

2024-2030 PITTSYLVANIA COUNTY SCHOOLS Comprehensive Plan







A Great Place to Learn & Work



Dr. Mark Jones
Division Superintendent

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SCHOOL BOARD MEMBERS

PITTSYLVANIA COUNTY SCHOOLS

January 1, 2022 – December 31, 2025
(unless otherwise noted)

<u>NAME</u>	<u>ADDRESS</u>	<u>TELEPHONE</u>	<u>DISTRICT</u>
Calvin D. Doss Chairman	P. O. Box 100, Gretna	434-656-3206	Callands-Gretna Term ends 12/31/2025
Kelly H. Merricks Vice-Chairman	2795 Loop Road Keeling, VA 24566	434-429-2236	Dan River Term ends 12/31/2025
J. Samuel Burton	492 Tobacco Road, Dry Fork	434-250-1758	Chatham-Blairs Term ends 12/31/2023
Willie T. Fitzgerald	P. O. Box 871, Chatham	434-432-9418	Banister Term ends 12/31/2025
George V. Henderson	568 F. C. Beverly Road, Dry Fork	434-770-8933	Tunstall Term ends 12/31/2023
Kevin W. Mills	2514 Franklin Turnpike, Danville	434-836-6742	Westover Term ends 12/31/2023
Don C. Moon	3605 Level Run Road, Hurt	434-324-4115	Staunton River Term ends 12/31/2023

Division Superintendent

Dr. Mark R. Jones
Pittsylvania County Schools
P. O. Box 232
Chatham, VA 24531
(434) 432-2761

Clerk of the Board

Mrs. Janet F. Hancock
Pittsylvania County Schools
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Chatham, VA 24531
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STEERING COMMITTEE

Dr. Mark R. Jones
Division Superintendent

Dr. Robin Haymore
Assistant Superintendent for Support Services

Mr. Steven Mayhew
Assistant Superintendent for Administration

Ms. Teresa Petty
Assistant Superintendent for Instruction

Mr. Kenyon G. Scott
Assistant Superintendent for Operations

Dr. Lillian D. Holland, Chair
ERIP Administrator

CENTRAL OFFICE SUPERVISORY STAFF

Elizabeth Craig, Director Secondary Education/Science

Brenda Dawson, Director of Assessment & Accountability/Guidance/English

Jenny Eaton, Director of Middle Schools/Title 1/Social Science

Katie Hawker, Director of Special Education

Michael Hutson, Director of Maintenance & Facilities

Emily Reynolds, Director of Information Technology

Angela Rigney, Director of Career & Technical Education/Adult Education

Todd Sease, Director of Elementary Education/Mathematics

Tracey Worley, Director of Budget & Finance

Jeffrey L. Buchanan, Supervisor of Special Education

Cedric Hairston, Supervisor of Title I/Instructional Programs

Stacey Oakes, Director of Instructional Specialty Programs and CTE

Kara Scott, Supervisor of School Nutrition

PITTSYLVANIA COUNTY SCHOOLS

<u>SCHOOL</u>		<u>ADDRESS</u>	<u>PRINCIPAL</u>	
STEM Academy (Horizon & Alternative)	432-8185	956 Woodlawn Academy Road Chatham, VA	Deborah D. Powell	
Brosville Elementary	685-7787	195 Bulldog Lane Danville, VA 24541	Felita F. Atkins	K-5
Career & Tech Center	432-9416	11700 U.S. Highway #29 Chatham, VA 24531	Jessica Dalton	
Chatham Elementary	432-5441	245 Chatham Elementary Lane Chatham, VA 24531	Dr. Wanda Carter	K-5
Chatham High	432-8305	100 Cavalier Circle Chatham, VA 24531	Jason Reece	9-12
Chatham Middle	432-2169	11650 US Highway 29 North Chatham, VA 24531	Julia W. Woodward	6-8
Dan River High	822-7081	100 Dan River Wildcat Circle Ringgold, VA 24586	Dr. Joshua Bocock	9-12
Dan River Middle	822-6027	5875 Kentuck Road Ringgold, VA 24586	Christopher Knick	6-8
Gretna Elementary	630-1808	P. O. Box 595 302 Franklin Blvd. S. Gretna, VA 24557	Paula B. Cocke	K-5
Gretna High	630-1800	100 Gretna Hawk Cir. Gretna, VA 24557	Eric Moon	9-12
Gretna Middle	630-1804	201 Coffey Street Gretna, VA 24557	Dr. Thomas Takacs	6-8
John L. Hurt, Jr. Elementary	630-1812	315 Prospect Road Hurt, VA 24563	Jordan Parker	K-5
Kentuck Elementary	822-5944	100 Kentuck Elementary Circle Ringgold, VA 24586	Christie Dawson	K-5
Mt. Airy Elementary	630-1816	100 Mt. Airy Elementary Circle Gretna, VA 24557	Pamela J. Fields	K-5
Southside Elementary	836-0006	440 East Witt Road Blairs, VA 24527	Dr. Leslie H. Hackworth	K-5
Stony Mill Elementary	685-7545	100 Stony Mill Elementary Circle Danville, VA 24541	Kimberly C. Haymore	K-5
Tunstall High	724-7111	100 Trojan Circle Dry Fork, VA 24549	Brian S. Boles	9-12
Tunstall Middle	724-7086	1160 Tunstall High Road Dry Fork, VA 24549	Kirsten Harper	6-8
Twin Springs Elementary	724-2666	100 Twin Springs Elementary Circle Danville, VA 24540	Stacey Harville	K-5
Union Hall Elementary	724-7010	100 Union Hall Circle Chatham, VA 24531	Amy B. Emond	K-5

FOREWORD

Pittsylvania County School Board Policy AF - Comprehensive Plan, states, *“The Pittsylvania County School Board adopts a division-wide comprehensive, unified, long-range plan based on data collection, an analysis of the data, and how the data will be utilized to improve classroom instruction and student achievement.”*

The requirements of this plan are prescribed in the Standards of Quality for Public Schools in Virginia which states that each local school board will adopt a division-wide comprehensive, unified, long-range plan. This plan includes clear goals and objectives to ensure the implementation of the Standards of Quality.

The division-wide comprehensive plan includes:

- i. the objectives of the school division, including strategies for first improving student achievement, particularly the achievement of educationally at risk students, then maintaining high levels of student achievement;
- ii. an assessment of the extent to which these objectives are being achieved;
- iii. a forecast of enrollment changes;
- iv. a plan for projecting and managing enrollment changes including consideration of the consolidation of schools to provide for a more comprehensive and effective delivery of instructional services to students and economies in school operations;
- v. an evaluation of the appropriateness of establishing regional programs and services in cooperation with neighboring school divisions;
- vi. a plan for implementing such regional programs and services when appropriate;
- vii. a technology plan designed to integrate educational technology into the instructional programs of the school division, including the division's career and technical education programs, consistent with or as part of the comprehensive technology plan for Virginia adopted by the Board of Education;
- viii. an assessment of the needs of the school division and evidence of community participation, including parental participation, in the development of the plan;
- ix. any corrective action plan required pursuant to Va. Code § 22.1-253.13:3; and
- x. a plan for parent and family involvement to include building successful school and parent partnerships that will be developed with staff and community involvement, including participation by parents.

Effective with the 2024-2025 school year,

- the division-wide comprehensive plan will also include a division-wide literacy plan for pre-kindergarten through grade eight; and
- the School Board will post, maintain and update as necessary on its website a copy of its division-wide literacy plan and the job description and contact information for any reading specialist employed by the division pursuant to subsection G of Va. Code §22.1-253.13:2 and for any dyslexia specialist it employs.

The 2024-2030 Comprehensive Plan provides direction and focus on skills students will need to be productive citizens. The goals support the areas of:

- Administration – Human Resources and Business

- Instruction
- Operations – Information Technology, Maintenance, School Safety, Transportation
- Support Services – Special Education

Based on our most recent Standards of Learning assessments, seventeen (17) of eighteen (18) Pittsylvania County schools met Virginia's full accreditation requirements. Gretna Middle School met all standards for accreditation except chronic absenteeism. The Division continues to surpass State average pass rates in all areas identified for testing in the Virginia Standards of Learning (SOL) Assessment Program.

The Virginia SOL Assessment Program provides a measuring stick on which school divisions across the Commonwealth can assess how well students are performing in the core foundational content areas of English, mathematics, science and social studies. Our results are strong and rank the division in the top quartile of school divisions in Virginia.

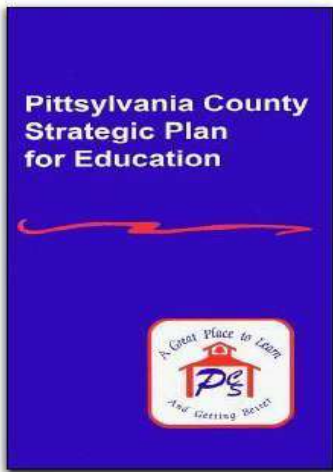
In Pittsylvania County Schools, there is a keen understanding of the need for strong performances on the SOL assessments, but even more, an ardent grasp of the importance of providing course offerings in career and technical education, the arts, foreign language, physical education, business, computer technology, health sciences, and others to permit students to specialize, expose students to new opportunities, and broaden students' understanding of the interconnectedness of subjects.

The staff continues to develop programs, systems, and processes that improve student learning opportunities. The Piedmont Regional Governor's School, the Academy for Engineering and Technology, and the Pittsylvania Career and Technical Center provide the kind of learning experiences for eleventh (11th) and twelfth (12th) graders that prepares students for career and postsecondary opportunities. The high schools offer dual enrollment and Advanced Placement courses that permit students to earn college credit.

In 2022-2023, the Pittsylvania County Schools STEM Academy began offering courses in biology, environmental science, health sciences, and advanced manufacturing to selected students in grades nine (9) and ten (10). These programs provide a bridge between the courses offered at the high schools and the programs offered in the middle schools.

In addition to core courses, students in the middle schools in Pittsylvania County are able to participate in exploratory classes in agriscience, art, business, career connections, and Family and Consumer Sciences. STEM Innovation Labs have been constructed in each elementary school that provide students with exposure to cutting edge instruction in these fields.

The quality of education is central to any family's aspirations for their children. We believe that the families in Pittsylvania County receive an excellent Return on Investment for their children's education. The academic achievement of students in Pittsylvania County Schools is among the top in the Commonwealth. This has much to do with the focus, dedication and strong work ethic of our staff and students. This is what makes "Pittsylvania County Schools a Great Place to Learn and Work."



STRATEGIC PLAN FOR EDUCATION

Vision

To be recognized as having an innovative, challenging and exemplary school system.

Mission

To educate and nurture students to be successful and productive citizens.

Values

In pursuit of our vision and mission, the following goals are crucial:

- Excellence in education, equality of educational opportunity, and the recognition of each student's individuality.
- In as much as students differ in their rate of physical, mental, emotional and social growth and vary in their needs and abilities, learning opportunities are provided that are consistent with personal development and potential.
- Programs shall emphasize diagnostic and prescriptive instruction, allowing an individual approach to each student's learning style and educational needs regardless of ability, creed, gender, geographical location, national origin, race or socio-economic status.
- A safe, secure, orderly, and drug-free learning environment;
- A work and learning environment of mutual respect, cooperation, and open communication;
- Parental, business, and community participation and involvement;
- Employees of the highest ability and integrity;
- Students learning to live and work in a community that uses its diversity as a strength;
- Respect for the voices of students and their contribution to the educational process;
- Allocation of financial resources based upon identified and recognized results; and
- Continuous improvement in all areas.

Student Expectations

Students

- Each student at the grade level/subject area tested will attain a state-identified level of proficiency for the Standards of Learning.
- Each student will be promoted based on a documented assessment of proficiency on grade level/subject content.
- Each student entering 9th grade will graduate on schedule by passing all courses taken and receiving verified credits for all applicable subjects.
- Each student will attend scheduled classes on a daily basis.
- Each student will adhere to the code of conduct and abide by the behavioral expectations of the school and division.
- Each student will be an active participant in physical fitness programs through classes and organized activities.

Graduates

- Each graduate will attain the knowledge, skills, experiences and attributes that students must have to be successful in college and/or the work force and to be "life ready" in an economy and a world

characterized by rapid change. These shall include skills and attributes such as critical thinking, creative thinking, communication, collaboration and citizenship.

- Achieve and apply appropriate academic and technical knowledge (content knowledge);
- Demonstrate productive workplace skills, qualities, and behaviors (workplace skills);
- Build connections and value interactions with others as a responsible and responsive citizen (community engagement and civic responsibility); and
- Align knowledge, skills and personal interests with career opportunities (career exploration).

Staff Expectations

Administrative Staff

- Administrators will achieve performance expectations and strive for excellence as shown by meeting the **proficient or exemplary status on the Administrators' Performance Evaluation instrument. Elements of this evaluation shall include student achievement, instructional leadership, school climate, human resource management, organizational management, communication and community relations, and professionalism**
- Administrators will conduct evaluations of assigned personnel in accordance with the **Teacher Performance Evaluation adopted by the School Board and aligned with VDOE policy**
- **Administrators will annually share the School Quality Profile and any other pertinent information detailing accreditation status and school achievement with teachers, parents and community stakeholders.**
- Administrators will participate annually in professional development activities at the local, regional, state and/or national level.

Teaching Staff

- Teachers will provide instruction necessary for students to attain state-identified level of proficiency for the Standards of Learning and document the delivery of such instruction.
- Teachers will achieve performance expectations and strive for excellence as shown by **proficient or exemplary status on the Teacher Performance Evaluation instrument. Elements of this evaluation shall include student achievement, professional knowledge, instructional planning and instructional delivery, assessment of and for student learning, learning environment and professionalism.**
- Teachers will conduct a documented assessment of proficiency on grade level/subject content.
- Teachers will provide oral and written feedback to students and parents about achievements of academic learning objectives.
- Teachers will participate annually in professional development activities at the local, regional, state and/or national levels.

Support Staff

- Support staff will achieve performance expectations as shown by **a proficient or exemplary status on the Classified Employee Performance Evaluation instrument. Elements of this evaluation shall include optimizing student learning and growth and contributing to the successful achievement of the goals and objectives of the division's educational plan.**
- Support staff will attend training activities applicable to their responsibilities.

Parent and Community Expectations

- Parents will have their child attend school on a daily basis and ensure on-time arrival.
- Parents will attend conferences with their child's teacher at least once per year.
- Parents will work cooperatively with school personnel to develop and implement corrective plans for academic and/or behavioral problems, if they should occur.
- Parents will participate in programs designed to improve their parenting skills.
- Parents and community members will actively support education by serving as mentors and role models for students and by participating on school committees and in public forums.



Business Expectations

- Businesses will provide recognition programs for student achievement.
- Businesses will implement programs designed to encourage parental involvement in their child's education.
- Businesses will provide input and/or release time for employees to serve on curriculum and advisory committees relative to the school system.
- Businesses will implement recognition programs and schedules that encourage student employees to be successful learners.



Governing Bodies Expectations

- The Board of Supervisors and the School Board of Pittsylvania County will "make available a diverse and quality learning environment which provides and prepares a productive workforce and well-rounded citizens."¹
- The Board of Supervisors and the School Board of Pittsylvania County "will openly and honestly collaborate and cooperate to advance the quality of life in Pittsylvania County."²

¹ Mission Statement for the Pittsylvania County School Board and Pittsylvania County Board of Supervisors. Adopted by the Pittsylvania County School Board on October 14, 1997. Adopted by the Pittsylvania County Board of Supervisors on November 3, 1997.

²Ibid.

EDUCATIONAL PHILOSOPHY

File: AD-PC

The Pittsylvania County School Board is committed to providing equal opportunity for every student to achieve intellectual, social, emotional and physical growth, and to ensuring that each student be equipped to communicate effectively with other people, to be competent both in the workplace and in higher education, and to feel confident of the ability to make creative and constructive decisions.

The Pittsylvania County School Board:

- Adopts and ensures implementation of policies that support the Pittsylvania County Strategic Plan for Education;
- Provides the necessary trained and dedicated leadership, qualified personnel, equipment and materials to assure an appropriate education for student;
- Treats all members of the school community equitably and with respect; and
- Allocates and uses assets fairly and efficiently.

ADOPTED: December 12, 1995

REVISED:

September 9, 2003

April 12, 2005

July 9, 2013

May 8, 2018

June 8, 2021

Legal Refs:

Code of Virginia, 1950, as amended, § 22.1-23.2. 22.1-78.

Cross Refs.:

AC, Non-Discrimination

GA, Personnel Policies Goals

GB-PC, Equal Employment Opportunity/Non-Discrimination

GBA/JFHA-PC, Prohibition Against Harassment and Retaliation

IGBC-PC, Parental Involvement

JB, Equal Educational Opportunity/Nondiscrimination

OVERVIEW

Located in south central Virginia along the North Carolina border, Pittsylvania County is the largest county (nearly 1,000 square miles) in Virginia. We have 20 schools with approximately 7,900 students in grades pre-kindergarten to twelfth. Pittsylvania County is the 30th largest school division in Virginia. Presently, we have 789 certified and 687 classified employees, making the school division the largest employer in the county.

Our student body consists of 68% White, 26% Black, 5.4% Hispanic, and .6% other races. According to the 2022 U.S. Census, Pittsylvania County has a per-capita income of \$26,281 with median household income of \$49,486. Currently, the Federal Government classifies 48% of Pittsylvania County students as economically disadvantaged; however, by participating in the Community Eligibility Provision (CEP) program, all students receive free meals now. Unemployment levels are at 3.0% in June 2023, which is less than the Danville micropolitan statistical area of 3.6%.

Pittsylvania County Schools (PCS) embraces the concept of continuous improvement. All schools complete an academic review; annual improvement, comprehensive needs assessment, and remediation/intervention plans; utilize the Virginia Tiered Systems of Support (VTSS) framework; and focus on quality education for all students.

School improvement plans focus on both academics and school climate in six categories: Leadership and Governance, Student Performance, Curriculum, Professional Development, School Climate, and School and Community Relations. Data analysis is used to determine the strengths and needs of students in core curricula areas. Data are also used to determine the attendance and behavioral needs of the students. From this data, evidence-based practices are determined and implemented. These practices allow for explicit instruction in academics and behaviors that support and enhance the instruction. Through the use of the VTSS framework with fidelity, expectations are clear, data is used to problem solve, and families and communities are included in the work of the school.

The following strategic goals were established:

- **Leadership and Governance:** Administrators will communicate and document expectations for curriculum and instruction and will provide team structures and protocols to facilitate effective evidence-based practices, progress monitoring, data analysis, and feedback.
- **Student Performance:** All schools will ensure that students develop and demonstrate knowledge, skills, and values necessary for success in the workplace and in higher education.
- **Curriculum:** All eighteen schools will sustain SOL Accreditation and meet all requirements of ESSA. PCS will enhance and adapt the curriculum, PreK-12, to meet the ever-changing needs of the students for them to become productive citizens and work in a global society.
- **Professional Development:** Administrators, teachers, and support staff will be provided professional development opportunities aligned with the practices needed to increase student achievement and enhance their professional development.

- **School Climate:** All schools will create learning environments that engage students by allowing active participation and involvement which motivates and inspires diverse groups of learners.
- **School and Community Relations:** All schools will create community and parental partnerships to provide educational resources for parents and opportunities that will enhance student achievement.

Our vision is ***“to be recognized as having an innovative, challenging and exemplary school system.”*** In order to attain this vision, we must thoughtfully adapt to the technological and global realities. To be successful, we must anticipate future needs, embrace change and be proactive to meet the challenges that lie ahead of us. The Pittsylvania County Strategic Plan for Education mission statement indicates a desire ***“To educate and nurture students to be successful and productive citizens.”*** Students enrolled in Pittsylvania County Schools receive quality educational services. The division is meeting or exceeding state and federal goals and continually strives to improve the opportunities for success for all students. The success of the division has been recognized by several state awards.

Each year the Governor’s Office announces awards for high performing public schools in Virginia. The National Blue Ribbon Schools Program honors public and private K-12 schools that are either academically superior or that demonstrate dramatic gains in student achievement. The selection criterion for these awards is rigorous. **Mt. Airy Elementary School** was honored in 2003; **Tunstall High School** was honored in 2016; and **Union Hall Elementary School** was honored in 2017. In 2023, **Southside Elementary School** and **Union Hall Elementary School** were honored.

The Virginia Index of Performance (VIP) awards schools for advanced learning and achievement. The VIP incentive program recognizes schools and divisions that exceed State and federal accountability standards and achieve excellence goals established by the Governor and the Board. Those that receive the Education Excellence Awards met all state and federal accountability benchmarks and made significant progress toward goals for increased student achievement and expanded educational opportunities set by the Board. The **Pittsylvania County School Division** was the recipient of the 2017 Division Distinguished Achievement Award. **Chatham Elementary School** and **Union Hall Elementary School** were 2017 Board of Excellence Award recipients. **Chatham High School, Dan River High School, John L. Hurt Elementary School, Southside Elementary School, Stony Mill Elementary School and Tunstall High School**, received the 2017 Distinguished Achievement Award. **Mt. Airy Elementary School** and **Union Hall Elementary School** received the 2019 Board of Education Exemplar Award for Continuous Improvement. **Chatham High School, John L. Hurt Elementary School, and Union Hall Elementary School** received the 2020 Board of Education Exemplar Award for Continuous Improvement. **Gretna Elementary School** and **Stony Mill Elementary School** received the 2023 Board of Education Highest Achievement Exemplar Award.

We have been able to accomplish great things because we maintain our focus, understand our vision, demonstrate commitment, expect positive results, build relationships and support one another. Our School Board is committed to supporting schools and improving the education standards of the division. The administrative team models professionalism and supports the schools as they do the work of educating our children. Our teachers work tirelessly to help ALL

students succeed. Our support staff not only assists in the schools, but also maintains facilities, and provides safe travel for our students. Our schools are successful because of the commitment and hard work of the people at every level.

ADMINISTRATION

Department Name: Administration Department (Finance, Human Resources, School Nutrition)

School Division Comprehensive Plan for the Period: 2024 - 2030

GOAL: The Administration Department will work to create and support learning environments that engage, motivate and inspire diverse groups of learners.

Finance

COMPREHENSIVE PLAN OBJECTIVES: ADMINISTRATION - FINANCE

Goal Area: Finance

Objective: Allocation of financial resources based on identified and recognized results

Strategies for Meeting Objective	Resources Needed	Evidence of Implementation of Strategies	Person(s) Responsible	Projected Time Frame
Accurate Annual Budget Formulation	Current Staff	Proposed Budget, Final Budget and Comparisons to Actual	Director of Finance Asst. Supt. for Administration	Annually
Annual Staff Development for School Bookkeepers	Funding	Completed Training/Logs	Fin. Analyst Director of Finance Asst. Supt. for Administration	Annually
Internal Financial Audits at School Level	Current Staff	Improved comments on Annual School Activity Fund Audit	Fin. Analyst Director of Finance Asst. Supt. for Administration	Bi-Annually
Online school payments with TRA	Current Staff	Ease of collection, less returned checks	Fin. Analyst Director of Finance Asst. Supt. for Administration	2024-2030
Digitize invoices at Schools to ease file storage problems	Funding for scanners Training from KEV	Digitized records, ease of searching for old documents and records retention guidelines, allows for CO to view School invoices	Fin. Analyst Director of Finance Asst. Supt. for Administration	2023-2024

Continue to monitor and implement changes due to Health Care Reform Act	Current Staff	Compliance	Payroll/ Benefits Coor. Director of Finance Asst. Supt. for Administration	2024-2030
Develop a budget and plan for yearly increases to employee health insurance costs	Current Staff Funding	Assist employees with insurance premiums	Director of Finance Asst. Supt. for Administration	On-going
Implement purchasing cards for all departments	Current Staff	Ease of payments, no lost mail time and savings on printed checks and postage	AP Exec. AA Director of Finance Asst. Supt. for Administration	2023-2024
Online AP payments to vendors through First Citizens	Current Staff	Ease of payments, no lost mail time and savings on printed checks and postage	AP Exec. AA Director of Finance Asst. Supt. for Administration	2024-2030
Accept credit card payments from individuals	Current Staff	Collection of receipts at School Board Office	Director of Finance Asst. Supt. for Administration	2024-2030
Financial training for Division Staff	Current Staff	Provide financial training to Division departments-coding, reimbursements, payroll, etc.	Fin. Analyst Director of Finance Asst. Supt. for Administration	Annually as needed
Implement GASB #87 and GASB #96	Current Staff Auditors	Compliance with Auditing Standards	Director of Finance Auditors Asst. Supt. for Administration	2022-2023 2023-2024
Additional Employee for the Finance Department	Funding	To assist with current workload and to plan for succession	Director of Finance Asst. Supt. for Administration	2023-2024

Human Resources

COMPREHENSIVE PLAN OBJECTIVES: ADMINISTRATION - HUMAN RESOURCES

Goal Area: Human Resources

Baseline Data

As Is: 96.62% Highly Qualified Teachers

Desired State: 100% Highly Qualified Teachers

Objective: To attract highly qualified teachers

Strategies for Meeting Objective	Resources Needed	Evidence of Implementation of Strategies	Person(s) Responsible	Projected Time Frame
1. Host an annual Teacher Job Fair	<ul style="list-style-type: none"> • School Administrators • School building 	Attendance at Job Fair Hires from Job Fair Applicants	Human Resources	Annually in March
2. Continue to recruit (as budget allows) at colleges and universities with teacher approved preparation programs	<ul style="list-style-type: none"> • Additional funding • Continue to use administrative staff to assist with recruitment efforts 	Employment of properly licensed and endorsed teachers	Human Resources Department	Ongoing
3. Identify high school students interested in a teaching career	<ul style="list-style-type: none"> • Continue offering the Teachers for Tomorrow Program 	Employment of students who have completed the Teachers for Tomorrow Program and a teacher approved preparation program and return to PCS	HS Counselors Instruction Department Human Resources Department	Ongoing
4. Work with colleges/universities on alternative routes to licensure such as the Career Switcher and Paraprofessional to Teaching Programs.	<ul style="list-style-type: none"> • Funding • College/university representatives 	Employment of properly licensed and endorsed teachers	Human Resources	Ongoing

COMPREHENSIVE PLAN OBJECTIVES: ADMINISTRATION - HUMAN RESOURCES

Goal Area: Human Resources

Baseline Data

As Is: Historically, several provisionally licensed teachers have not completed the requirements for a ten-year renewable teaching license and were not eligible for rehire.

Desired State: Retain 100% provisionally licensed teachers with ten-year renewable teaching licenses

Objective: To retain all provisionally licensed teachers desiring to remain with PCS

Strategies for Meeting Objective	Resources Needed	Evidence of Implementation of Strategies	Person(s) Responsible	Projected Time Frame
1. Provide resources for provisionally licensed teachers to be successful in completing all required courses and assessments for a ten-year renewable teaching license	<ul style="list-style-type: none"> • Additional funding for tuition assistance • Provide monetary assistance for the first administration of required assessments 	Provisionally licensed teachers obtain five-year renewable teaching licenses within the required timeframe	Human Resources Department	Ongoing
2. Continue to monitor the progress of the completion of required coursework and assessments for provisionally licensed teachers	<ul style="list-style-type: none"> • Licensure Office 	Written correspondence, follow-up e-mails and/or telephone calls	Human Resources Department	Ongoing

COMPREHENSIVE PLAN OBJECTIVES: ADMINISTRATION - HUMAN RESOURCES

Goal Area: Human Resources

Baseline Data

As Is: Compensation study conducted in 2016 was fully implemented for the 2021-2022 school year.

Desired State: To implement salary schedules that are comparable and competitive with neighboring and Region VI school divisions.

Objective: To implement salary schedules that are comparable and competitive with neighboring and Region VI school divisions to encourage current employees to continue working and attract the most qualified employees for each position.

Strategies for Meeting Objective	Resources Needed	Evidence of Implementation of Strategies	Person(s) Responsible	Projected Time Frame
1. Make presentation to the Salary Taskforce	<ul style="list-style-type: none">• Human Resources Staff• Additional state and local funding	Recommendation to the School Board Budget Committee to include funding for salary increase for all employees as a budget initiative	Human Resources Department	2024-2030
2. Include annual budget initiative for budget committee consideration to fund salary increases	<ul style="list-style-type: none">• Finance and HR staff	Full implementation of salary schedule	Human Resources Finance	2024-2030

COMPREHENSIVE PLAN OBJECTIVES: ADMINISTRATION - HUMAN RESOURCES

Goal Area: Human Resources

Baseline Data

As Is: The ethnic population consists of 20% for administrative staff and 9% of teaching staff

Desired State: To employ at least 30% ethnic population

Objective: To retain minority staff and continue efforts to recruit minorities

Strategies for Meeting Objective	Resources Needed	Evidence of Implementation of Strategies	Person(s) Responsible	Projected Time Frame
1. Maintain communication with HBCU/minority colleges and universities to recruit perspective minority candidates for employment	<ul style="list-style-type: none">• Human Resources Staff• Funding for recruitment trips	Higher percentage of ethnic population	Human Resources Department	Ongoing
2. Continue to network with other human resources directors to share ideas and strategies for recruitment	<ul style="list-style-type: none">• Human Resources Staff	Continuing communication	Human Resources Department	Ongoing

COMPREHENSIVE PLAN OBJECTIVES: ADMINISTRATION - HUMAN RESOURCES

Goal Area: Human Resources

Baseline Data

As Is: Level II volunteers are fingerprinted only once with the School Division bearing the cost.

Desired State: To initiate volunteers paying for their own fingerprinting and have it done every two years for a more current status of volunteer background criminal status.

Objective: To have the background check of all volunteers every two years.

Strategies for Meeting Objective	Resources Needed	Evidence of Implementation of Strategies	Person(s) Responsible	Projected Time Frame
1. Utilizing the Virginia State Police Livescan system to have all Level II volunteers fingerprinted every two years to insure safety.	<ul style="list-style-type: none"> Human Resources Staff Volunteers pay fee 	Volunteers fingerprinted every two years. Current database of approved volunteers	Human Resources Department	2024-2030
2. Secure support of the School Board to move to volunteers paying for their background check with LiveScan.	<ul style="list-style-type: none"> Human Resources Staff 	Receipt book Listing of volunteers	Human Resources Department	2024-2030

COMPREHENSIVE PLAN OBJECTIVES: ADMINISTRATION - HUMAN RESOURCES

Goal Area: Human Resources

Baseline Data

As Is: There is no data analysis documentation for instructional personnel

Desired State: To establish trend analysis for instructional personnel

Objective: To implement and use this trend analysis for recruitment and planning purposes

Strategies for Meeting Objective	Resources Needed	Evidence of Implementation of Strategies	Person(s) Responsible	Projected Time Frame
1. Establish data analysis for instructional school personnel	• Human Resources Staff	Assess personnel based on age, race and gender for recruitment and planning purposes	Human Resources Department	2024-2030

School Nutrition

COMPREHENSIVE PLAN OBJECTIVES: ADMINISTRATION – SCHOOL NUTRITION

Goal Area: School Nutrition

Objective: To ensure all students have access to quality, nutritionally-balanced, no-cost meals that meet USDA guidelines

Strategies for Meeting Objective	Resources Needed	Evidence of Implementation of Strategies	Person(s) Responsible	Projected Time Frame
Seek products and develop recipes that are high quality (as determined by their ingredient list) and that appeal to students.	<ul style="list-style-type: none"> Food Bid Food Labels Recipes Menus 	<ul style="list-style-type: none"> Food Bid Food Labels Recipes Food Production Records 	Director of SN SN Specialist	ongoing
Plan menus that are nutritionally-balanced, that meet USDA guidelines, and that maintain acceptable levels of student participation.	<ul style="list-style-type: none"> Menus USDA Menu Worksheet SNP 12 Meal Claim Record 	<ul style="list-style-type: none"> Menus USDA Menu Worksheet SNP 12 Meal Claim Record 	Director of SN SN Specialist Cafeteria Managers	ongoing
Participate in the Community Eligibility Provision (CEP) Program.	<ul style="list-style-type: none"> CEP Application Board approval 	<ul style="list-style-type: none"> CEP Application Board approval 	Director of SN	ongoing

COMPREHENSIVE PLAN OBJECTIVES: ADMINISTRATION – SCHOOL NUTRITION

Goal Area: School Nutrition

Objective: To attract and retain skilled cafeteria employees

Strategies for Meeting Objective	Resources Needed	Evidence of Implementation of Strategies	Person(s) Responsible	Projected Time Frame
Offer competitive starting salaries for cafeteria workers (above minimum wage).	<ul style="list-style-type: none"> • Funding • Board Approval 	<ul style="list-style-type: none"> • Revised Salary Scales 	Director of SN Asst. Supt.- Administration Director of Finance	July 1, 2024 with subsequent annual review
Offer an annual supplement for degree work for cafeteria managers and workers.	<ul style="list-style-type: none"> • Funding • Board Approval 	<ul style="list-style-type: none"> • Revised Salary Scales with provision for supplement 	Director of SN Asst. Supt.- Administration Director of Finance	July 1, 2024 with subsequent annual review

COMPREHENSIVE PLAN OBJECTIVES: ADMINISTRATION – SCHOOL NUTRITION

Goal Area: School Nutrition

Objective: To promote a positive and friendly climate in the cafeteria that encourages healthy eating and that makes students look forward to their breakfast and lunch periods

Strategies for Meeting Objective	Resources Needed	Evidence of Implementation of Strategies	Person(s) Responsible	Projected Time Frame
Maintain the following levels of student participation for lunch: Elementary - 70% or greater Middle - 70% or greater High - 65% or greater	<ul style="list-style-type: none"> • Quality Recipes • Quality Products • Appealing Menus • No-cost meals 	<ul style="list-style-type: none"> • Participation numbers 	Cafeteria Managers	Ongoing
Promote positive customer service among employees by coaching them in acknowledging students and staff by name and speaking to them in a polite and friendly manner.	<ul style="list-style-type: none"> • Training sessions 	<ul style="list-style-type: none"> • Training Agenda/Roster • Participation numbers • Site Observations 	Director of SN SN Specialist Cafeteria Managers	Ongoing

COMPREHENSIVE PLAN OBJECTIVES: ADMINISTRATION – SCHOOL NUTRITION

Goal Area: School Nutrition

Objective: To assist all School Nutrition employees in obtaining food safety certification in a nationally-accredited program

Strategies for Meeting Objective	Resources Needed	Evidence of Implementation of Strategies	Person(s) Responsible	Projected Time Frame
Provide comprehensive classroom instruction, materials, and testing at no cost to employees in order for them to obtain certification.	<ul style="list-style-type: none"> • Training Curriculum • Training instructor • Exam proctor 	<ul style="list-style-type: none"> • Exam results / Certificate 	Director of SN Specialist SN	Ongoing
Pay an annual stipend to employees who maintain current, nationally-accredited food safety certification.	<ul style="list-style-type: none"> • Funding • Food safety certification documentation 	<ul style="list-style-type: none"> • Compensation documentation 	Director of SN	Ongoing

INSTRUCTION

Department Name: Instruction Department

School Division Comprehensive Plan for the Period: 2024 - 2030

Goal: All eighteen schools will achieve SOL Accreditation.

Baseline Data: All schools met and/or exceeded the 75% benchmark in English (Reading and Writing) and the 70% benchmark in math and science with the current or three-year average.

As Is: Per preliminary data, seventeen of 18 schools achieved SOL Accreditation as required by the provisions of ESSA. One of 18 schools is “Accredited with Conditions” due solely to Chronic Absenteeism. (If VDOE allows a waiver for Chronic Absenteeism, 18 of 18 schools will achieve SOL Accreditation.)

Desired State: One hundred percent of schools will achieve SOL Accreditation.

Objective(s):

- The Division will communicate the expectations for the Standards of Accreditation and Accountability and State Accreditation Reports.
- Schools will achieve the 75% combined pass rate in English (Reading and Writing) and 70% combined pass rate in Mathematics and Science for all students. (Social Science/History is not included in accreditation ratings.)
- Schools will achieve the 75% combined pass rate in English and Mathematics in the following subgroups: Asian; Black, Not Hispanic; Economically Disadvantaged; English Learners; Hispanic; Students with Disabilities; White, Not Hispanic; and Multiple Races.
- Schools will meet the Chronic Absenteeism Indicator: Must have no more than 15% of students missing 10% or more of the school year.
- High schools will meet the Graduation Completion Index of 88; Dropout Rate of 6% or Less; and College, Career, and Civic Readiness Index of 85.
- Schools will achieve all School Quality Indicators with a Final Performance of Level I or Level II to be accredited.
- Schools will implement Graduation Requirements and Profile of a Graduate criteria including development of creative thinking skills in the fine arts.
- Schools will implement the Virginia Literacy Act K-8 as set forth by the Commonwealth of Virginia.
- Teachers will implement the VTSS framework to provide tiered instructional interventions in all schools that results in equitable and improved academic, behavioral, and social emotional outcomes for all.

- The Division will monitor effective implementation of the Virginia Standards of Learning (SOL) and graduation requirements as set forth by the Virginia Department of Education and will communicate academic outcomes to appropriate stakeholders to ensure student success.
- Schools will use the Standards of Learning and other pertinent student data to formulate effective instructional strategies to address student subgroup needs.
- The Division will provide on-going opportunities for professional development of all certified personnel to improve their competency in career and technical instruction and technology, including computer science and STEM to enhance student performance and Career and College Readiness.
- Teachers of English Language Learners will incorporate the WIDA English Language Development Standards to reflect the social and academic language expectations of ELs in grades PreK-12 to address language proficiency.
- The Division will continue to provide enrichment opportunities to include physical, visual, and performance activities for all students.

Strategies for Meeting Objectives	Resources Needed	Evidence of Implementation of Strategies	Person(s) Responsible	Projected Time Frame
Provide ongoing training regarding changes in Standards of Accreditation and Accountability and new data reporting systems such as Virginia's Visualization and Analytics Solutions (VVAAS) and Virginia's state-wide decision analytics platform (LASER).	Documents Explaining Accreditation and Accountability Changes VVAAS and LASER Presentations	Training Schedule PowerPoint Rosters	Assistant Supt. Director of Assessment and Accountability	2024-2030 Ongoing
Provide training on the Science of Reading and the Virginia Literacy Act to elementary and middle school personnel, including training on developing personal reading plans based on testing data and evidence based literacy practices.	Science of Reading Presentations	Training Schedule PowerPoint Rosters	Assist Supt. Directors Reading Coordinators	2024-2030 Ongoing
Provide on-going training for the implementation of the new Virginia	VALLSS Presentations	Training Schedule PowerPoint	Assist Supt. Directors	2024-2030 Ongoing

Strategies for Meeting Objectives	Resources Needed	Evidence of Implementation of Strategies	Person(s) Responsible	Projected Time Frame
Language and Literacy Screening System (VALLSS).		Rosters	Reading Coordinators	
Provide training to middle and high school counselors and principals regarding Major Clarity as a platform for career development and a search engine for scholarships and work-based learning, promoting College and Career Readiness.	Presentations	Training Schedule PowerPoint Rosters	Director of Career and Technical Education, Director of Assessment and Accountability, Director of Secondary Education, Supervisor of CTE and Instructional Specialty Programs	2024-2030 Annually
Provide ongoing training on the incorporation of English Language Development Standards in daily lesson planning to teachers of English Language Learners.	WIDA English Language Development Standards	Training Schedule Powerpoint/Canvas Course Roster	Director of Elementary Education EL Teachers	2024-2030 Ongoing
Provide training in effective coaching techniques to support content area teachers in the integration of computer science standards.	Radford TTAC	Training Schedule Agenda / Rosters Lesson Plans	Assistant Supt. Director of Gifted STEM/Gifted Resource Teachers	2024-2030 Annually
Provide MAP Checklists training (reading and math) to support implementation with fidelity.	MAP Checklists	Training Schedule Agenda / Rosters Lesson Plans	Assistant Supt. Directors/Supervisor Lead ITRT	2024-2030 Annually
Provide ongoing training on the use of the VTSS framework/approach to build a sustainable MTSS (Multi-tiered System of Supports).	Documents posted electronically	Training Schedule Agenda / Rosters Lesson Plans	Assistant Supt. Directors/Supervisor	2024-2030 Ongoing
Provide work sessions for teachers to revise the Curriculum Pacing Guides	VDOE SOL Curriculum	Training Schedule Agenda / Rosters	Assistant Supt. Lead Directors	2024-2030 Annually

Strategies for Meeting Objectives	Resources Needed	Evidence of Implementation of Strategies	Person(s) Responsible	Projected Time Frame
to reflect any new curriculum standards for alignment with the VDOE Curriculum Framework.	Framework, Blueprints, Division Pacing Guide	Updated Pacing Guides		
Provide ongoing training on the creation and implementation of rigorous performance assessments in both core and specialty areas including CTE, fine arts, health and physical education.	Trainers VDOE Supporting Documents	Training Schedule Agenda / Rosters Lesson Plans	Assistant Supt.	2024-2030 On-Going
Continue to provide training on using data to inform and adjust instruction.	Lead ITRT MAP Mastery Connect	Schedule of Mtgs. Quarterly Reporting	Assistant Supt. Directors/Supervisor	2024-2030 On-Going
Continue to provide follow-up training in evidence based practices in math.	Trainers	Training Schedule Agenda Lesson Plans	Assistant Supt. Directors/Supervisor	2024-2030 On-Going
Continue to conduct division and school leadership team meetings to review and analyze student data.	SOL results VALLSS data	Meeting schedule	Asst. Supt. DDOT Level Directors	2024-2030 On-Going
Continue to identify and evaluate division and school level programs/resources for effectiveness on increased student performance.	Student data Utilization data What Works Clearinghouse	Classroom Monitoring Meeting Schedule	Assistant Supt. Principals	2024-2030 On-Going
Continue to provide monthly instructional meetings for administrators with strategy sharing sessions from each grade span.	Session Leaders	Agenda Roster	Assistant Supt. Directors Supervisor	2024-2030 Ongoing
Continue to provide a teacher induction program for all zero experience teachers, including development of mentors. Provide	ERIP Trainers Resource Books Title II A funds Training Funds	Training Schedule Agenda Rosters Lesson Plans	Assistant Supt. Directors Supervisors Coordinators	2024-2030 Annually

Strategies for Meeting Objectives	Resources Needed	Evidence of Implementation of Strategies	Person(s) Responsible	Projected Time Frame
second and third year teachers the opportunity to participate.			ERIP Administrators	
Continue triennial and quarterly (Level 3) academic reviews with classroom observations and written feedback for all twenty (20) schools.	VDOE Academic Review Tool	Schedule Reports	Assistant Supt. Directors Supervisors Coordinators	2024-2030 Annually
Designate a school attendance team with the purpose of analyzing and monitoring student-level and school-level data and subsequently implementing attendance priorities and strategies to establish a school and/or student attendance plan(s).	Powerschool	Scheduled Reports	Principals, School Level Administrators, Home-School Coordinators	2024-2030 On-Going

OPERATIONS

Department Name: Operations Department (Information Technology, Maintenance, Transportation, School Safety)

School Division Comprehensive Plan for the Period: 2024 – 2030

Goal: The Operations Department will envision, build, and maintain an appropriate engaging and safe environment that supports student learning.

Objectives:

Information Technology

1. Learning: Integrate a blended learning model into classroom instruction at each level, as well as provide students at all levels with access to a digital citizenship curriculum and an internet safety curriculum that is age-appropriate.
2. Teaching: Integrate digital learning-focused professional development opportunities that includes ongoing support through a coaching model that is personalized based on participants' professional learning needs identified through data
3. Leadership: Implement data-driven decision making practices on technical, pedagogical, and financial support of infrastructure, technology, and digital learning decisions
4. Infrastructure: Provide a secure technology infrastructure necessary to support real, blended, and virtual learning environments and provide instructional technology appropriate for each level and content area in all classroom environments.

Maintenance

1. To build and maintain safe, pleasant facilities that promote learning and student achievement

Transportation

1. To provide safe and efficient transportation for all students
2. To recruit and retain highly qualified school bus drivers and mechanics

School Safety

1. To promote attention to safety in all facets of school operations
2. To train and instruct students, faculty, staff, and other stakeholders in the best practices for maintaining safe school environments and managing crises.

Information Technology

COMPREHENSIVE PLAN OBJECTIVES: OPERATIONS - INFORMATION TECHNOLOGY

Goal Area: Information Technology - Learning

Goal: Promote and support student personalized learning experiences to ensure workplaces readiness by creatively solving complex problems, thinking critically, collaborating, communicating, and demonstrating responsible digital citizenship.

Objective(s): Integrate a blended learning model into classroom instruction at each level, as well as provide students at all levels with access to a digital citizenship curriculum and an internet safety curriculum that is age-appropriate.

Strategies for Meeting Objectives	Resources Needed	Evidence of Implementation of Strategies	Person(s) Responsible	Projected Time Frame
Students have consistent opportunities to participate in digital learning activities that integrate critical thinking, communication, collaboration, creativity skills.	1:1 devices in classrooms Digital instructional tools	Students will be able to use critical thinking, communication, collaboration, and creativity skills to effectively produce digital products.	Classroom teachers	Ongoing
Students have consistent opportunities to use digital tools to select personalized learning paths based on their learning differences.	1:1 devices in classrooms Digital instructional tools	Teacher use of student voice and choice within classroom activities and assignments (i.e. Choice Boards)	Classroom teachers	Ongoing
The division provides support in implementing a comprehensive, integrated learning management system, which is used by all teachers, to help teachers plan and organize curriculum, provide student activities, and track students' progress.	Division-wide Learning Management System (i.e. Canvas) Support for classroom teachers in using the LMS	All classroom teachers will use an LMS effectively to house curriculum and student activities.	Classroom teachers ITRTs	Ongoing

COMPREHENSIVE PLAN OBJECTIVES: OPERATIONS - INFORMATION TECHNOLOGY

Goal Area: Information Technology - Teaching

Goal: Promote and support current and emerging technology-based resources that support educators in developing and employing innovative strategies and practices to support student-centric learning models to increase quality of education and equity for students.

Objective(s): Integrate digital learning-focused professional development opportunities that includes ongoing support through a coaching model that is personalized based on participants' professional learning needs identified through data

Strategies for Meeting Objectives	Resources Needed	Evidence of Implementation of Strategies	Person(s) Responsible	Projected Time Frame
Digital learning-focused professional development focuses on content-specific strategies for integrating digital technology into the curriculum, as well as curriculum planning and student-learning activities integrated with digital technology tools and resources.	Individual coaching time with classroom teachers	Teachers have a clear understanding of how to effectively use digital technology within their classroom.	ITRT Team	Ongoing
Digital learning-focused professional development is delivered through a coaching model that provides on-going learning that meets the personalized individual professional development needs of all teachers.	Individual coaching time with classroom teachers	Teachers have a clear understanding of how to effectively use digital technology within their classroom.	ITRT Team	Ongoing

COMPREHENSIVE PLAN OBJECTIVES: OPERATIONS - INFORMATION TECHNOLOGY

Goal Area: Information Technology - Leadership

Goal: Division and school leadership consistently promote the division vision for digital teaching and learning to all stakeholders, including staff, students, parents, and community members

Objective(s): Implement data-driven decision making practices on technical, pedagogical, and financial support of infrastructure, technology, and digital learning decisions

Strategies for Meeting Objectives	Resources Needed	Evidence of Implementation of Strategies	Person(s) Responsible	Projected Time Frame
Division and school leaders serve as lead learners for digital teaching and learning practices, modeling effective use of high quality digital resources.	Access to digital tools for division and school leaders	Division and school leaders use technology as part of their position to model expectations for classroom teachers.	Division and school leaders	Ongoing
A sustainability and scalability plan for maintaining and expanding digital teaching and learning is in place and the division consistently evaluates the efficiency and effectiveness of purchased digital programs.	Ongoing funding to fully fund digital teaching and learning	Ongoing evaluation takes place with key division leaders.	Division leaders	Ongoing

COMPREHENSIVE PLAN OBJECTIVES: OPERATIONS - INFORMATION TECHNOLOGY

Goal Area: Information Technology - Infrastructure

Goal: Promote and support a secure and robust technology infrastructure to support access, adequacy, and equity

Objective(s): Provide a secure technology infrastructure necessary to support real, blended, and virtual learning environments and provide instructional technology appropriate for each level and content area in all classroom environments.

Strategies for Meeting Objectives	Resources Needed	Evidence of Implementation of Strategies	Person(s) Responsible	Projected Time Frame
The division will fully implement a 1:1 model of technology at each level.	Ongoing funding to support a 1:1 initiative	Students at all three levels have access to devices (either in classroom or take home devices) at all times during a school day.	Information Technology Department	Ongoing
A routine and comprehensive replacement cycle exists for all devices and digital technology infrastructure.	Ongoing funding to fully fund digital teaching and learning	The division adheres to the defined replacement cycle and ensures funding is in place for each cycle.	Information Technology Department	Ongoing
Single-sign-on and multi-factor authentication are integrated across applications used within the division.	Single-sign-on and multi-factor authentication programs	All staff users are required to use a multi-factor authentication when signing on to the network to ensure security, and are provided with single-sign-on availability for both students and staff with applications used within the division.	Information Technology Department	Ongoing

Maintenance

COMPREHENSIVE PLAN OBJECTIVES: OPERATIONS – MAINTENANCE

Goal Area: Maintenance

Objective: To build and maintain safe, pleasant facilities that promote learning and student achievement

Strategies / Action Steps for Systems	Resources Needed	Evidence for Implementation of Strategies	Person(s) Responsible	Projected Time Frame	Monitoring Implementation
Pittsylvania County Schools will develop and implement a Capital Improvement Plan for all School-Board-owned properties.	Funding Architectural/ Engineering Plans and Designs as Needed Construction Resources and Professional Services	Capital Improvement Plan Architectural/ Engineering Plans and Designs Calls for Bids and Bids Submitted for Proposed Projects Ongoing and Completed Building Projects	Director of Maintenance Director of Finance Assistant Superintendent for Operations Division Superintendent School Board Building Committee School Board	Ongoing	Annual Review by Superintendent and School Board Ongoing Periodic Review and Revision as Directed by School Board Building Committee
Pittsylvania County Schools will utilize revenue generated from the county's 1% sales tax increase (approved via referendum in	Sales Tax Revenue	Capital Improvement Plan Architectural/	Director of Maintenance	Ongoing through 2043	Annual Review by Superintendent and School Board

November 2022) to upgrade facilities at the division's 10 elementary schools.	<p>Architectural Plans and Designs</p> <p>Construction Resources and Professional Services</p>	<p>Engineering Plans and Designs</p> <p>Calls for Bids and Bids Submitted for Proposed Projects</p> <p>Ongoing and Completed Building Projects</p>	<p>Director of Finance</p> <p>Assistant Superintendent for Operations</p> <p>Division Superintendent</p> <p>School Board Building Committee</p> <p>School Board</p> <p>Pittsylvania County Administrative Offices (Including County Administrator, Commissioner of Revenue, Treasurer, and Others as Appropriate)</p>		<p>Ongoing Periodic Review and Revision as Directed by School Board Building Committee</p>
Pittsylvania County Schools' Maintenance Department will collaborate on an ongoing basis with all schools to promote school safety and to make necessary safety-related improvements and upgrades to school facilities.	<p>Assessment of School Safety Needs</p> <p>Funding</p>	<p>Annual School Safety Audits</p> <p>Application for and Acquisition of School Security Equipment Grant Funding</p>	<p>Building Level Administrators</p> <p>Director of Maintenance</p> <p>Director of Finance</p>	Annually	<p>Annually in Accordance with VDOE and Virginia Department of Criminal Justice Services (DCJS) Guidelines</p>

	<p>School Security Equipment as Needed</p> <p>Architectural/ Engineering Plans and Designs (where appropriate)</p>	<p>School Equipment Grant Management (SEGM) Documents and Requests for Reimbursement</p> <p>Ongoing and Completed School Safety-Related Projects</p>	<p>Assistant Superintendent for Operations</p> <p>Division Superintendent</p> <p>School Board</p>		
<p>Pittsylvania County Schools' Maintenance Department will conduct ongoing preventative maintenance and repairs in order to ensure the structural integrity and safety of all School-Board-owned properties.</p>	<p>Funding</p> <p>Assessment of Needs and/or Work Orders</p> <p>Materials and Supplies as Appropriate</p> <p>Appropriately Trained and Certified Staff</p> <p>Consultation from Construction and Building Services Specialists, Architects, and/or Engineers as Appropriate</p>	<p>Assigned and Completed Work Orders</p> <p>Completed Maintenance and Repair Projects</p>	<p>Building Level Administrators</p> <p>Director of Maintenance</p> <p>Assistant Superintendent for Operations</p> <p>Division Superintendent</p>	Ongoing	Weekly/Daily by the Director of Maintenance or his Designee(s)

Transportation

COMPREHENSIVE PLAN OBJECTIVES: OPERATIONS – TRANSPORTATION

Goal Area: Transportation

- Objectives:**
1. To provide safe and efficient transportation for all students
 2. To recruit and retain highly qualified school bus drivers and mechanics

Strategies / Action Steps for Practices	Resources Needed	Evidence for Implementation of Strategies	Person(s) Responsible	Projected Time Frame	Monitoring Implementation
(Objective 1) Pittsylvania County Schools' Transportation Department will conduct ongoing preventative maintenance and repairs in order to ensure the mechanical integrity and safety of all school buses and other division-owned vehicles.	<p>Funding</p> <p>Assessment of Needs and/or Work Orders</p> <p>Annual Service Schedule</p> <p>Parts and Supplies as Appropriate</p> <p>Appropriately Trained and Certified Staff</p> <p>Consultation from Vehicle</p>	<p>Assigned and Completed Work Orders</p> <p>Completed Maintenance and Repair Projects</p> <p>Vehicle Maintenance Records</p> <p>Vehicle Inspection Records</p>	<p>Assistant Superintendent for Operations</p> <p>Parts and Labor Specialist</p> <p>Lead Mechanic</p> <p>Transportation Specialist</p> <p>Administrative Assistant</p>	Ongoing at 30-Day Intervals (No Less Frequently than 45-Days as Mandated by the Code of Virginia)	<p>Weekly/Daily by Assistant Superintendent for Operations and Parts and Labor Specialist</p> <p>Monthly by the Virginia State Police</p> <p>Annually by the Virginia Department of Education</p>

	Manufacturer(s) and Repair/Service Specialists as Appropriate				
(Objective 1) Pittsylvania County Schools' Transportation Department will maintain and implement a vehicle replacement schedule.	Funding Bus Acquisition, Age, and Maintenance Records Replacement Buses/Vehicles	Replacement Schedule School Board Declarations of Surplus Property Surplus Vehicle Auction/Destruction Records	Assistant Superintendent for Operations Parts and Labor Specialist Lead Mechanic	Annually	Ongoing by Assistant Superintendent for Operations Annually by Division Superintendent
(Objective 1) Pittsylvania County Schools will review and revise bus routes to ensure adequate service, reduce overcrowding, and maintain operational efficiency.	School Bus Routes and Maps School Bus Schedules and Route Information Forms Ridership Counts Routing Software	Revised School Bus Routes and Maps as Necessary	Building-Level Administrators Assistant Superintendent for Operations Transportation Specialist Retired Director of Trans.	Annually and Ongoing as Needed	Ongoing by Building Level Administrators Annually and Ongoing as Needed by Assistant Superintendent for Operations
(Objective 1) Pittsylvania County Schools will review, approve, and schedule field trips, athletic travel, and other special activity trips in accordance with School Board Policy.	School Board Policy (IICA - Field Trips and IICA (Regulations) - Field Trips)	Travel Tracker Field Trip Approval Records School Bus Mileage Records Annual VDOE Transportation Report	Building-Level Administrators Assistant Superintendent for Operations Assistant Superintendent	Ongoing as Travel Requests are Received	Ongoing by Building-Level Administrators Ongoing by Assistant Superintendent for Operations

	Travel Tracker Field Trip Software School Buses Drivers		for Instruction (Overnight Travel) School Board (Overnight Travel) Parts and Labor Specialist Transportation Specialist		Monthly Assistant Superintendent for Instruction (Overnight Travel) Ongoing by School Board Chairman and Members (Overnight Travel)
(Objective 1) Pittsylvania County Schools will maintain accurate records regarding vehicle maintenance, special activity trip travel, and employee drug and alcohol testing as required by state and federal statutes and regulations.	Funding Electronic Recordkeeping Software Drug and Alcohol Testing Facilities and Supplies	Vehicle Maintenance and Inspection Records Completed VDOE State Report Federal Motor Carrier Safety Administration (FMCSA) Clearinghouse Employee Queries Pre-Employment and Quarterly Drug and Alcohol Testing Lists (Randomly Generated) and Employee Testing Results	Assistant Superintendent for Operations Parts and Labor Specialist Lead Mechanic Transportation Specialist	Monthly - Vehicle Service and Inspection Quarterly - Random Employee Drug and Alcohol Testing Annually - VDOE State Report Annually - FMCSA Clearinghouse Queries	Monthly by Assistant Superintendent for Operations and Parts and Labor Specialist Quarterly and As Needed (Pre-Employment and Random Drug and Alcohol Testing) by, Transportation Specialist, and Kenyon G. Scott, Assistant Superintendent for Operations Quarterly and As Needed (Pre-Employment

					<p>and Random Drug and Alcohol Testing) by Third Party Drug and Alcohol Testing Agency and Its Medical Review Officer</p> <p>Annually (State Report) by Assistant Superintendent for Operations; Transportation Specialist; Division Superintendent; and VDOE Officials)</p>
<p>(Objective 2) Pittsylvania County Schools' Transportation Department will offer a flexible training program for new school bus drivers that provides daytime, evening, and weekend training opportunities.</p>	<p>Training Curriculum</p> <p>Trainers</p> <p>Training Schedule</p> <p>Meeting Location(s)</p>	<p>Training Rosters</p> <p>Course Examinations</p> <p>Copies of Participants' Commercial Drivers' Licenses/Drivers' Transcripts</p>	<p>Assistant Superintendent for Operations</p> <p>Transportation Specialist</p> <p>Division-Level Trainers</p>	Ongoing	<p>Ongoing by Transportation Department Administrative Staff</p> <p>Periodically as Announced by VDOE Staff</p>
<p>(Objective 2) Pittsylvania County Schools' Transportation Department will advocate for salaries, supplemental compensation, and other benefits for bus drivers and mechanics that are competitive among surrounding</p>	<p>Pay Scales and Compensation Structures from Surrounding Divisions and Others within Region VI</p>	<p>Pittsylvania County Salary, Supplemental Compensation, and Benefits Schedules</p>	<p>Assistant Superintendent for Operations</p> <p>Division Superintendent</p>	Ongoing	<p>Annually as Reviewed by Assistant Superintendent for Operations, Pittsylvania County Schools' Human</p>

divisions and others within Region VI.	Funding	Employee Recruitment and Retention Rates	School Board		Resources Department, and the Pittsylvania County School Board.
(Objective 2) Pittsylvania County Schools' Transportation Department will provide in-service training for mechanics that may be used toward the fulfillment of continuing education requirements necessary to receive the division's state inspection/continuing education salary supplement.	Funding Training Curriculum Trainers	Training Logs Training Certificates Employee Compensation Records	Assistant Superintendent for Operations Parts and Labor Specialist Lead Mechanic Transportation Specialist	Annually	Annually as Reviewed by Assistant Superintendent for Operations; Parts and Labor Specialist; and Assistant Superintendent for Administration

School Safety

COMPREHENSIVE PLAN OBJECTIVES: OPERATIONS – SCHOOL SAFETY

Goal Area: School Safety

Objectives: 1. To promote attention to safety in all facets of school operations
2. To train and instruct students, faculty, staff, and other stakeholders in the best practices for maintaining safe school environments and managing crises.

Strategies / Action Steps for Systems	Resources Needed	Evidence for Implementation of Strategies	Person(s) Responsible	Projected Time Frame	Monitoring Implementation
(Objective 1) Pittsylvania County Schools' Operations Department will collaborate on an ongoing basis with all schools to promote school safety and to make necessary safety-related improvements and upgrades to school facilities.	Assessment of School Safety Needs Funding School Security Equipment as Needed	Annual School Safety Audits Application for and Acquisition of School Security Equipment Grant Funding School Equipment Grant Management (SEGM) Documents and Requests for Reimbursement Ongoing and Completed School Safety-Related Projects	Building Level Administrators Assistant Superintendent for Operations Division Superintendent School Board	Annually	Annually in Accordance with VDOE and Virginia Department of Criminal Justice Services (DCJS) Guidelines
(Objective 2) Pittsylvania County Schools' Operations Department will	Funding	Training Rosters Training Curriculum	Assistant Superintendent for Operations	Ongoing	Annually in Accordance with VDOE and Virginia

collaborate with the Pittsylvania County Sheriff's Department and other entities as appropriate to provide school-safety-related training to students, employees, and other stakeholders.	Training Curriculum Trainers Training Schedule Drill/Meeting Location(s)	Records of Completed Training Activities Revisions as Necessary to PCS Crisis Management Plan	Pittsylvania County Sheriff's Department Administrative Staff Division Superintendent		Department of Criminal Justice Services (DCJS) Guidelines
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SUPPORT SERVICES

Department Name: Special Education

School Division Comprehensive Plan for the Period: 2024-2030

Goal Area: Support Services - Special Education

Goal: Pittsylvania County Schools will meet the Virginia Department of Education targets as noted in the Annual Performance Report (APR) and State Performance Plan (SPP) standards for students with disabilities.

As Is: The June 1, 2023 Special Education Performance Report (Fiscal Year 2021) indicates that Pittsylvania County Schools met criteria in ten of the 14 indicators.

Desired State: The June 1, 2030 Special Education Performance Report (Fiscal Year 2028) will indicate Pittsylvania County Schools has met all state targets and indicators.

Objective(s):

- To increase the percent of students with disabilities graduating with a standard or advanced diploma (Indicator 1).
- To reduce the Percent of students with disabilities who exited due to dropping out of school (Indicator 2).
- To continue to meet the participation rate for students with disabilities in statewide assessments, and proficiency rate in English/Reading and Math as measured against both grade-level and alternate academic achievement standards (Indicators 3a, 3b, 3c).
- To increase the gap in proficiency rates for students with disabilities in Grade 8 English/Reading, Grade 4 Math, and Grade 8 Math (Indicator 3d).
- To continue to meet the target of no significant discrepancy in the rate of suspension and expulsion of students with disabilities (Indicator 4).
- To increase the number of students included in the general education classroom for 80% or more of the school day (Indicators 5a, 5b)
- To decrease the number of students with disabilities served of the public day school setting (Indicator 5c)

- To continue to meet the target percent of preschool-aged students with disabilities who attend a regular early childhood program and receive the majority of special education and related services in the general education classroom of a public day school setting (Indicators 6a, 6b, 6c).
- To increase the percent of exiting preschool-aged children with disabilities who function within age expectations in the areas of Social Relationships, Early Language/Communication and Early Literacy, and Appropriate Behavior to Meet Their Needs (Indicators 7a, 7b, 7c).
- To continue to meet the state target of parent involvement as a means of improving services and results for children with disabilities (Indicator 8).
- To continue to meet the target of no disproportionate representation of racial and ethnic groups in special education and related services (Indicator 9).
- To continue to meet the target of no disproportionate representation of racial and ethnic groups in specific disability categories as the result of inappropriate identification measures (Indicator 10).
- To continue to meet the timeline for eligibility for all students who have parental consent for initial evaluation (Indicators 11 and 12).
- To continue to meet the target of postsecondary IEP goals and transition services for all students with disabilities (Indicator 13).
- To continue to meet the target of students with disabilities who enrolled in higher education, a postsecondary education training program, or were competitively employed within one year of graduation (Indicator 14).

Target Area	Strategies for Meeting Objectives	Resources Needed	Evidence of Implementation of Strategies	Person(s) Responsible	Projected Time Frame
Indicator 1	School counselors and special education teachers will continue to ensure students with disabilities are taking appropriate classes at the appropriate time and passing associated Standards of Learning (SOL) assessments or Industry Certifications.	Student Information System (PowerSchool)	Individualized Education Plans (IEPs), student schedules, graduation audit	School Counselors Special Education Teachers Special Education Coordinators School Administrators	2024-2030

Target Area	Strategies for Meeting Objectives	Resources Needed	Evidence of Implementation of Strategies	Person(s) Responsible	Projected Time Frame
Indicator 2	The course load, attendance, grades, and assessment performance will be monitored to ensure progress toward completion of required coursework and assessment is demonstrated and necessary support is provided. Positive Behavioral Interventions and Supports (PBIS) will be used to build relationships and facilitate the inclusion of all students in all school environments and activities.	Student Information System (PowerSchool)	Individualized Education Plans (IEPs); student schedules, attendance, grades; graduation audit	School Counselors Special Education Teachers Special Education Coordinators School Administrators	2024-2030
Indicator 3, 5	Students with disabilities will continue to receive special education and related services in the least restrictive environment which will include access to inclusive settings to the maximum extent possible. These placements will provide the academic rigor necessary for sustaining proficient performance on statewide English/Reading and Math assessments.	Continued professional development in the areas of co-teaching/ planning/ assessing; Continued monitoring of implementation of co-teaching/ planning/ assessing strategies	Professional Development attendance logs and agendas; Walkthrough/ observation tool or checklist; performance feedback as indicated in annual evaluation tools	Assistant Superintendent for Support Services Director of Special Education Special Education Coordinators, School Administrators Special Education Teachers	2024-2030

Target Area	Strategies for Meeting Objectives	Resources Needed	Evidence of Implementation of Strategies	Person(s) Responsible	Projected Time Frame
Indicator 4	Pittsylvania County Schools will utilize Positive Behavioral Interventions and Supports (PBIS) and Restorative Practices to assist students with disabilities in maintaining their educational placement without suspension greater than 10 days in a school year or expulsion.	Continued professional development in behavior management, feedback and acknowledgement systems, restorative practices, Check-in/Check-out and other mentorship programs	Professional Development attendance logs and agendas; Functional Behavioral Assessments; Behavior Intervention Plans	Assistant Superintendent for Support Services Director of Special Education School Administrators	2024-2030
Indicators 6, 7	Pittsylvania County Schools will continue to implement full inclusive programming for preschool aged students with disabilities in the least restrictive environment to the maximum extent possible. The curriculum will ensure students improve social relationships, early language/communication (including early literacy) and appropriate behavior to a level to age expectations prior to exiting.	Continued professional development for preschool teachers; standardized curriculum; progress monitoring tools	Professional development attendance logs and agendas; outcome data	Assistant Superintendent for Support Services Director of Special Education Special Education Coordinators, School Administrators Special Education Teachers	2024-2030

Target Area	Strategies for Meeting Objectives	Resources Needed	Evidence of Implementation of Strategies	Person(s) Responsible	Projected Time Frame
				Preschool Teachers	
Indicator 8	Pittsylvania County Schools will continue to involve and inform parents in the education of their child(ren).	Family engagement opportunities; School Messenger	Attendance log form parent nights, parent-teacher communication logs; IEP participation; SEAC agendas	Director of Special Education Special Education Coordinators School Administrators Special Education Teachers	2024-2030
Indicators 9, 10	Pittsylvania County Schools will continue to monitor the identification of students with disabilities to ensure disproportionate representation of racial and ethnic groups does not exist in the identification of the need for special education and related services or specific disability categories.	Student Information System (PowerSchool) VA IEP	Monthly eligibility and reports by disability	Assistant Superintendent for Support Services Director of Special Education Special Education Coordinators School Administrators	2024-2030
Indicators 11, 12	PCS Support Services department will continue to monitor eligibility timelines to ensure all consented evaluations are complete and	VA IEP	Monthly reports of projected and actual eligibility dates	Director of Special Education Special Education Coordinators	2024-2030

Target Area	Strategies for Meeting Objectives	Resources Needed	Evidence of Implementation of Strategies	Person(s) Responsible	Projected Time Frame
	eligibility determinations are made within 65 business days.			School Administrators	
Indicator 13	PCS Support Services department will continue to monitor IEPs to ensure appropriate, measurable postsecondary goals and services are included, updated annually, and based upon age-appropriate transition assessment.	VA IEP	Peer Review checklists; annual IEPs; Indicator 13 checklists	Director of Special Education Special Education Coordinators School Administrators Special Education Teachers	2024-2030
Indicator 14	PCS Support Services will continue to utilize transition assessments and tools to ensure students with disabilities are prepared to enroll in higher education, postsecondary education training programs, gain employment within one year of graduation	Expansion of workforce initiatives and partnerships with community agencies including DARS, The Arc of the Southside, and Danville-Pittsylvani a Community Services	Professional development in the area of transition, Transition assessments, goals and services within IEPs; participation of community agencies in transition meetings	Director of Special Education Special Education Coordinators School Administrators Special Education Teachers	2024-2030

