Gloucester County Public Schools
Comprehensive Plan

2014-2020

Adopted by the Gloucester County School Board
Date:

“Students First”
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Mary Robinson
Juanita Smith
Cindy Thomas
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Gloucester County Public Schools does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Mr. Bryan Hartley, Director of Student Services, 804-693-7856.
February 1, 2015

Dear Gloucester County Public Schools Community:

It gives me great pleasure to present to the community the Gloucester County Public Schools District Comprehensive Plan. This plan is developed in collaboration with a variety of stakeholders including School Board members, school district personnel, parents and the entire community at large. Gloucester County is truly fortunate to have such a dedicated group of individuals who work tirelessly in the pursuit of educational excellence for Gloucester County Public Schools.

The Comprehensive Plan will be ongoing and continuous and guides our work and direction over the next six years (2014-2020) in the areas of Instruction and Academic Achievement, Schools, Families & Community Relationships, Operations, Safety and Emotional/Mental Health & Wellness. The goals and objectives (to include a new Mission and Vision statement) for the district Comprehensive Plan are based on current analysis of data regarding where we stand today and where we would like to be in the future. I encourage all stakeholders to review and comment on the Comprehensive Plan as it is the goal of Gloucester County Public Schools to make this a transparent process that fosters community feedback. Please know that your input is welcomed and greatly appreciated.

In closing, I encourage the entire community to become involved in our school district in some capacity. Only then will we truly be able to connect, engage and inspire all students to reach their fullest potential.

Sincerely,

Walter R. Clemons, Ph.D.
District Superintendent
Introduction

The Code of Virginia through the Standards of Quality establishes the requirement that “each local school board adopt a district-wide comprehensive, unified, long-range plan based on data collection, an analysis of the data, and how the data will be utilized to improve classroom instruction and student achievement.” This document represents Gloucester County Public Schools’ compliance with this requirement.

The Gloucester County Public Schools’ Comprehensive Plan for 2014-2020 outlines a six-year plan of work for our district. This plan presents goals and objectives needed to move our district and schools to educational excellence for all students, and was developed with community and staff involvement. In addition, this plan shall be reviewed and revised annually.
Standards of Quality Requirements
Standard 6. – Planning and Public Involvement

B. Each local school board shall adopt a district-wide comprehensive, unified, long-range plan based on data collection, an analysis of the data, and how the data will be utilized to improve classroom instruction and student achievement. The plan shall be developed with staff and community involvement and shall include, or be consistent with, all other district-wide plans required by state and federal laws and regulations. Each local school board shall review the plan biennially and adopt any necessary revisions. Prior to the adoption of any district-wide comprehensive plan or revisions thereto, each local school board shall post such plan or revisions on the district's Internet website if practicable, and, in any case, shall make a hard copy of the plan or revisions available for public inspection and copying and shall conduct at least one public hearing to solicit public comment on the district-wide plan or revisions.

The district-wide comprehensive plan shall include, but shall not be limited to,
(i) the objectives of the school district, including strategies for first improving student achievement, particularly the achievement of educationally at-risk students, then maintaining high levels of student achievement;
(ii) an assessment of the extent to which these objectives are being achieved;
(iii) a forecast of enrollment changes;
(iv) a plan for projecting and managing enrollment changes including consideration of the consolidation schools to provide for a more comprehensive and effective delivery of instructional services to students and economies in school operations;
(v) an evaluation of the appropriateness of establishing regional programs and services in cooperation with neighboring school districts;
(vi) a plan for implementing such regional programs and services when appropriate;
(vii) a technology plan designed to integrate educational technology into the instructional programs of the school district, including the school district's career and technical education programs, consistent with, or as a part of, the comprehensive technology plan for Virginia adopted by the Board of Education;
(viii) an assessment of the needs of the school district and evidence of community participation, including parental participation, in the development of the plan;
(ix) any corrective action plan required pursuant to Â§ 22.1-253.13:3; and
(x) a plan for parent and family involvement to include building successful school and parent partnerships that shall be developed with staff and community involvement, including participation by parents.

CONSISTENT WITH THE STANDARDS OF ACCREDITATION, PROGRAMS AND STRATEGIES SHOULD ADDRESS:
(i) School safety and security.
(ii) Facilities maintenance and expansion.
(iii) High expectations for student achievement and personnel performance.
(iv) Development and implementation of K-12 curriculum consistent with the Standards of Learning.
(v) Integration of technology in all curricular areas and administrative processes.
(vi) Diverse needs of all learners, including at-risk, average, disabled, gifted and minority populations.
(vii) Opportunities for students to serve the community.
PROPOSED MISSION
As a strong community of learners, Gloucester County Public Schools is dedicated to creating and sustaining an environment that emphasizes education, embraces diversity, and empowers its stakeholders (students, families, staff, and community) to accomplish individual, as well as collective goals.

PROPOSED VISION
To provide an environment that focuses on meeting and exceeding the expectations of its stakeholders in each facet of the educational process, which includes, but is not limited to: instruction and academic achievement, school, family and community relationships, operations, safety, and emotional/mental health & wellness.

Overarching Goals
To provide a safe, clean and appropriate educational environment for learning and working.
To maintain a partnership and facilitate meaningful communication between the schools, families, staff and the community in order to deliver an appropriate educational program for each student.
To develop students’ critical-thinking, problem-solving, collaboration, communication, and technological skills.
To prepare students to assume responsibility for stewardship of the natural environment.
To prepare students for employment of further academic and technical education upon graduation.
To increase community involvement.
To maintain inclusive environments.
To develop high quality curriculum, instruction, and assessments.
To establish collaborative school culture and climate.
Core Values

Dedicated to the profession of teaching and learning, employees in Gloucester County Public Schools are driven by a clear set of core values that define who we are, what we do for children and how we do it. These core values will guide and direct all activities undertaken in our schools.

**We believe:**

- Each child is important and entitled to the opportunity to realize his or her fullest potential.
- Learning occurs best when instruction is tailored to individual needs.
- Learning is the heart and soul of what we do.
- All students can and must learn at high levels of achievement but not necessarily at the same rate and in the same way.
- High expectations promote high achievement.
- A well-rounded education enables students to lead fulfilling and culturally rich lives.
- Effective teachers are essential to student success.
- Adults and children thrive in a vibrant, safe, enriching and respectful environment.
- There is strength in diversity and we should all work together to positively impact the quality of life for our students.
- Parents, as well as the larger community, are partners with us in educating all students.
- Collaborative problem-solving, teamwork, creativity, innovation and a sense of humor are traits we embrace in our students, teachers, and staff.
Enrollment Forecast

Primary factors attributing to the declining student enrollment in eleven (11) of the past twelve (12) years include lower birth rates and the increase of households that do not have school-aged children. Employment opportunities within Gloucester County can also be a factor. Included in this document are specific goals and objectives designed to meet the needs of the district as a whole and facilitate academic excellence for all students.

Average Daily Membership (ADM) is calculated as the number of days that students in grades K-12 are in attendance at school, divided by the number of days in the school year, and is used to distribute state funding on a per-pupil basis. As is shown in the graph below, the ADM for Gloucester County Schools continues to trend downward.

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>ADM on 3/31</th>
<th># Change from Prior year</th>
<th>% Change from Prior Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002</td>
<td>6,350</td>
<td></td>
<td></td>
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<tr>
<td>2003</td>
<td>6,309</td>
<td>-41</td>
<td>-0.65%</td>
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<tr>
<td>2004</td>
<td>6,147</td>
<td>-162</td>
<td>-2.57%</td>
</tr>
<tr>
<td>2005</td>
<td>6,078</td>
<td>-69</td>
<td>-1.12%</td>
</tr>
<tr>
<td>2006</td>
<td>6,000</td>
<td>-78</td>
<td>-1.28%</td>
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<tr>
<td>2007</td>
<td>5,949</td>
<td>-51</td>
<td>-0.85%</td>
</tr>
<tr>
<td>2008</td>
<td>5,910</td>
<td>-39</td>
<td>-0.66%</td>
</tr>
<tr>
<td>2009</td>
<td>5,871</td>
<td>-39</td>
<td>-0.66%</td>
</tr>
<tr>
<td>2010</td>
<td>5,919</td>
<td>48</td>
<td>0.82%</td>
</tr>
<tr>
<td>2011</td>
<td>5,850</td>
<td>-69</td>
<td>-1.17%</td>
</tr>
<tr>
<td>2012</td>
<td>5,645</td>
<td>-205</td>
<td>-3.51%</td>
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<tr>
<td>2013</td>
<td>5,469</td>
<td>-176</td>
<td>-3.12%</td>
</tr>
<tr>
<td>2014</td>
<td>5,447</td>
<td>-22</td>
<td>-0.39%</td>
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<tr>
<td>2015*</td>
<td>5,380</td>
<td>-67</td>
<td>-1.26%</td>
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<tr>
<td>2016**</td>
<td>5,316</td>
<td>-64</td>
<td>-1.24%</td>
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<tr>
<td>2017**</td>
<td>5,248</td>
<td>-68</td>
<td>-1.26%</td>
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<tr>
<td>2018**</td>
<td>5,181</td>
<td>-67</td>
<td>-1.26%</td>
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<tr>
<td>2019**</td>
<td>5,115</td>
<td>-66</td>
<td>-1.26%</td>
</tr>
</tbody>
</table>

* Projected based on average annual percentage change in 3/31 enrollment experienced since 2002.
Regional Programs

Gloucester County Public Schools partners with several local school divisions to provide the following programs and services to meet diverse needs of the students within our respective counties:

- **Governor's Schools** - Gloucester County Public Schools participates in several Governor’s Schools supported by the Virginia Department of Education. Opportunities for high school students include the Chesapeake Bay Governor’s School, the Governor’s School for Science and Technology, and the Summer Residential Governor’s Schools. The Middle Peninsula Summer Regional Governor’s School is for students currently in grades 4-7 identified for gifted education services in GCPS.
  - **Chesapeake Bay Governor’s School** (CBGS) provides an educational option for highly motivated and talented students interested in or with an aptitude for math, science, and technology. Sophomores, juniors and seniors from thirteen participating school divisions in the Middle Peninsula and Northern Neck regions in Virginia attend the Governor’s School during the morning at one of three sites: Rappahanock Community College Glenns Campus, Rappahannock Community College Warsaw Campus, or Bowling Green High School in Caroline County.
  - **Governor’s School for Science and Technology** (GSST at New Horizons Regional Education Center) is operated collectively by Gloucester, Hampton, Newport News, Poquoson, Williamsburg-James City County, and York County Schools. GSST provides a cohesive, innovative, and rigorous science and mathematics program that embraces quality programming standards for gifted students recommended by the Virginia Department of Education and the National Association for Gifted Children.
  - **Summer Residential Governor’s Schools** provide gifted high school juniors and seniors from across the region and state with intensive educational experiences in language, agriculture, visual and performing arts, humanities, mathematics, science, and technology, life science and medicine, and through unique mentorships in marine science or engineering.
  - **Middle Peninsula Summer Regional Governor’s School** (MPSRGS) is for identified gifted students currently in grades 4-7. The program is sponsored and funded by the Virginia Department of Education with contributions from the nine participating school divisions of Charles City County, Essex County, Gloucester County, King and Queen County, King William County, Mathews County, Middlesex County, New Kent County, and the town of West Point. This school provides problem-based classes for approximately 105 identified gifted students in participating school divisions.
Governor’s Health Science Academy (GHSA) - Gloucester County Public Schools, in partnership with Mathews County Public Schools, Riverside School of Health Careers, Rappahannock Community College, and New Horizons Regional Education Centers, initiated a Governor’s Health Science Academy at Mathews High School and Gloucester High School in 2013-14. Students from both school divisions can pursue coursework in several career pathways, currently including Therapeutic Services and Support Services. Additional career pathways are scheduled for development in the coming years.

Greater Peninsula Governor’s STEM Academy (GPGSA) - Gloucester County Public Schools, in partnership with the participating school divisions in the New Horizons Regional Education Consortium, offers courses of study in two career pathways in Engineering Technology and Information Technology for qualified students at Gloucester High School. Students continue taking courses required to earn the Governor’s Career and Technical Academy seal. Advanced academic and technical coursework prepares students to take an industry recognized credentialing exam. Courses also may be taken for dual enrollment credit where available.

Regional Special Education Programs - Gloucester County Public Schools participates in several regional programs that serve identified students requiring specialized education services in order to achieve school success.

- New Horizons Regional Education Center (NHREC) provides two programs for students with disabilities from Gloucester, Hampton, Newport News, Poquoson, Williamsburg-James City County and York County. Both programs serve identified and eligible children ages 5 through 21 years:
  - Center for Autism (CFA) - a highly structured program serving the unique needs of students with autism. Their program addresses communication skills, functional skills, positive behavior management and social skills as determined by an IEP team.
  - Newport Academy – a highly structured and supportive educational environment to meet the unique needs of students with an emotional disability. The classes serve students with a wide range of cognitive ability ranging from students who participate in the VAAP to students who are highly successful on SOL tests.

- Middle Peninsula Regional Special Education Program also provides two programs for students with disabilities from Gloucester, Middlesex, Mathews and the Town of West Point:
  - One is a highly structured program for students with autism with significant cognitive delays and behavioral needs.
  - The other is for students with multiple disabilities who exhibit significant cognitive delays along with significant medical issues. Both programs are designed for students who participate in the VAAP assessment.
  - The Regional Board of Control is the governing body for the MPRSEP and they meet on a quarterly basis. At present, Gloucester County is the fiscal agent for the program.

Dual Enrollment Courses - Gloucester County Public Schools also partners with Rappahannock Community College to provide a host of dual-enrolled courses for qualified students at Gloucester High School.
• **New Horizons Regional Career & Technical Education Center (NHREC)** - Gloucester County Public Schools, in partnership with Hampton, Newport News, Poquoson, Williamsburg-James City County, and York County Schools, offers an array of career and technical education courses at the New Horizons centers in Hampton and Newport News. Students spend a portion of each school day at NHREC during their junior and senior years. Some course options may include dual enrollment and may include credentialing and/or certification exams.

• **Middle Peninsula Regional Alternative School Program (MPRASP)** - The MPRASP program was established to provide an alternative learning environment for middle and high school students who have been suspended or who are having difficulty within the traditional academic environment. The program currently serves over 200 expelled or long-term suspended students with chronic behavior problems in grades 6-12. An after school program, operating four days per week, has been established at two sites: Gloucester High School and King William High School. Program components include small-group instruction with individualized assistance. Strong emphasis is placed on reading, writing, and behavior modification. An extensive partnership between the school divisions, local businesses, and community-based organizations has been established. Partner school divisions include Gloucester, King William, Mathews, Middlesex, New Kent, Essex, and King and Queen Counties; and the Town of West Point.

• **Project Graduation** - This state-funded grant program provides resources to support remedial instruction for students who have not earned standard or verified credits in English: Reading and/or Writing, Algebra I, Algebra II, and Geometry, as well as Term Graduates seeking verified credits in Science and/or Social Studies. Project Graduation is comprised of a school year component (December through May) as well as a summer academy component (July through August). Gloucester County Public Schools participates in Region III with divisions including Colonial Beach, Essex, Fredericksburg, King and Queen, King George, King William, Lancaster, Northumberland, Richmond County, Spotsylvania, Stafford and Westmoreland. For the 2013-14 school year, Gloucester was alone in Academy 5 because nearby divisions opted not to participate.

• **Middle Peninsula Regional Adult Continuing Education (MPRACE)** - provides instruction to adults to improve basic academic skills (reading, writing, and math), GED Preparation (for high school equivalency) and ESOL (English for Speakers of Other Languages). Qualified teachers work with individuals and small classes at local sites throughout the Middle Peninsula of Virginia. Areas of service include Essex, King & Queen, King William, Mathews, Middlesex, and Gloucester counties and the Town of West Point. Middle Peninsula RACE also serves as a GED Test Center for area adults. GED test is scheduled quarterly for the community. Adult participants in local ABE/GED programs will have access to more frequent testing opportunities.

**Technology Plan.**

The Technology Plan for Gloucester County Public Schools is a comprehensive document with goals and objectives that have been embedded within this comprehensive plan. The Technology Plan is not included in its entirety in this report but can be found on the district’s website and a paper copy made available upon request.
Needs Assessment

Gloucester County Public Schools has used a variety of documents to assess its current needs. The Capital Improvement Plan is used to assess the needs of the district, as well as the division-wide and school report cards that are used to gauge the instructional needs for teaching and learning. The annual budget process is utilized to determine the needs of the individual schools.
| Goal 1 | **Instruction & Academic Achievement**  
To meet or exceed all annual state and federal performance benchmarks as a foundation for grade-level readiness, college and career preparation, and excellence in citizenship and academic achievement. |
|---|---|
| Goal 2 | **School, Family & Community Relationships**  
To create positive connections that foster community relationships for all county citizens. |
| Goal 3 | **Operations**  
To increase the efficiency of operations in the areas of:  
Buildings & Operations/Fiscal Responsibility/Transportation/Human Resources. |
| Goal 4 | **Safety**  
To increase safety measures at all schools to include transporting students to and from schools. |
| Goal 5 | **Emotional/Mental Health & Wellness**  
(To provide avenues to increase emotional/mental health and wellness to students, staff, and families.) |
## Goal 1: Instruction & Academic Achievement
(To meet or exceed all annual state and federal performance benchmarks as a foundation for grade-level readiness, college and career preparation, and excellence in citizenship and academic achievement)

<table>
<thead>
<tr>
<th>Objective</th>
<th>Current Status</th>
<th>Strategies for Completion of Objectives</th>
<th>Timeline</th>
</tr>
</thead>
</table>
| 1. To provide rich, comprehensive, and aligned curricula and instructional resources K-12 to meet student needs. | • K-12 Math curriculum resources revised in 2013-14  
• Middle school ELA curriculum resources revised in 2014-15 Textbooks under consideration for 2015-16 for secondary SOL courses | Monitor and assess K-8 ELA curriculum materials, maps, pacing guides, and assessment maps/tools and align/revise as needed with appropriate teacher participation.  
Monitor and assess K-12 Mathematics curriculum materials, maps, pacing guides, and assessment maps/tools and align/revise as needed with appropriate teacher participation.  
Monitor and assess K-12 Science and Social Studies curriculum materials, maps, pacing guides, and assessment maps/tools and align/revise as needed with appropriate teacher participation.  
Continue to develop comprehensive, aligned lesson planning documents K-12 in all content areas that emphasize appropriate intended learning outcomes, success criteria, and instructional strategies designed to achieve learning targets. | Summer 2014; Ongoing |
2. To provide high-quality instruction to all students incorporating process standards and 21st Century skills and competencies.

- Summer 2014: Project-based learning (PBL) initiative was introduced to middle school cohort.
- Planning time for teachers meets minimum SOQ requirements; however, daily planning for high school teachers has not been achieved.
- K-5 and secondary Mathematics Specialist provide curriculum and instructional support to teachers.
- Gloucester High School has begun to explore PBIS initiative.
- Summer programs occur as needed; however, many children who need remediation the most are unable (or choose not) to attend.

| | Continue to emphasize and monitor high-yield instructional strategies (HYS) and other related best instructional practices to ensure that all students can access required content. |
| | Provide training and support for the most effective co-teaching and case management models to increase instructional support for Students with Disabilities (SWD). |
| | Recruit and retain a K-8 Literacy Coach to lead and support VTSS, literacy instruction/intervention, and supervision of K-12 ELA curriculum. |
| | Recruit and retain a K-8 Learning Specialist to support special education instructional collaboration and intervention to meet learning needs of SWD. |
| | Provide PBL training to a second cohort of middle school teachers (and select elementary and high teachers) to begin distribution of these skills and strategies across K-12. |
| | Provide appropriate number of instructional and support personnel (including administrative support) to maximize instructional delivery and support for student learning. |
| | Increase the number of school counselors and assistant principals to achieve optimal ratios (~1:250) and increase grade-level and student support services. |
| | Increase and ensure unencumbered daily planning time for all classroom teachers. |

| | Ongoing initiative; pending available resources |
| | Ongoing initiative; pending available resources |
| | Ongoing initiative; pending available resources |
| | Ongoing initiative; pending available resources |
| | Ongoing initiative; pending available resources |
| | Ongoing initiative; pending available resources |
| | Ongoing initiative; pending available resources |
Establish and expand robust Pre-K and Kindergarten programs in every elementary school.

Establish Virginia Preschool Initiative classrooms pursuant to eligibility and available funding.

Explore consolidation of early childhood education programs, including Head Start, VPI, and ECSE.

Establish and maintain robust summer and/or other flexible rebound or remediation opportunities for all K-2 students performing below grade-level expectations.

Maintain current VTSS model for tiered intervention (including PBIS) in grades K-8 to establish and reinforce the most positive and effective learning environments.

Explore and pursue VTSS/PBIS model for Grade 9, as well as an effective middle/high school transition program that establishes the highest expectations for student performance and citizenship.

Provide adequate instructional technology tools and ensure that technology tools and resources are distributed equitably throughout schools and are available to every student and teacher.

Incorporate digital literacy and citizenship skills into every content area, grade level, and classroom.

Increase teachers and student use of virtual curriculum to support distance learning and enrichment.

Provide a full-time ITRT in every school to support technology integration.

Ongoing initiative; pending available resources

Ongoing initiative; pending available resources

Begin 2014-15

Ongoing initiative

Ongoing initiative

Began Fall 2014

Ongoing initiative; pending available resources
| 3. To ensure that 100% of GCPS graduates transition to post-secondary college, career, training, or employment within six months of high school graduation. | • Part-time CTE Supervisor for GCPS in 2014-15 (1 day per week).  
• Part-time Career Coach at GHS provided in partnership with RCC (20 hours per week).  
• CTE Advisory Committee in place, but needs additional staff support and outreach for greater effectiveness.  
• CTE standards reflect state standards but are not necessarily aligned to areas of anticipated career growth. | Expand and enhance CTE offerings and experiences in middle and high school to incorporate the most current industry standards for computer science/programming, engineering, robotics, and STEM opportunities.  
Recruit and employ a full-time K-12 Supervisor for STEM and CTE to guide curriculum development and provide enhanced instructional support for teachers.  
Provide full-time career coach and college counseling support at Gloucester High School.  
Fully utilize Academic and Career Plans (ACPs) through Naviance to increase and enhance student/parent involvement in annual course mapping and college/career preparation.  
Integrate college and career exploration opportunities (including mentorships) into current middle and high school curricula.  
Enhance and expand the role of the CTE Advisory Council to provide recommendations for CTE development. | Ongoing initiative  
Ongoing initiative; pending available resources  
Ongoing initiatives |
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>4.</td>
<td>To meet or exceed state and/or national averages for advanced-level student performance.</td>
<td>Increase the number of students: Achieving Pass Advanced scores on Standards of Learning assessments; participating in Advanced Placement and dual-enrolled courses; and achieving scores of 3 or higher on AP exams Establish and support robust enrichment opportunities for high-ability and high-interest students. Provide targeted world language opportunities (i.e. Beginning Spanish/French) to all elementary and middle school students. Support development of secondary Band/Orchestra by expanding instrumental music opportunities to fifth grade students. Increase student participation in advanced-level courses in middle and high school, including Advanced Placement and/or Dual Enrollment, to increase advanced diploma options for students. Recruit and retain a full-time Gifted Resource Teacher for each school to support enriched curriculum delivery and support to teachers and students. Provide annual training for teachers to support AP instruction and curriculum development to increase student participation and achievement in Advanced Placement courses.</td>
</tr>
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<td></td>
<td>Division advanced-level student performance currently falls below state and national averages.</td>
<td>Ongoing initiatives</td>
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<tr>
<td>5.</td>
<td><strong>To establish ongoing and effective assessment programs to provide feedback on effectiveness of classroom instruction, intervention, and enrichment for all students.</strong></td>
<td></td>
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<td></td>
<td>• K-8 assessment map includes quarterly assessments and/or unit/benchmark assessments in K-5 grammar, Writing, and Mathematics in Kindergarten through Algebra II.</td>
<td>Ensure all teachers establish professional performance goals based on student academic performance.</td>
</tr>
<tr>
<td></td>
<td>• VTSS model currently exists in elementary and middle schools, although fidelity of implementation and school-level support has not been fully achieved.</td>
<td>Provide annual performance assessments to all students at no cost (i.e. PSAT, VPT, etc.) to identify areas for further curriculum support, AP readiness, and enrichment opportunities.</td>
</tr>
<tr>
<td>6.</td>
<td><strong>To have all schools meet or exceed annual state and federal accreditation benchmarks.</strong></td>
<td>Six of eight schools are meeting the benchmarks to include all elementary schools and Peasley Middle School.</td>
</tr>
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</table>
Goal 2: Schools, Families & Community Relationships
(To create positive connections that foster community relationships for all county citizens).

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<tr>
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<th>Current Status</th>
<th>Strategies for Completion of Objectives</th>
<th>Timeline</th>
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<tbody>
<tr>
<td>1. To create and maintain diversified advisory committees to collaborate and discuss educational topics in our community.</td>
<td>• Committee Members nominated by administrators based on experience. • Variety of advisory committees: student, parent and Superintendents.</td>
<td>Advertise through PTA, Community Education, Websites, etc. to encourage participation. Develop an appropriate process to ensure diversified representation across the county (demographically and 2 year commitment) Selection of a variety of advisory committees to include teachers, students, parents, etc. To have scheduled meetings with specific agendas.</td>
<td>Spring 2015 Quarterly-2015-2017</td>
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<td>2. To develop reciprocal partnerships and relationships between GCPS and the Gloucester Community. *Indicates new initiatives</td>
<td>• Resource Guide provided to schools in the Spring of 2014. • Currently, full time CECs are at all elementary schools, and one part-time CEC is at Peasley MS. Full Service resources are provided at Bethel &amp; Petsworth • Elementary CECs promote and coordinate volunteers. • School Board: Student Advisory Committee with student representation on the School Board • Special Education and Gifted Parent Advisory Committees • Board of Supervisors: School Board and County Supervisors Joint Meetings • Civic Organizations: CTE in the HS Scholarships provided by local civic organizations and local businesses</td>
<td>Utilization of the Gloucester Resource Guide maintained by the Community Education Coordinators. To add full-time Community Education Coordinators for both middle schools and the high school. Continuation of CECs promoting and coordinating volunteerism to increase participation Include student advisor on the County Supervisor’s Board Include and invite SB members, Supervisors, County Administrators into the schools for all educational and extracurricular events. Appoint liaison between School Board and County Administration. Encourage student and school representation to major local civic organizations.</td>
<td>Ongoing Start in 2016-2017 Ongoing Fall 2015 Spring 2015 Spring 2015</td>
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<tr>
<td>Community Business:</td>
<td>School Board partner with Chamber of Commerce.</td>
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<tr>
<td>Scholarships provided by local civic organizations and local businesses.</td>
<td>Open GCPS to reciprocal benefits to active community partners allowing local businesses building use.</td>
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<td>Community Outreach:</td>
<td>To create student experiences within the community by providing additional field trip opportunities and outreach programs</td>
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<td>All grade levels in the elementary schools are currently permitted to take one field trip each. Outreach programs come into the school to select groups of students/grade levels.</td>
<td>To continuously promote opportunities to partner with post-secondary institutions.</td>
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<td>Higher Education:</td>
<td>Provide better communication about volunteer and support opportunities in the GCPS through county and school newsletters.</td>
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<td>Student teachers present in the GCPS from various local colleges. Dual enrollment at RCC for HS students.</td>
<td>Connect with local military bases (MWR) for reciprocal opportunities for our students.</td>
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<td>Retirees/Families with no children: Gloucester County has a significant number of families who do not have children in the public school system.</td>
<td>Provide better communication about volunteer and support opportunities in the GCPS to local faith based organizations through our county and school newsletters.</td>
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<td>Military:</td>
<td>Spring 2015</td>
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<td>Military recruitment at the HS. JROTC at the HS. Veterans are invited into the building.</td>
<td>Fall 2015</td>
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<td>Local Faith Based Organizations:</td>
<td>2015-2016</td>
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<td>Weekend Food Program provided by local faith based organizations.</td>
<td>Ongoing</td>
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<td>Spring 2015</td>
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| 3. To communicate effectively and efficiently with all stakeholders (parents, students, teachers, business owners, administrators, and SBO personnel) using a variety of media. | Cable Channel 47  
- Newsletters, GCPS/school websites, Beehive, Report Card Distribution, school marque, WXGM 99.1 radio station  
- School Way App  
- Gazette newspaper  
- Social Media: Instagram, Facebook pages  
- PowerSchool Gradebook is available for all grade levels.  
- Open Forums | To develop additional and more reliable programming.  
- Continue current practices.  
- To provide training for school staff and determine responsibilities for input of data.  
- To provide pre-determined school highlight sections each month by school and division level staff.  
- To provide training for appropriate usage and management in schools as well as determine responsibilities.  
- To provide training on options available.  
- To establish pre-determined dates to meet with school superintendent and other essential staff at times other than School Board meetings which include pre-determined topics. | Fall 2015  
- Ongoing  
- Spring 2015  
- Fall 2015  
- Fall 2015  
- Fall 2015 |
| 4. To promote student, parent and staff involvement in comprehensive decision making and strategic planning. | Development of a district comprehensive plan is underway (commencing in the fall of 2014) that includes input from a variety of community stakeholders to include students, parents and staff. | To continuously establish dates and times to meet clearly outlining expected outcomes. | Ongoing |
Goal 3: Operations  
(To increase the efficiency of operations in the areas of Buildings & Operations / Fiscal Responsibility / Transportation / Human Resources)  

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<td>1. To conduct a classification and compensation study to create a competitive employment package addressing both compensation and benefits.</td>
<td>The last formal salary study was conducted during FY 2002-2003 with phased implementation beginning in FY 2003-2004. This study included a step scale for instructional staff and a Min-Mid-Max range for administrative and support staff. The Min-Mid-Max range was removed from the pay plan in FY 2009-2010.</td>
<td>Establish a diversified committee to include both staff and administration. Committee will: Study neighboring and comparable divisions Explore creation of a bonus fund Develop performance measures for merit bonuses Consider re-establishment of the attendance bonus.</td>
<td>2014-2015 to 2015-2016</td>
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<td>2. Review accounting processes for efficiencies.</td>
<td>Current program was installed in 1999 and is outdated. Manual functions centralized to date are Facilities, Grounds and Custodial Services processed by Budget and Finance. Technology is processed by Instruction. Current software is a desktop application. Balances are requested annually.</td>
<td>Partner with the county to issue an RFP for replacement accounting software with an automated timekeeping component. (This is a CIP budget item.) Continue to centralize manual accounting functions within the school division. Upgrade the activity fund software to a web-based platform. Secure an agreement with the Board of Supervisors regarding year-end fund balance.</td>
<td>2015-2016 Ongoing 2015-2016</td>
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<td>3. Explore shared services with the county.</td>
<td>Current shared services include: Central Accounting Central Purchasing Equipment sharing with grounds Jointly procured contracted services for audit, actuarial reporting, insurance consulting and Section 125 cafeteria plan.</td>
<td>Establish a committee of school and county staff to explore sharing of garage, grounds, repair and maintenance services</td>
<td>2015-2016</td>
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</table>
Goal 4: **Safety**  
(To increase safety measures at all schools to include transporting students to and from schools)

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| 1. To have SROs in all schools and additional security staff as deemed appropriate. | Currently have Four SRO positions:  
- Two at GHS  
- One at Peasley  
- One at Page  
  (Lieutenant at GHS is the lead SRO for the division.)  
| Place one SRO per year for the next five years in elementary schools until all elementary and middle schools are staffed with a minimum of one SRO and the high school is staffed with a minimum of two SROs. | Start in 2015-16 |
| 2. To have radios and cameras on all school buses. | Currently no busses have radios. Drivers are required to have cell phones with them on the busses. Busses are to be stopped when receiving or making phone calls.  
- Currently 33 busses are equipped with cameras.  
| Place radios on all of the 107 existing school busses. An additional 12 radios will be required for dispatch, monitoring, and support positions. The radios will interact with the county/regional radio system and can be reinstalled as busses are replaced. Place cameras on the 40 additional busses assigned permanent routes for 73 total. Complete installation in five years. | Start in 2015-16 |
| 3. To improve radio reception at all schools. | Current FCC regulations require the types and transmission frequencies at schools to be individualized by sites. Current radios are sometimes limited by distance, building structure, and electronic interference.  
| Explore replacing current radios with radios that will integrate with the county/regional communications system at all schools starting with the high school. Approximately 20 radios will be needed for the high school. | Start in 2015-16 |
| 4. To improve/build relationships with county emergency management, fire/rescue, sheriff’s dept. through more interactive drills. | Current relationships with the county emergency management, fire/rescue, and Sheriff’s Dept. are strongly interactive and supportive. Concerns and support are shared. GCPS maintains a three-part support of county services: Communicate, Educate, and Provide Support as requested. Ms. Chirch is a regular participant in LEPC and emergency services meetings.  
| Sheriff Warren and Ms. Chirch will check with other stakeholders concerning cost, process and interest levels. | Start in 2015-16 |
| 5. To have additional security cameras at GHS for increased visibility. | Currently there are 53 cameras placed on the inside and outside of GHS. Currently, cameras are monitored through a centralized camera room  
<p>| Explore placing a camera at the entry of each restroom and at some additional outside locations. As technology improves, evaluate monitoring through computer accessed IP addresses. | Start in 2015-16 |</p>
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<th></th>
<th>To have an additional security person at Page.</th>
<th>Currently one SRO is scheduled for the opening of Page.</th>
<th>Explore adding a full or part-time security person at Page to support the SRO and administration.</th>
<th>Start in 2015-16</th>
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<td>7.</td>
<td>To have a camera room at Page.</td>
<td>Currently camera monitors will be centralized in the SRO office and due to their IP configuration be available on monitors at multiple desks.</td>
<td>Explore centralizing cameras observation in one or more areas within the new Page.</td>
<td>Start in 2015-16</td>
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<td>8.</td>
<td>To have PBIS (Positive Behavior Intervention System) in all schools.</td>
<td>PBIS is implemented at all schools except Gloucester High School.</td>
<td>Implement at GHS starting with the 9th grade cohort. These students have experienced PBIS buy in 2015-2016 school year</td>
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<td>9.</td>
<td>To ensure that rules and expectations for student conduct and citizenship are applied equitably, consistently and fairly.</td>
<td>Code of Conduct is currently provided to all students, but may be inconsistently applied.</td>
<td>Review school climate data. Provide opportunities for administrators and teachers to collaborate to promote classroom management routines that are fair and objective. Provide clear and explicit expectations for students and parents at all grade levels at the beginning of each school year and throughout the year.</td>
<td>Ongoing Summer 2015 Ongoing</td>
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Goal 5:  Emotional/Mental Health & Wellness  
(To provide avenues to increase emotional/mental health and wellness to students, staff, and families)

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| 1. To promote community resources. | - Wide ranges of resources are available within the county, but access requires awareness.  
- Gloucester County Resource Booklet is available.  
- FSS is currently at Bethel and Petsworth and Peasley has counseling services. | Awareness Campaign: “Did you know?”  
- Improve distribution of GC Resource Booklets  
- GCPS Night at Chic-fil-A to fundraise for publishing  
- Presence on Social Media  
- Contact local churches to distribute  
- Include in backpacks for snack program  
- PTA  
- Duke 47- local TV  
- Beehive  
- School Messenger or School Way  
- Enrich the Middle Peninsula Alternative Program with counseling, day classes, and career training  
- Establish FSS in all schools countywide. | August 1 (ready for 2016-2017 school year) |
| 2. To promote physical health and wellness among students and staff | - Wellness Center is available at a reduced rate for staff members  
- Health and PE classes for students  
- Athletic Programs at Middle and High School | Expand current Health and Wellness Team to include school/personnel and focus on student and staff physical health and wellness  
- Provide an employee Assistance Program – able to join REACH offered to Gloucester County Employees  
- Educate/orientate new employees | 2016-2017  
2016-2017 |
3. **To promote mental health and wellness among students and staff.**

- School Counseling Programs
- Family Assistance Programs through the Dept. of Social Services
- William and Mary Counseling services at Abingdon Elementary School
- FSS Counseling/Middle Peninsula

4. **To help students with a variety of transitions.**

- Currently, many transitions are difficult for students (ex: Kindergarten/Elementary/Middle School; Middle School/High School; High School/College/Adulthood
- Students are especially vulnerable to academic, emotional, and social crises at these times.
- School Counseling Programs
- Family Assistance Programs through the Dept. of Social Services

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<tr>
<th>Establish/Join Counselor Advisory Counsel</th>
<th>Kinship Care</th>
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<td>School Counseling Programs</td>
<td>Create a field in Power School to delineate grandparents who are raising their grandchildren</td>
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<td>Bully Awareness</td>
<td>Military Support</td>
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<td>Suicide Prevention</td>
<td>Create a field in Power School to indicate military families</td>
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<td>LGBTQ Awareness</td>
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<td>Allies/Safe Place</td>
<td>Develop a division-wide mentorship program.</td>
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<th>Ongoing/Enhancing</th>
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<td>Ongoing-Developing</td>
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Advisory boards and committees will need to be updated and added as necessary.

The following advisory boards and committees are currently operating in Gloucester County Public Schools:

- Career and Technical Education Advisory Committee
  - Gifted Advisory Committee
  - School Health Advisory Board
  - Safety Advisory Committee
  - Special Education Advisory Committee
- Superintendent’s Parent Advisory Board (TBD)
- Superintendent’s Student Advisory Board (Members TBD)
- Superintendent’s Teacher Advisory Board (Members TBD)
- Others (TBD)