

*Student Growth,
Development
and Success*

*Personnel Growth,
Development and
Success*



Comprehensive Strategic Plan 2019-2024

*Family and
Community
Engagement*

*Fiscal
Responsibility*

LYNCHBURG CITY SCHOOLS COMPREHENSIVE STRATEGIC PLAN 2019-2024

Introduction/Executive Summary:

The Lynchburg City School Board and division administration are committed to fulfilling the vision of, “Every Child, By Name and By Need to Graduation.” The Lynchburg City Schools 2019-2024 Comprehensive Strategic Plan focus areas reflect a pathway to address critical needs to ensure academic growth, development, and success, for students and personnel. Lynchburg City Schools recognizes the importance of family and community engagement as well as fiscal responsibility to accomplish our vision and have set goals that are inclusive of these imperative components.

As the division strives to continue with our “Tradition of Excellence,” we have also focused on “Leading with Care.” Prior to the development of the Comprehensive Strategic Plan, “Community Conversations” were held to provide a voice to our stakeholders and receive feedback and concerns. We recognize the significance of providing genuine care, inclusiveness, and equity for our students, staff, families, and community. Having avenues and goals in place that support care, self-care, and equity, build strong foundations that can be depended on and built upon throughout our students’ educational career and life. These strong foundations not only benefit our students and set them up for success, it benefits our community as well.

Lynchburg City Schools is home to a diverse intellectual population of students, staff, families and community. Goals for the 2019-2024 Comprehensive Strategic Plan have been created with determination to encompass all of our exemplary individuals, their needs, and play a positive role in their respective successful and productive futures.

The Lynchburg City Schools 2019-2024 Comprehensive Plan Goals are as follows:

Goal 1 - Student Growth, Development and Success: LCS affirms that all students are challenged and are actively engaged through a variety of academic pathways, resulting in successful outcomes for post graduate education, career training or military service. Each Lynchburg City School will be accredited and the achievement gap closed.

- ❖ **Rationale:** Lynchburg City Schools recognizes that students learn best when teachers routinely integrate highly engaging, purposeful, and authentic curriculum connections across and within all subjects; maintain the highest expectations for all students to achieve; intentionally design critical thinking activities; and use instructional strategies focused on problem-solving, creativity and higher-order inquiry. We also recognize that a student’s growth is not limited to academic attainment; therefore, we support a balanced investment in all students’ academic, social, emotional, behavioral, and physical development. We further understand that each student is unique and it is our responsibility as professional educators to incorporate multiple tools, methods, and strategies that best support child development.
- ❖ **Equity Habits:** In order to achieve our goal, Lynchburg City Schools will be purposeful and intentional about identifying and eliminating barriers that prevent any underrepresented and/or marginalized student populations from achieving. Further, we are committed to developing pathways, providing support systems, and increasing access to a rigorous and challenging curriculum, programs, and offerings.

Goal 2 - Personnel Growth, Development and Success: Lynchburg City Schools strives to recruit, hire, support, train, and retain employees to build excellence in education and, most importantly, to meet the needs of all students.

- ❖ **Rationale:** Lynchburg City Schools understands that student success is directly dependent upon creating a vibrant culture of learning that is embraced by everyone. We recognize the benefit of establishing professional learning communities grounded in effective research-based strategies that support intellectual thinking and personal growth. We commit to be an educational community that employs the most talented educators and

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support staff; offers a rigorous, authentic and experiential curriculum; provides numerous and ongoing learning opportunities for families and caregivers, and is led by a supportive, high performing school board.

- ❖ **Equity Habits:** In order to achieve our goal, Lynchburg City Schools will be purposeful and intentional by providing every employee with the training and skills needed to craft engaging learning opportunities, create a climate of support and inclusivity, and respond appropriately and effectively to the diverse needs of our staff, students and families. Further, we are committed to applying and demonstrating these effective practices in our day-to-day interactions with colleagues, students, and families.

Goal 3 – Fiscal Responsibility: Lynchburg City Schools operates in an efficient, effective, timely, and transparent manner with fiscal responsibility to meet our diverse financial needs and develop resources that advance the educational outcomes of all students.

- ❖ **Rationale:** Lynchburg City Schools recognizes and embraces our responsibility to provide safe, clean, and well-maintained educational learning facilities; to hire, mentor and retain high-quality and talented professionals; and to use resources wisely to provide children with opportunities and experiences that enhance their academic, social, emotional, behavioral and physical development. As the demand for more quality programs, services, offerings, and experiences increases, we aim to become more effective at maximizing cost benefits, productivity, efficiency, return on investment, and grant revenue generation.
- ❖ **Equity Habits:** In order to achieve our goal, Lynchburg City Schools will be purposeful and intentional about our efforts to ensure that resources (money, time, and talent) are distributed equitably. We also commit to ensuring that any underrepresented and/or marginalized populations (students, staff, and families) have the necessary resources to address the specific needs of our students.

Goal 4 – Family and Community Engagement: Lynchburg City Schools purposefully works collaboratively with families, community, and businesses to provide the best education for our students.

- ❖ **Rationale:** Lynchburg City Schools recognizes that the schools, families, businesses, and the community share the responsibility of fostering an inspiring, motivating, equitable and engaging learning environment for all students. We also assert that learning should not be confined to or limited by school walls and experiential learning within the community makes up a vital part of a student's education. We welcome families, businesses and the community to partner with us in providing authentic, relevant and enriching learning experiences for our students inside and outside of school.
- ❖ **Equity Habits:** In order to achieve our goal, Lynchburg City Schools will be purposeful and intentional about our efforts to invite, include, engage, and support any underrepresented and/or marginalized populations which may include students, staff, families, neighborhoods, and/or communities in our City.

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Goal 1 – Student Growth, Development, and Success: Lynchburg City Schools affirms that all students are challenged and are actively engaged through a variety of academic pathways, resulting in successful outcomes for post-graduate education, career training or military service. Each Lynchburg City School will be accredited and the achievement gap closed.

Rationale: Lynchburg City Schools recognizes that students learn best when teachers routinely integrate highly engaging, purposeful, and authentic curriculum connections across and within all subjects; maintain the highest expectations for all students to achieve; intentionally design critical thinking activities; and use instructional strategies focused on problem-solving, creativity and higher-order inquiry. We also recognize that a student’s growth is not limited to academic attainment; therefore, we support a balanced investment in all students’ academic, social, emotional, behavioral, and physical development. We further understand that each student is unique and it is our responsibility as professional educators to incorporate multiple tools, methods, and strategies that best support child development.

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Focus Area	Objective	Strategies	Lead Person(s) Responsible	Timeline	Anticipated Outcomes
1.1 Accreditation	1.1.1 Obtain full accreditation for every school in the division	A. Implement strategies outlined in objectives 1.2.1 and 1.2.2 to improve student performance in reading/English B. Implement strategies outlined in objectives 1.3.1 and 1.3.2 to improve student performance in math C. Implement strategies outlined in objectives 1.4.1 to improve student performance in science D. Implement strategies outlined in objectives 1.5.1 to improve the graduation and completion rate and reduce the dropout rate E. Implement strategies outlined in objectives 4.2.1 to reduce chronic absenteeism F. Implement Special Education High Leverage Practices	A. Principals, Directors of Curriculum and Instruction, Special Education, Student Services B. Principals, Directors of Curriculum and Instruction, Special Education, Student Services C. Principals, Directors of Curriculum and Instruction, Special Education, Student Services D. Principals, Directors of Curriculum and Instruction, Special Education, Student Services E. Principals, Directors of Curriculum and	2019 – 2024	❖ All schools are fully accredited ❖ No schools receive “level three-below state standard” label on School Quality Indicators

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			Instruction, Special Education, Student Services F. Director of Special Education, Supervisors of Special Education, Principals		
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Focus Area	Objective	Strategies	Lead Person(s) Responsible	Timeline	Anticipated Outcomes
1.2 Reading/English	1.2.1 Obtain full accreditation for every school in the division	A. Conduct an instructional audit and provide division-level resources to promote engaging and SOL-aligned curriculum and programmatic offerings <u>Elementary Schools</u> B. Develop and implement a K-5 balanced literacy framework C. Work with a consultant to train administrators and K-5 teachers on the implementation of the literacy framework D. Identify five pilot LAB (literacy appreciation building) elementary schools to implement onsite coaching and training E. Review lesson plans and provide targeted feedback regarding balanced literacy strategies F. Observe teachers and provide targeted feedback regarding balanced literacy strategies G. Review longitudinal, summative, and formative data to identify targeted areas of improvement for grade levels, cohorts, and individual students H. Organize PLCs with a focus on planning common units of study, designing common formative and summative assessments, reviewing data from those assessments, and providing targeted remediation and enrichment <u>Middle Schools</u> I. Purchase benchmark level readers for English classrooms J. Integrate leveled readers into middle school English instruction and provide a balance of small	A. Director of Curriculum and Instruction, Instructional Supervisors B. Director of Curriculum and Instruction, Elementary Literacy Specialist C. Director of Curriculum and Instruction, Elementary Literacy Specialist, Principals D. Director of Curriculum and Instruction, Elementary Literacy Specialist E. Principals F. Principals G. Principals, Elementary Literacy Specialist H. Principals, Elementary Literacy Specialist I. Director of Curriculum and Instruction, Secondary English Supervisor	2019 – 2024	❖ Percentage of all students passing the PALS reading/English SOL equals or exceeds the state average

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		group instruction at student instructional levels and whole group exposure to grade-level resources K. Review lesson plans and provide targeted feedback regarding reading/writing strategies and monitor instructional alignment L. Observe teachers and provide targeted feedback regarding reading/writing strategies, monitor instructional alignment, and student engagement M. Review longitudinal, summative, and formative data to identify targeted areas of improvement for grade levels, cohorts, and individual students N. Organize PLCs with a focus on planning common units of study, designing common formative and summative assessments, reviewing data from those assessments, and providing targeted remediation and enrichment O. Work with a consultant to offer professional development on PLC best practices, monitor PLC work products, and increase instructional effectiveness	J. Director of Curriculum and Instruction, Secondary English Supervisor K. Principals L. Principals M. Principals, Secondary English Supervisor N. Principals, Secondary English Supervisor O. Principals, Secondary English Supervisor		
Objective	Strategies	Lead Person(s) Responsible	Timeline	Anticipated Outcomes	
1.2.2 Reduce the achievement gap by increasing the percentage of targeted subgroup populations (Black, Economically Disadvantaged, Students with Disabilities) passing the reading/English SOL assessment to equal or exceed the state average	<u>Elementary Schools</u> A. Have Literacy Coach observe, model, and co-teach with the classroom teacher and assist in analyzing classroom data B. Purchase and implement Foundations and Just Words as a prevention/intervention program C. Identify students and invite them to participate in other extended learning activities to support reading and writing D. Identify and assign students a mentor and/or tutor to assist with study skills development E. Provide National Instructional Materials Access Center (NIMAC) or AIM-VA approved accessible materials to students with disabilities <u>Middle Schools</u> F. Develop and implement a RISE reading remediation and intervention program to enhance foundational skills	A. Director of Curriculum and Instruction, Elementary Literacy Specialist, Principals B. Director of Curriculum and Instruction, Elementary Literacy Specialist, Principals C. Principals D. Principals E. Director of Curriculum and Instruction, Secondary English Supervisor, Supervisors of Special Education F. Secondary English Supervisor	2019 – 2024	❖ Increase in the number of “level 1 – at or above state standard” indicators for English Achievement Gap on the School Quality Indicators	

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		G. Purchase licenses for Read 180 for implementation at targeted-assistance identified middle schools H. Work with a consultant to train administrators and English teachers on the implementation of Read 180 strategies I. Identify students and develop a schedule for Read 180 instruction J. Review lesson plans and provide targeted feedback regarding Read 180 strategies K. Observe teachers and provide targeted feedback regarding Read 180 strategies L. Identify students and invite them to participate in the 21st Century extended learning activities to support reading and writing M. Identify and assign students a mentor and/or tutor to assist with study skills development N. Provide National Instructional Materials Access Center (NIMAC) or AIM-VA approved accessible materials to students with disabilities	G. Secondary English Supervisor, Principals H. Principals I. Principals J. Principals K. Principals L. Principals M. Principals N. Special Education Supervisors		
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Focus Area	Objective	Strategies	Lead Person(s) Responsible	Timeline	Anticipated Outcomes
1.3 Math	1.3.1 Increase the percentage of all students passing the math SOL assessment to equal or exceed the state average	A. Conduct an instructional audit and provide division-level resources to promote engaging and SOL-aligned curriculum and programmatic offerings Elementary Schools B. Review and adopt the K-5 Go Math program C. Work with a consultant to train administrators and K-5 teachers on the implementation of the Go Math program and effective strategies such as the use of anchor charts and the CPA math instructional model D. Review lesson plans and provide targeted feedback regarding best mathematical instructional practices and monitor instructional alignment E. Observe teachers and provide targeted feedback regarding best mathematical instructional practices and monitor instructional alignment	A. Director of Curriculum and Instruction, Instructional Supervisors B. Director of Curriculum and Instruction, Instructional Supervisors C. Director of Curriculum and Instruction, Instructional Supervisors, Principals D. Principals E. Principals F. Principals, Instructional Supervisors, Elementary STEM Specialist G. Principals, Instructional Supervisors, Elementary STEM Specialist	2019 – 2024	❖ Percentage of all students passing the math SOL equals or exceeds the state average

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		F. Review longitudinal, summative, and formative data to identify targeted areas of improvement for grade levels, cohorts, and individual students G. Collaborate with the ITRT to infuse more technology-rich supplemental and assessment support H. Organize PLCs with a focus on planning common units of study, designing common formative and summative assessments, reviewing data from those assessments, and providing targeted remediation and enrichment <u>Middle Schools</u> I. Purchase hands-on math manipulatives for math classrooms J. Work with a consultant to train administrators and math teachers on the implementation of Math IXL K. Review lesson plans and provide targeted feedback regarding math strategies L. Observe teachers and provide targeted feedback regarding math strategies M. Review longitudinal, summative, and formative data to identify targeted areas of improvement for grade levels, cohorts, and individual students N. Organize PLCs with a focus on planning common units of study, designing common formative and summative assessments, reviewing data from those assessments, and providing targeted remediation and enrichment	H. Principals, Instructional Supervisors, Elementary STEM Specialist I. Director of Curriculum and Instruction, Instructional Supervisors J. Director of Curriculum and Instruction, Instructional Supervisors, Principals K. Principals L. Principals M. Principals, Instructional Supervisors N. Principals, Instructional Supervisors		
Objective	Strategies	Lead Person(s) Responsible	Timeline	Anticipated Outcomes	
1.3.2 Reduce the achievement gap by increasing the percentage of targeted subgroup populations (Black, Economically Disadvantaged,	<u>Elementary Schools</u> A. Have Instructional Coaches assist teachers in analyzing student data and grouping students based on instructional needs B. Identify students and invite them to participate in extended learning activities to support reading and writing C. Identify and assign students a mentor and/or tutor to assist with study skills development	A. Director of Curriculum and Instruction, Instructional Supervisors, Principals B. Principals C. Principals D. Director of Curriculum and Instruction, Instructional Supervisors,	2019 – 2024	❖ Increase in the number of “level 1 - at or above state standard” indicators for Math Achievement Gap on the School Quality Indicators	



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	Students with Disabilities) passing the math SOL assessment to equal or exceed the state average	D. Provide a learning-style specific overview of special education instructional strategies to general education teachers (What Works Clearinghouse) Middle Schools E. Develop and implement a RISE math remediation and intervention program to enhance foundational skills F. Purchase licenses for Math 180 for implementation at targeted-assistance identified middle schools G. Work with a consultant to train administrators and Math teachers on the implementation of Math 180 strategies H. Identify students and develop a schedule for Math 180 instruction I. Review lesson plans and provide targeted feedback regarding Math 180 strategies J. Observe teachers and provide targeted feedback regarding Math 180 strategies K. Identify students and invite them to participate in extended learning activities to support math L. Identify and assign students a mentor and/or tutor to assist with study skills development M. Provide a learning-style specific overview of special education instructional strategies to general education teachers (What Works Clearing House) N. Provide national instructional materials access center (NIMAC or Aim-VA) approved accessible materials for students with disabilities	Special Education Supervisors E. Instructional Supervisors F. Instructional Supervisors, Principals G. Principals H. Principals I. Principals J. Principals K. Principals L. Special Education Supervisors M. Special Education Supervisors N. Director of Special Education, Special Education Supervisors		
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Focus Area	Objective	Strategies	Lead Person(s) Responsible	Timeline	Anticipated Outcomes
1.4 Science	1.4.1 Increase the percentage of all students passing the science SOL	A. Conduct an instructional audit and provide division-level resources to promote engaging and SOL-aligned curriculum and programmatic offerings Elementary Schools	A. Director of Curriculum and Instruction, Instructional Supervisors B. Director of Curriculum and Instruction, Instructional	2020 - 2024	❖ Percentage of all students passing the science SOL equals or exceeds the state average



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	assessment to equal or exceed the state average	B. Work with the elementary STEM specialist to train administrators and K-5 teachers on the implementation of student-based inquiry and process learning aligned to the standards C. Review curriculum and infuse more nonfiction and informational science readers D. Review lesson plans and provide targeted feedback regarding inquiry-based strategies E. Observe teachers and provide targeted feedback regarding inquiry-based strategies F. Review longitudinal, summative, and formative data to identify targeted areas of improvement for grade levels, cohorts, and individual students G. Organize PLCs with a focus on planning common units of study, designing common formative and summative assessments, reviewing data from those assessments, and providing targeted remediation and enrichment <u>Middle Schools</u> H. Review lesson plans and provide targeted feedback regarding inquiry-based strategies I. Observe teachers and provide targeted feedback regarding inquiry-based strategies J. Review longitudinal, summative, and formative data to identify targeted areas of improvement for grade levels, cohorts, and individual students K. Organize PLCs with a focus on planning common units of study, designing common formative and summative assessments, reviewing data from those assessments, and providing targeted remediation and enrichment L. Provide professional development on incorporating inquiry-based practices in the science classroom. M. Integrate STREAM practices into Tier 1 science classroom instruction.	Supervisors, Elementary STEM Specialist C. Director of Curriculum and Instruction, Instructional Supervisors, Elementary STEM Specialist, Elementary Literacy Specialist, Principals D. Principals E. Principals F. Instructional Supervisors, Elementary STEM Specialist, Principals G. Instructional Supervisors, Elementary STEM Specialist, Principals H. Principals I. Principals J. Instructional Supervisors, Principals K. Instructional Supervisors, Principals L. Instructional Supervisors M. Instructional Supervisors		
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Focus Area	Objective	Strategies	Lead Person(s) Responsible	Timeline	Anticipated Outcomes
1.5 Graduation, Completion, Dropout Prevention and Post-Secondary Success	1.5.1 Increase the percentage of all students receiving advanced and standard diplomas or GED and certificate of completion to equal or exceed the state average	A. Infuse college and career activities and experiences into the elementary curriculum B. Meet with middle school students and develop a post-secondary career plan C. Use Virginia Wizard to develop and track career plans D. Implement cohort meetings with counselors and administration to review options for continued study including alternative education, GED, ISAEP, and certificates of completion E. Host college nights, career fairs, FAFSA nights, and college visits F. Provide early access to post-secondary activities through GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs); Beacon of Hope, and community partnerships with local colleges and universities G. Expand curriculum options for dual enrollment, early college, and industry credentialed CTE programs H. Institute a signing day celebration for students entering the workforce I. Track student progress and success beyond high school graduation J. Expand options for student internships and work-related experiences <i>Supported by The Lynchburg Plan Goal 1 and the Economic Development and Tourism Blueprint for Opportunity Goal 3.2</i> K. Expose students to a variety of careers through role models and mentors	A. Director of Curriculum and Instruction, Director of Student Services B. Secondary Student Services Supervisor C. Secondary Student Services Supervisor D. Principals E. Principals F. Secondary Student Services Supervisor G. Secondary Math Supervisor, Career and Technical Education Supervisor H. Career and Technical Education Supervisor I. Secondary Student Services Supervisor J. Secondary Student Services Supervisor, Career and Technical Education Supervisor K. Principals, Director of Equity and Community Relations	2020 – 2024	❖ Percentage of students earning an advanced and standard diploma or GED and certificate of completion equals or exceeds the state average ❖ Percentage of students earning industry certifications equals or exceeds the state average ❖ Increase in the number of students attending 2 and 4-year schools ❖ Increase in the number of students completing 2 and 4-year schools

Focus Area	Objective	Strategies	Lead Person(s) Responsible	Timeline	Anticipated Outcomes
1.6 Programs and Services	1.6.1 Review, revise and enhance the PreK and Early	A. Hire a PreK Coordinator to oversee the LCS PreK programs and be the school liaison between LCS and Head Start and private PreK/Early Childhood programs in the city B. Hire a PreK school counselor	A. Director of Human Resources, Director of Special Education, Student Services Supervisor	2019	❖ Increase in kindergarten readiness as evidenced by an

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	Childhood programs and services	C. Collaborate with the City's Early Childhood Committee to increase awareness in the community about the value of PreK D. Institute a PreK Ambassador program which includes training for volunteers E. Move to a single point of entry to help register students each year F. Review and adopt a high-quality PreK curriculum for all VPI classrooms G. CLASS - Classroom Assessment Scoring System a. Ensure every Pre-K classroom participates in 2 Internal CLASS observations yearly, and 1 External CLASS Observation once every two years. b. Provide routine, ongoing feedback based on CLASS observations and other data to support teaching practices. c. Increase local observer capacity to be trained as reliable CLASS observers. H. Frog Street - Implement, with fidelity, in all Pre-K classrooms, a VDOE vetted curriculum (Frog Street), and provide teachers and instructional assistants with training and ongoing assistance.	B. Director of Human Resources, Director of Special Education, Student Services Supervisor C. Director of Special Education, PreK Coordinator, Student Services Supervisor D. Director of Special Education, PreK Coordinator, Student Services Supervisor E. Director of Special Education, PreK Coordinator, Student Services Supervisor F. Director of Special Education, PreK Coordinator, Principals, Student Services Supervisor G. Director of Special Education, PreK Coordinator, Principals H. Director of Special Education, PreK Coordinator, Principals, Student Services Supervisor		increase in the baseline scores for the fall kindergarten administration of the PALS, VKRP and ESGI assessments
	Objective	Strategies	Lead Person(s) Responsible	Timeline	Anticipated Outcomes
	1.6.2 Review, revise and enhance the Alternative Education programs and services	A. Conduct a complete audit and review/revise curriculum and program offerings for the following K-12 alternative education programs: - Transition Classes at Sheffield - Empowerment Academy - Fort Hill Community School - ISAEF - National Counseling B. Review program goals and eligibility requirements C. Review invitation, enrollment, and capacity dynamics	A. Deputy Superintendent, Director of Student Services, Student Services Supervisor, Principals B. Director of Student Services, Student Services Supervisor C. Director of Student Services, Student Services Supervisor	Phase 1: 2020 Phase 2: 2021 Phase 3: 2022	❖ Percentage of students earning an advanced and standard diploma or GED certificate of completion equals or exceeds the state average

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		D. Analyze anticipated outcomes data E. Conduct a cost-benefit analysis F. Recommend revisions and enhancements that maximize student outcomes	D. Director of Student Services, Student Services Supervisor E. Deputy Superintendent, Chief Financial Officer F. Director of Student Services, Student Services Supervisor		❖ Reduction in the number of behavior referrals
Objective	Strategies	Lead Person(s) Responsible	Timeline	Anticipated Outcomes	
1.6.3 Review, revise and enhance the Gifted Education programs and services	<u>Elementary Schools</u> A. Use the Slocumb-Payne Teacher Perception Inventory as a means of recognizing gifted characteristics manifested both positively and negatively in the identification process B. Continue services for identified students grades 3-5 with the Lead Instructional Coach at least one day per week for a minimum of 45 minutes C. Develop and implement an overarching curriculum for each grade level at the GO Center beginning with grade 3 in 2019-2020, 4th grade in 2020-2021, and 5th grade in 2021-2022 D. Increase the number of 5A math opportunities to include all elementary schools using a cluster group model E. Provide training for GO Center teachers and instructional coaches on meeting the needs of a variety of learners and differentiating instruction for high-ability and gifted students F. Collaborate with Special Education and Student Services departments to increase awareness and understanding of twice-exceptional students and the social-emotional needs of gifted learners G. Review VDOE resources related to students considered “Twice Exceptional” <u>Middle Schools</u> H. Conduct a complete audit and review/revise curriculum and program offerings for the middle school gifted program I. Review program goals and eligibility requirements	A. Director of Curriculum and Instruction, Elementary Math Supervisor B. Principals C. Elementary Math Supervisor, D. Elementary Math Supervisor E. Elementary Math Supervisor, Principals F. Director of Curriculum and Instruction, Director of Special Education, Director of Student Services G. Director of Curriculum and Instruction, Elementary Math Supervisor, Principals, Director of Special Education H. Director of Curriculum and Instruction, Elementary Math Supervisor	Phase 1: 2020 Phase 2: 2021 Phase 3: 2022	❖ Increase the number of students scoring advanced on the SOL assessments ❖ Increase in the number of underrepresented populations enrolled	

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		J. Review invitation, enrollment, and capacity dynamics K. Analyze anticipated outcomes data L. Conduct a cost-benefit analysis M. Recommend revisions and enhancements that maximize student outcomes. N. Implement recommendations from the program evaluation.	I. Director of Curriculum and Instruction, Elementary Math Supervisor J. Director of Curriculum and Instruction, Elementary Math Supervisor K. Deputy Superintendent, Chief Financial Officer L. Director of Curriculum and Instruction, Elementary Math Supervisor M. Director of Curriculum and Instruction, Elementary Math Supervisor N. Director of Curriculum and Instruction, Elementary Math Supervisor		
	Objective	Strategies	Lead Person(s) Responsible	Timeline	Anticipated Outcomes
	1.6.4 Review, revise and enhance Special Education programs and services	A. Review cohort reading and math SOL strand data, VAAP, IXL continuous diagnostic, quarterly assessments, and course curriculum frameworks to identify targeted areas of improvement B. Use data to develop specific measurable IEP goals for improvement and transition plans C. Train administrators and school teams in high leverage practices through system change Practices include: a. Collaborate with professionals to increase student success b. Organize and facilitate an effective meeting c. Collaborate with families to support learning	A. Director of Special Education, Special Education Supervisors B. Director of Special Education, Special Education Supervisors C. Director of Special Education, Special Education Supervisors D. Director of Special Education, Special Education Supervisors E. Director of Special Education, Special Education Supervisors	2019 - 2020	❖ Increase in the number of students with disabilities passing the SOL assessments ❖ LCS will meet or exceed the state targets set under the Special Education State Performance Plan

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		d. Use multiple sources of information to understanding student needs e. Interpret and communicate assessment information f. Use student assessment data to analyze instructional practices g. Establish a consistent, organized, and respectful learning environment h. Provide positive and constructive feedback to students i. Teach social behaviors j. Conduct FBA's to develop behavior support plans k. Identify and prioritize long and short term learning goals l. Systemically design instruction toward goals m. Adapt curriculum tasks and materials to specific learning goals n. Teach cognitive and metacognitive strategies o. Provide scaffolded supports p. Use explicit instruction q. Use strategies to promote active student engagement r. Use assistive and instructional technologies s. Provide intensive instruction t. Teach students to maintain and generalize new learning across time and settings D. Collaborate with the Department of Curriculum and Instruction and Student Services to review, revise and enhance procedures and protocols for curriculum development and delivery and student behavior management and response E. Expand transition to adulthood services and work-based learning opportunities F. Collaborate with community resource teams to provide students/families access to additional resources and services to support students with	F. Director of Special Education, Special Education Supervisors G. Director of Special Education, Special Education Supervisors H. Director of Special Education, Special Education Supervisors I. Director of Special Education, Special Education Supervisors		
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		disabilities Supported by <i>The Lynchburg Plan Goal 4</i> G. Review the VDOE State Performance Plan (SPP) indicators to identify targeted areas of improvement H. Receive the Special Education Advisory Committee's annual recommendations and determine areas of unmet needs of students with disabilities I. Review the VDOE's final Corrective Action Plan Summary and determine any targeted areas in need of improvement (February 1, 2020-August 1, 2020) a. Implement VDOE "Va. IEP System" including "add-ons" (Progress Track, School Based Intervention Team, and 504 components) b. Review and revise all special education manuals and submit them to VDOE for review			
	Objective	Strategies	Lead Person(s) Responsible	Timeline	Anticipated Outcomes
	1.6.5 Review revise and enhance the English Language Learners programs and services	A. Develop a Welcome Center to enroll students with Limited English Proficiency Parents. B. Investigate ways to streamline EL instruction for schools with few ELs and limited ESL staffing C. Continue to institute processes to identify potential ELs, screen potential ELs, and provide quality instruction for current ELs. D. Grow leadership positions within the EL program E. Develop standard procedures for interpreting and translating documents for ELs and LEP parents F. Increase push-in services to content area classes instead of relying mainly on pull out model	A. Director of Curriculum and Instruction, Secondary English Supervisor B. Secondary English Supervisor C. Secondary English Supervisor D. Secondary English Supervisor E. Secondary English Supervisor F. Secondary English Supervisor	Phase 1: 2019 Phase 2: 2020 Phase 3: 2021	❖ Improved performance on the Access for ELLs ❖ Uniform enrollment process for LEP families ❖ Development of leadership within the EL program

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	Objective	Strategies	Lead Person(s) Responsible	Timeline	Anticipated Outcomes
	1.6.6 Review, revise and enhance Career and Technical Education (CTE) programs and services	A. Continue the development and expansion of the Local Advisory Committee to support CTE career clusters and pathways to employment in Region 2000 B. Establish post-secondary partnerships that enable clear pathways to industry-ready certifications and licenses C. Increase student access to post- secondary education through campus-based programming that includes dual enrollment and articulated post-secondary course offerings D. Coordinate programs of study in key career clusters to focus the preparation of students for high-wage/high- demand careers and utilize the federal program monitoring review E. Establish an internship advisory committee consisting of area employers to expand practicums and internships / on the job training opportunities as well as provide students with employment placement opportunities <i>Supported by The Lynchburg Plan Goal 1 and the Economic Development and Tourism Blueprint for Opportunity Goal 3.2</i>	A. Director of Curriculum and Instruction, Career and Technical Education Supervisor B. Director of Curriculum and Instruction, Career and Technical Education Supervisor C. Director of Curriculum and Instruction, Career and Technical Education Supervisor D. Director of Curriculum and Instruction, Career and Technical Education Supervisor E. Director of Curriculum and Instruction, Career and Technical Education Supervisor	2019 - 2020	❖ Increase in the number of student internships ❖ Percentage of students earning industry certifications equals or exceeds the state average
	Objective	Strategies	Lead Person(s) Responsible	Timeline	Anticipated Outcomes
	1.6.7 Review, revise and enhance regional programs and services	A. Implement program evaluations on a rotating cycle B. Continue to collaborate with neighboring school divisions to evaluate program effectiveness C. Monitor student enrollment and attendance in regional programs	A. Superintendent, Deputy Superintendent, Program Directors B. Superintendent, Deputy Superintendent, Program Directors C. Superintendent, Deputy Superintendent, Program Directors	2019 - 2024	❖ Maintain or increase student participation ❖ Increase the percentage of students graduating with industry certifications, advanced diplomas, and associate degrees

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Focus Area	Objective	Strategies	Lead Person(s) Responsible	Timeline	Anticipated Outcomes
1.7 Student Wellness and Quality of Life	1.7.1 Develop and implement a K-12 Social-Emotional Learning and Character Education program	A. Collaborate with the School Health Advisory Board to review the family life standards and ASCA Mindset and Behaviors to develop a comprehensive K-12 curriculum that includes social-emotional learning, character education, and bullying prevention B. Develop and implement a collaborative instructional delivery model that includes classroom teachers, HPE teachers, nurses, school counselors, and community members C. Provide staff and volunteers with relevant training on SEL, CEP and bullying prevention D. Implement lesson plan reviews and provide targeted feedback regarding the implementation of SEL, CEP and bullying prevention lessons, use outcome based behavioral data to deliver SEL instruction, activities and programs E. Implement observing staff/volunteers and provide targeted feedback regarding the implementation of SEL, CEP and bullying prevention lessons, activities and programs F. Collaborate with community resource teams to provide students/families access to additional resources and services to support healthy students and families <i>Supported by The Lynchburg Plan Goal 4</i>	A. Director of Student Services B. Student Services Supervisors C. Student Services Supervisors D. Principals, Student Services Supervisors E. Principals, Student Services Supervisors F. Director of Student Services, Principals	2020 - 2021	❖ Youth Risk Behavior Survey results indicate a decline in risk-related behaviors ❖ Cultural and Competency Survey = 75% agreement with statements
	Objective	Strategies	Lead Person(s) Responsible	Timeline	Anticipated Outcomes
	1.7.2 Review, revise and enhance behavior management strategies, response to trauma, and alternatives to	<u>Tier I (Classroom Engagement and Management)</u> A. Train all staff in effective Tier I behavior management strategies specifically tailored to typical student's engagement related to their job responsibilities (teacher, bus driver, assistant, secretary, coach, etc.) B. Research, review and implement common instructional alignment, delivery and engagement practices that correlate with positive student behavior outcomes	A. Director of Student Services, Director of Curriculum and Instruction, Director of Special Education, Principals B. Director of Student Services, Director of Curriculum and	Tier 1: 2019 Tier 2: 2020 Tier 3: 2021	❖ Reduction in the number of behavioral referrals ❖ Reduction in the number of out-of-school suspensions ❖ Culture and Climate Survey =



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	suspension practices	C. Expand cohort participation in VTSS/PBIS initiatives D. Engage parents in ongoing behavior support activities <u>Tier II (Supplement School Team Support)</u> E. Establish behavior support teams in each school and continue implementation F. Conduct a staff needs assessment to determine school capacity for successful behavior support - knowledge/awareness, training/support, and personnel needs G. Train staff and support personnel in effective Tier II behavior management strategies with an added emphasis on trauma- informed practices and trauma-sensitive schools H. Provide staff with resources and tools to implement effective Tier II strategies I. Review and enhance protocols and timelines for developing, implementing and monitoring the effectiveness of behavioral modification plans and behavioral contracts for students and families J. Utilize behavior support staff (BCBAs, Behavior Coaches, Counselors, RBTs) and other support staff to provide behavioral interventions K. Investigate the availability of in-school space and facilities to establish Calm Down Areas and CHILL Rooms for short-term de-escalation L. Explore options for instituting restorative practices in schools M. Collaborate with community members to institute a mentor-based program and opportunities for community service <u>Tier III (Intensive Support / Trauma-Based Intervention)</u> N. Conduct a staff needs assessment to determine school and division capacity for successful intensive behavior support - training/support, and personnel needs (therapists, clinicians, LPCs, LPCs-MH) O. Train staff and support personnel in effective Tier III behavior management strategies with an added	Instruction, Director of Special Education, Principals C. Director of Student Services D. Director of Student Services, Director of Special Education, Principals E. Director of Student Services, Director of Special Education, Principals F. Director of Student Services, Director of Special Education, Principals G. Director of Student Services, Director of Special Education, Principals H. Director of Student Services, Director of Special Education, Principals I. Director of Student Services, Director of Special Education, Principals J. Director of Student Services, Director of Special Education, Principals K. Director of Student Services, Director of Special Education, Principals L. Director of Student Services, Director of		75% agreement with statements ❖ School Safety Audit Review ❖ 100% of students with disabilities with behavior plans listed in IEPs as an accommodation will have an evidenced-based behavior management plan in place
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		emphasis on intensive support for aggressive behavior P. Review and enhance protocols and timelines for making referrals and conducting alternative services reviews Q. Train staff in protocols for making referrals and conducting alternative services reviews R. Collaborate with providers to streamline eligibility process to receive therapeutic day treatment services through Medicaid S. Explore options for providing Tier III services for non-Medicaid eligible students T. Expand options for short-term suspension services in schools and in district U. Explore options and investigate the availability of alternate location space and facilities for short-term, interim needs to address critical Tier III behavior concerns V. Develop and implement school- transition action plans and support services for success W. Pilot the use of Registered Behavior Technicians in the three middle schools and determine the impact on student behavior X. Collaborate with the members of the Community Policy and Management Team to propose an interagency collaborative to address the lack of support services available to preschool-aged students exhibiting challenging behaviors in the home/school/ community	Special Education, Principals M. Director of Student Services, Director of Special Education, Director of Equity and Community Relations, Principals N. Deputy Superintendent, Director of Student Services, Principals O. Director of Student Services, Principals P. Director of Student Services Q. Deputy Superintendent, Director of Student Services R. Deputy Superintendent, Director of Student Services S. Deputy Superintendent, Director of Student Services T. Deputy Superintendent, Director of Student Services U. Deputy Superintendent, Director of Student Services V. Director Student Services, Principals W. Director of Special Education, Director of Student Services, Middle School Principals X. Director of Special Education, Director of Student Services		
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Goal 2 – Personnel Growth, Development and Success: Lynchburg City Schools strives to recruit, hire, support, train, and retain employees to build excellence in education and, most importantly, to meet the needs of all students.

Rationale: Lynchburg City Schools understands that student success is directly dependent upon creating a vibrant culture of learning that is embraced by everyone. We recognize the benefit of establishing professional learning communities grounded in effective research-based strategies that support intellectual thinking and personal growth. We commit to be an educational community that employs the most talented educators and support staff; offers a rigorous, authentic and experiential curriculum; provides numerous and ongoing learning opportunities for families and caregivers, and is led by a supportive, high performing school board.

Equity Habits: In order to achieve our goal, Lynchburg City Schools will be purposeful and intentional by providing every employee with the training and skills needed to craft engaging learning opportunities, create a climate of support and inclusivity, and respond appropriately and effectively to the diverse needs of our staff, students and families. Further, we are committed to applying and demonstrating these effective practices in our day-to-day interactions with colleagues, students, and families.

Focus Area	Objective	Strategies	Lead Person(s) Responsible	Timeline	Anticipated Outcomes
2.1 Human Resources Expectations and Protocols	2.1.1 Revise and update the general Employee and Administrator Handbook/ Manual and Performance and Observation Program and Processes	A. Revise Employee Handbook B. Revise and update job descriptions C. Evaluate and analyze job descriptions to ensure DOL compliance and job descriptions are up to date D. Manage performance and observation evaluation procedures and protocols to align with job descriptions. Review and implement TalentEd as a potential program for LCS performance evaluations <i>Supported by The Lynchburg Plan Goal 7</i> E. Institute a calendar and monitoring system for submission and review of performance and observation evaluations	A. Director of Human Resources B. Director of Human Resources, Directors C. Director of Human Resources, Directors D. Director of Human Resources, Director of Information Technology E. Director of Human Resources, Director of Information Technology	Phase 1: 2019 Phase 2: 2021 Phase 3: 2023	❖ Provide guidance and resources for all staff

Focus Area	Objective	Strategies	Lead Person(s) Responsible	Timeline	Anticipated Outcomes
2.2 Recruitment, On-Boarding, and Retention	2.2.1 Implement strategies to recruit and hire diverse staff	A. Partner with Black Colleges and local Universities to recruit qualified talent <i>Supported by the Economic Development and Tourism Blueprint for Opportunity Goal 3.3</i>	A. Director of Human Resources B. Director of Human Resources	Phase 1: 2020 Phase 2: 2022	❖ Increase in the number of underrepresented

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	across job categories	B. Develop a progressive marketing recruitment program to create a pipeline to attract, hire and retain exceptional candidates C. Participate in local college job fairs including surrounding HBCUs <i>Supported by the Economic Development and Tourism Blueprint for Opportunity Goal 3.3</i> D. Create an employee perks marketing campaign that highlights both LCS and the city E. Support Grow Your Own Program- University of Lynchburg and CVCC F. Implement signing incentives with LCS Education Foundation G. Expand partnership with Lynchburg Business Alliance	C. Director of Human Resources D. Director of Human Resources, E. Director of Human Resources F. Director of Human Resources G. Director of Human Resources		populations across job categories ❖ Increase the substitute pool ❖ Culture and Climate Survey = 75% agreement with statements
	Objective	Strategies	Lead Person(s) Responsible	Timeline	Anticipated Outcomes
	2.2.2 Review and enhance the current New Staff Orientation and On-Boarding Program	A. Use technology and web-based tools to enhance and personalize new staff orientation B. Develop and institute a yearlong calendar of on-boarding collaborative activities among new and veteran staff	A. Director of Human Resources, and Director of Information Technology B. Director of Human Resources, Human Resources Staff, Directors, Principals	2021 - 2023	❖ To enhance the staff on-boarding experience and engagement
	Objective	Strategies	Lead Person(s) Responsible	Timeline	Anticipated Outcomes
	2.2.3 Succession Planning and Off-Boarding	A. Dedicate Human Resource personnel to manage the succession process and emphasize succession at all levels B. Utilize senior leaders to identify talent C. Implement training and development opportunities D. Develop off-boarding process	A. Director of Human Resources, Human Resource Staff B. Director of Human Resources, Human Resources Staff, Senior Leadership, Directors, Principals C. Director of Human Resources, Human Resources Staff D. Director of Human Resources, Human Resource Staff	2021 - 2023	❖ Increase in staff retention

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	Objective	Strategies	Lead Person(s) Responsible	Timeline	Anticipated Outcomes
	2.2.4 Revise and enhance the current mentoring program	A. Formalize mentoring for other job classifications B. Collect perceptive and performance/retention data for mentees	A. Director of Human Resources, Directors, Principals B. Director of Human Resources	2022 - 2023	❖ Increase in staff retention

Focus Area	Objective	Strategies	Lead Person(s) Responsible	Timeline	Anticipated Outcomes
2.3 Staff Wellness and Quality of Life	2.3.1 Revise and enhance division and school programs to promote staff wellness (emotional, physical and financial)	A. Continue to offer more incentives to staff participating in school and division health and fitness activities B. Institute a support system to increase the percentage of staff who are recommended to participate in an Employee Assistance Program and actually participate in an the Employee Assistance Program C. Increase employee appreciation and recognition activities throughout the division D. Collaborate with City and community officials regarding shared services for employees	A. Director of Human Resources, Human Resources Staff, Payroll and Benefits Supervisor B. Director of Human Resources, Human Resources Staff C. Director of Human Resources, Human Resource Staff, Senior Leadership D. Director of Human Resources, Human Resources Staff, Senior Leadership	2020 - 2023	❖ Increase in staff daily attendance and a reduction in absenteeism
	Objective	Strategies	Lead Person(s) Responsible	Timeline	Anticipated Outcomes
	2.3.2 Increase awareness regarding work-related hazards and reduce the number of work-related injuries	A. Provide training on preventative measures to avoid work-related hazards B. Review and revise protocols for addressing student behaviors without risk of injury	A. Director of Human Resources, Safety Risk Manager B. Director of Student Services, Principals	2020 - 2023	❖ Increase in staff daily attendance ❖ Reduction in the number of staff injuries and workman's comp cases ❖ Reduction in the number of student threat assessments

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Focus Area	Objective	Strategies	Lead Person(s) Responsible	Timeline	Anticipated Outcomes
2.4 Talent Development	2.4.1 Revise and enhance the division and school professional development program	A. Develop a yearlong training schedule which includes multiple opportunities throughout the year to participate in nonnegotiable mandatory training B. Develop and institute a series of non-negotiable training for all employees and school board members: a. Customer Service b. Diversity, Equity, and Inclusion c. Poverty Simulation d. Technology and You e. SEL and Emotional Intelligence f. Observation and Evaluation Protocols g. Social Media Dos and Don'ts h. People First Language (Individuals with disabilities) C. Develop and institute a series of non-negotiable training for all instructional staff: a. Technology - SAMR model b. VTSS/PBIS c. Urban Education d. Trauma-Informed Practices e. Family and Community Engagement f. Behavior Management g. IEPs and 504 Implementation h. Continuous School Improvement i. Professional Learning Communities j. Career and Workforce Development k. Content-Based Protocols (Balanced Literacy, Guided Math, Frog Street, Science Inquiry, CLASS, etc.) l. Special Education Eligibility under VDOE decision matrix D. Develop and institute a series of non-negotiable training for all administrative and senior leadership staff: a. Capacity Building and Leadership Development	A. Deputy Superintendent, Directors B. Deputy Superintendent, Directors C. Deputy Superintendent, Directors, Principals D. Deputy Superintendent, Directors	2020 - 2024	❖ Increase in the number of schools receiving full accreditation ❖ Increase in the subgroups meeting or exceeding SOL benchmarks for math, science and literacy ❖ Reduction in customer service related calls ❖ Percentage of students with disabilities will not exceed state average ❖ Culture and Climate Survey = 75% agreement with statements



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		b. Conflict Resolution for Children and Adults c. Fiscal Management and Accountability d. Equity <i>Supported by the Economic Development and Tourism Blueprint for Opportunity Goals 3.2 and 3.3</i>			
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Focus Area	Objective	Strategies	Lead Person(s) Responsible	Timeline	Anticipated Outcomes
2.5 School Board	2.5.1 Implement high-performing school board practices that support positive outcomes for students	A. Hold Annual Board Retreat a. Develop and implement an action plan that includes activities for the board as a whole b. Develop and implement self-reflective individual action plans for school board members c. Develop and implement a school board survey to be completed by staff B. Participate in Virginia School Board Association Master Board Training C. Conduct annual board self-assessment	A. School Board Chair B. School Board Chair C. School Board Chair	2020 - 2023	❖ Master Board recognition

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Goal 3 – Fiscal Responsibility: Lynchburg City Schools operates in an efficient, effective, timely, and transparent manner with fiscal responsibility to meet our diverse financial needs and develop resources that advance the educational outcomes of all students.

Rationale: Lynchburg City Schools recognizes and embraces our responsibility to provide safe, clean, and well-maintained educational learning facilities; to hire, mentor and retain high-quality and talented professionals; and to use resources wisely to provide children with opportunities and experiences that enhance their academic, social, emotional, behavioral and physical development. As the demand for more quality programs, services, offerings, and experiences increases, we aim to become more effective at maximizing cost benefits, productivity, efficiency, return on investment, and grant revenue generation.

Equity Habits: In order to achieve our goal, Lynchburg City Schools will be purposeful and intentional about our efforts to ensure that resources (money, time, and talent) are distributed equitably. We also commit to ensuring that any underrepresented and/or marginalized populations (students, staff, and families) have the necessary resources to address the specific needs of our students.

Focus Area	Objective	Strategies	Lead Person(s) Responsible	Timeline	Anticipated Outcomes
3.1 Finance	3.1.1 Research, develop, and implement a competitive staff compensation package	A. Develop and implement salary schedules aligned with re-benchmarking timelines B. Review and recommend adjustments to lower-wage hourly rate positions and substitute positions C. Review and recommend incremental changes to salary scales to improve retention and comparability with neighboring school divisions and city employees	A. Superintendent, Chief Financial Officer, Deputy Superintendent, Director of Human Resources B. Superintendent, Chief Financial Officer, Deputy Superintendent, Director of Human Resources C. Superintendent, Chief Financial Officer, Deputy Superintendent, Director of Human Resources	Phase 1: 2020 Phase 2: 2022	❖ Increase staff compensation ❖ Decrease staff turnover ❖ Increase applicant pool
	Objective	Strategies	Lead Person(s) Responsible	Timeline	Anticipated Outcomes
	3.1.2 Revise budget development and management procedures and protocols	A. Align budget with strategic plan goals B. Train staff and implement a modified zero-based budget development process C. Conduct quarterly budget reviews including alignment with goals and anticipated outcomes D. Collaborate with City to explore shared services opportunities <i>Supported by The Lynchburg Plan Goal 8</i>	A. Superintendent, Chief Financial Officer B. Superintendent, Chief Financial Officer, Deputy Superintendent, Directors C. Superintendent, Chief Financial Officer, Deputy Superintendent, Directors	2019 - 2020	❖ Improved resource allocation

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			D. Superintendent, Chief Financial Officer		
	Objective	Strategies	Lead Person(s) Responsible	Timeline	Anticipated Outcomes
	3.1.3 Seek and secure additional revenue in the form of grants	A. Participate in grant writing training for administrators B. Conduct grant-utilization assessment and make recommendations for revisions to maximize cost benefits C. Search for and seek out new sources of grant revenue <i>Supported by The Lynchburg Plan Goal 8</i>	A. Directors, Principals, Grant Coordinator B. Directors, Principals, Grant Coordinator C. Principals, Directors, Grant Coordinator	2020 - 2023	❖ Improved resource allocation ❖ Additional grant revenue
	Objective	Strategies	Lead Person(s) Responsible	Timeline	Anticipated Outcomes
	3.1.4 Explore options to address health care costs	A. Examine trends in healthcare costs B. Review healthcare reserve thresholds C. Explore options to reduce costs through preventative healthcare and wellness initiatives D. Explore options to reduce costs through comparative benefit analysis	A. Chief Financial Officer, Benefits Supervisor B. Superintendent, Chief Financial Officer C. Chief Financial Officer, Benefits Supervisor D. Chief Financial Officer, Benefits Supervisor	2019 - 2020	❖ Cost savings

Focus Area	Objective	Strategies	Lead Person(s) Responsible	Timeline	Anticipated Outcomes
3.2 Enrollment Management	3.2.1 Examine enrollment trends including enrollment in special programs	A. Implement class size and school reassignment strategies as a cost-containment strategy B. Forecast enrollment changes annually C. Develop a plan for projecting and managing enrollment changes, including consideration of consolidation of schools D. Develop and implement strategies to address changes in enrollment E. Review cost-benefit analyses for special programs and make recommendations for building usage	A. Deputy Superintendent, Directors, Principals B. Deputy Superintendent C. Deputy Superintendent, Directors, Principals D. Superintendent, Deputy Superintendent E. Superintendent, Deputy Superintendent	Phase 1: 2019 Phase 2: 2020 - 2022	❖ Improved resource allocation

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Focus Area	Objective	Strategies	Lead Person(s) Responsible	Timeline	Anticipated Outcomes
3.3 Facilities	3.3.1 Work collaboratively with the City to develop the long-range Capital Improvement Plan	A. Annually conduct a facilities needs assessment to determine and prioritize building and grounds needs B. Submit capital improvement requests to City <i>Supported by The Lynchburg Plan Goal 2</i> C. Facilitate ongoing projects and explore options for cost savings	A. Senior Director of Operations and Finance, Principals B. Senior Director of Operations and Finance C. Senior Director of Operations and Finance	2019	❖ Renovate or replace facilities, HVAC, roofs, electrical, chiller, plumbing, athletic fields, gyms, playgrounds, paving/fencing
	Objective	Strategies	Lead Person(s) Responsible	Timeline	Anticipated Outcomes
	3.3.2 Complete a renovation and new school building construction assessment	A. Pending the outcome of the facilities study, submit a revised and updated plan for the replacement and/or renovation of older school buildings <i>Supported by The Lynchburg Plan Goal 2</i>	A. Senior Director of Operations and Finance	2022 - 2024	❖ Updated zoning and facilities usage plan
	Objective	Strategies	Lead Person(s) Responsible	Timeline	Anticipated Outcomes
	3.3.3 Review and update the dormant energy conservation program	A. Review, revise and update the current energy conservation plan B. Meet with school leaders and implement both division and building specific strategies C. Monitor results using SchoolDude Energy Manager	A. Director of Facilities B. Director of Facilities, Principals C. Director of Facilities, SchoolDude Clerk	2020 - 2021	❖ Decrease energy costs
	Objective	Strategies	Lead Person(s) Responsible	Timeline	Anticipated Outcomes
	3.3.4 Review and update division wide safety measures	A. Complete Virginia School Safety Inspection Checklist for all locations (Required every 3 years) B. Review the Checklist to determine areas of greatest need and funding required C. Develop an implementation plan to address identified needs (incorporate into CIP 3.3.1 as needed)	A. Senior Director of Operations and Finance, Lynchburg Police Department, Principals, Safety Risk Manager B. Senior Director of Operations and Finance, Director of Information Technology, Principals, Safety Risk Manager C. Senior Director of Operations and Finance, Director of Information	Phase 1: 2020 – 2021 Phase 2: 2022 – 2023	❖ Improved building safety measures

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			Technology, Principals, Safety Risk Manager		
	Objective	Strategies	Lead Person(s) Responsible	Timeline	Anticipated Outcomes
	3.3.5 Review and update routine maintenance projects	A. Conduct a needs assessment and institute a timeline to address routine maintenance projects not funded by CIP B. Conduct a needs assessment and implement an action plan to revitalize and modernize learning spaces, offices, athletic fields, and facilities	A. Senior Director of Operations and Finance, Director of Information Technology B. Senior Director of Operations and Finance, Principals, Director of Information Technology	2021	❖ Improved efficiency, function and use ❖ School beautification

Focus Area	Objective	Strategies	Lead Person(s) Responsible	Timeline	Anticipated Outcomes
3.4 Technology	3.4.1 Implement a comprehensive technology threat detection and response plan	A. Develop and implement an information security awareness training and testing process B. Review data from simulated social engineering exercises and revise protocols as needed	A. Senior Director of Operations and Finance B. Senior Director of Operations and Finance, Principals	2019	❖ Increase in staff awareness and reduce risk
	Objective	Strategies	Lead Person(s) Responsible	Timeline	Anticipated Outcomes
	3.4.2 Establish division-wide processes and procedures for technology procurement, including a 5-year hardware replacement plan	A. Review current practices for hardware and software procurement B. Revise and update the inventory of current hardware and software C. Consolidate software based on student needs D. Determine “end of life” data for asset groups (desktops, laptops, Chromebooks, switches, servers, etc.) and implement appropriate disposal protocols E. Develop and implement the replacement cycle map (device type, device location, and year of replacement) F. Conduct a needs assessment and develop and implement a 5-year hardware replacement plan G. Explore cost savings through collaboration with technology vendors	A. Director of Information Technology B. Director of Information Technology C. Director of Information Technology, Director of Curriculum and Instruction D. Director of Information Technology E. Director of Information Technology F. Director of Information Technology G. Director of Information Technology	2019	❖ Cost savings from software collaboration ❖ Improved hardware data management

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	Objective	Strategies	Lead Person(s) Responsible	Timeline	Anticipated Outcomes
	3.4.3 Create an LCS Remote Academy	A. Recruit and retain staff who nurture the whole student a. Work collaboratively with Human Resources to identify qualified candidates for the 10 open positions in the LCS Virtual Academy b. Provide timely feedback on performance throughout the academic year c. Provide professional learning opportunities related to instruction in a virtual environment d. Develop a school culture sub-committee to promote positive school culture B. Develop highly engaging, rigorous, and reflective instructional programming with the opportunity for in-person experiences. a. Pre-assess students upon admittance into the academy b. Provide teaching staff with timely, high-quality professional development on Learning Management platforms (Canvas) c. Provide students “voice and choice” in various aspects of the school d. Provide personalized learning professional development to staff that addresses skill deficits and gives a real-world application to their learning, including student-led conferencing C. Enroll at least 50 students currently learning outside of the LCS Virtual Academy for the 2021-2022 school year a. Develop brochures, electronic marketing for social media geared for non-LCS families b. Set up LCS VA Academy tent at various outdoor events to grow knowledge and interest c. Create and facilitate a combination of in person and virtual “interest meetings” for prospective families interested in checking out the LCS Virtual Academy	A. Staffing a. Principal, LCS Virtual Academy b. Principal, LCS Virtual Academy c. Principal, LCS Virtual Academy, Virtual Academy ITRT, Supervisor of Instructional technology d. Principal, LCS Virtual Academy B. Instructional Programming a. Principal, LCS Virtual Academy b. Principal, LCS Virtual Academy, Virtual Academy ITRT, Supervisor of Instructional Technology c. LCS Virtual Academy Principal and Staff d. LCS Virtual Academy Principal and Staff C. Student Enrollment a. Principal, LCS Virtual Academy b. LCS Virtual Academy Principal and Staff c. LCS Virtual Academy Principal and Staff d. LCS Virtual Academy Principal and Staff	2021 - 2022	A. Instructional Programming ❖ Teachers will confidently instruct students using best practices and show adequate progress on their learning goals ❖ Students will feel more connected to their learning and teachers, because it’s tied to their interests and strengths ❖ The Virtual Academy will have accurate data on how students are progressing towards mastery in their learning B. Student Enrollment ❖ The Virtual Academy will add more students and families to the program and continue to be a viable learning option for Lynchburg residents

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		d. Develop the “Virtual Academy Story” that families can connect with and see the benefits of the program			
	Objective	Strategies	Lead Person(s) Responsible	Timeline	Anticipated Outcomes
	3.4.4 Build and expand on existing Wireless Access Services Programs for students	A. Develop a comprehensive strategy for W.A.S.P. , segmented by service delivery B. Identify needs-based internet locations within the city C. Develop strategy for regulation of services D. Develop sustainability plan for W.A.S.P. Services, including: - mobile hotspots - devices with wireless integration - use of antenna/ receivers E. Coordinate with City to develop city-wide coverage	A. Director of Information Technology B. Director of Information Technology C. Director of Information Technology D. Director of Information Technology E. Director of Information Technology	2021	❖ Expansion of One to One Mobile Device Initiative ❖ Increased access throughout the city

Focus Area	Objective	Strategies	Lead Person(s) Responsible	Timeline	Anticipated Outcomes
3.5 Transportation	3.5.1 Create a sustainable and adequate replacement plan for all buses, with the intention of making the investment a line item on the LCS yearly budget	A. Establish a baseline of when a bus needs to be replaced (in years of service and amount of money on repairs) B. Check our internal records to see at what point the cost of upkeep a bus becomes more than 50% baseline target C. Establish a replacement amount that LCS is comfortable with for bus purchases	A. Director of Transportation B. Director of Transportation C. Director of Transportation, Chief Financial Officer	2019	❖ Improved asset management ❖ Cost savings
	Objective	Strategies	Lead Person(s) Responsible	Timeline	Anticipated Outcomes
	3.5.2 Provide a culture of outstanding customer service for all staff in Department of Transportation	A. Research what is available outside LCS for customer service training B. Develop a training module C. Launch of the training D. Incorporate the training module on the regular driver/aide training for new employees	A. Director of Transportation/Training Team B. Director of Transportation/Training Team C. Training Team	2020 - 2022	❖ Improved efficiency ❖ Improved equity of assignments

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		E. Incorporate the culture of customer service in all our communications and actions	D. Training and Safety Team E. Director of Transportation		
	Objective	Strategies	Lead Person(s) Responsible	Timeline	Anticipated Outcomes
	3.5.3 Create a transportation handbook/manual for employees	A. Develop a transportation manual that outlines the procedures and protocols for employees B. Train employees on new/revised procedures and protocols C. Provide annual training in disability awareness/autism for bus aides	A. Director of Transportation B. Director of Transportation C. Director of Transportation, Director of Special Education	Phase 1: 2019 Phase 2: 2021	❖ Improved asset management ❖ Cost savings
	Objective	Strategies	Lead Person(s) Responsible	Timeline	Anticipated Outcomes
	3.5.4 Explore opportunities to consolidate transportation routes	A. Develop and implement a plan to consolidate middle and high school routes B. Explore options to address the impact that the driver shortage has on transporting students for field trips, athletic events, summer programs, afterschool programs, midday cross-curriculum activities, alternative programs and offerings, and community programs C. Explore cost savings through collaboration with transportation vendors and City officials	A. Director of Transportation, Principals B. Director of Transportation, Principals C. Director of Transportation, Principals	Phase 1: 2021 Phase 2: 2022	❖ Improved driver assignment and management ❖ Cost saving from consolidation ❖ Improved efficiency
	Objective	Strategies	Lead Person(s) Responsible	Timeline	Anticipated Outcomes
	3.5.5 Use technology to improve location tracking of school buses and stops	A. Acquire and implement GPS tracking on all buses B. Pilot parent access to GPS tracking C. Pilot web-based bus stop location query	A. Director of Transportation B. Director of Transportation C. Director of Transportation	2021 - 2022	❖ Improved efficiency ❖ Improved communication



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Goal 4 – Family and Community Engagement: Lynchburg City Schools purposefully works collaboratively with families, community, and businesses to provide the best education for our students.

Rationale: Lynchburg City Schools recognizes that the schools, families, businesses, and the community share the responsibility of fostering an inspiring, motivating, equitable and engaging learning environment for all students. We also assert that learning should not be confined to or limited by school walls and experiential learning within the community makes up a vital part of a student’s education. We welcome families, businesses and the community to partner with us in providing authentic, relevant and enriching learning experiences for our students inside and outside of school.

Equity Habits: In order to achieve our goal, Lynchburg City Schools will be purposeful and intentional about our efforts to invite, include, engage, and support any underrepresented and/or marginalized populations which may include students, staff, families, neighborhoods, and/or communities in our City.

Focus Area	Objective	Strategies	Lead Person(s) Responsible	Timeline	Anticipated Outcomes
4.1 Family and Community Engagement (FACE) Concept Map	4.1.1 Develop and implement an organizational chart that outlines the foundational structure for school and division family and community engagement priorities	A. Meet with division and school personnel to discuss roles and responsibilities of school FACE and division FACE personnel B. Identify, review, and revise FACE school board policies to ensure alignment with FACE Concept Map C. Develop a timeline for the creation of school-based FACE teams D. Incorporate FACE Goals in school improvement plans E. Provide professional development for FACE Teams F. Communication of FACE Goals and Outcomes via School and Division Newsletters/Communications G. Assess FACE Goals as a part of the Equity Audit Tool and culture/ climate data H. Develop video snippets to highlight FACE achievements and accomplishments	A. Director of Equity and Community Relations B. Director of Equity and Community Relations C. Director of Equity and Community Relations, Principals D. Principals E. Director of Equity and Community Relations, Principals F. Director of Equity and Community Relations, Principals G. Director of Equity and Community Relations, Principals H. Coordinator of Communications	Phase 1: 2019 - 2020 Phase 2: 2021 - 2022	❖ Division FACE Concept Map on division website ❖ Revised board approved policies ❖ Timeline for creation of FACE teams ❖ School improvement plans include goals ❖ Culture and Climate Survey = increased participation for division and schools

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Focus Area	Objective	Strategies	Lead Person(s) Responsible	Timeline	Anticipated Outcomes
4.2 Families and Caregivers	4.2.1 Reduce chronic absenteeism to less than 8% division-wide and in schools	A. Develop and implement an attendance monitoring protocol for students who demonstrated chronic absenteeism in the prior year and students who have obtained 3 unexcused absences during the first marking period B. Provide identified students and families with a mentor C. Work collaboratively with outside intervention agencies to assist students and families <i>Supported by The Lynchburg Plan Goal 4</i> D. Incorporate attendance goals in school improvement plans E. Develop video snippets to highlight the importance of school attendance	A. Principals, Attendance Officer B. Principals C. Principals, Director of Student Services, City Officials D. Principals E. Coordinator of Communications	2019 - 2022	❖ School Quality Profile = 10% reduction in the number of students chronically absent each year ❖ School Quality Profile = Overall chronic absenteeism is less than 8% ❖ School improvement plans include goals to reduce chronic absenteeism
	Objective	Strategies	Lead Person(s) Responsible	Timeline	Anticipated Outcomes
	4.2.2 Increase the percentage of families and caregivers participating in school and division activities and events	A. Develop and implement a multilevel communication and outreach protocol to inform families and caregivers about activities and events B. Develop and implement a system to engage families and caregivers in dialogue (minimum 4x per year) about their child's educational progress C. Offer family and caregiver trainings and workshops on topics of interest <i>Supported by The Lynchburg Plan Goal 4</i> D. Incorporate family engagement goals in school improvement plans E. Institute a home connection program - early childhood staff make home visits to engage families of future PreK students	A. Principals, Teachers, Coordinator of Communications B. Principals, Teachers, Director of Equity and Community Relations C. Director of Equity and Community Relations, Family Engagement Liaison, Principals D. Principals E. PreK Coordinator, Principals, Family Engagement Liaison	2019 - 2022	❖ Activity and event participation = 50% or more ❖ Culture and Climate Survey = 75% in agreement with statements ❖ VPI Survey = 75% agreement with statements ❖ School improvement plans include goals to increase family engagement



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Focus Area	Objective	Strategies	Lead Person(s) Responsible	Timeline	Anticipated Outcomes
4.3 Businesses	4.3.1 Revitalize and enhance the current Partners in Education (PIE) program	A. Convene a meeting with the Lynchburg Regional Business Alliance <i>Supported by The Lynchburg Plan Goal 3</i> B. Establish clear goals and expectations for PIE C. Work with PIE to develop recommendations to support the talent pipeline from K-12 to business employment <i>Supported by the Economic Development and Tourism Blueprint for Opportunity Goal 1.2</i> D. Revise the Partnership Agreement Form E. Solicit and acquire new partnerships F. Institute a "Partner of the Month" recognition at monthly board meetings G. Develop video snippets to encourage new partnerships and highlight achievements and accomplishments H. Incorporate annual partnership evaluation I. Establish six partnership signing days J. Enhance the Partners In Education Breakfast that is held in the fall	A. Director of Equity and Community Relations, Division Family Engagement Liaison B. Division Family Engagement Liaison C. Division Family Engagement Liaison D. Division Family Engagement Liaison E. Director of Equity and Community Relations, Division Family Engagement Liaison F. Division Family Engagement Liaison G. Division Family Engagement Liaison, Coordinator of Communications H. Division Family Engagement Liaison I. Division Family Engagement Liaison J. Director of Equity and Community Relations, Division Family Engagement Liaison	2019 - 2022	❖ To increase the number of business partners

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	Objective	Strategies	Lead Person(s) Responsible	Timeline	Anticipated Outcomes
	4.3.2 Develop and implement new work-based learning and training Initiatives with local businesses	A. Review and enhance current CTE internships <i>Supported by The Lynchburg Plan Goal 1</i> B. Collaborate with local businesses to supplement the existing curriculum with work-based learning activities and explore new internships <i>Supported by the Economic Development and Tourism Blueprint for Opportunity Goal 3.2</i> C. Develop and implement a K-12 career readiness supplemental curriculum D. Provide additional opportunities for community members to share career experiences with students E. Develop a Special Education Supported Employment plan based on VCU RRTC evidence-based practices	A. Director of Curriculum and Instruction, Career and Technical Education Supervisor, Principals B. Director of Curriculum and Instruction, Director of Equity and Community Relations, Career and Technical Education Supervisor, Principals C. Director of Student Services, Principals D. Principals, Director of Equity and Community Relations E. Director of Special Education, Special Education Supervisors	Phase 1: 2019 – 2020 Phase 2: 2021 – 2023	❖ Increase the number of students receiving industry certifications and/or credentials

Focus Area	Objective	Strategies	Lead Person(s) Responsible	Timeline	Anticipated Outcomes
4.4 Community Engagement	4.4.1 Support students and staff participation in community educational activities and events	A. Attend community events in alignment with Lynchburg City Schools' educational priorities. B. Participate in community focus groups to provide input and feedback related to Lynchburg City Schools' educational priorities <i>Supported by the Economic Development and Tourism Blueprint for Opportunity Goal 2.3</i> C. Utilize community centers to host programs for students, staff, and families <i>Supported by The Lynchburg Plan Goal 4</i>	A. Superintendent, Director of Equity and Community Relations, Principals B. Superintendent, Director of Equity and Community Relations, Principals C. Director of Equity and Community Relations, Division Family Liaison	Phase 1: 2019 – 2020 Phase 2: 2021 – 2022	❖ Increase the number and representation of students and staff participating in community events ❖ Increase alignment between and better utilization of city-school resources
	Objective	Strategies	Lead Person(s) Responsible	Timeline	Anticipated Outcomes
	4.4.2 Support community involvement and engagement in our schools	A. Develop and implement a community-supported mentoring program for students B. Develop and implement a community-supported tutoring program for students	A. Director of Equity and Community Relations, Director of Student Services, Division Family	2019 - 2022	❖ Mentoring – Decrease in negative student behaviors, increase in positive



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		C. Develop and implement a community-supported post-secondary plans program for students D. Develop and implement a community-supported early childhood and pre-K readiness plan E. Participate in joint City-School department initiatives and collaborations <i>Supported by The Lynchburg Plan Goal 3</i> F. Collaborate with faith-based institutions to implement non-secular programs aligned with Lynchburg City Schools' educational priorities G. Collaborate with colleges and universities to implement programs aligned with Lynchburg City Schools' educational priorities H. Collaborate with community service providers to implement programs aligned with Lynchburg City Schools' educational priorities <i>Supported by The Lynchburg Plan Goal 3</i>	Engagement Liaison, Principals B. Director of Equity and Community Relations, Director of Curriculum and Instruction, Division Family Engagement Liaison, Principals C. Director of Equity and Community Relations, Director of Student Services, Division Family Engagement Liaison, Principals D. Director of Equity and Community Relations, Director of Special Education, PreK Coordinator, Division Family Engagement Liaison, Principals E. Superintendent, Director of Equity and Community Relations F. Superintendent, Director of Equity and Community Relations, Division Family Engagement Liaison G. Superintendent, Director Curriculum and Instruction, Director of Human Resources, Director of Equity and Community Relations H. Superintendent, Director of Student Services, Director of Equity and Community Relations		behaviors and attendance ❖ Tutoring – Increase in reading, writing and math achievement ❖ Post-Secondary – Increase in the number of students successfully entering college, military, and/or workforce ❖ Early Childhood – Increase in the number of students who are ready for Kindergarten as demonstrated on the PALS and other assessments
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Focus Area	Objective	Strategies	Lead Person(s) Responsible	Timeline	Anticipated Outcomes
4.5 Marketing Plan	4.5.1 Develop an LCS Marketing and Storytelling Plan	A. Enhance communication and marketing for existing events such as Enrollment Day, Back to School Celebration, Community Conversation, Open Houses, Convocation, etc. B. Develop strategies to use neighborhood and community centers to engage underrepresented and/or marginalized populations <i>Supported by The Lynchburg Plan Goal 4</i> C. Develop and implement a realtor information and engagement initiative <i>Supported by The Lynchburg Plan Goal 3</i> D. Develop a “Did you know?” series for LCS employees E. Develop a joint “Did you know?” series that partners LCS with outside agencies that support our families <i>Supported by The Lynchburg Plan Goal 3</i> F. Develop and implement a Junior School Board Rep Program G. Develop a “State of the Division” annual report	A. Director of Equity and Community Relations, Coordinator of Communications B. Director of Equity and Community Relations C. Director of Equity and Community Relations, Coordinator of Communications D. Coordinator of Communications E. Coordinator of Communications, Director of Equity and Community Relations, Director of Student Services F. Superintendent, Principals G. Director of Equity and Community Relations	Phase 1: 2019 – 2020 Phase 2: 2021 – 2023	❖ Increase awareness regarding LCS programs, services and initiatives ❖ Provide realtors with information and an overview of LCS programs, services and offerings ❖ Increase awareness of Lynchburg City resources to support families
	Objective	Strategies	Lead Person(s) Responsible	Timeline	Anticipated Outcomes
	4.5.2 Gather feedback and information from students, families, and staff who leave the division	A. Convene a small committee to review the current exit survey processes B. Revise, enhance and implement new exit survey procedures	A. Director of Human Resources, Director of Student Services B. Director of Student Services, Director of Human Resources	Phase 1: 2020 – 2021 Phase 2: 2022 – 2023	❖ Decrease the number of staff members leaving the division due to job satisfaction ❖ Decrease the number of students and families leaving the division due to school satisfaction