

KING AND QUEEN COUNTY PUBLIC SCHOOLS



COMPREHENSIVE PLAN 2017-2023

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Superintendent

Dr. Alexis Swanson
Assistant Superintendent

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Director of Special Education and
Student Services

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Associate Director of Procurement & Budget Services

Mr. Reggie Brown
Technology Coordinator

Mr. James Clapp
Maintenance Coordinator

Mr. Joshua Griffin
Transportation Coordinator

Ms. Davida McMillian
Lead Division Cafeteria Manager

Comprehensive Planning Committee Members

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Dr. Alexis C. Swanson, Assistant Superintendent

Mrs. Rosalyn Trent, Director of Special Education & Federal Program Services

Ms. Joanne Wright, Associate Director of Procurement & Finance

Dr. Jeff Oberg, Principal
Central High School

Mrs. Allison Jordan, Principal
King and Queen Elementary Schools

Mr. David Copsmith, Principal
Lawson-Marriott Elementary School

Mr. James Clapp, Maintenance Coordinator

Mr. Reggie Brown, Technology Coordinator

Mr. Joshua Griffin, Transportation Coordinator

Ms. Davida McMillian, Lead Division Cafeteria Manager

Introduction

The Virginia Standards of Quality for Public Education established in state law standards which all public schools must meet. Standard 6, Planning and Public Involvement (§ 22.1-253.13:6B), specifies the following:

B. Each local school board shall adopt a division 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 division 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 division wide comprehensive plan or revisions thereto, each local school board shall post such plan or revisions on the division'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 division wide plan or revisions. The division wide comprehensive plan shall include, but shall not be limited to, (i) the objectives of the school division, 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 of 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 divisions; (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 division, including the school division'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 division and evidence of community participation, including parental participation, in the development of the plan; (ix) any corrective action plan required pursuant to § 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. A report shall be presented by each school board to the public by November 1 of each odd-numbered year on the extent to which the objectives of the division wide comprehensive plan have been met during the previous two school years.

The King and Queen County School Board in accordance with this statute has developed the following Comprehensive Plan for 2017-2023. The School Board will also review and adopt the vision, mission, and core belief statements that are the basis of this plan. The division plan was developed through a comprehensive method with school community input and formalized by the King and Queen County Leadership Team. The King and Queen County School Board appreciates the time, effort, and thoughtful engagement of the planning teams and school staff to produce this plan.

School and Community Involvement in the Development of the Comprehensive Plan

The participation and involvement of the staff and the community in developing the Comprehensive Plan was achieved by the following means:

- A Strategic Planning Summit was held on April 1, 2017 at Central High School.
- Focus groups were conducted with the faculty and staff of each of the schools during the 2015-2016 school year.
- Focus groups were held with School Board Office staff including the departments of Instruction, Technology, Finance, Maintenance, Transportation and Food Services.
- A 2 surveys were conducted to invite feedback from students, families, community members, faculty, and staff in reference to the strengths and needs of the division and the mission and vision of the division.
- The Plan will be disseminated and discussed at the Superintendent's June Leadership Team Meeting.
- Copies of the Plan will be placed in each school and the central office for public review and comments.
- Announcements about the Plan and the public hearing were posted on the school division's web page.
- Principals will review the Comprehensive Plan at faculty and/or department/grade level meetings.
- The Plan will be shared with the Parent Teacher organization at each school.
- Copies of the Plan will be shared with the public at school board meetings.
- A public hearing on the Plan was held at the June 8, 2017, School Board work session prior to the anticipated adoption of the plan at the regular June 2017 School Board meeting.

Review of Progress and Revision Schedule

The 2017-2023 Comprehensive Plan will be reviewed annually and an assessment of the progress made in achieving the goals and objectives will be conducted. A report on the extent to which the objectives of the plan are being achieved will be made to the School Board annually utilizing the following schedule. If revisions to the plan are required, revisions will be made available for public inspection and at least one public hearing will be conducted to solicit public comment on requested revisions.

September 2018	Assessment of Progress for 2017-2018
October 2018	Update to the School Board
September 2019	Assessment of Progress for 2018-2019
October 2019	Update to the School Board
September 2020	Assessment of Progress for 2019-2020
October 2020	Update to the School Board
September 2021	Assessment of Progress for 2020-2021
October 2021	Update to the School Board
September 2022	Assessment of Progress for 2021-2022
October 2022	Update to the School Board
September 2023	Assessment of Progress for 2022-2023
October 2023	Update to the School Board
SY2023-2024 June 2024	Review and Revision of Comprehensive Plan Present Draft of 2024-2030 Comprehensive Plan For Discussion and Public Comment

King and Queen County Public School Division Vision, Mission, Beliefs and Goal Statements

Vision Statement

King and Queen County students will become engaged learners and good stewards of their community. They will be socially and academically responsible for their own success and supported by their families, community and schools.

Mission Statement

The King and Queen County Public School Division strives to provide a quality education that challenges each student to maximize their full potential by offering programs that foster the skills of communication, critical thinking, resiliency and collaboration needed to compete in our global society.

Core Beliefs and Values

We believe:

- ❖ Students learn best in safe and secure environments.
- ❖ Family and community involvement are essential to our mission.
- ❖ Each student is entitled to an excellent education that meets his or her individual needs.
- ❖ Student achievement and continuous growth are the core priorities of our school division.
- ❖ Recruiting and retaining a highly qualified and diverse staff are essential to the success of our students.

Strategic Goals

- ❖ GOAL 1: Instruction: To provide high quality education in fully accredited schools.
- ❖ GOAL 2: Personnel: To attract, recruit and retain quality personnel.
- ❖ GOAL 3: Community and Community Relations: To establish a responsive, caring and inclusive culture where all feel valued, supported and hopeful.
- ❖ GOAL 4: Safe/Secure Learning Environment: To maintain a safe and supportive environment that is conducive for learning.

Forecast of Enrollment Changes and Plan for Managing Changes

The Virginia Department of Education's 2016-2017 Fall Membership by Division indicated that the student population of King and Queen County Public School Division reflects diversity in race and ethnicity with 53% of the students reported as White, 33% as Black/African-American, 6.6% as 2 or more races, 5% as Hispanic, 1.6% as Asian, .6% as American Indian, and .1% as Hawaiian. The overall demographic information has remained consistent during the past four school years.

Students who were considered economically disadvantaged made up 69.1% of the student population in 2013-2014. This percentage has decreased to 49.15% for the 2016-2017 school year. Additionally students with disabilities make up 14.7% of the K-12 student population. This percentage has fluctuated between 10%-14.7% during the past four years. Students who are identified as English Learners (ELs) make up 3% of the K-12 student population.

It is projected that between 2017 and 2023 enrollment will decrease by 6.9%, from 711 students projected to 662 students. A major factor for King and Queen County Public Schools that impacts projected enrollment is the number of students enrolling in the Virtual Virginia Academy.

Enrollment projections are considered in planning for capital improvements, hiring school personnel, school construction, participation in regional programs, and in developing the school division's annual budget. As more information becomes available, plans will be monitored and adjusted for managing the enrollment change.

Student Enrollment Projections

School Year	KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total
2014	47	64	77	40	58	52	52	58	51	63	36	46	42	686
2015	60	45	62	77	39	57	50	50	64	52	60	34	42	690
2016	63	58	43	63	74	39	55	47	55	65	49	56	31	698
2017	53	63	56	45	60	73	38	56	53	57	61	46	51	711
2018	48	53	59	57	42	58	71	37	58	55	54	56	41	687
2019	54	48	52	60	53	41	57	68	39	62	52	50	51	687
2020	54	53	46	53	57	52	39	55	74	40	58	48	45	677
2021	55	53	51	47	50	56	51	38	60	77	38	54	44	674
2022	55	54	51	53	44	49	55	50	42	62	73	35	49	671
2023	55	54	52	52	50	43	47	53	54	43	58	67	32	662
2024	56	55	52	53	49	49	42	46	58	56	41	54	61	671
Change	7	-16	-25	20	-5	-11	5	10	-12	-1	16	4	9	1

Evaluation of Regional Partnerships and Plan for Implementing Regional Programs and Services

The King and Queen Public County school division has formed several partnerships with other school divisions, businesses, and institutions of higher learning to provide students with a broad range of services. These partnerships provide cost effective services that could not be provided otherwise. The King and Queen County school division is involved in the following partnerships:

Bridging Communities Technical Center-New Kent Public Schools
Brother's Keeper
Chesapeake Bay Governor's School for Marine and Environmental Science
Grand Canyon University
Key Instructional Leaders Region III
Maggie L. Walker Regional Governor's School for Government and International Studies
Mary Washington University
Middle Peninsula Regional Alternative School-King William Public Schools
Middle Peninsula Regional Summer Governor's School
Project Hope
Rappahannock Community College
The College of William and Mary
West Point Public Schools

As the school division seeks to expand and implement new programs and services for students and teachers, identifying viable partnerships will continue to be a vital component in the planning process.

GOAL 1: INSTRUCTION- To provide high quality education in fully accredited schools.

Strategy 1.1 Implement best practices and instructional opportunities to increase student achievement at the elementary and secondary levels

Action Steps	Evaluation Criteria	Timeline	Person(s) Responsible
<ol style="list-style-type: none"> 1. Develop and implement a tiered system of support at the elementary and secondary levels <ul style="list-style-type: none"> ○ Provide PD for staff at all levels on tiered system of support ○ Develop master schedule which allows for remediation during school day 2. Develop gifted programming at the elementary level <ul style="list-style-type: none"> ○ Review current gifted plan ○ Evaluate for effectiveness ○ Revise programming as appropriate 3. Develop English Learner (EL) programming at the elementary and secondary levels <ul style="list-style-type: none"> ○ Continue the search for EL Teacher ○ Provide PD for tutors ○ Review current programming ○ Evaluate for effectiveness ○ Revise programming as appropriate 4. Expand Advanced Placement and Dual Enrollment course offerings at the secondary level <ul style="list-style-type: none"> ○ Collaborate with RCC to increase DE course offerings ○ Provide Advance Placement PD opportunities to high school teachers 5. Increase exposure to and the course offerings in the area of Career and Technical Education (CTE) at all levels <ul style="list-style-type: none"> ○ Provide PD for all school counselors to ensure we are meeting requirements for exposure to career exploration ○ Increase CTE course offerings at the high school 	<p>Program of Studies Course selection forms Master Schedules EL Schedules Gifted Schedules Student Academic & Career Plans</p>	<p>Years 1-6</p>	<p>Superintendent Assistant Supt. Special Education Director Principals Lead SpEd Teachers Gifted Teacher CTE Lead Teacher EL Coordinator/Tutors School Counselors</p>

<p>6. Improve Academic Programs for students with disabilities</p> <ul style="list-style-type: none"> ○ Provide PD for collaborative teams at all schools ○ Review Master Schedule at CHS to incorporate Academic Labs classes for students with disabilities ○ Provide PD for SpEd teachers regarding transition ○ Increase use of alternative assessments, state approved substitute assessments for SOLs, credit accommodations for students working towards a standard diploma, participation in Project Graduation and Credit Recovery <p>7. Offer high school credit courses at the 7th Grade level</p> <ul style="list-style-type: none"> ○ Research current endorsement at elementary level ○ Recruit teachers to add math endorsements ○ Review master schedules for opportunities to provide upper level math and foreign language at 7th grade level 			
<p>Strategy 1.2 Provide quality staff development at the elementary, secondary and division level to address best practices in the areas of curriculum, instruction and assessment for all staff</p>			
<p>Action Steps</p>	<p>Evaluation Criteria</p>	<p>Timeline</p>	<p>Person(s) Responsible</p>
<p>1. Complete survey of division staff to determine what professional development needs are in the division</p> <p>2. Create an annual professional development plan based off of teacher feedback and evaluation of teachers needs as noted on summative evaluations</p>	<p>Survey results PD Logs Prior Approval Forms SURN Certificates RCC PD catalogue Summative Evaluations</p>	<p>Years 1-6</p>	<p>Assistant Supt. Principals</p>

<ol style="list-style-type: none"> 3. Offer teacher requested courses/workshops (face-to-face or on-line) 4. Utilize existing staff (train-the-trainer) to provide school and division-wide professional development to address: <ul style="list-style-type: none"> ○ Aligning curriculum, instruction and assessment ○ Performance based assessment ○ Developing and implementing rubrics ○ Working with diverse student groups (gifted, EL, SWD) 5. All principals participate in SURN Principal Academy 6. Continue to work with Rappahannock Community College (RCC) to provide professional development during the summer months 			
Strategy 1.3 Develop division curriculum maps and pacing guides for each content area beginning with the core content			
Action Steps	Evaluation Criteria	Timeline	Person(s) Responsible
<ol style="list-style-type: none"> 1. Develop schedule for curriculum writing 2. Select curriculum writing teams 3. Establish dates 4. Secure location 5. Set budget 	Completed curriculum maps with pacing guides	Years 1-6	Assistant Supt. Principals Lead Teachers Finance Department
Strategy 1.4 Increase opportunities for Virtual learning for high school students			
Action Steps	Evaluation Criteria	Timeline	Person(s) Responsible
<ol style="list-style-type: none"> 1. Provide information to students and parents in reference to courses offered through Virtual Virginia 2. Provide PD for CHS staff in area of supporting students as a Virtual Virginia mentor 	Course Tally Sheet Virtual VA Course Roster CHS Master Schedule	Years 1-6	Assistant Supt. Principal School Counselor Technology Staff

Strategy 1.5 Hire Technology and Testing Coordinator			
Action Steps	Evaluation Criteria	Timeline	Person(s) Responsible
1. Post position 2. Screen applications 3. Interview 4. Recommendation made to the Superintendent	Position filled	Years 1-2	Superintendent Assistant Supt. HR Department
Strategy 1.6 Hire Full-Time ITRT for elementary and secondary levels			
Action Steps	Evaluation Criteria	Timeline	Person(s) Responsible
1. Post position 2. Screen applications 3. Interview 4. Recommendation made to the Superintendent	Position filled	Years 1-2	Superintendent Assistant Supt. HR Department

GOAL 2: PERSONNEL- To attract, recruit, and retain quality personnel.

Strategy 2.1 Hire a Human Resources Director/Coordinator			
Action Steps	Evaluation Criteria	Timeline	Person(s) Responsible
<ol style="list-style-type: none"> 1. Post position 2. Screen applications 3. Interview 4. Recommendation made to the Superintendent 	Position Filled	Year 1	Superintendent, Assistant Supt.
Strategy 2.2 Develop a quality recruitment process			
Action Steps	Evaluation Criteria	Timeline	Person(s) Responsible
<ol style="list-style-type: none"> 1. Increase number of student-teacher opportunities with surrounding colleges/universities 2. Collaborate with surrounding colleges/universities with teacher education programs early spring 3. Participate in recruitment fairs 	Student Teacher Data Recruitment Schedule IPAL Report	Years 1-6	HR department
Strategy 2.3 Align teacher evaluation process			
Action Steps	Evaluation Criteria	Timeline	Person(s) Responsible
<ol style="list-style-type: none"> 1. Align the teacher evaluation practices with division professional development goals 2. Implement SURN engagement observation and evaluation practices in all schools 	Summative Evaluations PD Logs Observation Forms	Years 1-6	Assistant Supt. Principals
Strategy 2.4 Continue to seek competitive salaries and benefits			
Action Steps	Evaluation Criteria	Timeline	Person(s) Responsible
<ol style="list-style-type: none"> 1. Identify divisions for benchmarking comparison 2. Determine appropriate benchmark indicators 3. Collect and analyze information 4. Make appropriate recommendations to School Board 	Completion of benchmarking	Years 1-6	Superintendent, Assistant Supt. Finance Department
Strategy 2.5 Equitably and adequately distribute human and financial resources among schools to meet the Standards of Quality (SOQ) personnel requirements and school needs			
Action Steps	Evaluation Criteria	Timeline	Person(s) Responsible
<ol style="list-style-type: none"> 1. Collect and analyze class size information to determine staffing requirements 	Data from class size analysis which indicates SOQ requirements are maintained	Years 1-6	Assistant Supt. Principals Finance Department

GOAL 3: COMMUNITY AND COMMUNITY RELATIONS- To establish a responsive, caring and inclusive culture where all feel valued, supported and hopeful.

Strategy 3.1 Involve parents in the learning process			
Action Steps	Evaluation Criteria	Timeline	Person(s) Responsible
<ol style="list-style-type: none"> 1. Develop and implement a Parent Portal 2. Evaluate the current parent-teacher conference schedule for improvement 3. Revise and update the website to ensure information is disseminated in a user friendly format in a timely manner 4. Continue to provide information through Instant Messenger 5. Research the Watch Dog Dads/Moms programs for all schools 6. Implement a Watch Dog Dads/Moms program for all schools 7. Review and revise the members of Advisory Committees to ensure parent representation 	Parent Portal Data Parent-Teacher conference schedules for each school Instant Messenger Logs Watchdog Roster and volunteer calendar for year Advisory Committee Roster	Years 1-4	Superintendent Assistant Supt. Principals Technology Staff PTA Presidents
Strategy 3.2 Involve community members in the learning process			
Action Steps	Evaluation Criteria	Timeline	Person(s) Responsible
<ol style="list-style-type: none"> 1. Review and revise the members of Advisory Committees to ensure community representation 2. Implement Coffee Breaks with the Superintendent each semester 3. Implement Coffee Breaks with Principals each semester 4. Continue to support the King and Queen County Community Pride Day 	Advisory Committee Rosters Coffee Break Agendas Community Pride Day notes	Years 1-3	Superintendent Assistant Supt. Principals Community Pride Day Coordinator
Strategy 3.3 Encourage the use of social media (Facebook, Twitter, etc...) to support communication with our students, parents and community			
Action Steps	Evaluation Criteria	Timeline	Person(s) Responsible
<ol style="list-style-type: none"> 1. Create a division Facebook and Twitter account 	Facebook account Twitter account	Years 1-2	Principals Technology Staff Technology Leads at each building

Strategy 3.4 Develop a logo for the division

Action Steps	Evaluation Criteria	Timeline	Person(s) Responsible
<ol style="list-style-type: none">1. Gather information about the division and the community of King and Queen2. Brainstorm session is held to look at the ideas and gain understanding of who we are as a learning community based on information gathered.3. Initial draft is created and shared for review and feedback4. Selected design is modified based on feedback5. Final draft is created	Final draft of Division Logo	Year 1	Superintendent Division Leadership Team Art Teachers

GOAL 4: SAFE/SECURE LEARNING ENVIRONMENT- To maintain a safe and supportive environment that is conducive to learning.

Strategy 4.1 Implement best safety practices			
Action Steps	Evaluation Criteria	Timeline	Person(s) Responsible
<ol style="list-style-type: none"> 1. Update crisis plans and procedures for all division facilities 2. Conduct annual safety audit reports 3. Implement Safe Schools on-line training for all staff 4. Conduct mock emergency events with first responders 5. Review status of school video monitoring 6. Schedule and prioritize maintenance needs 	Crisis Plans Audit Reports Safe Schools Progress Report	Years 1-3	Superintendent Principals Maintenance Department
Strategy 4.2 Follow state guidelines for frequency of fire, intruder and tornado drills.			
Action Steps	Evaluation Criteria	Timeline	Person(s) Responsible
<ol style="list-style-type: none"> 1. Schedule fire and tornado drills 2. Schools will participate in “lock-down” drills 3. Review proper procedures with building staff 	Safety Drill Report	Years 1	Principals
Strategy 4.3 Hire additional maintenance personnel			
Action Steps	Evaluation Criteria	Timeline	Person(s) Responsible
<ol style="list-style-type: none"> 1. Post position for maintenance personnel 2. Screen applications 3. Conduct Interviews 4. Recommendation made to the Superintendent 	Position filled	Years 1-2	Superintendent Maintenance Department
Strategy 4.4 Follow Capital Improvement Plan 2017-2021			
Action Steps	Evaluation Criteria	Timeline	Person(s) Responsible
See Capital Improvement Plan 2017-2021	Completed projects	Years 1-4	Superintendent Maintenance Department

Long Range Capital Improvement Plan

Project Title	2017	2018	2019	2020	2021	2017-2021 Total:
CHS - HVAC Equipment & Materials		241,345	241,345	241,345	241,345	965,380
CHS - HVAC Auxiliary Gym	20,000					20,000
CHS - Auxiliary Gym Ceiling Repaired/Replaced- DONE	40,000					40,000
CHS - 2 classrooms carpet removal/tile replaced- DONE	20,000					20,000
CHS - repair roof leaks	75,000					75,000
CHS - renovate specific bathrooms			5,000	5,000	5,000	15,000
CHS - upgrade athletic facility			250,000			250,000
CHS, KQES, LMES - outside lighting improved- DONE			9,000	9,000	9,000	27,000
CHS - Stand up freezer/refrigerator replacement- DONE	20,000					20,000
LMES - renovate bathroom across from school office		40,000				40,000
LMES - roof leaks repaired and walls repaired	20,000					20,000
LMES - parking lot resealed and pave bus loop		25,000				25,000
LMES & KQES playground upgrade				150,000	150,000	300,000
LMES Cafeteria equipment- DONE	16,000					16,000
KQES - repair roof leaks	75,000					75,000
KQES - modernize/upgrade bathrooms		40,000				40,000
KQES - Stand up freezer/refrigerator replacement	20,000					20,000
Bus Garage- renovate building to modern standards to include lift				185,000		185,000
School Bus Replacement Program	93,000	93,000	93,000	93,000	93,000	465,000
School Car or Van	20,000	20,000	20,000	20,000	20,000	100,000
Total	419,000	459,345	618,345	703,345	518,345	2,718,380

Note: This is a needs based document. King and Queen County Public Schools is cognizant of the fiscal constraints on the locality and the inherent impact on the timeline of the projects.