



**Lynchburg City Schools
Comprehensive Plan
2011-2012**

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2011 School Board Members

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Ms. Mary Ann Hoss Barker
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Superintendent's Foreword

Introduction

The Lynchburg City Schools' 2011-12 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 2011 – 2012 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 2011-2012 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 2011-12, and highlights of the Lynchburg City Schools' Educational Technology Plan 2010-2012. In conjunction with the goals and strategies of the 2011-2012 Comprehensive Plan, these reports provide important data for consideration when decisions must be made.

Developed by the 2009-11 Comprehensive Plan Stakeholders, the 2011-12 Comprehensive Plan will help to ensure both the continuation of an outstanding educational program and realization of the school board's vision for education.



Lynchburg City School Board's Vision for Education Adopted August 7, 2000

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, ethnic, 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
2009-2011 Goals and Strategies
By Vision Focus Areas**

Evaluation of 2009-2011 Comprehensive Plan Vision Focus Areas Goals and Strategies

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.	
Summary Statement: Data indicates achievement gaps continue to exist in some schools. Strategies are in place to address these gaps.	
Strategy To Achieve Goal	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.	Principals and central office administrators were involved in accountability meetings each fall. Monitoring and disaggregation of data is ongoing and formally reviewed each quarter along with each building's comprehensive needs assessment.
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	Workshops were conducted during the fall work-week as well as professional development days.
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.	The school division continued to support PLCs as evidenced by funding resource teachers at the elementary level to provide a common planning time for PLC opportunities. Secondary schools also employ the use of PLCs. The In-District Instructors are also used to facilitate the process.
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.	Grade level workshops conducted on student comprehension based on SOL performance by question. Benchmark Guided Reading and PALS Concept of Word were also implemented.
1.e Research the feasibility of evaluating mathematics program and instruction by an agency, organization.	Discussion was initiated with the University of Virginia but was dropped due to budgetary concerns.
1.f Develop enrichment and/or remediation periods in each school.	Enrichment and remediation periods were implemented in secondary schools as an extended day calendar allowed for this. All schools K-12 had enrichment/remediation.

<p>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.)</p>	<p>Evidence of completion is available in the State Special Education Performance Plan.</p>
<p>1.h Continue to provide funding for, to implement, and to monitor quality pre-kindergarten programs for four-year-olds.</p>	<p>Pre-K enrollments continue to grow. One additional classroom provided for services.</p>
<p>1.i Implement and monitor outcomes of the Play It Smart Program at each high school.</p>	<p>The Play It Smart Program was no longer funded. LCS created Coaches in the Classroom using one Academic Coach and an assistant located in each high school. The coaches focus primarily on the football program and monitor the academic progress of students. They encourage participation in SAT and ACT testing along with community service projects.</p>
<p>1.j Review the Standards of Accreditation to ensure course offerings and sequences that support high expectations for achievement for all students.</p>	<p>Evidence of completion is contained in the updated versions of the middle and high school Program of Studies and in elementary course enrollments.</p>
<p>1.k Implement a pilot program in two or three elementary schools that offers extended reading instruction in grades K-2.</p>	<p>This strategy was not implemented.</p>

<p>School Board Vision Focus Area: Academic Eminence</p>	
<p>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.</p>	
<p>Summary statement: The percentage of targeted students who successfully completed advanced level courses at the high school level increased at or above the rate set forth in the 2009-11 plan. This goal will carry forward to the 2011-12 Comprehensive Plan.</p>	
<p style="text-align: center;">Strategy To Achieve Goal</p>	<p style="text-align: center;">Evaluation/ Evidence of Completion</p>
<p>2.a Increase by 10 percent the number of students in the PETAL accelerated blocked math courses in grades 6 and 9.</p>	<p>This strategy was achieved. Eligible students were enrolled in classes as appropriate. Efforts to meet with parents/students occurred in order to explain the importance and expectations of acceleration.</p>

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.	This strategy was achieved. Eligible students were enrolled in classes as appropriate. Efforts to meet with parents/students occurred in order to explain the importance and expectations of acceleration.
2.c Increase by 10 percent the number of students in accelerated math classes in each elementary school beginning in second grade.	This strategy was achieved. The Coordinator of Equity and Accountability shared information with elementary school principals that supported the need for acceleration.
2.d Provide professional development related to cultural competency, diversity awareness, and poverty as a risk factor.	This strategy was partially fulfilled due to the implementation of Skillful Teacher as a division-wide initiative.
2.e 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.	Practices regarding this strategy are ongoing.

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.	
Summary statement: Both high schools have increased their Graduate Completer Index (GCI) score. Both schools have met or exceeded the required GCI of 85 required by the state.	
Strategy To Achieve Goal	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.	The implementation of e2020 on-line coursework has significantly increased opportunities for high school students to obtain credit recovery.
3.b Research and, if feasible, purchase an on-line course program for high school students and for the alternative education programs.	Strategy achieved with the purchase of e2020 on-line coursework.
3.c Continue to support and to evaluate transition programs in grades 6 and 9.	Middle schools conduct orientation programs for incoming sixth grade students. High schools also conduct orientation programs for incoming ninth grade students.
3.d Monitor the coding of students to ensure that accurate data are uploaded to the Virginia Department of Education.	Increased effort has been applied to this strategy to ensure the integrity of the coding system. Addition training and information has been provided to all schools in the division.
3.e Evaluate and make recommendations to the current truancy prevention, intervention and reduction programs, policies, and regulations.	The attendance policy was recently revised. Truancy programs are monitored and evaluated on an ongoing basis.

<p>3.f Design and implement a program for pregnant teens, formerly located at the LAUREL site.</p>	<p>Beginning fall of 2010, pregnant students were given the option of enrolling in the Positive Parenting Program housed at E. C. Glass High School. Students participate in a regular high school schedule and one resource class each semester. The first resource class emphasizes relevant information including pregnancy, child birth, and nutrition. The second emphasizes information that will be helpful after her baby is delivered including the baby's physical, emotional, social development, health, safety, and nutrition.</p>
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School Board Vision Focus Area: Academic Eminence	
<p>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.</p>	
<p>Summary statement: During the 2009-11 period of this plan, the Career-Technical Education programs met all benchmark goals on the Lynchburg City Schools' Annual Performance Report using the ten reporting categories set by the Virginia Department of Education. The categories were Academic Attainment, Academic Attainment for Special Populations, Technical Skills Attainment, Special Population Skills Attainment, Secondary School Completion, Student Graduation Rate, Secondary Placement, Placement of Special Populations, Completer Response Rate, Non-traditional Enrollments, and Non-traditional Completions.</p>	
Strategy To Achieve Goal	Evaluation/ Evidence of Completion
<p>4.a Implement the Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP).</p>	<p>This strategy was achieved. GEAR UP program was implemented. Summative data will become available in June 2012 as the cohort group completes the 12th grade.</p>
<p>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.</p>	<p>CTE Career Coaches conduct a student survey in the eighth and tenth grades every two years. Results are used to evaluate current and proposed programs in CTE.</p>
<p>4.c Improve, expand, and modernize the facilities and equipment used in the Career Technical Education (CTE) program offerings.</p>	<p>Efficient use Of Carl Perkins funding has allowed for the purchase of equipment in accordance with the school board approved Perkins plan submitted to the VADOE.</p>
<p>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.</p>	<p>State benchmarks were met in the 2009-10 school year. Benchmarks are unassigned for the 2010-11 year, but we are expected to meet those set by the VADOE.</p>
<p>4.e Implement the 2010-11 Academic and Career Plan program.</p>	<p>This strategy was achieved. Career Coaches worked to implement this program with all seventh grade students beginning in 2010-11.</p>

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.	
Summary statement: Three of four strategies employed to reach this goal were achieved. The success of E2020 online instruction will be monitored as this goal will carry forward to the 2011-12 Comprehensive Plan.	
Strategy To Achieve Goal	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.	This strategy was achieved. Advanced Placement Courses in Economics and Music Theory were added. Virtual Virginia offerings now include Environmental Science. E2020 online learning also allowed for the expansion of AP courses to include Psychology.
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.	This strategy was achieved.
5.c Evaluate programs in the schools for innovation.	Programs were evaluated, however, due to budgetary concerns, recommendations were placed on hold.
5.d Review and update the exploratory and elective offerings in middle and high schools.	Each year the exploratory and elective offerings are reviewed prior to inclusion in both the Middle and High School Program of Studies. Funding and enrollment concerns are two of the factors that are considered.

School Board Vision Focus Area: Sound, Honorable Character	
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.	
Summary statement: Each school responded to the request for character education implementation plans and appropriate staff development activities were conducted. This goal will be carried forward to the 2011-12 Comprehensive Plan with a focus on monitoring the delivery of character education to students in grades K through 12.	
Strategy To Achieve Goal	Evaluation/ Evidence of Completion
1.a Develop character education programs which identify strategies, methods of communication, responsibilities, timelines, and evaluation plans/strategies.	All schools submitted plans to implement character education to the director of student services by the expected date of November 2009.
1.b Provide training to school staff to identify the criteria for developing character education programs	Staff development training was conducted prior to October 2009.

School Board Vision Focus Area: Exemplary Personnel	
Goal: The school division will recruit and retain a highly qualified staff.	
Summary statement: The majority of the strategies employed to achieve this goal were implemented with some success. The focus of the goal, to recruit and retain a highly qualified staff, remains paramount to the vision of maintaining exemplary personnel in the Lynchburg City Schools. Therefore, this goal will be carried forward to the 2011-12 Comprehensive Plan.	
Strategy To Achieve Goal	Evaluation/ Evidence of Completion
1.a Implement a new online application system.	This strategy was achieved using the Winocular on-line system.
1.b Conduct salary surveys of local school divisions to ensure competitive salaries within the region	A salary survey was conducted for teachers in 2010. Budgetary concerns prevented completion of a survey in other areas of operations and instruction.
1.c Conduct salary surveys of extracurricular supplements, travel supplements, and substitute pay to ensure competitive compensation within the region.	An athletic committee was formed last year to review compensation for coaches. Recommendations will be brought forward to the School Board. From the salary survey, it is evident that a pay increase would be appropriate for long-term substitute teacher pay, substitute teacher pay rate, and instructional assistants.
1.d Create and edit job descriptions to ensure accurate job postings, employee evaluations, and job training.	This strategy has been implemented with an expected completion date of December 31, 2011.
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.	This strategy was achieved.
1.f Increase the recruitment and hiring of minority professional staff by 5 percent.	While the benchmark set by this strategy is important to the Lynchburg City Schools, this goal was not met with minority males but lacked .06% of achievement with minority female recruitment.

School Board Vision Focus Area: Parental Involvement and Community Investment	
Goal 1 (of 1): The school division will implement programs, activities, and procedures to involve parents effectively.	
Summary Statement: As the evaluation/evidence presents, a host of strategies were set forth in the achievement of this goal. Parental involvement and community investment form a critical vision focus area and, therefore, this goal will be carried over to the 2011-12 Comprehensive Plan.	
Strategy To Achieve Goal	Evaluation/ Evidence of Completion
1.a Develop and maintain a parental involvement policy consistent with the requirements of No Child Left Behind (NCLB)	This strategy is a requirement of the NCLB legislation. Plans were developed and are on file.
1.b Provide coordination and technical assistance to schools in planning and implementing effective parent involvement activities	The Coordinator of Grant Programs provides technical assistance to schools for planning and implementing parental involvement strategies.
1.c Build capacity for parental involvement at the school level through various workshops based upon needs identified in annual parent surveys	While this strategy was partially achieved through some offerings provided, it was still unfulfilled. It will be moved forward to the 2011-12 Comprehensive Plan in order to help meet this goal.
1.d Conduct at a minimum one annual meeting at the school level to discuss with parents the rights and responsibilities of parental involvement	By November 15 annually, building level meetings are scheduled and conducted to achieve this strategy. School, Parent /Guardian, and Student Compacts are reviewed and signed at the beginning of each year at the elementary level.
1.e Conduct at a minimum one division-wide parent academy.	Now called Community Conferences, division-wide academies are held twice per year.
1.f Develop a series of workshops for parents throughout the year.	Various workshops are conducted at both the building and division-wide level.
1.g Include parent participation on all principal selection committees.	This strategy was achieved and remains on-going.
1.h Include parent representation on advisory groups, i.e., Special Education, Health Advisory, Gifted, and Family Life.	All advisory groups have parent representation as evidenced by the membership rosters.
1.i Establish and maintain active parent/teacher organizations.	All school sites maintain active PTO membership.
1.j Celebrate the various cultures through Culture Night activities for English Language Learners, their families, and the LCS community.	Culture Night activities are held once a year and are provided for students and parents in grades K-12. The most recent Culture Night was scheduled in May 2011.

1.k Support the establishment and operation of booster organizations.	Booster organizations remain active and strong in the LCS.
1.l Support and strengthen the Key Communicators role in assisting at risk youth.	The Key Communicators continue to take an active role in supporting the educational goals of all students.
1.m Support and strengthen the role of Partners in Education and the Education Foundation in our outreach to the community.	The Partners in Education Program has one of the oldest sustained programs of its nature in the state of Virginia. The number of School/Business Partnerships continues to grow. The Education Foundation continues to provide grants to teachers who are using innovative methods to provide classroom instruction.
1.n Establish and maintain a community dialog relative to the renovation and/or new construction of Heritage High School.	This strategy was achieved through the formation of the Heritage High School Task Force.
1.o Expand the use of the Fort Hill Community School beyond its use as an alternative education site.	A community playground was installed on the grounds of the FHCS. In addition a library was established and community events are taking place within the facility.
1.p Conduct at least two division-wide meetings with schools' PTA/PTO leadership.	This strategy was not fulfilled.

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.	
Summary statement: The Lynchburg City Schools recognizes the positive impact that respect for diversity brings to our school division. We acknowledge that many of the strategies associated with achieving this goal went unfulfilled and, therefore, will make it a key focus area for the 2011-12 Comprehensive Plan.	
Strategy To Achieve Goal	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 <i>Skillful Teacher</i> content and strategies.	Portions of the Cultural Competency Training (CCT) have been revised and incorporated into the Skillful Teacher training which includes CCT.
1.b Conduct student-centered cultural competency activities in schools and develop a plan to extend these activities.	This strategy was partially fulfilled for the 2009-11 plan. For example, E.C. Glass High School conducts Project Inclusion and uses the MetroTown program for educating students about cultural competency. This strategy will be moved forward to the 2011-12 Comprehensive Plan to help meet this goal.

<p>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.</p>	<p>While some cultural competency offerings were available for staff development, this strategy went mostly unfulfilled. It will be moved forward to the 2011-12 Comprehensive Plan to help meet this goal.</p>
<p>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.</p>	<p>This strategy was unfulfilled for the 2009-11 plan. It will be moved forward to the 2011-12 Comprehensive Plan to help meet this goal.</p>
<p>1.e Develop new activities and/or topics for in-service opportunities for schools' staff.</p>	<p>This strategy was unfulfilled for the 2009-11 plan. It will be moved forward to the 2011-12 Comprehensive Plan to help meet this goal.</p>
<p>1.f Require cultural competency training for all new staff.</p>	<p>This strategy was unfulfilled for the 2009-11 plan. It will be moved forward to the 2011-12 Comprehensive Plan to help meet this goal.</p>

<p>School Board Vision Focus Area: Respect for Diversity</p>	
<p>Goal 2 (of 2): The school division will provide for the continuity and sustainability of its cultural competency training programs.</p>	
<p>Summary statement: The Lynchburg City Schools recognizes the positive impact that respect for diversity brings to our school division. We acknowledge that many of the strategies associated with achieving this goal went unfulfilled and, therefore, will make it a key focus area for the 2011-12 Comprehensive Plan.</p>	
<p style="text-align: center;">Strategy To Achieve Goal</p>	<p style="text-align: center;">Evaluation/ Evidence of Completion</p>
<p>2.a Design and implement a plan for continuity and sustainability of the cultural competency training.</p>	<p>This strategy was partially fulfilled for the 2009-11 plan. "High Expectations" training was conducted for dealing with special needs students. Skillful Teacher training also contained a cultural component for teachers who were enrolled. This strategy will be moved forward to the 2011-12 Comprehensive Plan to help meet this goal. A redefined Cultural Competency Training Team will also be included in the strategies.</p>

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.	
Summary statement: Student and staff safety is of utmost concern to the school division. As a result of the annual review and the general focus on this area, many security improvements were made in access control, video surveillance and life safety systems. This goal will be carried forward to 2011-2012 plan, as it remains a high priority.	
Strategy To Achieve Goal	Evaluation/ Evidence of Completion
1.a Conduct an annual safety review of each school.	This strategy was fulfilled. It is an ongoing process.
1.b Review the placement of numbers on door entrances at all schools.	A plan was developed to implement this strategy, however, due to budgetary concerns, this project remains on hold.
1.c Assess and possibly expand video surveillance and access control systems.	Sandusky Middle School was placed on the Milestone Surveillance System shared with the city. Electronic access at Heritage High School, Dunbar Middle School and Linkhorne Middle School is scheduled to be installed during the 2011-12 year.

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.	
Summary statement: Energy conservation throughout the division resulted in a significant savings in energy costs and the program continues to be strong. The division continues to strengthen its concern for the environment through programs like Integrated Pest Management and zero waste recycling.	
Strategy To Achieve Goal	Evaluation/ Evidence of Completion
2.a Design new construction to meet Leadership in Environmental and Energy Design (LEED) certification standards.	LEED Certification was applied for regarding the new Sandusky Middle School. Official notification has not been received. LEED considerations will be made for the new Heritage High School.
2.b Design modifications to existing buildings to comply with Energy Star standards.	Energy Star standards are considered with all building modification planning and processes. This strategy is ongoing.
2.c Evaluate and refine the division's energy conservation policy.	Energy conservation practices are under constant review. Data monitoring especially in the area of power consumption is ongoing. This strategy is ongoing.

<p>2.d Explore the use of Internet Protocol (IP) telephones as a cost-saving measure .</p>	<p>Pilot use of VoIP was conducted at FHCS, Jackson Street, and the new Sandusky Middle School. Other sites are slated for the 2011-12 Comprehensive Plan.</p>
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<p>School Board Vision Focus Area: Model Facilities</p>	
<p>Goal: 3 (of 3) The school division will provide the community with opportunities to discuss the construction, renovation, and usage of school division facilities.</p>	
<p>Summary statement: The division actively participated in the joint City/Schools Heritage High School Task Force. More community involvement will be solicited as we move into the design phase of this project.</p>	
<p>Strategy To Achieve Goal</p>	<p>Evaluation/ Evidence of Completion</p>
<p>3.a 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.</p>	<p>New policies and practice were implemented with the passage of School Board Policy P2-42 regarding LCS facility use. A capacity study was also conducted by Eperitus for all school sites. This strategy is ongoing.</p>

**LCS Comprehensive Plan
2011-2012 Goals and Strategies by Vision Focus Areas**

LCS Comprehensive Plan 2011-12

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 2011 and Spring 2012	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 Asst Super for C&I 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 Principals	On-going throughout the year	Summaries of programs and program data.

<p>1.e 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>(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.)</p>	<p>Director for Special Education Principals</p>	<p>On-going</p>	<p>Evidence will be available in the State Special Education Performance Plan.</p>
<p>1.f Continue to provide funding for, to implement, and to monitor quality pre-kindergarten programs for four-year-olds.</p>	<p>Superintendent Director for Elementary Education</p>	<p>On-going</p>	<p>Annual program enrollments and evaluation.</p>
<p>1.g Implement and monitor outcomes of the Coaches in the Classroom Program at each high school.</p>	<p>Superintendent Director for Student Services</p>	<p>On-going</p>	<p>Coaches in the Classroom program evaluation.</p>
<p>1.h Review the Standards of Accreditation to ensure course offerings and sequences that support high expectations for achievement for all students.</p>	<p>Superintendent Asst Super for C&I C&I Directors Coord. of Equity & Accountability</p>	<p>Fall of 2011</p>	<p>High School and Middle School Program of Studies and elementary course enrollments.</p>

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 Maximize the number of qualified students in the PETAL accelerated blocked math courses in grades 6 and 9.	Asst Super for C&I Principals Coord. of Equity & Accountability	On-going	Enrollment and achievement data.
2.b Maximize the number of qualified 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 Principals Coord. of Equity & Accountability	On-going	Enrollment and achievement data.
2.c Maximize the number of qualified students in accelerated math classes in each elementary school beginning in second grade.	Asst Super for C&I Director of Elem Education Elementary Principals Coord. of Equity & Accountability	On-going	Enrollment and achievement data.
2.d Provide professional development related to cultural competency, diversity awareness, and poverty as a risk factor.	Asst Super for C&I Coord. of Equity & Accountability Cultural Competency Team	On-going	Dates of Workshops.
2.e 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 Principals C&I Directors Coord. of Equity & Accountability	Spring 2012 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 Monitor the offerings of recovery courses for high school students and the enrollments in the Project Graduation Standards of Learning assessment preparation and e2020 instructional programs.	Asst Super for C&I Director for Student Services High School Principals	Spring 2012 for the following fall	Enrollments and Project Graduation evaluation.
3.b Continue to support and to evaluate transition programs in grades 6 and 9.	Asst Super for C&I Principals	Fall 2011	Summaries of programs.
3.c 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.d 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	Spring 2012 for the following fall	Discussions in cabinet.
3.e Monitor the effectiveness of the Positive Parenting Program for pregnant teens located at E. C. Glass High School.	Superintendent Asst Super for C&I Directors of Student Services, Alternative Education	Spring 2012	Evaluation Report.

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 Conduct a student-interest survey to identify options and to make recommendations for increased participation in Career Technical Education programs.	Asst Super for C&I Supervisor for Career Technical Education	On-going	High School Program of Studies.
4.b Improve, expand, and modernize the facilities and equipment used in the Career Technical Education (CTE) program offerings.	Asst Super for C&I Supervisor for Career Technical Education	On-going	High School Program of Studies.
4.c 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 Supervisor for Career Technical Education	Each summer	Program evaluation.

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 Examine the Advanced Placement and dual enrollment offerings and enrollments, including via the Virginia’s Virtual AP School and e2020 on-line instruction at the high schools.	Asst Super for C&I	Fall 2011	High School Program of Studies and Enrollments. Academic Progress Reports.
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 Elementary Education Supervisor of CTE Principals	Fall 2011	Summaries of programs.
5.c Review and update the exploratory and elective offerings in middle and high schools.	Asst Super for C&I Principals	Fall 2011	Middle and High School Programs of Studies; Enrollments.

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School Board Vision Focus Area: Sound, Honorable Character

Goal: 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	Responsibility for Completion	Timeline for Completion	Evaluation/Evidence of Completion
1.a. Monitor the implementation of character education programs which identify strategies, methods of communication, responsibilities, timelines, and evaluation plans/strategies.	Director of Student Services Coordinator of Student Services Principals	June 2012	Evidence of implementation at school sites will be reviewed by Director of Student Services.

LCS Comprehensive Plan 2011-12

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 Conduct salary surveys of local school divisions to ensure competitive salaries within the region.	Director of Personnel Assistant Director of Personnel	November 30, 2011 Ongoing annually	Salary Survey Report; salary recommendation to School Board.
1.b 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 Supervisor of CTE	November 30, 2011 Ongoing annually	Extracurricular supplements, travel supplements, and substitute pay survey report; supplemental and substitute pay recommendations to School Board.
1.c Increase the recruitment and hiring of minority professional staff.	Director of Personnel Assistant Director of Personnel	July 2012	Report to School Board.

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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
1.a 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.
1.b Support and strengthen the Key Communicators role in assisting all students.	Superintendent Coordinator of Equity and Accountability	Annually	Minutes of meetings.
1.c Support and strengthen the role of Partners in Education and the Education Foundation in our outreach to the community.	Superintendent Director of Professional Development and School Business Partnerships Public Information Officer	Annually	Activity of existing partnerships List of newly developed partnerships.
1.d Expand the use of the Fort Hill Community School beyond its use as an alternative education site.	Superintendent Asst Super for C&I Fort Hill Staff	Annually	Log of facility usage.
1.e Conduct at least two division-wide meetings with schools' PTA/PTO leadership.	Superintendent Public Information Officer	Annually	Meeting agenda and participation log.

LCS Comprehensive Plan 2011-12

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 Redefine the Cultural Competency Training Team (CCTT) that will then revise the content and activities of the cultural competency training, based on feedback from teachers, newly available resources, and related <i>Skillful Teacher</i> content and strategies.	Superintendent Asst. Supt. C & I Cultural Competency Training Team (CCTT)	June 2012	Cultural Competency Training Notebook.
1.b 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)	February 2012	Minutes of quarterly meetings.
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 Develop new activities and/or topics for in-service opportunities for schools' staff.	Superintendent Asst. Supt. C & I (CCTT)	Fall 2012	Completion of task.
1.e Refine cultural competency training plans for all staff.	Superintendent Asst. Supt. C & I (CCTT)	Fall 2012	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)	June 2012	Names of identified staff members. List of training opportunities and staff members attending.

LCS Comprehensive Plan 2011-12

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
<p>1.a Conduct an annual safety review of each school.</p>	<p>Superintendent Asst Supt/O&A Director of Facilities Principals Lynchburg Police Dept</p>	<p>November 2011</p>	<p>Safety Review reports.</p>
<p>1.b Assess and possibly expand the use of technology in the division's safety and security program.</p>	<p>Superintendent Asst Supt/O&A Director of Facilities Director of IT</p>	<p>June 2012</p>	<p>Report on school modifications.</p>

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
<p>2.a Evaluate and refine the division’s energy conservation policy and practices.</p>	<p>Superintendent Asst Supt of O/A Director of Facilities</p>	<p>June 2012</p>	<p>Adjustments and modifications to energy policy and division practices.</p>
<p>2.b Continue to explore and expand the use of emerging technologies as a cost-saving measure.</p>	<p>Superintendent Asst Supt of O/A Director of Facilities Director of IT</p>	<p>June 2012</p>	<p>Recommendations for additional sites and services provided.</p>
<p>2.c Continue to explore, expand, and refine the division’s environmental preservation policies and practices.</p>	<p>Superintendent Asst Supt of O/A Director of Facilities</p>	<p>June 2012</p>	<p>Adjustments and modifications to Integrated Pest Management program and recycling program.</p>

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
<p>3.a 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.</p>	<p>Superintendent Asst Supt of O/A Director of Facilities</p>	<p>July 2012</p>	<p>Minutes of Meetings</p>

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 **Fort Hill Community School** for grades six through eight and the **Amelia Pride Center** for grades nine through 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 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 2009-10 through 2011-12 and projected enrollment from 2012 through 2014. 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 2009-2014				
Year	Grades 0-5	Grades 6-8	Grades 9-12	Grades 0-12
2009-10	3960	1783	2606	8349
2010-11	3968	1820	2539	8327
2011-12	3999	1810	2525	8334
Projected				
Year	Grades 0-5	Grades 6-8	Grades 9-12	Grades 0-12
2012-13	4075	1820	2411	8306
2013-14	4175	1829	2354	8358

Table B

Pre-kindergarten Programs			
Year	Number of Classes	Number of School Sites	Enrollment
2006-07	15	9	266
2007-08	17	9	307
2008-09	17	10	272
2009-10	17	9	272
2010-11	18	9	317
2011-12	18	9	323
* 2012 schools with pre-kindergarten classes: Bass (1), Heritage (2), Linkhorne (1), Paul Munro (4), Perrymont (3), R.S. Payne (3), Sandusky (1), Sheffield (2), T. C. Miller (1), Hutcherson (2 – These 13 students not included in count).			

**Table
C**

School Capacity Information			
School	Capacity*	Enrollment 9/30/11	Pre-kindergarten Enrollment/Other Enrollment
Heritage High School	1437	1116	Central Virginia Governor's School
E.C. Glass High School	1610	1409	
Paul Laurence Dunbar Middle School for Innovation	789	614	
Linkhorne Middle School	979	622	
Sandusky Middle School	838	574	
William Marvin Bass Elementary School	276	258	17 (1 class)

School Capacity Information (Cont'd.)

School	Capacity*	September 30, 2011, Enrollment	Pre-kindergarten Enrollment/Other Enrollment
Bedford Hills Elementary School	474	504	
Dearington Elementary School for Innovation	224	228	
Heritage Elementary School	402	413	36 (2 classes)
Linkhorne Elementary School	482	416	18 (1 class)
Thomas C. Miller Elementary School for Innovation	242	219	18 (1 class)
Paul Munro Elementary School	330	314	72 (4 classes)
Robert S. Payne Elementary School	500	471	54 (3 classes)
Perrymont Elementary School	412	305	54 (3 classes)
Sandusky Elementary School	340	394	18 (1 class)
Sheffield Elementary School	402	477	36 (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 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 instructional 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: 2011-12 Capital Improvement Plan Summary

Appendix C: 2010-12 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						
	2008-2009		2009-10		2010-11	
	Passed	Tested	Passed	Tested	Passed	Tested
English Performance						
All Students	86	99	83	100	84	100
Black Students	79	99	75	100	75	100
Hispanic Students	89	100	85	100	91	100
White Students	95	100	94	100	94	100
Students with Disabilities	76	99	70	99	64	100
Students Identified as Disadvantaged	79	99	76	100	77	100
Limited English Proficient Students	79	99	78	100	77	100

Mathematics Performance						
All Students	80	98	80	98	77	99
Black Students	70	98	75	100	67	99
Hispanic Students	82	97	85	100	82	98
White Students	92	99	94	100	88	100
Students with Disabilities	70	99	70	99	56	99
Students Identified as Disadvantaged	71	98	76	100	79	99
Limited English Proficient Students	86	100	78	100	83	100

Appendix B Lynchburg City Schools' 2011-2012 Capital Improvement Plan Summary as of 10.10.11

CITY OF LYNCHBURG SCHOOLS CAPITAL PROJECTS SUMMARY OF APPROPRIATIONS - This summary demonstrates project appropriations for each Fiscal Year. Amounts are shown in dollars.

	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	Total Cost
Renovations/Replacement Projects:						
Sandusky Middle School						-
Heritage High School			2,000,000	3,000,000	20,000,000	25,000,000
Heritage High School Gym Floor & Bleachers						-
Heritage High School Repairs & Roof						-
Total renovation Projects*			2,000,000	3,000,000	20,000,000	25,000,000
Capital Maintenance Projects:						
Mechanical/Electrical:						
Admin Bldg - Chiller						-
Admin Bldg - HVAC Upgrade		900,000				900,000
HES main electrical service	193,536					193,536
DESI lighting upgrade		560,000				560,000
Paving	173,318	196,701	206,536	214,797	223,388	1,014,740
Secondary School Athletics - HHS track		163,022				163,022

	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	Total Cost
Roof Replacement/Repair:						-
TCM auditorium		64,800				64,800
HELC roofs ACDE						-
Sheffield roofs ABC	350,000					350,000
ECG annex, 5,6,12,13		320,000				320,000
LES roofs CEK		99,000				99,000
DMS Mozee		52,000				52,000
LAUREL round section		27,000				27,000
Sandusky Elem			350,000			350,000
ECG				500,000	500,000	1,000,000
HVAC Controls						
HES						-
Bedford Hills						-
Sandusky Elem		165,360				165,360
HELC	106,000					106,000
Linkhorne Elem		165,360				165,360
Paul Munro		165,360				165,360
HELC Curtain Wall Replacement	551,200					551,200

	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	Total Cost
Contracted Painting	100,000	100,000				200,000
Contingency	100,000	100,000	100,000	100,000	100,000	500,000
Total Capital Maintenance Projects	1,574,054	3,078,603	656,536	814,797	823,388	6,947,378
Grand Total All Projects	1,574,054	3,078,603	2,656,536	3,814,797	20,823,388	31,947,378

Appendix C

Lynchburg City Schools' Technology Plan Summary 2010-2012

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 2010-2012 expands the school board vision to ensure that technology plays an integral role.

For 2011-2012 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 2010-2012 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 2010-11 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
Re-evaluate asset management software	Department of Finance, Department of Curriculum and Instruction, Department of Information Technology	June 2011	Evaluation report	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
Investigate options for revitalizing division finance software	Department of Finance, Department of Personnel, Department of Information Technology	2010-2011	Plan for revitalization of finance package	Modules added. Training proposed. Consolidation with COL investigated.
Investigate options for revitalizing division finance software	Department of Finance, Department of Personnel, Department of Information Technology	2010-2011	Plan for revitalization of finance package	Modules added. Training proposed. Consolidation with COL investigated.
Investigate options for revitalizing division finance software	Department of Finance, Department of Personnel, Department of Information Technology	2010-2011	Plan for revitalization of finance package	Modules added. Training proposed. Consolidation with COL investigated.
Investigate options for installation of uniform division-wide security camera technology	Department of Facilities and Transportation, Department of Information Technology	2010-2012	Plan for installation of uniform security camera technology	Pilot program at new SMS successful. Progressing

ACTION ITEMS RELATED TO OPERATIONAL INFRASTRUCTURE

ACTION	RESPONSIBILITY	TIMELINE	EVALUATION	STATUS
Investigate options for installation of uniform division-wide security camera technology	Department of Facilities and Transportation, Department of Information Technology	2010-2012	Plan for installation of uniform security camera technology	Pilot program at new SMS successful. Progressing
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	2011-2012	Disaster Recovery Plan	Progressing
Devise and propose a plan to introduce wireless networking division-wide	Network Administrators and Technology Leadership Team	2011-2012	Plan developed and proposed to Superintendent	Progressing
Explore implementation of online course registration module	Coordinator of Data Processing	2011-2012	Online registration	Progressing
Migration of resources to the ITC	Department of Information Technology	2011-2012	Migration complete	Progressing
School Interoperability Framework horizontal compliance	Coordinator of Data Processing	2011-2012	S.I.F. horizontal compliance complete	Progressing
Design and implement a plan for redistribution of usable technology	Network Administrator Software	Ongoing	Plan document	Ongoing
Explore emerging technology for possible implementation	Technology Leadership Team	Ongoing	Committee minutes	Ongoing
Map networks at identified locations	Network Administrator Hardware	Ongoing	Library of maps	Ongoing

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
Provide training for integration projects	Instructional Technology Specialists and Media Specialists	Ongoing	Lesson plans and teacher observations	Ongoing

ACTION ITEMS RELATED TO PROFESSIONAL DEVELOPMENT

ACTION	RESPONSIBILITY	TIMELINE	EVALUATION	STATUS
Provide training for supplemental electronic textbook media for K-12	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 Easy IEP	Department of Special Education	Ongoing	Easy IEP 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
Provide training for peripheral devices	Instructional Technology Specialists	Ongoing	Lesson plans and teacher observations	Ongoing

ACTION ITEMS RELATED TO PROFESSIONAL DEVELOPMENT

ACTION	RESPONSIBILITY	TIMELINE	EVALUATION	STATUS
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	School Nutrition, Department of Information Technology	Ongoing	Training plan and implementation schedule	Ongoing
Deliver customized technology training for required professional development points	Instructional Technology Specialists, Department of Information Technology	Ongoing	Technology training provided	Ongoing
Provide training for OWA e-mail system interface	Instructional Technology Specialists, Department of Information Technology	Ongoing	Training plan and implementation schedule	Ongoing
Provide training for Destiny Library Management Software	Media Specialists	Ongoing	Training plan and implementation schedule	Ongoing
Provide training for website content manager	Webmaster, Instructional Technology Specialists, Department of Information Technology	Ongoing	Training plan and implementation schedule	Ongoing
Provide employee access to Ascent Customer Service application	Department of Finance, Department of Information Technology	Ongoing	Ascent employee service module implemented	Ongoing

ACTION ITEMS RELATED TO PROFESSIONAL DEVELOPMENT

ACTION	RESPONSIBILITY	TIMELINE	EVALUATION	STATUS
Provide training for Microsoft Office 2007	Instructional Technology Specialists, Department of Information Technology	Ongoing	Training plan and implementation schedule	Ongoing
Provide training for Read&Write Gold software	Instructional Technology Specialists, Department of Information Technology	Ongoing	Training plan and implementation schedule	Ongoing
Provide training for Quia website resources	Instructional Technology Specialists, Department of Information Technology	Ongoing	Training plan and implementation schedule	Ongoing
Provide training for Smart Notebook software resources	Instructional Technology Specialists, Department of Information Technology	Ongoing	Training plan and implementation schedule	Ongoing
Provide training for Study Island website resources	Instructional Technology Specialists, Department of Information Technology	Ongoing	Training plan and implementation schedule	Ongoing
Provide training for teacher developed websites	Webmaster, Instructional Technology Specialists, Department of Information Technology	Ongoing	Training plan and implementation schedule	Ongoing

ACTION ITEMS RELATED TO PROFESSIONAL DEVELOPMENT

ACTION	RESPONSIBILITY	TIMELINE	EVALUATION	STATUS
Develop and implement a plan to cross train information technology staff in all areas of vital service	Director of Information Technology	2011-2012	Plan document	Progressing
Design and implement online pilot of training modules for technology applications	Instructional Technology Specialists, Department of Information Technology	2011-2012	Pilot modules implemented	Progressing
Develop technology orientation session for new and incoming employees	Instructional Technology Specialists, Department of Information Technology	2011-2012	Orientation session completed	Progressing

ACTION ITEMS RELATED TO INSTRUCTION

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	Achieved
Implement e2020 electronic web-based instruction	Department of Curriculum and Instruction, Department of Information Technology	September 2011	Enrollment figures and performance reports	Achieved
Develop and implement a plan to provide electronic registration for returning students	Department of Curriculum and Instruction, Department of Information Technology	November 2011	Plan document and electronic registration available for 2011-2012 school year	Progressing
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
Administer Career Scope career-technical assessment software	Career Guidance Counselor	Ongoing	Career Scope Reports	Ongoing
Incorporate SmartBoard interactive whiteboards in appropriate classrooms	Instructional Technology Specialists, Department of Information Technology	Ongoing	SmartBoard installation	Ongoing

ACTION ITEMS RELATED TO INSTRUCTION

ACTION	RESPONSIBILITY	TIMELINE	EVALUATION	STATUS
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
Incorporate digital scanners in appropriate classrooms	Instructional Technology Specialists, Department of Information Technology	Ongoing	Digital scanner installation	Ongoing
Incorporate iPod Touches in appropriate classrooms	Instructional Technology Specialists, Department of Information Technology	Ongoing	iPod Touch 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
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 ITEMS RELATED TO INSTRUCTION

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 TIS	Ongoing
Administer Kuder Career Orientation Website	Career Guidance Counselor	Ongoing	Kuder reports	Ongoing

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 two 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