

Gloucester County Public Schools

Comprehensive Plan

2021-2027



Adopted by the Gloucester County School Board

TBD

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TABLE OF CONTENTS

School Board Members	2
Letter from the Superintendent	3
Introduction	4
Standards of Quality Requirements	4-5
Mission Statement/Vision Statement/Overarching Goals/Core Values	6
Enrollment Forecast	7
Additional Information	8-10
District Goals	11
<ul style="list-style-type: none">● Goal 1: Instruction and Academic Achievement	12-24
<ul style="list-style-type: none">● Goal 2: School, Family & Community Relationships	25-29
<ul style="list-style-type: none">● Goal 3: Operations	30-31
<ul style="list-style-type: none">● Goal 4: Safety	32-34
<ul style="list-style-type: none">● Goal 5: Emotional/Health & Mental Wellness	35-37
Educational Acronyms/Terminology	38-40

2021 School Board Members

Mrs. Robin Rice, Chair
At-Large Community

Mrs. Elisa Nelson, Vice-Chair
York District

Mrs. Anita Parker, Member
Petsworth District

Ms. Brenda Mack, Member
At-Large Community

Mr. Troy Andersen, Member
Gloucester Point District

Mr. Randy Burak, Member
Abingdon District

Mr. Darren Post, Member
Ware District

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Letter from the Superintendent

Spring 2021

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 (2021-2027) 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,

A handwritten signature in black ink that reads "Walter R. Clemons".

Walter R. Clemons, Ph.D.

Division Superintendent

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.

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 2018-2024 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 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:

1. School safety and security.
2. Facilities maintenance and expansion.
3. High expectations for student achievement and personnel performance.
4. Development and implementation of K-12 curriculum consistent with the Standards of Learning.
5. Integration of technology in all curricular areas and administrative processes.
6. Diverse needs of all learners, including at-risk, average, disabled, gifted and minority populations.
7. Opportunities for students to serve the community.

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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.

- 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.

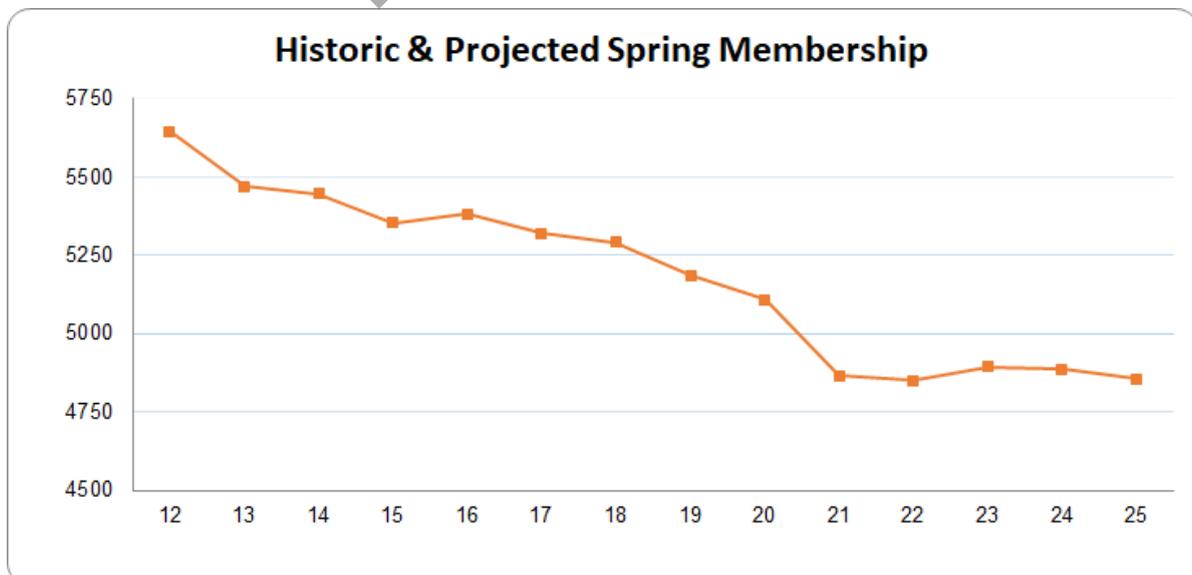
Employment opportunities within Gloucester County can also be a factor. Included in this document are specific goals and objectives designed to meet the needs of the district as a whole and facilitate academic excellence for all students.

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
2012	5,645	-205	-3.50%
2013	5,469	-176	-3.12%
2014	5,447	-22	-0.40%
2015	5,354	-93	-1.71%
2016	5,383	29	0.54%
2017	5,319	-64	-1.19%
2018	5,271	-48	-.90%
2019	5,186	-85	-1.61%
2020	5,109	-77	-1.49%
2021*	4,865	-244	-4.78%
2022*	4,850	-15	-.31%
2023*	4,894	44	.91%
2024*	4,886	-8	-.16%
2025*	4,855	-31	-.63%

*ADM is projected for years 2021-2025.



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 (GHTSA) - 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 Academic Center (iMPACt) - The iMPACt 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 consists 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. The 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. The Technology Plan is scheduled to be updated during the 2021-22 school year.

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.

Division Goals

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.

Objective	Initial Status (Original Plan Developed in FY15)	Strategies for Completion of Objectives	Accomplishments/ Updated Status 4/30/2021	Next Steps & Financial Impact
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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.

1-A. To provide rich, comprehensive, and aligned curricula and instructional resources K-12 to meet student needs.	Middle school ELA (English Language Arts) 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.	COMPLETED K-12 Math curriculum (Summer 2016) K-8 ELA (Summer 2016)	
	K-12 Math curriculum resources revised in 2013-14	Monitor and assess K-12 Mathematics curriculum materials, maps, pacing guides, and assessment maps/tools and align/revise as needed with appropriate teacher participation.	COMPLETED Math textbooks purchased summer 2015 for SOL Math courses, Gr 6-12 (\$90K) Spanish textbooks purchased Summer 2018 for Gr 6-12 (\$65K)	
		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.	COMPLETED Spring 2019 (in process) - Social Studies Gr 3-8 and 11 (\$75K) Environmental Science (\$30K) COMPLETED Social Studies (2015) curriculum implemented in FY19.	Science (2018) scheduled to be implemented FY22. Implementation delayed until FY23 as a result of COVID-19 pandemic.

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		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>Division-wide expectations for lesson planning components and instructional supervision communicated to all school leaders.</p> <p>Schools develop monthly observational calendars submitted to the Superintendent.</p>
1-B. To provide high-quality instruction to all students incorporating process standards and 21st Century skills and competencies.		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. (Ongoing)	COMPLETED Division-wide expectations for lesson planning components and instructional supervision communicated to all school leaders. Monthly schedule for instructional observations and walk-throughs are ongoing.	Continue regular school visits and review of Effective School Plans
		Develop Master Plan Study for Gloucester High School to collect input on new instructional objectives for GHS and provide a contemporary learning facility to improve access to 21st Century skills and learning.	COMPLETED (Spring 2018)	Teachers to incorporate 21st Century skills in lesson plans. Continue to promote community support for a revitalized GHS. Gloucester County Board of Supervisors approved \$45,353,275 to begin the renovation process of GHS in FY22.
		Provide training and support for the most effective co-teaching and case management models to increase	COMPLETED Ongoing training in co-teaching models and support provided by SPED	Ongoing training in co-teaching models and support provided by SPED Learning Coach FY19.

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		instructional support for Students with Disabilities (SWD). (Summer 2015)	Learning Coach FY17, FY18, FY19	Ongoing co-teaching support in English and Algebra I at GHS with T/TAC. MS co-teachers provided support as requested in Math.
		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.	COMPLETED FY16 FY20 - Added 6-12 ELA Specialist	
	K-5 and secondary Mathematics Specialist provide curriculum and instructional support to teachers	Recruit and retain a K-8 Learning Specialist to support special education instructional collaboration and intervention to meet learning needs of SWD.	COMPLETED FY17 (\$60K/yr)	
		Recruit and retain full-time K-12 curriculum specialists in Science, Social Studies, and other content areas as needed to improve K-12 curriculum and content alignment, instructional collaboration, and related services to meet learning needs of students.		As funding permits. FY22 - ESSER-3 funds will be used to support Academic Support Specialist for Science and Social Studies.
	Summer 2014: Project-based learning (PBL) initiative was introduced to middle school cohort	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.	COMPLETED 4 th cohort of teachers in Summer 2017 (\$12K/yr)	

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		Provide appropriate number of instructional and support personnel (including administrative support) to maximize instructional delivery and support for student learning.	COMPLETED FY20 - RCC grant will permit a F/T Career Coach at GHS Added F/T Graduation Coach at GHS	Continue to examine enrollment and instructional/administrative needs across schools (e.g. Gifted Resource Teachers; Behavior Specialist; etc.)
		Increase the number of school counselors and assistant principals to achieve optimal ratios (1:250) and increase grade-level and student support services.	COMPLETED Added sixth school counselor at GHS in FY17 (\$60K/yr) Added Admin/Gifted Support position in FY18 split between ABG and BOT FY19 support position will be split between ABG and ACH	FY20 - Repurpose Gifted/Admin Support position to serve students K-6 as a Gifted Resource Teacher. FY22 - ESSER-3 funds will be used to support Behavior Specialist position.
	Planning time for teachers meets minimum SOQ requirements; however, daily planning for high school teachers has not been achieved	Increase and ensure unencumbered daily planning time for all classroom teachers.	COMPLETED Increased planning time at GHS with revised 4x4 schedule in FY17.	
		Establish and expand robust Pre-K and Kindergarten programs in every elementary school.	COMPLETED Partnered with Head Start to add Early Head Start classroom to TCWEC in FY19	Add 1 to 2 Pre-K classes with locations to be determined in FY19 or FY20. Approx. \$30K in local match required for VPI classroom. FY22 - Implementation of comprehensive preschool program with consolidation of ECSE and VPI programs

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		Establish Virginia Preschool Initiative (VPI) classrooms pursuant to eligibility and available funding.	COMPLETED Added 3rd VPI classroom at PETS in FY17 Added 4th VPI classroom at ABG in FY19.	
		Explore consolidation of early childhood education programs, including Head Start, VPI, and ECSE (Early Childhood Special Education).	FY19 - Awarded \$25K planning grant to support Birth-PreK initiative	Consolidated 2016-2017 Continue to Reference the School Readiness Committee work
Summer programs occur as needed; however, many children who need remediation the most are unable (or choose not) to attend		Establish and maintain robust summer and/or other flexible rebound or remediation opportunities for all K-2 students performing below grade-level expectations.	COMPLETED Currently offer 4-week summer program (total annual cost - \$110k)	
		Maintain current VTSS model for tiered intervention (including PBIS) in grades K-8 to establish and reinforce the most positive and effective learning environments.	COMPLETED Incorporated new assessment tools (STAR Reading/Math) (\$70K/yr) 90K	FY19 - Expansion of VTSS to GHS as part of Cohort #5.
Gloucester High School has begun to explore PBIS (Positive Behavioral Intervention Support) initiative		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.	IN PROCESS GCPS accepted into VDOE Cohort 5 for VTSS/PBIS training, coaching, and support. Attended initial trainings in Summer 2018	All schools to participate in Cohort 5 strategic summer trainings beginning in Summer 2018. Received state grant for \$20K to support training. FY19 - Expansion of VTSS to GHS as part of Cohort #5

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		<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>COMPLETED 4th year of e-Backpack at GHS in FY18; redistribution of devices throughout other schools; Chromebook purchases for each school – FY18. Purchased additional chromebooks for all 6th graders in FY19. FY20 - Purchasing additional Chromebooks for students in Grades 7-8</p>	<p>FY21 - substantial device investments as a result of COVID-19 pandemic:</p> <ul style="list-style-type: none"> ● Galaxy tablets (PK-2) ● Chromebooks ● Laptop Carts ● Monitors ● Screenbeams ● Hovercams
		<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>COMPLETED Implemented new virtual software (PLATO, Gr 6-12) to support credit recovery in FY17 (\$45K) Added F/T Technology Teachers to ABG and BOT in FY19 with curriculum addressing Technology Standards in K-5 FY21 - Implemented CANVAS learning management system across all schools to facilitate remote learning.</p>	<p>Add additional Technology teachers: FY22 - BETH FY23 - PETS, ACH (pending available resources) Explore a “digital literacy” curriculum (FY21)</p>

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1-C. To ensure that 100% of GCPS graduates transition to post-secondary college, career, training, or employment within six months of high school graduation.	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.	IN PROCESS Offering 1st Cybersecurity course at GHS in FY19	Ongoing – exploring expansion of computer science offerings to support HS redesign (findings of the GHS design committee in FY18) Adding enhanced technology offerings during EIB in middle schools FY21 - Planning for implementation of College Career Readiness Index (CCRI) on School Quality Profile.
	Part-time CTE (Career Technical Education) Supervisor for GCPS in 2014-15 (1 day per week)	Recruit and employ a full-time K-12 Supervisor for STEM and CTE to guide curriculum development and provide enhanced instructional support for teachers.		Pending available resources
	Part-time Career Coach at GHS provided in partnership with RCC (20 hours per week)	Provide full-time career coach and college counseling support at Gloucester High School.	COMPLETED - FY21 FY20 - RCC grant will permit a F/T Career Coach at GHS	Currently support 0.5 FTE Career Coach w/ RCC; propose expansion of this position to F/T in FY20
		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.	COMPLETED FY16 (\$18K/yr)	Implement middle school career explorations in FY20 and FY21
		Integrate college and career exploration opportunities (including mentorships) into current middle and high school curricula.		Ongoing – looking to expand mentorships and new course pathways in FY22 and beyond to support HS redesign

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		Continue to develop internship/externship opportunities for students to gain authentic workplace experience.		GCEP (Gloucester Cooperative Education Partnership) began Spring 2018. FY20 - Hired P/T Work-based learning Coordinator. Received Gloucester Community Foundation grant to support work-based learning programs.
	CTE Advisory Committee in place, but needs additional staff support and outreach for greater effectiveness	Enhance and expand the role of the CTE Advisory Council to provide recommendations for CTE development.		Ongoing
	Provide Part-time 'Graduation Coach' Student Services Support Position	Provide support for students that are at-risk of not graduating from Gloucester High School. Review annually the on-time graduation rate and dropout rate and develop strategies to enhance recovery options and improve attendance.	COMPLETED Added P/T position in spring 2018 FY20 - Expanded position to F/T	Expand position to F/T in FY20
		Ensure that all GCPS curriculum materials and instructional framework incorporate skills in the Five C's (communication, collaboration, creative/critical thinking and citizenship)		Ongoing

Objective	Initial Status (Original Plan Developed in FY15)	Strategies for Completion of Objectives	Accomplishments/ Updated Status 4/30/2021	Next Steps & Financial Impact
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1-D. To meet or exceed state and/or national averages for advanced-level student performance.

Some advanced level student performances fall below State and national averages, especially at the secondary level.

Spring 2013 and Spring 2014 SOL Testing:

Advanced-proficiency SOL performance in Reading and Math exceed state averages in grades 3-5.

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.

SAT Performance:

GCPS Mean SAT performance falls below state and national averages.

SAT	2015			2016		
	GC	VA	US	GC	VA	US
Read	503	518	495	511	520	494
Math	490	516	511	497	517	508
Write	480	499	484	475	498	482

SAT	2017			2018		
	GC	VA	US	GC	VA	US
E-B R&W*	549	561	533	546	567	536
Math	519	541	527	520	550	531

*Evidence-based Reading & Writing

Increase the number of students 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.

Increase the number of students earning advanced level diplomas (June 2018 Cohort baseline):

Total (6/18)	401	100%
Advanced	174	43.4%
Standard	206	51.4%
Applied	21	5.2%

Total (Class of 2019)	384	100%
Advanced	178	46.4%
Standard & Other	178	46.4%
Other Students	28	7.3%

In 2015 and 2016, GCPS Mean SAT performance fell below both state and national averages.

In 2017 and 2018, GCPS mean SAT performance fell below national and state averages in Math, but above the national average in Evidence-based Reading & Writing (ERW)

FY20 - No state assessment program due to COVID-19 school closures.

FY21 - State assessment program resumes.

Objective	Initial Status (Original Plan Developed in FY15)	Strategies for Completion of Objectives	Accomplishments/ Updated Status 4/30/2021	Next Steps & Financial Impact
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	<table border="1"> <thead> <tr> <th rowspan="2">SAT</th> <th colspan="3">2019</th> <th colspan="3">2020</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>E-B R&W*</td> <td>550</td> <td>567</td> <td>531</td> <td>574</td> <td>567</td> <td>528</td> </tr> <tr> <td>Math</td> <td>519</td> <td>551</td> <td>528</td> <td>542</td> <td>549</td> <td>523</td> </tr> </tbody> </table> <p>*Evidence-based Reading & Writing</p>	SAT	2019			2020			GC	VA	US	GC	VA	US	E-B R&W*	550	567	531	574	567	528	Math	519	551	528	542	549	523	<table border="1"> <thead> <tr> <th>Total (Class of 2020)</th> <th>423</th> <th>100%</th> </tr> </thead> <tbody> <tr> <td>Advanced</td> <td>195</td> <td>46.1%</td> </tr> <tr> <td>Standard & Other</td> <td>211</td> <td>49.9%</td> </tr> <tr> <td>Other Students</td> <td>17</td> <td>4.0%</td> </tr> </tbody> </table>	Total (Class of 2020)	423	100%	Advanced	195	46.1%	Standard & Other	211	49.9%	Other Students	17	4.0%		
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	<p>Advanced Placement Assessments: GHS 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>	<p>Provide funding for all 10th grade students and AP students to participate in annual PSAT and AP testing.</p>	<p>Piloted in Fall 2017 - \$2200 in PSAT fees paid by division.</p>	<p>FY18 – budget \$7,500 based on 466 students) and \$18,600 for AP based on 200 students for FY19.</p> <p>FY20 - No AP assessments due to COVID-19 school closures. FY21 - AP assessment program resumes.</p> <p>Explore funding for all AP assessments in FY23 pending available funding.</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>																																									

Objective	Initial Status (Original Plan Developed in FY15)	Strategies for Completion of Objectives	Accomplishments/ Updated Status 4/30/2021	Next Steps & Financial Impact
		Establish and support robust enrichment opportunities for high-ability and high-interest students.	Added one Gifted Specialist in FY18 (\$60K) FY20 - Repurpose Gifted/Admin Support position to serve students K-6 as a Gifted Resource Teacher.	Continue adding teachers in subsequent budget requests through FY23 (\$60K per school) FY21 - None added FY22 - None proposed FY23 - Pending available resources
		Provide targeted world language opportunities (i.e. Beginning Spanish/French) to all elementary and middle school students.		Budget item for FY20 Pending available funding
		Support development of secondary Band/Orchestra by expanding instrumental music opportunities to fifth grade students.		Budget item for FY21 Pending available funding
		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.		Provide tuition support for teachers to increase DE certification as needed; one GHS English teacher FY19
		Recruit and retain a full-time Gifted Resource teacher for each school to support enriched curriculum delivery and support to teachers and students. Included Above - 1D	Added one Gifted Resource teacher in FY18 (\$60K) FY20 - Repurpose Gifted/Admin Support position to serve students K-6.	Added one Gifted Resource teacher in FY18 and will look to continue adding teachers in subsequent budget requests through FY23.
		Recruit and retain full-time Coding Technology teachers for all elementary schools. Included Above - 1B	Technology teachers added to ABG and BOT in FY19	Budget item annually commencing in FY20 through FY23.

Objective	Initial Status (Original Plan Developed in FY15)	Strategies for Completion of Objectives	Accomplishments/ Updated Status 4/30/2021	Next Steps & Financial Impact
		Provide annual training for teachers to support AP instruction and curriculum development to increase student participation and achievement in AP courses.		Provide summer AP training for select AP teachers (has occurred each summer FY15-FY18 Summer 2021 - AP Biology training
1-E. To close achievement gaps for SWD and African-American students as compared to the majority student population.	Use Spring data annually to identify areas of discrepancy/deficiencies	Effective school plans will incorporate strategies that address school specific subgroup deficits. (e.g. differentiated instruction, lesson plans, Universal Design for Learning, specially-designed instruction, etc.)	FY19 VTSS Cohort 5 application has incorporated this as a division goal	Effective school plans will be updated annually to address performance gaps
1-F. To establish ongoing and effective assessment programs to provide feedback on effectiveness of classroom instruction, intervention, and enrichment for all students.	VTSS model currently exists in elementary and middle schools, although fidelity of implementation and school-level support has not been fully achieved	Ensure all teachers establish professional performance goals based on student academic performance.	IN PROCESS GCPS accepted into VDOE Cohort 5 for VTSS/PBIS training, coaching, and support. Attended initial trainings in Summer 2018	All schools to participate in Cohort 5 strategic summer trainings beginning in Summer 2018.
	K-8 assessment map includes quarterly assessments and/or unit/benchmark assessments in K-5 grammar, Writing, and Mathematics in Kindergarten through Algebra II	Provide annual performance assessments to all students at no cost (i.e. Performance Matters, IXL, STAR, etc.) to identify areas for further curriculum support and enrichment opportunities.	FY17 - STAR assessments administered to all K-8 students in Reading/Math; IXL available to all students K-8 in Reading/Math; FY20 - Performance Matters replaces PowerSchool Assessment & Analytics	
1-G. To provide a 180 day instructional year for students and staff.	A 176 day instructional year is currently in place	To add 2 instructional days annually to the calendar until the objective is met.	PARTIALLY COMPLETE	\$62.5K to add back 2 days in FY21 and \$62.5 to add back final 2 days in FY22

Objective	Initial Status (Original Plan Developed in FY15)	Strategies for Completion of Objectives	Accomplishments/ Updated Status 4/30/2021	Next Steps & Financial Impact
			176-day student calendar for 2016-17 school year (\$187,415)	Add back final 4 days in FY22 (\$137,552)
1-H. To have all schools meet or exceed annual state and federal accreditation Benchmarks.	Six of eight schools are meeting the benchmarks to include all elementary schools and Peasley Middle School	Provide ongoing support to teachers regarding unpacking standards, lesson planning and appropriate classroom feedback.	COMPLETED All schools fully accredited FY18 and FY19	Preliminary VDOE data indicate that all 8 schools will be Fully Accredited for FY20. FY21 - Accreditation waived due to COVID-19 pandemic.
		Develop annual benchmark goals for student academic performance and attendance.		Ongoing in Effective School Plans
1-I. To have PBIS (Positive Behavior Intervention System) in all schools.	PBIS is implemented at all schools except Gloucester High School	Implement at GHS starting with the 9 th grade cohort. These students have experienced PBIS buy-in.	IN PROCESS GCPS accepted into VDOE Cohort 5 for VTSS/PBIS support	All schools to participate in Cohort 5 strategic summer trainings beginning in Summer 2018.

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Goal 2: Schools, Families & Community Relationships - To create positive connections that foster community relationships for all county citizens.

Objective	Initial Status (Original Plan Developed in FY15)	Strategies for Completion of Objectives	Accomplishments/ Updated Status 4/30/2021	Next Steps & Financial Impact
2-A To create and maintain diversified advisory committees to collaborate and discuss educational topics in our community.	Committee Members nominated by administrators based on experience	Advertise through PTA's/PTO's, Community Engagement, websites, etc. to encourage participation. Develop an appropriate process to ensure diverse representation across the county (demographically and 2 year commitment) Add PTA/PTO at GHS	Spring 2015	Ongoing
	Variety of advisory committees: student, parent and Superintendents	Selection of a variety of advisory committees to include teachers, students, parents, etc.	COMPLETED 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 with new committee members as deemed appropriate.	Establish a Student Advisory Committee at GHS to meet with the Superintendent in FY22. Establish a Support Staff Advisory Committee in FY22.
2-B To develop reciprocal partnerships and relationships between GCPS and the Gloucester Community. *Indicates new initiatives	Resource Guide provided to schools in the Spring of 2014	Utilization of the Gloucester Resource Guide maintained by the Community Engagement Department.	COMPLETED Provided annually (will include a hyperlink)	
		To add full-time Community Engagement Coordinators for both middle schools and the high school. (currently exists in Comp Plan)	IN PROCESS Currently, full time Community Engagement Coordinators (CEC's) are at all elementary schools, and one part-time CEC is at Page and Peasley MS.	Discuss with the Community Engagement and Public Information Manager for possible inclusion in the FY23 budget.

Objective	Initial Status (Original Plan Developed in FY15)	Strategies for Completion of Objectives	Accomplishments/ Updated Status 4/30/2021	Next Steps & Financial Impact
	Elementary and Middle CECs promote and coordinate volunteers	Continuation of CECs promoting and coordinating volunteerism to increase participation.	Fall 2015	Ongoing
	School Board: Maintain Student Advisory Committee with student representation on the School Board Special Education and Gifted Parent Advisory Committees	Include and invite SB members, Supervisors, County Administrators into the schools for all educational and extracurricular events.	COMPLETED Each member of the SB and BOS is aligned to a school within his/her corresponding district. (Adopt a school program – FY17)	Ongoing. Re-emphasize this relationship in FY22 .
	Board of Supervisors: School Board and County Supervisors Joint Meetings	Appoint liaison between School Board and County Administration.	COMPLETED Joint meetings between the chairs/vice-chairs, County Administrator and Superintendent occur as deemed necessary FY16	Develop a new meeting schedule annually.
	Civic Organizations: CTE in the HS - Scholarships provided by local civic organizations and local businesses	Encourage student and school representation to major local civic organizations (ongoing).		
	Community Business: Scholarships provided by local civic organizations and local businesses.	School Board will partner with Chamber of Commerce to develop internships and mentorships. Open GCPS to reciprocal benefits to active community partners allowing local businesses building use.	COMPLETED Spring 2015 - Ongoing IN PROCESS GCEP Program piloted in Spring 2018 and continuing FY20 Awarded a second grant from the Gloucester Community Foundation to provide support for GCEP program.	Continue to expand number of GCEP business partnerships.
	Community Outreach: Outreach programs come into the school to select groups of students/grade levels	To create student experiences within the community by providing additional field trip opportunities and outreach programs.	COMPLETED Fall 2015 - Ongoing	

Objective	Initial Status (Original Plan Developed in FY15)	Strategies for Completion of Objectives	Accomplishments/ Updated Status 4/30/2021	Next Steps & Financial Impact
	Higher Education: Student teachers present in GCPS from various local colleges Dual enrollment at RCC for HS students.	To continuously promote opportunities to partner with post-secondary institutions.	COMPLETED Fall 2015 - Ongoing	
	Gloucester County has a significant number of households who do not have school-aged children in the public school system	Provide better communication about volunteer and support opportunities in the GCPS through county and school newsletters, social media, public libraries and the Chamber of Commerce.	COMPLETED 2015-16 - Ongoing	
	Military: Military recruitment at the JROTC (Junior Reserve Officer in Training Corps) at the HS Veterans are invited into the building	Connect with local military bases (MWR) for reciprocal opportunities for our students.	COMPLETED Ongoing	
	Local Faith-Based Organizations: Weekend Food Program provided by local faith-based organizations	Provide better communication about volunteer and support opportunities in the GCPS to local faith based organizations through our county and school newsletters.	COMPLETED Spring 2015 - Ongoing	
	Volunteers/Mentors	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.		Revisit in FY22 .
2-C To communicate effectively and efficiently with all stakeholders (parents, students, teachers, business owners, administrators, and central office personnel) using a variety of media.	Cable Channel 47	To develop additional and more reliable programming.	COMPLETED Fall 2015	

Objective	Initial Status (Original Plan Developed in FY15)	Strategies for Completion of Objectives	Accomplishments/ Updated Status 4/30/2021	Next Steps & Financial Impact
	Newsletters, GCPS/school websites, Beehive, report card distribution, school marquee, WXGM 99.1 radio station	Continue current practices.	COMPLETED Ongoing	Research and look to update all school marquees in FY23 .
	Gazette Journal newspaper	To provide pre-determined school highlight sections each month by school and division level staff.	COMPLETED Fall 2015 - ongoing	
	Social Media: Instagram, Facebook pages	To provide training for appropriate usage and management in schools as well as determine responsibilities.	COMPLETED Fall 2015- ongoing	
	PowerSchool Gradebook is available for all grade levels	To provide training on options available.	COMPLETED Fall 2015 - ongoing	
	Open Forums	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.		Revisit in FY22 .
		To hire a part-time Public Information Officer	Position added in FY18	Will include in FY23 GCPS Budget Proposal with increase to full time position.
2-D To promote student, parent and staff involvement in comprehensive decision-making and strategic planning.	Development of a district comprehensive plan is underway 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.	COMPLETED Comprehensive Plan was completed and adopted in March 2015 and was re-adopted by the GCPS School Board in Fall 2018.	Ongoing annual review- Will be updated and readopted by the Gloucester County School Board in the Summer of 2021.
2-E To continuously increase the level of parental involvement throughout the school division.	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	To develop parent brochures that articulate activities; how to get involved; and guidelines for assisting in the education of their children.	Will be explored as part of PBIS initiative beginning Fall 2018	Ongoing with the assistance of Community Engagement, parent workshops, parent advisory committees, newsletters, PTA's, etc.

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Goal 3: Operations - To increase efficiency of operations in the areas of Buildings & Operations, Fiscal Responsibility, Transportation, Human Resources

Objective	Initial Status (Original Plan Developed in FY15)	Strategies for Completion of Objectives	Accomplishments/ Updated Status 4/30/2021	Next Steps & Financial Impact
3-A To conduct a classification and compensation study to create a competitive employment package addressing both compensation and benefits.	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	Conduct a regional analysis that will examine and study neighboring and comparable school divisions.	<p>In FY19 teachers received salary increases ranging from 5.25% to 13.34%. All other employees received a 4% increase.</p> <p>In FY20, salary scales and ranges were adopted for all positions. Increases ranged from 3.8% - 10.25%.</p> <p>No salary increase in FY21. One time bonus paid to all staff in the amount of \$900 for full-time staff and \$450 for staff that are contracted for less than 30 hours/week.</p>	Ongoing with annual review. FY22 budget includes an average 5% salary increase.
		Consider re-establishment of the attendance bonus.		Revisit in FY22.
3-B Review accounting processes for efficiencies.	Current program was installed in 1999 and is outdated	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).	COMPLETED County updated their current accounting software. Implementation efforts and training are ongoing for school division.	Update inventory recordkeeping for all departments in an electronic format. All GCPS inventory will be maintained in one system moving forward.
	Manual functions centralized to date are Facilities, Grounds and Custodial Services processed by Budget and Finance Technology is processed by Instruction	Continue to centralize manual accounting functions within the school division.	COMPLETED All purchasing requests are approved by Finance (effective 7/1/2016).	
	Current software is a desktop application	Upgrade the activity fund software to a web-based platform.	COMPLETED 7/2015 (\$10,000)	

Objective	Initial Status (Original Plan Developed in FY15)	Strategies for Completion of Objectives	Accomplishments/ Updated Status 4/30/2021	Next Steps & Financial Impact
	Balances are requested annually	Secure an agreement with the Board of Supervisors regarding year-end fund balance.		Revisit in FY23.
	Provide opportunities for citizens to learn more about school funding and provide ideas for consideration as deemed appropriate.			Incorporate in Open Forum meetings annually.
3-C Explore shared services with the county.	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	Establish a committee of school and county staff to explore sharing of garage, grounds, repairs and maintenance services.	See column 2	Ongoing from column 2
		Recruit and retain a grant writer to be shared between the county and schools for the purpose of pursuing additional funding opportunities.		Revisit for FY23 (\$75,000 on a cost-sharing basis)
		Currently pursuing agreement between School Board and the Board of Supervisors on a Combined Transportation Facility.		Plans have been revised to reflect a transportation facility for the school division only. Funding of \$5,785,000 included in FY22 adopted budget.

Goal 4: Safety - To increase safety measures at all schools, including transporting students to and from schools.

Objective	Initial Status (Original Plan Developed in FY15)	Strategies for Completion of Objectives	Accomplishments/ Updated Status 4/30/2021	Next Steps & Financial Impact
4-A To have an SRO (School Resource Officer) in all schools and additional security staff as deemed appropriate.	Currently have Four SRO positions: GHS - 2 Peasley - 1 Page - 1 (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.	IN PROCESS 2 Fulltime Resource Officers for the elementary schools were added in the second semester of the FY19 school year.	Explore adding one additional SRO position for FY23.
4-B To have radios and cameras on all school buses.	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	Install 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. Place cameras on the remaining 25 buses assigned permanent routes and 9 buses used regularly as spares for 90 total. Complete installation in five years.	IN PROCESS All buses with regular routes have cameras and will continue to update to digital cameras as funding is available.	Two way bus communication system funded through the School Security Grant and installed in FY21. All new buses have enhanced digital camera systems.
4-C To improve radio reception at all schools.	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	Explore replacing current radios with (800 MHz) 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. Exchange current intra-school radios from VHF to UHF models.	IN PROCESS Purchased 11 radios in FY17 (\$23,000) for usage at all schools and central office.	FY 2020 purchased 20 radios for the high school (\$4,000). Repeaters at Peasley/Bethel
	Page Middle School had a bidirectional amplifier system installed when the school opened to improve radio communication for County Emergency Management, Fire/Rescue, and Sheriff's Dept. in the event of an emergency	Place additional bidirectional amplifiers at each school where needed to improve radio communication for County Emergency Management, Fire/Rescue, and Sheriff's Dept. in the event of an emergency	COMPLETED	

Objective	Initial Status (Original Plan Developed in FY15)	Strategies for Completion of Objectives	Accomplishments/ Updated Status 4/30/2021	Next Steps & Financial Impact
4-D To improve/build relationships with County Emergency Management, Fire/Rescue, and 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. Safety Manager is a regular participant in LEPC (Local Emergency Planning Committee) and emergency services meetings	Sheriff Warren and Safety Manager and Assistant Superintendent for Administrative Services will check with other stakeholders concerning cost, process and interest levels.	IN PROCESS Ongoing participation by GCPS Safety Manager in LEPC and emergency services activities	Update MOU with the Sheriff's Department and the schools in FY22.
4-E To have additional security cameras across all schools for increased visibility.	Currently there are 53 cameras placed on the inside and outside of GHS. Cameras are monitored through a centralized camera room	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.	IN PROCESS Received \$30,297 in School Security Grant funding for FY18 to be split between, Abingdon, Petsworth and Gloucester High School. Received \$66,675 in grant funding for FY19 to be split between Abingdon, Achilles, Petsworth, Peasley and Gloucester High School.	
	Currently Abingdon, Bethel, Petsworth, and Page have security entrance vestibules that direct visitors into the main office area after they enter the buildings.	Add security entrances at Achilles, Botetourt and Peasley. Continue to add and upgrade (digital) cameras as needed.	IN PROCESS Botetourt completed in FY18, Peasley completed in FY19.	Include Achilles security entrance in future long range CIP request.
4-F To have a school security officer (SSO) at each middle school.	Neither middle school had a SSO in FY15	Explore adding a full or part- time security person at each middle school.	COMPLETED Page MS - FY 2016 (\$22,600)	Explore SSO at Peasley in FY23.
4-G To ensure that rules and expectations for student conduct and citizenship are applied	Code of Conduct is currently provided to all students.	Review school climate data to ensure consistent application.	IN PROCESS Ongoing	Model guidance from DOE Switch from DCV codes to SBAR codes

Objective	Initial Status (Original Plan Developed in FY15)	Strategies for Completion of Objectives	Accomplishments/ Updated Status 4/30/2021	Next Steps & Financial Impact
equitably, consistently and fairly.				
		Provide opportunities for administrators and teachers to collaborate to promote classroom management routines that are fair and objective.	IN PROCESS Summer 2015 - ongoing	
		Provide clear and explicit expectations for students and parents at all grade levels at the beginning of each school year and throughout the year.	IN PROCESS Ongoing	
4-H To develop an Indoor Air Quality Management Plan				Present draft plan to the School Board in June 2021.
4-I To provide a school bus app for parents to monitor child's bus route.			IN PROCESS	Complete rollout of app to all parents by June 2021.

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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	Initial Status (Original Plan Developed in FY15)	Strategies for Completion of Objectives	Accomplishments/ Updated Status 4/30/2021	Next Steps & Financial Impact
5-A To promote community resources.	Wide ranges of resources are available within the county, but access requires awareness	Create an Awareness Campaign: “Did you know?”		Revisit strategies with Community Engagement and Public Information Manager for FY22
	Gloucester County Resource Booklet is available	Improve distribution of resource booklets. <ul style="list-style-type: none"> • Conduct GCPS Spirit Nights at local businesses. • Presence on Social Media. • Contact local churches to distribute. • Include in backpacks for the snack program. • PTA • Duke 47- local TV • Beehive • School Messenger 	IN PROCESS Individual school brochures were produced and distributed in FY 2016; will be revisited in FY22 (\$600) Twitter and Facebook accounts added FY 2016 Updates ongoing	
	FSS (Full Service School) is currently at Bethel and Petsworth and Peasley has counseling services	Establish FSS (which includes therapeutic day treatment) in all schools county-wide.	IN PROCESS Added to Abingdon in FY 2018. Achilles and Botetourt added in FY19. Added Page in FY20.	Funding for GHS included in FY22 .
5-B To promote physical and mental health and wellness among students and staff.	Health and PE classes for students Athletic Programs at Middle and High Schools	Expand current Health and Wellness Team to include school/ personnel and focus on student and staff physical health and wellness.	COMPLETED Expanded services available with CIGNA effective 10/1/2016	Transitioning to Anthem 10/1/2021
		Provide before and/or afterschool fitness opportunities/challenges for staff on each school campus.		Review in FY22

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	Riverside Wellness and Fitness Center is available at a reduced rate for staff members	<p>Look to collaborate with community agencies regarding health and wellness for students and staff.</p> <p>Explore additional opportunities for staff at other local health and wellness facilities.</p>		<p>Ongoing</p> <p>Review options with the YMCA and Planet Fitness</p>
	<p>Family Assistance Programs through the Dept. of Social Services</p> <p>William and Mary Counseling services at Achilles Elementary School</p> <p>FSS Counseling/Middle Peninsula</p> <p>Community Services Board</p>	Establish/Join Counselor Advisory Council.	<p>IN PROCESS</p> <p>Seek to add additional schools for W&M Counseling Services FY22</p>	Revisit for FY22
	School Counseling Programs	<p>School Counseling Programs</p> <p>Bully Awareness</p> <p>Suicide Prevention</p> <p>LGBTQ Awareness</p> <p>Allies/Safe Place</p>	<p>IN PROCESS</p> <p>Ongoing-Enhancing</p>	<p>FY21 - completed the mental health awareness training for all staff.</p> <p>FY22 - pursuing Hope Squad (peer mentorship program at GHS), considering expanding to the middle schools</p>
		Provide an employee Assistance Program	<p>COMPLETED</p> <p>EAP included in health insurance package, effective 10/1/2016 with transition to CIGNA</p>	
		<p>Kinship Care:</p> <p>Create a field in PowerSchool to delineate grandparents who are raising their grandchildren.</p>		Revisit FY 2022

Objective	Initial Status (Original Plan Developed in FY15)	Strategies for Completion of Objectives	Accomplishments/ Updated Status 4/30/2021	Next Steps & Financial Impact
		<p>Military Support: Create a field in PowerSchool to indicate military families.</p>	<p>COMPLETED FY 2017</p> <p>Achilles and GHS were recognized as Virginia Purple Star Designated Schools in FY19</p> <p>Petworth was recognized as Virginia Purple Star Designated School in FY21.</p>	<p>Bethel is applying to be recognized as a Virginia Purple Star Designated School in FY22</p>
		<p>Develop a division-wide student mentorship program.</p>		<p>Revisit FY22</p>
<p>5-C To promote family support and wellness</p>		<p>Provide information on community resources (i.e. substance abuse, parent workshops, “How Can We Help You?”, etc.)</p> <p>Promote family access to assistance programs through Dept of Social Services</p>	<p>“Family Support Series” of workshops scheduled to begin August 2018.</p> <p>Eight workshops were held in FY19.</p>	<p>Ongoing</p>

ACRONYMS

ABE	Adult Basic Education	PBA	Performance-Based Assessment
ACP	Academic & Career Plans	PBIS	Positive Behavior Interventions & Support
ADM	Average Daily Membership	PBL	Project-Based Learning
AP	Advanced Placement Program	PSAT	Preliminary Scholastic Aptitude Test
CEC	Community Engagement Coordinator	PTA	Parent-Teacher Association
CIP	Capital Improvement Plan	PTO	Parent-Teacher Organization
CTE	Career & Technical Education	RFP	Request For Proposals
DARE	Drug Abuse Resistance Education	RTI	Response to Intervention
ECSE	Early Childhood Special Education	SAT	Scholastic Aptitude Test
ELA	English/Language Arts	SOA	Standards of Accreditation
EL	English Learner	SOL	Standards of Learning
ESEA	Elementary & Secondary School Act	SOQ	Standards of Quality
ESSA	Every Student Succeeds Act	SRO	School Resource Officer
FCC	Federal Communications Commission	STEM	Science, Technology, Engineering, & Math
FSS	Full-Service School	SWD	Students With Disabilities
FTE	Full-Time Equivalent	USDOE	United States Department of Education
GED	General Education Diploma	VAAP	Virginia Alternative Assessment Program
HYS	High-Yield Instructional Strategies	VDOE	Virginia Department of Education
IDEA	Individuals With Disabilities Education Act	VPI	Virginia Preschool Initiative
ISP	Internet Service Provider	VPT	Virginia Placement Test
IEP	Individualized Education Plan	VRS	Virginia Retirement System
LEA	Local Education Agency	VTSS	Virginia Tiered System of Supports
LEPC	Local Emergency Planning Committee	YRE	Year-Round Education
LGBTQ	Lesbian, Gay, Bisexual, Transgender, Queer		
NJROTC	Naval Junior Reserve Officer Training Corps		

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 [former] measure each state established 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 Program - An institution or program that teaches courses entirely or primarily through online methods.

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