

 Primary Strategic Goal Secondary Strategic Goal(s) Board Priorities				KEY ISSUES SUMMARY PROGRESS REPORT Resources Utilization Study Recommendations Correlated with Board Goals and Baldrige Criteria			REVISED 4/13/2009
				RUS Key Issue Rec.	PROGRESS: 11-2009	PROGRESS 3-2009	
			3/5.1/5.2	I.8 Review non-instructional staff training opportunities. This review should be conducted by the financial and human resource staff.	A classified staff needs assessment will be done this year in order to expand the skills of these employees through increased training opportunities. This will supplement training that is already offered through Human Resources.	The Human Resources Department offers a wide variety of training opportunities for classified staff and Division employees are free to attend these classes. Due to budgetary reasons, no expansion in training is planned at this time.	
			5.1/5.2	I.9 Maintain an ongoing dialogue with the general government finance and budget directors so that critical stakeholders have the most current financial information and can make responsible, realistic financial budget planning and requests as Albemarle County navigates these slower economic times.	Regular discussions take place between the Board of Supervisors, School Board, Superintendent, County Executive and their staffs about financial and other matters.	The Assistant Superintendent meets regularly with the Deputy County Executive to discuss financial, building services, human resources and other issues. These meetings are in addition to meetings involving the Boards, Superintendent, County Executive and their staffs. This ongoing discussion facilitates understanding of major issues affecting the Division and local government.	
			5.1	II.5 Develop and implement, in collaboration with the County govt., a formal documented process for primary and support responsibilities for the execution of school CIP projects from initiation through program development, design and construction.	This will be done this year.	Due to budgetary constraints, the CIP process has been different this year than in regular years. As the Division moves forward with its new administrative organization, and all support services functions report through one Asst. Superintendent, the Offices of Primary Responsibility will be better defined	
			5.1	II.6 Utilize more detailed GIS and census-type methodology, along with a more clearly identified office of primary responsibility for projections and attendance zone planning.	This will be done as part of the master plan.	See above regarding defining offices of primary responsibility.	

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			1.2/2.1/3.1/5.1/5.2	III.3 Establish staffing standards and annually review staffing allocations to maximize resources that address local school needs which include, but are not limited to: school offerings, class sizes, special needs students, administrative services, instructional support services and changing demographics.	Given budget constraints, it is doubtful that any major staffing changes can be done this year however a plan to maximize resources at the school level can certainly be studied.	Due to budgetary constraints, the Staffing Committee did not meet this year to discuss changes to the current staffing standards. Depending on the revenue picture for 2009-2010, a determination will be made at a later time as to whether a review of current staffing standards should take place.	
			1.2/2.1/4.1/5.2	III.5 Strengthen the high school academic programs by expanding AP courses; offering the IB (International Baccalaureate) Program; utilizing regional programs; offering electronic or distance learning; and, participating in joint ventures with private schools, local colleges/universities, and other community agencies.	A study of the IB program, its benefits and costs is being conducted now. Other alternative instructional delivery models are also being researched.	While various initiatives for expansion of high school offerings are being studied, the budget constraints for this year and next year will delay any implementation of new programs until a later date.	

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			5.1	III.6 Develop a plan that clearly delineates the school division's organizational structure: 1) An organization flow chart which specifies reporting protocol; 2) Offices of Primary Responsibility (OPR); and, 3) job descriptions for all persons and groups of personnel.	The 2008-2009 school year is a transition year that will lead to a new central office organizational structure. The new structure will better delineate responsibilities and include updated job descriptions.	The organizational structure for 2009-2010 has been defined and is on its way to implementation. A new coaching model has been initiated for instructional/teacher support, thus eliminating the equivalent of 10 Central Office positions for next year. Again, the Offices of Primary Responsibility will be clearly defined when all new positions/personnel are in place. Job descriptions will also be reviewed for accuracy.	
			1.1/5.2	III.8 Develop a "phased-in" implementation plan for the division's three major curricular and instructional initiatives (FQL, PLC, TPA).	This is an ongoing effort.	The new coaching model that will be in place for 2009-2010 will support implementation of all of these initiatives.	
			4.1/5.1/5.2	III.10 Initiate a review of the central office instructional staff functions to determine where reductions can be made.	\$400,000 in central administrative changes was reduced for FY 2008-2009. Continuous efficiency studies will take place to assure that all resources are needed and are aligned with Board goals.	The 2009-2010 budget reflects the reduction of 10 FTE central office positions in addition to the reductions that occurred at Central Office for 2008-2009.	
			1.2/5.2	III.13 Consider payment for AP exams as an incentive for students who elect to take AP courses.	Not implemented due to funding shortfalls.	Not implemented due to funding shortfalls.	

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			1.2/5.2	III.18 Consider the improvement in the coordination, training and delivery of support services to the school counseling program (47 counselors) and Career and Technical Education (48 teachers) by providing two separate leadership positions.	No changes are planned due to budgetary constraints.	No changes are planned due to budgetary constraints.	
			1.2/2.1/3.1/4.1	V.2 Restore, as soon as feasible, the financial support for teachers' coursework and conference attendance from a current maximum of \$500 to previous levels.	No new initiatives due to budget shortfall.	No new initiatives due to budget shortfall.	
			5.2	I.7 Maintain the strong level of review of "Access Albemarle" among the finance, instructional and human resource departments to ensure that the system provides maximum information, like multiple teaching certifications, status of proposed building(commercial and residential) for impact of schools services, etc.	The Access Albemarle project is still being developed and is not yet accessible to the School Division.	The Access Albemarle project is still being developed and is not yet accessible to the School Division.	
6	5		5.1/5.2	Review collaboratively with the Department of Instruction and principals the higher staffing and reduced capacity of facilities, especially at the secondary level.	All school capacities were revised for the 2008-2009 school year and the high schools used a 15 pupil minimum as a guideline in making decisions about elective courses.	A review of middle school and high school elective enrollments will occur after students enroll for 2009-2010 to assure that the 15 pupil average for non-core subjects has been implemented.	

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			4.1/5.1	VI.c.7 For both effectiveness and efficiency, the strategic plan should focus on fewer implementation strategies for addressing priority goals.	The strategic plan is focused on the 5 Board goals and has been streamlined to include Board priorities and strategies for each goal.	The School Board reaffirmed its commitment to its current goals and priorities. Strategies will be updated for 2009-2010 at the end of the 2008-2009 school year.	
			5.1	VII.b.1 Maintain the constant contact with general government officials to prepare and implement the Capital Improvement Plan and projects, as well as significant projects completed typically during each summer break.	This is an ongoing process.	The budget issues, experienced this year and extending for at least the next year, have impacted the CIP process. Careful prioritization has been critical. Contact with local government and between the boards has been necessary and decisions on the CIP have not yet been made.	
			1.2/2.1	VII.f.5 Review, along with instructional leadership (including principals), lunch periods to offer students the possibility of having a nutritional meal.	All schools offer a period for nutritional lunch.	The length of lunch periods will be discussed with principals in preparation for next year.	

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8	1	2	1.2/2.1/3.1/4 .1/5.1/5.2	Increase efforts to more fully integrate and sequence the training and implementation for the three primary initiatives: Framework for Quality Learning (FQL), Professional Learning Communities (PLC), and Teacher Performance Appraisal (TPA).	The Curriculum and Assessment Institute (CAI) has been expanded every year. Principal meetings focus primarily on instruction. The revised Learning Walk document allows principals and others to visit classrooms frequently and focuses on the TPA domains. SchoolNet will provide a means for principals and teachers to have quick access to student assessment data so that intervention/prevention efforts can be implemented quickly for students who are not achieving.	For 2009-2010, a new coaching model will be implemented which is designed to assure transfer into practice related to FQL, PLC and TPA. The coaches will be able to model for teachers the skills they most need to successfully implement these initiatives and then provide feedback to teachers to assure that the teachers are using the initiatives in the most effective way possible.	
			5.1	VIII.6 Revisit and review the Department of Community Engagement and Strategic Planning in view of its purpose and effectiveness in meeting the defined goals. Further, determine if the responsibilities of the various positions can be merged for greater effectiveness and efficiency.	Strategic planning was moved from this department to the Quality Council.	Positions in this Department were reviewed along with all COB positions in making decisions for 2009-2010.	

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9	1	2		Enhance the academic program by expanding AP courses; offering the IB (International Baccalaureate) program; utilizing regional programs, such as specialty centers; offering electronic or distance learning options; and initiating additional joint ventures with private schools, local colleges/universities and other community agencies to address changing student demographics and competition from home and private schooling.	A study of the IB program has been conducted and visits have been made to schools where IB is in place. No new initiatives due to revenue shortfall.	While various initiatives for expansion of high school offerings are being studied, the budget constraints for this year and next year will delay any implementation of new programs until a later date.
10	2	3		Enhance the academic program by expanding AP courses; offering the IB (International Baccalaureate) program; utilizing regional programs, such as specialty centers; offering electronic or distance learning options; and initiating additional joint ventures with private schools, local colleges/universities and other community agencies to address changing student demographics and competition from home and private schooling.	A study of the IB program has been conducted and visits have been made to schools where IB is in place. No new initiatives due to revenue shortfall.	While various initiatives for expansion of high school offerings are being studied, the budget constraints for this year and next year will delay any implementation of new programs until a later date.

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12	4	5		Continue the collaborative effort with county government in the development of the new data management technology program known as "Access Albemarle."	This is an ongoing process.	This is an ongoing process.	
13	4	5		Continue and apply in other service areas the Albemarle County schools and government collaborative model for service provisions in the organization and management of the Human Resources Department.	Collaborative services between local govt. and the school division are in place in finance, parks and recreation, building services and human resources.	Continual communications between local government and the School Division occurs. If other opportunities for collaborative efforts in providing services occur, they would be explored further to determine feasibility.	
			4.1/5.1	VI.c.4 Establish goals and standards for school/community relations and regularly evaluate the relationship with the public and efforts to achieve good communication and relations with stakeholders.	A baseline survey to assess and evaluate school community relations will be administered through K-12 Insight.	The parent/community survey is nearly ready and will be distributed after spring break.	
			3.1/4.1/5.1	VI.c.5 Consider developing a process to ensure that information from Parent Council meetings is communicated back to the school community.	Minutes are routinely distributed and a independent website has been developed for parent use.	Minutes are routinely distributed and a independent website has been developed for parent use.	

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			4.1/5.1/5.2	VI.c.6 Develop a process that guides the establishment, facilitation and tracking of community partnerships to improve the effectiveness of this resource.	Board Clerk has developed a database in conjunction with Community Engagement of business partnerships.	The School/Community Relations Coordinator has established formulized partnership agreements with 35 organizations/agencies. On April 24 th there will be a strategic partner appreciation breakfast.	
			1.2/2.1/5.2	VI.c.9 Establish standards for volunteers to facilitate effective and efficient use of this resource and utilize for consistency in supporting volunteers at the individual school sites.	A volunteer training program has been initiated and an electronic management system implemented to monitor work in schools as a pilot.	The Division Volunteer Handbook was updated and copies sent to the schools. The volunteer website was updated with the handbook and registration forms posted. An online data base has been developed to log interested volunteers and catalogue school volunteer requests. Currently, X schools have the electronic School Check-in system. Volunteer Appreciation Week is scheduled for April 19-25, which will include an appreciation breakfast for strategic partners. Volunteers of the year, chosen by each school, will be recognized at the May 14 school board meeting. To date, school volunteers have registered over 30,000 hours.	

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1	5	1,2,3,4	5.1	I. Monitor small elementary schools for their high costs related to staffing and facilities.	1. A master plan for the School Division is being developed to plan for future enrollments, school capacity and school size. The first phase of this master plan will focus on the southern feeder pattern small elementary schools.	The three southern feeder pattern small schools have been studied and recommendations are going to the public for feedback before finalization. The remainder of the southern feeder pattern will be studied and recommendations for the entire feeder pattern will be submitted in May, 2009.	
			5.1/5.2	I.3 Reevaluate future student increases and compare these increases to future capacity needs, based on current functional capacities at existing schools to determine if capital costs (new additions as well as new schools) might be delayed.	This will occur in developing the master plan noted above.	All school capacities have been increased due to a change in the capacity formula. This information, along with student enrollment projections and operational costs, are all included when studying schools during the Long Range Master Facilities planning.	
			5.1	I.4 Evaluate class and school size to help control the cost per child. In addition, regularly review all existing school facilities to identify any areas of low utilization/high cost and recommend options for streamlining operations.	Class size and school capacities were reviewed for this year with changes in school capacity occurring based on RUS recommendations.	The new school capacity figures are being used during the Southern Feeder Pattern phase of the Long Range Master Facilities planning and will be used in making recommendations for all schools in the future.	

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2	5		5.1/5.2	II. Evaluate class and school size to control the cost per pupil.	A master plan for the School Division is being developed to plan for best practice instruction, future enrollments, school capacity and school size. The first phase of this master plan will focus on the southern feeder pattern small elementary schools.	The Southern Feeder Pattern phase of the Long Range Master Facilities Plan is well underway. Research on student achievement, staff turnover, length of bus rides, operational costs and other factors have been studied and a variety of options have been dev
			5.1	II.1 Develop a comprehensive long-range planning capability and designate one point of accountability for this function.	Presently the Senior Management Analyst for Operations and Planning is researching a way to have a common data base that would include enrollment projections, school capacities and information from Planning and Community Development. This database would be accessible to everyone and include a means of sorting information in a variety of ways to facilitate decision making.	This project is still in the research stage and will not likely be done this year. The hope is to have it done for the 2009-2010 school year.

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			5.2	II.3 Include educational program adequacy, along with the student membership projection data currently used, to plan for future capital improvements needed at each school.	See above regarding the master plan.	The Southern Feeder Pattern phase of the Long Range Master Facilities Plan is well underway. Research on student achievement, staff turnover, length of bus rides, operational costs and other factors have been studied and a variety of options have been developed regarding the future of the 3 small schools in this area. A series of community meetings will be held to receive feedback on the options and a recommendation will be presented to the Superintendent. The remaining schools in the Southern Feeder Pattern will also be studied and recommendations made by the end of May.	
			5.1/5.2	III.2 Although not currently feasible with available capacity, very small and expensive-to-operate elementary schools should be combined when possible. In the interim, consider development of a different organizational structure (i.e., K-2 and 3-5) for those schools for the purpose of improving instructional program offerings and for the efficient use of staff.	See above regarding the master plan.	See above regarding the master plan.	

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			1.2/2.1/5.1/5.2	III.4 Evaluate the current staffing formula to establish pupil-teacher ratio guidelines for each content area, which includes minimum and maximum class sizes required for courses and/or sections to be offered.	The Staffing Committee met to consider this recommendation. The Committee recommended that, for any classes other than core subject areas, an average of a 15:1 student/teacher ratio was needed in order to offer a class. This is going to be discussed at the Feeder Pattern level and then a final recommendation will go to the Superintendent.	The new minimum class size will be used in staffing for next year.	
			5.1	III.7 Develop a memorandum document model which includes topics, timelines, and Offices of Primary Responsibility (OPR) for communication between central administration and the schools.	This has been developed and will be implemented in the near future.	The new memorandum document is available for use when the Superintendent feels it is appropriate to introduce into the Division.	
			5.1	III.15 The superintendent should work with staff and advisory groups to determine the appropriate instructional decisions to be made at the school level and those to be made at the Central Office level.	A Decision Making Matrix is being piloted this year that should help in determining at which level such decisions should be made.	The Decision Making Matrix committee will meet again at the end of the year to review any recommendations for revisions to the document. This will allow the committee to incorporate any changes that may be needed as a result of the new Central Office organization.	

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			2.1/3.1/5.1/5.2	V.12 Review and refine the Staffing Standards Committee procedures and criteria. Factors currently in place include student membership and free and reduced lunch. Develop specific strategies for applying those factors currently in place, plus other criteria used for staffing standards by school. (Also refer to Curriculum, Instruction and Student Services, Recommendation #3)	The Staffing Committee met to consider these recommendations and has asked the feeder patterns for feedback on the current staffing formula.	Due to budgetary constraints involving no additional staffing available for 2009-2010, the Staffing Committee decided to hold on further discussion on revising the formula until next year's planning for 2010-2011.	
			5.1	VI.p.1 Develop a protocol that clearly delineates roles and responsibilities of school staff and county attorney office to ensure effective development of school division policies.	A protocol is currently in place that delineates responsibility of the County Attorney and Special Asst. for Quality Systems and Planning	The protocol delineating responsibilities for reviewing, revising and developing policies is in place. To further facilitate efficient procedures, the School Board attorney and Special Asst. for Planning and Operations will be bringing major policy revisions to the Board on a quarterly basis.	
			3.1/4.1/5.1	VI.p.2 Establish processes that ensure policies are developed, giving consideration to the views of teachers, parents, and other concerned citizens and by which policies can be proposed by the school community for School Board consideration.	The Decision Making matrix clarifies when various employee groups and parents should have input into major decisions in the Division.	The School Board Attorney and Special Assistant work together to examine updates and new policies from VSBA, respond to requests for policy amendments or new policies and to obtain the appropriate feedback from stakeholders prior to bringing recommendations to the Board for its consideration.	

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			4.1/5.1	VI.p.3 Consider establishing a process to confirm new or revised policies are acknowledged and implemented by the appropriate parties to ensure effective policy implementation.	This is an ongoing process.	The Special Assitant assures that, after Board action on policies, appropriate staff is notified.	
7	5	1,2	1.2/2.1/3.1/4 .1/5.1/5.2	Evaluate the current staffing formula used to establish pupil-teacher ratio guidelines for <u>each content area</u> .	The high school principals used a 15 student minimum for guiding the staffing of elective courses for 2008-2009.	This formula will be used for 2009-2010 staffing.	
			5.1/5.2	VII.b.2 Review and revisit the need for school additions and additional new schools based on the slower housing market and minimal student growth projections	This was just recently done for the new ten year Capital Improvements Plan.This Plan is reviewed each year using the most current data available.	The Long Range Master Facilities planning team is reviewing each school and its 10 year enrollment/capacity in order to make decisions about how to best utilize the Division's schools.	
			5.1/5.2	VII.t.1 Fill the Director of Transportation position, as quickly as feasible, with someone with strong student transportation experiences. This position should report to an assistant superintendent who will be responsible for support services (See Part Eight, Recommendation #5).	An Acting Director is in place and there are plans to recruit for and select a permanent director in 2008-2009.	In January, a new Director of Transportation Services was appointed. The new Director has extensive experience in transportation and we are confident that he will make a positive impact in the department.	

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			5.1	VII.t.7 Stress to all principals the importance of timely updating student enrollment data so that transportation adjustments can be made quickly.	This was done however the number of changes sent to Transportation in August still impeded having accurate manifests for the beginning of school.	This is an ongoing process which is continually reviewed with principals.	
			3.1/4.1/5.1/5.2	VIII.1 Increase the number of positions at the Assistant Superintendent level that provide direct support to the superintendent to two (2), keeping it in line with other similarly situated school divisions and allowing for a more manageable span of control.	This is being planned for the 2009-2010 school year.	For 2009-2010, there will be two Assistant Superintendents in the Division, i.e. one for Student Learning and one for Operations and Planning. The current Assistant Superintendent for Student Learning is transferring into Operations and Planning; the replacement for him should be appointed soon.	
			5.1	VIII.2 Consider reducing the number of administrative positions at the subsequent levels of the organization chart.	\$400,000 in central office administrative costs were eliminated for the 2008-2009 school year. There is a transition plan in place that will reduce positions at the Executive Director level for 2009-2010.	For 2009-2010, a new organizational model will be in place. Most central office coordinator positions have been eliminated and Lead Coaches and Instructional Coaches are being appointed. Their roles will be focused on providing support to teachers in effectively implementing the Framework for Quality Learning. Approximately 10 administrative positions were eliminated for 2009-2010.	

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			4.1/5.1/5.2	VIII.4 Study the organizational models of other school divisions and devise a plan for an organizational structure that is both efficient and effective, and that best meet the needs of the school division. Develop a plan that clearly delineates the school division's organizational structure: 1) An organization flow chart that specifies reporting protocol; 2) Offices of Primary Responsibility (OPR); and 3) updated job descriptions for all classifications.	Other school systems' central organization structures were studied which led to the plan that is going to be implemented in 2009-2010.	The new organizational model clearly delineates the reporting structure and major focus areas for the top-level positions. As new staff are appointed and further discussions are held, more detail on responsibilities will be developed. At that time, the Offices of Primary Responsibility ought to be able to be identified for next year.	
			3.1/5.1/5.2	VIII.5 Fill the vacant position of Director of Transportation, as soon as feasible, and have it report to the appropriate Assistant Superintendent who will be responsible for support services.	An Acting Director is in place and there are plans to recruit for and select a permanent director in 2008-2009.	See above regarding the new Director of Transportation. This position will report to the Asst. Superintendent for Planning and Operations.	
14	3			Give the highest priority to the recruitment and employment of a permanent and experienced Director of Transportation	An Acting Director is in place and there are plans to recruit for and select a permanent director in 2008-2009.	See above.	

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17	4	5		Reexamine the size, organization, titles and job descriptions of the central administration staff to create an organizational structure more closely aligned with current leadership and management expectations.	The 2008-2009 school year is a transition year from the prior organizational structure to a new structure for implementation in 2009-2010.	The new organizational model clearly delineates the reporting structure and major focus areas for the top-level positions. As new staff are appointed and further discussions are held, more detail on responsibilities will be developed. At that time, the Offices of Primary Responsibility will be clearly designated.	
			1.2/5.2	I.6 Evaluate class offerings vs. costs, particularly at the high school level, including electives, and recommend a minimum number of student enrollment (12 or 15) before it is feasible and cost effective to offer.	The high schools used a 15 student guideline this year in making decisions about which classes to offer.	A staffing formula change was adopted to not allow any non-core classes to be offered unless the average class size for that class is 15 or more students.	
			5.1/5.2	VII.f1. Monitor closely cost increasing factors and recommend meal price changes periodically to maintain fund balance and self-sustaining status.	This is an ongoing process.	The Food Service Director monitors operational cost and cost influencing factors regularly. Each year the Food Service Director assesses the need to increase meal prices. A meal increase was requested in the preparation of the 09-10 school year budget.	

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			5.1/5.2	VII.f.3 Albemarle School Food Services program budget has grown from \$3.8 million in FY'07 to just over \$4 million in FY'08. The major increased cost factors include costs of food, insurance premiums and wages (primarily with substitutes and overtime pay).	The Food Service Director and staff monitor and control operational cost of food by working with cafeteria managers and using tools to closely monitor inventories and % food cost on a daily and monthly basis. Commodity food values are monitored closely	The Food Service Director and staff monitor and control operational cost of food by working with cafeteria managers and using tools to closely monitor inventories and % food cost on a daily and monthly basis. Commodity food values are monitored closely	
			1.2/2.1/3.1	VII.f.4 Maintain the initiative of offering more free/reduced fat and calorie content within the NSLP offerings, as well as ala carte choices for paying students/adults.	This is an ongoing process.	The CNP has implemented nutritional standards in addition to those required by state and federal regulations. These standards are posted on CNP website as well as addressed within the County's wellness policy. Food Service Director and Central staff keep current with nutrition education through resources such as membership to the School Nutrition Association, local Childhood Obesity Task Force, resources from Center for Science in the Public Interest, Virginia Action for Healthy Kids, American Dietetic Association.	

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5	5		5.1/5.2	Use detailed GIS and census-type methodologies for membership projections and attendance zone planning at individual school levels.	Transportation has requested a GPS system that will provide more accurate student data for planning purposes. The local government system is currently used to assist in planning for growth, future development, etc.	Expanding our existing GIS-based software to include a GPS-based tracking system (from vendor "Everyday Wireless") would cost ~\$500K. Despite School Board approval in Fall 2008 this project was delayed during a capital improvement review.	
			5.1/5.2	VII.t.2 Complete the upgrade implementation to the automated student tracking system. Unnecessary stops should be eliminated as soon as feasible to avoid wasted fuel consumption.	A student registration for transportation system was done for the first time this year which helped to make the routes more efficient. Two routes/buses were eliminated as a result of this process.	Despite a high return rate, completion of student registration ridership forms has not provided a tangible benefit. A very small percentage indicated no pupil transportation was needed, but many of those students have resumed riding buses, some just show up	
			5.1/5.2	VII.t.3 Continue to request funding to maintain the 13 year replacement cycle for busses.	Funds are being used to purchase cars and smaller buses for greater efficiency.	Six 53-passenger buses and seven cars were purchased.	
			5.1/5.2	VII.t.4 Evaluate the size of buses being purchased and consider possibly purchasing a mix of some smaller capacity busses for rural routes with fewer students and bridge restrictions if ridership on some routes will permit.	Funds are being used to purchase cars and smaller buses for greater efficiency.	The six 53-passenger buses replaced larger buses that were being used to transport a limited amount of students. Most are serving pupils in the Southern County.	

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			3.1/5.1/5.2	VII.t.5 Prepare market salary surveys, with the assistance of human resources, to ensure driver pay is equitable.	Currently the major discrepancy in driver pay is the requirement that they work 8 hours for participation in the state retirement system. All other surrounding localities have a fewer hours requirement for earning this benefit.	The first market salary survey was compiled by Transportation in 2007. It was updated in fall, 2008 and should be updated annually. Results are shared with the Human Resources department.	
			5.1/5.2	VII.t.6 Review all financial aspects of the operation to identify possible cost saving idea processes to bring cost per mile in line with other similarly sized counties.	An efficiency study was conducted in the Transportation Department last spring and \$340,000 in savings was identified. The study continues this year with in-depth analyses occurring with the localities CEPI used to compare cost per mile. Practices that could result in savings will be identified and implemented.	Transportation has proposed options for the Southern Feeder pattern which could save over \$200K annually.	
			3.1	VII.t.8 Revitalize, with the assistance of human resources, a driver recruitment effort to allow for the creation of a strong substitute pool and fill the 6% annual average turnover in permanent driver positions. Some possible advertising choices might include ads on school marquis, notes on cafeteria menus, fliers distributed at area churches, community clubs, etc.	A bus driver job fair was held in May and 45 applications were received. For the first time in years, all vacancies were filled at the beginning of the school year.	The hiring freeze has been lifted for bus drivers and transportation assistants. Transportation seeks to hire and train 20 new personnel, HR is planning a job fair for March 28.	

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			1.2/2.1	VII.t.9 Continue to evaluate reductions in lengths of bus rides. While the department has made strides in this area, there still remain 65 routes over 60 minutes.	Although the Department tried to accomplish a 60 minute maximum for bus rides, the size of the County and the distance between stops has made accomplishing this goal nearly impossible. The Department hopes that the new GPS system can help to better pinpoint the student locations.	Achieving a higher level of service will be require more labor and likely more equipment. Given the current fiscal restraints, it is unlikely that many bus routes will be shortened.	
15	5			Complete the upgrade implementation to transportation's automated student tracking system.	The Versatrans update has been completed and training has taken place on using it effectively.	Additional training will be required for new personnel.	
			1.2	III.11 Evaluate the current plan of "same number allocations" per school for staff development and consider staff development allocation based upon the size of the school's staff.	The Staffing Committee met to consider this recommendation. The Committee has forwarded this to the feeder patterns for discussion about what is working and what is not working with the staffing formula. Further discussion will occur after we have feedback.	Due to budget issues and no new initiatives being proposed for 2009-2010, the Staffing Committee decided to postpone making any changes to the current staffing formula until it meets again in the fall of 2009.	
			5.1/5.2	I.2 Improve planning information by requesting monthly or quarterly updates from the planning/zoning office on actual building and housing occupancy permits to refine student growth projections.	This will be done as a regular part of the master plan.	Fiscal Services obtains information from Community Development to create the annual student projections.	

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			5.1/5.2	II.2 Evaluate the current Capital Improvement Plan, in light of the outcome of Recommendation #1, to validate the need for future projects currently included.	See above regarding the master plan.	The LRMFP is currently gathering information and is reviewing the data. Their recommendations will be incorporated into the next CIP cycle.	
			3.1/4.1	II.4 Continue the strong commitment to maintain each school facility in a manner to make the facility safe, appealing and comfortable.	This will be done given the constraints that may be in place due to budget reductions.	This commitment is ongoing and is a priority on a daily basis as work requests are received and reviewed.	
			5.1/5.2	VII.b.5 Allow the Building Services Department to review proposed gifts to the individual schools that would impose future maintenance and replacement obligations on the system and its employee. Examples of these gifts would be trees, shrubs, flower beds, etc.	This was addressed as part of the Decision Making Matrix.	A process is in place to receive, evaluation and provide recommendations for proposed gifts.	
			2.1/3.1/4.1/5.1/5.2	VII.b.6 Maintain high standards of maintenance and repairs	This is an ongoing process.	This commitment is ongoing and is a priority on a daily basis as work requests are received and reviewed.	
			5.1/5.2	VII.b.7 Maintain a careful review of all positions and maintenance dollars spent and compare to like-sized school systems to ensure Albemarle is not overspending without compromising the condition of the facilities.	Data will be collected this year.	Starting with the custodial operations, data has been collected and is currently being analyzed. The process will continue with other aspects of the department in the coming months.	

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			5.1/5.2	VII.b.8 Continue the evaluation of energy saving techniques and improvements at every opportunity. This focus includes the importance of participation by the energy management system employees in all building renovations, additions and new construction planning.	A comprehensive energy management review will take place and a plan developed for implementation of energy savings strategies.	All new designs contain LEED Design Principals and the Energy Policy is going to the School Board in March, 2009.	
			5.1/5.2	VII.f2. Explore options for upgrading the office space for food administration, either to a current or more permanent space within existing school facilities or replacement of the older modular office as classroom modular units become available after school additions are made.	This item is addressed in the new Capital Improvements Plan.	The current CIP project for the Support Services Complex will incorporate upgraded space for the Child Nutrition Department.	
3	5		5.1	III. Delay recommendations to the Capital Improvement Plan for capacity additions until the internal review of capacity/utilization standards can be confirmed or modified and evaluated in context of student growth projections.	Major capital items were delayed and a new school capacity formula was adopted	The new school capacity formula is helping to guide recommendations being developed in the Southern Feeder Pattern phase of the Long Range Master Facilities Plan.	

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			3.1/5.1	VII.b.4 Review, with recreation and parks, shared responsibilities for cleaning and maintenance of school facilities frequently used by recreation for after school programs	This will be done this year.	This option is currently being evaluated.	
			5.1/5.2	I.1. Prepare and present two-year operating budgets annually, as well as a meaningful five-year internal budget document to help keep the school division's leadership apprised of any impending variations in both expenditures, as well as revenue variances.	The budget is currently being done for a two-year cycle and is updated annually.	The budget is currently being done for a two-year cycle and is updated annually. A meaningful five-year internal document will need to be developed.	
			5.2	I.5 Maintain the practical approach of holding resources both at the school level and at the central office to ensure that any unanticipated shortfalls or unexpected expenditures can be covered.	A 10% holdback is in effect for 2008-09 with contingency plans being made for 15% due to revenue shortfalls.	The holdback of 7.5% was increased to 10% for all departments and none of the holdback is planned to be returned this year.	

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			3.1	III.14 Evaluate and make appropriate revisions to the current stipend program commensurate with the number of teachers; the number of students supervised; and, the division priorities.	Human Resources assumed the day-to-day administration of the Academic Leadership Compensation Program (ALCP) this year. In conjunction with this, HR began an analysis of the effectiveness of the ALCP and continues to gather information from a variety of sources, including an online principal survey as well as meetings and focus groups with teachers, principals, and upper administration. The goal of this is to ensure that the ALCP is meeting today's school goals in an equitable fashion. At this time we are nearing the completion of our initial research and are compiling the data received to identify common themes; from there HR will recommend some short-term and long term program changes.	Based on the feedback received from various stakeholders, HR has developed recommendations on proposed changes for this year and proposed future changes. These recommendations are being reviewed by the Assistant Supt.	
			3.1	V.1Develop a more comprehensive plan to ensure that classified employees in the school division have regular professional development activities that are designed to meet targeted needs of classifications not found in general government	A classified staff needs assessment will be done this year in order to expand the skills of these employees through increased training opportunities. This will supplement training that is already offered through Human Resources.	Due to the lack of funding for new initiatives, this <i>needs assessment</i> is being delayed until a further date.	

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			5.1	V.3 Continue efforts toward development of a human resource information system (HRIS) to enable more efficient management and analysis of employee information and integration with payroll	Working with local government who has responsibility for this.		Continued work with Local Government on this initiative.
			5.1	V.4 Adopt a systematic approach to updating job descriptions to ensure that lines of reporting and key responsibilities are captured. Routinely ascertain that the chain of supervision is aligned with the updated organization chart.	An organization chart has been completed and updated to align job descriptions.		Job descriptions are reviewed as well as classifications in the long term classification process. Currently EDEP and Food Service are under review.
			3.1/5.1	V.5 Expand opportunities for feedback from employees regarding the services provided by the Human Resources Department. In addition, consider conducting a climate survey at the various school sites, as requested from the field.	K-12 Insight survey system implemented. Baseline data has been collected on climate.		To obtain employee input on benefit programs and preferences, a survey is currently being developed.
			1.2/2.1/3.1/4.1/5.1	V.6 Continue successful hiring efforts to ensure that Albemarle County Public Schools meet the goals set by the U.S. Department of Education, and that all teachers in "core subjects" are "Highly Qualified."	This is an ongoing process.		This is an ongoing process.

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			1.2/2.1/3.1/5.1	V.7 Continue and enhance efforts toward increased minority hiring by utilizing effective targeting of recruitment sources. Of the 828 applications received from August 15, 2005 through August 13, 2006, only 7.1% self identified as being a minority.	Human Resources has increased the number of college and univerestiy partnerships in minority recruitment.	Human Resources has increased the number of college and univerestiy partnerships in minority recruitment.	
			1.1/3.1/5.1/5.2	V.8 Analyze the impact and implications of actual salaries given as the department continues with its plan to evaluate the performance appraisal system and the pay-for-performance program for administrative and classified personnel; identify potential salary issues, particularly recognizing the distinction between employees above the mid-point of the scale and those below.	A compensation study is underway.	This is an ongoing process. However, salaries will remain flat for next fiscal year.	
			3.1/5.1	V.10 Increase efforts to develop a succession plan to meet the need for more administrators, as more of this class reaches retirement age, and provide additional opportunities for current teachers who wish to move into administration.	A leadership academy is being developed to address sucession planning needs.	A leadership academy is being developed to address sucession planning needs.	

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			3.1/5.1/5.2	V.11 Review the School Board Policy on the early retirement program for consistency with actual practice, and consider procedures that would provide more flexibility in hiring teachers for difficult to staff single class sections.	A committee has been established to review and evaluate compensation, the Early Retirement Incentive Plan, and recruitment incentives for hard to fill positions.	A change in the VERIP plan was made for one year as an incentive to encourage early retirement for cost savings.	
			3.1/5.2	V.9 Assess the results of the recognition program for extraordinary performance that is being piloted this year in two school departments and determine the feasibility of expanding it to all departments.	No new initiatives due to budgetary shortfall.	No new initiatives due to budgetary shortfall.	
			3.1/5.2	VII.b.3 Review, with human resources, the positions that are most frequently vacant to ensure that salaries are competitive with the local job market. One area noted with ongoing turnover appears to be the lead custodial positions. The salary scale for that position might warrant review.	A yearly survey of agreed upon localities is done to determine what is needed to maintain our salaries at a competitive level. The World at Work data is also used for this purpose. There is an internal process available for requesting review of individual positions and their salaries.	HR is preparing for the annual market survey (which is conducted in July) by identifying positions to collect market data.	
			3.1/4.1/5.1	VIII.3 Have H.R. study all positions that incorporate director in their titles to determine breadth of responsibility and assigned pay grades including director, deputy director, executive director, etc.	See above	This was done this year and led to the new organizational structure for 2009-2010.	

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				- Expand utilization and collaboration with county government for classified employee training;	Classified staff are accessing opportunities provided by local government.	Classified staff are accessing opportunities provided by local government.	
				- Sustain commitment to teacher salaries comparable to 4 th quartile market competitors and median market for classified employees;	A survey to determine what is needed to remain competitive at these levels is done each year and recommendations are made for the budget.	HR conducts the market analysis to ascertain market competitiveness by September in preparation for the proposed salary recommendations.	
				- Expand efforts for minority hiring;	This is an ongoing process.	This is an ongoing process.	
				- Continue development of the performance appraisal systems for teachers, administrators and classified employees.	This is an ongoing process.	This is an ongoing process. Although salary increases will not occur this year, communication has focused on the importance of conducting a meaningful performance discussion.	
16	3	4		Continue efforts to develop a human resource information system (HRIS).	Local government is working on this.	Local government is working on this.	
11	3		3.1/4.1/5.1/5.2	Continue to support and/or to develop important human resource support issues:	Budgetary constraints limited any new initiatives for this year.	Budgetary constraints limited any new initiatives for this year.	
			1.2/2.1/4.1/5.1	III.12 Implement strategies to ensure that schools receive testing data, statistical analyses and related information promptly in order to monitor achievement and make appropriate instructional delivery adjustments based on an analysis of the data.	SchoolNet has been fully implemented as a data management tool that provides access to all staff for State achievement data and on-going school level achievement data by individual studentss and membership groups.	SchoolNet has been fully implemented as a data management tool that provides access to all staff for State achievement data and on-going school level achievement data by individual studentss and membership groups.	

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			3/5.1/5.2	I.8 Review non-instructional staff training opportunities. This review should be conducted by the financial and human resource staff.	A classified staff needs assessment will be done this year in order to expand the skills of these employees through increased training opportunities. This will supplement training that is already offered through Human Resources.	The Human Resources Department offers a wide variety of training opportunities for classified staff and Division employees are free to attend these classes. Due to budgetary reasons, no expansion in training is planned at this time.	
			1.1/1.2/2.1/4.1/5.2	III.17 Accelerate instructional technology utilization in the schools for maximum instructional delivery.	Implementation of the computer replacement cycle that provides instructional technology. Increased staffing to meet the Standards of Quality for instructional technology support.	Implementation of the computer replacement cycle that provides instructional technology. Increased staffing to meet the Standards of Quality for instructional technology support.	
			1.2/2.1	IV.1 Review the current Acceptable Use Policy (AUP) and update as necessary to reflect the use of new technologies, such as social networks, new uses of cell phone, ipods, etc.	Reviewed and updated on an annual basis through the division's technology advisory committee.	Reviewed and updated on an annual basis through the division's technology advisory committee.	
			1.2/2.1/3.1/5.2	IV.2 Examine the organizational structure to have technology resource personnel properly aligned with technology and curriculum.	Instructional Technology has been moved to the Assessment Department. Instruction and engineering decisions are under the direction of two different individuals, each with resources aligned with their functions.	Instructional Technology has been moved to the Assessment Department. Instruction and engineering decisions are under the direction of two different individuals, each with resources aligned with their functions.	
			5.1/5.2	IV.3 Consider, as a part of central administration changes, a more forward and well-defined office of primary responsibility for technology, with leadership titles and responsibilities as appropriate.	See above regarding the realignment of technology.	Department of Accountability, Research, and Technology has been formed under the direction of a Chief Information Officer	

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			5.1/5.2	IV.4 Reorganize inst. and tech. infra-structure so that technicians are included under technology infrastructure and ITRT's are included in instructional personnel.	This has been done.	This has been done.	
			2.1/4.1/5.1/5.2	IV.5 Evaluate and rewrite a new technology plan for the next three years to incorporate assessment and evaluation.	Completed in the 2007-08 school year.	Completed in the 2007-08 school year.	
			1.2/1.2/3.1/4.1/5.1/5.2	IV.6 Implement and use School Net and increase the use and implementation of the portfolio and instructional capabilities of Blackboard.	Will be considered in the next strategic planning cycle.	Will be considered in the next strategic planning cycle.	
			5.1	IV.7 Change Curriculum Technology Integration Partner (CTIP) to Instructional Technology Resource Teacher (ITRT) to reflect the position as described by the VA State Department of Education.	Under consideration.	Under consideration.	
			1.2/2.1/5.1/5.2	IV.8 While one ITRT may be split between two or three schools (preferably only two), ensure that the responsibility adheres to that described in the State Department's ITRT and Technician Handbook.	Has been reviewed and updated.	Has been reviewed and updated.	

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			5.1/5.2	IV.9 Examine the connectivity and speed of data transmission between commercial carrier (EMBARQ) and Network VA to manage commercial routing updates with providers, particularly if there is no interconnectivity between the two providers. Monitor data transmission flow over both networks in advance, so that SOL testing adjustments can be made ahead of the expected surge during testing.	Banwidth utilization has been analyzed and potential issues resolved.	Banwidth utilization has been analyzed and potential issues resolved.	
			1.2/2.1/3.1/4 .1/5.1/5.2	IV.10 Review funding of technology at current levels and consider designing a more cost-effective rotation plan to utilize allotted technology funds to increase the overall integration of all technologies into the system.	Adjusted computer replacement cycle with some equipment put on a 4 year cycle instead of a 3 year cycle.	Adjusted computer replacement cycle with some equipment put on a 4 year cycle instead of a 3 year cycle.	
			1.2/2.1/3.1/5 .1/5.2	IV.11 Review the suggested elimination of the school technology troubleshooter and increase the number of technology support specialists to provide the proper technical coverage for each school.	Academic Leadership Stipend Model is being evaluated with possible redirection of funding to the Instructional Support Specialist.	Academic Leadership Stipend Model is being evaluated with possible redirection of funding to the Instructional Support Specialist.	

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			5.1/5.2	IV.12 Include facilities installation requirements in budgeting technology purchases.	Department of Technology is working with Building Services to incorporate costs into technology budgets.	Department of Technology is working with Building Services to incorporate costs into technology budgets.	
			1.1/3.1/4.1/5.1/5.2	IV.13 Continue to support the new teacher and summer institute academies that provide teachers professional training in the use of instructional technology.	Division continues to provide this level of support.	Division continues to provide this level of support.	
			5.1/5.2	IV.14 Examine the lease agreements for computers and conduct cost comparisons of direct purchases.	Review has been completed.	Review has been completed.	
			5.1	IV.15 Develop a management system to ensure that there is adherence to the three-year recycle of computers program to eliminate the perception that it is inconsistently followed.	Technology is now supervised by a Chief Information Officer who has implemented management systems.	Technology is now supervised by a Chief Information Officer who has implemented management systems.	
			1.2/1.2/2.1/3.1/4.1/5.1/5.2	IV.16 Increase training in the use of Blackboard to include the development of student and teacher portfolios to assist in AYP.	Not completed.	Not completed.	

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			2.1/5.1/5.2	IV.17 Examine distance learning video conference equipment and investigate adapting Tandberg or Polycom video conference hardware and software applications, as these two companies are providing the lending products used in this application and can eliminate future compatibility issues.	Technology Advisory Committee is exploring options including cost effective web-based conferencing solutions.	Technology Advisory Committee is exploring options including cost effective web-based conferencing solutions.	
			5.1/5.2	IV.18 Educate staff and parents on how to utilize Blackboard and "School Net" as a communication tool.	Accomplishing this through SchoolNet as it provides a more integrated solution. Parent portal has not been rolled out.	Accomplishing this through SchoolNet as it provides a more integrated solution. Parent portal has not been rolled out.	
			5.1/5.2	IV 19. Consider additional technicians for the help desk to repair computers as the numbers grow and to limit turnaround time for on-site trouble shooting.	No new initiatives due to budget shortfall. Data needs to be collected and analyzed.	No new initiatives due to budget shortfall. Department of Accountability, Research, and Technology has implemented a workorder management system which will result in reliable data.	
			5.1	IV.20 Explore and implement ways to further centralize data backup procedures.	Implemented.	Implemented.	

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10	4	5	4.1/5.1/5.2	Review current level of technology funding, planning and organization for service delivery (including lease agreements and cost comparisons of direct purchases) and design a more cost-effective rotation plan to use allotted technology to support the overall integration of all technologies into the system.	Technology Advisory Commitete has reviewed and developed a Technology Plan that addresses service delivery. Some equipment has been moved from a 3 year to a 4 year rotation.	Technology Advisory Commitete has reviewed and developed a Technology Plan that addresses service delivery. Some equipment has been moved from a 3 year to a 4 year rotation.
			3.1	III.1 Develop and implement strategies to improve communication between the central administration and local school teachers, administrators, and parents.	A new web based newsletter for all employees is being published every two weeks. The teacher advisory and classified advisory meetings will focus on assuring that all teachers/employees can get questions answered and to hear about what's occurring in the Division. There are 7 subcommittees analyzing Division practices, to include communications, in order to find areas that need improvement accoriding to the Baldrige criteria.	Communications contacts identified at each school; these people are working with Communications Coordinator to include various articles/items in parent newsletters and on school web sites. A weekly update to the feature content of the Division home page h

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			4.1/5.1	VI.c.1 Continue implementation of the communications plan through its identified action strategies. Additional specific suggestions include 1) establishing a clear process for how schools share information with their communities, to include a method for ensuring that schools put certain items in school newsletters; 2) collaborating with the county government to have school news included in their newsletter; and 3) soliciting major employers to include school news in their newsletters.	The Division's communications coordinator has established communications guidelines for schools and departments. A new web-based employee newsletter is being published bi-weekly	A Division communications team, consisting of central and schools-based staff, as well as parents, has been established. This team will update and implement the communications plan. Communications contacts at each school are working with communications c	
			3.1/5.1	VI.c.3 Continue to utilize the Superintendent's Advisory Bulletin for written communication with building principals and fine-tune it as needed.	This is an ongoing process.	A redesign of the SAB website is in process. The publication was shortened to two sections: Action and Information, rather than three, based on feedback.	

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18	4			Conduct an internal review of both the formal and informal communication networks between and among the schools and central administrative department and operations as part of the school division's continued commitment to organizational development and capacity for service delivery.	A survey based on Baldrige criteria is going to be conducted in the near future for participation by all Division employees. This will help in identifying areas that need improvement and recommendations can then be made by the appropriate subcommittee for addressing these areas.	To be addressed by communications team.	
19	4			Research and implement a mechanism to evaluate the division's communication strategies.	The Division's communications coordinator has established communications guidelines for schools and departments. A new web-based employee newsletter is being published bi-weekly. The coordinator will evaluate all communications methods and recommend improvements.	To be addressed by communications team.	

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			4.1/5.1	VI.c.2 Research and implement a mechanism to evaluate the division's communication strategies and how well people feel informed about the schools to help guide effective implementation of the plan; in addition, consider soliciting formal feedback from the media as to how the school system performs its media relations functions.	A baseline survey to assess and evaluate school community relations will be administered through K-12 Insight.	Employee survey planned for Spring 09; parent survey also planned; date TBD by communications team. Media contacted in July 2008 regarding media relations functions; follow up feedback planned for July 2009.	
			3.1/4.1/5.1	VI.c.8 Establish guidelines for appointment of citizens and staff as members of the various division advisory committees.	Not completed.	Some Board policies and division procedures addresses the appointment of citizens to committees but guidelines still need to be written, formalized and communicated.	
			5.1	VI.p.4 Consider utilizing a staff legislative consultant/liaison to monitor the General Assembly and its related activities and to communicate with the county's state legislators. The division would benefit greatly with being a part of the already existing network of school legislative liaisons.	Funding has been redirected to support hourly work of a legislative liaison for the Board.	A legislative liaison has been working hourly on behalf of the School Board to assist with preparation and communication of Board legislative agendas with state and federal legislators who serve Albemarle constituents.	

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				- Ensure that any evaluation and compensation plan also reflects a commitment to the removal of unqualified and/or poor performing staff.	The Superintendent has stressed the expectation the principals and department heads critically examine all staff for high levels of performance and also that the plan of assistance process is used to either improve or remove poorly performing staff.	In initial goal-setting conferences, principal meetings, and mid-year meetings, the expectation has been set and data are monitored to ensure principals are using the appraisal system, making learning walks, and addressing performance concerns per the approved appraisal system including plans of assistance.	
			1.2/5.1	III.16 Develop and implement a system-wide "Code of Student Conduct" which includes a range of consequences to support the instructional program.	The behavior management handbook committee worked last year to standardize these within ranges and principals had input on that. They were presented to the administrators this summer in the behavior management workshops.	Administrators have been using the handbook this school year. In March the behavior management handbook committee will be reconvened to assess the year's progress and make any recommendations needed for the 09-10 school year.	

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			1.2/2.1	III.9 Develop an action plan template for student achievement which would include a list of identified students, lead personnel for each student, timelines, resource needs, and assessments.	This is part of SchoolNet. There are plans to fully implement SchoolNet. There is now a Personalized Learning Plan document that does address these issues.	Edplan is now fully implemented across the division. Edplan is an on-line data management system that has a structured template that assists school personnel in developing a list of identified students, lead personnel who are responsible for the interventions for each student and timelines for implementation and monitoring of progress. A balanced scorecard along with revised metrics is in the formative stages. members of the Division's PMOC and representatives from the Department of Accountability, Research, and Technology are currently vetting these products.	