultural arts, athletics, clubs, teams, and organizations. | Asst Super for C&I Director for Secondary Education Director for Elementary Education Principals | Each fall | Summaries of programs |
| **5.c** Evaluate programs in the schools for innovation. | Asst Super for C&I C&I Staff Public Information Officer Principals | Each spring | Evaluation of programs |
| **5.d** Review and update the exploratory and elective offerings in middle and high schools. | Asst Super for C&I Director for Secondary Education Principals | Each spring for the following fall | Middle and High School Programs of Studies; Enrollments |

# LCS Comprehensive Plan 2009-11

**School Board Vision Focus Area**: Sound, Honorable Character

**Goal**: All schools in the division will cultivate a learning environment in which student s and staff feel safe and secure ant that promotes student achievement, reduces student behaviors that require disciplinary action, develops civic minded students of high character, and actively and purposefully models and teaches the six character traits adopted by the Lynchburg City School Board.

| Strategy To Achieve Goal | Responsibility for Completion | Timeline for Completion | Evaluation/Evidence of Completion |
|---|---|---|---|
| **a**.  Develop character education programs which identify strategies, methods of communication, responsibilities, timelines, and evaluation plans/strategies. | Director of Student Services Coordinator of Student Services Principals | Draft due by November 2009 | Plans will be reviewed by Director of Student Services |
| **b**.  Provide training to school staff to identify the criteria for developing character education programs | Director of Student Services Coordinator of Student Services | October 2009 | Meeting held in October |

# LCS Comprehensive Plan 2009-11

**School Board Vision Focus Area**: Exemplary Personnel

**Goal**: The school division will recruit and retain a highly qualified staff.

| Strategy To Achieve Goal | Responsibility for Completion | Timeline for Completion | Evaluation/Evidence of Completion |
|---|---|---|---|
| **1.a** Implement a new online application system. | Director of Personnel | January 30, 2010 | Implementation of online program |
| **1.b** Conduct salary surveys of local school divisions to ensure competitive salaries within the region | Director of Personnel Assistant Director of Personnel | November 30, 2009 Ongoing annually | Salary Survey Report; salary recommendation to School Board |
| **1.c** Conduct salary surveys of extracurricular supplements, travel supplements, and substitute pay to ensure competitive compensation within the region | Director of Personnel Assistant Director of Personnel | November 30, 2009 Ongoing annually | Extracurricular supplements, travel supplements, and substitute pay survey report; supplemental and substitute pay recommendations to School Board |
| **1.d** Create and edit job descriptions to ensure accurate job postings, employee evaluations, and job training. | Director of Personnel Assistant Director of Personnel | August 31, 2009 Ongoing | Classified and professional job description bank |
| **1.e** Reclassify teacher assistant jobs into separate categories, including, but limited to, general education, Title I, pre-kindergarten, and special education, to ensure accurate job postings, employee evaluations, and job training. | Director of Personnel Assistant Director of Personnel | November 30, 2009 | Job postings, division position classification summary |
| **1.f** Increase the recruitment and hiring of minority professional staff by 5 percent. | Director of Personnel Assistant Director of Personnel | October 2010 | Accomplishment of task. |

# LCS Comprehensive Plan 2009-11

**School Board Vision Focus Area**: Parental Involvement and Community Investment

**Goal**: The school division will implement programs, activities, and procedures to involve parents effectively.

| Strategy To Achieve Goal | Responsibility for Completion | Timeline for Completion | Evaluation/Evidence of Completion |
|---|---|---|---|
| **a**.  Develop and maintain a parental involvement policy consistent with the requirements of No Child Left Behind (NCLB) | Coordinator of Grants Director of Elementary Education Parent Center Coordinator Elementary Principals | October 30 Annually | Parent Involvement Policy |
| **b.**  Provide coordination and technical assistance to schools in planning and implementing effective parent involvement activities | Coordinator of Grants Director of Elementary Education | October 1 Annually | Log of parental involvement activities by school and documentation of participation levels |
| **c.**  Build capacity for parental involvement at the school level through various workshops based upon needs identified in annual parent surveys | Coordinator of Grants Director of Elementary Education Parent Center Coordinator Elementary Principals | Ongoing | Log of workshops and documentation of participation levels |
| **d.**  Conduct at a minimum one annual meeting at the school level to discuss with parents the rights and responsibilities of parental involvement | Coordinator of Grants Director of Elementary Education Elementary Principals | November 15 Annually | Parent Meeting Agenda and participation logs |
| **e.**  Conduct at a minimum one division-wide parent academy. | Superintendent Public Information Officer | Annually | Academy agenda and participation log |

| | | | |
|---|---|---|---|
| **f**. Develop a series of workshops for parents throughout the year. | Superintendent<br>Principals<br>Public Information Officer | Annually | Meeting agendas and minutes |
| **g**. Include parent participation on all principal selection committees. | Superintendent<br>Director of Personnel Services | As needed | List of selection committees |
| **h**. Include parent representation on advisory groups, i.e., Special Education, Health Advisory, Gifted, Family Life | Superintendent<br>Directors | Annually | Advisory Committee Rosters |
| **i**. Establish and maintain active parent/teacher organizations | Superintendent<br>Principals | Annually | Meeting agendas and participation logs |
| **j**. Celebrate the various cultures through Culture Night activities for English Language Learners, their families, and the LCS community. | Administrative Designee for Special Education | Annually | Meeting Program and participation log |
| **k**. Support the establishment and operation of booster organizations | Assistant Superintendent of Operations and Administration<br>Secondary Principals | Annually | Roster of participants and organization activity log |
| **l**. Support and strengthen the Key Communicators role in assisting at risk youth | Superintendent<br>Coordinator of Equity and Accountability | Annually | Minutes of Meetings |

| | | | |
|---|---|---|---|
| **m.** Support and strengthen the role of Partners in Education and the Education Foundation in our outreach to the community. | Superintendent<br>Director of Professional Development and School Business Partnerships<br>Public Information Officer | Annually | Activity of existing partnerships<br>List of newly developed partnerships |
| **n**. Establish and maintain a community dialog relative to the renovation and/or new construction of Heritage High School. | Superintendent<br>Assistant Superintendent for Operation and Administration<br>Director of Facilities | July 1, 2010 | Minutes of Meetings |
| **o**. Expand the use of the Fort Hill Community School beyond its use as an alternative education site. | Superintendent<br>Assistant Superintendent for Operations and Administration | Annually | Log of facility usage |
| **p.** Conduct at least two division-wide meetings with schools' PTA/PTO leadership. | Superintendent<br>Public Information Officer | Annually | Academy agenda<br>and participation log |

# LCS Comprehensive Plan 2009-11

**School Board Vision Focus Area**: Respect for Diversity

**Goal 1 (of 2)**: The school division will revise and update its educational programs designed to emphasize the appreciation and understanding of cultural and individual differences as they relate to student achievement.

| Strategy To Achieve Goal | Responsibility for Completion | Timeline for Completion | Evaluation/Evidence of Completion |
|---|---|---|---|
| **1.a** Revise the content and activities of the cultural competency training, based on feedback from teachers, newly available resources, and related *Skillful Teacher* content and strategies. | Superintendent Asst. Supt. C & I Cultural Competency Training Team (CCTT) | January 2011 | Cultural Competency Training Notebook |
| **1.b** Conduct student-centered cultural competency activities in schools and develop a plan to extend these activities. | Superintendent Asst. Supt. C & I CCTT | January 2011 | Master list of activities and schools implementing activities |
| **1.c** Develop cultural competency offerings, including the topic of teaching children in poverty, for the professional development menu of workshops and in-service opportunities. | Superintendent Asst. Supt. C & I Director, Professional Dev. (CCTT) | Ongoing | Annual listing of Professional Development offerings |
| **1.d** Establish a diversity council of interested teachers, students, and community members to address issues related to cultural diversity in the school division and to make recommendations to the administration and school board. | Superintendent Asst. Supt. C & I (CCTT) | September 2010 | Minutes of quarterly meetings |

| | | | |
|---|---|---|---|
| **1.e**  Develop new activities and/or topics for in-service opportunities  for schools' staff. | Superintendent<br>Asst. Supt. C & I<br>CCTT | Fall 2010 | Completion of task |
| **1.f**  Require cultural competency training for all new staff. | Superintendent<br>Asst. Supt. C & I<br>CCTT | Fall 2010 | Completion of task |

**School Board Vision Focus Area**: Respect for Diversity

**Goal 2 (of 2)**: The school division will provide for the continuity and sustainability of its cultural competency training programs.

| Strategy To Achieve Goal | Responsibility for Completion | Timeline for Completion | Evaluation/Evidence of Completion |
|---|---|---|---|
| **2.a**  Design and implement  a plan for continuity and sustainability of the cultural competency training. | Asst. Supt., C & I Director, Professional Dev., CCTT | Ongoing | Names of identified staff members<br><br>List of training opportunities and staff members attending |

# LCS Comprehensive Plan 2009-11

**School Board Vision Focus Area**: Model Facilities

**Goal 1 (of 3)**: The school division's properties will reflect the division's concern for student safety.

| Strategy To Achieve Goal | Responsibility for Completion | Timeline for Completion | Evaluation/Evidence of Completion |
|---|---|---|---|
| **1.a** Conduct an annual safety review of each school. | Superintendent Asst Supt/O&A Director of Facilities Principals Lynchburg Police Dept | October 2010 | Safety Review reports |
| **1.b** Review the placement of numbers on door entrances at all schools. | Superintendent Asst Supt/O&A Director of Facilities Principals | January 2010 | Report on findings |
| **1.c** Assess and possibly expand video surveillance and access control systems. | Superintendent Asst Supt/O&A Director of Facilities Director of IT | January 2010 | Report on findings |

**School Board Vision Focus Area**: Model Facilities

**Goal**: **2 (of 3)** School properties will reflect the division's concern for economy of operation and environmental preservation.

| Strategy To Achieve Goal | Responsibility for Completion | Timeline for Completion | Evaluation/Evidence of Completion |
|---|---|---|---|
| **2.a**  Design new construction to meet Leadership in Environmental and Energy Design (LEED) certification standards. | Superintendent Asst Supt of O/A Director of Facilities | During new construction planning process | LEED certification standards included in final design |
| **2.b**  Design modifications to existing buildings to comply with Energy Star standards. | Superintendent Asst Supt of O/A Director of Facilities | During building modification planning process | Energy Star rated equipment specified in final design |
| **2.c**  Evaluate and refine the division's energy conservation policy. | Superintendent Asst Supt of O/A Director of Facilities | December 2009 | Adjustments and modifications to energy policy |
| **2.d**  Explore the use of Internet Protocol (IP) telephones as a cost-saving measure . | Superintendent Asst Supt of O/A Director of Facilities Director of IT | May 2010 | Report on findings |

**School Board Vision Focus Area**: Model Facilities

**Goal**: **3 (of 3)** The school division will provide the community with opportunities to discuss the construction, renovation, and usage of school division facilities.

| Strategy To Achieve Goal | Responsibility for Completion | Timeline for Completion | Evaluation/Evidence of Completion |
|---|---|---|---|
| **3.** Use, renovation, and construction of facilities will be evaluated in the context of the curriculum needs of the near and distant future, as well as projected enrollment trends.  Decisions regarding use, renovation, and construction of facilities will be primarily driven by academic and technical educational specifications so that we can best prepare our youth to be strong competitors in their search for further education and/or employment. | Superintendent Asst Supt of O/A Director of Facilities | July 2014 | Minutes of Meetings |

# Regional Services

Lynchburg City Schools, in cooperation with several school divisions in Central Virginia, provides programs and services to meet the diverse needs of the population of this city.

The **LAUREL Regional School** provides programs which serve students with severe disabilities.  Lynchburg City Schools, Bedford County Schools, Amherst County Schools, Campbell County Schools, and Appomattox County Schools collaborate to make this program successful.

The **Central Virginia Governor's School for Science and Technology** serves outstanding high school students with interests in science, technology, and mathematics.  Participating school divisions are Lynchburg City, Bedford County, Amherst County, Campbell County, and Appomattox County.

The **Middle School Learning Center** for students in grades six and seven, the **Amelia Pride Center** for students in grades eight through ten, and the **Pride Plus** program for students in grades eleven and twelve provide alternative educational services for students experiencing difficulties in the traditional school environment.  Local funds and grant funding awarded by the Virginia Department of Education make these services available.  Participating school divisions are Lynchburg City, Amherst County, Appomattox County, Bedford County, and Nelson County.

The **Tech-Prep Consortium**, organized in a similar manner to the regional adult educational program, includes the surrounding school divisions and Central Virginia Community College.  The major focus of the consortium is the coordination of academic and career-technical initiatives throughout Region 2000.  Lynchburg City Schools participates in the following initiatives:

- Summer Career Academies
- FIRST LEGO League competitions
- STEM Reading program
- VEX Robotics competitions
- FIRST Robotics competitions
- Summer AREVA intern program
- CHOICES program
- Nuclear technology/NDE program
- CVCC technology Fair
- C.T.E. Dual Enrollment courses
- College for Living Plus
- Construction Trades Summer Intern program

- National Science Foundation and Department of Labor grant proposals

# Forecasting and Managing Enrollment Changes

Lynchburg City Schools' coordinator of data processing annually updates the school division's projections of enrollment data using actual enrollment as of September 30 as well as survival ratios. Survival ratios tell a good deal about past enrollments and are the basis for projecting enrollments into the future. The basis for enrollment projections starts with the simple survival ratio, and then other calculations are performed, including average and weighted survival ratios. Data from the most recent triennial census is also used to forecast enrollment changes and to pinpoint areas of Lynchburg in which changes may occur. Trends in enrollment shown by Lynchburg City Schools' calculations parallel those of the Weldon Cooper Center which forecasts enrollment for Virginia and school divisions within the state.

Tables A, B, and C, which follow, provide information for school administrators and the school board as they work to manage enrollment changes over time. Table A displays actual enrollment as of September 30 for 2008-09 and 2009-10 and projected enrollment from 2009-10 through 2011-13. Although pre-kindergarten enrollment is not included in Table A, it must be considered when making decisions related to managing enrollment changes. Table B, therefore, provides information about pre-kindergarten classes in the Lynchburg City Schools from 2004-05 through 2009-10, specifying the number of students enrolled, the schools in which the program is housed in 2009-10, and the number of pre-kindergarten classrooms in each school. Table C includes data from the School Capacity Analysis conducted by Eperitus and presented to the school board on April 15, 2008. It includes enrollment data as of September 30, 2009, and provides essential information for the school board and administration as they determine future capital improvement needs and make other decisions about schools and programs related to enrollment trends and challenges.

## Table A

| Actual and Projected Enrollment Data 2008-2012 | | | | |
|---|---|---|---|---|
| **Year** | **Grades 0-5** | **Grades 6-8** | **Grades 9-12** | **Grades 0-12** |
| 2008-09 | 3869 | 1813 | 2612 | 8294 |
| 2009-10 | 3931 | 1785 | 2633 | 8349 |
| **Projected** | | | | |
| **Year** | **Grades 0-5** | **Grades 6-8** | **Grades 9-12** | **Grades 0-12** |
| 2010-11 | 4058 | 1797 | 2468 | 8323 |
| 2011-12 | 4134 | 1812 | 2405 | 8350 |
| 2012-13 | 4240 | 1836 | 2288 | 8364 |

**Table B**

| | Pre-kindergarten Programs | | |
|---|---|---|---|
| Year | Number of Classes | Number of School Sites | Enrollment |
| 2004-05 | 13 | 10 | 204 |
| 2005-06 | 12 | 9 | 205 |
| 2006-07 | 15 | 9 | 266 |
| 2007-08 | 17 | 9 | 307 |
| 2008-09 | 17 | 10 | 272 |
| 2009-10 | 17 | 9* | 272 |
| * 2009 schools with pre-kindergarten classes:  Bass (1), Heritage (2), Linkhorne (1), Paul Munro (1), Perrymont (3), R.S. Payne(3), Sandusky (1), Sheffield (2), Hutcherson (3). | | | |

**Table
C**

| | School Capacity Information | | |
|---|---|---|---|
| School | Capacity* | Enrollment 9/30/09 | Pre-kindergarten Enrollment/Other Enrollment |
| Heritage High School | 1437 | 1129 | Central Virginia Governor's School |
| E.C. Glass High School | 1610 | 1504 | |
| Paul Laurence Dunbar Middle School for Innovation | 789 | 624 | |
| Linkhorne Middle School | 979 | 626 | |
| Sandusky Middle School | 838 | 535 | |
| William Marvin Bass Elementary School | 276 | 230 | 16 (1 class) |

| School | Capacity* | September 30, 2009, Enrollment | Pre-kindergarten Enrollment/Other Enrollment |
|---|---|---|---|
| | | **School Capacity Information (Cont'd.)** | |
| Bedford Hills Elementary School | 474 | 491 | |
| Dearington Elementary School for Innovation | 224 | 226 | |
| Heritage Elementary School | 402 | 471 | 32 (2 classes) |
| Linkhorne Elementary School | 482 | 509 | 16 (1 class) |
| Thomas C. Miller Elementary School for Innovation | 242 | 229 | |
| Paul Munro Elementary School | 330 | 266 | 16 (1 class) |
| Robert S. Payne Elementary School | 500 | 531 | 48 (3 classes) |
| Perrymont Elementary School | 412 | 294 | 48 (3 classes) |
| Sandusky Elementary School | 340 | 312 | 16 (1 class) |
| Sheffield Elementary School | 402 | 372 | 32 (2 classes) |

\* In the Eperitus Capacity Analysis the following factors were used to determine capacity: academic classroom count, pupil/teacher ratio, instructional programs offered, specialized programs offered, and support services offered.

For elementary schools Eperitus (1) used a class size multiplier of 18:1 that was based upon the average pupil-teacher ratio in elementary schools throughout the city times the number of classrooms and (2) used a multiplier of 8:1 for self-contained exceptional education classrooms times the number of classrooms for this purpose. Total capacity was the sum of 1 and 2.

For secondary schools, Eperitus (1) used a class size multiplier of 20:1 based on the average pupil-teacher ratio found in secondary schools throughout the city times the number of classrooms housing English, math, social studies, science, and foreign language classes and (2) counted specialized instructional spaces such as those used for fine and performing arts, physical education, career and technical education, and exceptional education times 85% to account for enrollment and variability in student course selection for these programs. Total capacity was the sum of 1 and 2.

The actual and projected enrollment data and school capacity numbers in these tables do not indicate either an upward or downward enrollment trend that would require renovation, consolidation, or new construction beyond that already included in the Capital Improvement Plan. However, it is important that a plan be in place to address future enrollment challenges.  Thus, annually, the school administration will analyze the updated school enrollment data, school capacity data, figures from the latest school census, projected enrollments, and current and planned community land development and housing projects to determine the impact, if any, this data may have on optimal building utilization and educational programs. The administration will then develop recommendations, if necessary, and make a report to the school board.  Recommendations could include, but would not be limited to, redistribution of staff and/or programs, revisions to the Capital Improvement Plan, use of modular units at schools operating over capacity, redistricting of schools, consolidation of schools, or construction of new facilities.  In making decisions related to the school administration's recommendations, the school board will consider the following factors, among others:

1. optimal utilization of space
2. transportation, including costs and time students spend on buses
3. impact on and costs of course offerings, programs, and equipment needs
4. costs associated with the recommendations
5. the need to develop long-term solutions that disrupt as few schools and students as possible
6. enrollment projections for the next five years

# Appendices

**Appendix A: Reading and Mathematics SOL & AYP Data**

**Appendix B: 2009-11 Capital Improvement Plan Summary**

**Appendix C:  2008-12 Technology Plan Summary**

# Appendix A
# Lynchburg City Schools' Reading and Mathematics Standards of Learning (SOL) and No Child Left Behind (NCLB) Adequate Yearly Progress (AYP) Data

| Percentage of Students Passing/Tested By Student Subgroup | | | | | | |
|---|---|---|---|---|---|---|
| | 2006-2007 | | 2007-2008 | | 2008-2009 | |
| | Passed | Tested | Passed | Tested | Passed | Tested |
| **English Performance** | | | | | | |
| All Students | 84 | 100 | 83 | 100 | 86 | 99 |
| Black Students | 76 | 100 | 73 | 99 | 79 | 99 |
| Hispanic Students | 89 | 100 | 84 | 100 | 89 | 100 |
| White Students | 94 | 100 | 94 | 100 | 95 | 100 |
| Students with Disabilities | 75 | 99 | 71 | 99 | 76 | 99 |
| Students Identified as Disadvantaged | 77 | 100 | 74 | 100 | 79 | 99 |
| Limited English Proficient Students | 86 | 100 | 78 | 99 | 79 | 99 |

| **Mathematics Performance** | | | | | | |
|---|---|---|---|---|---|---|
| All Students | 76 | 99 | 79 | 99 | 80 | 98 |
| Black Students | 65 | 99 | 69 | 99 | 70 | 98 |
| Hispanic Students | 79 | 100 | 80 | 98 | 82 | 97 |
| White Students | 89 | 100 | 91 | 99 | 92 | 99 |
| Students with Disabilities | 72 | 100 | 68 | 99 | 70 | 99 |
| Students Identified as Disadvantaged | 65 | 99 | 69 | 99 | 71 | 98 |
| Limited English Proficient Students | 85 | 100 | 89 | 98 | 86 | 100 |

# Appendix B
# Lynchburg City Schools'
# 2009-2011 Capital Improvement Plan Summary

**CITY OF LYNCHBURG SCHOOLS CAPITAL PROJECTS SUMMARY OF APPROPRIATIONS -** This summary demonstrates project appropriations for each Fiscal Year along with the expected sources of funding.

| | FY 2010 | FY 2011 | FY 2012 | FY 2013 | FY 2014 | FY 2015 | Total Cost |
|---|---|---|---|---|---|---|---|
| **Renovations/Replacement Projects:** | | | | | | | |
| Sandusky Middle School | $ 9,750,000 | $ 1,876,530 | $ - | $ - | $ - | $ - | $ 11,626,530 |
| Heritage High School | $ - | $ - | $ - | $ - | $ 2,000,000 | $ 3,000,000 | $ 5,000,000 |
| Heritage High School Gym Floor & Bleachers | $ - | $ 500,000 | $ - | $ - | $ - | $ - | $ 500,000 |
| Heritage High School Repairs & Roof | $ - | $ 500,000 | $ - | $ - | $ - | $ - | $ 500,000 |
| **Total Renovation Projects *** | **$ 9,750,000** | **$ 2,876,530** | **$ -** | **$ -** | **$ 2,000,000** | **$ 3,000,000** | **$ 17,626,530** |
| | | | | | | | |
| **Capital Maintenance Projects:** | | | | | | | |
| Mechanical/Electrical: | | | | | | | |
|   Admn Bldg - Chiller/ADA | $ - | $ 175,000 | $ - | $ - | $ - | $ - | $ 175,000 |
|   HES main elec service | $ - | $ - | $ 193,536 | $ - | $ - | $ - | $ 193,536 |
| Paving | $ 146,534 | $ 170,000 | $ 173,318 | $ 196,701 | $ 206,536 | $ 214,797 | $ 1,107,886 |
| Secondary School Athletics - HHS track | $ - | $ 150,947 | $ - | $ - | $ - | $ - | $ 150,947 |
| Roof Replacement/Repair: | | | | | | | |
|   Paul Munro Annex | $ - | $ - | $ - | $ - | $ - | $ - | $ - |
|   TCM Auditorium | $ 60,000 | $ - | $ - | $ - | $ - | $ - | $ 60,000 |
|   HELC ACDE | $ - | $ 200,000 | $ - | $ - | $ - | $ - | $ 200,000 |
|   Sheffield ABC | $ - | $ - | $ 350,000 | $ - | $ - | $ - | $ 350,000 |
|   ECG Annex 5,6,12,13 | $ - | $ - | $ - | $ 320,000 | $ - | $ - | $ 320,000 |
|   LES CEK | $ - | $ - | $ - | $ 99,000 | $ - | $ - | $ 99,000 |
|   DMS MOZEE | $ - | $ - | $ - | $ 52,000 | $ - | $ - | $ 52,000 |
|   LAUREL Round Section | $ - | $ - | $ - | $ 27,000 | $ - | $ - | $ 27,000 |
|   Sandusky Elem | $ - | $ - | $ - | $ - | $ 350,000 | $ - | $ 350,000 |
|   EC Glass | $ - | $ - | $ - | $ - | $ - | $ 500,000 | $ 500,000 |
| HVAC Controls: | | | | | | | |
|   HES | $ - | $ 125,000 | $ - | $ - | $ - | $ - | $ 125,000 |
|   Bedford Hills | $ - | $ 150,000 | $ - | $ - | $ - | $ - | $ 150,000 |
|   Sandusky Elem | $ - | $ - | $ 159,000 | $ - | $ - | $ - | $ 159,000 |
|   HELC | $ - | $ - | $ 106,000 | $ - | $ - | $ - | $ 106,000 |
|   Linkhorne Elem | $ - | $ - | $ 159,000 | $ - | $ - | $ - | $ 159,000 |

| | FY 2010 | FY 2011 | FY 2012 | FY 2013 | FY 2014 | FY 2015 | Total Cost |
|---|---|---|---|---|---|---|---|
| Paul Munro | $ - | $ - | $ 159,000 | $ - | $ - | $ - | $ 159,000 |
| HELC Curtain Wall Replacement | $ - | $ 530,000 | $ - | $ - | $ - | $ - | $ 530,000 |
| DESI Lighting Upgrade | $ - | $ - | $ - | $ 560,000 | $ - | $ - | $ 560,000 |
| Contingency | $ 100,000 | $ 100,000 | $ 100,000 | $ 100,000 | $ 100,000 | $ 100,000 | $ 600,000 |
| **Total Capital Maintenance Projects\*\*** | **$ 306,534** | **$ 1,600,947** | **$ 1,399,854** | **$ 1,354,701** | **$ 656,536** | **$ 814,797** | **$ 6,133,369** |
| **Grand Total All Projects** | **$ 10,056,534** | **$ 4,477,477** | **$ 1,399,854** | **$ 1,354,701** | **$ 2,656,536** | **$ 3,814,797** | **$ 23,759,899** |

**\* Funded by City - General Obligation Bonds**

**\*\* Funded by LCS fund balance**

# Appendix C
# Lynchburg City Schools' Technology Plan Summary 2008-2012

## EXECUTIVE SUMMARY

The Lynchburg City Schools is an educational community of diverse individuals who are developing their intellectual, artistic, and physical talents to the highest degree. These individuals have an exalted sense of purpose in their lives. This purpose inspires our community to transcend barriers, work harmoniously, and mobilize positive change. Our school division is a sought-after teaching institution that exemplifies the highest professional standards, scholarship, and innovative instructional practices. Our vision encompasses six critical focus areas that affect the future of public education: academic eminence, sound and honorable character, exemplary personnel, parental involvement and community investment, respect for diversity, and model facilities. The Educational Technology Plan for 2008-2012 expands the school board vision to ensure that technology plays an integral role.

For 2009-2011 and beyond, the focus of this plan is to address needs that were identified in the area of technology and their influence on needs in operational infrastructure, professional development, and instruction.

This technology plan recognizes the greatest challenges facing teachers in the use of instructional technology are becoming adept at both integrating technology into instruction and using supportive software to supplement their classroom instruction. As teachers become more effective in these areas, student academic achievement, as measured by the Virginia Standards of Learning test results, will increase.

All activities described in this plan directly or indirectly focus on the integration of technology into daily curriculum and instruction. It is this focus that impacts the greatest number of teachers and therefore the greatest number of students through the development of integration methods and activities.

By actively participating in professional development opportunities, faculty and staff members become more knowledgeable in teaching content and in integrating technology into instruction. Our faculty and staff members are also trained in the area of cultural competency and learning styles theory and techniques. All of these efforts are intended to increase the knowledge and skills of our employees and, through them, our students.

This Educational Technology Plan for 2008-2012 and beyond provides a financially sensible roadmap that allows us to continue to meld a strong infrastructure and state-of-the-art equipment with sound instruction to address our needs and ultimately to accomplish the school board's mission and vision.

# GOALS AND ACTION ITEMS

With input from the Technology Leadership Team, the Department of Curriculum and Instruction, the Secondary Leadership Team, the Elementary Leadership Team, and the Department of Information Technology, goals and action items were developed for the school years outlined in the Lynchburg City Schools' Educational Technology Plan.

The focus of the goals and action items listed in the following section was centered on the 2009-10 school year. Once these items are accomplished, the focus will shift to future years of the plan. The Technology Leadership Team concluded that using a short-term approach when dealing with technology was the most appropriate strategy. Therefore, the primary goals for educational technology in the near future are as follows:

- To collect and analyze data to make sound choices in the selection and use of new and existing instructional technology.
- To collect and analyze data to make sound choices in the selection and application of new and existing instructional software.
- To provide timely technology-related professional development opportunities to all staff in the areas of instruction, communication, and productivity.
- To exercise fiscal responsibility in the use of funding to provide the most current and appropriate educational technology for the students and teachers in the Lynchburg City Schools.
- To continue to explore new and emerging technologies and electronic media that may benefit the students, teachers, staff, and parents of the Lynchburg City Schools.

# ACTION ITEMS RELATED TO OPERATIONAL INFRASTRUCTURE

| ACTION | RESPONSIBILITY | TIMELINE | EVALUATION | STATUS |
|---|---|---|---|---|
| Repair and restore AV equipment in all schools | Director of Information Technology | Ongoing | Units repaired | Ongoing |
| Map networks at identified locations | Network Administrator Hardware | Ongoing | Library of maps | Ongoing |
| Explore emerging technology for possible implementation | Technology Leadership Team | Ongoing | Committee minutes | Ongoing |
| Develop and implement a plan to dispense surplus technology | Director of Information Technology | Ongoing | Plan document | Ongoing |
| Design and implement a plan for redistribution of usable technology | Network Administrator Software | Ongoing | Plan document | Ongoing |
| Migration of resources to the ITC | Department of Information Technology | 2008-2009 | Migration complete | Minimum servers remain off site |
| Upgrade servers | Network Administrator | 2009-20010 | Upgrade complete | Servers purchased |
| Employ electronic classroom at each secondary school | Network administrators | 2009-2010 | Functioning electronic classroom | Testing complete |
| Develop and implement a disaster recovery plan for LCS with city officials to jointly protect IT services | Directors for Information Technology Lynchburg City and LCS | 2009-2010 | Disaster Recovery Plan | Progressing |
| Explore implementation of online course registration module | Coordinator of Data Processing | 2009-2010 | Online registration | Progressing |
| Online access to student information | Department of Information Technology | 2008-2010 | Online access | Complete |

| ACTION | RESPONSIBILITY | TIMELINE | EVALUATION | STATUS |
|---|---|---|---|---|
| Devise and propose a plan to introduce wireless networking division-wide | Network Administrators and Technology Leadership Team | 2009-2010 | Plan developed and proposed to Chief Financial Officer | Progressing |
| Investigate options for revitalizing division finance software | Department of Finance, Department of Personnel, Department of Information Technology | 2008-2010 | Plan for revitalization of finance package | Progressing |
| Investigate options for installation of uniform division-wide security camera technology | Department of Facilities and Transportation, Department of Information Technology | 2008-2011 | Plan for installation of uniform security camera technology | Pilot slated for Sandusky Middle |
| Rollover plan developed for 2008-2012 | Director of Information Technology, Network Administrator | July 2008 | Plan complete | Achieved |
| Purchase computers for administration | Director of Information Technology | July 2008 | Computers delivered | Achieved |
| Purchase computers for middle schools | Director of Information Technology | July 2008 | Computers delivered | Achieved |
| Install administration computers | Department of Information Technology | August 2008 | Computers installed | Achieved |
| Install middle school computers | Department of Information Technology | August 2008 | Computers installed | Achieved |
| Café Enterprise Software upgrade | School Nutrition, Department of Information Technology | August 2008 | Implementation complete at all sites | Achieved |
| Destiny Library Management and Search Software implementation | Media Specialists, Department of Information Technology | September 2008 | Implementation complete at all sites | Achieved |

| ACTION | RESPONSIBILITY | TIMELINE | EVALUATION | STATUS |
|--------|---------------|----------|------------|--------|
| Principalm Software implementation division-wide | Department of Information Technology | October 2008 | Implementation division-wide | Achieved |
| Voice over Internet Protocol (VoIP) evaluation and implementation review | LCS School Board, Administration, Department of Information Technology | October 2008 | Evaluation report | Pilot installations begun |
| E-mail program upgrade | Network Administrator | December 2008 | Upgrade complete | Achieved |
| Develop a catalog of hardware standards for LCS to include audio-visual, network, and computer equipment and support | Network Administrator Software and Technology Leadership Team | December 2008 | Standards document | Documentation draft available |
| Catalog administrative, network, and instructional software for LCS | Network Administrator Software | 2008-11 | Catalog document | Ongoing |
| School Interoperability Framework horizontal compliance | Coordinator of Data Processing | 2008-11 | S.I.F. horizontal compliance complete | Progressing |
| Develop and implement a plan to dispense surplus technology | Director of Information Technology | 2008-11 | Plan document | Progressing |
| Design and implement a plan for redistribution of usable technology | Network Administrator Software | 2008-11 | Plan document | Progressing |
| Wireless resources plan developed for 2008-2012 | Director of Information Technology, Network Administrator | 2008-11 | Plan complete | Progressing |

| ACTION | RESPONSIBILITY | TIMELINE | EVALUATION | STATUS |
|---|---|---|---|---|
| Mobile laboratory resource pilot program review | Pilot site representatives, Department of Information Technology | 2009-11 | Evaluation report | Pilot carts employed |
| Online application for employment upgrade | Webmaster, Director of Personnel, Department of Information Technology | 2009-11 | Upgrade complete | Progressing |
| Ascent Interface for iSeries upgrade | Coordinator of Data Processing | December 2008 | Upgrade complete | Achieved |
| Video over Internet Protocol evaluation and implementation review | Department of Information Technology | June 2009 | Evaluation report | Pilot in progress at selected sites |
| Re-evaluate asset management software | Department of Finance, Department of Curriculum and Instruction, Department of Information Technology | June 2009 | Evaluation report | Delayed |
| Upgrade electronic document imaging system and storage | Department of Finance, Department of Personnel, Department of Information Technology | June 2009 | Upgrade complete | Achieved |
| Purchase computers for high schools | Director of Information Technology | July 2009 | Computers delivered | Achieved |
| Install computers for high schools | Director of Information Technology | August 2009 | Computers installed | Achieved |

| ACTION | RESPONSIBILITY | TIMELINE | EVALUATION | STATUS |
|---|---|---|---|---|
| Purchase computers for select elementary schools | Director of Information Technology | July 2010 | Computers delivered | Progressing |
| Purchase computers for remaining elementary schools | Director of Information Technology | July 2011 | Computers delivered | Progressing |
| Install computers for remaining elementary schools | Director of Information Technology | August 2011 | Computers installed | Progressing |

## ACTION ITEMS RELATED TO PROFESSIONAL DEVELOPMENT

| ACTION | RESPONSIBILITY | TIMELINE | EVALUATION | STATUS |
|---|---|---|---|---|
| Provide electronic mentoring program for first year teachers | Director of Professional Development and Director of Information Technology | Ongoing | Site Logs | Ongoing |
| Provide training for video streaming | Instructional Technology Specialists | Ongoing | Lesson plans and teacher observations | Ongoing |
| Provide training for online resources | Instructional Technology Specialists | Ongoing | Lesson plans and teacher observations | Ongoing |
| Provide training for Compass reading and math software | Instructional Technology Specialists | Ongoing | Lesson plans and teacher observations | Ongoing |
| Provide training for NCS Writing Mentor CD | Instructional Technology Specialists and Instructional Reading Specialists | Ongoing | Lesson plans and teacher observations | Ongoing |
| Provide training for Ascent interface to iSeries Employee Information System | Instructional Technology Specialists, Department of Information Technology | Ongoing | Training plan and implementation schedule | Ongoing |
| Provide training for Ascent interface to iSeries Student Information System | Instructional Technology Specialists, Department of Information Technology | Ongoing | Training plan and implementation schedule | Ongoing |
| Provide training for school division technology standards upgrade | Instructional Technology Specialists | Ongoing | Lesson plans and teacher observations | Ongoing |

| ACTION | RESPONSIBILITY | TIMELINE | EVALUATION | STATUS |
|---|---|---|---|---|
| Provide training for integration projects | Instructional Technology Specialists and Media Specialists | Ongoing | Lesson plans and teacher observations | Ongoing |
| Provide training for supplemental electronic textbook media for K-12 | Instructional Technology Specialists | Ongoing | Lesson plans and teacher observations | Ongoing |
| Provide training for use of SIRS, GALE. eLibrary electronic databases | Media Specialists and Instructional Technology Specialists | Ongoing | Lesson plans and teacher observations | Ongoing |
| Provide training for InteGrade Pro | Instructional Technology Specialists | Ongoing | Grade books | Ongoing |
| Provide training for SubFinder absence reporting system | Instructional Technology Specialists | Ongoing | SubFinder logs | Ongoing |
| Provide training for TSSM | Department of Special Education | Ongoing | TSSM logs | Ongoing |
| Provide training for The Learning Company software | Instructional Technology Specialists | Ongoing | Lesson plans and teacher observations | Ongoing |
| Provide training for ThinkFinity website resource | Instructional Technology Specialists | Ongoing | Lesson plans and teacher observations | Ongoing |
| Provide training for STAR reading assessment program | Instructional Technology Specialists | Ongoing | Lesson plans and teacher observations | Ongoing |
| Provide training for Math Keys software | Instructional Technology Specialists, Instructional Math Specialist | Ongoing | Lesson plans and teacher observations | Ongoing |
| Provide training for Microsoft Office Products | Instructional Technology Specialists | Ongoing | Lesson plans and teacher observations | Ongoing |

| ACTION | RESPONSIBILITY | TIMELINE | EVALUATION | STATUS |
|---|---|---|---|---|
| Provide training for peripheral devices | Instructional Technology Specialists | Ongoing | Lesson plans and teacher observations | Ongoing |
| Provide training for online testing | Instructional Technology Specialists | Ongoing | Lesson plans and teacher observations | Ongoing |
| Coordinate Best Practices Conference registration, scheduling, and technology needs | Department of Information Technology | Ongoing | Conference complete | Ongoing |
| Provide training for Café Enterprise software upgrade | School Nutrition, Department of Information Technology | August 2008 | Training plan and implementation schedule | Achieved |
| Deliver customized technology training for required professional development credits | Instructional Technology Specialists, Department of Information Technology | Ongoing | Technology training provided | Ongoing |
| Provide training for new e-mail system interface | Instructional Technology Specialists, Department of Information Technology | September 2009 | Training plan and implementation schedule | Progressing |
| Provide training for Destiny Library Management Software | Media Specialists | September 2008 | Training plan and implementation schedule | Achieved |

| ACTION | RESPONSIBILITY | TIMELINE | EVALUATION | STATUS |
|---|---|---|---|---|
| Provide employee access to Ascent Customer Service application | Department of Finance, Department of Information Technology | October 2008 | Ascent employee service module implemented | Achieved |
| Provide training for Microsoft Office 2007 | Instructional Technology Specialists, Department of Information Technology | October 2008 | Training plan and implementation schedule | Achieved |
| Provide training for Read&Write Gold software | Instructional Technology Specialists, Department of Information Technology | October 2008 | Training plan and implementation schedule | Achieved |
| Provide training for Quia website resources | Instructional Technology Specialists, Department of Information Technology | October 2008 | Training plan and implementation schedule | Achieved |
| Provide training for Smart Notebook software resources | Instructional Technology Specialists, Department of Information Technology | October 2008 | Training plan and implementation schedule | Achieved |
| Provide training for Study Island website resources | Instructional Technology Specialists, Department of Information Technology | October 2008 | Training plan and implementation schedule | Achieved |

| ACTION | RESPONSIBILITY | TIMELINE | EVALUATION | STATUS |
|--------|----------------|----------|------------|--------|
| Provide training for teacher developed websites | Webmaster, Instructional Technology Specialists, Department of Information Technology | October 2008 | Training plan and implementation schedule | Achieved |
| Provide training for website content manager | Webmaster, Instructional Technology Specialists, Department of Information Technology | October 2008 | Training plan and implementation schedule | Achieved |
| Provide training for online application search feature and upgrades | Webmaster, Department of Information Technology | December 2008 | Training plan and implementation schedule | Training complete. New application software to be implemented. Currently on hold. |
| Develop and implement a plan to cross train information technology staff in all areas of vital service | Director of Information Technology | December 2008 | Plan document | Cross training responsibilities established. Training is ongoing. |
| Provide training for electronic classroom | Network Administrator | December 2008 | Training plan and implementation schedule | Re-evaluating the value of electronic classroom. |
| Provide training for Principalm Software | Instructional Technology Specialists, Department of Information Technology | December 2008 | Training plan and implementation schedule | Achieved |

| ACTION | RESPONSIBILITY | TIMELINE | EVALUATION | STATUS |
|---|---|---|---|---|
| Design and implement online pilot of training modules for technology applications | Instructional Technology Specialists, Department of Information Technology | June 2009 | Pilot modules implemented | Developing modules in house. Outside vendor is cost prohibitive. |
| Develop technology orientation session for new and incoming employees | Instructional Technology Specialists, Department of Information Technology | June 2009 | Orientation session completed | Working collaboratively with the department of personnel to implement pilot. |

## ACTION ITEMS RELATED TO INSTRUCTION

| ACTION | RESPONSIBILITY | TIMELINE | EVALUATION | STATUS |
|--------|----------------|----------|------------|--------|
| Post school SOL/NCLB report card data on school websites | Webmaster | Ongoing | Current data on web sites | Ongoing |
| Administer and score division-wide six-week assessments for grades 1-8 | Department of Curriculum and Instruction and Assistant Network Administrator | Ongoing | Six week assessment scores | Ongoing |
| Maintain ALS database | Assistant Network Administrator | Ongoing | Database access | Ongoing |
| Provide ALS reporting for teacher and principal decision-making | Assistant Network Administrator | Ongoing | ALS Reports | Ongoing |
| Administer Career Scope career-technical assessment software | Career Guidance Counselor | Ongoing | Career Scope Reports | Ongoing |
| Administer Kuder Career Orientation Website | Career Guidance Counselor | Ongoing | Kuder reports | Ongoing |
| Administer Learning Styles Inventory to all students in grades 3, 6, and 9 | Guidance Counselors and Coordinator of Data Processing | Ongoing | LSI reports to schools and parents | Ongoing |
| Post division SOL/NCLB report card data on LCS web site | Webmaster | Ongoing | Current data on web site | Ongoing |
| Participate in online SOL testing at all schools | Testing Coordinator and Director of Information Technology | Ongoing | Test administration | Ongoing |

| ACTION | RESPONSIBILITY | TIMELINE | EVALUATION | STATUS |
|---|---|---|---|---|
| Enter STAR, ARDT, and PALS scores into iSeries for data mining | Assistant Network Administrator and Coordinator of Data Processing | Ongoing | Reports for data comparison to SOL test scores | Ongoing |
| Education Information Management System data updated | Department of Information Technology | Ongoing | Current data on web site | Ongoing |
| Pearson Educational Management Solutions data updated | Department of Information Technology | Ongoing | Current data on web site | Ongoing |
| Stanford Diagnostic Reading Test data updated | Department of Information Technology | Ongoing | Current data in ALS | Ongoing |
| Incorporate SmartBoard interactive whiteboards in appropriate classrooms | Instructional Technology Specialists, Department of Information Technology | Ongoing | SmartBoard installation | Ongoing |
| Incorporate Airliner slates in appropriate classrooms | Instructional Technology Specialists, Department of Information Technology | Ongoing | Airliner slate installation | Ongoing |
| Incorporate Digital Document Imagers in appropriate classrooms | Instructional Technology Specialists, Department of Information Technology | Ongoing | Digital Document Imager installation | Ongoing |

| ACTION | RESPONSIBILITY | TIMELINE | EVALUATION | STATUS |
|---|---|---|---|---|
| Incorporate digital scanners in appropriate classrooms | Instructional Technology Specialists, Department of Information Technology | Ongoing | Digital scanner installation | Ongoing |
| Investigate new and emerging technologies for implementation in the Lynchburg City Schools | Technology Leadership Team, Department of Curriculum and Instruction, Department of Information Technology | Ongoing | Technology pilot program | Ongoing |
| Destiny Library Software Implementation | Media Specialists, Instructional Technology Specialists, Department of Information Technology | September 2008 | Destiny implemented | Achieved |
| Implement electronic classroom capability at the secondary schools | Network Administrator | December 2008 | Electronic classroom operational | Achieved |
| Implement video streaming capability at all schools | Network Administrator, Instructional Technology Specialists, Department of Information Technology | December 2008 | Video streaming operational | Achieved |

| ACTION | RESPONSIBILITY | TIMELINE | EVALUATION | STATUS |
|---|---|---|---|---|
| Investigate and implement a plan to expand the use of Alpha Smart or similar Writer technology division-wide | Technology Leadership Team, Director of Information Technology | January 2009 | Plan complete and proposal for purchase of Writers | Writers purchased for labs |
| Investigate and implement instructional software for mathematics in grades 3 - 8 | Department of Curriculum and Instruction, Department of Information Technology | December 2008 | Implementation and subsequent data analysis | Completed |
| Develop and implement a plan to provide electronic registration for returning students | Department of Curriculum and Instruction, Department of Information Technology | June 2009 | Plan document and electronic registration available for 2009-2010 school year | Module unavailable from vendor as of completion date |

# BACKGROUND

The Lynchburg City Schools is an urban school division serving the community of Lynchburg, Virginia, which has a population of approximately 68,000. The current student population is approximately 8,300. There are eleven elementary schools supporting grades K-5; three middle schools supporting grades 6-8; and two high schools supporting grades 9-12. There are eleven sites providing Pre-K programs. There are also three sites that provide alternative education services.

# MISSION

*The Lynchburg City Schools, with its Tradition of Excellence, recognizes the uniqueness and worth of all students and will teach each student the concepts, knowledge, and skills necessary to be a thinking, productive, and responsible citizen.*

Lynchburg City Schools
Mission Statement
Adopted June 2, 1998