

Updated 9/24/2012





Division-wide Indicators of Excellence

Excellence in
Achievement

Excellence in
Behavior

Excellence in
Culture

ACHIEVEMENT

Achievement Matrix

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

BEHAVIOR

Behavior Matrix

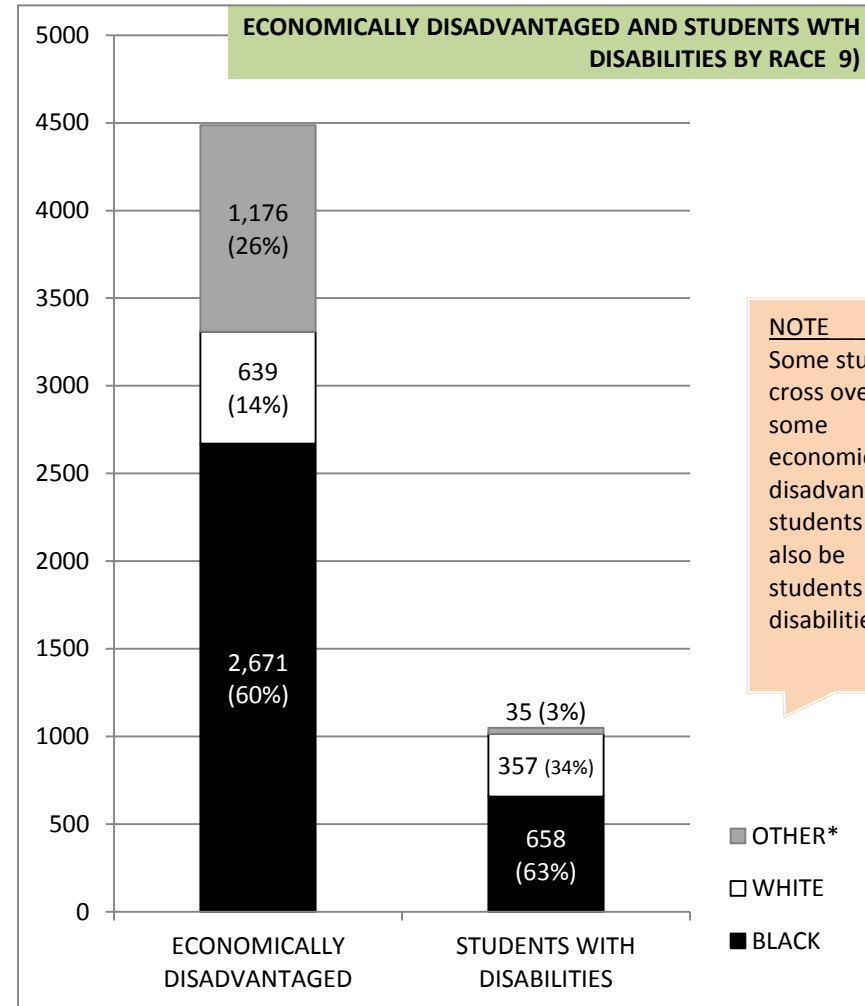
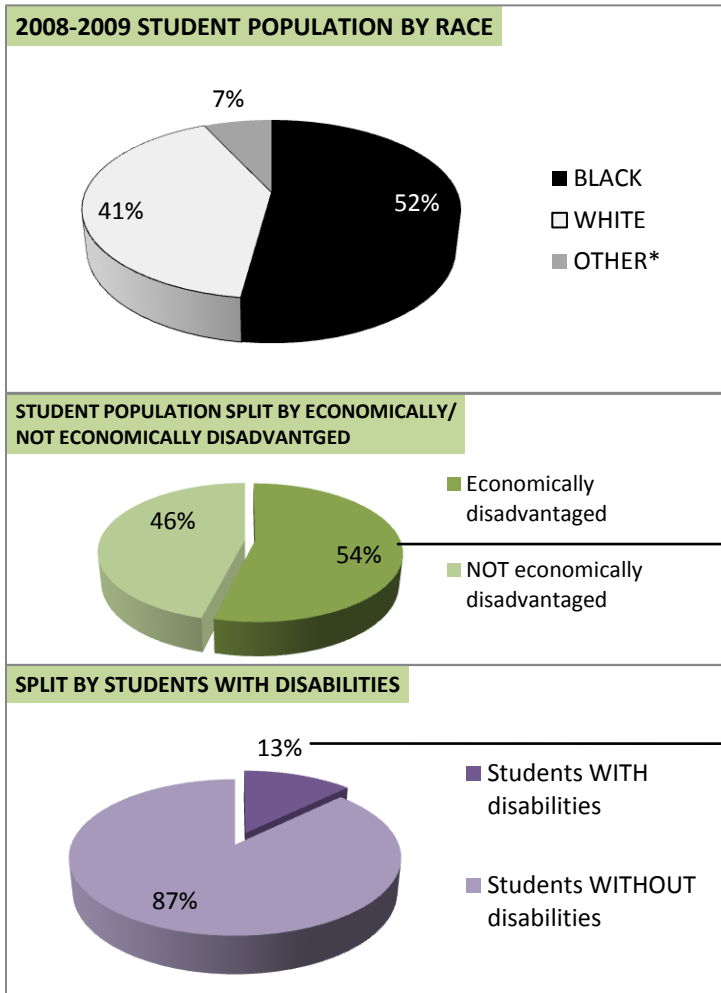
- Suspensions
- Student Attendance
- Character Education

CULTURE

Culture Matrix

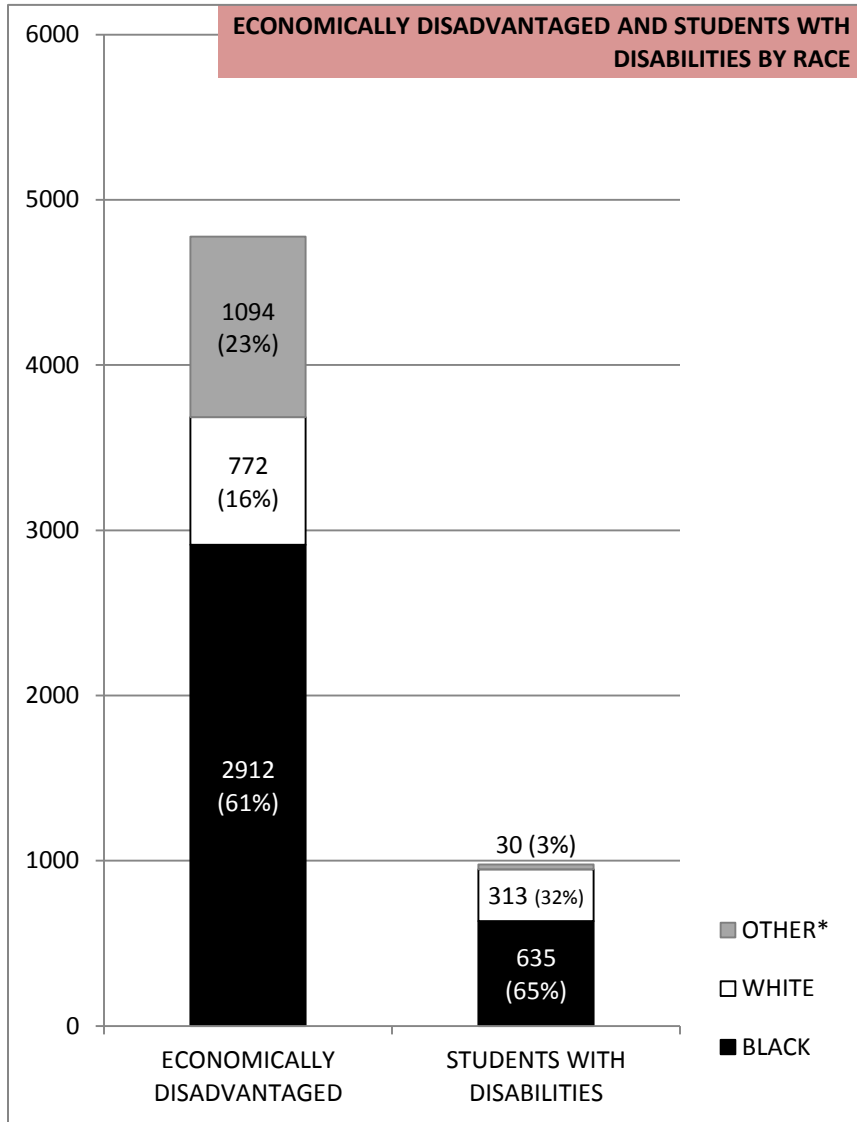
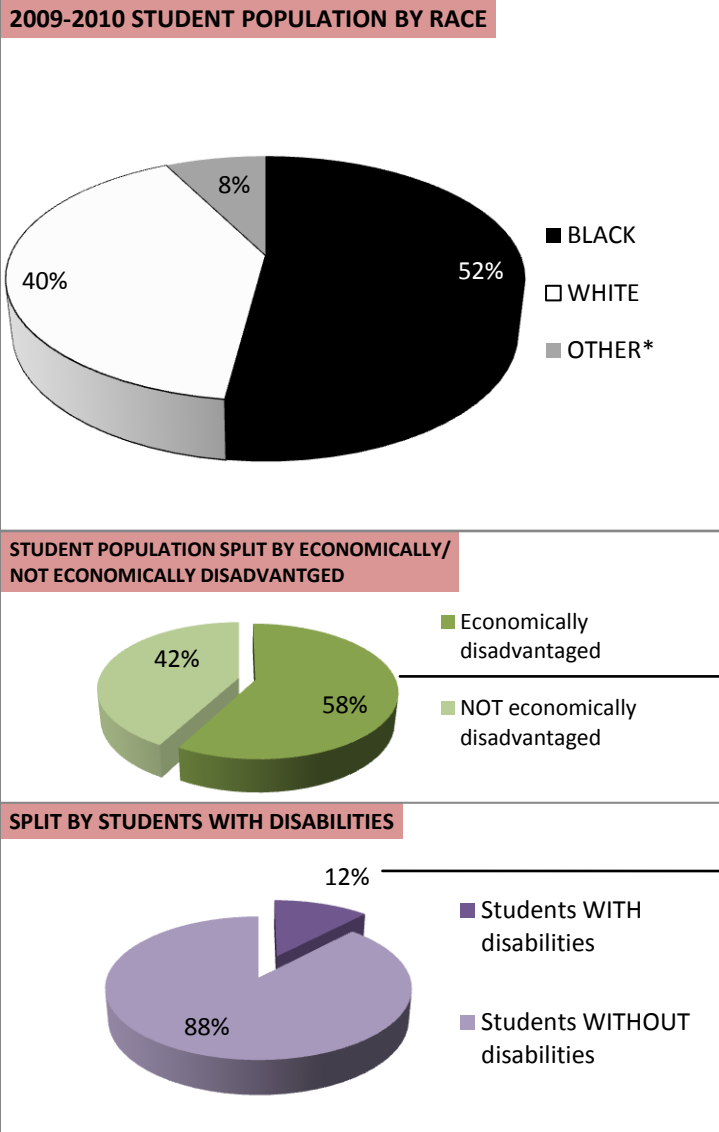
- Staff Attendance
- School Culture Survey
- Parental Involvement

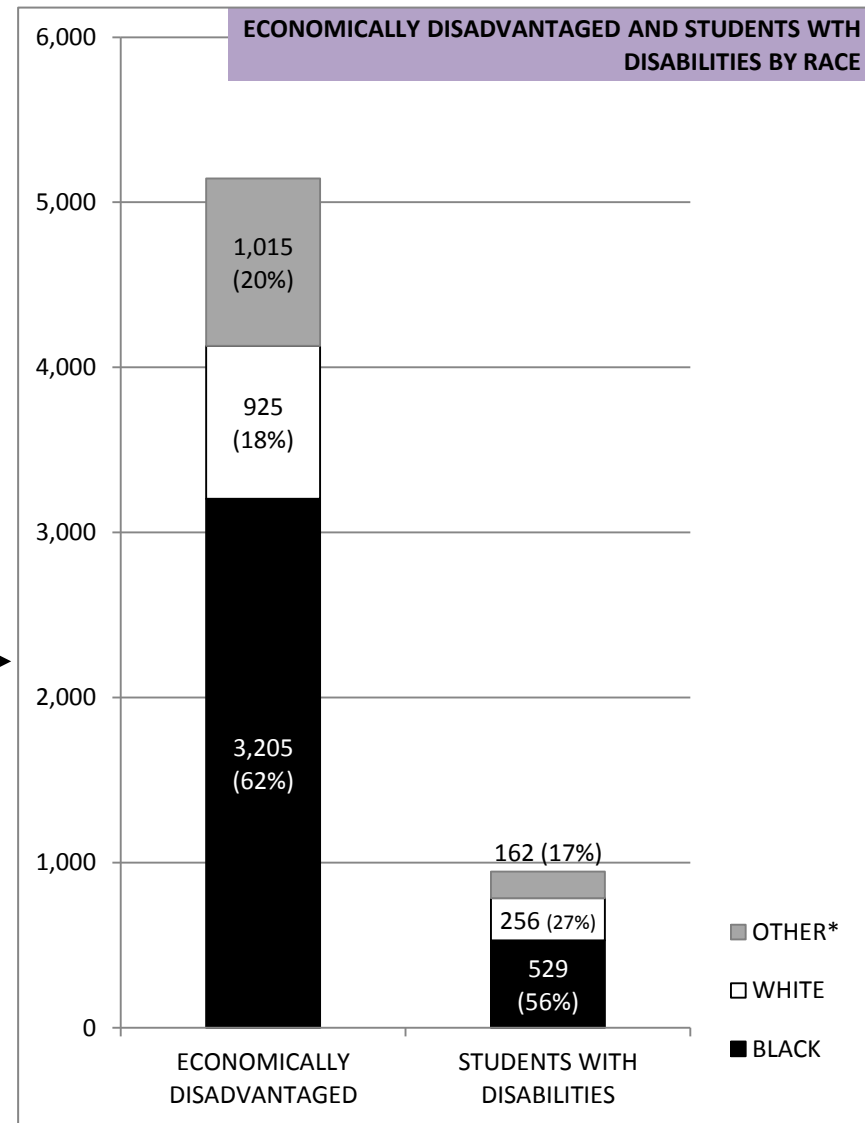
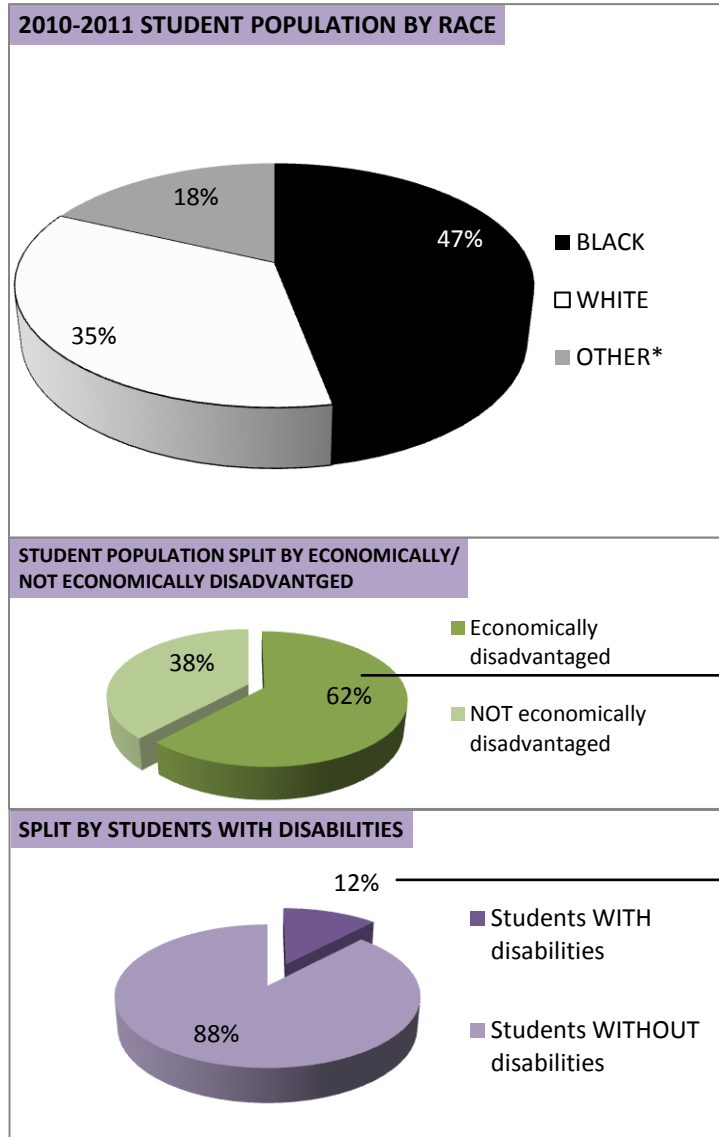
INTRODUCTORY DATA: The following graphs (PAGES 4-7) will be a useful reference to better understand the impact of the data displayed throughout this Comprehensive Plan.

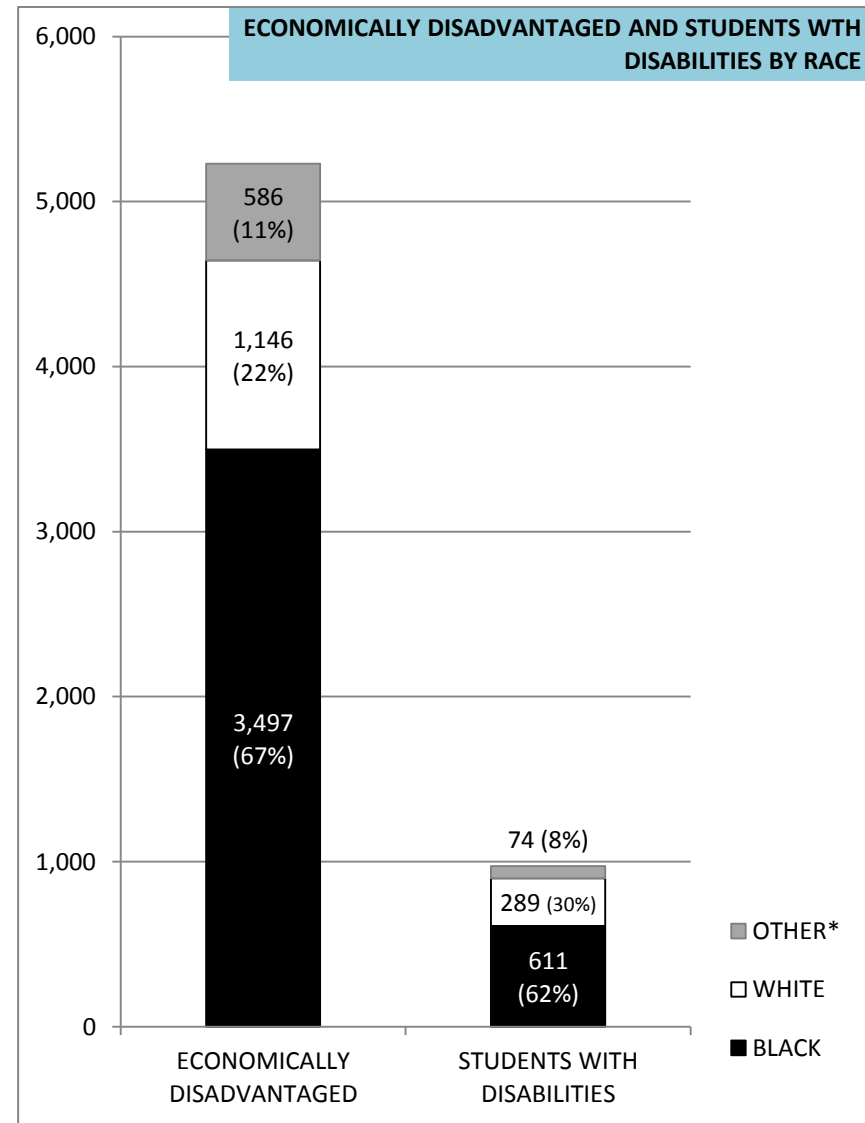
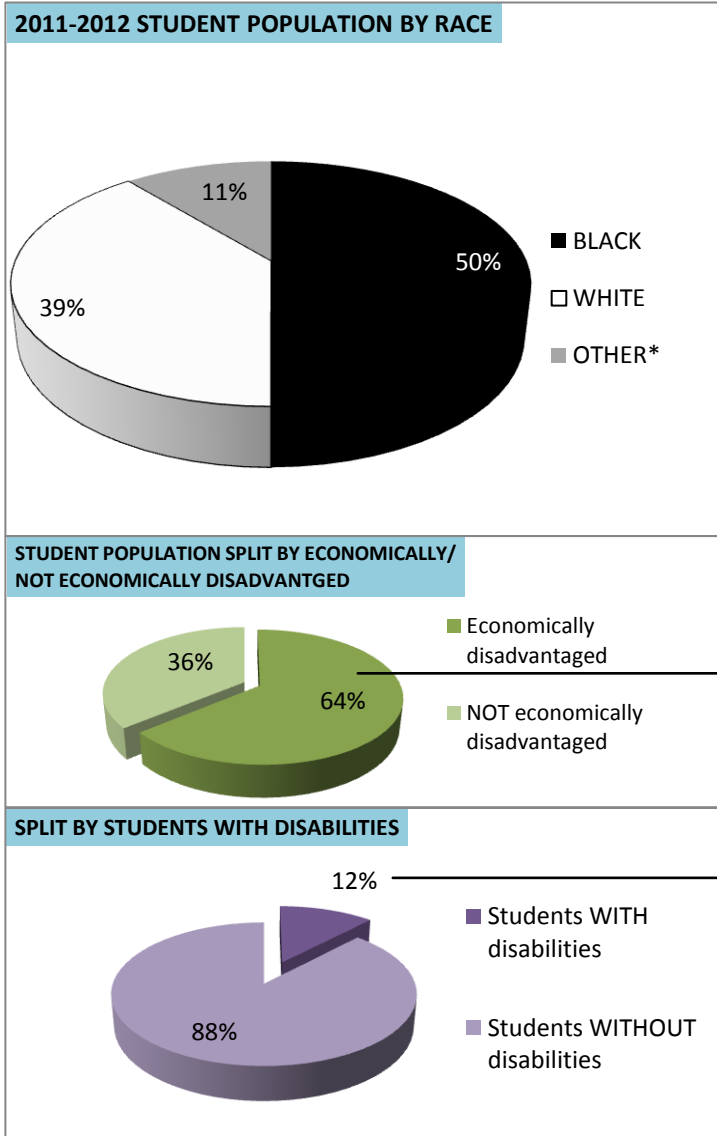


NOTE
 Some students cross over (ie: some economically disadvantaged students may also be students with disabilities).

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









Excellence in Achievement

Why: Academic Excellence is the distinguishing characteristic of the school division.

How: Fully accredited schools provide programs that challenge the intellect and maximize the potential of each student.

Indicators of Excellence

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



A

Graduation Rate | The Data

VISION: Tradition of Excellence for All

MISSION: Every child by name and by need to graduation

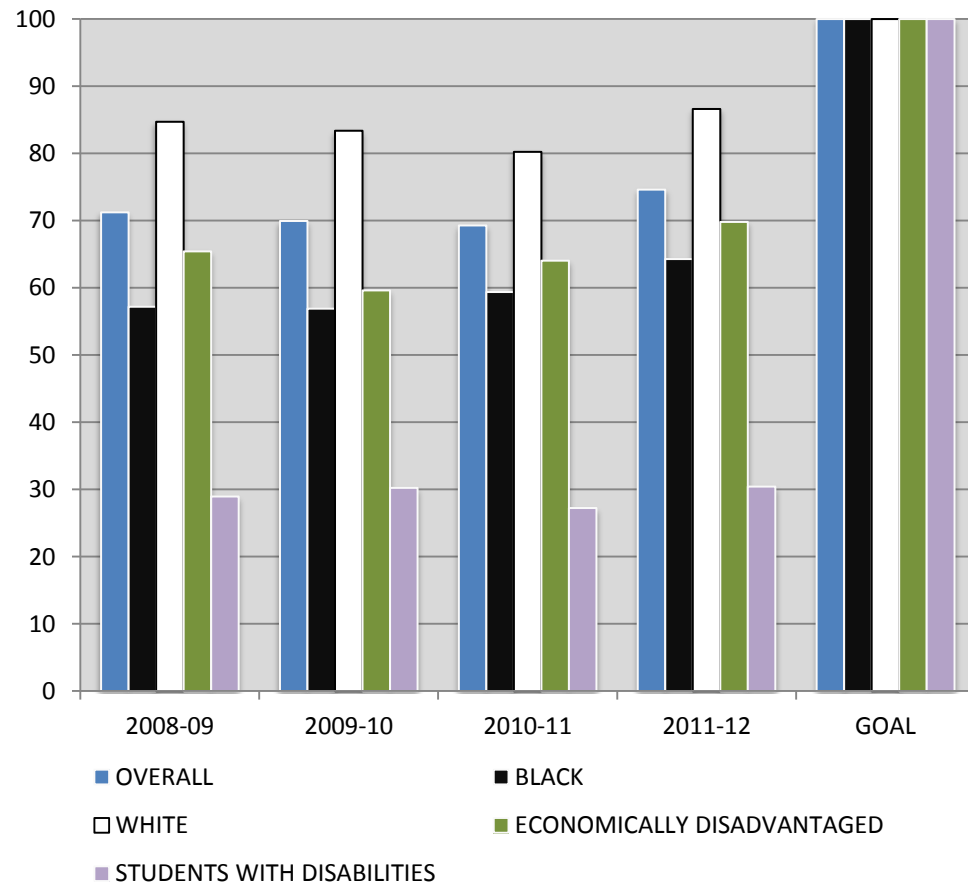
GOAL: Decrease the percentage of students not graduating on time by 10 percent each year while narrowing the gap between whites, minorities, economically disadvantaged and students with disabilities.

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

NOTE

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

FEDERAL GRADUATION INDICATOR





A **Graduation Rate | The Plan**

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



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

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

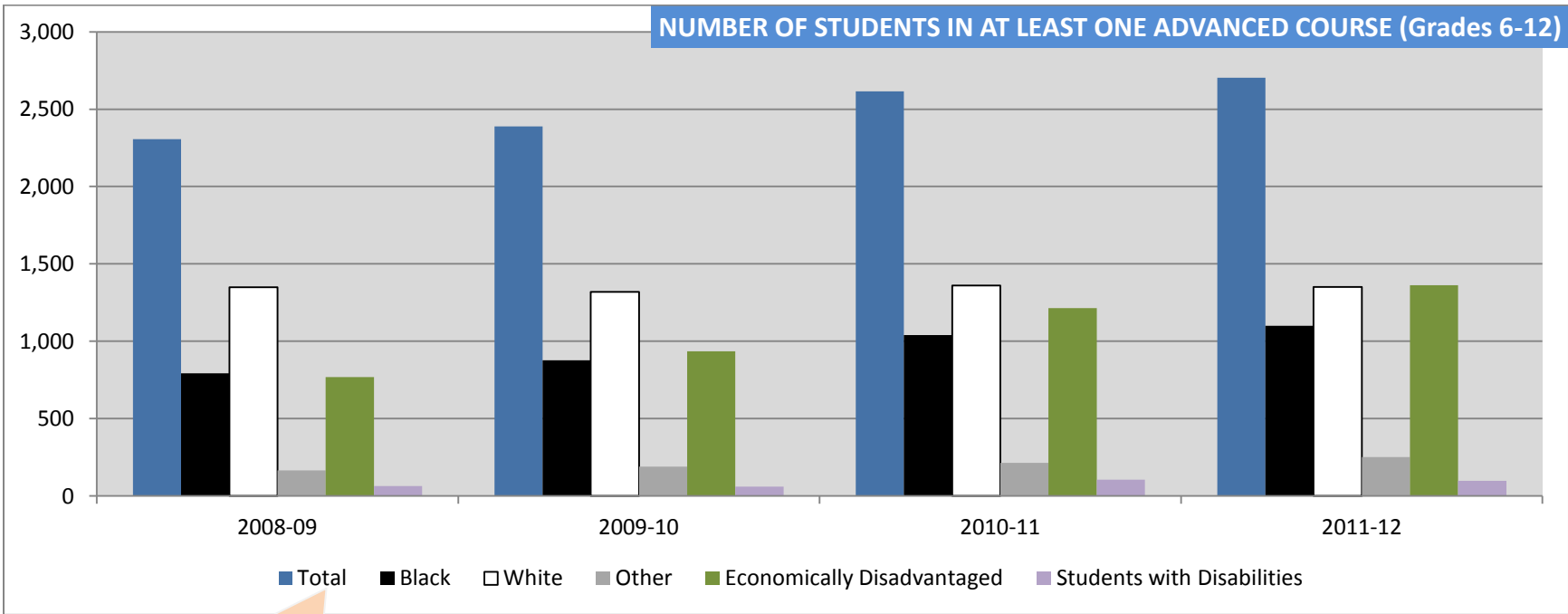
A AP, Dual Enrollment, Advanced and Accelerated Math | The Data

VISION: Tradition of Excellence for All

MISSION: Every child by name and by need to graduation

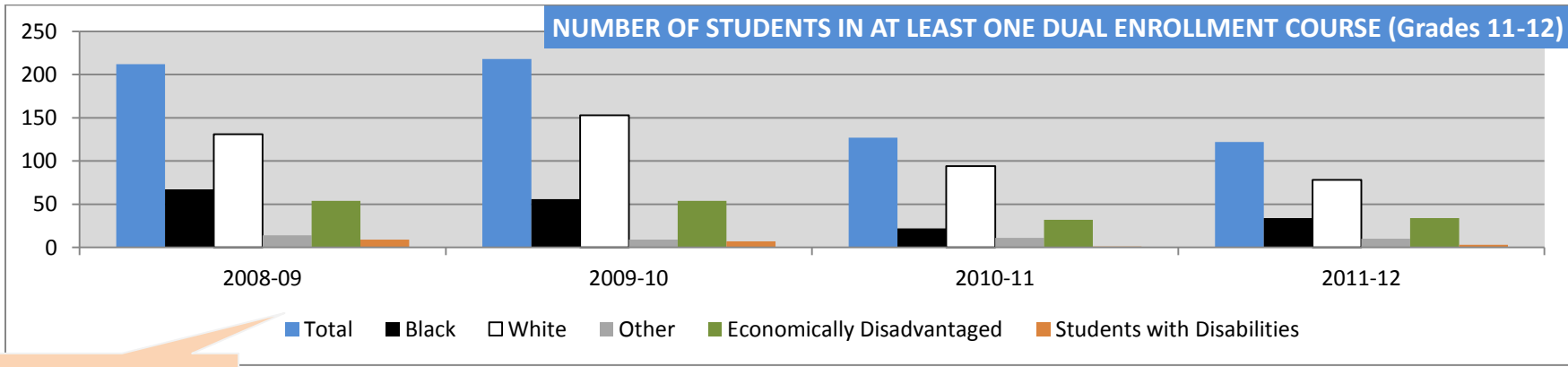
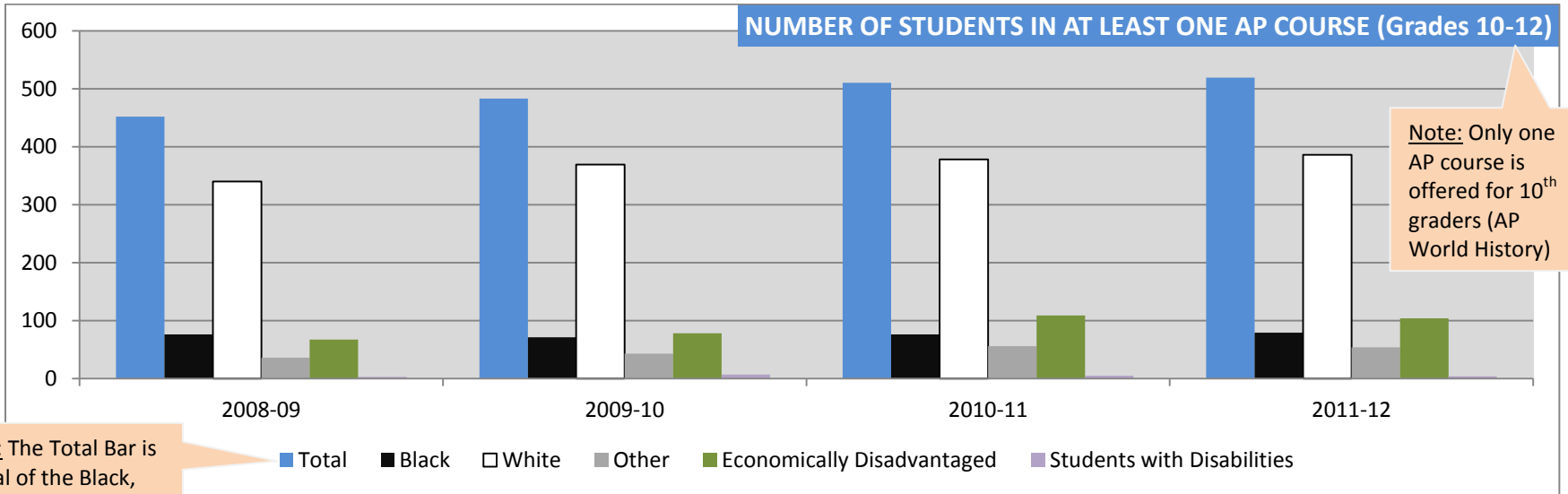
GOAL: Increase by 10% each year the number of students taking at least one Advanced, AP, Accelerated Math, or Dual Enrollment Class.

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



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

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





A

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

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



A

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

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



A

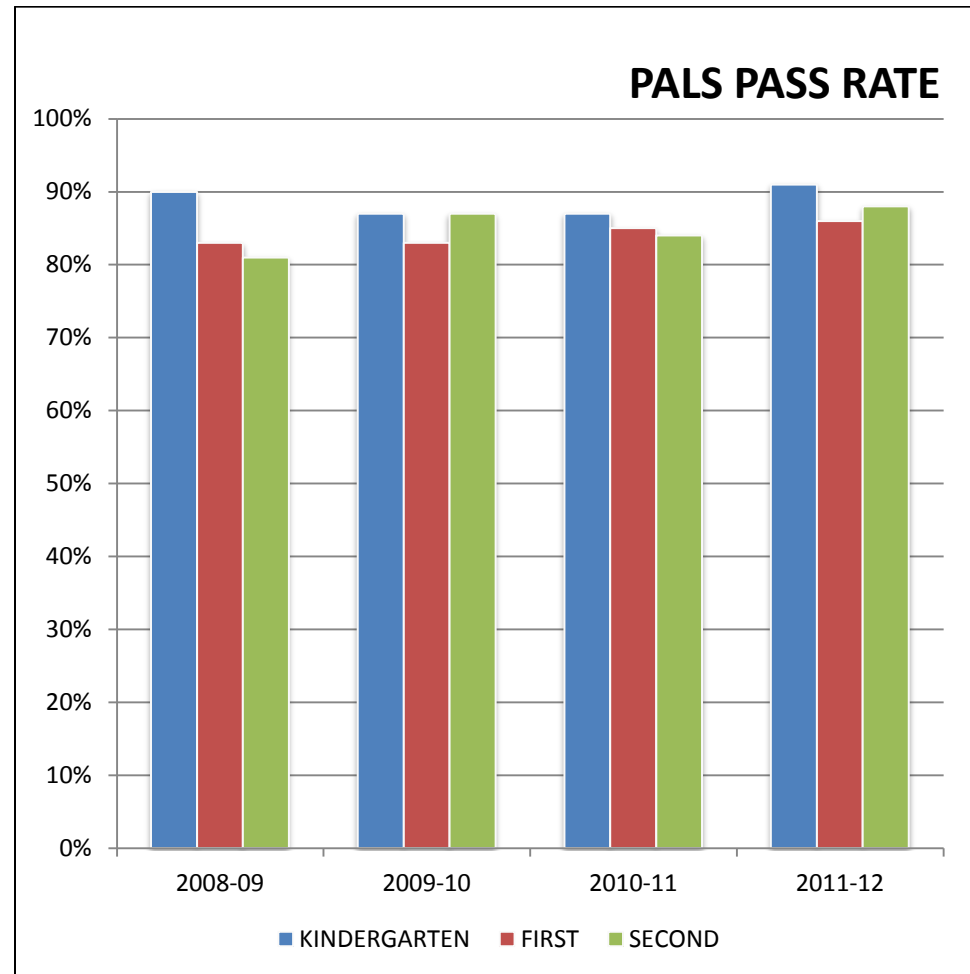
Reading Proficiency | The Data

VISION: Tradition of Excellence for All

MISSION: Every child by name and by need to graduation

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

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

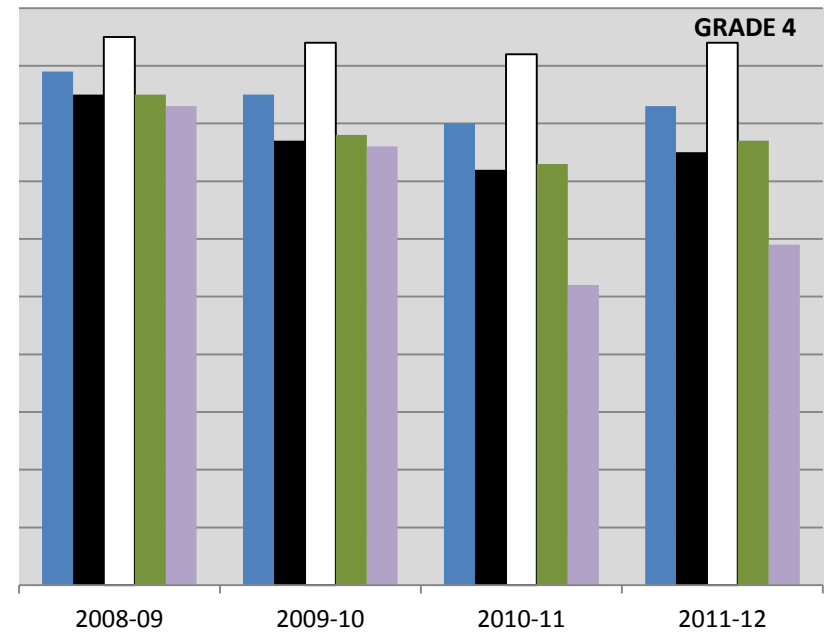
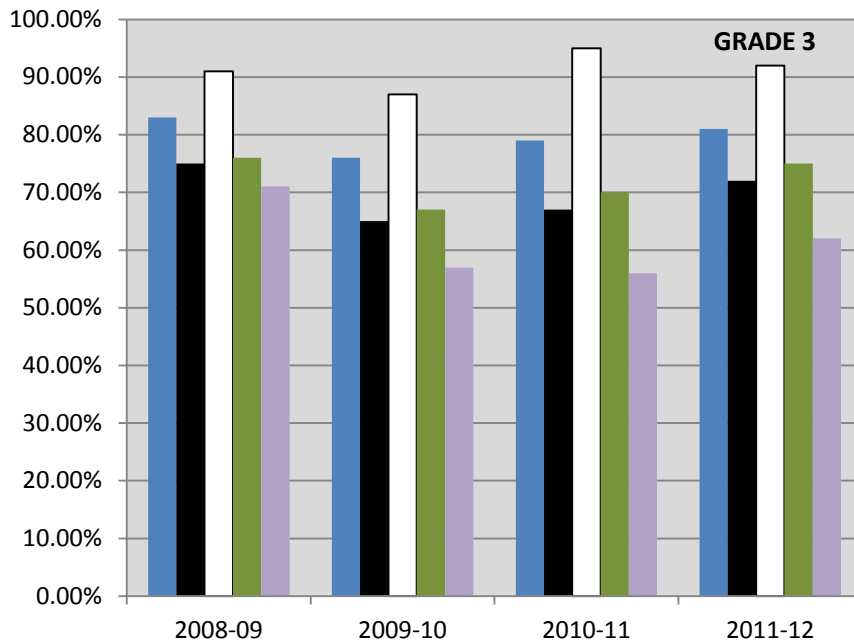




A

Reading Proficiency | The Data (continued)

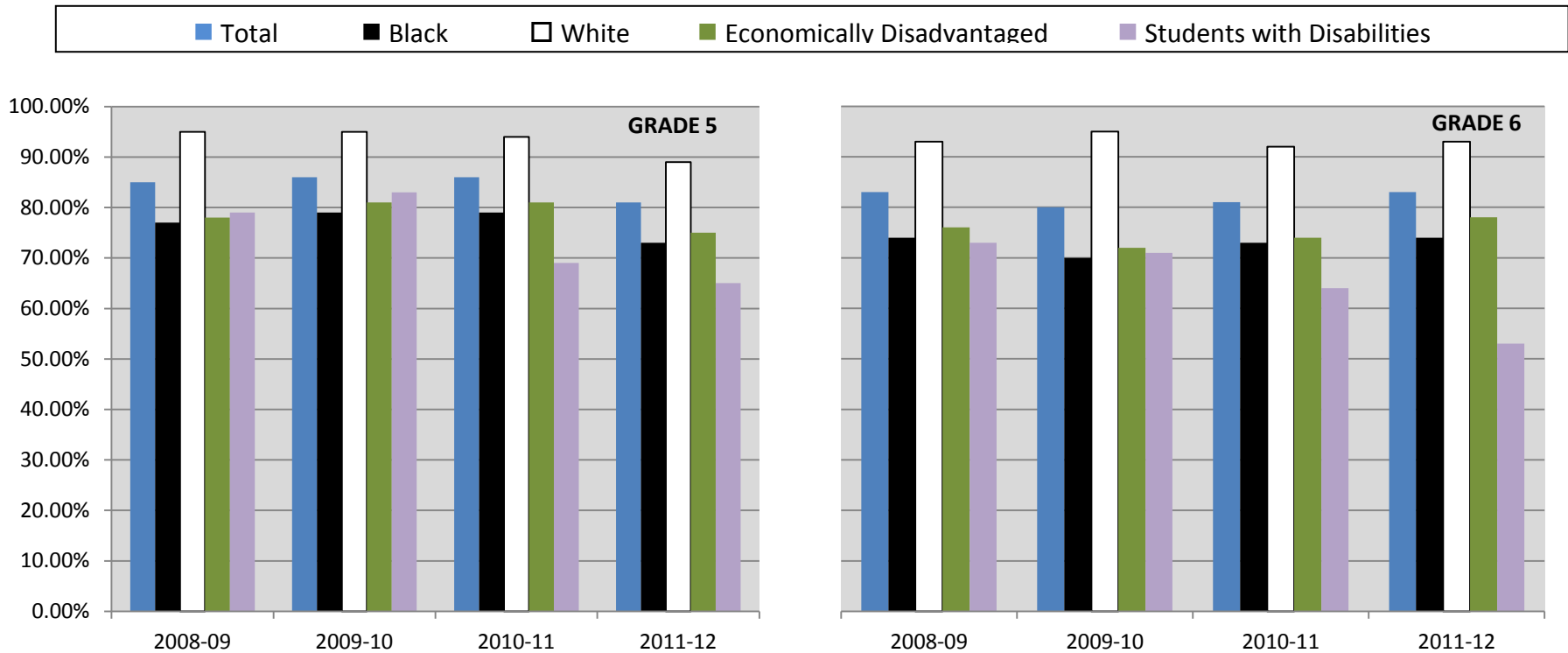
SOL READING PASS RATE



A

Reading Proficiency | The Data (continued)

SOL READING PASS RATE (continued)

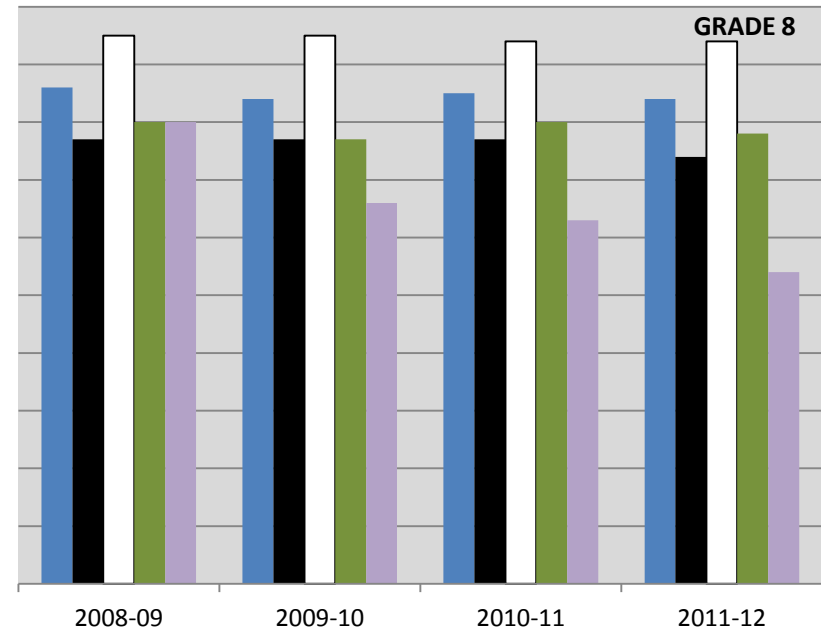
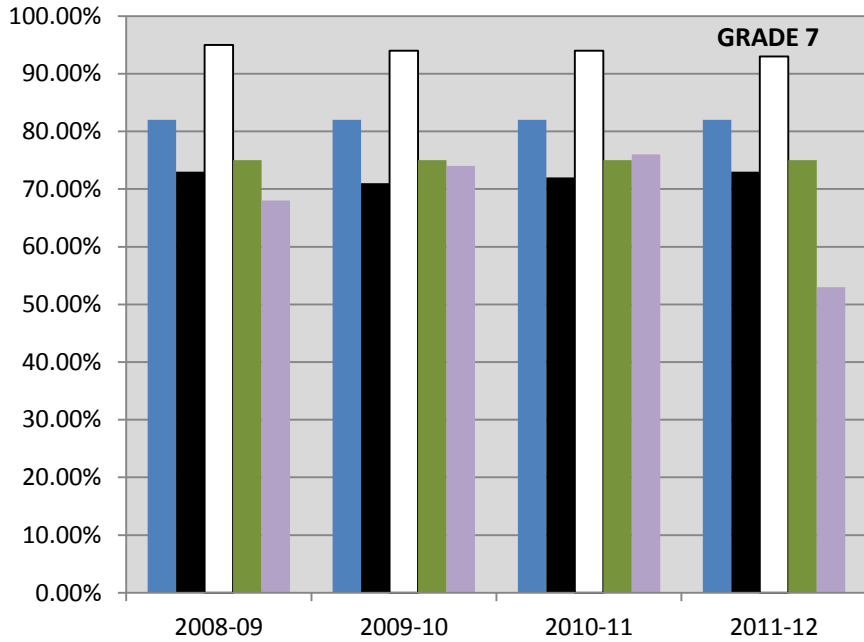
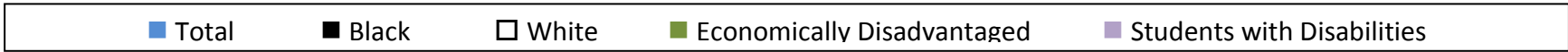




A

Reading Proficiency | The Data (continued)

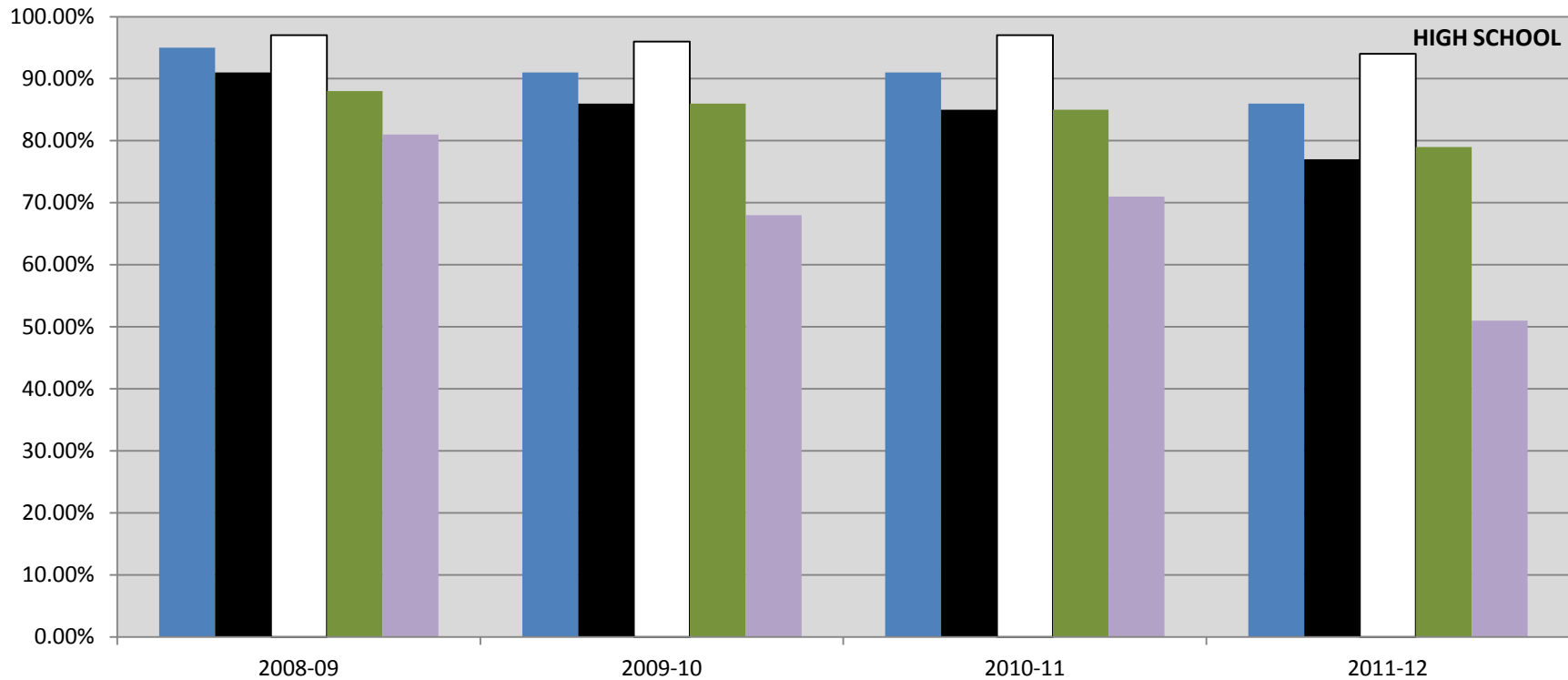
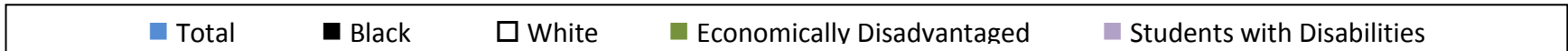
SOL READING PASS RATE (continued)





A Reading Proficiency | The Data (continued)

SOL READING RESULTS (continued)





A

Reading Level | The Plan

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



A

Reading Level | The Plan (continued)

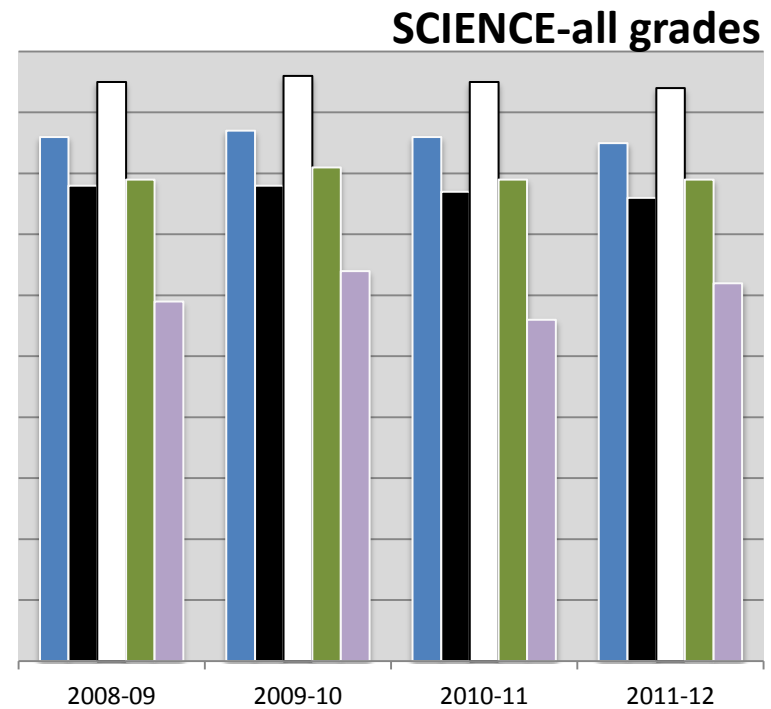
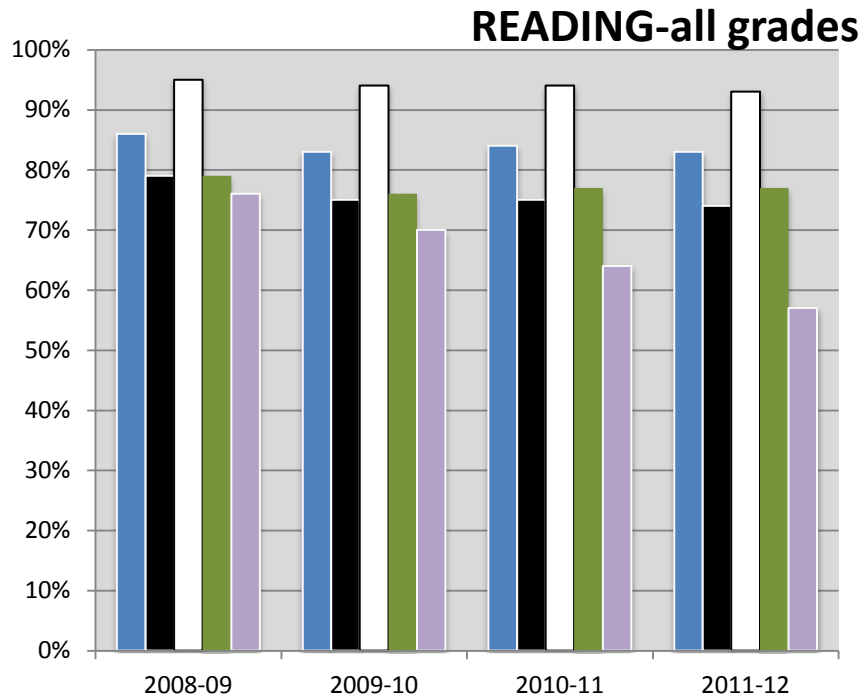
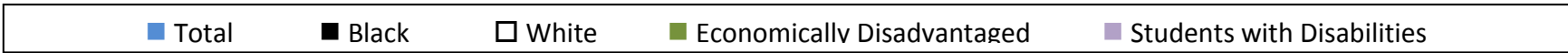
<p>7. Create an SOL 12 focus class for students who score below proficient on the 11th grade SOL Reading Assessment.</p>	<p>High School Program of Studies and High School Master Schedules</p>	<p>Assistant Superintendent for Curriculum and Instruction Director of Secondary Education High School Principals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



A SOL Results | The Data

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

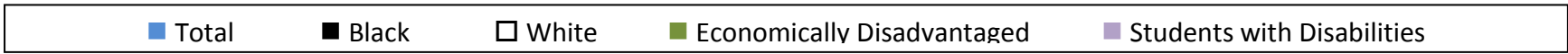
GOAL: All schools will be fully accredited and all subgroups will show positive progress each year toward meeting the Annual Measureable Objectives on SOLs as determined by the Virginia Department of Education.



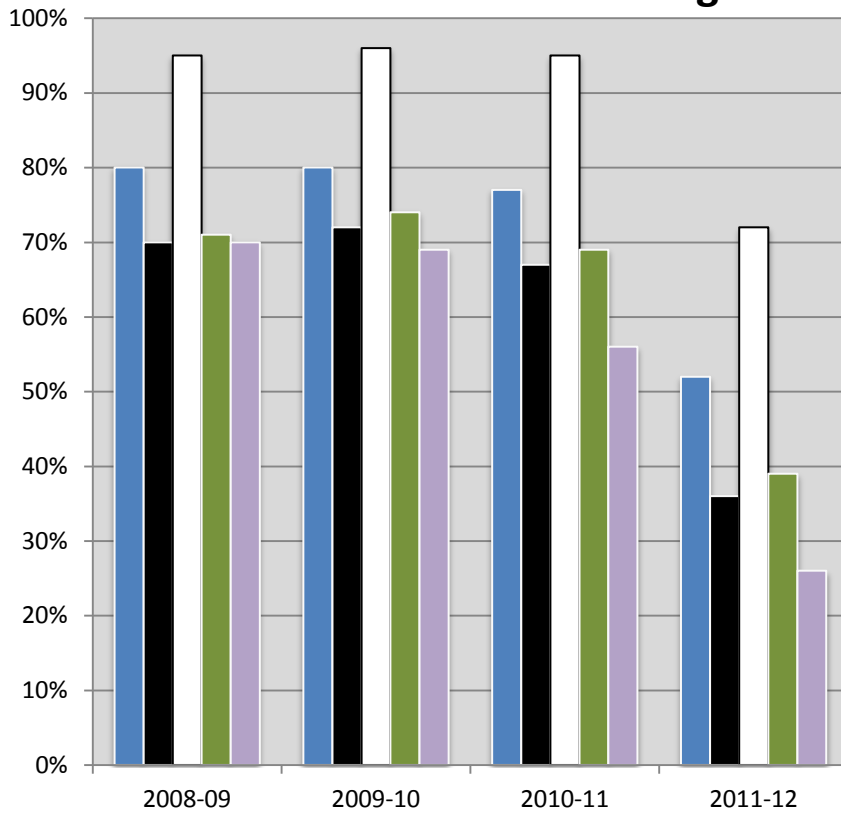


A

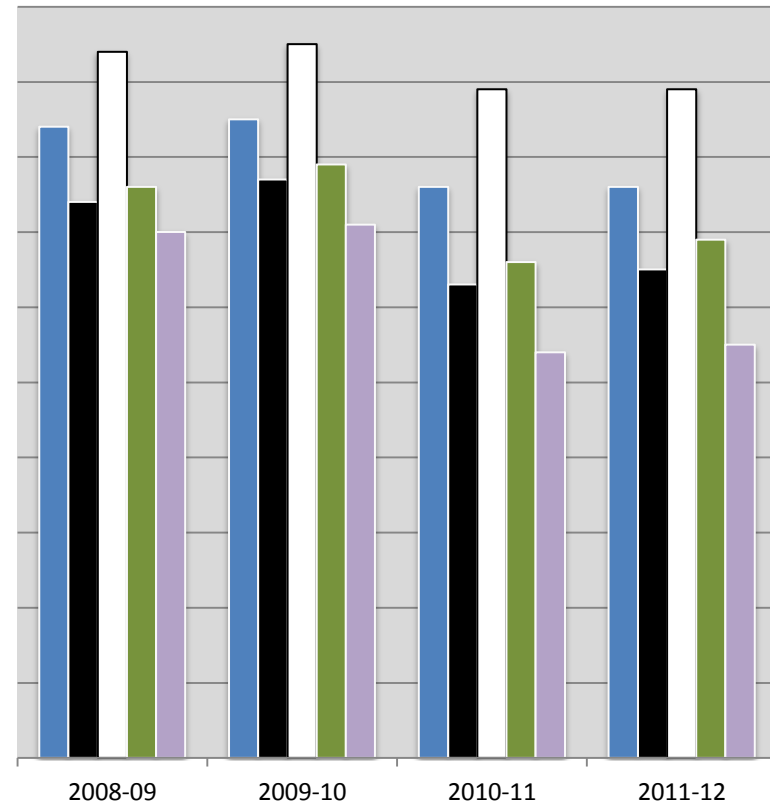
SOL Results | The Data (continued)



MATH-all grades



SOCIAL STUDIES-all grades





A SOL Results | The Plan

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



A

SOL Results | The Plan (continued)

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



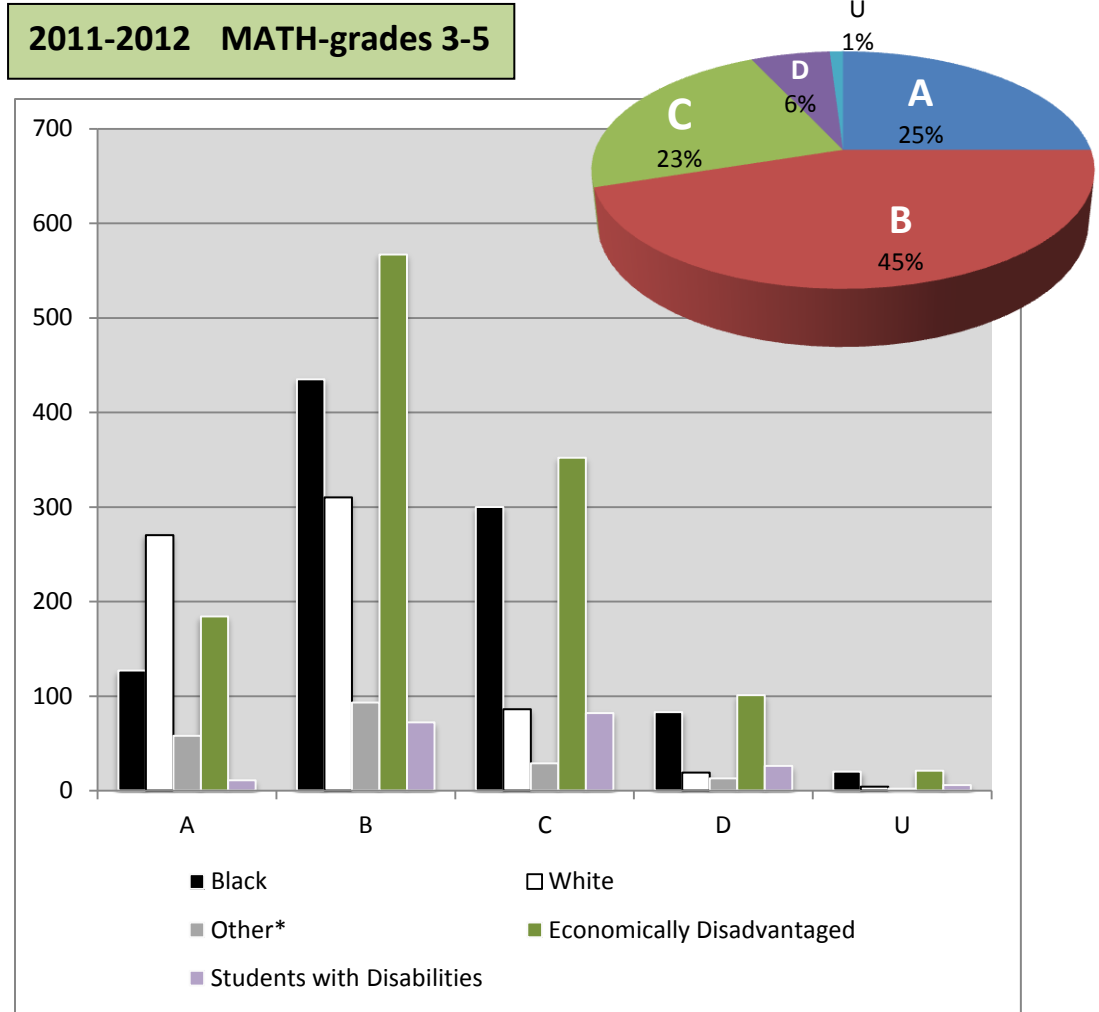
A

Grade Distribution | The Data

VISION: Tradition of Excellence for All

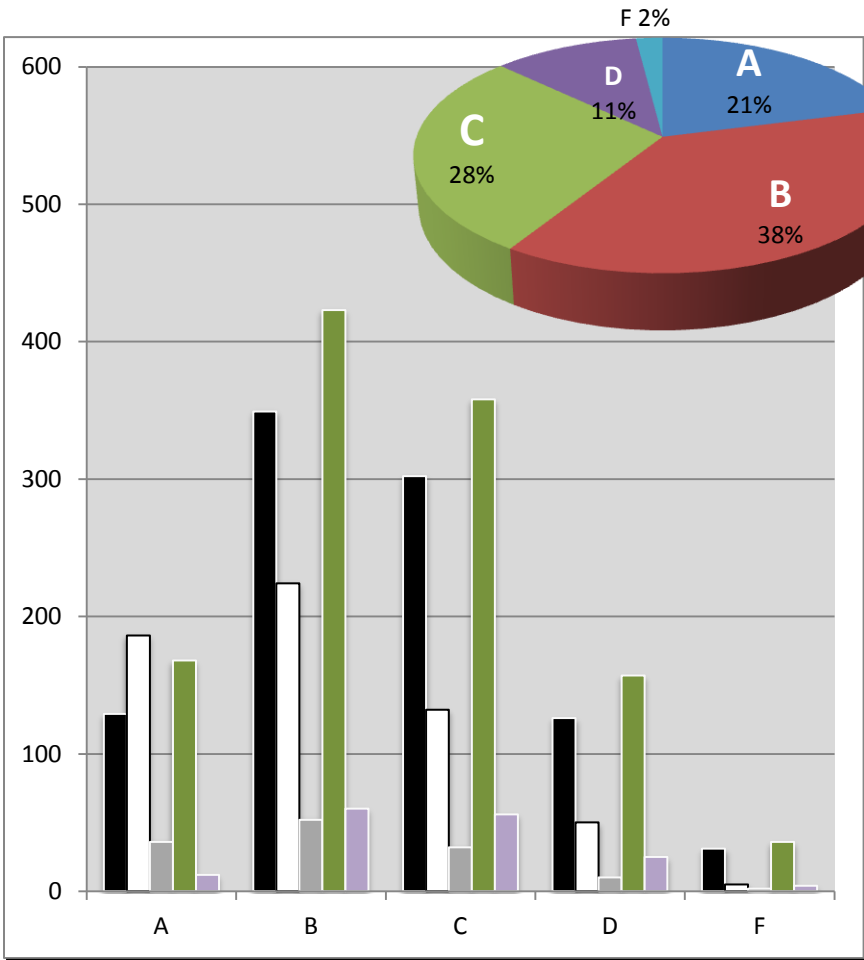
MISSION: Every child by name and by need to graduation

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

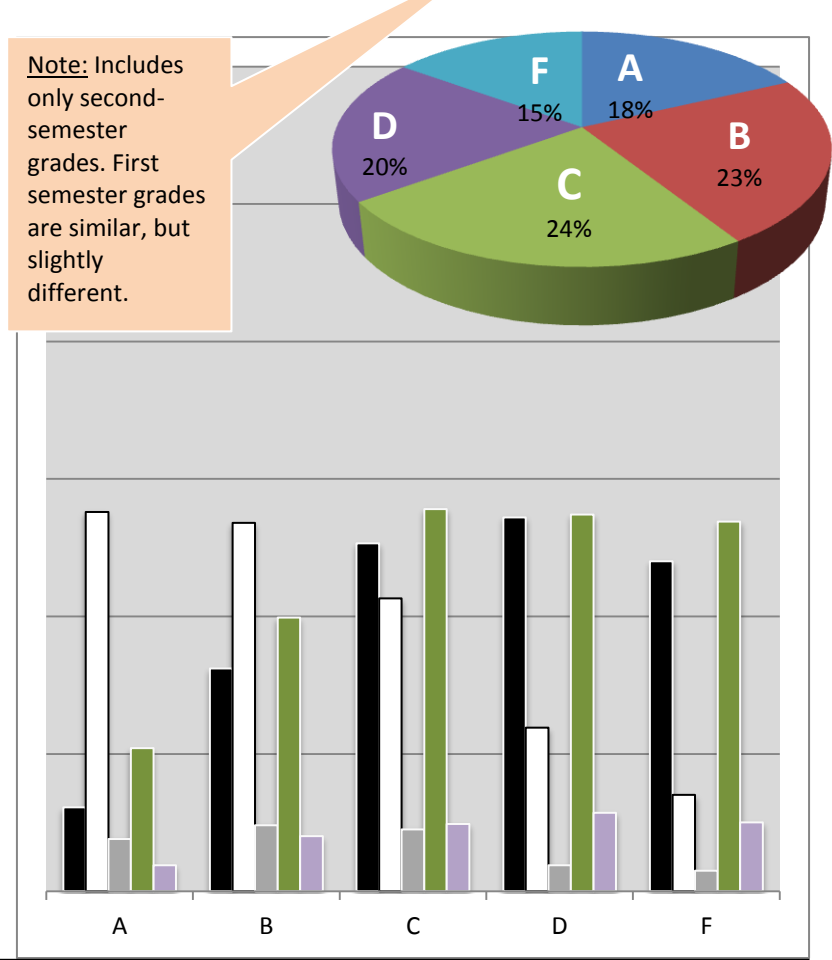


A Grade Distribution | The Data (continued)

2011-2012 MATH-grades 6-8



2011-2012 MATH-grades 9-12



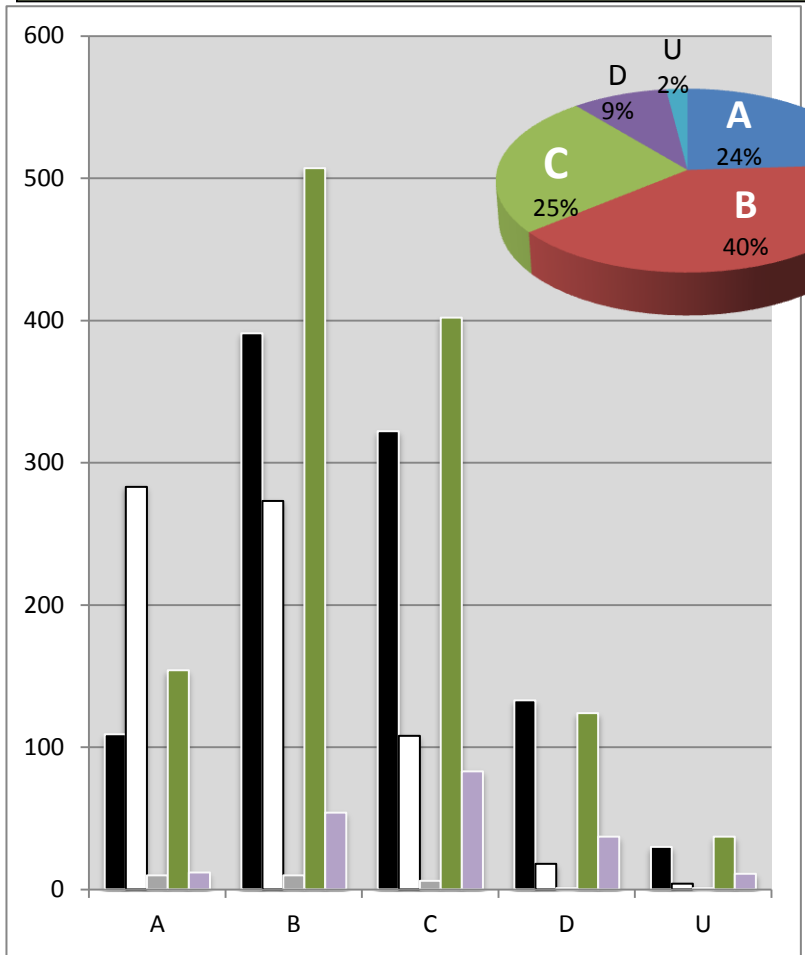
Note: Includes only second-semester grades. First semester grades are similar, but slightly different.

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

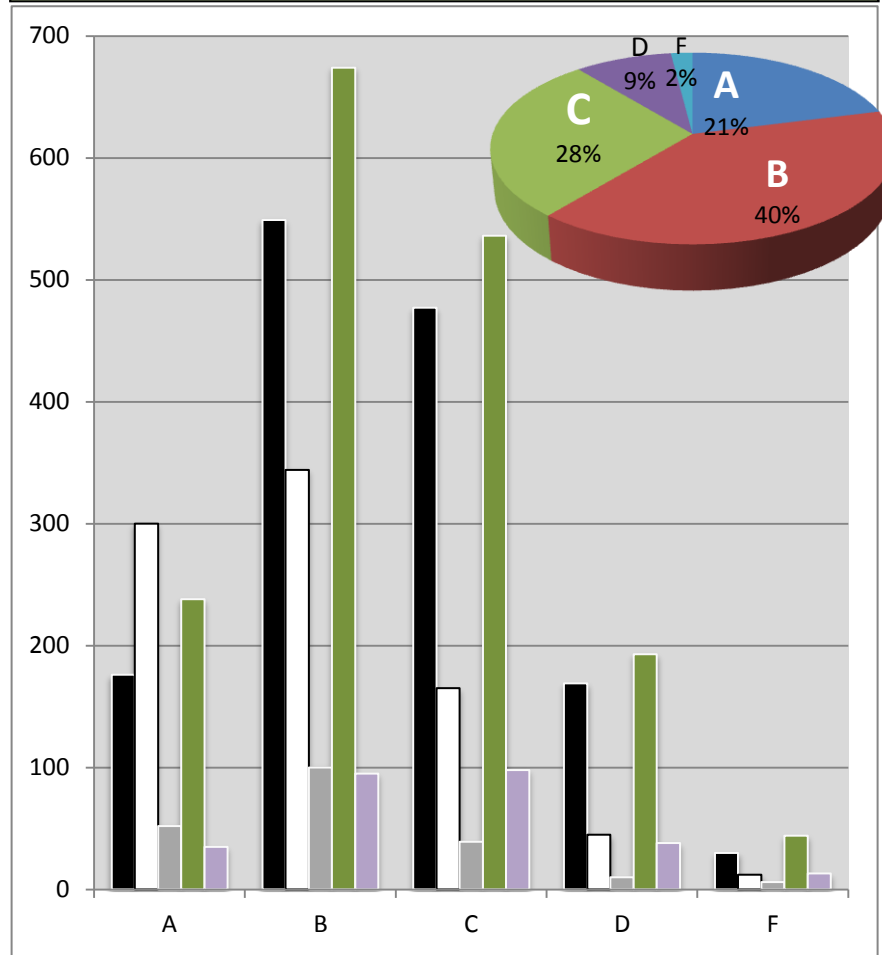


A Grade Distribution | The Data (continued)

2011-2012 ENGLISH-grades 3-5



2011-2012 ENGLISH-grades 6-8

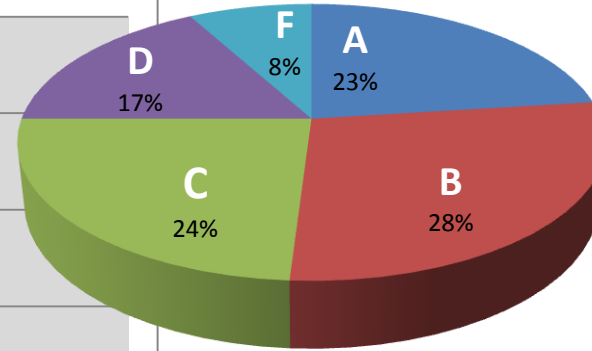
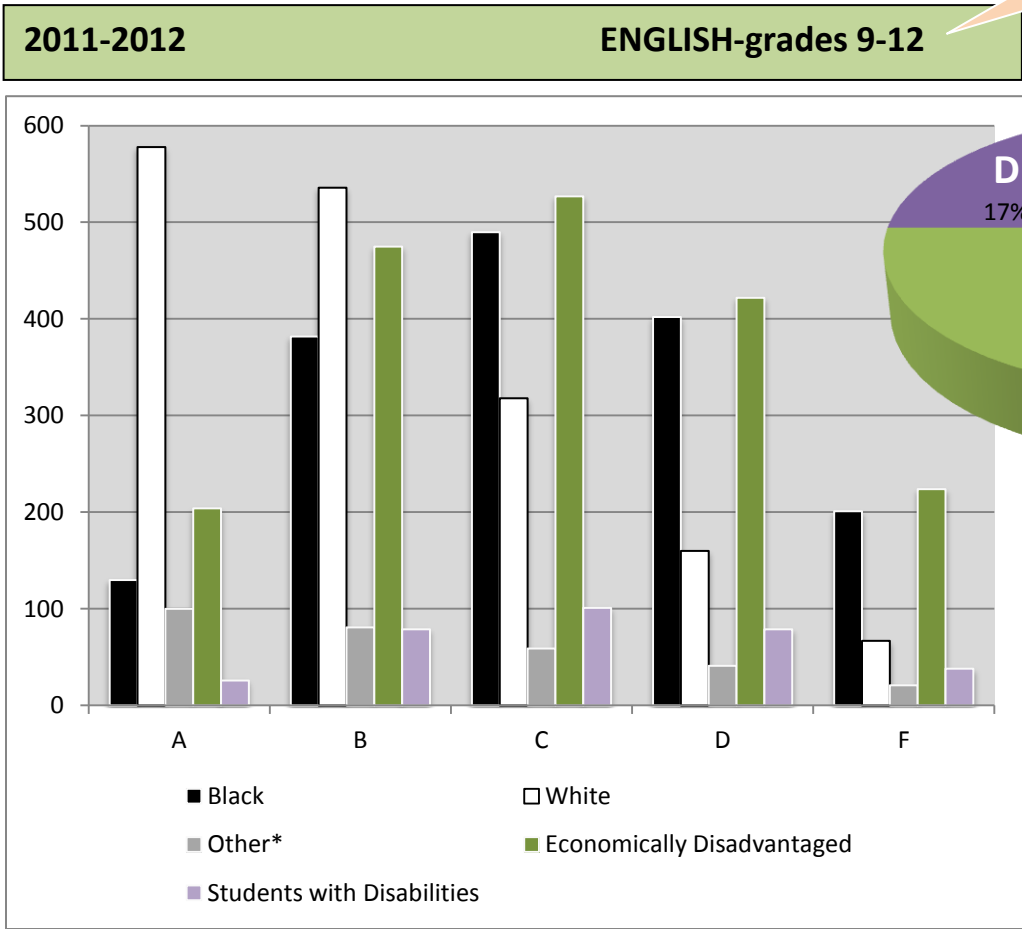


Black
 White
 Other
 Economically Disadvantaged
 Students with Disabilities

A

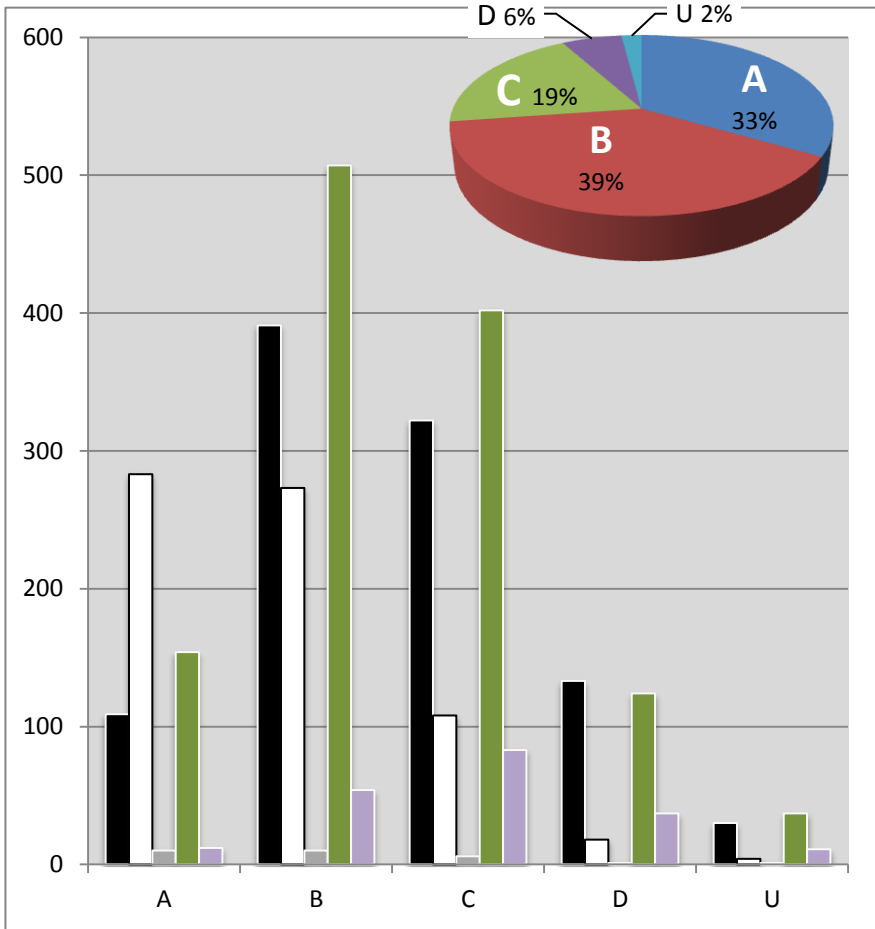
Grade Distribution | The Data (continued)

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

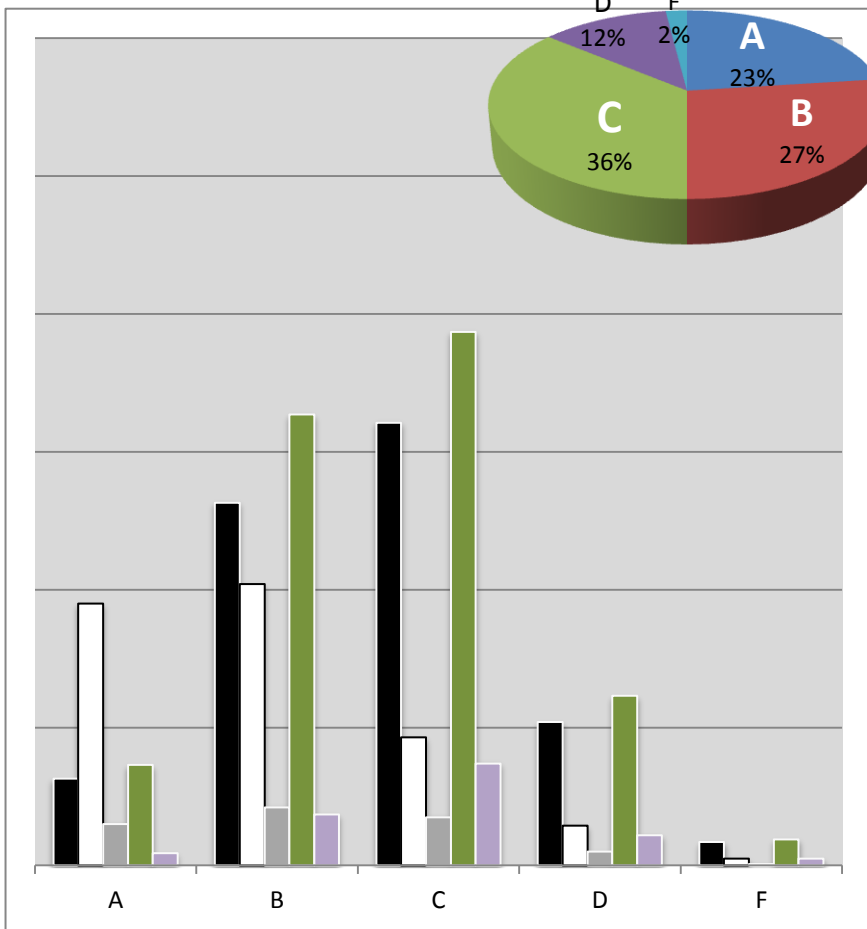


A Grade Distribution | The Data (continued)

2011-2012 SCIENCE-grades 3-5

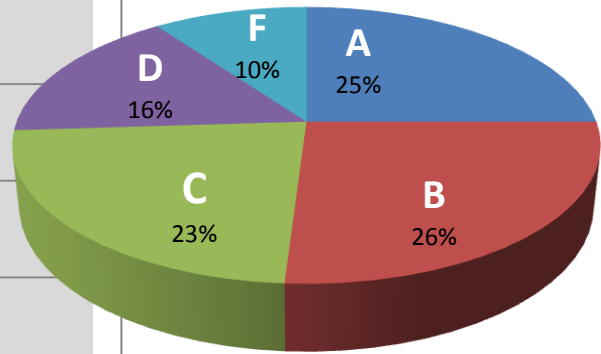
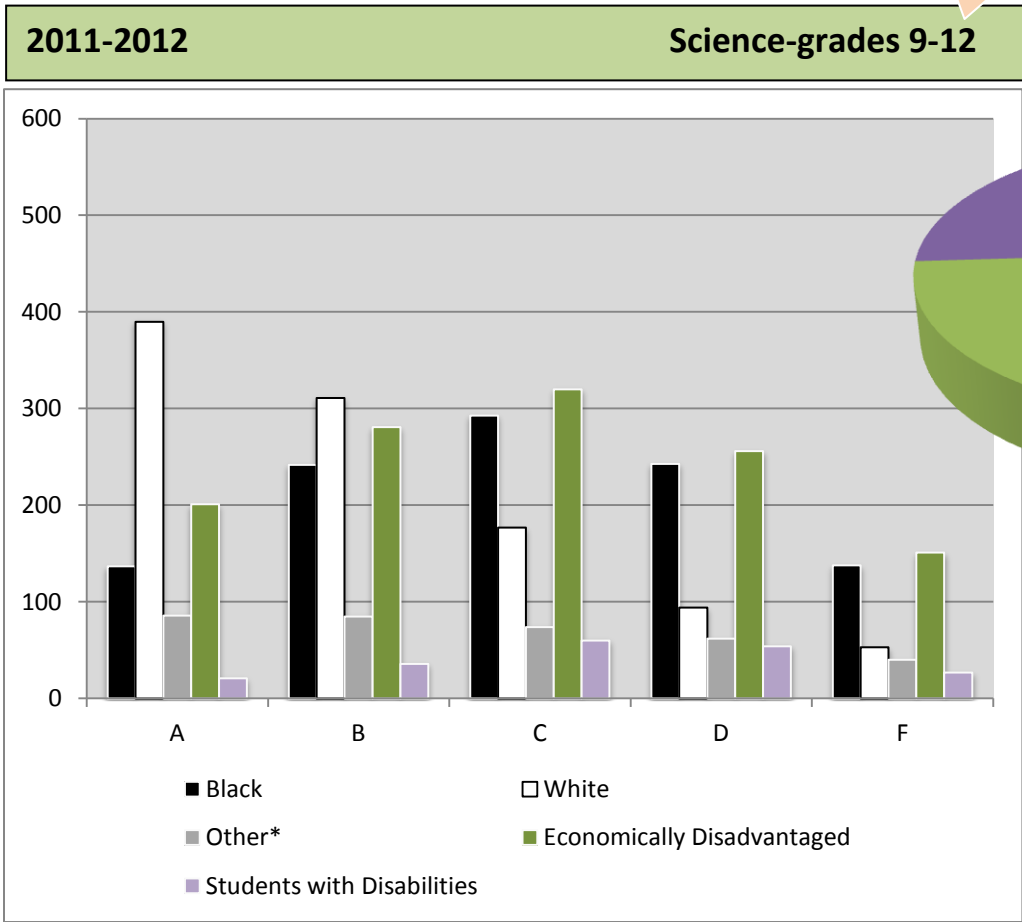


2011-2012 SCIENCE-grades 6-8



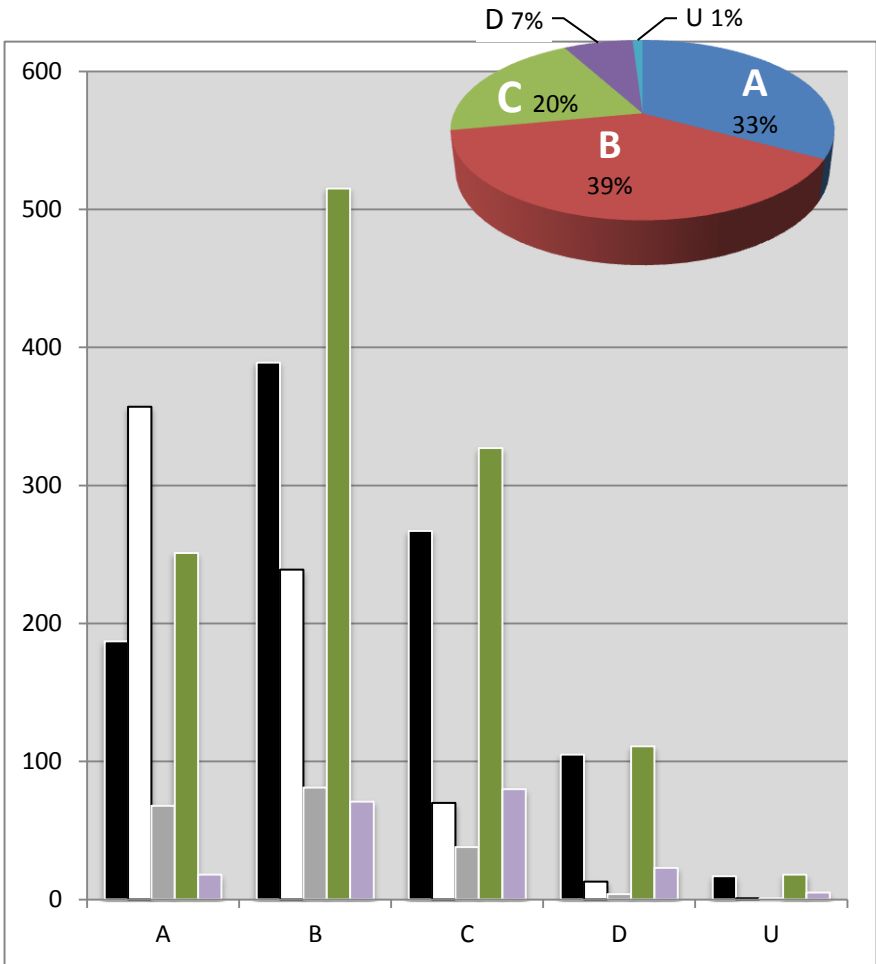
Black
 White
 Other
 Economically Disadvantaged
 Students with Disabilities

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

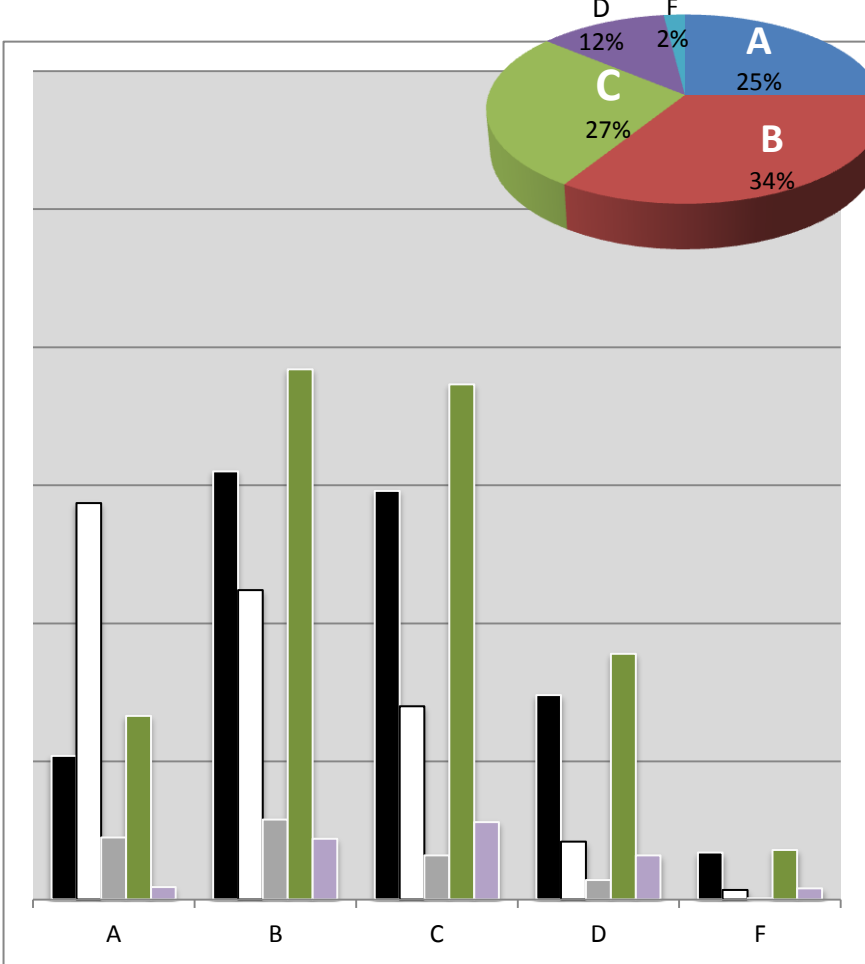


A Grade Distribution | The Data (continued)

2011-2012 Social Studies-grades 3-5



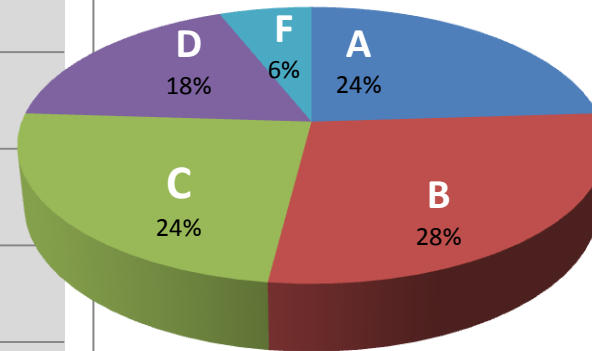
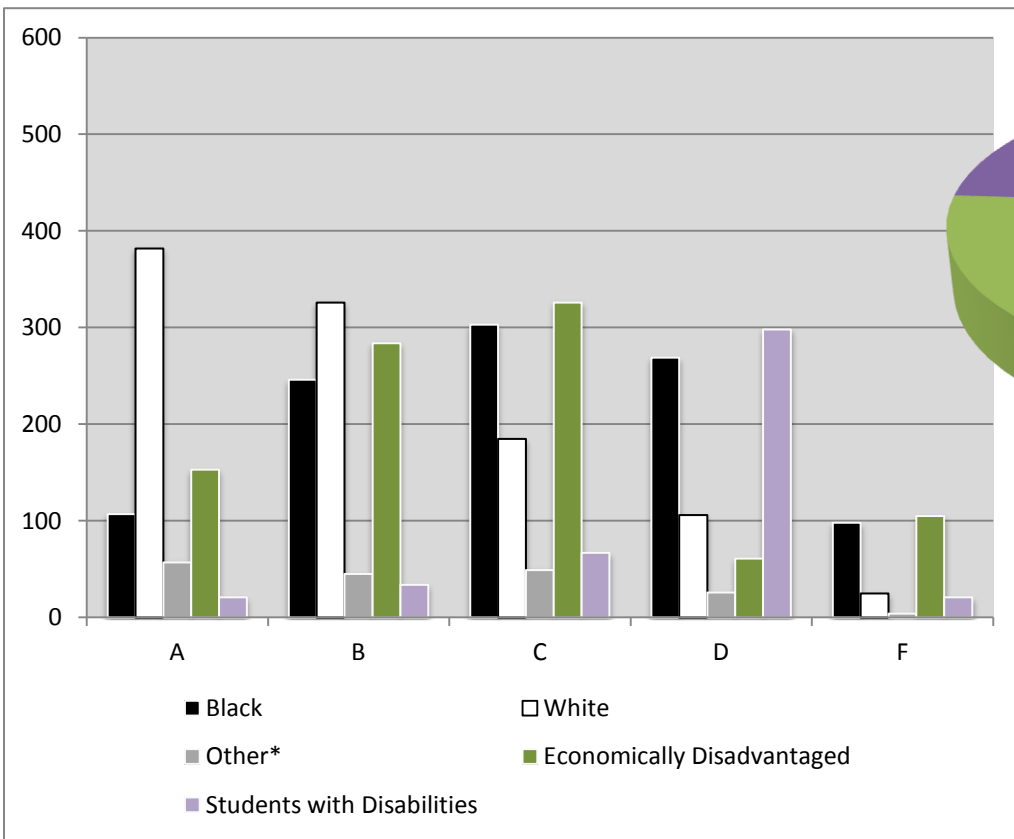
2011-2012 Social Studies-grades 6-8



Black
 White
 Other
 Economically Disadvantaged
 Students with Disabilities

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

2011-2012 Social Studies-grades 9-12





A

Grade Distribution | The Plan

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



Excellence in Behavior

Why: Each student should develop strong character reflecting those values cherished by the Lynchburg community.

How: We foster a culture of mutual respect that builds trust, engages every student and makes each student accountable.

Indicators of Excellence

- Suspensions
- Student Attendance
- Character Education



B

Suspensions | The Data

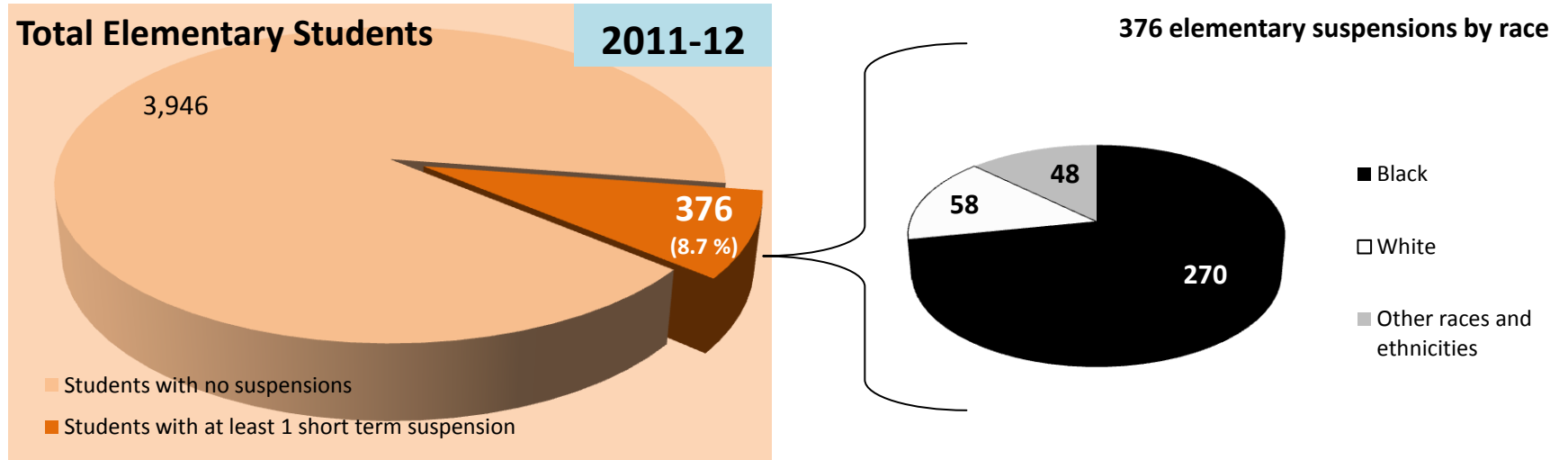
VISION: Tradition of Excellence for All

MISSION: Every child by name and by need to graduation

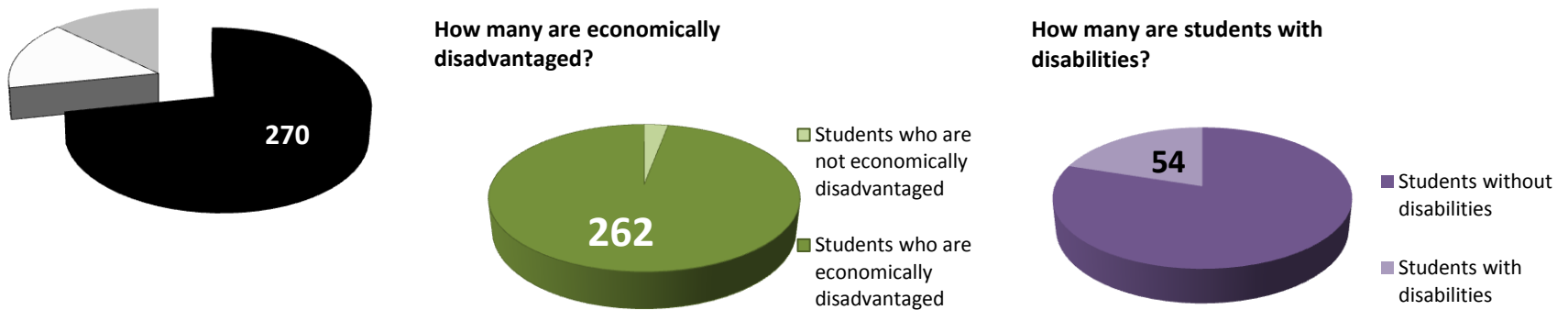
GOAL: Decrease suspensions by 5 percent each year

B

Suspensions | The Data (continued)



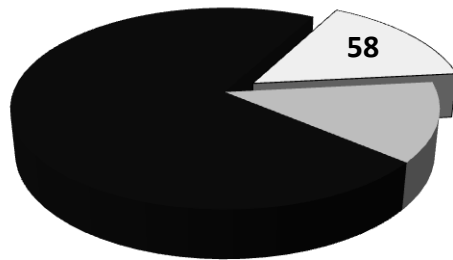
2011-12 A CLOSER LOOK at the 270 elementary black students with at least 1 short term suspension



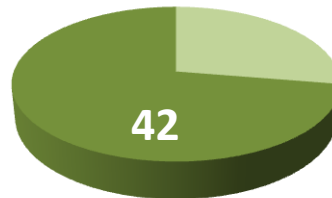
B

Suspensions | The Data (continued)

2011-12 A CLOSER LOOK at the 58 elementary white students with at least 1 short term suspension

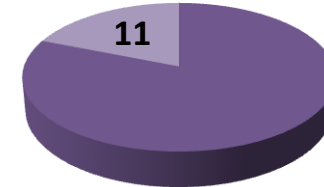


How many are economically disadvantaged?



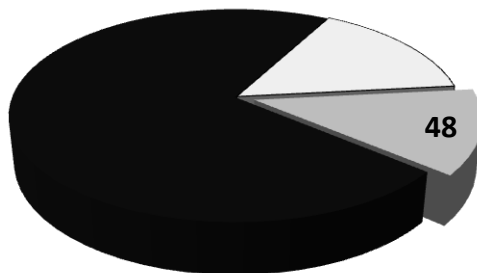
- Students who are not economically disadvantaged
- Students who are economically disadvantaged

How many are students with disabilities?

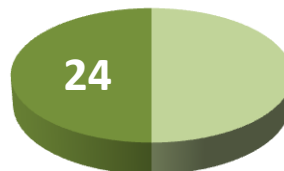


- Students without disabilities
- Students with disabilities

2011-12 A CLOSER LOOK at the 48 elementary other* students with at least 1 short term suspension

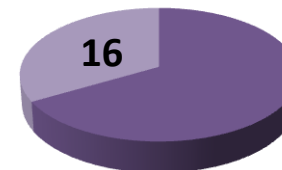


How many are economically disadvantaged?



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

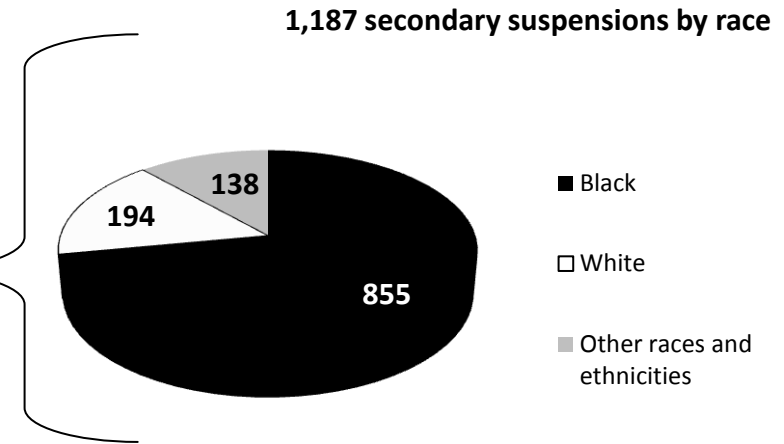
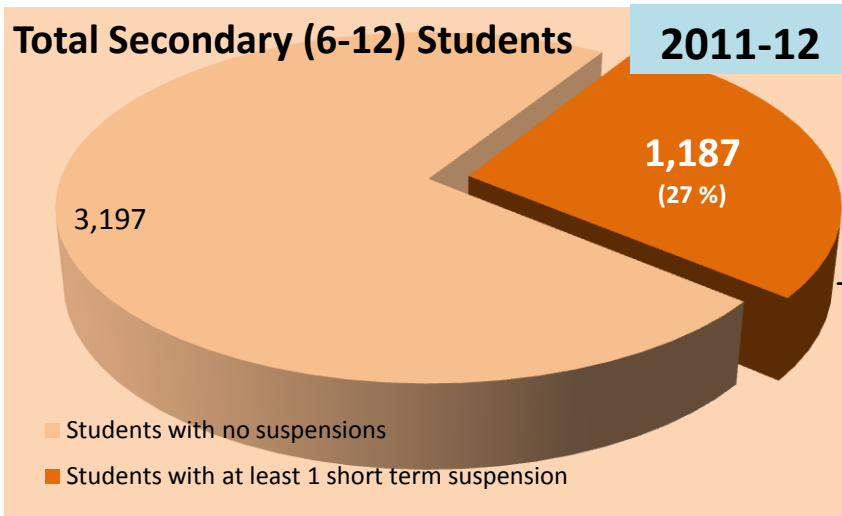
How many are students with disabilities?



- Students without disabilities
- Students with disabilities

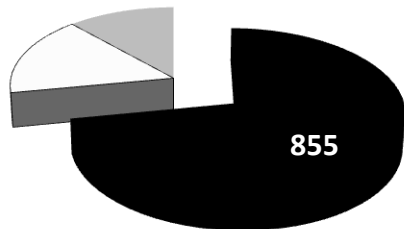
B

Suspensions | The Data (continued)

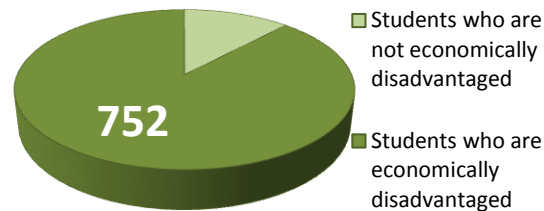


2011-12

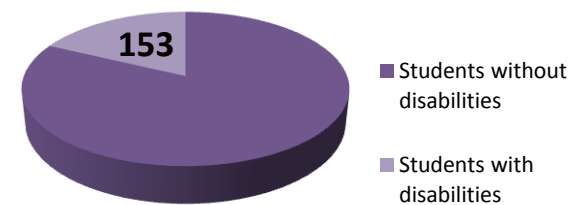
A CLOSER LOOK at the 855 secondary black students with at least 1 short term suspension



How many are economically disadvantaged?



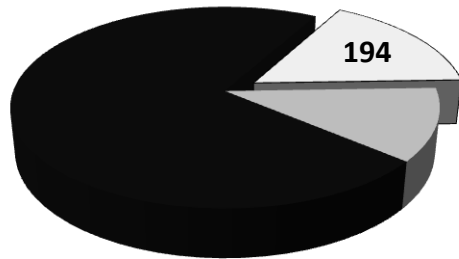
How many are students with disabilities?



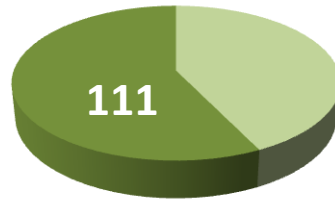
B

Suspensions | The Data (continued)

2011-12 A CLOSER LOOK at the 194 secondary white students with at least 1 short term suspension

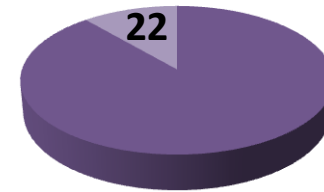


How many are economically disadvantaged?



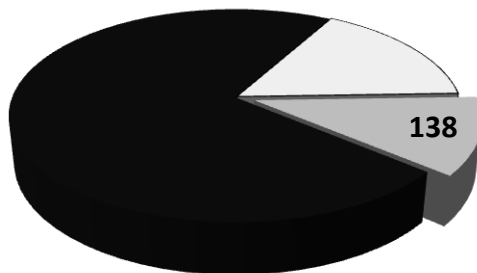
- Students who are not economically disadvantaged
- Students who are economically disadvantaged

How many are students with disabilities?

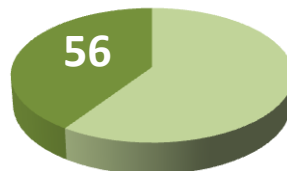


- Students without disabilities
- Students with disabilities

2011-12 A CLOSER LOOK at the 138 secondary other* students with at least 1 short term suspension

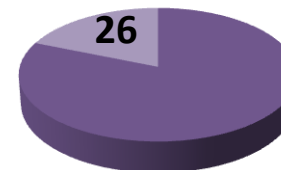


How many are economically disadvantaged?



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

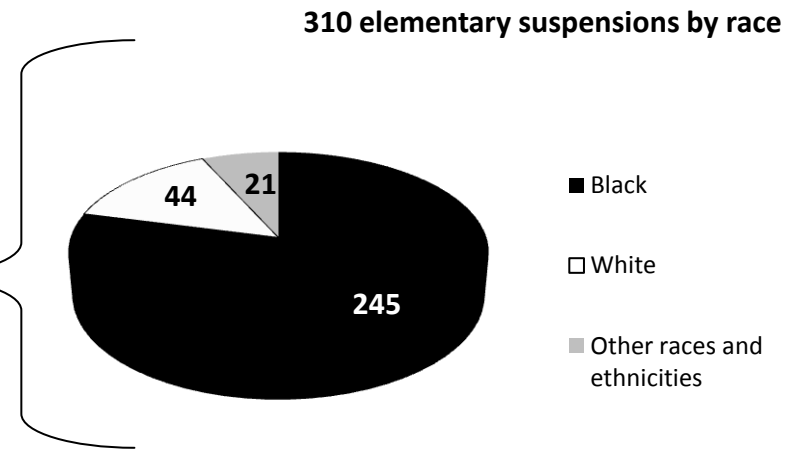
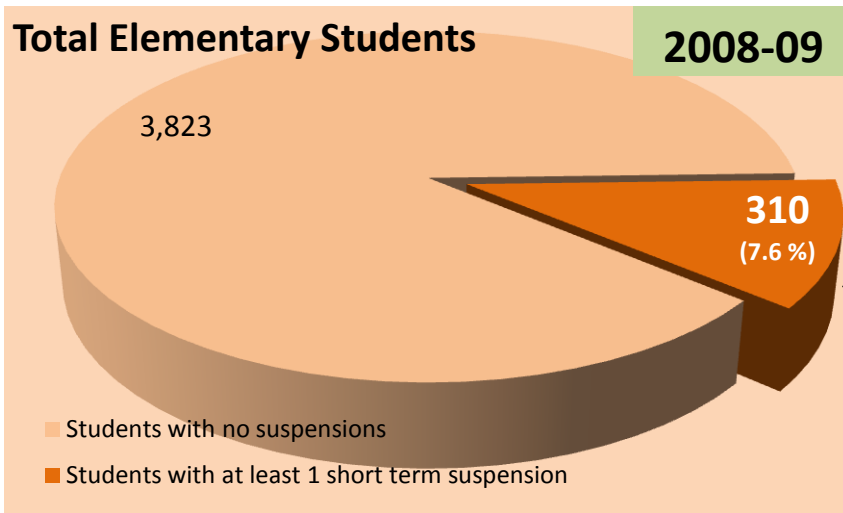
How many are students with disabilities?



- Students without disabilities
- Students with disabilities

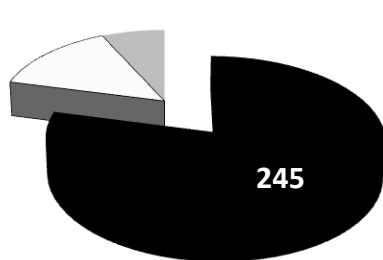
B

Suspensions | The Data (continued)

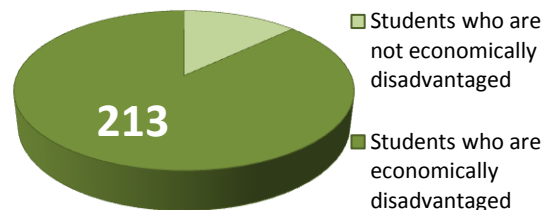


2008-09

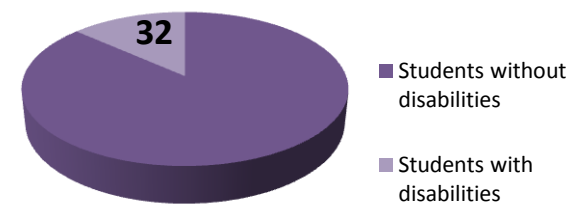
A CLOSER LOOK at the 245 elementary black students with at least 1 short term suspension



How many are economically disadvantaged?



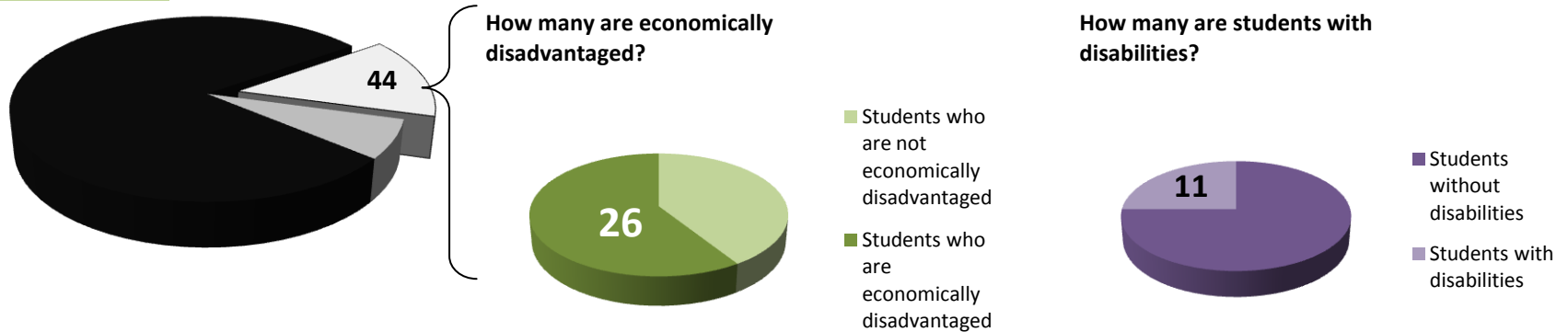
How many are students with disabilities?



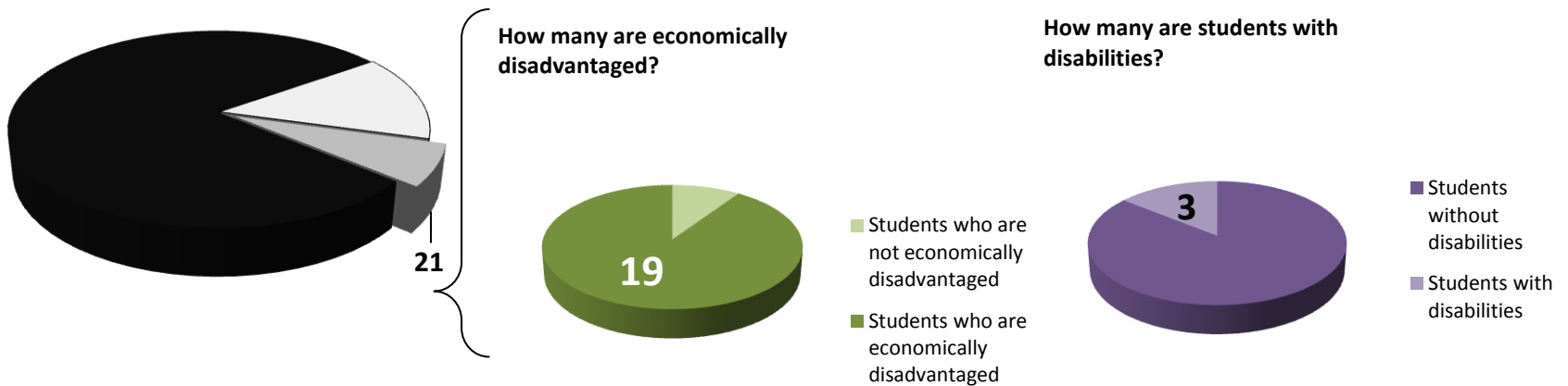
B

Suspensions | The Data (continued)

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

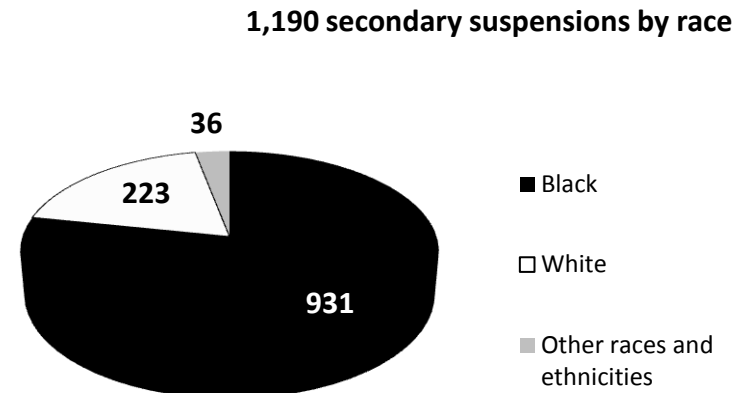
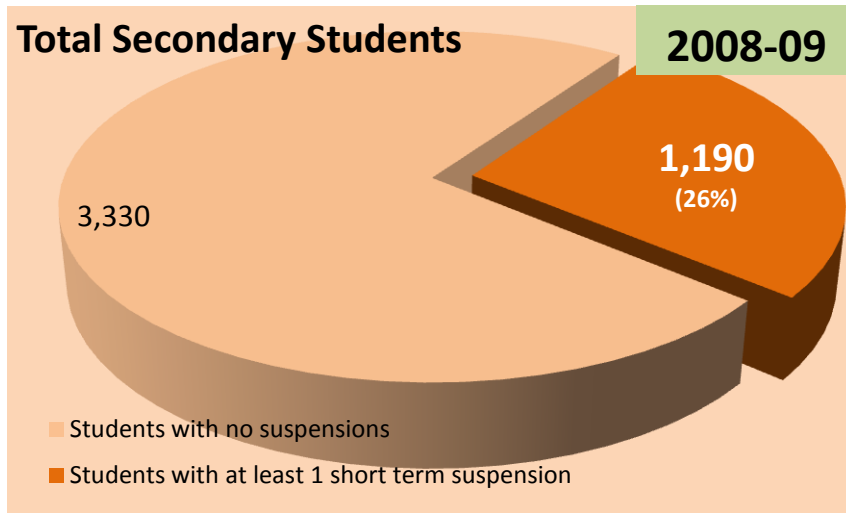


2008-09 A CLOSER LOOK at the 21 elementary other* students with at least 1 short term suspension



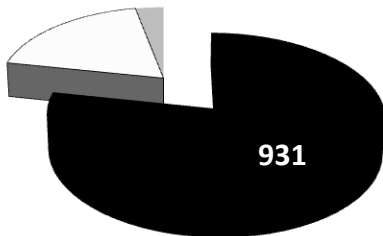
B

Suspensions | The Data (continued)

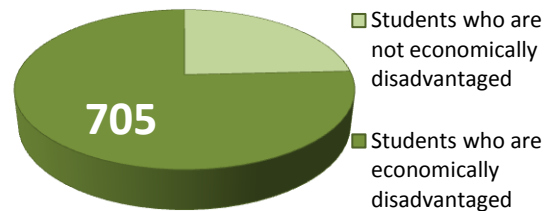


2008-09

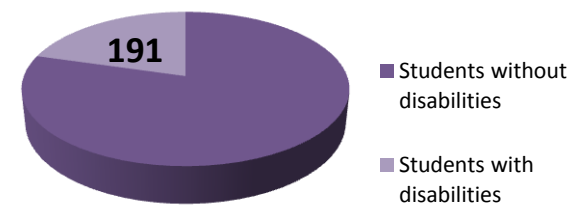
A CLOSER LOOK at the 931 secondary black students with at least 1 short term suspension



How many are economically disadvantaged?



How many are students with disabilities?

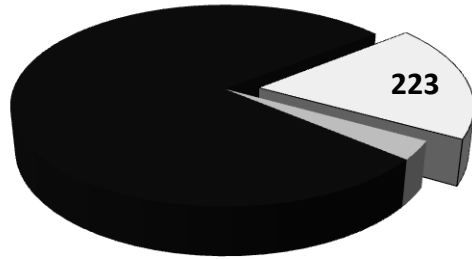


B

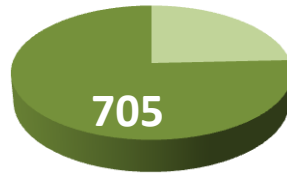
Suspensions | The Data (continued)

2008-09

A CLOSER LOOK at the 223 secondary white students with at least 1 short term suspension

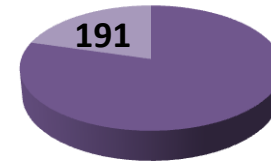


How many are economically disadvantaged?



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

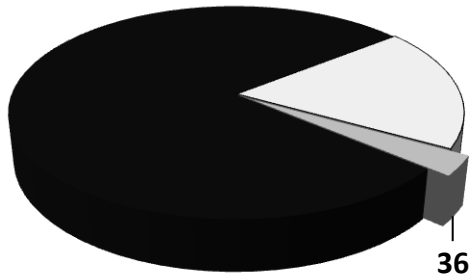
How many are students with disabilities?



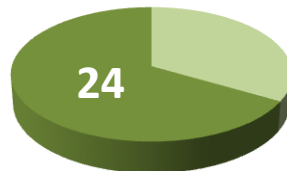
- Students without disabilities
- Students with disabilities

2008-09

A CLOSER LOOK at the 36 secondary other* students with at least 1 short term suspension

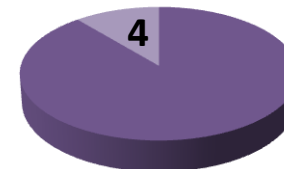


How many are economically disadvantaged?



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

How many are students with disabilities?



- Students without disabilities
- Students with disabilities



B

Suspensions | The Plan

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



B

Suspensions | The Plan (continued)

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

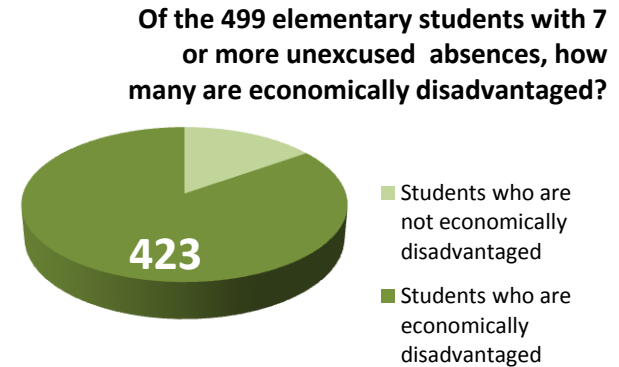
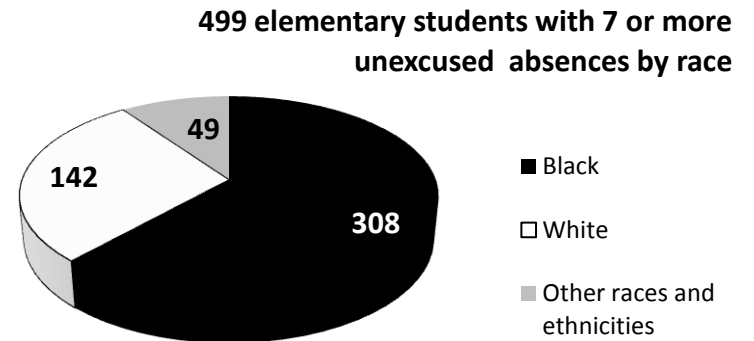
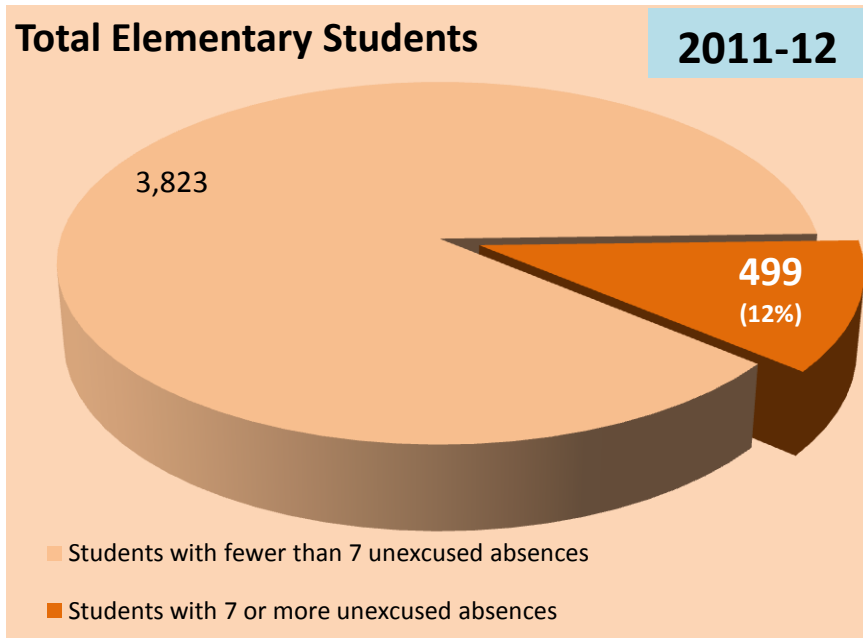
B

Student Attendance | The Data

VISION: Tradition of Excellence for All

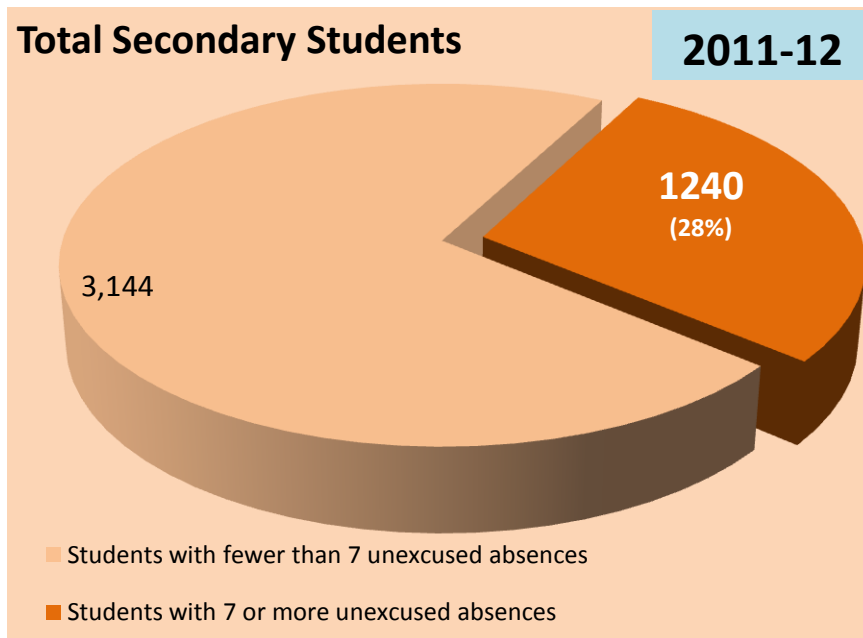
MISSION: Every child by name and by need to graduation

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

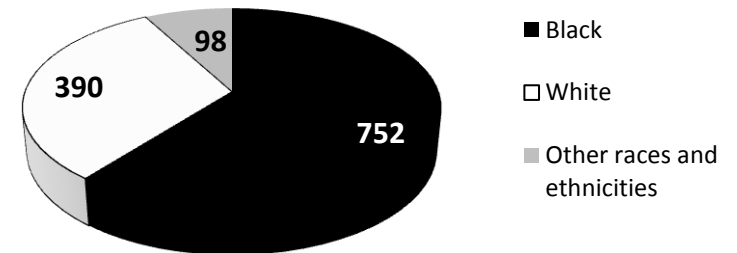


B

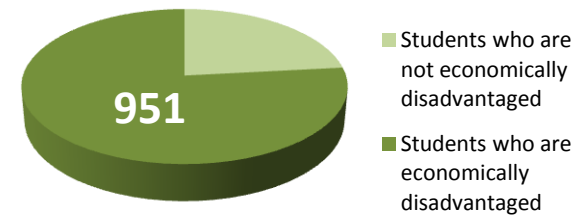
Student Attendance | The Data



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



Of the 1,240 secondary students with 7 or more unexcused absences, how many are economically disadvantaged?





B

Student Attendance | The Plan

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



B

Character Education | The Data

VISION: Tradition of Excellence for All

MISSION: Every child by name and by need to graduation

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

Kindness with courtesy and politeness

Responsibility with citizenship

Work Ethic with diligence and preservice

Self-Discipline with self-control and patience

Honesty with integrity

Respect of authority and others.



B

Character Education | The Plan

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



Excellence in Culture

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

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

Indicators of Excellence

- Staff Attendance
- School Culture Survey
- Parent Involvement



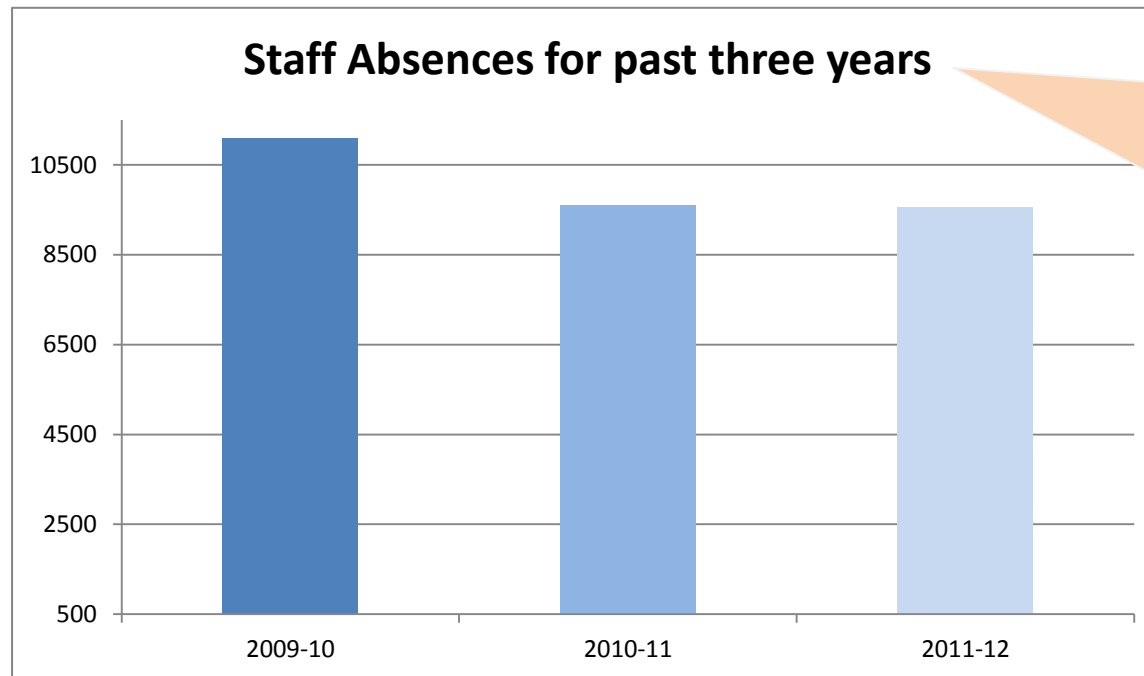
C

Staff Attendance | The Data

VISION: Tradition of Excellence for All

MISSION: Every child by name and by need to graduation

GOAL: Reduce costs associated by staff absences.



Note: This does not include Family Medical Leave and Leave with Pay. Family Medical Leave was not an option during 2009-2010, accounting for the larger numbers. This information is what was reported in SubFinder.



C

Staff Attendance | The Plan

STRATEGY	EVALUATION/EVIDENCE OF COMPLETION	RESPONSIBILITY
1. Review of staff attendance data by site, by month, and by day	Staff attendance reports	Chief Financial Officer
2. Explore the implementation of staff attendance incentive initiatives	Report and/or recommendation to school board	Assistant Superintendent for Operations Chief Financial Officer
3. Consider the possibility of having teachers call an administrator in addition to using sub-finder	August 2012 principals' meeting	Superintendent
4. Develop accountability process for staff attendance including option to include attendance data on final evaluations.	Review by personnel by March 2013	Principals Personnel Department



C

School Culture Survey | The Data

VISION: Tradition of Excellence for All

MISSION: Every child by name and by need to graduation

GOAL: Establish baseline data through survey administration in Fall 2012

School Culture Self-Study

School Name _____

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

School _____ **Date Due to Principal** _____

Responses:

- 4 = Almost Always Occurs
- 3 = Frequently Occurs
- 2 = Sometimes Occurs
- 1 = Rarely Occurs
- 0 = Never Occurs

Person Completing Form:

- ___ Administrator
- ___ Parent
- ___ Instructional Staff
- ___ Student
- ___ Support Staff
- ___ Other _____



C

School Culture Survey | The Data (continued)

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



C

School Culture Survey | The Data (continued)

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



C

School Culture Survey | The Plan

STRATEGY	EVALUATION/EVIDENCE OF COMPLETION	RESPONSIBILITY
1. Administer School Culture Survey to be completed by parents, teachers, students (grades 5,7, 8, 10-12) and community members in fall	Review data by each stakeholder group and present response rate	Coordinator of Equity and Accountability Director of Information Technology I-DARTS
2. Explore and revise the content and activities of the cultural competency training and implement the most effective methods by December via webinar with follow-up by principals	Cultural Competency Training Notebook List of employees completing webinar	Coordinator of Equity and Accountability Cultural Competency Training Team
3. Superintendent Preview will include Mindset chapter summaries with a question at the end for principals to discuss with staff	Minutes of PLC meetings and/or faculty meetings per principal discretion	Superintendent Principals
4. Diversity council and Key Communicators advisory committee along with other community organizations will meet to provide support in education to all students	Establish meeting times and provide minutes of meetings to superintendent and school board Annual presentation to school board	Coordinator of Equity and Accountability Cultural Competency Training Team Superintendent
5. New staff members go through mandatory cultural competency orientation	List of topics for new employee orientation	Director of Personnel Cultural Competency Team



C

Parent Involvement | The Plan

VISION: Tradition of Excellence for All

MISSION: Every child by name and by need to graduation


GOAL: Roll out Give Me 5 initiative

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

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



**PARENT
Involvement**



MINUTES

HOURS

DAYS

DOLLARS

CLASSES

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

- 5 minutes or more reading/ talking with your child every day
- 5 hours or more of service at your child’s school each year
- 5 days or more of attendance at school events
- 5 dollars or more to school’s PTO
- 5 classes or more of schooling beyond high school

www.lcsedu.net/volunteer



C

Parent Involvement | The Plan

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

Division-wide Indicators of Excellence

Excellence in Operations

Excellence in Personnel

OPERATIONS

Operations Matrix

- Facilities
- Technology
- Finance
- Nutrition
- Transportation

PERSONNEL

Personnel Matrix

- Degree
- Professional Development Plan
- Turnover



Excellence in Operations

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

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

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

Indicators of Excellence

- Facilities
- Transportation
- Technology
- Finance
- Nutrition



Indicators of Excellence

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



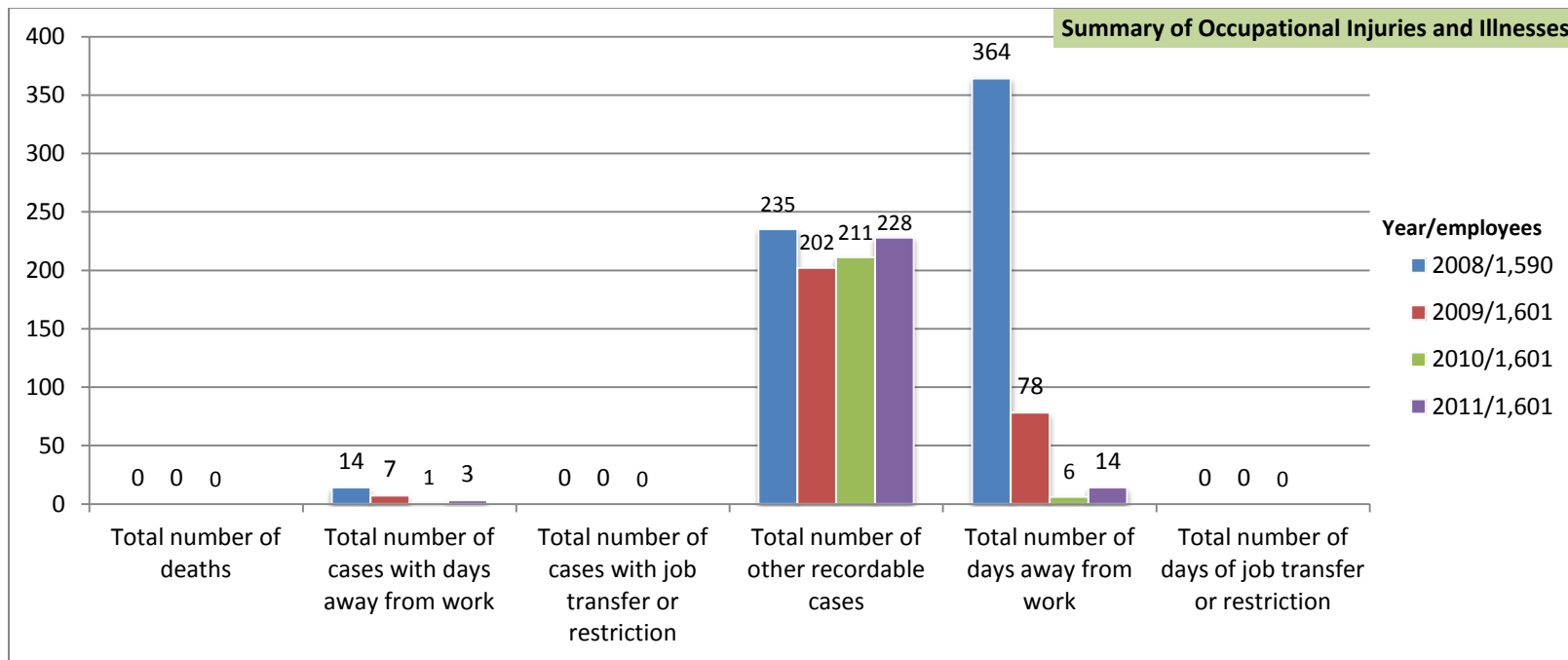
O

FACILITIES and Safety/Security | The Data

VISION: A Tradition of Excellence for All

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

GOAL: No injuries or incidents due to lack of safety measures, lack of appropriate security measures and/or related procedures.





O

FACILITIES and Safety/Security | The Plan

STRATEGY	EVALUATION/EVIDENCE OF COMPLETION	RESPONSIBILITY
Continue to conduct Safety Audits of all facilities using OSHA and EPA guidelines	Timely completion of audit reports State certification of audit report	Assistant Superintendent of Operations and Administration Director of Facilities Assistant Director of Facilities Principals/Site Administrators
Institute a division level safety/security committee	Minutes of division level safety/security committee meetings Safety inspection reports Data reported on "Summary of Occupational Injuries and Illnesses for the Year _____"	Assistant Superintendent of Operations and Administration Director of Facilities Assistant Director of Facilities Principals/Site Administrators
Annual Fire Marshall Inspections will be used to guide efforts and resources to resolve life safety issues	Fire Marshal Inspection reports	Principals/Site Administrators Director of Facilities
Maintain Crime Prevention Through Environmental Design (CPTED) Program	Report on annual CPTED inspection conducted by LPD	Director of Facilities Assistant Director of Facilities
Develop a consolidated list of required safety training by job classification and institute a division wide safety training program	Required safety training Staff training records	Assistant Superintendent of Operations and Administration Director of Personnel
Develop all Crisis Management Plans in conjunction with the police department and campus leadership.	Annual updated and board reviewed Crisis Management Plan	Superintendent Assistant Superintendent of Operations and Administration Division Safety/Security Committee



O

FACILITIES and Sanitation | The Plan

VISION: A Tradition of Excellence for All.

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

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

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

Insert Key indicators and custodial inspection results



O

FACILITIES and Physical Condition | The Data

Vision: A Tradition of Excellence for All

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

Goal: Limit interruptions to the educational program due failure of building components or equipment. Maintenance and operations activities shall ensure that all buildings, components, and equipment are sound, in good serviceable condition, and otherwise in good working order.

Insert Average Days outstanding charts

Insert Work Order charts



O

FACILITIES and Physical Condition | The Plan

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

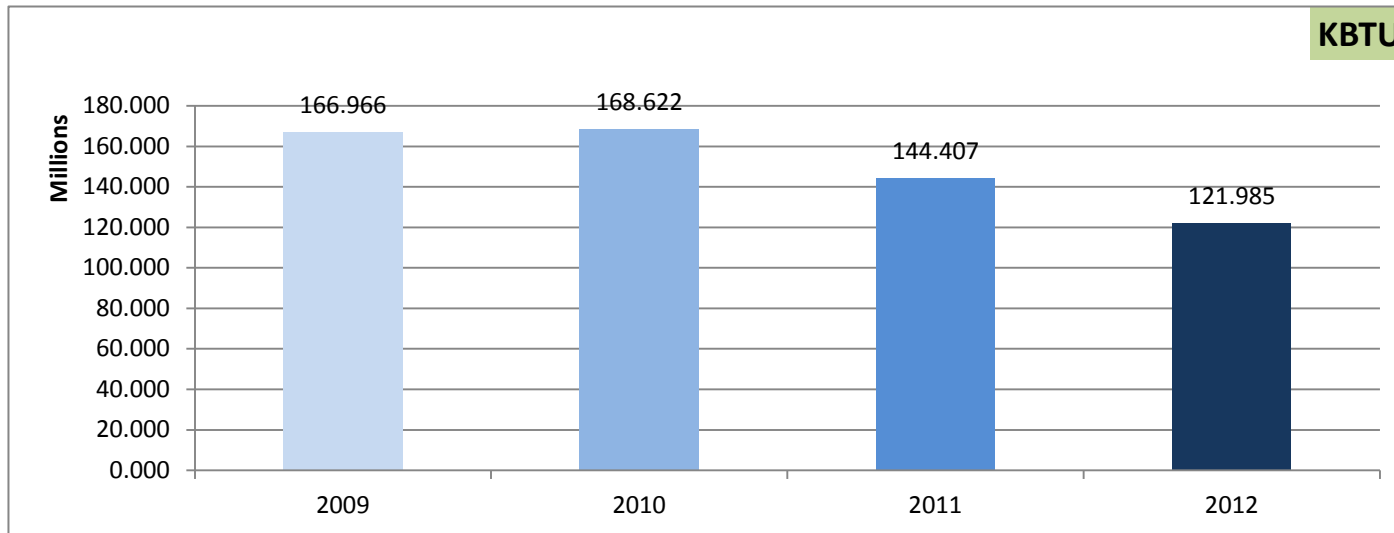


FACILITIES and Functional Performance | The Data

Vision: A Tradition of Excellence for All

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

Goal: All facilities are designed and operated to optimize the educational process while minimizing expenditures.



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



O

FACILITIES and Functional Performance | The Plan

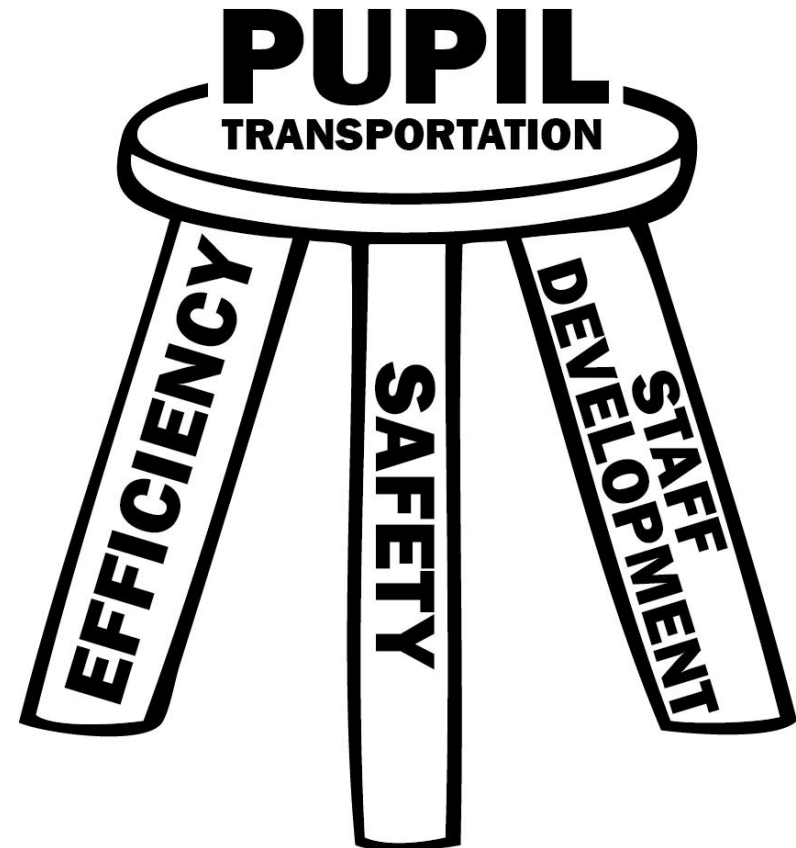
STRATEGY	EVALUATION/EVIDENCE OF COMPLETION	RESPONSIBILITY
Develop a Capital Planning program that realistically reflects the needs of the division for the next 10 years.	10 year CIP	Assistant Superintendent of Operations and Administration Director of Facilities
Continue with the Energy Conservation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

O

TRANSPORTATION | The Plan

Indicators for Excellence – Transportation

- Safety
- Efficiency
- Staff Development





O

TRANSPORTATION and Safety | The Plan

VISION: Tradition of Excellence for All

MISSION: Every child by name and by need to graduation

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

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



O **TRANSPORTATION and Efficiency | The Plan**

VISION: Tradition of Excellence for All

MISSION: Every child by name and by need to graduation

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

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



O

TRANSPORTATION and Staff Development | The Plan

VISION: Tradition of Excellence for All

MISSION: Every child by name and by need to graduation

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

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



INFORMATION TECHNOLOGY | The Plan

Indicators for Excellence

- Service
- Instructional Technology
- Network and Infrastructure



O

INFORMATION TECHNOLOGY and Service | The Plan

VISION: A Tradition of Excellence for All

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

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

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



INFORMATION TECHNOLOGY and Instructional Technology | The Plan

VISION: A Tradition of Excellence for All

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

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

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



INFORMATION TECHNOLOGY and Network Infrastructure | The Plan

VISION: A Tradition of Excellence for All

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

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

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



Indicators of Excellence

- Budgets
- Audits
- Operations
- Training



FINANCE and Budgets | The Plan

VISION: Tradition of Excellence for All

MISSION: Every child by name and by need to graduation

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

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



O

FINANCE and Audits | The Plan

VISION: Tradition of Excellence for All

MISSION: Every child by name and by need to graduation

GOAL: Complete all audits by the established deadline

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



O

FINANCE and Operations | The Plan

VISION: Tradition of Excellence for All

MISSION: Every child by name and by need to graduation

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

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



FINANCE and Training | The Plan

VISION: Tradition of Excellence for All

MISSION: Every child by name and by need to graduation

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

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



Indicators of Excellence

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



O SCHOOL NUTRITION and Meeting Guidelines | The Plan

VISION: Tradition of Excellence for All

MISSION: Every child by name and by need to graduation

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

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



O

SCHOOL NUTRITION and Recycling | The Plan

VISION: Tradition of Excellence for All

MISSION: Every child by name and by need to graduation

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

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



O

SCHOOL NUTRITION and Mealtime | The Plan

VISION: Tradition of Excellence for All

MISSION: Every child by name and by need to graduation

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

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



SCHOOL NUTRITION and 5 Star Kitchens | The Plan

VISION: Tradition of Excellence for All

MISSION: Every child by name and by need to graduation

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

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



Excellence in Personnel

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

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

Indicators of Excellence

- Degree
- Professional Development Plan
- Turnover



P

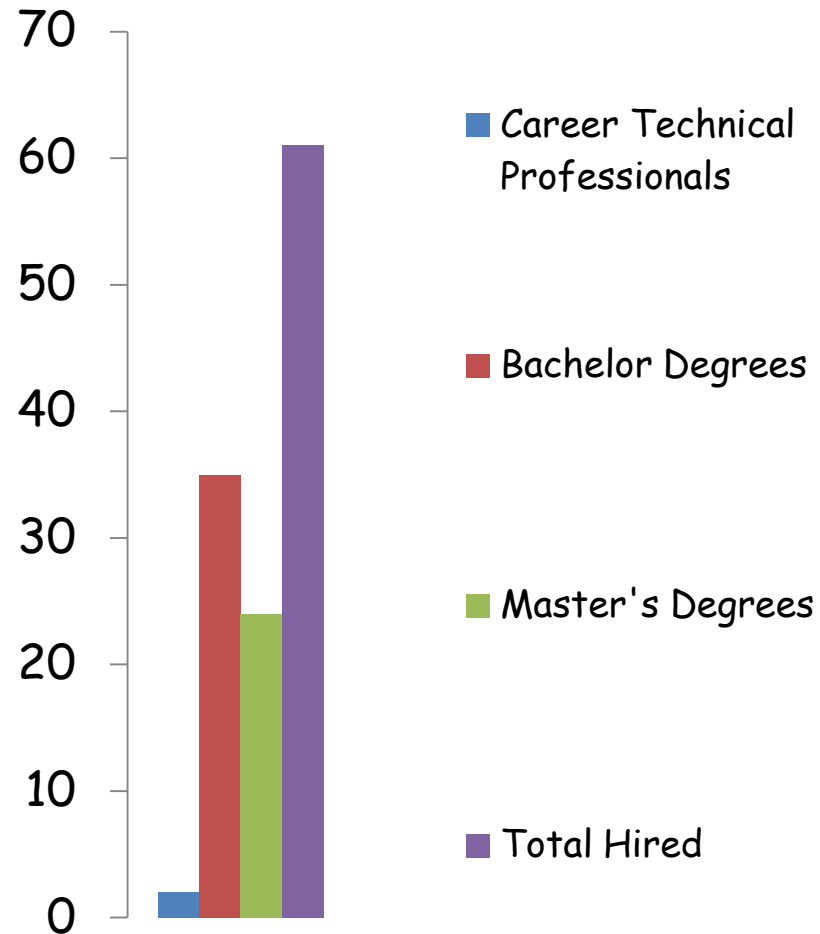
Personnel | The Plan

New Teachers

Elementary	35
Middle School	7
High School	19

Faculty Experience

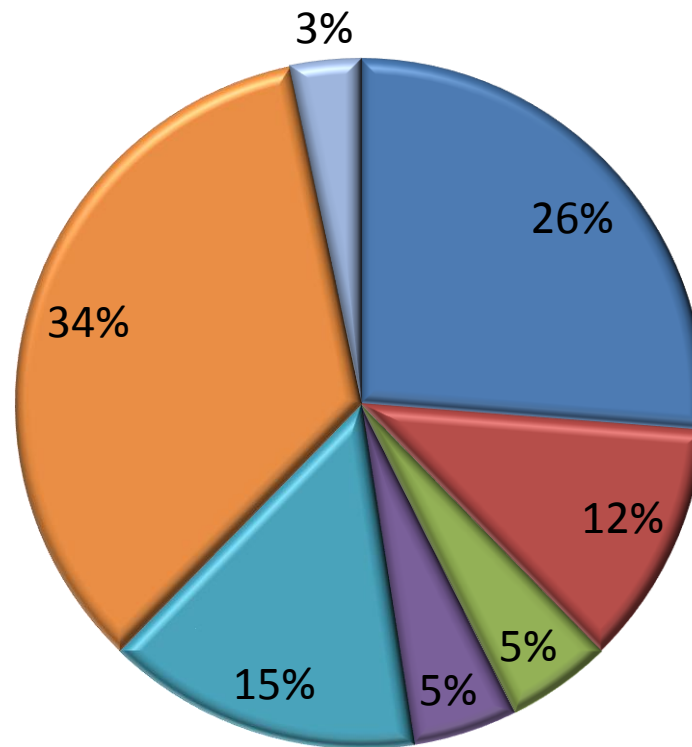
Years of Experience	Number of Teachers
0-5	34
6-10	10
11-15	15
16-20	0
20+	2



P

Personnel | The Plan

Colleges and Universities



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



P

Personnel | The Plan

VISION: Tradition of Excellence for All

MISSION: Every child by name and by need to graduation

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

STRATEGY	EVALUATION/EVIDENCE OF COMPLETION	RESPONSIBILITY
Provide Autism training for appropriate personnel, to include instructional /bus assistants and certain bus drivers.	All staff that work directly with students with autism will be trained, as evidenced by sign-in sheets.	Director of Personnel Director of Special Education
Encourage increased communication with schools and departments to provide assistance and direction to resources in a professional and timely manner.	Increased trust and efficiency among departments	Department of Personnel
Cross-train staff to provide more efficient service to LCS and potential personnel.	Multiple staff members in the personnel department can assist with necessary tasks (contracts, data, etc.)	Department of Personnel
Purchase software that will track professional development and train staff to use it effectively.	Installation and training of the program.	Department of Personnel Chief Financial Officer



P

Personnel | The Plan

VISION: Tradition of Excellence for All

MISSION: Every child by name and by need to graduation

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

STRATEGY	EVALUATION/EVIDENCE OF COMPLETION	RESPONSIBILITY
Encourage teachers to take Praxis II tests to increase endorsements on their licenses.	Teachers eligible to teach in more than one subject area.	Director of Personnel and staff Director of Finance
Research potential funding to promote academic and technological advancement for all staff.	Assistance to teachers and staff for coursework and licensure assessments.	Director of Personnel
Work collaboratively with local colleges to bring advanced degree programs into the division for employees at a reduced or minimal cost.	Increased number of teachers and staff with advanced degrees.	Director of Personnel
Provide training to existing personnel to increase skills in professional areas of need; including computer literacy and GED or Reading.	Sign-in sheets for after-school or night sessions	Department of Personnel Reading, Technology teachers



P

Personnel | The Plan

VISION: Tradition of Excellence for All

MISSION: Every child by name and by need to graduation

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

STRATEGY	EVALUATION/EVIDENCE OF COMPLETION	RESPONSIBILITY
Evaluate and update salary scales to ensure more competitive hiring and retention of staff.	Salary Survey Report; more competitive salary scales. Decreased turnover with staff.	Director of Personnel and staff Director of Finance
Participate in job fairs to recruit and hire the most qualified personnel in all areas.	Increased number of qualified applicants. Higher retention rate of personnel	Director of Personnel Curriculum/Instr. staff Director of SPED Principals
Work with principals to identify and place teachers and staff that are a good fit for their schools.	Fewer staff leaving.	Department of Personnel Building Administrators