

# PATRICK COUNTY PUBLIC SCHOOLS

P.O. Box 346 • 104 Rucker Street • Stuart, Virginia 24171  
Phone (276) 694-3163 • Fax (276) 694-3170

Robert A. Rorrer, Chair - Mayo River District  
Ronnie N. Terry, Vice-Chair - Blue Ridge District  
Dr. Roger N. Morris, Division Superintendent

Quinn M. Brim, Member - Dan River District  
Annie H. Hylton, Member - Peters Creek District  
Bobby W. Mangrum, Member - Smith River District

April 8, 2011

Mr. Danny Foley  
5088 Pleasant View Drive  
Patrick Springs, VA 24133

Dear Mr. Foley:

This office is in receipt of your request for records made in accordance with the Virginia Freedom of Information Act (§2.2-3700 et seq.). Generally, you have made a request for the following records:

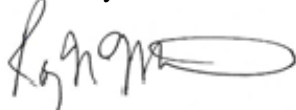
1. The beginning teacher's salary and the master's supplement.
2. A copy of the five-year comprehensive plan.

Our response is as follows:

1. The beginning teacher's salary is \$33,025. The master's supplement is \$2,125.
2. Please note your request was received on Monday, April 4, 2011. Accordingly, please be advised that it is not practically possible to provide the requested records or determine whether they are available within the five day period (April 11, 2011) required by FOIA because of insufficient staff. Therefore, we are invoking subsection B4 of §2.2-3704 of the Code of Virginia to provide us with seven additional working days to respond to your request.

In reference to #2 above, since this is the five-year comprehensive plan and the School Board adopted it several years ago, a staff member will need to go back and research the archived records. Please note that you will be billed for all labor costs involved in researching this request, as per Policy KBA-R and §2.2-3704 (F) of the Code of Virginia. The labor cost is \$20.14 per hour. If you desire a copy, the cost is 40 cents per page.

Sincerely,



Roger N. Morris, Ed. D.  
Division Superintendent



Website: <http://www.patrick.k12.va.us>

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April 12, 2011

Mr. Danny Foley  
5088 Pleasant View Drive  
Patrick Springs, VA 24133

Dear Mr. Foley:

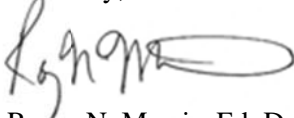
The purpose of this letter is to follow up on my letter dated April 8, 2011 regarding item #2 of your request for records. To review, this office is in receipt of your request for records made in accordance with the Virginia Freedom of Information Act (§2.2-3700 et seq.). Generally, you have made a request for the following records:

1. The beginning teacher's salary and the master's supplement.
2. A copy of the five-year comprehensive plan.

For Item #2, the division comprehensive plan, we have found this record and it is available for your inspection at the school board office. Please note that due to the lack of sufficient staff, we request that all inspections of records be made by appointment only. Therefore, please set up an appointment with Mrs. Sara Leigh Collins, Clerk, to view the record.

Finally as stated in my previous letter and in the policy that was provided to you, there are costs involved in searching for records. Please remit \$3.36 for ten minutes of labor. Checks should be made to the Patrick County School Board.

Sincerely,



Roger N. Morris, Ed. D.  
Division Superintendent



# Patrick County Public Schools Design for Success 2008-2014

## ***Overview of The School Division***

Patrick County Public Schools educated over 2600 students during the 2007-2008 school year. Our children are served in four elementary schools with grades K-7, one primary school with grades K-3, one upper elementary school with grades 4-7 and one high school with grades 8-12.

Of these schools, all have been fully accredited by the state board of education, meeting or exceeding state expectations for public schools. The school division and four of these schools were awarded an Award of Excellence from the Virginia Board of Education for achieving a high level of excellence. In addition, schools in Patrick County were recognized for having achieved or exceeding the requirements of the *No Child Left Behind Act*. Only 23 out of 132 school divisions had all schools achieving this level with Patrick County School Division being one of 18 in the state to have earned this recognition.

The school board prides itself on the fact that there is tremendous community support for schools and staff.

**Patrick County Public Schools  
Design for Success  
2008-2014**

***Overview of The School Division  
Vision and Mission***

**VISION STATEMENT**

The Patrick County School Board realizes the ever-increasing challenges of living in the world today and thus encourages educators and the community to unit in an effort to ensure that every child reaches their fullest development in academic, career and technical and social education.

**MISSION STATEMENT**

The Patrick County Schools believe in the worth and dignity of all children and to recognize that each child is a unique individual. To this end, the school system will strive to provide and promote a dynamic environment for learning through which all students acquire the knowledge, skills, and values necessary to live as informed and productive members of society.

**Patrick County Public Schools  
Design for Success  
2008-2014**

***Overview of The School Division  
Values and Beliefs***

**VALUES AND BELIEFS**

We Believe:

- Excellence must be exhibited in all we do and must be instilled in our children by encouraging....
  - a. respect for others
  - b. honesty and integrity
  - c. self-esteem
  - d. individual development and satisfaction
  - e. participation, cooperation, and teamwork
  - f. creativity, innovation, and initiative
  - g. honest, open communication
  - h. responsibility, dedication, and commitment
- Every child must be challenged to the highest degree possible. This belief applies to children of all races, income levels, and intellect.
- Every minute of every day should be used to the fulfillment of our mission, as there is no time to waste in this endeavor.
- The exercise of the body is important to the growth of the mind.

- We must continually use all of the resources available to us and be fiscally responsible to the residents of Patrick County.
- Our administrators, faculty, and staff are our most important assets who, through their work and effort, make the critical differences in the accomplishments and future of our children.
- Every parent is an asset to our school system and must be challenged to actively participate in the education and growth of our children.
- Learning is greatly diminished when disorderly or otherwise inappropriate behavior is exhibited. Therefore, these types of behaviors are not tolerated.
- The safety and well-being of every student must be maintained during the times in which they are in our care.
- Businesses and civic organizations serve as integral partners in executing the school division's mission.

# Patrick County Public Schools Design for Success 2008-2014

## ***Needs Assessment: Trends and Factors Driving the Plan Introduction***

This section provides an overview of areas that have been identified by data and judgment to be the issues that form the basis for the goals that are to be addressed in the next six years. Included are critical trends, followed by data and documentation of these issues.

- √ The economy and life of the 21<sup>st</sup> century will be different in significant ways that will require the school division to modify and/or change in order to prepare our students. This plan addresses these changes and provides direction toward effectively providing the services needed to enable staff, students, and the community to understand and approach the 21<sup>st</sup> century. The changes that our students will face include, but are not limited to:
  - The need for higher levels of competence in the basics-reading, writing, mathematics, and science – for all levels of work and continuous education
  - Increasing reliance on relationships with others across the world for work and life
  - Expansive information growth that becomes quickly obsolete
  - Numerous career changes as a result of the fast pace of industrial change
  
- √ While graduation rates and pass rates for state testing have been relatively high, students in certain subgroups, often lack the personal management and adaptation skills and academic rigor needed for the 21<sup>st</sup> century.

- Advanced SOL assessments in reading, writing, and mathematics
- Graduating with the most rigorous diploma
- Math in the senior year and Algebra I in grade 8 (To meet AYP by offering Algebra I/Math 8 in grade 8 and have all seniors take a math course will require additional staffing and room)
- Requirement of finance course for all seniors (PCHS)
- Enrollment in AP courses
- Industrial certifications
- Problem solving, technical writing, scientific inquiry and thinking
- Greater levels of initiative, continuous learning and self-regulation

√ Overall student achievement on the state's Standards of Learning assessments knowledge and skills is strong as well as the results of AYP, however, results reveal achievement gaps in sub-group performance

- Every Patrick County School has achieved SOL-based state accreditation
- Every Patrick County School has achieved AYP, but results reveal a continual need to increase in reading and mathematics among all groups, including black, students with disabilities, and Hispanic students

√ The county and state/federal requirements continue to change creating facilities/services needs

- Continued complexity of recruiting highly qualified and diverse teachers
- Increased need for certain services, the importance of parental and community partnerships
  - Growth in the number of students in need of English language services
  - Under identification of minorities for gifted services
  - Facilities to meet the needs of essential programs (i.e. art, music, small classes)
  - Need for early childhood pre-school programs in all schools
  - Parents as partners

**Patrick County Public Schools  
Design for Success  
2008-2014**

***Needs Assessment: Trends and Factors Driving the Plan  
21<sup>st</sup> Century Life and Work***

As the committee reflected on the path that the school division will take for the upcoming years, it was recognized that the 21<sup>st</sup> century will be vastly different from the past. In response to this, while the school division is located in rural southwest Virginia, the committee acknowledged the following:

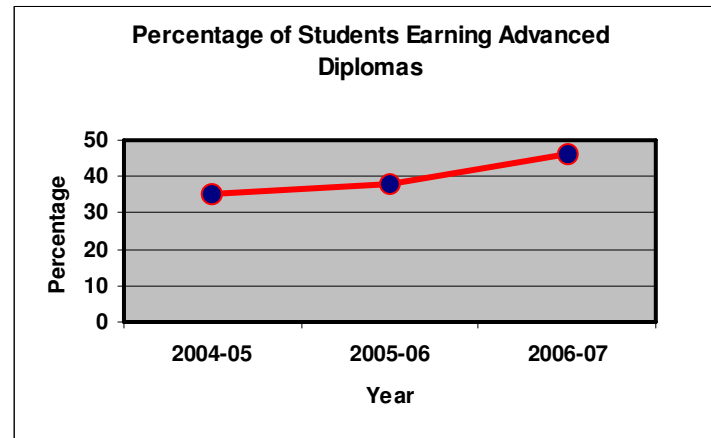
- Patrick County is moving from a manufacturing community to an information-based community resulting in:
  1. Mathematics and science knowledge, skill and interest will be essential to providing the local, regional, and national economy with workers in all kinds of fields
  2. More advanced communication skills (reading, writing, speaking, and listening), technological skills (ability to access new and valid information quickly and act on it, as well as to use technology as a tool for work) and the development of work ethics.
  3. The top ten predicted jobs in 2010 did not exist in 2004
- Current information, knowledge and skills are becoming more obsolete
  1. In 2006, information doubled every two weeks, by 2010 information will double every 72 hours
  2. Half of the people born between 1965 and 1984 will find their job knowledge and skills becoming obsolete in 30-36 months. In contrast, those born between 1945 and 1964 found that their job knowledge and skills did not become obsolete until 12 to 15 years later
- Many workers will be independent and/or change careers, not just jobs, seven to ten times. This will require people to reinvent themselves by having to learn quickly and independently, calling for schools to focus on sophisticated skills in reading, on-line learning and higher thinking skills
  1. 70% of manufactured goods/jobs will be obsolete in six years

2. It is projected that workers will have 10 to 14 job changes before age 38
- It will no longer be enough for students to have only a high school diploma. Research is indicating that a higher level of academic skills will be needed for what were once basic entry-level jobs with minimal requirements. Higher levels of skills in mathematics and reading are becoming increasingly necessary for all jobs.

# Patrick County Public Schools Design for Success 2008-2013

## Needs Assessment: Trends Driving the Plan Preparation of Students for 21st Century Success

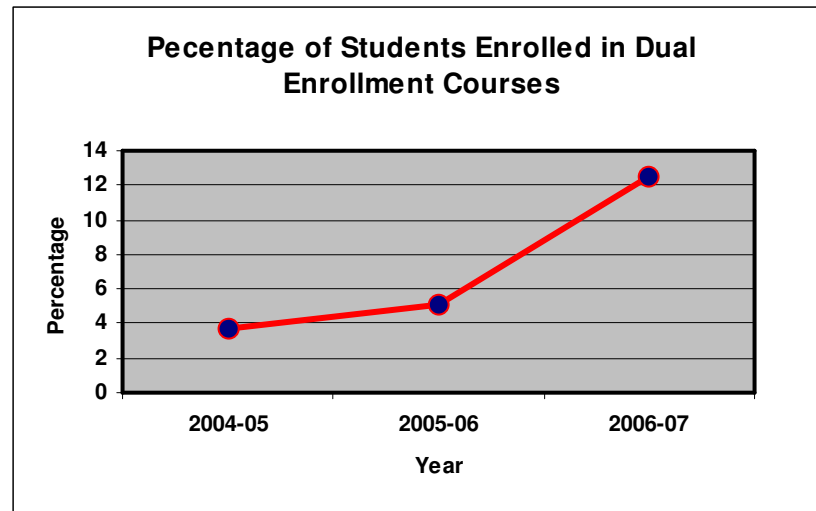
Patrick County Public Schools has a high graduation rate with many of its students achieving Advanced Studies diplomas. To earn this diploma requires that students complete four units of English and history, three units of math and lab science and three units of foreign language. A review of data as it related to students achieving beyond basic standards is as follows:



This chart indicates that Patrick County Public Schools continues to focus on preparing students academically to enter both the field of work and/or continue their educations. While growth is apparent over this three -year period, it still

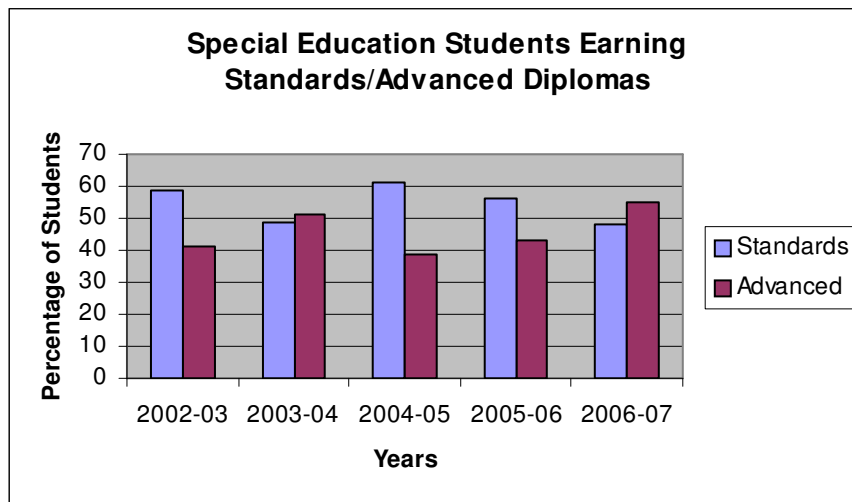
remains important that the school division continue to work toward increasing the number of students who earn advanced diplomas over a five year period.

In addition to students earning advanced diplomas, a review of data regarding those that take dual enrollment courses is as follows:



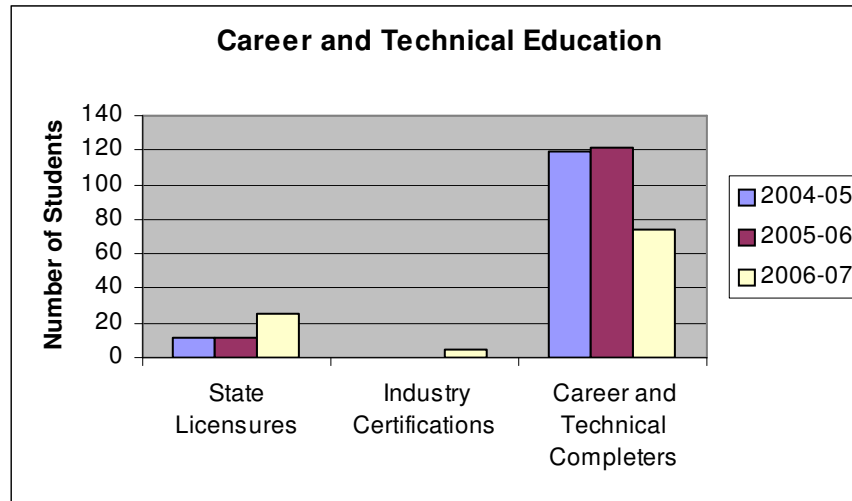
From this data, it is apparent that Patrick County Schools not only have a significant number of students who earn advanced diplomas, but the number of students enrolling in dual enrollment courses, that require high standards of performance, has significantly increased.

In addition to examining the general population of students, subgroups play an important part in ensuring that the school division is meeting the needs of all students as outlined in the No Child Left Behind Act. The following chart indicates the percentage of special education students who earned standard or advanced diplomas.



This data indicates that for this population of students, those graduating with an advanced diploma over the last three years, has increased. While identified as special education students, the school division has provided and continues to ensure that these students are achieving at a high level of expectation.

Based on the trends of society that are occurring, an examination of the career and technical educational opportunities enhances the data presented. The following chart identifies a summary of the number of industry certifications and state licenses earned by Patrick County High School Students. This data indicates that in order to prepare all students, Patrick County School Division, must examine current practices and focus on areas that need improvement.



Data from this source indicates that while the number of students that have earned state licenses and industry certification has increased, the number of students who are career and technical completers has decreased. Approximately 90% of the high school population participates in courses offered in the career and technical field. Many of these students explore those courses that are offered in the career and technical area that will enhance their skills as it relates to future career choices. In addition, students who may need support in the academic areas are tracked into courses that will enable them to be successful in these areas as opposed to taking career and technical courses. Given this information, the decrease in the number of career and technical completers can be better understood.

Patrick County High School is also in the beginning process of initiating new industry certifications and focusing on state licensures in many areas, enabling students to develop skills needed to enter the workforce or continue their educations.

The Commonwealth of Virginia has developed the Standards of Learning to define what each student should know and at a minimum has developed assessments in grades 3 through 8 and in high school to measure the extent to which students have successfully mastered that content in reading, mathematics, history and science. Success in the future will require high levels of knowledge and achievement in these core areas. Patrick County students K-12 are passing state standards at high rates when compared to other school divisions across the state. Four of seven schools were recognized by the Commonwealth for their performance regarding SOL success during the 2007-08 school year. Still, the data indicates that if all are to achieve the basic skills at the level that will be demanded in the future, efforts to increase achievement, especially in reading and mathematics, must be increasingly successful. The charts below provide information for the three most recent years on the achievement in reading and mathematics that indicate the percentage of students earning advanced and proficient scores by subgroups.

<b>Subgroups</b>	<b>Reading 2005-2006</b>		<b>Reading 2006-2007</b>		<b>Reading 2007-2008</b>	
	Advanced	Proficient	Advanced	Proficient	Advanced	Proficient
Black	6	75	13	56	11	74
White	17	67	38	49	33	53
Economically Disadvantaged	5	72	23	56	25	62
Disabilities	18	55	30	48	15	70

<b>Subgroups</b>	<b>Math 2005-2006</b>		<b>Math 2006-2007</b>		<b>Math 2007-2008</b>	
	Advanced	Proficient	Advanced	Proficient	Advanced	Proficient
Black	63	38	0	75	32	63
White	69	23	51	40	47	46
Economically Disadvantaged	56	33	34	50	33	58
Disabilities	75	17	43	43	27	55

Given the data in the above tables, it is apparent that students in each subgroup are consistent regarding percentages of students in each subgroup attaining advanced and proficient scores. The school division is to be commended for the success of students in each subgroup. As a review of data indicates, the task that the school division must address will be that of increasing the number of students not only passing, but also increasing those achieving advanced scores.

A review of specific data as it relates to specific content in the area of math is found in the following charts:

<b>Subgroups</b>	<b>Algebra 2005-2006</b>		<b>Algebra 2006-2007</b>		<b>Algebra 2007-2008</b>	
	Advanced	Proficient	Advanced	Proficient	Advanced	Proficient
Black	0	92	6	72	0	91
White	13	66	25	63	19	76
Economically Disadvantaged	8	65	18	64	12	82
Disabilities	4	56	3	66	6	72

This chart provides data that black, economically disadvantaged and disabled students do not achieve advanced scores on this content area when compared to white students.

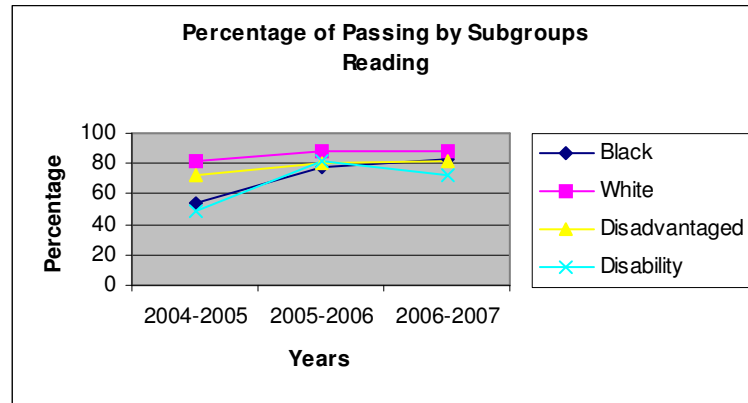
Subgroups	Geometry 2005-2006		Geometry 2006-2007		Geometry 2007-2008	
	Advanced	Proficient	Advanced	Proficient	Advanced	Proficient
Black	7	36	0	64	7	87
White	19	69	12	73	28	67
Economically Disadvantaged	8	71	9	69	16	77
Disabilities	10	65	8	65	4	88

The trend indicated for Algebra I also holds true for students enrolled in Geometry.

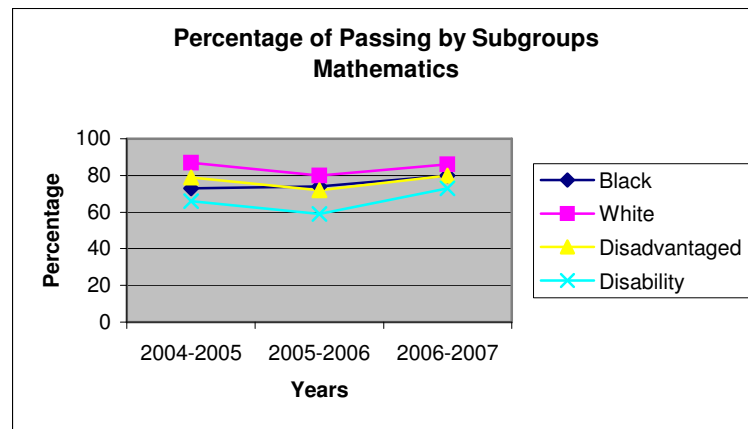
Subgroups	Algebra II 2005-2006		Algebra II 2006-2007		Algebra II 2007-2008	
	Advanced	Proficient	Advanced	Proficient	Advanced	Proficient
Black	10	70	Less than 10 blacks were enrolled in Algebra II			
White	49	48	32	59	23	70
Economically Disadvantaged	28	62	22	68	18	71
Disabilities	Less than 10 students with disabilities were enrolled in Algebra II					

The trend indicated for Algebra I also holds true for students enrolled in Algebra II. From the above charts it can be noted that a higher percentage of white students score in the advanced level on SOL test for Algebra I, Algebra II and Geometry. In addition, white students enroll in Geometry and Algebra II in greater numbers than do other subgroups.

Finally, test data regarding the percentage of passing by each subgroup is presented in the following graphs:



All subgroups have shown growth over the last three years except for students with disabilities. However, it should be noted that the reduction in passing rates reading students with disabilities was small.



This chart indicates that all subgroups are performing at similar rates, except students with disabilities.

A significant factor to the quality education that is provided to students lies in the area of teacher qualifications. There is a direct correlation between quality teachers and the success of students. The chart below regarding highly qualified teachers in this school division compared to the Commonwealth indicates that staff employed by this school division is highly qualified as determined by the *No Child Left Behind Act*.

<b>Percentage of Highly Qualified Teachers Comparison</b>			
	<b>2004-2005</b>	<b>2005-2006</b>	<b>2006-2007</b>
Division	97	97	100
State	95	95	93

While this data reflects growth and exceeds the state level, emphasis must continue to attract teachers to a rural setting in southwest Virginia. Areas that are predicted to have teacher shortages as indicated by the state department in the future include: math, special education and career and technical areas. The leading edge of the baby boom generation will reach retirement age in less than five years; a development that could deprive schools of their most experienced educators and create a national teacher shortage which will invariably have an effect on this school division.

# **Patrick County Public Schools Design for Success 2008-2013**

## **Needs Assessment: Trends Driving the Plan Population Growth and Change**

The county and its school-age population are becoming more diverse. With the elimination of many manufacturing occupations, an emphasis on retraining many of the citizens has and continues to be a focus in an effort to stimulate the county. The Patrick County Education Foundation states that over the last six years, the average number of GED graduates in Patrick County has more than doubled and 854 students have earned certificates in the area of workforce training. In addition to this, the Foundation indicated that 56% of Patrick County High School seniors in previous years indicated their desire to attend a 2 to 4 year college. Today more than 85% of Patrick County High School graduates indicate an intention to attend college.

Two of the most important factors affecting personal income are educational attainment and economic opportunity. Studies show that individuals with more education generally enjoy higher incomes and are unemployed for shorter periods of time when compared to people with less education. The per capita personal income at just over \$21,000 is typical in southwest Virginia.

A review of schools in this county reflects that in order for schools to meet the ever-increasing need to prepare its citizens to enter both the world of work and pursue a higher level of education requires that programs be in place to address the

educational needs of students. The chart below provides data regarding the forecast of the future enrollment trends; however, as stated, new and existing programs must be provided in facilities that mirror the trends in the region and in the nation. The school system faces increasing difficulty and complexity as it faces these issues.

The Patrick County Schools will have a slight decrease in enrollment of about 100 students. Elementary and high school enrollments are predicted to follow this pattern over the next six years.

<b>Grades</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
<b>K-7</b>	1518	1500	1484	1471	1440
<b>8-12</b>	1042	1040	1035	1010	1024
<b>Total</b>	2560	2540	2519	2481	2464

\*Data for 2007-2008 include Pre-K enrollments

For the upcoming year of 2008-2009, Patrick County Public Schools will initiate the process implementing a capital improvement plan that will provide services to enable students to master skills and gain the knowledge needed to enter both the workforce and college. This will ensure that our students are properly trained and have the knowledge needed that will be essential for the 21<sup>st</sup> century.

# Patrick County Public Schools Design for Success 2008-2013 Context for System Planning

Strategic planning for Patrick County Public Schools is driven by needs assessed through examination of applicable laws and regulations, community factors, and successful results from the past. The needs assessment provides information that outlines the pathway to developing goals and objectives and the plans for ensuring the identification of strategies that can be effectively implemented in order to achieve the goals and objectives. As the strategic plan is developed for the division, the coordination of these must occur and progress made toward achieving them must be made in order to assure the success of every student and employee within the requirements of federal, state, and local mandates.

The Strategic Plan is a reflection of the following:

- √ The Virginia Standards of Learning
- √ The federal *No Child Left Behind Act*
- √ Projections of student enrollment and services
  - Capital Improvement
- √ State and federal required plans for:
  - Technology
  - Career and Technical Education
  - Special Education
  - Gifted Services

Each of these is described in the following pages as background for this strategic plan.

**Patrick County Public Schools  
Design for Success  
2008-2013  
*Virginia Standards of Learning***

The Code of Virginia requires that every school division in Virginia develop and implement a six-year comprehensive plan, which is reviewed, revised, and extended every two years.

“Each local school board shall revise, extend and adopt biennially a divisionwide six-year improvement plan that shall be developed with staff and community involvement. Prior to the adoption of any divisionwide six-year improvement plan, each local school board shall make the plan available for public inspection and copying and shall conduct at least one public hearing to solicit public comment on the divisionwide plan. Each public school shall prepare a biennial plan which shall be given consideration by its school board in the development of the six-year improvement plan . . . 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 divisionwide six-year improvement plan have been met during the previous two school years.”

This 2008 six-year improvement plan for Patrick County Public Schools represents an effort towards greater system-wide consistency, through the inclusion for the first time of explicit beliefs, strategies, and action plans, as well as specific accountability measures for plan implementation and success.

**Patrick County Public Schools  
Design for Success  
2008-2013  
The Federal “No Child Left Behind” Act**

Signed into law in 2002, this federal legislation has had significant immediate and long-range implications for educational reform and accountability for student achievement. NCLB requires that:

- All students will achieve proficiency or better in reading and mathematics by 2013-14;
- All students in specific sub-groups, including those for whom English is a second language, who have disabilities, live in poverty, or belong to one of several ethnic groups, will achieve proficiency or better in reading and mathematics;
- All students will be taught by a highly qualified teacher, as defined by the Act, by 2005-06 and thereafter;
- Schools will be safe and drug-free; and
- All students will graduate from high school.

Making “Adequate Yearly Progress” under NCLB is a measure of the success of schools at attaining, with their students, the increasing levels of achievement built into the Act’s requirements each year. While the school division and individual schools have achieved “Adequate Yearly Progress” or (AYP), a focus on continual improvement will be made in order to achieve upcoming benchmarks. Subgroups will continue to be the center of attention as these groups may need additional emphasis and a concern over Algebra I and math 8 in grade 8 and math for seniors.

**Design for Success  
2008-2013**

**Capital Improvement Plan, Spring 2008**

In the winter of 2007 and spring of 2008, a school-by-school review of the adequacy of facilities based upon three major factors: (1) overcrowding, (2) special needs, and (3) the age and condition of the facility was conducted. Based on this review, the school board supported the need to provide additions and renovations to each school located throughout the county. This decision was made utilizing the school boards' vision that school facilities are to be utilized to:

- Provide a safe, comfortable, and clean environment for children in Patrick County
- Provide upgrades needed to maintain high academic community-centered facilities
- Comply with under funded federal and state mandates/laws
- Meet the citizens' expectations for Patrick County Public Schools
- Provide opportunities for long-term economic growth and development
- Continue to be good stewards of the taxpayers' money

**Highlights of Renovations and Construction**

Energy Improvements	ALL SCHOOLS
Safety and Security	ALL SCHOOLS
Planning/Architectural Design Work	ALL SCHOOLS
New Construction/ADA Compliance	ALL SCHOOLS

This plan reflects the need for necessary construction, renovation, and ADA requirements that are essential if this school division is to continue to graduate prepared students to enter the world of work or further their education.

**Patrick County Public Schools**  
**Design for Success**  
**2008-2013**  
**Technology Plan**

The technology master plan incorporates (1) the integration of technology in a manner that allows for appropriate use to ensure that meaningful learning occurs for each student (2) professional development that is directly related to student success (3) connectivity of all components throughout the system (4) evaluation of technology for effectiveness and (5) increased utilization by staff to monitor and review students both academically and in other areas.

**Patrick County Public Schools**  
**Design for Success**  
**2008-2013**  
**Career and Technical Education Plan**

The Career and Technical Education (CTE) program in Patrick County Public Schools offers courses in grades 8-12. Program areas include agriculture, family and consumer sciences, business, marketing, technology education, trade and industrial education and health occupations.

Each year, the CTE director develops a local plan that is presented to the school board and the Virginia Department of Education in June. The plan details how federal CTE funds will be used in the school division. The majority of the funds are used for program implementation, program improvement, teacher training, and professional development.

A major focus of the CTE program is to develop the technical skills of students that will enable them to enter the workforce or proceed to higher education. Almost all CTE courses have options for certifications and internships. As the CTE program expands, a review of the local industries and businesses will be reviewed in an effort to train students to enter these facilities equipped with the skills needed to be successful. Of the students who attend Patrick County High School, approximately two-thirds will take a course offered in the CTE Department.

**Patrick County Public Schools  
Design for Success  
2008-2013  
Special Education Plan**

The Special Education Annual Plan and funding application is a formal plan that is submitted yearly to the Department of Education. The Annual Plan is designed to implement state and federal laws related to the education of children who qualify for special education services. Funding is utilized for hiring personnel, purchasing materials, contract services and any other additional service that may be needed to meet the needs of these students.

**Patrick County Public Schools  
Design for Success  
2008-2013  
Gifted Education Plan**

The Patrick County Public Schools Gifted Education Program recognizes and identifies gifted learners in grades K through 12 and provides a program that:

- Provides differentiated instruction program within the classroom setting
- Assists students in achieving maximum potential
- Addresses the social and emotional needs of students
- Challenges and enables students to perform at high levels of expectations

The Gifted Plan for the school division includes the following:

- Identification: The school child study committee is responsible for determining eligibility and placement of students using student profile. Community members, parents, teachers, and others may nominate a child for the program.
- Program services: From elementary to high school, students are provided services both within the classroom setting and in an after school setting that addresses the various talents/strengths of each child.

The high school program also focuses on providing Dual Enrollment opportunities in the English, math, science and social science departments. Additional offerings include Advanced Placement, a regional academic-year Governor's School created in the areas of math, science and technology and a dual degree program.

**Patrick County Public Schools  
Design for Success  
2008-2013  
Regional Services**

Cooperation between school divisions is an effective means to provide services, which might otherwise be too expensive for a limited number of students. This section of the plan reflects the efforts made by the school division to partner with and focus attention on services that will enhance the educational process of our youth.

Patrick County Schools participate in the following regional services.

- **Blue Ridge East Technology Consortium**  
The Blue Ridge East Technology Consortium is funded by a federal Title II D grant that began in 2002. This consortium consists of 21 school divisions working together with partners such as Blue-Ridge Public Television, Virginia Tech, and Radford Universities. The consortium's purpose over the five-year period is to promote the use of technology enhance learning opportunities and provide on-going professional development to enable teachers to integrate technology.
- **Piedmont Governor's School for Mathematics, Science and Technology**  
Juniors and seniors are eligible to apply for admission to the Governor's School. Tuition costs for the program are supported by this school division along with Danville City, Pittsylvania County, Henry County, and Martinsville City.
- **Regional Alternative School**  
Patrick County Schools partners with Henry County and Martinsville City to provide a regional alternative school for students. This program is available at no cost to students.

- Western Virginia Public Education Consortium (WVPEC)  
Patrick County Schools is part of a cooperative venture with eighteen other school divisions in Western Virginia, along with representatives from Virginia Tech and Radford University. WVPEC provides services such as regional job fairs, a career switcher program, the Virginia Principals Assessment Center, and a regional program for addressing curricular or instructional issues. WVPEC is located on the campus of Radford University.
- Southside Virginia Regional Technology Consortium  
This consortium involves several counties from Southside Virginia that partner to address technology concerns. The focus of the group is to review technology utilization throughout these counties, plan and implement technology into the curriculum by providing staff development and information regarding new technologies.
- Migrant Education  
Patrick County Schools, in conjunction with Carroll County Schools, provide services to students who are considered migrant. Students in grades K-12 are eligible for these services if they qualify under federal guidelines for migratory students.
- Training/Technical Assistance Center (TTAC) provides assistances to school division across Virginia to assist children and youth with disabilities. Patrick County Schools work with Virginia Tech and Radford Universities to link resources.

**Patrick County Public Schools  
Design for Success  
2008-2013  
Goals and Objectives**

This section provides an overview of areas that have been identified by data and judgment to be the issues needing to be addressed by the school division over the next six years. This current plan represents the efforts of parents, teachers, and community leaders and addresses the following areas: Instruction, Communication, High Quality Workforce, High Quality Learning Environments, Health/Physical/Mental, and Technology. The following goals and objectives are as follows:

- Goal 1: To provide quality Instruction
  - Objective 1.1: To provide an effective, responsive, and integrated instructional program that increases student performance of knowledge and skills
  - Objective 1.2: To develop student life long learning skills that are needed to become responsible citizens (i.e. teamwork, problem solving, critical thinking and communication)
- Goal 2: To increase communication
  - Objective 2.1: To provide internal communication as a means of elevating and enhancing community and staff confidence and increasing parental involvement and support.

- Objective 2.2: To provide external communications as a means of elevating and enhancing community and staff confidence and increasing parental involvement and support.
- Goal 3: To employ high quality staff, train, and retain staff
  - Objective 3.1 To recruit staff
  - Objective 3.2 To monitor and train staff as a means of ensuring quality performance
  - Objective 3.3 To retain high quality staff
- Goal 4: To provide safe and conducive learning environments for students and staff
  - Objective 4.1 To monitor and update facilities to ensure they are appropriate
  - Objective 4.2 To monitor and update facilities to ensure they are safe
- Goal 5: To effectively utilize technology
  - Objective 5.1 To improve the teaching/learning process through increased utilization of technology
  - Objective 5.2 To increase the technology productivity of administrators, faculty and staff
- Goal 6: To develop the social, mental, and physical well being of students and staff
  - Objective 6.1 To develop the social skills of students and staff
  - Objective 6.2 To develop mental health of staff and students
  - Objective 6.3 To develop physical health of staff and students

**Patrick County Public Schools**  
**Design for Success**  
**2008-2013**  
**Goal 1**

<b>Goal 1:</b> To provide quality instruction	<b>Objective 1.1</b> To provide an effective, responsive, and integrated instructional program that increases student performance of knowledge and skills
<b>Strategy 1.1.1</b> Align and continuously improve the curriculum toward meeting the SOLs, skill development, and high standards for students	
Annual Actions:	
2008-2009	<ul style="list-style-type: none"> <li>❑ Develop division wide grade level tests that are aligned to the SOL tests for grades 3-8 and end-of-course tests that serve as benchmark assessments</li> <li>❑ Form a teacher committee to develop six-weeks-at-a-glance writing skill sequence for grades K-8</li> <li>❑ Expand on-line learning opportunities for high school students and provide guidance to students while encouraging them to take one on-line course during their school career</li> </ul>
2009-2010	<ul style="list-style-type: none"> <li>❑ Continue to construct division wide grade level tests that are aligned to the SOL tests for grades 3-8 and end-of-course tests</li> <li>❑ Implement and monitor the six-weeks-at-a-glance writing skill sequence for grades K-8</li> <li>❑ Implement a standard K-4 health and physical education course at each elementary school to promote healthy living</li> <li>❑ Reconfiguring grade 8 math to permit students to take math 8 first semester and Algebra I second semester (PCHS concern)</li> <li>❑ Examine options for expanding career/technical education offerings for students and increase the number of completers and those earning certificates</li> <li>❑ Ensure that grade level teachers participate in textbook</li> </ul>

	adoptions
2010-2011	<ul style="list-style-type: none"> <li>❑ Implement grade level tests to ensure alignment to SOL skills</li> <li>❑ Monitor progress toward improving writing as a result of implementing the six-weeks-at-a-glance writing skill sequence for grades K-8</li> <li>❑ Develop pre-SOL assessments for students in grades K-2</li> <li>❑ Create a teacher committee for each textbook selection process to identify and purchase those materials that best correlate to SOL skills</li> <li>❑ Review options that were identified for career/technical education offerings for students and increasing number of completers and those earning certificates</li> </ul>
2011-2012	<ul style="list-style-type: none"> <li>❑ Monitor and revise grade level test to ensure alignment to updated SOLs</li> <li>❑ Implement pre-SOL assessments for students in grades K-2</li> <li>❑ Develop mid-year SOL assessments to provide data regarding student progress toward meeting SOLs</li> <li>❑ Continue the teacher committee for each textbook selection process to identify and purchase those materials that best correlate to SOL skills</li> <li>❑ Provide options that were identified for career/technical education offerings for students and increasing number of completers and those earning certificates</li> </ul>
2012-2013	<ul style="list-style-type: none"> <li>❑ Monitor/revise pre-SOL assessments for students in grades K-2</li> <li>❑ Monitor and revise mid-year assessments as needed</li> </ul>
2013-2014	<ul style="list-style-type: none"> <li>❑ Evaluate/modify options for career/technical education offerings and increase the number of completers and those earning certificates</li> </ul>

<b>Goal 1:</b> To provide quality instruction	<b>Objective 1.2</b> To develop student life long learning skills that are needed to become responsible citizens
<b>Strategy 1.1.2.</b> Continuously improve services offered to ensure student success	
Annual Actions:	
2008-2009	<ul style="list-style-type: none"> <li>❑ Implement mentoring programs to assist slow students toward mastering goals/skills</li> <li>❑ Continue to provide summer school for grades K-8</li> <li>❑ Implement the dual degree program in conjunction with Patrick Henry Community College</li> <li>❑ Continue to improve and expand career planning at the elementary level with the services of counselors</li> <li>❑ Ensure that technology is and remains an integrated means for providing services to students (laptops, testing, curriculum issues)</li> </ul>
2009-2010	<ul style="list-style-type: none"> <li>❑ Establish “case managers” within all schools to address students who may experience problems (i.e. slow students)</li> <li>❑ Review data and determine the feasibility of expanding summer school for students in grade 9</li> <li>❑ Expanding summer school through grade 12 using NovaNEt or other researched based program</li> <li>❑ Increase the opportunities for special education and regular teaching staff to plan and provide services for students who participate in inclusion</li> <li>❑ Acquire curriculum specialist in the area of mathematics</li> </ul>
2010-2011	<ul style="list-style-type: none"> <li>❑ Expand dual degree program</li> <li>❑ Examine the impact of providing a three-year old program at all elementary schools</li> <li>❑ Expand and provide pre-k program at all elementary schools</li> <li>❑ Develop a 6-12 program that focuses on the vocational career and technical-track options and certifications</li> <li>❑ Expand guidance services to include areas of bullying and</li> </ul>

	<p>emotional issues</p> <ul style="list-style-type: none"> <li>❑ Consider the utilization of students as tutors (i.e. hotlines)</li> </ul>
2011-2012	<ul style="list-style-type: none"> <li>❑ Develop three-year old program</li> <li>❑ Implement a 6-12 program that focuses on the vocational track options and certifications</li> <li>❑ ❑ Expand course offerings to include vocational and dual enrollment opportunities for students in grades 8 and 9</li> </ul>
2012-2013	<ul style="list-style-type: none"> <li>❑ Provide three-year old program at all schools</li> <li>❑ Monitor and evaluate the 6-12 program that focuses on the vocational track options and certifications</li> <li>❑ Explore alternative educational and instructional settings that will address needs of students (i.e. on-line learning, alternative-day schedules, etc.)</li> </ul>
2013-2014	<ul style="list-style-type: none"> <li>❑ Explore alternative (schools-within-schools) schools at the elementary level to provide services for students to address learning needs</li> </ul>

<b>Goal 1:</b> To provide quality instruction	<b>Objective 1.3</b> To develop student life long learning skills that are needed to become responsible citizens
<b>Strategy 1.1.3.</b> Prepare and support every student to succeed academically in the most rigorous coursework	
Annual Actions:	
2008-2009	<ul style="list-style-type: none"> <li>❑ Use data to monitor each student to ensure that they have met requirements needed to graduate</li> <li>❑ Use data to monitor student performance in SOL areas and develop plans for addressing weaknesses</li> <li>❑ Provide remedial summer school for students in grades K-8</li> <li>❑ Continue to provide special services tutoring for students who experience difficulty in mastering SOLs</li> </ul>
2009-2010	<ul style="list-style-type: none"> <li>❑ Continue to use data for each student to monitor progress toward graduation requirements</li> <li>❑ Evaluate and expand the dual degree program by offering additional courses</li> <li>❑ Continue to modify plans for addressing students who are not succeeding on SOL skills</li> <li>❑ Design a campaign on the advantages of students earning an Advanced Diploma</li> </ul>
2010-2011	<ul style="list-style-type: none"> <li>❑ Monitor number of students who are participating in various components of the dual degree program</li> <li>❑ Examine ways to strengthen school-based gifted programs and conduct a parent/student survey</li> <li>❑ Develop and conduct process to determine success of students after graduation</li> <li>❑ Implement campaign regarding Advanced Diploma advantages</li> </ul>
2011-2012	<ul style="list-style-type: none"> <li>❑ Conduct a survey regarding the course offerings provided in dual degree program</li> <li>❑ Review results of survey and implement changes as</li> </ul>

	<p>needed to ensure that gifted students are achieving at the highest levels</p> <ul style="list-style-type: none"> <li>❑ Utilize results of after graduation data to determine needed changes/modification in high school programs/services</li> </ul>
2012-2013	<ul style="list-style-type: none"> <li>❑ Use results of the survey to evaluate and modify dual degree program</li> <li>❑ Continue to review and implement changes in the gifted program</li> <li>❑ Implement changes in high school program that addresses needs identified by students who have graduated</li> </ul>
2013-2014	<ul style="list-style-type: none"> <li>❑ Consider adding on-line course as a local requirement for graduation</li> <li>❑ Evaluate number of students who have earned advanced diplomas</li> <li>❑ To identify recognition for educational achievement by students and staff</li> </ul>
<p><b>Strategy 1.1.3.</b> Establish in each school, a plan for intervention with a specific focus on increasing achievement of students in the NCLB subgroups</p>	
<p>Annual Actions:</p>	
2008-2009	<ul style="list-style-type: none"> <li>❑ At the division level continue to expand on a program designed to focus on individual learning needs (Tomlinson)</li> <li>❑ Develop a division-wide model that provides significant components of an effective intervention system (<i>Pyramids of Intervention</i>, TTAC, etc.</li> <li>❑ Identify and provide staff development in the area of inclusion of students with special needs into the regular classroom</li> </ul>
2009-2010	<ul style="list-style-type: none"> <li>❑ Provide technical assistance to schools in establishing <i>Pyramids of Intervention</i>, TTAC etc. tailored to the specific needs of the schools</li> <li>❑ Continue to expand programs designed to focus on individual learning needs (Tomlinson)</li> <li>❑ Continue to monitor and provide staff development as it</li> </ul>

	<p>relates to student individual needs</p> <ul style="list-style-type: none"> <li>❑ Employ additional teaching staff and assistants to implement school intervention plan</li> <li>❑ Address reading on grade level with assessments at each grade level and/or intervention procedures if students are below grade level (PCHS)</li> </ul>
2010-2011	<ul style="list-style-type: none"> <li>❑ Monitor student improvement utilizing data to determine effectiveness of <i>Pyramids of Intervention Program</i></li> <li>❑ Continue to expand program designed to focus on individual learning needs (Tomlinson)</li> </ul>
2011-2012	<ul style="list-style-type: none"> <li>❑ Seek grants to support programs that address individual student needs</li> <li>❑ Identify and recruit community members to support intervention plan</li> </ul>
2012-2013	
2013-2014	

<b>Goal 2:</b> To increase communication	<b>Objective 2.1</b> To provide internal communication
<b>Strategy 2.1.1.</b> To provide procedures/methods for schools/staff/communities to use that will enhance internal communication	
Annual Actions:	
2008-2009	<ul style="list-style-type: none"> <li>❑ Develop a personnel handbook that will be distributed to all staff</li> <li>❑ Continue to utilize division and school web pages and emails to provide quick access to information</li> <li>❑ Continue to use the Honeywell Alert System to inform employees/communities of school information</li> <li>❑ Develop process in which conference calls can be utilized</li> <li>❑ Continue to share information about Board initiatives through various media outlets to both employees/communities (i.e newsletter, radio, etc.)</li> <li>❑ Examine the feasibility of providing an anonymous hotline providing the community the ability to report issues related to safety and global concerns</li> </ul>
2009-2010	<ul style="list-style-type: none"> <li>❑ Launch a new division web-page that will make information more easily accessible to staff/communities including web-based linkages that relate to each school</li> <li>❑ Form a committee to research effective structures for gathering, up-dating, and sharing information internally about successful programs and recommend those findings to the school division</li> <li>❑ Begin to implement weekly planning times for grade level teachers in each building</li> <li>❑ Task the Superintendent's designated committees to identify and make recommendations regarding methods to improve communication</li> </ul>
2010-2011	<ul style="list-style-type: none"> <li>❑ Implement those structures identified as effective for sharing information (i.e. grade level meetings, etc.)</li> </ul>

	<ul style="list-style-type: none"> <li>❑ Continue the implementation of weekly planning time for grade level teachers</li> <li>❑ Develop and implement a formal plan to keep staff informed when situations such as lock-down, tornado situations, etc. occur</li> </ul>
2011-2012	<ul style="list-style-type: none"> <li>❑ Survey staff to identify additional means of providing information and improving communication (biannually)</li> <li>❑ Evaluate effectiveness of structures for sharing information and revise/modify as needed (employees/communities)</li> <li>❑ Continue to implement weekly planning times for grade level teachers</li> </ul>
2012-2013	<ul style="list-style-type: none"> <li>❑ Revise, expand, and/or modify methods of improving communication based on survey results</li> </ul>
2013-2014	<ul style="list-style-type: none"> <li>❑ Gather data as to the degree in which grade level planning times are provided</li> <li>❑ Focus on the portion of teacher evaluations regarding their effectiveness at communicating clear goals and instructional procedures to students and with parents</li> </ul>

<b>Goal 2:</b> To increase communication	<b>Objective 2.1</b> To provide external communication
<b>Strategy 2.2.1.</b> To provide procedures/methods for schools/staff/communities to use that will enhance external communication	
Annual Actions:	
2008-2009	<ul style="list-style-type: none"> <li><input type="checkbox"/> Continue to utilize division and school web pages and emails to provide quick access to information</li> <li><input type="checkbox"/> Continue to use the Honeywell Alert System to inform employees/communities regarding information</li> <li><input type="checkbox"/> Continue to share information about Board initiatives through various media outlets</li> <li><input type="checkbox"/> Continue to stress importance of teacher/parent contacts</li> <li><input type="checkbox"/> Seek to increase relations with outside citizens such as: lunch buddies, retired teachers, tutors, mentors, etc. by developing a plan to formally involve these and other stakeholders</li> <li><input type="checkbox"/> Foster an open-door policy to continue to inform and seek input from the business community</li> </ul>
2009-2010	<ul style="list-style-type: none"> <li><input type="checkbox"/> Launch a new division web-page that will make information more easily accessible to staff/communities including web-based linkages that relate to each school/division</li> <li><input type="checkbox"/> Task the Superintendent's Two-Way Communications Committee to identify and make recommendations regarding methods to improve communication outside the school building</li> <li><input type="checkbox"/> Task the Parent Involvement Committee to identify and make recommendation regarding strategies to increase parental involvement <ul style="list-style-type: none"> <li><input type="checkbox"/> Form a committee to explore the possibilities of home visits for students identified as at-risk</li> </ul> </li> </ul>
2010-2011	<ul style="list-style-type: none"> <li><input type="checkbox"/> To develop a parent handbook to assist with informing parent volunteers of opportunities/responsibilities</li> </ul>

	<ul style="list-style-type: none"> <li>❑ Develop a formal process that notifies parents early in the school year of the intervention services that are available to their child</li> <li>❑ A portion of all teacher evaluations (Mandated by the Dept. of Education) will be their effectiveness at communicating clear goals and instructional procedures to students and being flexible in scheduling meetings with parents and other communications</li> </ul>
2011-2012	<ul style="list-style-type: none"> <li>❑ Survey parents to identify additional means of providing information and improving communication (triennially)</li> <li>❑ Evaluate effectiveness of structures for sharing information and revise/modify as needed</li> <li>❑ Distribute parent handbook</li> <li>❑ Continue to revise/evaluate the notification process for parents who have at-risk students</li> </ul>
2012-2013	<ul style="list-style-type: none"> <li>❑ Revise, expand, and/or modify methods of improving communication based on survey results</li> </ul>
2013-2014	

<b>Goal 3:</b> To employ high quality staff, train, and retain	<b>Objective 3.1</b> To recruit quality staff
<b>Strategy 3.1.1.</b> Continue a recruitment program to identify quality staff	
Annual Actions:	
2008-2009	<ul style="list-style-type: none"> <li>❑ Revise and develop recruitment materials that can be distributed throughout job fairs focusing on benefits/advantages of school system</li> <li>❑ Continue to post job openings through internet and media sources</li> <li>❑ Monitor and determine needed positions as a means of planning for recruitment</li> <li>❑ Identify job recruitment fairs that meet needs of school system</li> <li>❑ Screen applicants on the basis of their commitment to teach all students and meet state/federal mandates</li> <li>❑ To continue to support current employees to become administrators both financially and emotionally</li> <li>❑ Include teachers on recruiting trips</li> </ul>
2009-2010	<ul style="list-style-type: none"> <li>❑ Investigate the possibility of partnering with local businesses to provide a “package” for new teachers (i.e. Discounts at drug store, restaurants, etc.)</li> <li>❑ Consider implementing a “stock the apartment/home” for new teacher with groceries</li> <li><del>❑ Include teachers on recruiting trips</del></li> <li>❑ Update district web page to reflect a more user friendly dynamic employment opportunity page</li> </ul>
2010-2011	<ul style="list-style-type: none"> <li>❑ Consider the creation of an organization that would develop a package for new teachers which included a stipend for classroom supplies, relocation expenses, and a grocery allowance. Funding could be gathered through private donations, PTAs, and business involvement</li> </ul>
2011-2012	<ul style="list-style-type: none"> <li>❑ Continue to work toward providing a beginning salary that</li> </ul>

	is comparable to other school division in the area
2012-2013	<input type="checkbox"/> Consider providing supplements for teachers in hard to find positions
2013-2014	<input type="checkbox"/> Investigate the feasibility of using a sign-on bonus for hard-to-fill positions and hard-to-staff schools

<b>Goal 3:</b> To employ high quality staff, retain, and train	<b>Objective 3.2</b> To retrain staff
<b>Strategy 3.2.2.</b> Prepare and coach principals/administration to more effectively manage their schools/system	
Annual Actions:	
2008-2009	<ul style="list-style-type: none"> <li>❑ To develop an action plan that will identify the needs of principals and plans for delivering the leadership training to for principals (i.e. discipline issues, parents concerns, etc.)</li> <li>❑ To provide administrative “retreats” to focus on goals of school division and reflect on the implementation of the schools board’s vision</li> <li>❑ To keep lines of communication open between superintendent and administrative staff</li> </ul>
2009-2010	<ul style="list-style-type: none"> <li>❑ Identify and develop strategies that support the importance of recruitment and retention of excellent school administrators</li> </ul>
2010-2011	<ul style="list-style-type: none"> <li>❑ To consider the possibility of offering to fund the educational experiences needed to provide training and/or education beyond that of principal certification</li> </ul>
2011-2012	
2012-2013	
2013-2014	

<b>Goal 3:</b> To employ high quality staff, retain, and train	<b>Objective 3.2</b> To retrain staff
<b>Strategy 3.1.3.</b> To ensure that quality teaching remains in the school system	
Annual Actions:	
2008-2009	<ul style="list-style-type: none"> <li>❑ Provide early and effective school orientation that includes workshops in classroom management, school and district policies.</li> </ul>
2009-2010	<ul style="list-style-type: none"> <li>❑ Work toward ensuring that teachers' salaries are in line with neighboring school divisions</li> <li>❑ Schedule get acquainted activities among new teachers from across the school division during the pre-school days and throughout the school year</li> <li>❑ Form a committee of new teachers (one from each school if applicable) to identify seminar topics that will be offered (i.e. before parent conference, have a seminar on communicating with parents)</li> <li>❑ Ensure that teachers are part of the decision making process and are included in leadership areas that include them on school/division committees</li> </ul>
2010-2011	<ul style="list-style-type: none"> <li>❑ Develop and implement a formal mentoring program for new staff</li> <li>❑ Allocate additional funding toward recertification and pursuing advanced degrees</li> <li>❑ Continue to provide staff development that meets the need of experienced teachers</li> </ul>
2011-2012	
2012-2013	
2013-2014	

<b>Goal 3:</b> To employ high quality staff, retain, and train	<b>Objective 3.2</b> To train staff
<b>Strategy 3.1.4.</b> To provide training that will promote student academic performance	
Annual Actions:	
2008-2009	<ul style="list-style-type: none"> <li>❑ Provide early and effective school orientation that include workshops in classroom management, school and district policies</li> <li>❑ Use "high-tech" innovations such as accessing specialized curriculum via satellite or using interactive videodisc systems for teacher training allowing for individualized needs</li> </ul>
2009-2010	<ul style="list-style-type: none"> <li>❑ Create a data bank of staff development needs and resources and distribute to individual schools. (A basic assessment instrument may ask staff members what they could offer others and what resources they are seeking. Local citizens, such as retired or unemployed teachers, could be queried about resources they might contribute to inservice sessions or classroom activities.)</li> <li>❑ Consider the possibility of providing “floating” substitutes for teachers to train during school hours</li> </ul>
2010-2011	<ul style="list-style-type: none"> <li>❑ Provide training for administration and staff regarding access to data bank of staff development</li> <li>❑ Develop and implement a formal mentoring program for new staff</li> <li>❑ Allocate additional funding toward recertification and pursuing advanced degrees</li> <li>❑ Continue to provide staff development that meets the need of experienced teachers</li> <li>❑ Consider implementation of “hotlines” for teachers that would enable them to call another teacher to seek information concerning teaching (i.e. what to do with an</li> </ul>

	emotionally disturbed student)
2011-2012	<input type="checkbox"/> Continue to work with higher level institutions to provide on-site training and/or distance training
2012-2013	
2013-2014	

<b>Goal 4:</b> To provide a safe and conducive learning environment for students and staff	<b>Objective 4.1</b> To monitor and update facilities
<b>Strategy 4.1.1.</b> To conduct an audit of facilities, develop plans and implement	
Annual Actions:	
2008-2009	<ul style="list-style-type: none"> <li><input type="checkbox"/> To conduct an audit of facilities that include but is not limited to: rooms, interior walls, interior doors, floors, plumbing, electrical systems, HVAC systems, kitchens, hardware, egresses, communication equipment, roofs, foundations, energy costs and program offerings (i.e. art, music, special education)</li> <li><input type="checkbox"/> <del>Enclose all walkways and</del> Ensure all outside doors can be locked</li> <li><input type="checkbox"/> To formulate a plan that will address and prioritize facility issues described above that focus on providing good air quality, daylight, and a comfortable learning environment</li> <li><input type="checkbox"/> To seek funding for support of needs identified</li> </ul>
2009-2010	<input type="checkbox"/> To begin the “construction/renovation” process of needs
2010-2011	<input type="checkbox"/> To continue the “construction/renovation” process
2011-2012	<input type="checkbox"/> To continue the “construction/renovation” process
2012-2013	<input type="checkbox"/> To conduct an audit of facilities that will evaluate progress of initial project and identify additional facility needs
2013-2014	<input type="checkbox"/> To continue to upgrade/renovate and construct as needed

<b>Goal 4:</b> To provide a safe and conducive learning environment for students and staff	<b>Objective 4.2</b> To monitor and update facilities to ensure the safety of students and staff
<b>Strategy 4.2.1.</b> To monitor and reassess the facilities to determine safety needs and address those needs	
Annual Actions:	
2008-2009	<ul style="list-style-type: none"> <li>❑ To provide staff with the tools to conduct individual school safety audit</li> <li>❑ To develop a plan based on the data from the audit process (individual schools/division)</li> <li>❑ Develop and make accessible to the public and staff a school safety brochure</li> <li>❑ Conduct any needed training regarding when security equipment is purchased</li> </ul>
2009-2010	<ul style="list-style-type: none"> <li>❑ Begin the process of upgrading/renovations/additions of facilities and grounds that promote safety</li> <li>❑ Continue to seek grants that support safety in the schools</li> <li>❑ To work with each administrator in consultation with an audit team representative, to conduct an annual review of the audit report to monitor and identify any additional needs or safety concerns which have developed due to audit</li> <li>❑ Develop a division resource center that provides materials for staff to refer to regarding school safety</li> <li>❑ Include school safety related articles in school newsletters and through other sources</li> </ul>
2010-2011	<ul style="list-style-type: none"> <li>❑ To continue the “upgrade/construction/renovation” process and those identified in the audit review</li> </ul>
2011-2012	<ul style="list-style-type: none"> <li>❑ To continue the “construction/renovation” process and those identified in the audit review</li> </ul>
2012-2013	<ul style="list-style-type: none"> <li>❑ To conduct an audit of facilities that will evaluate progress of initial project and identify additional facility needs and those identified in the audit review</li> </ul>
	<ul style="list-style-type: none"> <li>❑ To continue to upgrade/renovate/construct as needed and update safety issues</li> </ul>

<b>Goal 4:</b> To provide a safe and conducive learning environment for students and staff	<b>Objective 4.3</b> To promote discipline practices that reflect safe environments
<b>Strategy 4.3.2.</b>	
Annual Actions:	
2008-2009	<ul style="list-style-type: none"> <li>❑ Continue support for teachers from administrators regarding student discipline</li> <li>❑ Continue to monitor current discipline system and to revise as needed to ensure that it meets the needs of the system/school (i.e. apology notes written by students, parental contacts, etc.)</li> <li>❑ Biannually review student code of conduct and make revisions as needed</li> <li>❑ Continue to support the SROs in schools</li> </ul>
2009-2010	<ul style="list-style-type: none"> <li>❑ Install telephones in each classroom or provide a means of communication</li> <li>❑ Evaluate the possibility of developing a comprehensive prevention–education curriculum that addresses proper behaviors (i.e. through guidance services)</li> </ul>
2010-2011	<ul style="list-style-type: none"> <li>❑ Continue to monitor reports as they relate to student discipline</li> <li>❑ Establish a committee to review the possibility of increasing the types of rewards given for “good” behavior</li> </ul>
2011-2012	<ul style="list-style-type: none"> <li>❑ Monitor and revise student discipline plan as needed</li> </ul>
2012-2013	

<b>Goal 5:</b> To effectively utilize technology	<b>Objective 5.1</b> To increase the teaching/learning process through increased utilization of technology
<b>Strategy 5.1.1 .</b> Identify and establish means for ensuring staff are trained to utilized technology in the educational setting	
Annual Actions:	
2008-2009	<ul style="list-style-type: none"> <li>❑ Provide adequate training for teachers using Smartboards and available software</li> <li>❑ Continue to use and expand services of Instructional Technology Resource Teachers</li> <li>❑ Continue to equip classrooms with technology designed to enhance instruction with training by staff</li> </ul>
2009-2010	<ul style="list-style-type: none"> <li>❑ Provide educators and administrators with information about options and best practices regarding technology integration, direct assistance, and teacher preparation and guidance in the use of educational software</li> <li>❑ Continue to identify grant funding that supports training of staff in the area of technology integration</li> <li>❑ Consider allocating time for teachers to develop curriculum that will enable them to utilize technology</li> <li>❑ Continue to utilize Interactive Achievement and other methods for establishing benchmarks</li> </ul>
2010-2011	<ul style="list-style-type: none"> <li>❑ Develop best practices for use of technology in the classroom after reviewing utilization</li> <li>❑ Develop an on-line handbook for the school division</li> </ul>
2011-2012	<ul style="list-style-type: none"> <li>❑ Distribute best practices throughout the system as a resource and utilize as a foundation for staff development</li> </ul>
2012-2013	<ul style="list-style-type: none"> <li>❑ Continue to evaluate and update training</li> </ul>

<b>Goal 5:</b> To effectively utilize technology	<b>Objective 5.1</b> To increase the technology productivity of administrators, faculty and staff
<b>Strategy 5.1.2</b> To provide training, software and hardware needed to promote increased productivity	
Annual Actions:	
2008-2009	<ul style="list-style-type: none"> <li>❑ Upgrade and update student management system to reflect needs of schools and division (SILK) (i.e. individual student data)</li> <li>❑ Provide needed training to equip staff with skills regarding use of technology</li> <li>❑ Review teacher web pages</li> </ul>
2009-2010	<ul style="list-style-type: none"> <li>❑ Ensure that teacher web pages include homework assignments and other information needed for student success</li> <li>❑ Ensure that school web pages are current and include information related to school operations (i.e. meetings, calendars)</li> </ul>
2010-2011	<ul style="list-style-type: none"> <li>❑ Provide every teacher with an up-to-date laptop</li> </ul>
2011-2012	<ul style="list-style-type: none"> <li>❑ Continue to review technology plan to include new technologies that will enhance productivity of job tasks</li> </ul>
2012-2013	

<b>Goal 6:</b> To develop the social, mental and physical well-being of students and staff	<b>Objective 6.1</b> To develop the social skills of students
<b>Strategy 6.1.1</b> To provide a curriculum that enhances the social skills of students	
Annual Actions:	
2008-2009	
2009-2010	<ul style="list-style-type: none"> <li>❑ Continue to focus on the development of student social skills beginning in Pre-K</li> <li>❑ Counselors begin the process of identifying and developing a curriculum that gives children the knowledge and motivation they need to achieve their personal best in life by teaching them a variety of skills needed to help them interact with other people and their world</li> </ul>
2010-2011	<ul style="list-style-type: none"> <li>❑ Continue to develop curriculum in conjunction with parents, teachers, staff and administration</li> <li>❑ Review current discipline plan to evaluate effectiveness toward developing appropriate social skills</li> <li>❑ Review staff handbook regarding expectations</li> </ul>
2011-2012	<ul style="list-style-type: none"> <li>❑ Make revisions as needed in discipline plan</li> <li>❑ Continue to review handbooks with staff regarding expectations and make revisions as needed</li> </ul>
2012-2013	<ul style="list-style-type: none"> <li>❑ Implement curriculum across grade levels</li> </ul>

<b>Goal 6:</b> To develop the social, mental and physical well-being of students and staff	<b>Objective 6.2</b> To develop the mental health of students and staff
<b>Strategy 6.2.1</b> To provide a curriculum, materials and/or that enhance the mental health of students and staff	
Annual Actions:	
2008-2009	
2009-2010	<ul style="list-style-type: none"> <li>❑ Begin the process of understanding what promotes mental health for students and staff</li> </ul>
2010-2011	<ul style="list-style-type: none"> <li>❑ Consult with outside sources that relate to mental health for students/staff</li> </ul>
2011-2012	<ul style="list-style-type: none"> <li>❑ Review characteristics that promote good mental health in schools (i.e. bullying, feel-good attitude) and respond by providing prevention/intervention programs/services</li> </ul>
2012-2013	<ul style="list-style-type: none"> <li>❑ Evaluate the effectiveness of mental health opportunities offered in schools/division (i.e. survey)</li> </ul>

<b>Goal 6:</b> To develop the social, mental and physical well-being of students and staff	<b>Objective 6.3</b> To develop the physical health of students and staff
<b>Strategy 6.3.1</b> To provide a curriculum, materials and/or services that enhance the physical health of students and staff	
Annual Actions:	
2008-2009	<ul style="list-style-type: none"> <li>❑ Implement state regulations regarding time related to physical education</li> </ul>
2009-2010	<ul style="list-style-type: none"> <li>❑ Review and modify lessons based on State Standards of Learning for Health/PE</li> </ul>
2010-2011	<ul style="list-style-type: none"> <li>❑ To continue to develop health literacy/habits for both students and staff</li> </ul>
2011-2012	
2012-2013	<ul style="list-style-type: none"> <li>❑ To continue to focus on students/staff taking the responsibility for their own health, practicing good health habits and giving up harmful ones, and responding to warning signs before something serious happens to their health</li> </ul>