



Connect. Engage. Inspire.

Gloucester County Public Schools Comprehensive Plan

2014-2020

Adopted by the Gloucester County School Board

March 12, 2015

“Students First”

TABLE OF CONTENTS

School Board Members and Comprehensive Plan Committee Members.....	2
Letter from the Superintendent	5
Introduction.....	6
Standards of Quality Requirements	7
Mission Statement/Vision Statement/Overarching Goals	8
Core Values.....	9
Enrollment Forecast.....	10
Additional Information	11
District Goals	15
Goal 1 Instruction and Academic Achievement	16
Goal 2 School, Family & Community Relationships	22
Goal 3 Operations	25
Goal 4 Safety	26
Goal 5 Emotional/Health & Mental Wellness	28
Advisory Boards and Committees.....	30
Educational Acronyms/Terminology.....	31

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Mary Beth Preas
Mary Robinson
Juanita Smith
Cindy Thomas
Ginny Wilburn

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.

Letter from the Superintendent

March 12, 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 (SOQ) 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

§ 22.1-253.13:6.

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.

Mission Statement/Vision Statement

MISSION STATEMENT

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.

VISION STATEMENT

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

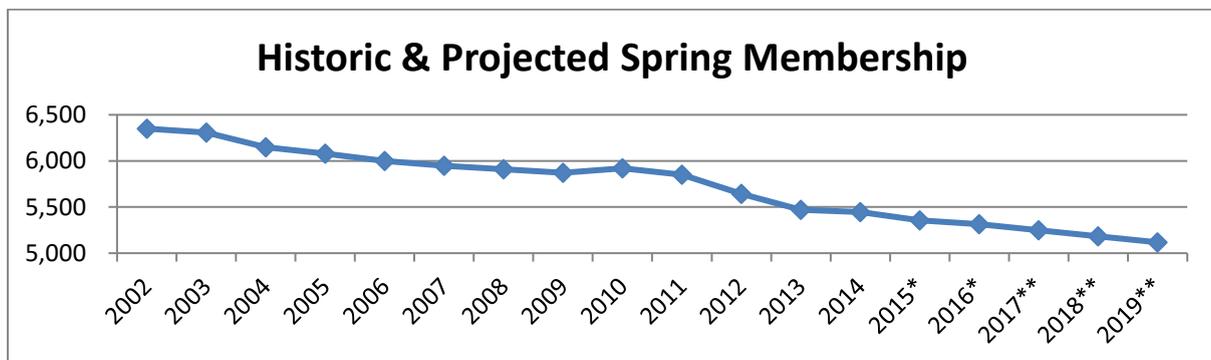
Primary factors attributing to the declining student enrollment in eleven (11) of the past twelve (12) years include lower birth rates and the increase of households that do not have school-aged children. Employment opportunities within Gloucester County can also be a factor. Included in this document 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.

Fiscal Year	ADM on 3/31	# Change from Prior year	% Change from Prior Year
2002	6,350		
2003	6,309	-41	-0.65%
2004	6,147	-162	-2.57%
2005	6,078	-69	-1.12%
2006	6,000	-78	-1.28%
2007	5,949	-51	-0.85%
2008	5,910	-39	-0.66%
2009	5,871	-39	-0.66%
2010	5,919	48	0.82%
2011	5,850	-69	-1.17%
2012	5,645	-205	-3.51%
2013	5,469	-176	-3.12%
2014	5,447	-21	-0.39%
2015*	5,355	-92	-1.70%
2016*	5,316	-39	-0.73%
2017**	5,249	-67	-1.26%
2018**	5,183	-66	-1.26%
2019**	5,118	-65	-1.26%

*-Based on current year data.

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



Additional Information

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 (VDOE). 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: Rappahannock Community College Glens 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 VDOE 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 VDOE 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 (Individualized Education Program) 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 (Virginia Alternate Assessment program) to students who are highly successful on SOL (Standards of Learning) tests.
 - **Middle Peninsula Regional Special Education Program (MPRSEP)** 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-enrollment 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), ABE/GED (Adult Basic Education/General Adult Education) 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 (Regional Adult Continuing Education) 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 (CIP) 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.

2014-2020 District Goals

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|---------------|---|
| 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)

Objective	Current Status	Strategies for Completion of Objectives	Timeline	Updated Status / Financial Impact
<p>1. To provide rich, comprehensive, and aligned curricula and instructional resources K-12 to meet student needs.</p>	<ul style="list-style-type: none"> • K-12 Math curriculum resources revised in 2013-14 • Middle school ELA (English Language Arts) curriculum resources revised in 2014-15 <p>Textbooks under consideration for 2015-16 for secondary SOL courses</p>	<p>Monitor and assess K-8 ELA curriculum materials, maps, pacing guides, and assessment maps/tools and align/revise as needed with appropriate teacher participation.</p> <p>Monitor and assess K-12 Mathematics curriculum materials, maps, pacing guides, and assessment maps/tools and align/revise as needed with appropriate teacher participation.</p> <p>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.</p> <p>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.</p>	<p>Summer 2014; Ongoing</p>	<p>K-12 Math curriculum complete; K-8 ELA complete (summer 2016) (\$15K)</p> <p>Math textbooks purchased summer 2015 for SOL Math courses, Gr 6-12 (\$90K)</p> <p>In progress 2016-17; VDOE curricula scheduled to be revised by 2017</p> <p>Division-wide expectations for lesson planning components and instructional supervision communicated to all school leaders</p>

<p>2. To provide high-quality instruction to all students incorporating process standards and 21st Century skills and competencies.</p>	<ul style="list-style-type: none"> • 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 (Positive Behavioral Intervention Support) initiative • Summer programs occur as needed; however, many children who need remediation the most are unable (or choose not) to attend 	<p>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.</p> <p>Provide training and support for the most effective co-teaching and case management models to increase instructional support for Students with Disabilities (SWD).</p> <p>Recruit and retain a K-8 Literacy Coach to lead and support VTSS (Virginia Tiered System of Supports), literacy instruction/intervention, and supervision of K-12 ELA curriculum.</p> <p>Recruit and retain a K-8 Learning Specialist to support special education instructional collaboration and intervention to meet learning needs of SWD.</p> <p>Provide PBL (Project Based Learning) 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.</p> <p>Provide appropriate number of instructional and support personnel (including administrative support) to maximize instructional delivery and support for student learning.</p> <p>Increase the number of school counselors and assistant principals to achieve optimal ratios (1:250) and increase grade-level and student support services.</p> <p>Increase and ensure unencumbered daily planning time for all classroom teachers.</p>	<p>Ongoing</p> <p>Summer 2015</p> <p>Pending available resources</p> <p>Pending available resources</p> <p>Summer 2015</p> <p>Ongoing initiative; pending available resources</p> <p>Ongoing initiative; pending available resources</p> <p>Ongoing initiative; pending available resources</p>	<p>Division-wide expectations for lesson planning components and instructional supervision communicated to all school leaders</p> <p>Completed FY16 (\$60K/yr.)</p> <p>Completed FY17 (\$60K/yr.)</p> <p>Completed 3rd cohort of MS teachers in Summer 2016 (\$12K/yr.)</p> <p>Added fifth school counselor at GHS in FY17 (\$60K/yr.)</p> <p>Increased planning time at GHS with revised schedule in FY17 and added some additional staff</p>
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		<p>Establish and expand robust Pre-K and Kindergarten programs in every elementary school.</p> <p>Establish Virginia Preschool Initiative (VPI) classrooms pursuant to eligibility and available funding.</p> <p>Explore consolidation of early childhood education programs, including Head Start, VPI, and ECSE (Early Childhood Special Education).</p> <p>Establish and maintain robust summer and/or other flexible rebound or remediation opportunities for all K-2 students performing below grade-level expectations.</p> <p>Maintain current VTSS model for tiered intervention (including PBIS) in grades K-8 to establish and reinforce the most positive and effective learning environments.</p> <p>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.</p> <p>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.</p> <p>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 (Instructional Technology Resource Teacher) in every school to support technology integration.</p>	<p>Ongoing initiative; pending available resources</p> <p>Ongoing initiative; pending available resources</p> <p>Begin 2014-15</p> <p>Ongoing initiative</p> <p>Ongoing initiative</p> <p>Began Fall 2014</p> <p>Ongoing initiative; pending available resources</p>	<p>Reference the School Readiness Committee work; 3rd VPI classroom at Petsworth (~30K/yr. local match)</p> <p>Reference the School Readiness Committee work</p> <p>Currently offer 4-week summer program (total annual cost?)</p> <p>Completed. Incorporated new assessment tools (STAR Reading/Math) (\$70K/yr.)</p> <p>Began in FY16, will continue in FY17</p> <p>(Information included in monthly technology reports)</p> <p>Implemented new virtual software (PLATO) to support credit recovery in FY17 (\$</p>
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<p>3. To ensure that 100% of GCPS graduates transition to post-secondary college, career, training, or employment within six months of high school graduation.</p>	<ul style="list-style-type: none"> • Part-time CTE (Career Technical Education) 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 	<p>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.</p> <p>Recruit and employ a full-time K-12 Supervisor for STEM and CTE to guide curriculum development and provide enhanced instructional support for teachers.</p> <p>Provide full-time career coach and college counseling support at Gloucester High School.</p> <p>Fully utilize Academic and Career Plans (ACPs) through <i>Naviance</i> to increase and enhance student/parent involvement in annual course mapping and college/career preparation.</p> <p>Integrate college and career exploration opportunities (including mentorships) into current middle and high school curricula.</p> <p>Enhance and expand the role of the CTE Advisory Council to provide recommendations for CTE development.</p>	<p>Ongoing initiative</p> <p>Ongoing initiative; pending available resources</p> <p>Ongoing initiative; pending available resources</p> <p>Ongoing initiatives</p>	<p>Ongoing – looking to expand computer science offerings in FY18 to support HS redesign</p> <p>Currently support 0.5 FTE Career Coach w/ RCC</p> <p>Completed FY16 (\$18K/yr.)</p> <p>Ongoing – looking to expand mentorships and new course pathways in FY18 to support HS redesign</p>
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<p>4. To meet or exceed state and/or national averages for advanced-level student performance.</p>	<ul style="list-style-type: none"> Some advanced level student performances fall below State and national averages, especially at the secondary level. <p>Spring 2013 and Spring 2014 SOL Testing:</p> <p>Advanced-proficiency SOL performance in Reading and Math exceed state averages in grades 3-5.</p> <p>Advanced-proficiency SOL performance in all content areas except Math 6 in Grades 6-8, as well as all End-of-Course assessments, fall below state averages.</p> <p>SAT Performance:</p> <p>GCPS Mean SAT performance falls below state and national averages.</p> <table border="1" data-bbox="495 762 1010 890"> <thead> <tr> <th rowspan="2">SAT</th> <th colspan="3">2013</th> <th colspan="3">2014</th> </tr> <tr> <th>GC</th> <th>VA</th> <th>US</th> <th>GC</th> <th>VA</th> <th>US</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>501</td> <td>512</td> <td>491</td> <td>495</td> <td>515</td> <td>494</td> </tr> <tr> <td>Math</td> <td>482</td> <td>511</td> <td>503</td> <td>482</td> <td>512</td> <td>505</td> </tr> <tr> <td>Writing</td> <td>477</td> <td>494</td> <td>480</td> <td>474</td> <td>493</td> <td>484</td> </tr> </tbody> </table> <p>Advanced Placement Assessments:</p> <p>GCPS currently does not fund annual AP assessments and therefore does not have a representative population of test participants each year. The % of students scoring 3+ on AP exams exceeds state and national averages; however, the sample size for most assessments is too small for this performance indicator to be generalizable to the population.</p>	SAT	2013			2014			GC	VA	US	GC	VA	US	Reading	501	512	491	495	515	494	Math	482	511	503	482	512	505	Writing	477	494	480	474	493	484	<p>Increase the number of students:</p> <p>Achieving Pass Advanced scores on Standards of Learning assessments; participating in Advanced Placement (AP) and dual enrollment courses; and achieving scores of 3 or higher on AP exams.</p> <p>Provide funding for all SP students to participate in annual AP testing.</p> <p>Exceed state and national AP performance measures in all content areas, including % of students who score 3+.</p> <p>Achieve annual indicators for recognition by The College Board's <i>AP Honor Roll</i>.</p> <p>Establish and support robust enrichment opportunities for high-ability and high-interest students.</p> <p>Provide targeted world language opportunities (i.e. Beginning Spanish/French) to all elementary and middle school students.</p> <p>Support development of secondary Band/Orchestra by expanding instrumental music opportunities to fifth grade students.</p> <p>Increase student participation in advanced-level courses in middle and high school, including AP and/or Dual Enrollment, to increase advanced diploma options for students.</p> <p>Recruit and retain a full-time Gifted Resource teacher for each school to support enriched curriculum delivery and support to teachers and students.</p> <p>Provide annual training for teachers to support AP instruction and curriculum development to increase student participation and achievement in AP courses.</p>	<p>Ongoing initiatives</p>	
SAT	2013			2014																																		
	GC	VA	US	GC	VA	US																																
Reading	501	512	491	495	515	494																																
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<p>5. To establish ongoing and effective assessment programs to provide feedback on effectiveness of classroom instruction, intervention, and enrichment for all students.</p>	<ul style="list-style-type: none"> • K-8 assessment map includes quarterly assessments and/or unit/benchmark assessments in K-5 grammar, Writing, and Mathematics in Kindergarten through Algebra II • VTSS model currently exists in elementary and middle schools, although fidelity of implementation and school-level support has not been fully achieved 	<p>Ensure all teachers establish professional performance goals based on student academic performance.</p> <p>Provide annual performance assessments to all students at no cost (i.e. PSAT-Preliminary SAT, VPT-Virginia Placement Test, etc.) to identify areas for further curriculum support, AP readiness, and enrichment opportunities.</p>	<p>Ongoing Initiatives</p>	
<p>6. To provide a 180 day instructional year for students and staff.</p>	<ul style="list-style-type: none"> • A 170 day instructional year is currently in place 	<p>To add 2-3 instructional days annually to the calendar until the objective is met.</p>	<p>Fall 2016 and ongoing pending available resources</p>	<p>Ongoing -- 176-day student calendar for 2016-17 school year (\$187,415)</p>
<p>7. To have all schools meet or exceed annual state and federal accreditation Benchmarks.</p>	<ul style="list-style-type: none"> • Six of eight schools are meeting the benchmarks to include all elementary schools and Peasley Middle School 	<p>Provide ongoing support to teachers regarding unpacking standards, lesson planning and appropriate classroom feedback.</p> <p>Develop annual benchmark goals for performance.</p>	<p>Spring 2016</p>	<p>Spring 2016 data indicate that 7 of 8 schools earned full state accreditation for 2016-17</p>

Goal 2: Schools, Families & Community Relationships

(To create positive connections that foster community relationships for all county citizens).

Objective	Current Status	Strategies for Completion of Objectives	Timeline	Updated Status / Financial Impact
<p>1. To create and maintain diversified advisory committees to collaborate and discuss educational topics in our community.</p>	<ul style="list-style-type: none"> • Committee Members nominated by administrators based on experience • Variety of advisory committees: student, parent and Superintendents 	<p>Advertise through PTA's/PTO's, 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.</p>	<p>Spring 2015 Quarterly-2015-17</p>	<p>Advisory committees were established in 2015-16 for teachers, parents and the Gloucester Retired Educators Association. Meetings were conducted monthly or quarterly with specific agendas and will be ongoing. Minutes are posted on the website.</p>

<p>2. To develop reciprocal partnerships and relationships between GCPS and the Gloucester Community. *Indicates new initiatives</p>	<ul style="list-style-type: none"> • Resource Guide provided to schools in the Spring of 2014 • Currently, full time Community Education Coordinators (CEC's) are at all elementary schools, and one part-time CEC is at Peasley MS. Full service resources are provided at Bethel & 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 	<p>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 Board of Supervisors.</p> <p>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.</p>	<p>Ongoing</p> <p>Start in 2016-17</p> <p>Ongoing</p> <p>Fall 2015</p> <p>Spring 2015</p> <p>Spring 2015</p>	<p>Will revisit in FY2017.</p> <p>Monthly joint meetings occurred between School Board and BOS Chairs/Vice Chairs, CA & Superintendent and will be ongoing in 2016-17.</p>
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	<ul style="list-style-type: none"> • Community Business: Scholarships provided by local civic organizations and local businesses. • Community Outreach: 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 • Higher Education: Student teachers present in the GCPS from various local colleges Dual enrollment at RCC for HS students. • Retirees/Families with no children: Gloucester County has a significant number of families who do not have children in the public school system • Military: Military recruitment at the JROTC(Junior Reserve Officer in Training Corps) at the HS Veterans are invited into the building • Local Faith-Based Organizations: Weekend Food Program provided by local faith-based organizations • Volunteers/Mentors • Develop partnership with YMCA 	<p>School Board partner with Chamber of Commerce. Open GCPS to reciprocal benefits to active community partners allowing local businesses building use. To create student experiences within the community by providing additional field trip opportunities and outreach programs.</p> <p>To continuously promote opportunities to partner with post-secondary institutions.</p> <p>Provide better communication about volunteer and support opportunities in the GCPS through county and school newsletters.</p> <p>Connect with local military bases (MWR) for reciprocal opportunities for our students.</p> <p>Provide better communication about volunteer and support opportunities in the GCPS to local faith based organizations through our county and school newsletters. To provide formalized training for volunteers/mentors that increases their level of support for students at the elementary grades with specific emphasis placed at the lowest grades (K-2) and below level learners.</p> <p>To provide after school programs for GCPS</p>	<p>Spring 2015</p> <p>Fall 2015</p> <p>Fall 2015</p> <p>2015-16</p> <p>Ongoing</p> <p>Spring 2015</p> <p>2015-16 pending available resources</p> <p>Fall 2016</p>	<p>7th Grade Initiative is underway.</p>
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<p>3. To communicate effectively and efficiently with all stakeholders (parents, students, teachers, business owners, administrators, and central office personnel) using a variety of media.</p>	<ul style="list-style-type: none"> • Cable Channel 47 • Newsletters, GCPS/school websites, Beehive, report card distribution, school marque, WXGM 99.1 radio station • School Way App • Gazette Journal newspaper • Social Media: Instagram, Facebook pages • PowerSchool Gradebook is available for all grade levels • Open Forums 	<p>To develop additional and more reliable programming. Continue current practices.</p> <p>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.</p> <p>To provide training for appropriate usage and management in schools as well as determine responsibilities. To provide training on options available.</p> <p>To establish pre-determined dates to meet with school superintendent and other essential staff at times other than School Board meetings that include pre-determined topics.</p>	<p>Fall 2015</p> <p>Ongoing</p> <p>Spring 2015</p> <p>Fall 2015</p> <p>Fall 2015</p> <p>Fall 2015</p> <p>Fall 2015</p>	
<p>4. To promote student, parent and staff involvement in comprehensive decision-making and strategic planning.</p>	<ul style="list-style-type: none"> • Development of a district comprehensive plan is underway that includes input from a variety of community stakeholders to include students, parents and staff 	<p>To continuously establish dates and times to meet clearly outlining expected outcomes.</p>	<p>Ongoing</p>	<p>Comprehensive Plan was completed and adopted in March of 2015 and will be ongoing with appropriate review and updates.</p>
<p>5. To continuously increase the level of parental involvement throughout the school division.</p>	<ul style="list-style-type: none"> • Opportunities are provided throughout the school year at all schools for parents to attend school and district events, meet with staff, participate in school activities, and serve on various committees 	<p>To develop parent brochures that articulate activities; how to get involved; and guidelines for assisting in the education of their children.</p>	<p>Ongoing</p>	

Goal 3: Operations

(To increase the efficiency of operations in the areas of Buildings & Operations / Fiscal Responsibility / Transportation / Human Resources)

Objective	Current Status	Strategies for Completion of Objectives	Timeline	Updated Status / Financial Impact
<p>1. To conduct a classification and compensation study to create a competitive employment package addressing both compensation and benefits.</p>	<ul style="list-style-type: none"> The last formal salary study was conducted during FY 2002-03 with phased implementation beginning in FY 2003-04. 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 2009-10 	<p>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. Provide annual compensation increases in the budget process in order to reach the Virginia average salary for professional staff.</p>	<p>2014-15 to 2015-16</p> <p>2015-16 and ongoing pending available resources</p>	<p>HR & Finance to launch committee with meetings beginning in Fall, 2016 with phased-in implementation beginning for FY 2018. A 4% salary increase for all employee groups was approved for FY 2017 (\$1,550,024). Will continue to review compensation on an annual basis.</p>
<p>2. Review accounting processes for efficiencies.</p>	<ul style="list-style-type: none"> 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 	<p>Partner with the county to issue an RFP (Request for Proposal) for replacement accounting software with an automated timekeeping component (this is a CIP budget item).</p> <p>Continue to centralize manual accounting functions within the school division.</p> <p>Upgrade the activity fund software to a web-based platform.</p> <p>Secure an agreement with the Board of Supervisors regarding year-end fund balance.</p>	<p>2015 -16</p> <p>Ongoing</p> <p>2015-16</p> <p>2015-16</p>	<p>County updated their current accounting software. Implementation efforts and training are ongoing for school division.</p> <p>All purchasing requests must now be approved by Finance (effective 7/1/2016).</p> <p>Completed 7/2015 (\$10,000)</p> <p>Revisit in fall of 2016</p>

3. Explore shared services with the county.	<ul style="list-style-type: none"> 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 	<p>Establish a committee of school and county staff to explore sharing of garage, grounds, repairs and maintenance services.</p> <p>Recruit and retain a grant writer to be shared between the county and schools for the purpose of pursuing additional funding opportunities.</p>	<p>2015-16</p> <p>2016-17 and ongoing pending available resources</p>	<p>Revisit for FY 2017</p> <p>Revisit for FY 2018 (\$75,000 on a cost-sharing basis)</p>
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Goal 4: Safety

(To increase safety measures at all schools to include transporting students to and from schools)

Objective	Current Status	Strategies for Completion of Objectives	Timeline	Updated Status / Financial Impact
1. To have an SRO (School Resource Officer) in all schools and additional security staff as deemed appropriate.	<ul style="list-style-type: none"> Currently have Four SRO positions: Two at GHS One at Peasley One at Page (Lieutenant at GHS is the lead SRO for the division) 	<p>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.</p>	<p>Pending available resources</p>	<p>Explore one additional SRO position (elementary) for FY 2018 (\$55,000)</p>
2. To have radios and cameras on all school buses.	<ul style="list-style-type: none"> Currently no buses have radios. Drivers are required to have cell phones with them on the buses. Buses are to be stopped when receiving or making phone calls Currently 33 buses are equipped with cameras 	<p>Place radios on all of the 107 existing school buses. 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 buses are replaced.</p> <p>Place cameras on the 40 additional buses assigned permanent routes for 73 total. Complete installation in five years.</p>	<p>Pending available resources</p>	<p>Fund radios for all buses and support positions (\$310,000)</p> <p>Fund additional 40 cameras for (\$72,000)</p>
3. To improve radio reception at all schools.	<ul style="list-style-type: none"> Current FCC (Federal Communications Commission) 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 	<p>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.</p>	<p>Pending available resources</p>	<p>Fund 20 radios for the high school (\$30,000)</p>

<p>4. To improve/build relationships with County Emergency Management, Fire/Rescue, and Sheriff's Dept. through more interactive drills.</p>	<ul style="list-style-type: none"> 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 (Local Emergency Planning Committee) and emergency services meetings 	<p>Sheriff Warren and Ms. Chirch will check with other stakeholders concerning cost, process and interest levels.</p>	<p>Start in 2015-16</p>	<p>Ongoing participation by GCPS Safety Manager and Assistant Superintendent in LEPC and emergency services activities</p>
<p>5. To have additional security cameras at GHS for increased visibility.</p>	<ul style="list-style-type: none"> 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 (Internet Provider) addresses.</p>	<p>Pending available resources</p>	<p>Applied for update of GCPS security cameras for 2016-17 school year through school security equipment grant (\$10,280 for GCPS share)-Grant has been awarded and expected updates will occur in 2017</p>
<p>6. To have an additional security person at Page.</p>	<ul style="list-style-type: none"> Currently one SRO is scheduled for the opening of Page 	<p>Explore adding a full or part-time security person at Page to support the SRO and administration.</p>	<p>Start in 2015-16</p>	<p>Completed FY 2016 (\$22,600)</p>
<p>7. To have a camera room at Page.</p>	<ul style="list-style-type: none"> Currently camera monitors will be centralized in the SRO office and due to their IP configuration be available on monitors at multiple desks 	<p>Explore centralizing cameras observation in one or more areas within the new Page.</p>	<p>Pending available resources</p>	<p>Cameras are accessible via IP address from multiple computers (included in construction costs)</p>
<p>8. To have PBIS (Positive Behavior Intervention System) in all schools.</p>	<ul style="list-style-type: none"> PBIS is implemented at all schools except Gloucester High School 	<p>Implement at GHS starting with the 9th grade cohort. These students have experienced PBIS buy-in.</p>	<p>2015-16</p>	<p>Implemented FY 2016; ongoing</p>

<p>9. To ensure that rules and expectations for student conduct and citizenship are applied equitably, consistently and fairly.</p>	<ul style="list-style-type: none"> Code of Conduct is currently provided to all students, but may be inconsistently applied 	<p>Review school climate data.</p> <p>Provide opportunities for administrators and teachers to collaborate to promote classroom management routines that are fair and objective.</p> <p>Provide clear and explicit expectations for students and parents at all grade levels at the beginning of each school year and throughout the year.</p>	<p>Ongoing</p> <p>Summer 2015</p> <p>Ongoing</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>(Will be emphasized in building effective school plans in FY 2017)</p>
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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)

Objective	Current Status	Strategies for Completion of Objectives	Timeline	Updated Status / Financial Impact
<p>1. To promote community resources.</p>	<ul style="list-style-type: none"> Wide ranges of resources are available within the county, but access requires awareness Gloucester County Resource Booklet is available FSS (Full Service School) is currently at Bethel and Petsworth and Peasley has counseling services 	<p>Awareness Campaign: “Did you know?”</p> <p>Improve distribution of resource booklets. GCPS Night at Chick-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</p> <p>Enrich the Middle Peninsula Alternative Program with counseling, day classes, and career training.</p> <p>Establish FSS in all schools county-wide.</p>	<p>August 1 (ready for 2016-17 school year)</p> <p>Start in 2015</p> <p>Start with one school in the southern end of the county and add yearly</p>	<p>Revisit strategies for FY 2017</p> <p>Individual school brochures were produced and distributed in FY 2016; will be revised on an ongoing basis (\$600)</p> <p>Twitter and Facebook accounts added FY 2016.</p> <p>Revisit for FY 2017, pending available resources</p>
<p>2. To promote physical health and wellness among students and staff.</p>	<ul style="list-style-type: none"> Wellness Center is available at a reduced rate for staff members Health and PE classes for students Athletic Programs at Middle and High Schools 	<p>Expand current Health and Wellness Team to include school/ personnel and focus on student and staff physical health and wellness.</p> <p>Provide an employee Assistance Program – able to join REACH offered to Gloucester County Employees.</p> <p>Educate/orientate new employees.</p>	<p>2016-17</p> <p>2016-17</p>	<p>Expanded services will be available with transition to CIGNA effective 10/1/2016</p> <p>EAP included in health insurance package, effective 10/1/2016 with transition to CIGNA</p> <p>Ongoing employee educational meetings for new benefits since 6/2016</p>

3. To promote mental health and wellness among students and staff.	<ul style="list-style-type: none"> • School Counseling Programs • Family Assistance Programs through the Dept. of Social Services • William and Mary Counseling services at Abingdon Elementary School 	<p>Establish/Join Counselor Advisory Council.</p> <p>School Counseling Programs Bully Awareness Suicide Prevention LGBTQ (Lesbian, Gay, Bisexual, Transgender & Queer) Awareness Allies/Safe Place</p>	<p>Ongoing-Developing</p> <p>Ongoing-Enhancing</p>	<p>Revisit FY2017</p>
4. To help students with a variety of transitions.	<ul style="list-style-type: none"> • 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 	<p>Kinship Care: Create a field in Power School to delineate grandparents who are raising their grandchildren.</p> <p>Military Support: Create a field in Power School to indicate military families.</p> <p>Develop a division-wide mentorship program.</p>	<p>2016-17</p> <p>2016-17</p> <p>2016-17</p>	<p>Revisit FY 2017</p>

Advisory Committees

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)

Educational Acronyms/Terminology

ACRONYMS:

ABE	Adult Basic Education
ACP	Academic and Career Plans
ADM	Average Daily Membership
AP Program	Advanced Placement Program
AYP	Adequate Yearly Progress
CEC	Community Education Coordinator
CIP	Capital Improvement Program
CTE	Career Technical Education
DARE	Drug Abuse Resistance Education
ECSE	Early Childhood Special Education
ELA	English Language Arts
ELL	English Language Learners
ESEA	Elementary and Secondary Education Act
ESL	English as a Second Language
FCC	Federal Communications Commission
FSS	Full Service School
FTE	Full Time Equivalent
GED	General Education Diploma
HYS/HYIS	High-Yield Instructional Strategies
IDEA	Individuals with Disabilities Education Act
IP	Internet Provider
ITRT	Instructional Technology Resource Teacher
IEP	Individualized Education Program
JROTC	Junior Reserve Officer in Training Corps
LEA	Local Education Agency
LEPC	Local Emergency Planning Committee
LGBTQ	Lesbian, Gay, Bisexual, Transgender and Queer
NCLB	No Child Left Behind Act
PBIS	Positive Behavioral Interventions & Support
PBL	Project-Based Learning
PSAT	Preliminary SAT-Scholastic Aptitude Test
PTA	Parent-Teacher Association
PTO	Parent- Teacher Organization
RFP	Request for Proposal
RTI	Response to Intervention
SAT	Scholastic Aptitude Test
SOA	Standards of Accreditation
SOL	Standards of Learning
SOQ	Standards of Quality
SRO	School Resource Officer
STEM	Science, Technology, Engineering & Math
SWD	Students with Disabilities

USDOE	U.S. Department of Education
VAAP	Virginia Alternate Assessment Program
VDOE	Virginia Department of Education
VPI	Virginia Pre-School Initiative
VPT	Virginia Placement Test
VRS	Virginia Retirement System
VTSS	Virginia Tiered System of Supports
YRE	Year-Round Education

TERMINOLOGY:

Academic Intervention

Services required of the school district to provide extra help to students who are not yet meeting the learning standards.

Accountability

Requiring school districts and states to ensure that schools meet their goals/standards.

Achievement Test

A test that measures the extent to which a student has acquired and can demonstrate certain skills and proficiencies which are usually a result of instruction.

Adequate Yearly Progress (AYP)

The measure each state must establish to determine the progress of all students and students in certain specified accountability groups in each public school and school district within the state toward attaining proficiency in state assessments.

Alternative Assessment

Any testing instrument other than standardized, multiple-choice questions, such as short-answer response and extended response, observation, individual or group performance assessment, and portfolios.

Assessment

Measuring or judging the learning and performance of students or teachers.

Average Daily Membership (ADM)

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.

Benchmark

A detailed description of a specific level of performance expected of students at particular ages, grades or developmental levels, typically used to monitor progress toward meeting performance goals within and across grade levels.

Demographic Data

Information describing the students and citizens of a school district; usually includes characteristics such as race, age, gender, income, educational level, birth rate and profession.

Gifted and Talented

Also known as Talented and Gifted (TAG) Programs that offer supplemental, differentiated, challenging curriculum and instruction for student identified as being intellectually gifted or talented.

Head Start

A federal preschool child development program of the Office of Economic Opportunity which provides a comprehensive program of education, medical care, social services, and nutritional help for preschool children from disadvantaged backgrounds.

Inclusion

Educating students with disabilities as appropriate in a regular classroom setting along with students without disabilities.

Individualized Education Program (IEP)

A written statement outlining the plan for providing an educational program for a disabled student based on the unique needs of that student.

Needs Assessment

An evaluation to determine whether the present curriculum is achieving the intended results.

Standardized Test

A test in which the scores are based on a representative sample of test-takers. Standardized tests typically rely on multiple-choice questions and uniform testing conditions.

Virtual School

An institution that teaches courses entirely or primarily through online methods.