
Pittsylvania County Schools Comprehensive Plan 2012-2018



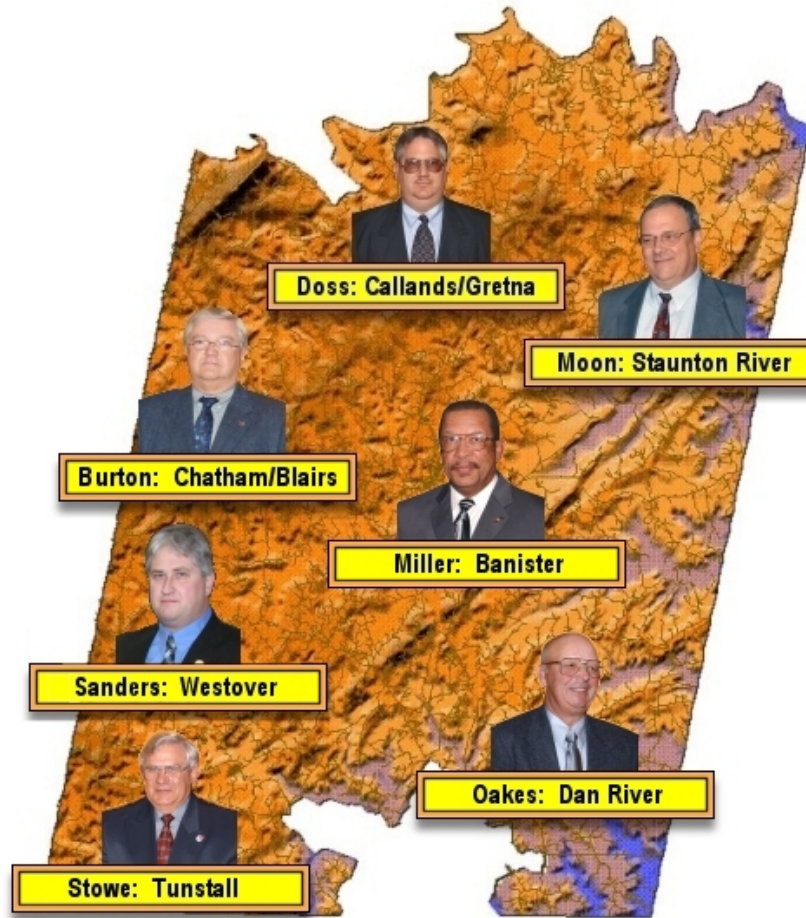
James E. McDaniel
Division Superintendent



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PITTSYLVANIA COUNTY SCHOOL BOARD MEMBERS



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Morris C. Stowe	Tunstall	776 Mosco Road Axton, VA 24054	(434) 685-7146	mstowe@pcs.k12.va.us

PITTSYLVANIA COUNTY SCHOOLS
COMPREHENSIVE PLAN STEERING
COMMITTEE

James E. McDaniel
Division Superintendent

Jeffrey B. Early, Ph.D.
Assistant Superintendent for Support Services

Lillian D. Holland, Ph.D.
Assistant Superintendent for Instruction

Donald R. Johnson
Assistant Superintendent for Business

Clarissa T. Knight
Assistant Superintendent for Human Resources

Rickey W. Parker
Assistant Superintendent for Information Technology

PITTSYLVANIA COUNTY SCHOOLS ADMINISTRATIVE STAFF

Central Office Supervisory Staff

Ann Cassada, Director of Secondary Education
Michael Hutson, Director of Maintenance & Facilities
Al Klugh, Supervisor of Special Education
Bobby L. Lovelace, Director of Pupil Transportation
B. Teresa Petty, Director of Instructional Support Programs
William Sandidge, Supervisor of Special Education
Clarke C. Scott, Director of Middle School Education
Kara Scott, School Nutrition Specialist
Emily Stinespring, Home/School Coordinator
James Tolbert, Home/School Coordinator
Nancy C. Towler, Director of Elementary Education
Wanda Vaughan, Director of Assessment & Accountability
Rhonda Yates, Supervisor of School Nutrition Program





PITTSYLVANIA COUNTY SCHOOLS

<u>SCHOOL</u>	<u>PHONE</u>	<u>ADDRESS</u>	<u>PRINCIPAL</u>	<u>GRADES</u>
Alternative School	432-8185	1461 Dry Fork Road Dry Fork, VA 24549	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	Jimmie L. Tickle	
Chatham Elementary	432-5441	245 Chatham Elementary Lane Chatham, VA 24531	Jenny D. Eaton	K-5
Chatham High	432-8305	100 Cavalier Circle Chatham, VA 24531	Randy T. Foster	9-12
Chatham Middle	432-2169	11650 US Highway 29 North Chatham, VA 24531	Cedric J. Hairston	6-8
Dan River High	822-7081	100 Dan River Wildcat Circle Ringgold, VA 24586	M. Elizabeth Craig	9-12
Dan River Middle	822-6027	5875 Kentuck Road Ringgold, VA 24586	Emily S. Reynolds	6-8
Gretna Elementary	656-2231	P. O. Box 595, 302 Franklin Blvd. S. Gretna, VA 24557	Dianne C. Travis	K-5
Gretna High	656-2246	P. O. Box 398, 100 Gretna Hawk Cir. Gretna, VA 24557	Kenyon G. Scott	9-12
Gretna Middle	656-2217	201 Coffey Street Gretna, VA 24557	Vera F. Glass	6-8
John L. Hurt, Jr. Elementary	324-7231	315 Prospect Road Hurt, VA 24563	Vickie S. Murphy	K-5
Kentuck Elementary	822-5944	100 Kentuck Elementary Circle Ringgold, VA 24586	Dr. Robert E. Gentry	K-5
Mt. Airy Elementary	335-5291	100 Mt. Airy Elementary Circle Gretna, VA 24557	Joyce A. Wright	K-5
Southside Elementary	836-0006	440 East Witt Road Blairs, VA 24527	M. Todd Sease	K-5
Stony Mill Elementary	685-7545	100 Stony Mill Elementary Circle Danville, VA 24541	Joyce A. Ferguson	K-5
Tunstall High	724-7111	100 Trojan Circle Dry Fork, VA 24549	Barbara H. Brown	9-12
Tunstall Middle	724-7086	1160 Tunstall High Road Dry Fork, VA 24549	Rebecca A. Stevens	6-8
Twin Springs Elementary	724-2666	100 Twin Springs Elementary Circle Danville, VA 24540	Steven D. Mayhew	K-5
Union Hall Elementary	724-7010	100 Union Hall Circle Chatham, VA 24531	Carolyn M. Harris	K-5

FOREWORD

The Standards of Quality for Public Schools in Virginia state that each local school board will adopt a division-wide comprehensive, unified, long-range plan. The Superintendent and the Steering Committee established the goals of the Pittsylvania County Public Schools after reviewing several sources of data compiled by staff and various advisory councils. The new 2012 Comprehensive Plan provides direction and focus on 21st Century skills. The goals support the areas of:

- Human Resources
- Business
- Instruction
- Information Technology
- Support Services

For several years now we have spoken of the rigorous expectations and lofty standards that must accompany education in the 21st Century. Included was the expectation that every child would be provided with a wide array of options to compete in the Global marketplace.

So what's our level of competitiveness nationally and in Pittsylvania County Schools (PCS)? United States (U.S.) students rank 25th in math and 21st in science among students from thirty (30) industrialized countries tested in the Trends in International Mathematics and Science Study.

- By the end of 8th grade, U.S. students are already two (2) years behind in math when compared to their peers in other countries.

The news gets worse when you realize that those numbers only represent those who graduate from high school.

- Nationally, 70% graduate (87% in PCS)
 - Dips to nearly:
 - 50% of African Americans (87% in PCS, State = 87%)
 - 50% of Hispanic (86% in PCS, State = 79%)
 - 50% of Disadvantaged (82% in PCS, State = 80%)
- 70% of 8th graders can't read at grade level.
- Over a lifetime, a high school graduate earns \$260,000 more than a dropout.

What is the focus of most students in high school?

- 40% of U.S. high school students do not take any science class more challenging than general biology.
- 55% of U.S. high school students do not take any mathematics classes beyond two (2) years of algebra and one (1) year of geometry.
- 70% of parents believe their high school is teaching the right amount of science and mathematics courses.

According to a 2006 study from the National Center for Educational Statistics, more than one (1) in three (3) college students take a remedial course in at least one (1) subject in their first two (2) years.

Recently, Dr. Jim Johnson, from the UNC-Chapel Hill Urban Development Strategies Center, completed an assessment on the economic competitiveness of the Danville, Virginia, Region. One of the suggested issues included in the executive summary for consideration was to re-engineer K-20 education to include more training and experiential learning in entrepreneurship.

So, how do we help prepare ALL our students to meet the challenges they will face in the 21st Century colleges and workplaces? Aristotle said, ***“Plausible impossibilities should be preferred to convincing possibilities.”***

Changing times require changing skills.

- According to a report from *21st Century Skills, Education and Competitiveness*, the United States lost 3 million manufacturing jobs from 1995 until 2005, but created 17 million service sector jobs.
- A study completed at the Education Testing Center found that between 1973 and 2000, the percentage of U.S. workers with some post-secondary education increased from 28% to 59%.
- Information from Apte, Karmarkar and Nath, 2008, indicates that 86% of all jobs in the United States are service sector jobs (information and non-information services).
- Projections indicate that the top ten (10) in-demand jobs in 2010 did not exist in 2004.

It is critical that we keep pace with the changing demand for skills and graduate students capable of filling those jobs.

What’s new about 21st Century Skills?

- New Understanding of Learning
 - Critical thinking/problem-solving skills for everyone
 - Life and career skills for everyone
- New Areas of Emphasis
 - Innovation and creativity skills
 - Digital-age literacy

What are the key questions?

- Are our students critical thinkers and problem-solvers?
- Are our students flexible and adaptable?
- Are our students good collaborators?
- Are our students innovative?
- Are our students self-directed?
- Are our students effective communicators?
- Are our students information and technology literate?
- Are our students globally aware?

During the spring of 2008 I interviewed CEO's and HR Directors from local businesses and industries. One of the questions asked was what specific skills sets do students need when they leave high school? Consensus indicated that there was a need for students to have life and career skills in the areas of productivity, teamwork, self-direction, leadership and systems thinking. More specifically, they are seeking curious and persistent students who demonstrate higher levels of literacy and mathematics, possess technical and soft skills, and exhibit the ability to problem solve, think critically, write clearly, understand what they read, and speak fluently.

What should be our focus? According to Dan Mulligan, school divisions should:

1. Focus on 21st Century outcomes
 - Decide upon the 21st Century skills that every student should have when they graduate from Pittsylvania County Schools (get stakeholder buy-in).
2. Be purposeful and intentional
 - Be purposeful and intentional about teaching and assessing these 21st Century skills (develop rubrics for each of these skills).
3. Align educational support systems to produce 21st Century outcomes.
4. Focus on professional development
 - Design professional development strategies that will help our teachers teach and assess the 21st Century skills that we have chosen.
5. Focus on assessment
 - Be sure we have a broad range of assessments (formative and summative) that measure true 21st Century skills.
6. Align education, workforce development, and economic development.
7. Partner
 - Focus on the importance of partnerships (after school, youth development, business community, parents, post-secondary, etc.)

“A bend in the road is not the end of the road ... unless you fail to make the turn.” --- Anonymous

I am of the opinion that Pittsylvania County Schools will make the turn if we:

- Identify 21st Century knowledge and skill expectations for college and work readiness;
- Map out minimum coursework related to college and work readiness;
- Create better assessments that measure career and college readiness;
- Strengthen system linkages between high schools and post-secondary education; and
- Align PreK-12, postsecondary and adult education, after school and youth development, workforce development and training, and teacher education programs around the 21st Century skills that matter for regional and local competitiveness.

Formalizing the connection between education and competitiveness with an agenda focused on 21st Century skills requires forward-thinking leadership and is the right thing to do for our students.



PITTSYLVANIA COUNTY 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 elements are crucial:

- 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;
- Individualized, differentiated learning experiences for all students regardless of ability, creed, gender, geographic location, national origin, race, or socio-economic status;
- 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 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 8th 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 by receiving no discipline referrals.
- Each student will be an active participant in physical fitness programs through classes and organized activities.

Graduates

- Each graduate will require no remediation or retraining for entering higher education, the workforce or the military.
- Each graduate will display life skills through oral and written communications, mathematical and technical applications and human relations.
- Each graduate will exhibit civic responsibility and awareness of diverse cultures through participation in school/community activities.
- Each graduate will demonstrate a knowledge of computer technology as it applies to the use of computer hardware and software in a modern business, industry or education environment as measured by a technology skills assessment during the senior year.



Staff Expectations

Administrative Staff

- Administrators will achieve performance expectations and strive for excellence as shown by satisfactory or superior rating on all criteria on the appropriate evaluation instrument.
- Administrators will annually evaluate and publicly report statistical and other data about the performance of the applicable school or school system.
- Administrators will conduct evaluations of assigned personnel in accordance with the policies adopted by the School Board.
- 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 satisfactory or superior rating on all criteria on the appropriate evaluation instrument.
- Teachers will conduct 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 satisfactory or superior rating on all criteria on the appropriate evaluation instrument.
- Support staff will attend training activities applicable to their responsibilities.



Parent and Community Expectations

- Parents will ensure that their child attend school at the proper time.
- Parents will have their child attend school on a daily basis.
- 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 require graduates of the Pittsylvania County Schools to present their Graduate Profile Card when applying for employment.
- 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.

Overview of Pittsylvania County Schools

Located in the south central hills of the Piedmont, Pittsylvania is the largest county (nearly 1,000 square miles) in Virginia; the size of Rhode Island. We have 20 schools with approximately 9,300 students attending. Pittsylvania County is the 29th (out of 132) largest school division in Virginia. Presently, we have approximately 1,500 certified and classified employees (the largest employer in the County and the second largest employer in the region).

Our student body consists of 71% White, 25% Black, 3% Hispanic and 1% Other. Pittsylvania County has a per-capita income of approximately \$20,000 with a median household income of \$39,000. The poverty level in the County is currently at 15% with nearly 50% of our students qualifying for free or reduced lunch. Unemployment levels are at 9% and have spiked over the last decade because of decreases in the manufacturing industry.

Pittsylvania County Schools (PCS) embraces the concept of continuous improvement. While schools and departments complete annual improvement plans, the division recently completed a Strategic Planning session that involved a review of the data and feedback from all stakeholders. Included in the process was a SWOT Analysis (Strengths, Weaknesses, Opportunities and Threats) which assisted in strategic planning and direction setting for the organization. We began with some questions:

- Should we stay the course with current practices?
- If not, how will we move from reality as we know it to a desired future state?
- How will we challenge the status quo in certain areas to affect change?

From this analysis, the following strategic goals were established:

- **Curriculum:** Enhance the Pre-K–12 curricula to meet the ever-changing expectations of a global society.
- **Staff Development:** Provide staff development opportunities that will prepare teachers, administrators and support staff for meeting the challenge of increasing student achievement.
- **School Climate:** Create 21st Century learning environments that engage, motivate and inspire diverse groups of learners.
- **Student Performance:** Ensure that students develop and demonstrate knowledge, skills and values necessary for success in the workplace and in higher education.
- **Community Relations:** Create and enhance community and parental partnerships to provide optimal educational resources and opportunities that will enhance student achievement.

In 1997, when most school systems were pushing to implement 1.5 Mbps T1 lines, PCS pioneered a different approach for connectivity. Rather than take the traditional route, the School Board adopted and implemented a long range plan for a division-wide broadband

installation based on a 100 Mbps industrial microwave platform. For these efforts, Pittsylvania County Schools was commended at the State level by receiving the Governor's 2002 Gold Award for K-12 Education in Virginia for The Regional Wireless Broadband Wide Area Network (WAN). Specifically, the citation by the Governor is as follows: ***“In recognition of outstanding achievement in using technology innovatively to serve Virginia's citizens effectively.”*** Since that time, PCS has expanded to Gigabit fiber connections to the five major campuses and a 75 Mbps connection to a major Internet backbone. This has resulted in connectivity for 23 sites in the division throughout a geographical radius of 1,000 square miles. Connectivity is only part of the equation. Reliability is the other. Therefore, the presence of the PCS microwave system guarantees a robust failover system. Our exemplary infrastructure means that this enormously rural and vast County is able to utilize reliable and robust connectivity which provides classrooms with an invaluable information resource. Thus, traditional classroom instruction is greatly enhanced with the addition of 21st Century technologies including, but not limited to, projectors, smart boards, personal response devices, probeware and document cameras. Moreover, the Gigabit intranet connection provides a genesis for a wide range of uses of videoconferencing-based special activities and distance learning. By removing bandwidth constraints, the door to innovation is open for exploration as well as embracing technologies.

Our vision is ***“to be recognized as having an innovative, challenging and exemplary school system.”*** In order to attain this vision, we must aggressively meet the challenges of the 21st Century educational reform. Successful organizations and educational institutions embrace change, anticipate the horizon and adapt. The **Pittsylvania County Strategic Plan for Education** mission statement indicates a desire ***“To educate and nurture students to be successful and productive citizens.”*** Indeed, it is an exciting time for students enrolled in Pittsylvania County Schools. During this decade we have constructed four (4) new state of the art middle schools, completely renovated Brosville Elementary School, and erected additional classrooms at Chatham Elementary School, Twin Springs Elementary School and Dan River Middle School. Traditionally, our high schools have been a source of pride and a symbol of the community's determination to ensure a brighter future for everyone. Thanks to citizen support for a \$70 million bond referendum, high school students returned for the 2010-2011 school year to completely renovated and newly constructed facilities.

The Pittsylvania County Schools offers high school seniors the opportunity to enroll in the Teachers for Tomorrow course. This is an advanced level course designed to introduce seniors to a career in teaching and education. As part of the course requirements, participating students must complete an internship outside of the Teachers for Tomorrow classroom. Several of the students who have completed the Teachers for Tomorrow course have returned to the County and are currently employed as teachers in the division.

Mentorship programs are provided for all zero experienced teachers and teachers experiencing the need for support. An experienced teacher is assigned to assist the instructor to ensure success in the classroom.

Professional development opportunities are offered for teachers and administrators throughout the school year. These opportunities include workshops in technology, classroom management, and instructional strategies. Financial assistance is provided to personnel desiring to complete college credit classes for licensure purposes.

Human Resources staff works very diligently in attending all area recruitment fairs. There were eight (8) recruitment fairs attended during the 2010-2011 school year. The number of vacancies has declined in the last three (3) years because of the economic downturn. However, efforts have continued to retain current personnel by seeking all avenues of financial support.

Each year the Governor's Office announces awards for high performing public schools in Virginia. The Virginia Index of Performance (VIP) Program awards points to schools based on the percentage of students achieving at the advanced level on Standards of Learning assessments and progress made toward educational goals advocated by former Governor Tim Kaine and adopted by the State Board of Education as part of its comprehensive plan for further strengthening public education.

The selection criterion for these awards is rigorous. The awards are listed in three categories. **John L. Hurt, Jr. Elementary School** is a past winner of the Governor's Award for Educational Excellence. **Brosville Elementary School, Chatham Elementary School, Gretna Elementary School, Mt. Airy Elementary School, Twin Springs Elementary School and Tunstall High School** have been recognized as the State Board of Education's VIP Excellence Award winners. Finally, **Southside Elementary School, Stony Mill Elementary School, Union Hall Elementary School, Chatham High School and Dan River High School** have earned the State Board of Education's VIP Competence to Excellence Award.

Chatham Elementary School, Gretna Elementary School, John L. Hurt, Jr., Elementary School and Mt. Airy Elementary School have been selected as Title I Distinguished Schools. **Chatham High School** has been recognized as a "high-performing" school and designated as a "Model School" by the International Center for Leadership in Education for working to meet the needs of all students. Additionally, **Mt. Airy Elementary School** has received national recognition as a NO CHILD LEFT BEHIND BLUE RIBBON SCHOOL by the United States Department of Education.

We have been able to accomplish great things because we maintain our integrity, know our stuff, understand our vision, demonstrate uncommon commitment, expect positive results, take care of our people, place duty before self and set standards for others to emulate. I am proud of the commitment by our School Board, grateful for the leadership provided by our talented administrative team, indebted to our teachers who daily instill into the minds of our students a love of learning and appreciative of our support staff for supplying assistance, sustaining programs and maintaining facilities. Because of the amazing people who serve this organization and the fantastic students who attend our schools, we are indeed *A Great Place to Learn and Work!*



File: AD-PC

EDUCATIONAL PHILOSOPHY

It shall be the philosophy of the Pittsylvania County School Board to provide equal opportunity for every student to achieve maximum intellectual, social, emotional and physical growth, to ensure that each individual be equipped to communicate effectively with other people, to be competent both in the work place and in higher education, and to feel confident of the ability to make creative and constructive decisions in his/her life.

It shall be the policy of the School Board to:

- ❑ Adopt and ensure implementation of policies that support the Pittsylvania County Strategic Plan for Education;
- ❑ Provide the necessary trained and dedicated leadership, highly qualified personnel, equipment and materials to assure an appropriate education for every student;
- ❑ Treat all personnel equally with the highest degree of respect;
- ❑ Appropriate funds equally; and
- ❑ Assume continuous maintenance and upgrades of facilities and equipment.

The Pittsylvania County School Division seeks to provide an education that will prepare the young people of the communities that it serves to become productive, collaborative members within our society. Learning is the primary purpose of the Pittsylvania County Schools. This occurs through the mastery of basic skills in reading, writing, mathematics, science, social studies and other disciplines. The educational program is also designed to develop in the individual student practical knowledge and attitudes, to instill values that enrich life now and in the future, to develop positive control over one's thoughts and actions, to foster attitudes of justice and democracy, to emphasize interest in community and world problems, to develop a healthy body, and to develop cultural and aesthetic appreciation. The philosophy is in agreement with the Standards of Quality, Standards of School Accreditation, Standards of Learning, No Child Left Behind legislation and other state and federal guidelines. The division accepts the responsibility of accountability and continuous evaluation of programs and personnel. The principles of this philosophy are a guide for improving the total educational program.

(continued)

Statement of Philosophy

We believe that schools serve communities. We encourage the community and home to become involved and share in the development and operation of a functional educational program for all citizens.

It is our responsibility to assist in discovering, developing and channeling the students' talents and abilities for the welfare and benefit of the individual and society. We believe that each student is an individual with worth, rights, dignity and needs, and each should have the opportunity to develop his/her potential under the supervision of academically competent, professional and dedicated personnel.

The purpose of the school division is to provide a curriculum that is based on research which reflects student needs and economics and social trends. We believe in instruction that is continuous and coordinated from one level to another and enables students to read and to use all areas of language arts correctly and fluently. The curriculum should assist students to develop problem-solving abilities and use mathematical operations and concepts with meaning and accuracy, to gain satisfaction from drawing conclusions based on analytical thinking, to understand social studies and science in relation to positive and realistic self-concept and to acquire habits for sound health and safe living. The curriculum should incorporate the teaching of democracy and human relations and provide a model for citizenship, responsibilities and purposeful living.

The responsibility of all educational personnel is to provide a sound education that develops academic, career and technical, creative and technological skills which foster respect for learning, a desire for knowledge and the development of collaborative contributors in a culturally diverse world. The educational program should be designed to prepare each student for advanced study and employment. The success and value of the school's program is determined by its worth to the students and the society it serves. The Pittsylvania County School Division is committed to providing a safe and secure learning and working environment for all students and staff. To fulfill that commitment to safety, the Superintendent or his/her designee shall develop and implement a comprehensive school safety and crisis management plan which shall comply with and enforce all applicable State and federal laws, rules, and regulations.

Objectives

- To provide an innovative, challenging and exemplary educational program;

(continued)

- To facilitate full accreditation of all Pittsylvania County Schools and achieve recognition as a highly distinguished school division;
- To provide a comprehensive educational program based on the interests, abilities, needs and goals of the students;
- To involve the home and community in the total educational program;
- To emphasize and provide for student mastery of the basic skills of language arts and mathematics;
- To develop students' skills of rational and critical thinking;
- To develop students' abilities to apply and transfer knowledge;
- To enhance student acquisition of knowledge and process skills of science and technology, social studies, literature and language;
- To develop in students the attitudes and skills for enhancing the quality of the environment;
- To teach skills and instill knowledge in students needed for education and/or employment beyond high school;
- To provide an educational program where students progress on the basis of achievement;
- To provide a program of continuing education based on professional, vocational and avocational needs of adults;
- To provide for students' development of habits of good sportsmanship, personal standards of ethical behavior and moral choice, sound mental and physical health and safe living;
- To instill cultural competency and foster respect for diversity;
- To develop students' basic understanding and appreciation of country, the democratic process and respect for authority;

(continued)

- To facilitate student participation in society as responsible family members and citizens;
- To stimulate students' creativity and the development of skills, knowledge and attitudes for the fine arts;
- To help each student develop a positive and realistic concept of self and others, a recognition and acceptance of potentials and limitations and self-discipline;
- To encourage research and innovations for continuous improvement in curriculum and instructional methods that provide a thorough educational program;
- To provide ongoing evaluation and revision of educational philosophy and objectives;
- To involve business, industry and government in the total educational program;
- To develop effective leadership and group skills which foster and sustain relationships with others in culturally diverse work, community and family settings; and
- To instill within community stakeholders the value of quality education.

Commitment

The Pittsylvania County School Division is committed to providing an educational program appropriate to meet the needs of all students according to their capabilities and interests. To accomplish this goal, the school division shall maintain highly qualified staff and provide balanced educational opportunities to help all students grow intellectually, physically, socially and morally.

ADOPTED: December 12, 1995

REVISED: September 9, 2003
April 12, 2005

(continued)

Legal Refs: Constitution of Virginia, Article VIII, Section 7.
Code of Virginia, 1950, as amended, Sections 22.1-78, 22.1-79, 22.1-85,
22.1-293, 22.1-295
8 VAC 20-131-20.

Cross Refs.: AC, Non-Discrimination
GB, Equal Employment Opportunity/Non-Discrimination
GBA, Sexual Harassment/Harassment Based on Race, National Origin,
Disability and Religion
KP, Parental Involvement in Education
JB, Equal Educational Opportunities
JFHA, Sexual Harassment/Harassment Based on Race, National Origin,
Disability and Religion

Business Department Comprehensive Plan 2012-2018

SCHOOL DIVISION IMPROVEMENT PLAN REPORTING GOAL FORM: Business

Department Name: Facilities and Operations School Division Improvement Plan for the Period: 2012-2018

GOAL: Create 21st Century learning environments that engage, motivate and inspire diverse groups of learners.

SCHOOL DIVISION IMPROVEMENT PLAN REPORTING FORM: Objectives

School Division Improvement Plan for the Period: 2012-2018

Goal Area: Business

Objective: Provide State-of-the-art, high performance facilities where appropriate student learning can take place.

Strategies for Meeting Objective	Resources Needed	Evidence of Implementation of Strategies	Person(s) Responsible	Projected Time Frame
Complete Brosville Elem. Kitchen Addition		Certificate of Occupancy	Mike Hutson Don Johnson	August 2012
Review of all existing facilities	ERIP	Written Report	Mike Hutson Don Johnson	2012-13
Complete a long term and short term Facilities Improvements Plan	ERIP	Written Report	Mike Hutson Don Johnson	2013-14
Determine the cost of the long term and short term Facilities improvement Plan	\$20,000 & ERIP	Written Report	Mike Hutson Don Johnson and Dewberry	2013-14
Acquire funding for the short term Facilities improvement Plan	Regular Budget ERIP		Mike Hutson Don Johnson	2013-14
Acquire funding for the long term Facilities improvement Plan	VPSA ERIP		Mike Hutson Don Johnson James McDaniel	2014-15
Continue using and improving the automated maintenance management system.			Mike Hutson	2012-16

SCHOOL DIVISION IMPROVEMENT PLAN REPORTING GOAL FORM: Business

Department Name: Accounting and Finance School Division Improvement Plan for the Period 2012-2018

GOAL: Allocation of Financial Resources based on identified and recognized results

SCHOOL DIVISION IMPROVEMENT PLAN REPORTING FORM: Objectives

School Division Improvement Plan for the Period: 2012-2018

Goal Area: Business

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		Proposed Budget Final Budget Comparison of Budget to Actual	Clarissa Knight Tracey Worley Amy Hardy Don Johnson	Annually
Annual Staff Development for School Bookkeepers	\$500.00	Completed Class	Clarissa Knight Amy Hardy Tracey Worley	Annually
Hire mid level accounting personnel for vacancy created by retirement of Assistant Superintendent of Business	\$60,000.00	New Personnel	Clarissa Knight Tracey Worley	2012-13
Continue the implementation of the Student Activity Fund Accounting System			Clarissa Knight Amy Hardy Tracey Worley	2012-13

Strategies for Meeting Objective	Resources Needed	Evidence of Implementation of Strategies	Person(s) Responsible	Projected Time Frame
Digitize Financial Records to ease file storage problems	\$8,000.00	Digitized Financial Records	Clarissa Knight Jane Nichols Kim Rowland	2012-13
Continue to monitor and implement changes due to Health Care Reform Act			Clarissa Knight Tracey Worley Amy Hardy Jane Nichols	2012-14

SCHOOL DIVISION IMPROVEMENT PLAN REPORTING GOAL FORM: Business

Department Name: Safety

School Division Improvement Plan for the Period: 2012-2018

GOAL: Provide a safe and secure learning environment

SCHOOL DIVISION IMPROVEMENT PLAN REPORTING FORM: Objectives

School Division Improvement Plan for the Period 2012-2018

Goal Area: Business

Objective: Provide a safe and secure learning environment

Strategies for Meeting Objective	Resources Needed	Evidence of Implementation of Strategies	Person(s) Responsible	Projected Time Frame
Annual on-site safety audit for all schools	\$5,000.00	Safety audit report	Don Johnson C. L. Scarce Bobby Phillips	To be completed each fall of every school year

SCHOOL DIVISION IMPROVEMENT PLAN REPORTING GOAL FORM: Business

Department Name: School Nutrition

School Division Improvement Plan for the Period: 2012-2018

GOAL: Enhance and improve the level of customer service and meal nutrition provided to students, staff and parents within the school nutrition program

SCHOOL DIVISION IMPROVEMENT PLAN REPORTING FORM: Objectives

School Division Improvement Plan for the Period: 2012-2018

Goal Area: Business

Objective: Enhance and improve the level of customer service provided to students, staff and parents within the school nutrition program

Strategies for Meeting Objective	Resources Needed	Evidence of Implementation of Strategies	Person(s) Responsible	Projected Time Frame
Research and implement an online payment system for students, staff and parents to use for meal payments	TBA	A working online payment system	Jeff Early School Nutrition Supervisor Tracey Worley Amy Hardy	2013-14
Continue to monitor and implement the new Federal And State School Nutrition Guidelines and policies			School Nutrition Supervisor Jeff Early	2012-18
Continue to provide our students and staff with healthy, nutritious and low fat meals that help to fight childhood obesity		Written Nutritional Information for each food served. Track nutritional information	Jeff Early School Nutrition Supervisor Kara Scott	2012-16

Actual September 30th Average Daily Membership Through 2011-12
Projected September 30th Average Daily Membership Through 2015-16

<i>Year</i>	<i>Actual Membership</i>	<i>Projected Membership</i>
2000-01	9,098	
2001-02	8,964	
2002-03	8,858	
2003-04	9,060	
2004-05	9,140	
2005-06	9,126	
2006-07	9,245	
2007-08	9,141	
2009-09	9,030	
2009-10	9,066	
2010-11	9,034	
2011-12	8,953	
2012-13		8,813
2013-14		8,823
2014-15		8,787
2015-16		8,783

SCHOOL IMPROVEMENT PLAN REPORTING FORM: OBJECTIVES

School Improvement Plan for the Period: 2012-2018

Goal Area: Human Resources

Baseline Data

As Is: 98.37% 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. Continue to recruit (as budget dictates) 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 highly qualified teacher	Human Resources Department	On-going
2. Identify middle and high school students interested in a teaching career	<ul style="list-style-type: none"> • Continue offering the Teachers for Tomorrow Program • Highly qualified teachers for 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 Pittsylvania County Schools	Human Resources Department	On-going

SCHOOL IMPROVEMENT PLAN REPORTING FORM: OBJECTIVES

School Improvement Plan for the Period: 2012-2018

Goal Area: Human Resources

Baseline Data

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

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

Objective: To retain all provisionally licensed teachers desiring to remain with Pittsylvania County Schools

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 five-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	On-going
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	On-going

SCHOOL IMPROVEMENT PLAN REPORTING FORM: OBJECTIVES

School Improvement Plan for the Period: 2012-2018

Goal Area: Human Resources

Baseline Data

As Is: No salary increases for employees for four (4) years

Desired State: Provide a salary increase for all employees

Objective: To implement a salary schedule 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 • Funding above the minimum from the local governing body 	Recommendation to the School Board Budget Committee to include a salary increase for all employees as a budget initiative	Human Resources Department	2012-2013

SCHOOL IMPROVEMENT PLAN REPORTING FORM: OBJECTIVES

School Improvement Plan for the Period: 2012-2018

Goal Area: Human Resources

Baseline Data

As Is: The ethnic population consists of 19% for administrative staff and 11% 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. Continue recruitment efforts at historically black colleges and universities (HBCU)	<ul style="list-style-type: none"> • Human Resources Staff • Funding for recruitment trips 	Higher percentage of ethnic population	Human Resources Department	On-going
2. Continue recruitment efforts at minority colleges and universities	<ul style="list-style-type: none"> • Human Resources Staff • Funding for recruitment trips 	Higher percentage of ethnic population	Human Resources Department	On-going
3. 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	On-going

SCHOOL IMPROVEMENT PLAN REPORTING FORM: OBJECTIVES

School Improvement Plan for the Period: 2012-2018

Goal Area: Human Resources

Baseline Data

As Is: Approximately 20% of the teaching population is male

Desired State: To employ at least 30% male teachers

Objective: To seek and encourage the employment of highly qualified male teachers in all subject areas

Strategies for Meeting Objective	Resources Needed	Evidence of Implementation of Strategies	Person(s) Responsible	Projected Time Frame
1. Continue to seek highly qualified males	<ul style="list-style-type: none"> • Human Resources Staff 	Higher percentage of male teachers	Human Resources Department	On-going
2. Encourage male students to enroll in the Teachers for Tomorrow Program	<ul style="list-style-type: none"> • Teachers for Tomorrow Program 	Male enrollees	Instruction Department	On-going
3. Seek and encourage applicants from colleges offering the “Call Me MISTER (Mentors Instructing Students Toward Effective Role Models)” program	<ul style="list-style-type: none"> • Human Resources Staff 	Employment of participants of the “Call Me MISTER” program	Human Resources Department	On-going

SCHOOL IMPROVEMENT PLAN REPORTING FORM: OBJECTIVES

School Improvement Plan for the Period: 2012-2018

Goal Area: Human Resources

Baseline Data

As Is: Application process includes on-line and paper procedures

Desired State: To develop a paperless application system using on-line capabilities

Objective: To implement on-line applications to save space, time and paper

Strategies for Meeting Objective	Resources Needed	Evidence of Implementation of Strategies	Person(s) Responsible	Projected Time Frame
1. Develop an on-line paperless application for all positions	<ul style="list-style-type: none"> • Human Resources Staff • Information Technology Staff 	Implementation and use of an on-line application	Human Resources Department	2011-2012
2. Develop an on-line system for sharing applications with administrators for review and interview purposes	<ul style="list-style-type: none"> • Human Resources Staff • Information Technology Staff 	Implementation and use of sharing process with administrators Survey of staff at the end of the 2011-2012 to determine feasibility and suitability	Human Resources Department	2011-2012

SCHOOL IMPROVEMENT PLAN REPORTING FORM: OBJECTIVES

School Improvement Plan for the Period: 2012-2018

Goal Area: Human Resources

Baseline Data

As Is: Currently using the teacher evaluation instrument as developed by Instructional Department

Desired State: To develop a teacher evaluation instrument which models the recently released prototype from the Virginia Department of Education

Objective: To implement a teacher evaluation instrument which more strongly addresses student growth

Strategies for Meeting Objective	Resources Needed	Evidence of Implementation of Strategies	Person(s) Responsible	Projected Time Frame
1. Develop a growth model for teachers using the information provided by the Virginia Department of Education	<ul style="list-style-type: none"> • Human Resources Staff • Instructional Staff • Virginia Department of Education • Approval of School Board 	Measurement of teacher evaluations	Human Resources Department Instructional Department	2011-2012
2. Implement a growth model for teachers	<ul style="list-style-type: none"> • Human Resources Staff • Instructional Staff • Virginia Department of Education • Approval of School Board 	Measurement of teacher evaluations	Human Resources Department Instructional Department	2011-2012

SCHOOL IMPROVEMENT PLAN REPORTING FORM: OBJECTIVES

School Improvement Plan for the Period: 2012-2018

Goal Area: Human Resources

Baseline Data

As Is: Administrators and/or administrative assistants are required to notify available substitutes for teacher absences

Desired State: To purchase a substitute finder program to alleviate these responsibilities for current staff

Objective: To implement a program to provide appropriate substitutes for teacher absences

Strategies for Meeting Objective	Resources Needed	Evidence of Implementation of Strategies	Person(s) Responsible	Projected Time Frame
1. Seek substitute finder programs	<ul style="list-style-type: none"> • Human Resources Staff 	Review of appropriate substitute finder programs	Human Resources Department Finance Department	2012-2013
2. Purchase of substitute finder program	<ul style="list-style-type: none"> • Human Resources Staff • Finance Department • Approval of School Board • Funding for purchase of substitute finder program 	Funding availability	Human Resources Department Finance Department	2012-2013
3. Implement a substitute finder program	<ul style="list-style-type: none"> • Human Resources Staff • School Administrators 	Survey of administrators on use of the substitute finder program	Human Resources Department	2012-2013

IMPROVEMENT PLAN REPORTING FORM: OBJECTIVES

School Improvement Plan for the Period: 2012-2018

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	<ul style="list-style-type: none">Human Resources Staff	Assess personnel based on age, race and gender for recruitment and planning purposes	Human Resources Department	2011-2012

Educational Technology Plan

Pittsylvania County Schools

- 2012 - 2018

This document outlines the plan by which Pittsylvania County Schools will maintain, update, and install technology in its classrooms during the specified period.

James E. McDaniel, Division Superintendent
Rickey W. Parker, Asst. Supt. for Information
Technology

Educational Technology Plan

Pittsylvania County Schools

Stakeholders

The **Pittsylvania County Schools' Stakeholders** act in an advisory capacity and serve as a catalyst for technology plan implementation with regard to the policy issues and planning of instructional technology in the schools. Stakeholders are comprised of teachers, classified staff, administrators, community representatives, community minority representatives and parents.

Stakeholders' Principles

Technology is a tool and should never become an end in itself. It can never substitute for a caring and competent teacher. Students and teachers must learn to use technology as a normal part of their daily routine. Because the computing tools of today have become the tools of choice in 21st century living, we believe that computer technology must be an integral part of the classroom and of the daily life of the school. School administrators and teachers must see the benefits of technology in all facets of their work environment before they can pass on its significance to the students they serve.

Committees and Partnering Organizations

The following committees meet on a regular basis to discuss topics and concerns, offering the division the opportunity to see the system as an integrated whole. This results in technology decisions being developed from the perspective of the entire K-12 educational system.

Committees

Assistant Superintendent for Information Technology/IT Staff
Instructional Department: Elementary, Middle and Secondary Directors
Division Technology Committee *
Teacher Advisory Council*
Classified Staff Advisory Board
Citizens' Advisory Council*
Minority Concerns Committee*
School Board

Partnering Organizations

Institute for Advanced Learning and Research

Danville-Pittsylvania Broadband Coalition*

Southern Piedmont Technology Council

Pittsylvania County public libraries

Regional 911 Center

Pittsylvania County Sheriff's Department

Church-Based Tutorial Programs

Blue Ridge East Technology Consortium*

Southside Virginia Regional Technology Consortium

**The Assistant Superintendent for Information Technology serves as a member.*

Plan Distribution

The PCS Technology Plan is distributed in two ways:

- Posting it for download in both Adobe PDF and Word formats on the PCS web site
<http://www.pcs.k12.va.us/techplan/>
- Providing a hard copy to the public in the School Board lobby

Mission & Vision

Mission Statement

The **Pittsylvania County School System** is committed to providing students and teachers with the most appropriate technology for the enhancement of education.

Vision Statement

Students, teachers and staff will learn and work in a technology-rich environment that encourages exploration and personal development that leads to a productive and fulfilling life.

Technology-integrated learning environments will be provided to maximize instruction and achievement.

On-going professional development opportunities designed to enhance instruction through the integration of appropriate technologies will be provided to instructional personnel.

Support to assure equity of access division-wide to technologies for communication, collaboration, and learning will be provided.

Learning, Technology Access and Use

The *Standards of Learning for Virginia Public Schools* clearly identify the importance of technology in the classroom. Teachers in the Pittsylvania County Schools are committed to meeting the standards and are endeavoring to find innovative means by which to enhance instruction. Professional development is the key strategy to success. The Information Technology Department maintains a close working relationship with local school personnel, providing technical support and ongoing training in the use and integration of available technologies. All of its functions are examined in the light of one overriding concern: every function must support instruction.

Pittsylvania County Schools is dedicated to providing high quality instruction in a technology-rich learning environment. Previously, the concept of the 'open computing laboratory' had been the division's focus; however, we recognize the need to increase the ease of access to computers at all levels, in all instructional areas. Access to computer facilities should not be for a select few in specialized classes; therefore, our current focus will be to increase the availability of technology for instructional use, including classroom technology, multi-purpose classrooms in our newly renovated high schools, laptop carts, and smaller mini-labs in classrooms. The Pittsylvania County School System is committed to meeting the expectations of the Standards of Learning and No Child Left Behind goals, creating 21st Century learning environments, and preparing our students for the challenges of the 21st Century.

Current Status/Needs Assessment

Infrastructure

Needs Assessment

The establishment of the Danville-Pittsylvania Broadband Coalition (DPBC) brought a new era in high-speed Internet access to our region. The DPBC is a coalition of Danville City, Pittsylvania County, Danville City Schools and Pittsylvania County Schools.

Together we are able to dramatically reduce the cost per Mbps of Internet access. The joint purchase is an OC3 with the 155 Mbps bandwidth split into two shared pools.

Pittsylvania County Schools recognizes that many modern educational IT applications require the connection of multiple schools over a high-speed internal WAN. The existing Intranet has 54, 100 and 300 Mbps microwave links to regional nodes that are 2, 4, 9, 10, and 14 miles from the regional fiber drop. Typically, the regional nodes are located at the high schools with fiber connecting the adjacent middle school to the regional node.

The *Danville-Pittsylvania Broadband Coalition* projects costs to decrease to the members through the City of Danville's Utilities Department. Bulk buying power ensures adequate bandwidth for the near future for both Pittsylvania County Schools and its partner, Danville City Schools. Currently PCS infrastructure has increased to 55 Mbps with access to burst into a 70 Mbps pool.

Gap Analysis

There are no significant identifiable gaps between internal bandwidth availability at the elementary, middle and secondary levels based on student enrollment per school. The Tunstall area, however, does not have a fiber connection to the core of the regional network. To replace our current wireless access, 100 Mbps fiber transport to Danville MSAP is needed for the Tunstall district. This would affect two elementary schools, one middle school, and one high school.

Hardware/Software

APPLICATION	PURPOSE	TARGETED POPULATION
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Needs Assessment

The Pittsylvania County School System is committed to creating 21st Century learning environments and providing high quality, technology-enhanced instruction designed to prepare students for these challenges. Educational technologies including software applications are utilized in instruction and assessment in all curricular areas. The allocation of instructional funds to individual schools, however, provides for the purchase of software at the building level, resulting in disparity among software purchases and program utilization. In addition, Web 2.0 technologies are underused due to network restrictions and a lack of professional development relative to their use in instruction. PCS uses SchoolVue Lab Management software in middle and high school labs and libraries to ensure a secure, well-managed lab conducive to instruction and learning. This software is not available in elementary school labs due to funding considerations.

The computer to student ratio, particularly at the elementary level, restricts the use of available software as well as the integration of Web 2.0 tools into classroom instruction. Presently, the ratio of computers to middle and high school students is better than one computer per 1.5 students, although these machines are in fixed classroom and lab locations. In our elementary schools, the ratio is far worse, averaging one computer per 8 to 14 students with all machines also located in computer labs. The fixed nature of these machines restricts the teachers' ability to seamlessly integrate their use into instruction and hinders the division's ability to conduct online SOL testing at the elementary level. The table on the following page illustrates the software available in most schools. Individual schools, due to the manner in which funding is allocated, may have additional software installed on their machines.

Gap Analysis

Pittsylvania County Schools has identified four significant gaps in hardware and/or software across the division:

- Computer to student ratio, particularly at the elementary level
- Availability of classroom technology, particularly at the elementary level
- Access to Web 2.0 tools
- Equity of access to high-quality, cutting-edge software

Our goal remains to equip our elementary and high schools in the same manner as these four middle schools; however, adequate funding is not yet available. The middle school design includes a computer lab for each grade level, small library labs, and small labs in each of the exploratory classrooms. Plans now approved will provide for the renovation and upgrade of all four high schools. Details of the technology upgrades are in development with consultation from the architects. Construction began during the 2008-2009 school year. Lack of space in elementary schools prohibits any expansion of computer lab facilities at this time.

	Instruction	Assessment	Professional Development	Communication	Reporting	
Accelerated Reader		×			×	K- 9, select schools
A+ Math	×	×			×	K – 8
ARDT		×			×	7 – 8
Atomic Learning	×		×			6 – 12; Employees; Parents
Blackboard CMS	×	×	×	×		K – 12; Parents
Child Observation Record				×	×	Pre-school
Cortez Algebra	×	×				9 – 12
Destination Math	×	×			×	K – 5 (Kentuck Elementary)
Destination Reading	×	×			×	K – 5 (Kentuck Elementary)
Electronic Report Card				×	×	K - 5
ePAT SOL		×				3 - 12
Harcourt Math	×	×			×	K - 5
Inspiration	×					6 - 8
InteGrade Pro				×	×	1 - 12
Interactive Achievement		×			×	6 – 8, Math only
Microsoft Office	×					6 – 12; Employees
NCS Writing Mentor for VA	×		×			3 – 12, English Writing
NovaNET	×	×			×	6 - 12
Project Graduation	×	×			×	11
Scholastic Keys	×					K - 5
Soft Chalk	×					K - 12
Star Reading Assessment		×			×	K – 9, select schools
Study Island	×	×			×	K – 8, select schools
Thinklink Learning		×			×	K – 5, select schools

TABLE OF INSTRUCTIONAL SOFTWARE IN SCHOOLS

Instructional Technology: Classroom Integration

Needs Assessment

Annually, Pittsylvania County Schools' Information Technology Department ascertains the extent of technology use and integration in the classroom through an online survey.

Additionally, direct observation by principals and Instructional Technology Resource Teachers (ITRT) allows us to determine specific areas of need. The availability of the ITRT has increased the integration of technology into classroom instruction and the use of the lab resources available to both students and teachers. Ninety-five percent (95%) of PCS employees now use PCS email on a regular basis. Seventy-five percent (75%) of teachers use the Internet to locate instructional resources.

Curriculum Planning Tools		
Elementary, K-5	Middle, 6-8	Secondary, 9-12
<ul style="list-style-type: none"> English Math Science History Art Physical Education Health Music Foreign Languages Career/Technical Education Special Education Gifted/Talented Other 	<ul style="list-style-type: none"> English Math Science History Art Physical Education Health Music Foreign Languages Career/Technical Education Special Education Gifted/Talented Other 	<ul style="list-style-type: none"> English Math Science History Art Physical Education Health Music Foreign Languages Career/Technical Education Special Education Gifted/Talented Other

PCS has developed a comprehensive curriculum alignment plan with mapping and pacing guides for all subjects. These instructional resources are revised annually and are available online to teachers. In this way, PCS is able to provide a consistently comprehensive education to its students. Internet Safety Education lessons have been integrated into these pacing guides for inclusion in lessons taught by classroom

teachers, guidance personnel, media specialists, and ITRT.

Fewer than ten percent (10%) of Pittsylvania County Schools' classrooms have instructional technology such as LCD projectors, document cameras, interactive white boards/wireless slates, classroom response systems, or computers for student use.

Adequate funding with which to purchase classroom technology is the main obstacle to the integration of technology in our division. A plan by which these items can be obtained and the funding necessary to purchase these items are necessary for technology integration to occur to the extent desired. Results of the *2008 Technology Use Survey* indicated that teachers view increasing the availability of classroom technologies such as LCD projectors, SMART Boards, classroom response systems, document cameras, and computers for student use as a top priority for Pittsylvania County Schools.

Secondary to the lack of classroom technology is the lack of training time built into the regular contract period. Ongoing significant technology training is the key to effective integration. Continuation of the ITRT program is essential to the creation of 21st Century learning environments and the seamless integration of technology into the lives of students.

The results of our *2008 Technology Use Survey* indicate that approximately ninety percent (90%) of PCS employees now have Internet access at home. Only sixty-two percent (62%), however, have broadband access. Sixty percent (60%) of students report having Internet access at home. Schools are currently posting information online for parents and students via the PCS home page, school web pages, and Blackboard; however, until the population, both students and teachers, has more access to the Internet, particularly to broadband, the main form of home-school communication remains paper copy.

Gap Analysis

Pittsylvania County Schools has identified significant gaps in the integration of instructional technology:

- Availability of instructional technology such as LCD projectors, document cameras, wireless slates, classroom response systems, and student computers in classrooms
- Availability of professional development in the use of 21st Century pedagogy
- Access to Web 2.0 technologies within classrooms
- Availability of broadband access to homes of PCS employees and students

Duration

The following chart indicates the technology timeline for Pittsylvania County Schools' implementation over the next two years. For each milestone listed, the projected date range of implementation is shaded on the next page:

Task Name	1, 200	Qtr 2, 2008	Qtr 3, 2008	Qtr 4, 2008	Qtr 1, 201	Qtr 2, 2010	Qtr 3, 2010	Qtr 4, 2010	Qtr 1, 201
	e Mar	Apr a Jun	Jul u e	Oot o Dec	Jan e Mar	Apr a Jun	Jul u e	Oot o Dec	Jan e Ma
Middle school labs (1 at each CMS, GMS, DRH, TMS)									
Middle school Labs at CMS (60 PCs)									
Middle school Labs (GMS, DRMS, TMS / 180 PCs)									
Install Microscopes (Stereo-GHS,DRHS,THS, CHS) Medical -GHS									
Install projectors in HS science wings (2-THS, 2-GHS)									
Install Projectors in Social Studies (2-DRM, 1-at GMS, CMS, TMS)									
wireless Installation at Dan River campus (DRH/DRMS, Kentuck)									
Regional Alternative school - new teachers & lab computers (30)									
Tunstall Campus fiber to Danville MSAP - 100 Mbps									
Computer for CTE lab at the CTEC (20)									
New switches supporting VoIP and video - multicast (HS)									
New switches for Middle schools									
New switches for Elementary schools									
Create 21 century classrooms at all levels									
Install video system at CHS with 6 channels (2-HD, 4-DTV) serving all HS									
Create multipurpose classrooms in new HS wings (flat tables, power/network) for Laptop carts									
Lab at ECC (30 units)									
PreSchool Project									
Special Educations (conference rooms & some classrooms - used computers)									
PowerTeacher Implementation									
Parent Portal									
Create addition computer labs in the elementary schools									

Collaborations and Partners

Support Programs/Partnerships

The following partnerships provide opportunities for professional development and collaboration with neighboring and regional school divisions:

Blue Ridge East Consortium (BRETC)

Pittsylvania County Schools is a member of the No Child Left Behind/ED Tech Competitive Grant that forms the Blue Ridge East Consortium (<http://www.bath.k12.va.us/bretc/default.aspx>). This consortium offers professional development opportunities for its 21 member partners through the National Teacher Training Institute and provides technology equipment for classroom use to participating school divisions.

Southside Virginia Regional Technology Consortium (SVRTC)

Pittsylvania County Schools (PCS) is also a member of the twenty-five division SVRTC. The SVRTC (<http://www.svrtc.org/>) collaborates with Longwood University to deliver high-quality professional development to participating school divisions through videoconferencing and site-based instruction.

James Madison University Virtual Communities of Practice (VCOP)

Both the BRETC and the SVRTC have joined with James Madison University to form virtual communities of practice (VCOP) intended to serve as catalysts for NETS*T certification among ITRT and classroom teachers. The VCOP connects participants with others statewide, providing a vehicle for communication and sharing of ideas. Through the VCOP, three to four participants may receive NETS*T certification each year. PCS currently has one NETS*T certified ITRT and three additional ITRT working toward this goal.

Piedmont Regional Governor's School

PCS hosts technology-rich summer enrichment classes for identified gifted students in grades 4-7 for eight neighboring school divisions and four private schools. (<http://www.pcs.k12.va.us/governor/>)

Goals, Objectives, Strategies & Implementation Responsibility

Pittsylvania County Schools has identified gaps in all three areas of importance: Infrastructure, Hardware/Software, and Instructional Technology. In addition, we find that significant on-going technology-related professional development is necessary for administrators, instructional personnel, and support staff. PCS's plan for improvement during 2009 and 2010 is detailed in the tables that follow. Many of these projects will continue past the plan's period until their completion.

It is the responsibility of the Information Technology department to secure, install, and maintain all hardware and software. The Lead ITRT works with the Instructional Department to provide technology-related professional development to employees.

Infrastructure

GOAL	OBJECTIVE	STRATEGY
Secure access to additional bandwidth, ensuring the capability of future expansion.	Increase the available total bandwidth outside our network so as to exceed our current needs	Continue working with the DPBC to improve access to low cost, high quality bandwidth. The existing Intranet will be used to efficiently distribute the bandwidth out to the edge of our network
Create a secure robust Intranet capable of meeting the ever-changing demands of the school division.	Ensure secure coexistence of the wireless network with the WAN and LAN.	Establish at least a 100 Mbps connection to each of 23 educational facilities with Gbps (1,000 Mbps) connections over the main backbone regional links.
Provide fiber connection to all regions.	Add fiber to include the Tunstall region.	Purchase Internet access over fiber as soon as it becomes available.
Handle video, voice and data efficiently.	Provide Voice over IP (VoIP) services to the schools. Provide Video Distribution services via IPTV over the data network instead of a separate coaxial network.	Implement VoIP in a staged approach beginning with the high school renovations in 2009. Install QOS and POE switches in the high schools for the 4 regions
Avoid duplication of efforts in data entry of student related data	Move toward all administrative applications being interoperable.	Make all new systems SIF compliant

Professional Development

GOAL	OBJECTIVE	STRATEGY
<p>Facilitate the seamless integration of technology into classroom instruction</p>	<p>Provide consistent instruction and support to teachers and administrators relative to available software and hardware</p> <p>Provide professional development in the use of 21st Century teaching strategies</p>	<p>Utilize ITRT as professional developers according to division and school level training plans</p> <p>Conduct sessions of Intel’s administrator and teacher training</p> <p>Provide Atomic Learning*, an online, self-paced tutorial program, to staff as a resource for personal growth in the use of technology; educate staff in its use with students as well</p> <p><i>*Dependent upon funding</i></p>
<p>Fully integrate the use of PowerSchool and PowerTeacher, along with Parent Access</p>	<p>Train administrators, support staff, and instructional personnel in areas of implementation relative to their assigned duties.</p> <p>Provide ongoing, on-site support and training to insure full integration.</p> <p>Educate parents and school staff in the benefits and use of the parent portal.</p>	<p>Provide staff professional development according to a consistent training plan developed by the Lead ITRT who will work closely with the Instructional staff at the Central Office to identify instructional needs, plan division training initiatives, and provide division level and administrative training. This training will encompass all areas of Power School.</p> <p>Purchase PowerSource’s “Mastery in Minutes” training tutorial series (\$1,000/year, unlimited access)</p> <p>Provide parent information sessions at each school prior to opening the portal to parents and students</p>

Integration

Technology Support for Available Equipment

Pittsylvania County Schools employs nine technicians (one per 1,000 students). Of these nine positions, two are assigned to the division's Information Technology Department office as Network Manager/Lead Technician and Assistant Network Administrator. They oversee the division's network and provide immediate support to all areas of the division in addition to managing the daily work assignments of the seven building level technicians. One technician maintains all wireless network applications and provides support for related work orders. Four of the remaining technicians are assigned to a region of the division and the schools within that region. Each provides support to his/her region on a daily basis, installs new equipment and software, and addresses technology-related work orders submitted by teachers and staff. The remaining two technicians specialize in computer/video infrastructure and general computer maintenance and provide assistance for all special projects and related repairs.

Go to Assist software allows technicians to diagnose, troubleshoot, and resolve problems throughout the division from any location. Technicians are able to chat and to use remote diagnostics, file transfer, and reboot/reconnect capabilities. This software also gives technicians the option of remotely viewing or controlling the computers to provide immediate service.

Nine Instructional Technology Resource Teachers (ITRT) (one per 1,000 students) serve the division's administrative, instructional, and support staff, and provide ongoing professional development for all hardware and software. They also assist with troubleshooting and needed repairs. As the ITRT model the integration of technology and correlate activities to the SOL, they are supported by the resident network/computer support technicians. This close proximity of the ITRT team and the technician is designed to improve response time and foster a cooperative work environment, ensuring the availability of technology support and training to administrators, teachers, and students.

Equity of Access & Core Network Design

The core of the **Pittsylvania County Schools'** intranet is based centrally at the Network Operations Center. Three regions (Chatham, Dan River, and Gretna) are served by Gigabit fiber. The Tunstall area is currently served by 100 Mbps wireless.

The chart on the following page illustrates the intranet of Pittsylvania County Schools, a symmetrical system providing broadband access across a 987 square mile region including ten neighborhood elementary schools, four regional middle schools, and four regional high schools. This system serves over 1,300 employees and over 9,000 students with secure high-speed Internet access.

Intranet/Extranet Links: Pittsylvania County, Virginia

Link	Link Rate	From	To	Status	Units	Comment
1	GigE Fiber	Jones Tower(14 mi)	Gretna High	Active	2	backbone Seg- Intranet
2	GigE Fiber	NOC (1.4 mi)	White Oak Tower	Active	2	backbone Seg- Intranet
3	100Mbps	Jones Tower (9.4 mi)	Tunstall High	Active	2	Tsunami
4	GigE Fiber	Jones Tower (7.4 mi)	Dan River High	Active	2	backbone Seg- Intranet
5	GigE Fiber	NOC (4.4 mi)	Central Office	Active	2	backbone Seg- Intranet
6	GigE Fiber	NOC	Chatham High	Active	2	backbone Seg- Intranet
7	45 Mbps	Gretna High (15 mi)	Mt. Airy	Existing	2	Proxim
8	150 Mbps	Gretna High	Gretna Elem	Existing	2	Orthogon - Spectra
9	GigE Fiber	Gretna High	Gretna Middle	Existing	2	backbone Seg- Intranet
10	150 Mbps	Jones Tower	Twin Springs	Existing	2	Orthogon - Spectra
11	45 Mbps	Twin Springs	Southside Elem	Existing	2	Orthogon - Gemini
12	10 Mbps	Reg. Alt School	Southside Elem	Existing	2	Orthogon
13	150 Mbps	Tunstall High	Brosville Elem	Existing	2	Orthogon - Spectra
14	150 Mbps	Tunstall High	Stony Mill Elem	Existing	2	Orthogon - Spectra
15	GigE fiber	Dan River High	Kentuck Elem	Existing	2	backbone Seg- Intranet
16	GigE fiber	Dan River High	Dan River Middle	Existing	2	backbone Seg- Intranet
17a	54 Mbps	NOC	Medley Tower	Existing	2	Engenious
17b	45 Mbps	Medley Tower	Union Hall Elem	Existing	2	Orthogon
18	GigE fiber	Chatham Middle	NOC	Existing		segment
19	150 Mbps	Chatham Elem	E911 Tower	Existing	1	Orthogon
20	5 Mbps	Public Library	E911 Tower	Existing	1	Alvarion
21	5 Mbps	Public Lib - Extension	Brosville Elem	Existing	1	Alvarion
22a	54 Mbps	Gretna High	Brushy Mountain	Existing	2	Engenious
22b	10 Mbps	Brushy Mountain	Hurt Elem	Existing	2	Orthogon
23	70Mbps	NOC -Internet Access	Danville/COVANET	Existing	ATM	
24	-	NOC Dialup	Southern region	8	dialup	active
25	-	Gretna High Dialup	Northern region	4	dialup	discontinued
28	70 Mbps	NOC-Internet Access	Danville City NOC		Fiber	MCB/MCI

Professional Development & Support Programs

Instructional Technology Resource Teachers

Eight (8) Instructional Technology Resource teachers (ITRT) and one (1) Lead ITRT support the integration of technology into classroom instruction. Their primary function is to train teachers, provide support, and model instructional strategies utilizing technology that will enhance instruction. Each ITRT serves two to three schools. The Lead ITRT works closely with the instructional staff at the Central Office to identify instructional needs, plans division level training initiatives, provides division level and administrative training, and coordinates and supervises the ITRT as they work with the teaching staff in their respective schools. The Lead ITRT also works closely with the instructional staff to align the curriculum division-wide and to develop benchmark assessments. The ITRT currently oversee the implementation of the classroom integration component of the division's Internet Safety Education Plan and will be the principal trainers during the implementation of Power School, Power Teacher, and the parent access component of Power School.

Ongoing Training Programs and Opportunities

Teachers are required to complete a technology portfolio by the end of their first five years of employment. In addition, all instructional personnel must complete an in-service on copyright and an online training course on Internet Safety Education. Plans of action have been developed at the division level to document completion of assigned courses and training designed to certify all teachers of special needs students as "Highly Qualified. Cortez instructors receive training annually, paid for with grant funding, to administer instruction to their students. These opportunities are detailed in the table on the following page.

OBJECTIVES	STRATEGY/ACTIVITY	EVALUATION/ EVIDENCE OF FOLLOW-UP IN THE CLASSROOM
<p>All teachers in the area of Special Education will become Highly Qualified in all areas pertaining to their assignments.</p>	<p>Training will be provided for each core subject area as follows: English, Math, and Science: Instructors will attend training provided by the Lead ITRT in available technology for curriculum enhancement and instructional support. Social Science teachers will complete an online course through Blackboard in which curriculum, instructional resources, and teaching strategies are explored and evaluated.</p> <p>All instructors will complete online "Digital Workshops" maintained through the PCS Blackboard course for support teachers.</p>	<p>Attendance at training sessions will be documented.</p> <p>The Assistant Superintendent of Support Services will collect certificates of completion for all online content.</p> <p>Principals and supervisors will observe teachers. Observations of instruction as well as lesson plans will serve as evidence.</p>
<p>New certified staff will meet the Teacher Technology Certification Standards for Pittsylvania County Schools.</p>	<p>Teachers will submit a Teacher Technology Portfolio for review.</p>	<p>Building principal's classroom observations indicate effective technology integration.</p> <p>Teacher's unit/lesson plans indicate effective technology integration.</p>
<p>Instructional personnel will receive training in copyright and fair use as it pertains to educators and in the importance of Internet safety education for their students, enabling them to effectively instruct students in both copyright issues and in online safety.</p>	<p>All instructional personnel will be required to attend an in-service on copyright and fair use in education.</p> <p>All instructional personnel will be required to complete four hours of online Internet safety education training.</p> <p>In addition to core Internet safety lessons taught by ITRT, teachers will utilize Internet safety lesson activities correlated with grade level and/or subject SOL and available in PCS pacing guides.</p>	<p>Attendance at copyright in-service will be documented. Five hours will be awarded toward certificate renewal.</p> <p>Instructional personnel will be required to submit the certificate generated upon completion of the online course. Five hours will be awarded toward certificate renewal.</p> <p>Principals will evaluate lesson plans and conduct classroom observations as evidence of integration.</p>
<p>Cortez* instructors will receive high quality professional development training. <i>*Cortez is a network-based client-server mathematics instructional package that incorporates classroom administration of student progress.</i></p>	<p>High school instructors will receive ongoing training in the summer and throughout the school year from the Cortez Management Corporation.</p>	<p>Teachers will be able to use the data that is provided by the software to group students to work on specific skills for continuous achievement. <i>*Cortez funding is dependent upon the proposed budget.</i></p>
<p>Middle school mathematics teachers will effectively utilize test data to improve student achievement.</p>	<p>Teachers will receive training provided by Interactive Achievement, Inc. specifically designed to facilitate the use of data to improve achievement.</p>	<p>Principals will evaluate lesson plans and observe instruction.</p> <p>Test data will be evaluated.</p>

ONGOING TRAINING & SUPPORT PROGRAMS

Connectivity

As detailed in the previous sections of this report, “Integration” and “Professional Development and Support Programs,” Pittsylvania County Schools maintains and provides support for a secure, robust Intranet with equity of access to all twenty schools and division offices. Plans to connect the Tunstall area via fiber (see “Current Status/Needs Assessment – Infrastructure”) are underway.

To ensure continued access to low cost, high quality bandwidth at a rate sufficient to support high volume internal applications, Pittsylvania County Schools will continue its partnership with the Danville-Pittsylvania Broadband Coalition (DPBC). Increasing the available total bandwidth outside the network to exceed current needs and allow for future expansion remains the division’s continued goal.

To maintain compliance with Virginia’s *Acceptable Internet Use* policy (§ 22.1-70.2., Acceptable Internet use policies for public and private schools), Pittsylvania County Schools filters all Internet content provided by the division to staff and students using a product called *i-Prism*. Machines are categorized as student or administrative, and permissions are set accordingly. An employee using an administrative machine can use his/her staff login to request access to acceptable, uncategorized sites for educational use and to override certain categories for personal use. Categories such as gambling and pornography may never be overridden. Requests to override or release sites may not be made from machines with IP addresses in the “student” category.

Educational Applications

Pittsylvania County Schools is committed to the best teaching practices integrating technology in meaningful and productive ways. Online resources that correlate to the SOL have allowed us to distribute individualized instruction to target populations where SOL improvement is required. The continuation of their use is dependent upon available funding and may be impacted by reductions to the division’s budget during this plan’s period.

Virtual Virginia

Students at all four high schools participate in virtual courses including Advanced Placement courses not offered in the traditional setting via Virtual Virginia.

Cortez Math

Selected Algebra students will be enrolled in a Cortez math lab learning environment in all four high schools. Cortez is a blended client-server mathematics instructional package that incorporates classroom administration of student progress. Since its implementation, Algebra scores have consistently improved.

Career Academy

Career Academy labs provide educational experiences for students who have not experienced success in the traditional educational setting. Currently, there are five Career Academy classrooms - one per high school, with an additional lab at the high school with greatest need. The Career Academy program allows students to progress at a faster rate by taking more than the traditional eight classes per year, thus enabling them to regain age-appropriate academic status. NovaNET software is the instructional vehicle through which the curriculum is delivered.

Read 180

Read 180 labs provide technology-enhanced reading instruction to selected students in all four middle schools.

Math Labs / A+ Software

Math labs in two middle schools have been created to provide technology-enhanced remedial mathematics assistance using A+ software. The creation of these mini-labs in other schools is dependent upon classroom space and available funding.

Interactive Achievement

Interactive Achievement is currently utilized for all mathematics benchmark testing at the middle school level. This web-based testing program allows teachers to modify instruction based on real-time test data.

ESL Instruction

The instructional focus remains on the English Language Proficiency Standards of Learning and the continuous monitoring of student progress. To accomplish these goals, ESL teachers are provided laptops and accompanying software for use with students when access to other machines is not available. Teachers use a variety of online resources in addition to their software to enhance the instruction of their students.

CTE Programs

Career & Technical Education classes focus on job related technology skills, utilizing the available technology to prepare students for immediate entry into the job market and for post-secondary certification opportunities. The CAD, Cisco, A+ and Net+ classes provide students with a basic skill set on which to build their post-secondary education. An engineering lab allows students to utilize special software to further their interests in the field of engineering and to provide a foundation for their post-secondary education.

ARDT

Algebra Readiness Diagnostic Test Practice is used at the middle school level to assess readiness for algebra.

Inventor Software/InCad

Students use this software in classes designed to prepare them to pursue engineering careers in their post-secondary education.

NovaNET

NovaNET school curriculum software from Pearson Digital Learning is a comprehensive e-learning system revolutionizing the relationship between students, teachers, and technology. This software is used in the Career Academy program, GED program, Regional Alternative School, homebound instruction, and some church based tutorial programs. PCS provides access to this system through our WAN.

Blackboard*/ Moodle

This web-based courseware and online course creation program is utilized by schools in the division as a school/homework portal and by secondary teachers to post class information, lessons, and resources, and to assess student learning.

**Due to increasing costs and budget restrictions, PCS will transition to Moodle during the 2009 – 2010 school year. Other considerations to replace Blackboard are PowerTeacher and the Parent Access component of PowerSchool.*

Soft Chalk

Soft Chalk enables teachers to design interactive courses and/or course materials for use in Blackboard or as stand alone applications.

ePAT

Teachers utilize ePAT at all levels, K-12, to provide practice for online SOL testing.

Project Graduation

This program is used to assist students who have been unsuccessful in English in meeting necessary requirements for graduation.

Atomic Learning*

Self-paced technology instruction is provided via this online resource to employees, students, and their families.

**Due to budget constraints, the use of Atomic Learning may be discontinued at the end of the 2008 – 2009 school year.*

Videoconferencing via Tandberg Units

PCS has hosted many videoconferencing sessions including a simultaneous broadcast with all four division high schools. As a component of the “21st Century Community Learning Center” after-school program, students in participating PCS middle schools held academic competitions between schools using videoconferencing equipment. Beginning in the fall of 2007, PCS schools participated in virtual field trips available through Tandberg’s “Center for Interactive Learning and Collaboration.”

NetMeeting

PCS held NetMeetings with the communications engineer in Antarctica (<http://www.pcs.k12.va.us/instruction/science/antarctica/index.html>) and Professor Defen Luo, Dean of English at the Hunan Normal University in Chang Sha, Hu Nan in the Peoples Republic of China (<http://www.pcs.k12.va.us/public/index-1-china.html>).

MediaSite/Sonic Foundry:

MediaSite provides a means for live and on-demand communications. Faculty and staff training videos using this product are being planned.

Distance Learning

Videoconferencing equipment is also used in conjunction with Blackboard and SchoolVue lab management software to deliver high-quality instruction in a distance learning environment. Due to teacher shortages in critical needs areas, distance learning has been used successfully in the instruction of Computer Science, Spanish, and Physics.

Accountability

Pittsylvania County Schools recognizes that technology is changing rapidly. Teachers and staff are continually at odds with the pace of change. With new options available on a daily basis for solving formerly difficult problems, it is imperative that the Information Technology Department staff continually look for new ways to accomplish their goals. Teachers must look for new opportunities and new ways of approaching instructional goals with the use of available technology.

To ascertain the utilization and effectiveness of the technology provided to the students and staff, PCS conducts an online survey each spring. Results are evaluated and used to tailor professional development and to guide the purchase of new technologies.

Annual Technology Survey

Beginning in 2009, *Survey Monkey* will be used to conduct our technology needs assessment. Pittsylvania County Schools’ Information Technology Department utilizes an online survey each spring to assess information technology literacy, Internet safety education preparedness, classroom use of technology, and the impact of the ITRT program. All PCS employees are expected to complete the survey annually.

The results of the 2008 Technology Use Survey are available online at

http://www.pcs.k12.va.us/techplan/2008_technology_use_survey_pcs.pdf

Fiscal Analysis

Internet Connectivity

The Schools and Libraries E-rate Program underwrites Pittsylvania County Schools’ Internet connectivity. In 2007-2008, the E-rate program paid \$34,985 toward Internet

access. During 2008-2009, E-rate provided 63% of the cost of PCS's broadband connection, and in 2009-2010, that percentage increased to 65%. IT local funds cover the remainder of the cost of broadband connection.

Educational Applications (Hardware & Software)

The annual Virginia Department of Education funding for technology in 2008-2009 was \$596,000 plus \$114,000 for the local match. The Pittsylvania County Board of Supervisors consistently funds only the minimum requirement for the local match annually, limiting the purchase of classroom technology.

No additional funds other than State funds and required local match for the State funds are provided for the purchase of school computer hardware or classroom technology or its maintenance, repair, or replacement. Current State funding restrictions do not permit PCS to purchase classroom technology such as projectors, SMART Boards or wireless slates, document cameras, classroom response systems, or other such items. Total Cost of Ownership has been addressed by requesting that the Board of Supervisors create a line item for the purchase and replacement of equipment on a four-year cycle in their capital outlay budget. Pittsylvania County's Board of Supervisors has yet to support the school budget with additional funding. The impending budget cuts (2009-2010) will further impact purchasing decisions, although the exact amounts are unknown at the time of this plan's report.

Review of Accomplishments

Pittsylvania County Schools' Technology Department has received citations from the Governor, the Virginia Department of Education, regional technology councils and the local chamber of commerce.



2006: Exceptional Education Achievement Award

Danville Pittsylvania County Chamber of Commerce

For John L. Hurt, Jr. Elementary School's recognition as a Distinguished Title I School by the Virginia Department of Education

2006: The McGlothlin Awards for Teaching Excellence

BR2TV Blue Ridge Public Television

For Jennie Finney, PCS Elementary Teacher, who was the 2006 Elementary School Winner (Grades K-5) of the McGlothlin Award:

<http://www.wbra.org/html/commevents/mcgllothlin/2006winners.html>



2006: Leadership in Government: Southern Piedmont Technology Council

To the city of Danville, Pittsylvania County, Danville Public Schools, and Pittsylvania County Schools for their leadership in providing technological advancements in government operations and functions through a collaborative effort to bring high-speed internet connectivity to the local governments and schools



2003: No Child Left Behind: Blue Ribbon School

U.S. Department of Education

Awarded to Mount Airy Elementary

2002: Governor's Gold Award for K-12 Education

Commonwealth of Virginia Information Technology Symposium

For The Regional Wireless Broadband WAN and in recognition of outstanding achievement in using technology innovatively to serve Virginia's citizens effectively

2002: Leadership in Telecommunications Infrastructure Award

Southern Piedmont Technology Council

For significant contributions to the enhancement of the region's telecommunications infrastructure



2002: Governor's Innovative Technology in Education Award

To PCS teacher Donna N. Dorr in recognition of innovative use of technology to improve instruction

<http://www.pen.k12.va.us/VDOE/NewHome /pressreleases/may3102.html>



2001: Excellence in Education Award

Danville Area Chamber of Commerce

For contributions made in the field of technology in the Dan River Region

2000: Technology Leadership Award

Virginia Department of Education

Presented to Assistant Superintendent of Information Technology, Rickey W. Parker, for Technology Leadership in Region VI



2000: Leadership in Education Award

Southern Piedmont Technology Council

For the Innovative Use of Wireless Technologies in the Implementation of a Microwave-Based WAN

This was the inaugural award for the SPTC.



2000: Governor's Partnership in Education Horizon Award

For Virginia's best partnership practices designed to improve students' academic achievement through bold education reform initiatives (involving the private sector) which make a substantial difference in students' lives



Local Technology Policies and Guidelines

Acceptable Use Policy for Staff/Community

An overview of the Pittsylvania County Schools' *Acceptable Use Policy* is presented each year during the general session for all new employees in August. In addition, it is covered in detail in small-group sessions during their orientation. Attendance is mandatory, and ITRT cover the policy in depth with all new employees not in attendance. The policy is also presented in Windows Media Video format on CD to all employees as a part of their employee



package. This video captures the spirit of the *AUP* in situational examples of acceptable and unacceptable uses. (<http://www.pcs.k12.va.us/training/pcs-aup.wmv>)

Internet Safety & Copyright/Fair Use in Education

The *Acceptable Use Policy* was revised to include a component on Internet Safety Education in May 2007. The revised policy was presented to all employees during mandated in-service. Employees are kept abreast of changes through notifications on the PCS home page. Workshops are held annually in the schools for parent volunteers who assist in the labs. Substitutes are required to complete *AUP* training online as a condition of employment.

All certified (instructional) employees are also required to attend a copyright and Fair Use in-service provided by the ITRT and to complete online Internet Safety Education training.

Acceptable Use Policy for Students

Pittsylvania County Schools' *Acceptable Use Policy* is included in the student handbook given to all students each year. A parent/guardian signature page is included in the handbook. This page is to be returned to the student's homeroom teacher to verify receipt of the *Acceptable Use Policy* and other PCS student policies contained in the handbook.

Two versions of the *AUP* have been posted online for students: a version for use with elementary students and a version for secondary students. The intent is to present the information contained in the *AUP* in language easily understood by students. Teachers are expected to cover the *AUP* with students prior to their first visit to the computer lab. All versions of the PCS *Acceptable Use Policy* are posted online and can be viewed at <http://www.pcs.k12.va.us/aup/> .

Executive Summary

Pittsylvania County Schools is comprised of ten elementary schools, four middle schools, four high schools, a career and technical center and a regional alternative school. With the completion of the Tunstall area as detailed in this plan, all division operations will be connected via fiber to the Network Operations Center in Chatham. Nine technicians and two division analysts provide technology support, utilizing an online work order system and remote assistance to streamline efforts. Consistent, ongoing technology training is provided at both the school and division level by nine instructional technology resource teachers. Pittsylvania County Schools' web site (www.pcs.k12.va.us/public) is maintained by the division webmaster as a current portal to the school division.

The division administration through the Information Technology Department coordinates and guides the local schools in the implementation of computer technology for both instruction and administration. The *Standards of Learning for Virginia Public Schools* clearly identify the importance of technology in the classroom. Furthermore, Pittsylvania County Schools has committed itself to creating 21st Century learning environments for its students. Previously, the concept of the 'open computing laboratory' had been the division's focus; however, recognizing the need to increase the ease of access to computers at all levels, in all instructional areas, the present focus is on equipping individual classrooms. Access to computer facilities should not be for a select few in specialized classes; therefore, the division's current focus is to increase the availability of technology for instructional use, including classroom technology, multi-purpose classrooms in our newly renovated high schools, laptop carts, and smaller mini-labs in classrooms. The Pittsylvania County School System is committed to meeting the expectations of the Standards of Learning and NCLB goals, creating 21st Century learning environments, and preparing our students for these challenges.

Pittsylvania County Schools receives State funding for infrastructure, classroom computers, and a portion of its software. The annual Virginia Department of Education funding for technology in 2008-2009 was \$596,000 plus \$114,000 for the local match. The Pittsylvania County Board of Supervisors consistently funds only the minimum requirement for the local match annually, limiting the purchase of classroom technology. No additional funds other than state funds and the required local match for these funds are provided for the purchase of school computer hardware or classroom technology or its maintenance, repair, or replacement. Current State funding restrictions do not permit PCS to purchase classroom technology such as projectors, SMART Boards or wireless slates, document cameras, classroom response systems, or other such items. Total Cost of Ownership has been addressed by requesting that the Board of Supervisors create a line item for the purchase and replacement of equipment on a four-year cycle in their capital outlay budget. Pittsylvania County's Board of Supervisors has yet to support the school budget with additional funding. The impending budget cuts (2009-2010) will further impact purchasing decisions, although the exact amounts are unknown at the time of this plan's report. It is anticipated that the current renovations of the division's four high schools will address needs at this level. Funding may then be directed toward equipping the middle and elementary schools. Without consistent support from the

locality, however, maintenance, repair, and equipment replacement will remain obstacles to the full integration of technology in our classrooms.

Despite these obstacles, Pittsylvania County Schools is committed to meeting the needs of both the general school population as well as those of the college bound student. Efforts are underway to better utilize available and emerging technologies to instruct students, to inform students, parents, and the community in general, and to prepare graduates for post-secondary education and careers. Students are strongly encouraged to pursue pathways toward these goals. These pathways include courses in basic computer skills as well as computer programming, technical drawing, networking, and pre-engineering, depending upon the students' goals and interests.

Through continuous assessment, Pittsylvania County Schools has identified areas of need and general goals for improvement. The following outlines the goals for this plan's period:

- Provide fiber connection to all regions that will enable efficient handling of voice, video, and data and meet the ever-changing demands of the division
- Create 21st Century learning environments at all levels, K – 12, to promote student engagement and success.
- Enhance home/school communication.
- Facilitate the seamless integration of classroom technology into instruction through consistent professional development and support.

It is anticipated that this two year plan, with adequate funding and support, will meet the goals and objectives stated in order to support the best teaching practices and to improve the quality of education for the 9,000 students in Pittsylvania County Schools.

SCHOOL DIVISION IMPROVEMENT PLAN REPORTING GOAL FORM: Instruction

Department Name: Instruction

School Division Improvement Plan for the Period: 2012-2018

School Year: 2012

BASELINE DATA:

As Is: Seven of 18 schools achieved Adequate Yearly Progress (AYP) by attaining Annual Measurable Objective (AMO) in English (86%) and math (85%) as required by the provisions of NCLB /ESEA.

Desired State: All schools will attain AYP targets in all subgroups for English and math at the annual state-identified levels of proficiency.

Objective(s):

- Implementing the *Instructional Framework for Excellence* (Framework) to provide consistent instructional expectations and procedures in all schools
- Communicating and monitoring effective implementation of Virginia Standards of Learning (SOL) and teacher utilization of related documents needed for student success.
- Using SOL and other pertinent student data to help schools formulate strategies for effectively addressing student subgroup needs.
- Providing on-going opportunities for professional development of all certified personnel to improve their competency in instructional technology and 21st Century skills to enhance student performance.

GOAL: Achieving Virginia State Accreditation and Adequate Yearly Progress at all Pittsylvania County Schools.

SCHOOL DIVISION IMPROVEMENT PLAN REPORTING FORM: OBJECTIVES

School Division Improvement Plan for the Period: 2012-2018

Goal Area: Instruction

Goal: Achieving Virginia State Accreditation and Adequate Yearly Progress at all Pittsylvania County Schools.

Baseline Data

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- Using SOL and other pertinent student data to help schools formulate strategies for effectively addressing student subgroup needs.
- Providing on-going opportunities for professional development of all certified personnel to improve their competency in instructional technology and 21st Century skills to enhance student performance.

Strategies for Meeting Objectives	Resources Needed	Evidence of Implementation of Strategies	Person(s) Responsible	Projected Time Frame
Provide multi-level questioning training and use of enhanced scope and sequence (ESS).	Trainer from SREB VDOE – ESS	Training Schedule ESS/ Pacing Guides	Directors	2012-2013
Provide Formative Assessment Training for School Administrators who in turn train their staff.	Training materials	Agenda	Assistant Supt. Directors	2012-2013
Provide the <i>PCS Instructional Framework for Excellence</i> (Framework) to guide instruction	Documents posted electronically	Agenda	Assistant Supt. Directors	2012
Guide the leadership in the effective implementation of the <i>Framework</i>	Framework	Schedule of Mtgs. Quarterly Reporting	Assistant Supt. Directors	On-Going
Hold individual meetings with level directors, principals and DDOT to critically review student data	SOL results PALS data	Meeting schedule	DDOT Level Directors	2012-2018
Evaluate division and school level programs/resources for effectiveness on increased student performance.	Student data Utilization data	Classroom Monitoring Meeting Schedule	Assistant Supt. Principals	2012-2018
Provide on-going forums for administrators with strategy sharing sessions from each level for each subgroup.	Session Leaders	Agenda	Directors Supervisors Assistant Supts.	2012-2018
Expect all certified personnel to develop and implement a personal <i>Instructional Professional Development Plan</i> (IPDP)	Electronic Form PD 360 Training Funds	Document	Certified Personnel	Annually Sept. 1 April 15
Provide a teacher induction program for all zero experience teachers,	ERIP Trainers Resource Books	Training/Meeting Schedules	Assistant Supt. Directors	Annually

Strategies for Meeting Objectives	Resources Needed	Evidence of Implementation of Strategies	Person(s) Responsible	Projected Time Frame
including development of mentors.	Title II A funds Training Funds		ERIP Administrators	
Provide annual academic reviews for schools not achieving AYP.	N/A	Schedule Reports	Assistant Supts. Directors Supervisors	Annually

SCHOOL DIVISION IMPROVEMENT PLAN REPORTING GOAL FORM: Support Services

Department Name: Support Services **School Division Improvement Plan for the Period:** 2012-2018

School Year: 2011-2012

BASELINE DATA:

As Is: The June 1, 2011, Special Education Performance Report indicates Pittsylvania County Schools reported having met State targets in six of the 10 areas reported.

Desired State: The June 1, 2018, Special Education Performance Report will indicate Pittsylvania County Schools has met all State targets in all areas reported.

GOAL: The June 1, 2018, Special Education Performance Report will indicate Pittsylvania County Schools has met all State targets in all areas reported.

SCHOOL DIVISION IMPROVEMENT PLAN REPORTING FORM: OBJECTIVES

School Division Improvement Plan for the Period: 2012-2018

Goal Area: Support Services

Baseline Data

As Is: The June 1, 2011, Special Education Performance Report indicates Pittsylvania County Schools did not meet the State target for Indicator 3: Participation and Performance on Statewide Assessments

Desired State: The June 1, 2018, Special Education Performance Report indicates Pittsylvania County Schools does meet the State target for Indicator 3: Participation and Performance on Statewide Assessments.

Objective: Pittsylvania County Schools will continue meeting the participation rate requirements for students with disabilities participating in Statewide Assessments while increasing their performance on these assessments up to the State Target.

Strategies for Meeting Objective	Resources Needed	Evidence of Implementation of Strategies	Person(s) Responsible	Projected Time Frame
Students with disabilities will continue to be provided the least restrictive placements that will include access to inclusive settings to the maximum extent possible. These placements will provide for the academic rigor necessary for increasing performance on Statewide assessments.	Current staff of general and special education teachers, special education aides, and special education assistants	Yearly IEPs	Special Education Case Managers	2012-2018
	Inclusive training for all schools	Training rosters	Principals, Special Education Supervisors, Assistant Superintendent for Support Services	2012-2018

SCHOOL DIVISION IMPROVEMENT PLAN REPORTING FORM: OBJECTIVES

School Division Improvement Plan for the Period: 2012-2018

Goal Area: Support Services

Baseline Data

As Is: The June 1, 2011, Special Education Performance Report indicates Pittsylvania County Schools does not meet the State target for Indicator 4: Suspension/Expulsion.

Desired State: The June 1, 2018, Special Education Performance Report indicates Pittsylvania County Schools does meet the State target for Indicator 4: Suspension/Expulsion.

Objective: By 2018 Pittsylvania County Schools will not have a significant discrepancy in the rates of suspension and expulsions with children with disabilities for greater than 10 days in a school year.

Strategies for Meeting Objective	Resources Needed	Evidence of Implementation of Strategies	Person(s) Responsible	Projected Time Frame
Pittsylvania County Schools will use positive behavioral supports to assist students with disabilities to be successful in maintaining their placements without removals for greater than 10 days in a school year.	Current staff of general and special education teachers, special education aides, special education assistants, and school psychologists.	Functional Behavioral Analysis, Behavior Intervention documents	Case managers, school psychologists, special education supervisors	2012-2018
	Division wide training on positive behavioral supports	Training Roster	Assistant Superintendent for Support Services	2012-2018

SCHOOL DIVISION IMPROVEMENT PLAN REPORTING FORM: OBJECTIVES

School Division Improvement Plan for the Period: 2012-2018

Goal Area: Support Services

Baseline Data

As Is: The June 1, 2011, Special Education Performance Report indicates Pittsylvania County Schools does not meet the State target for Indicator 5: School Age Least Restrictive Environment (LRE).

Desired State: The June 1, 2018, Special Education Performance Report will indicate Pittsylvania County Schools does meet the State target for Indicator 5: School Age Least Restrictive Environment (LRE).

Objective: By 2018 Pittsylvania County Schools will have students with disabilities in the regular classroom setting for more than 80% of the day.

Strategies for Meeting Objective	Resources Needed	Evidence of Implementation of Strategies	Person(s) Responsible	Projected Time Frame
Students with disabilities will continue to be provided the least restrictive placements that will include access to inclusive settings to the maximum extent possible. These placements will provide for the academic rigor necessary for increasing performance on Statewide assessments.	Current staff of general and special education teachers, special education aides, and special education assistants	Yearly IEPs	Special Education Case Managers	2012-2018

SCHOOL DIVISION IMPROVEMENT PLAN REPORTING FORM: OBJECTIVES

School Division Improvement Plan for the Period: 2012-2018

Goal Area: Support Services

Baseline Data

As Is: The June 1, 2011, Special Education Performance Report indicates Pittsylvania County Schools does not meet the State target for Indicator 7: Preschool Outcomes.

Desired State: The June 1, 2018, Special Education Performance Report will indicate that Pittsylvania County Schools does meet the State target for Indicator 7: Preschool Outcomes.

Objective: The percent of preschool children with Individualized Education Programs (IEPs) who demonstrate improved positive social-emotional skills (including social relationships), acquisition and use of knowledge and skills (including early language/communication and early literacy), and use of appropriate behaviors to meet their needs will increase to meet the State Targets.

Strategies for Meeting Objective	Resources Needed	Evidence of Implementation of Strategies	Person(s) Responsible	Projected Time Frame
Early Childhood Special Education Teachers will continue to receive training in these areas.	Training materials and presenters	Training Rosters	Special Education Supervisors, ECSE teachers	2012-2018

SCHOOL DIVISION IMPROVEMENT PLAN REPORTING FORM: OBJECTIVES

School Division Improvement Plan for the Period: 2012-2018

Goal Area: Support Services

Baseline Data

As Is: The June 1, 2011, Special Education Performance Report indicates Pittsylvania County Schools does not meet the State target for Indicator 11: Timeline for Eligibility. This report shows Pittsylvania County Schools was evaluated and held eligibility meetings within 65 days 99% of the time.

Desired State: The June 1, 2018, Special Education Performance Report will indicate Pittsylvania County Schools does meet the State target for Indicator 11: Timeline for Eligibility.

Objective: By 2016 100% of children with parental consent to evaluate, will be evaluated and eligibility determined within 65 business days.

Strategies for Meeting Objective	Resources Needed	Evidence of Implementation of Strategies	Person(s) Responsible	Projected Time Frame
PCS Support Services department will continue monitoring the timeline for each child from the time of consent to the eligibility meeting date.	Current Support Services staff, IEP Online	Yearly reports on the effectiveness of this process.	Assistant Superintendent for Support Services	2012-2018

Summary of Support Services

- The table below summarizes the special education population for Pittsylvania County Schools over the last 14 years.

School Year	Fall Enrollment	SPED Students	% SPED
• 1997	• 9342	• 1070	• 11.45%
• 1998	• 9310	• 1094	• 11.75%
• 1999	• 9300	• 1163	• 12.51%
• 2000	• 9241	• 1171	• 12.67%
• 2001	• 9186	• 1196	• 13.02%
• 2002	• 9036	• 1215	• 13.45%
• 2003	• 9128	• 1297	• 14.21%
• 2004	• 9300	• 1325	• 14.25%
• 2005	• 9126	• 1336	• 14.64%
• 2006	• 9243	• 1379	• 14.92%
• 2007	• 9338	• 1392	• 14.91%
• 2008	• 9252	• 1381	• 14.93%
• 2009	• 9294	• 1415	• 15.22%
• 2010	• 9258	• 1349	• 14.57%

Special education programs are available at each school according to table below.

SCHOOL	Special Education Programs Offered
Brosville Elementary School	LD, CC
Chatham Elementary School	ED, LD, HI, ECSE, CC
Chatham Middle School	LD, ID, ED
Chatham High School	LD, CC, TMR, ED
Dan River Middle School	LD, ID, ED
Dan River High School	ID LD, ED
Gretna Elementary School	ECSE, ID, LD, CC
Gretna Middle School	LD, ID, ED
Gretna High School	LD, ID
Hurt Elementary School	LD
Kentuck Elementary School	LD, ID, ED, ECSE
Mt. Airy Elementary School	LD, CC
Southside Elementary School	ECSE, CC, LD,
Stony Mill Elementary School	ECSE, CC, LD
Tunstall Middle School	LD, CC, ID
Tunstall High School	LD, CC, ID
Twin Springs Elementary School	ECSE, LD, CC,
Union Hall Elementary School	ECSE, LD, ID

PITTSYLVANIA COUNTY SCHOOLS

ACCREDITATION RATINGS

	State	Division
Fully Accredited		
2000-01	--	0
2001-02	40%	11% (2)
2002-03	65%	50% (9)
2003-04	78%	61% (11)
2004-05	86%	71% (12)
2005-06	92%	100% (18)
2006-07	91%	89% (16)
2007-08	92%	94% (17)
2008-09	95%	100% (18)
2009-10	98%	100% (18)
2010-11	98%	100% (18)
2011-12	96%	100% (18)

ACHIEVED NCLB ADEQUATE YEARLY PROGRESS

School ★ = Made AYP	2005	2006	2007	2008	2009	2010	2011
Pittsylvania County	★	★			★	★	
Brosville El.	★	★	★		★		★
Chatham El.	★	★	★	★	★	★	★
Chatham HS	★	★	★	★	★	★	
Chatham MS	★						
Dan River HS	★	★	★	★	★	★	★
Dan River MS					★		
Gretna El.	★	★	★	★	★	★	
Gretna HS	★	★	★	★	★	★	
Gretna MS					★		
Hurt Elem.	★	★	★	★	★	★	★
Kentuck El.	★	★				★	
Mt. Airy El.	★	★	★	★	★	★	★
Southside El.	★		★	★		★	
Stony Mill El.	★	★	★		★		
Tunstall HS	★	★	★	★	★		★
Tunstall MS	★				★	★	
Twin Springs El.	★	★	★	★	★	★	
Union Hall El.	★		★	★	★	★	★

PITTSYLVANIA COUNTY SCHOOLS

STANDARDS OF LEARNING

Percent of Students Passing Statewide and Division Comparisons 2011 (State Report Card)

	Statewide	Division
GRADE 3		
English	83	75
Mathematics	91	89
History	85	84
Science	90	87
GRADE 4		
English Reading	87	87
Mathematics	89	89
Virginia Studies	89	92
GRADE 5		
Reading	89	88
Writing	87	89
Mathematics	89	88
History to 1877	81	77
Science	87	85
GRADE 6		
English Reading	87	85
Mathematics	73	78
History from 1877	85	80
GRADE 7		
English Reading	89	88
Mathematics	77	64
Civics & Economics	84	78
GRADE 8		
Reading	90	92
Writing	88	89
Mathematics	82	89
Science	92	95
END OF COURSE8/9		
Reading	94	96
Writing	93	94
Algebra I	94	96
Algebra II	91	82
Geometry	87	89
U. S. History	83	84
World History I	81	74
World History II	82	82
Earth Science	89	90
Biology	90	93
Chemistry	93	94

PITTSYLVANIA COUNTY SCHOOLS

SCHOLASTIC APTITUDE TEST RESULTS

Verbal

	04-05	05-06	06-07	07-08	08-09	09-10	10-11
Chatham	467	472	482	449	474	471	484
Dan River	480	440	440	474	431	424	442
Gretna	468	436	446	448	464	462	474
Tunstall	467	477	477	487	482	491	483
State Av.	516	512	511	511	511	512	512
National Av.	508	503	502	502	501	501	497

Math

	04-05	05-06	06-07	07-08	08-09	09-10	10-11
Chatham	458	481	464	453	475	462	457
Dan River	447	424	435	450	426	426	432
Gretna	454	409	432	423	454	458	451
Tunstall	460	458	477	487	480	483	478
State Av.	514	513	511	512	512	512	509
National Av.	520	518	515	515	515	516	514

STANFORD 9/10 RESULTS

Beginning with 2010, results are based on 2007 norm. National Percentile Rank-Stanine (Grade Equivalent)

GRADE 4

	2010	2011
Reading	55 (4.4)	47 (3.7)
Math	52 (4)	46 (3.8)
Science	65 (5.1)	60 (4.8)
Social Sc.	54 (3.7)	47 (3.2)

GRADE 6

	2010	2011
Reading	56 (6.1)	54 (5.9)
Math	57 (6.2)	59 (6.3)
Science	66 (7.3)	57 (7.0)
Social Sc.	70 (7.9)	59 (7.6)

(MGE) – Median Grade Equivalent. A grade equivalent is a score that represents the average score of students tested in a given month of the school year. i.e. 5.3 means that the student is performing at the level of a student at the 3rd month of the 5th grade.

PITTSYLVANIA COUNTY SCHOOLS

ON-TIME GRADUATION RATE

On-Time Graduation Rates Cohort Report

Four-Year Rate – All Students

On-time Diploma Graduates in Year X

$$\frac{\text{On-time Diploma Graduates in Year X}}{[(\# \text{ of } 1^{\text{st}} \text{ time entering } 9^{\text{th}} \text{ graders in year X-4}) + (\text{Transfers in}) - (\text{Transfers out \& deceased})]}$$

Graduation year (First Time 9 th grade Cohort)	2008 (2004-05)	2009 (2005-06)	2010 (2006-07)	2011 (2007-08)
PITTSYLVANIA COUNTY				
Adjusted Cohort	841	772	746	740
Graduated ¹	82.05%	83.55%	83.06%	86.76%
GED	1.07%	1.94%	0%	.68%
Certificate ²	0.0%	0.13%	0.0%	0.0%
Still Enrolled ³	2.02%	2.59%	2.81%	1.49%
Dropouts ⁴	13.32%	9.20%	11.1%	10.54%
VIRGINIA				
Adjusted Cohort	96,103	98,043	97,997	97,865
Graduated ¹	82.2%	83.2%	85.5%	86.6%
GED	3.9%	3.6%	3.4%	3.1%
Certificate ²	0.35%	0.30%	0.27%	0.2%
Still Enrolled ³	2.6%	2.7%	2.4%	2.3%
Dropouts ⁴	8.7%	7.9%	8.1%	7.2%

1 The percent Graduated is the VA On-Time Graduation Rate

2 All students who completed high school but did not earn enough requirements for a diploma or GED

3 All non-graduates, non-completers who are still enrolled in school working towards graduation

4 All non-graduates, non-completers who have discontinued school

Completion Rate for Ninth Grade Students Entering High School

Completion Rate Formula:

$$\frac{C}{C + D12 + D11 + D10 + D9}$$

C = # of students earning any state-approved diploma or completion certification

D = # of grade dropouts for 9th grade – 12th grade (i.e. D9 is # of 2001-02 9th grade drop outs)

Graduation Year	Year Students Entered 9 th Grade	No. of Students Graduating	Number of Graduates plus Dropouts	Completion Rate
2003-04	2000-01	567	658	86.17%
2004-05	2001-02	676	747	90.50%
2005-06	2002-03	594	656	90.55%
2006-07	2003-04	678	741	91.50%
2007-08	2004-05	695	762	91.21%
2008-09	2005-06	662	746	88.74%
2009-10	2006-07	622	705	88.22%
2010-11	2007-08	642	735	87.4%

SPECIAL EDUCATION PERFORMANCE REPORT



June 1, 2011

Pittsylvania County Public Schools

39 Bank St SE
Chatham, VA 24531

Indicator 1: Graduation

Percent of youth with IEPs graduating from high school with a regular diploma.

For 2009-2010 SPP/APR reporting, states were required to report data and develop targets that are the same as the state's annual graduation targets under Title 1 of the ESEA. After consultation with the U.S. Department of Education's Office of Special Education Programs (OSEP), VDOE reported data and targets consistent with the Virginia Board Of Education's Consolidated State Application Amended Accountability Workbook. Data reported were the same data reported in VDOE's 2009-2010 Consolidated State Performance Report (CSPR), which included 2008-2009 graduation rate data. Therefore, VDOE is not reporting 2009-2010 data because the calculation for the graduation rate is different and the targets no longer apply to the data reported.

In order to comply with the Indicator 1 requirement to report targets that are the same as the annual graduation targets under Title 1 of the ESEA, VDOE, after consultation with the U.S. Department of Education's Office of Special Education Programs (OSEP), VDOE will report targets consistent with the Virginia Board Of Education's Consolidated State Application Amended Accountability Workbook. The language in the workbook specifies: "...targets for continuous and substantial improvement: 10 percent reduction in the percent of nongraduating students from the previous year applied to the adjusted four-year federal graduation rate ...".

Indicator 2: Dropouts

Percent of youth with IEPs dropping out of high school.

	2009-2010 Division Performance	2009-2010 State Target	State Target Met
Students with Disabilities Grades 7-12 who Dropped Out	1.33 %	1.85%	Yes

Indicator 3: Participation and Performance on Statewide Assessments

Participation and performance of children with disabilities on statewide assessments with the percent of districts meeting the State’s AYP objectives for the disability subgroup; and the participation rate for children with disabilities; and the proficiency rate for children with disabilities.

	AYP Objectives Met
3a. Division Met AYP Objectives for Students with Disabilities Subgroup	No

See attached Special Education Indicators and Targets Information document.
School divisions cannot be measured against the state target for Indicator 3a.

	2009-2010 Division Performance	2009-2010 State Target	State Target Met
3b. Students with Disabilities Participation Rate for English/Reading	99%	95%	Yes
3b. Students with Disabilities Participation Rate for Math	99%	95%	Yes

	2009-2010 Division Performance	2009-2010 State Target	State Target Met
3c. Students with Disabilities Proficiency Rate for English/Reading	68%	81%	No
3c. Students with Disabilities Proficiency Rate for Math	75%	79%	No

Indicator 4: Suspension/Expulsion

Percent of school divisions with significant discrepancy in the rates of suspensions and expulsions with children with disabilities for greater than 10 days in a school year.

	2009-2010 Significant Discrepancy
Students with Disabilities Receiving Long-Term Suspensions	No
Students with Disabilities Receiving Expulsions	Yes

“Yes” means the division has been identified as having a significant discrepancy in rates of long-term suspension or expulsion of students with disabilities. “No” means the division was not identified as having a significant discrepancy. School divisions cannot be measured against the state target for Indicator 4.

Baseline data were reported in the 2005-2012 State Performance Plan, so there are no data to report out to the public for indicator 4 B.

Indicator 5: School Age Least Restrictive Environment (LRE)

Percent of children aged 6 through 21 with Individualized Education Programs (IEPs) that were in the regular class more than 80% of the day; in regular class less than 40% of the day; and served in public or private separate schools, residential placements, or homebound or hospital placements.

	2009-2010 Division Performance	2009 -2010 State Target	State Target Met
5a. 80% or More of Time Inside Regular Classroom	46%	66%	No
5b. 40% or Less of Time Inside Regular Classroom	13%	9%	No
5c. Served in Separate Public or Private School, Residential, Home-Based or Hospital Facility	6%	<1%	No

Indicator 6: Preschool Least Restrictive Environment (LRE)

Percent of preschool children ages 2-5 with Individualized Education Programs (IEPs) who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

There is no requirement to report out to the public for indicator 6.

Indicator 7: Preschool Outcomes

Percent of preschool children with Individualized Education Programs (IEPs) who demonstrate improved positive social-emotional skills (including social relationships), acquisition and use of knowledge and skills (including early language/communication and early literacy), and use of appropriate behaviors to meet their needs.

		2009-2010 Division Performance	2009 -2010 State Target	State Target Met
7a. Positive social-	A. % entered below age expectations	57%	83%	No

emotional skills (including social relationships);	B. % functioning within age expectations	85%	56%	Yes
7b. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and	A. % entered below age expectations	51%	84%	No
	B. % functioning within age expectations	94%	39%	Yes
7c. Use of appropriate behavior to meet their needs	A. % entered below age expectations	60%	83%	No
	B. % functioning within age expectations	86%	62%	Yes

Indicator 8: Parent Involvement

Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

	2009-2010 Division Performance	2009-2010 State Target	State Target Met
Parents reporting schools facilitated parent involvement as a means of improving services and results for children with disabilities	80%	66%	Yes

Indicator 9: Districts with Disproportionate Representation in Special Education and Related Services

Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

	2009-2010 Disproportionate Representation Determination
Division had disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	No

“**Yes**” means the division has been identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. “**No**” means the division was not identified as having disproportionate

representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

Indicator 10: Districts with Disproportionate Representation in Specific Disability Categories

Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

“Yes” means the division has been identified as having disproportionate representation of racial and ethnic groups in specific disability that is the result of inappropriate identification. “No” means the division has not been identified as having disproportionate representation of racial and ethnic groups in specific disability that is the result of inappropriate identification.

	2009-2010 Disproportionate Representation Determination
Division had disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	No

Indicator 11: Timeline for Eligibility

Percent of children with parental consent to evaluate, who were evaluated and whose eligibility was determined within 65 business days.

	2009-2010 Division Performance	2009-2010 State Target	State Target Met
Children with parental consent to evaluate, who were evaluated and whose eligibility was determined within 65 business days.	99%	100%	No

Indicator 12: Part C to Part B Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an Individualized Education Program (IEP) developed and implemented by their third birthdays.

	2009-2010 Division Performance	2009-2010 State Target	State Target Met

Children Determined Eligible and IEPs Developed and Implemented by Their Third Birthdays	100%	100%	Yes
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Indicator 13: Secondary IEP Goals and Transition Services

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

	2009-2010 Division Performance	2009-2010 State Target	State Target Met
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100%	100%	Yes

Indicator 14: Post-Secondary Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

- A. Enrolled in higher education within one year of leaving high school.
- B. Enrolled in higher education or competitively employed within one year of leaving high school.
- C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

Baseline data were reported in the 2005-2012 State Performance Plan, so there are no data to report out to the public for indicator 14.

SPECIAL EDUCATION PERFORMANCE REPORT

Indicators and Targets Information



The Individuals with Disabilities Education Act (IDEA) requires each state to report to the public on state-level data and individual school division-level data and to report on whether the state and the divisions met state targets described in the state's special education State Performance Plan. Information on State Performance Plan indicators and on measurement against these state targets is provided in this document.

Since division performance is reported as a percentage for many of these indicators, it is difficult to draw conclusions about the division performance where divisions may not have met the state target, because of the small numbers involved. The Virginia Department of Education (VDOE) or individual school divisions can answer questions about actual numbers used in calculations for certain indicators.

Indicator 1: Graduation

Percent of youth with IEPs graduating from high school with a regular diploma.

Data Source: VDOE End of Year Report

For 2009-2010 SPP/APR reporting, states were required to report data and develop targets that are the same as the state's annual graduation targets under Title 1 of the ESEA. After consultation with the U.S. Department of Education's Office of Special Education Programs (OSEP), VDOE reported data and targets consistent with the Virginia Board Of Education's Consolidated State Application Amended Accountability Workbook. Data reported were the same data reported in VDOE's 2009-2010 Consolidated State Performance Report (CSPR), which included 2008-2009 graduation rate data.

In order to comply with the Indicator 1 requirement to report targets that are the same as the annual graduation targets under Title 1 of the ESEA, VDOE, after consultation with the U.S. Department of Education's Office of Special Education Programs (OSEP), VDOE will report targets consistent with the Virginia Board Of Education's Consolidated State Application Amended Accountability Workbook. The language in the workbook specifies: "...targets for continuous and substantial improvement: 10 percent reduction in the percent of nongraduating students from the previous year applied to the adjusted four-year federal graduation rate ...".

Indicator 2: Dropouts

Percent of youth with IEPs dropping out of high school.

Data Source: VDOE End of Year Report

VDOE defines a dropout as an individual in grades 7-12 who was enrolled in school at some time during the previous school year and was not enrolled on October 1 of the current school year, or was not enrolled on October 1 of the previous school year although expected to be in the membership, has not graduated from high school or completed a state or district approved educational program and does not meet any of the exclusionary conditions: transfer to another public school district, private school or state or district approved education program, temporary school-recognized absence due to suspension, illness or death.

The dropout rate for students with disabilities was calculated by dividing the number of students with disabilities identified as dropouts by the number of students with disabilities enrolled in grades 7-12.

Indicator 3: Participation and Performance on Statewide Assessments

Participation and performance of children with disabilities on statewide assessments with the percent of districts meeting the state's Adequate Yearly Progress (AYP) objectives for the disability subgroup; and the participation rate for children with disabilities; and the proficiency rate for children with disabilities

Data Source: VDOE state assessment data

Measurement for youth with IEPs on assessment performance is the same measurement as for all youth for determining AYP for schools and school divisions under the No Child Left Behind Act. Virginia's annual measurable objectives (AMO) for students with disabilities are consistent with those for all students as described in Virginia's Accountability Workbook, which may be accessed at <http://www.doe.virginia.gov/VDOE/nclb/#csa>.

Indicator 4: Suspension/Expulsion

Percent of school divisions with significant discrepancy in the rates of suspensions and expulsions with children with disabilities for greater than 10 days in a school year

Data Source: VDOE Discipline/Crime and Violence Report

Virginia identified school divisions as having a significant discrepancy when their rate of long-term suspensions (1) exceeds the rate for students without disabilities, (2) is greater than the state average and (3) has a number of long-term suspensions greater than three. The same analysis is used for identifying a significant discrepancy for expulsions.

YES means the division has been identified as having a significant discrepancy in rates of long-term suspension or expulsion of students with disabilities. NO means the division was not identified as having a significant discrepancy.

Indicator 5: School Age Least Restrictive Environment (LRE)

Percent of children aged 6-21 with IEPs that were inside regular class more than 80 percent of the day; inside regular class less than 40 percent of the day; and served in public or private separate schools, residential placements, or homebound or hospital placements

Data Source: December 1 Special Education Child Count

Data used for measurement against the state targets for the three components of Indicator 5 are percentages reflecting: 1. the percent of students ages 6-21 who spend at least 80% of their day in the regular class; 2. the percent of students ages 6-21 who spend less than 40% of their day in the regular class and, 3. The percent of students ages 6-21 served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator 6: Preschool Least Restrictive Environment (LRE)

There is no requirement to report out to the public for indicator 6.

Indicator 7: Preschool Outcomes

Percent of preschool children with IEPs who demonstrate improved positive social-emotional skills (including social relationships), acquisition and use of knowledge and skills (including early language/communication and early literacy), and use of appropriate behaviors to meet their needs

Data Source: School division submission

School divisions measure entry-level status for preschool students and report improvement in the areas listed above. School divisions submit the written summary of their individual student record review to VDOE for analysis and determination as to the percent of preschool children with IEPs who demonstrate improved positive social-emotional skills (including social relationships); acquisition and use of knowledge and skills (including early language/communication and early literacy); and use of appropriate behaviors to meet their needs.

Indicator 8: Parent Involvement

Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities

Data Source: Parent Survey

Parents complete the survey disseminated by VDOE. VDOE analyzes data from surveys returned.

Indicator 9: Disproportionality in Special Education and Related Services

Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification

Data Source: School division submission

School divisions use an individual student record-review checklist to document that eligibility decisions were appropriately made based on pre-referral, general education instructional interventions. School divisions submit the written summary of their individual student record review to VDOE for analysis and determination as to which divisions have disproportionate representation that is a result of inappropriate identification.

YES means the division has been identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. **NO** means the division was not identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

Indicator 10: Disproportionality in Specific Disability Categories

Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification

Data Source: School division submission

School divisions use an individual student-record review checklist for six designated disability categories (mental retardation, specific learning disabilities, emotional disturbance, other health impairments, autism and speech/Language Impairments) to document that eligibility decisions for the six designated disability categories were consistent with the definitions of those disability categories in state regulations.

YES means the division has been identified as having disproportionate representation of racial and ethnic groups in specific disability that is the result of inappropriate identification. **NO** means the division has not been identified as having disproportionate representation of racial and ethnic groups in a specific disability that is the result of inappropriate identification.

Indicator 11: Timeline for Part B Eligibility

Percent of children with parental consent to evaluate, who were evaluated and whose eligibility was determined within 65 business days

Data Source: School division submission

School divisions collect data on compliance with 65 day timelines. All divisions review individual student records for initial eligibility meetings. VDOE analyses the data submitted to determine compliance.

Indicator 12: Part C to Part B Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays

Data Source: School division submission

School divisions collect data on children served in Part C and referred to Part B for eligibility determination and IEP development. All divisions review individual student records for initial eligibility meetings and IEP meetings. VDOE analyses the data submitted to determine compliance.

Indicator 13: Secondary IEP Goals and Transition Services

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

Data Source: School division submission

School divisions collect data on secondary transition IEP requirements. All divisions review individual student records for these IEP requirements. VDOE analyses the data submitted to determine compliance.

Indicator 14: Post-Secondary Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

- A. Enrolled in higher education within one year of leaving high school.*
- B. Enrolled in higher education or competitively employed within one year of leaving high school.*
- C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*

Data Source: School division submission

School divisions will conduct surveys with students who have left school. Survey results will be analyzed by VDOE to determine the percent of youth who had IEPs and are enrolled in higher education within one year of leaving high school, are enrolled in higher education or competitively employed within one year of leaving high school, or are enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

Virginia's 2005-2012 State Performance Plan and 2009-2010 Annual Performance Report can be found at http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml.