



COMPREHENSIVE PLAN

MISSION STATEMENT

Washington County Schools will provide a safe, supportive and engaging learning environment, which challenges all students to achieve their own maximum potential. In partnership with the family and community, the Washington County School System will offer a diverse array of educational experiences that will provide all students the opportunity to acquire basic academic skills and promote their healthy social, physical and intellectual growth.

VISION STATEMENT

The Washington County Schools will be a dynamic community of learners where:

- faculty and staff are empowered through respect, training, leadership and resources to provide an excellent educational program;
- faculty and staff communicate high expectations and respect to every student;
- students are engaged through a rich curriculum to acquire the skills and the love of learning;
- all students obtain the skills of citizenship by playing and working together in an atmosphere that respects both diversity and cooperation;
- a partnership with parents and the greater community extends to all citizens a greater appreciation of the value of an excellent education; and
- students exit with academic skills at or above grade level and on graduation are prepared to succeed in post-secondary education and/or employment.

CORE VALUES

We believe successful schools:

- Provide safe, healthy, and dynamic learning environments.
- Employ and retain highly qualified staff.
- Have a well-defined curriculum and programs that are aligned with state and national standards.
- Involve all stakeholders as partners.
- Respect all.
- Are accountable.
- Align budgets with priorities.
- Result from effective communication from and to every level.
- Engage and communicate with families.
- Provide opportunities for participation in co-curricular and extra-curricular activities.

We believe effective instruction:

- Is research-based.
- Assumes all children can learn.
- Meets the unique needs of each child.
- Prepares students for success.
- Educates the whole child.
- Elicits high performance consistent with abilities.

GOAL: Improve Student Achievement

OBJECTIVE: All schools in Washington County will maintain full accreditation.

Strategy	Timeline	Intended Result	Indicator	Person Responsible
Provide an instructional program that will prepare students to meet state and federal accountability mandates	On-going	<ul style="list-style-type: none"> • All schools will maintain full accreditation by the Commonwealth of Virginia • All schools and division will meet adequate yearly progress as prescribed by No Child Left Behind 	<ul style="list-style-type: none"> • Benchmark testing, SOL end-of-course tests, AYP subgroup data 	<ul style="list-style-type: none"> • Principals • Classroom Teachers • Level Supervisors
Evaluate and revise curriculum needs, including pacing guides and benchmark assessments, based upon disaggregated data for individual schools to meet the needs for student achievement and determine instructional decisions	Annually	<ul style="list-style-type: none"> • Identification of student and teacher strengths and weaknesses 	<ul style="list-style-type: none"> • STAR testing, PALS, Benchmark testing, SOL end-of-course tests, AYP subgroup data, Project graduation, Reading Recovery screening, QR3 • Classroom Observations • Annual updates of pacing guides and benchmark test revisions • Textbook or resource changes 	<ul style="list-style-type: none"> • Principals • Classroom Teachers • Level Supervisors
Investigate and determine the best use of time and personnel in each school to optimize instruction	Annually	<ul style="list-style-type: none"> • All schools will meet targeted pupil teacher ratios as prescribed by the Virginia Standards of Quality • Establish before/during/after school tutoring programs 	<ul style="list-style-type: none"> • Report of Pupil:Teacher ratios • Master Schedules 	<ul style="list-style-type: none"> • Principals • Asst. Superintendent • Level Supervisors

(continued)

OBJECTIVE: All schools in Washington County will maintain full accreditation.

Strategy	Timeline	Intended Result	Indicator	Person Responsible
Develop and implement intervention plans for students who demonstrate such a need	On-going	<ul style="list-style-type: none"> • Meet individual needs of each student 	<ul style="list-style-type: none"> • Tutoring programs • Algebra Readiness • Reading Recovery based on data derived from classroom testing • AR and STAR testing • Benchmark testing • SOL End-of Course testing • Tier I, II and III Interventions • AIMS Web • Professional Learning Communities • GATE Plans and GEPs 	<ul style="list-style-type: none"> • Principals • Classroom Teachers • Level Supervisors • GATE Coordinators
All teachers will make use of electronic media to communicate with parents	Annually	<ul style="list-style-type: none"> • Improved communication • All parents will have access to current information relative to students 	<ul style="list-style-type: none"> • Up-to-date teacher web pages • Documented usage of teacher web pages • Power Teacher; documented use of e-mail, QUIA, Moodle, electronic mid-term reports • Use of Parent Portal • List Serve Announcements • Uniting the Division 	<ul style="list-style-type: none"> • ITRT Teachers • Classroom Teachers • Principals

GOAL: Improve Student Achievement

OBJECTIVE: Provide an instructional program that leads to competencies in English, math, science, and social studies, as defined by state and national standards.

Strategy	Timeline	Intended Result	Indicator	Person Responsible
All teachers will use writing strategies in each core curriculum area, as prescribed by the Virginia Department of Education	On-going	<ul style="list-style-type: none"> • Analysis of writing samples • Use of writing rubrics and writing models 	<ul style="list-style-type: none"> • Documentation of writing instruction in the Standards of Learning, pacing guides, and teacher lesson plans • Analysis of scores on writing tests • Documentation of entries in writing contests • Classroom observations • Division wide elementary writing prompt • Criterion writing assessment in high schools • Four Square writing model at elementary schools 	<ul style="list-style-type: none"> • Principals • Classroom Teachers

(continued)

OBJECTIVE: Provide an instructional program that leads to competencies in English, math, science, and social studies, as defined by state and national standards.

Strategy	Timeline	Intended Result	Indicator	Person Responsible
Identify, monitor, and accelerate student reading levels throughout the year	On-going	<ul style="list-style-type: none"> • Based on comprehensive data, 100% of 3rd grade students reading on grade level by the end of the academic year 	<ul style="list-style-type: none"> • Documentation of professional development related to teaching reading • Student Independent Reading Levels determined by AR, STAR and QRI • Documentation of student progress on reading levels by Accelerated Reader tests • Analysis of scores on Standards of Learning Reading, Literature and Research Tests • PALS Benchmark Data • Achieve 3000 (MS) • Read 180 (HS) 	<ul style="list-style-type: none"> • Principals • Classroom Teachers • Reading Specialists
Incorporate higher-level thinking skills in all content areas	On-going	<ul style="list-style-type: none"> • Teachers will provide opportunities for students to engage in independent study projects and higher level critical thinking activities 	<ul style="list-style-type: none"> • In-house Review Committees • Lesson Plans • Classroom observations • e-Cove universal observation tool • Elementary School Pulse 	<ul style="list-style-type: none"> • Principals • Management Team • Classroom Teachers
Implement technology enriched classrooms	On-going	<ul style="list-style-type: none"> • Increase student engagement and improve student achievement 	<ul style="list-style-type: none"> • Classroom observation • Student and teacher use of technology in the classroom 	<ul style="list-style-type: none"> • Principals • Management Team

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OBJECTIVE: Provide an instructional program that leads to competencies in English, math, science, and social studies, as defined by state and national standards.

Strategy	Timeline	Intended Result	Indicator	Person Responsible
Provide all high school students who are continuously enrolled within an academic curriculum with the opportunity to receive an Advanced Studies, Standard, Modified or Special Diploma, Certificate of Attendance or GED	Annually	<ul style="list-style-type: none"> • All students receive a diploma certifying program completion 	<ul style="list-style-type: none"> • Number of Advanced Studies Diplomas, Standard Diplomas, Modified Standard Diplomas, Standard Technical Diplomas, Advanced Technical Diplomas, Special Diplomas, Certificates of Attendance and GED graduates 	<ul style="list-style-type: none"> • Principals • Guidance Counselors • Level Supervisors
Continue to increase graduation rate for students in four-year cohorts	Annually	<ul style="list-style-type: none"> • Percent of on-time cohort graduation rate with Advanced, Standard, Standard Technical, Advanced Technical, Modified or Special diplomas increases annually by 3%, reaching 100% by 2013-2014 	<ul style="list-style-type: none"> • Tutoring • Mentoring • Credit recovery • Project Graduation • Remediation opportunities • Counseling • Summer School • Career Coaches • Alternative Programs 	<ul style="list-style-type: none"> • Principals • Guidance Counselors • Level Supervisors

GOAL: Improve Student Achievement

OBJECTIVE: Offer a career and technical program that provides opportunities for students to acquire the skills to meet industry standards and prepare for post secondary education.

Strategy	Timeline	Intended Result	Indicator	Person Responsible
Teach the essential competencies in all career and technical courses and maintain a Student Competency Record for each student using the CanDo software	Annually	<ul style="list-style-type: none"> • All students enrolled in career and technical programs will achieve at least 80% of essential competencies • 70% or more of students enrolled in programs that provide industry-based certification successfully complete the certification 	<ul style="list-style-type: none"> • Documentation and monitoring of student progress and competency attainment 	<ul style="list-style-type: none"> • Classroom Teachers • Principals • Level Supervisors
Career and Technical instructors will incorporate workplace readiness skills into their program instruction	Annually	<ul style="list-style-type: none"> • All career and technical students will achieve at least 80% of the Workplace Readiness Skills competencies 	<ul style="list-style-type: none"> • CTE Competency Checklist • Teacher Observation • Documentation in lesson plans 	<ul style="list-style-type: none"> • Classroom Teachers
Maintain Career Portfolios by CTE students and expand to include examples of quality work, resume, and student competencies	Every nine weeks	<ul style="list-style-type: none"> • Develop portfolios for Career Development 	<ul style="list-style-type: none"> • Development of portfolios 	<ul style="list-style-type: none"> • Classroom Teachers • Principals
Each trade and industrial program participates in the district Skills USA and Health Occupations Students of America (HOSA) competitions	Annually	<ul style="list-style-type: none"> • Develop leadership and technical skills 	<ul style="list-style-type: none"> • Student participation in competitions • Student membership 	<ul style="list-style-type: none"> • Classroom Teachers • Principals
Develop and implement non-traditional enrollment activities	Annually	<ul style="list-style-type: none"> • Increase non-traditional enrollment in CTE programs annually 	<ul style="list-style-type: none"> • Percentage of non-traditional students enrolled 	<ul style="list-style-type: none"> • Classroom Teachers • Principals • Guidance Counselors • Level Supervisor

GOAL: Improve Student Achievement

OBJECTIVE: Offer Fine Arts and Physical Education programs that provide opportunities for students to develop well-rounded and healthy lifestyles.

Strategy	Timeline	Intended Result	Indicator	Person Responsible
Maintain an instructional program, including a health curriculum, which will develop and maintain students' health and physical well being	Annually	<ul style="list-style-type: none"> • Raise student awareness of the benefits of healthy lifestyle • Positively impact the health and well-being of students 	<ul style="list-style-type: none"> • Physical fitness tests • Health committee recommendations • DARE • Second Step • Safe and Drug Free Schools activities • Lesson plans reflecting the Health Standards of Learning • Organ Wise Guys • Installation of new playgrounds • Leap Programs (nutritional) 	<ul style="list-style-type: none"> • PE Teachers • Classroom Teachers • Principals
Support the core curriculum to enhance the Standards of Learning through collaboration among core teachers, fine arts and physical education teachers	Annually	<ul style="list-style-type: none"> • Student learning is enhanced through the integration of the curriculum 	<ul style="list-style-type: none"> • Lesson plan documentation • Documentation of cross-curricular skills 	<ul style="list-style-type: none"> • Classroom Teachers • Principals

GOAL: Improve Student Achievement

OBJECTIVE: Provide a differentiated instructional program which meets the needs of all students.

Strategy	Timeline	Intended Result	Indicator	Person Responsible
Continue to identify all students needing remediation within the first 45 days of the school year using multiple measures, documenting the use of differentiated instruction	45 days	<ul style="list-style-type: none"> • Identified students placed in intervention programs 	<ul style="list-style-type: none"> • Benchmark testing • Mid-nine week reports • Previous SOL tests • Student grades • AYP subgroup data • Reading Recovery observation survey • PALS testing/Quick Checks • ARI testing • Use of differentiated instruction documented in lesson plans • Workshops provided on differentiation of instruction • Kindergarten screening 	<ul style="list-style-type: none"> • Classroom Teachers • Specialized staff • Reading Specialists • GATE Coordinators
Provide inclusion in the regular classroom, based on student need as appropriate	Annually	<ul style="list-style-type: none"> • Access to the general curriculum • Students will pass SOL tests and meet yearly AYP benchmarks 	<ul style="list-style-type: none"> • SOL/Benchmark Scores 	<ul style="list-style-type: none"> • Supervisor of Special Services • Principals • Classroom Teachers
Utilize Student Intervention Teams at all levels	On-going	<ul style="list-style-type: none"> • Student achievement/progress • Referrals that result in students found eligible for special education services 	<ul style="list-style-type: none"> • Number of referrals that results in identification • Child study teams • REACH teams 	<ul style="list-style-type: none"> • Intervention Team • Principals • Guidance Counselors
Continue to seek opportunities to provide higher level or accelerated course offerings	As developed, annually	<ul style="list-style-type: none"> • Expand accelerated offerings, including online class offerings, advanced placement classes, and dual enrollment classes • Prepare students for post-secondary opportunities 	<ul style="list-style-type: none"> • Number of course offerings available to meet individual student needs • Versatility of course offerings through movement to block scheduling 	<ul style="list-style-type: none"> • Level Supervisors • Principals • Classroom Teachers • GATE Coordinators

GOAL: Provide Opportunities for Activities that Enhance the Development of the Whole Child

OBJECTIVE: Washington County Schools will work to meet the needs of all students by implementing and supporting relevant student activity programs. These activities should include both extra-curricular and co-curricular activities.

Strategy	Timeline	Intended Result	Indicator	Person Responsible
Gauge student interest in extra- and co-curricular activities and provide relevant programs at all schools	Annually	<ul style="list-style-type: none"> • Opportunities available for student participation in extra- and co-curricular activities 	<ul style="list-style-type: none"> • Programs offered and student participation • Documentation of student input 	<ul style="list-style-type: none"> • Principals
Incorporate Healthy Life Styles Committee recommendations into PE curriculum	Annually	<ul style="list-style-type: none"> • Annually increase the number of students who meet or exceed state Physical Fitness requirements 	<ul style="list-style-type: none"> • Percentage of elementary and middle school students meeting the 70% benchmark in the Wellness Zone of the Virginia Wellness Fitness Test will improve 5% annually (schools meeting benchmark will maintain or show continuous improvement of 5% annually) 	<ul style="list-style-type: none"> • Health & Physical Education Teachers
All schools will incorporate Character Education as a vital part of the curriculum and student activities	Annually	<ul style="list-style-type: none"> • Document the existence of Character Education programs • Second Step Program data 	<ul style="list-style-type: none"> • Second Step (K-3) • DARE • Classroom Guidance (PK-8) • Social Skills Class (K-8) • Cyber Bullying Presentations • SAP Counselors • Individual guidance sessions 	<ul style="list-style-type: none"> • Principals • Guidance Counselors • DARE Officer

GOAL: Provide Opportunities for Activities that Enhance the Development of the Whole Child

OBJECTIVE: Multi-cultural activities will be incorporated as our world becomes smaller due to the advances in technology and e-commerce.

Strategy	Timeline	Intended Result	Indicator	Person Responsible
Provide instruction that emphasizes tolerance and acceptance of cultures and differences in people	Annually	<ul style="list-style-type: none">• Students become aware of cultural diversity	<ul style="list-style-type: none">• Documented Lesson Plans that contain multi-cultural information and schedule of multi-cultural celebrations• Classroom observations	<ul style="list-style-type: none">• Principals• Classroom Teachers

GOAL: Enhance Collaboration and Communication Among Schools, Communities And Parents

OBJECTIVE: The communication, interaction, and collaboration between schools and parents will be enhanced at each division school.

Strategy	Timeline	Intended Result	Indicator	Person Responsible
Each school will establish opportunities for both formal and informal parent participation and communication through parent advisory groups, textbook adoption committees, career and technical advisory councils, and/or PTA	Annually	<ul style="list-style-type: none"> • Parents will stay informed and have opportunities for input 	<ul style="list-style-type: none"> • Documentation of parent advisory meetings • Documentation of parent involvement in school plans and activities • Use of PowerSchool components to keep parents informed – Parent Portal • Documentation of press releases, newspaper articles and websites • Teacher web pages 	<ul style="list-style-type: none"> • Superintendent • Asst. Superintendent • Principals

GOAL: Enhance Collaboration and Communication Among Schools, Communities And Parents

OBJECTIVE: The communication, interaction, and collaboration between schools and the community will be enhanced at each division school.

Strategy	Timeline	Intended Result	Indicator	Person Responsible
Continue to involve community agencies and advisory councils in decisions related to education	On-going	<ul style="list-style-type: none"> • Establish partnerships with community groups 	<ul style="list-style-type: none"> • Collaboration efforts • Documentation of meeting agendas and minutes 	<ul style="list-style-type: none"> • Principals • Superintendent • Asst. Superintendent
The administrative staff will report to the school board and general public the extent to which the objectives of the Comprehensive Plan have been met	Bi-annually	<ul style="list-style-type: none"> • Meet State requirements 	<ul style="list-style-type: none"> • Documentation of presentation to the School Board 	<ul style="list-style-type: none"> • Principals • Superintendent • Asst. Superintendent

GOAL: Enhance Faculty and Staff Capacity through Professional Development

OBJECTIVE: Provide professional development, based on needs assessment, staff input and available data.

Strategy	Timeline	Intended Result	Indicator	Person Responsible
Develop an annual Professional Development Plan based on current trends and identified needs	Annually	<ul style="list-style-type: none"> • Provide opportunities for teachers to continue personal and professional growth • Increase student achievement • Provide opportunities for technology enhanced learning 	<ul style="list-style-type: none"> • Improvement Plans at each school • Survey of staff needs • Adequate funding for professional development • Written evaluations specific to areas of concentration • Division Professional Development Plan and Calendar • Providing in-service activities throughout the year 	<ul style="list-style-type: none"> • Principals • Asst. Superintendent • Level Supervisors

GOAL: Enhance Faculty and Staff Capacity through Professional Development

OBJECTIVE: Provide training to staff in best practices specific to areas of responsibility.

Strategy	Timeline	Intended Result	Indicator	Person Responsible
Ensure on-going professional development within each department to meet all federal and state requirements for training	On-going	<ul style="list-style-type: none">Each employee receives appropriate training to meet state and federal requirements in their specific area of responsibility	<ul style="list-style-type: none">Documentation upon completion of training	<ul style="list-style-type: none">Asst. SuperintendentLevel Supervisors

GOAL: Promote a Safe and Nurturing School Environment

OBJECTIVE: Seek to reduce the number of incidents of law violations, violence, bullying and person injury accidents.

Strategy	Timeline	Intended Result	Indicator	Person Responsible
Continue to update Crisis Plans annually	Annually	<ul style="list-style-type: none"> • Maintain a safe school environment 	<ul style="list-style-type: none"> • Crisis Plans at each school 	<ul style="list-style-type: none"> • Asst. Superintendent • Principals
Continue to maintain a working relationship with local, county and state law enforcement	On-going	<ul style="list-style-type: none"> • Maintain a safe school environment 	<ul style="list-style-type: none"> • Law Enforcement Recognition Programs • Open invitations for lunch 	<ul style="list-style-type: none"> • Asst. Superintendent • Principals
Identify safety issues and concerns and develop action plans	On-going	<ul style="list-style-type: none"> • Maintain a safe school environment 	<ul style="list-style-type: none"> • Student attendance data • Student discipline data • Accident reports • Use of Hot Line • Cyber bullying training • Internet safety training • Character Education programs 	<ul style="list-style-type: none"> • Asst. Superintendent • Principals

GOAL: Utilize Present Facilities, Restructure Existing Facilities, and Acquire New Facilities to Address the Needs of Students and Programs within the School Division

OBJECTIVE: Complete Building Projects on Budget and on Schedule.

Strategy	Timeline	Intended Result	Indicator	Person Responsible
Complete building projects on budget and on schedule	On-going	<ul style="list-style-type: none"> • Complete identified Phase II projects 	<ul style="list-style-type: none"> • Completed projects 	<ul style="list-style-type: none"> • Superintendent • Asst. Superintendent • Facilities Manager
Update elementary playgrounds with adaptive equipment	On-going	<ul style="list-style-type: none"> • Playground facilities available and accessible to all students 	<ul style="list-style-type: none"> • Completed projects 	<ul style="list-style-type: none"> • Asst. Superintendent • Special Services Coordinator

GOAL: Utilize Present Facilities, Restructure Existing Facilities, and Acquire New Facilities to Address the Needs of Students and Programs within the School Division

OBJECTIVE: Continue to evaluate facilities to provide a safe environment for students and employees.

Strategy	Timeline	Intended Result	Indicator	Person Responsible
Installation of entrance security systems at all schools	2009-2012	<ul style="list-style-type: none"> Maintain a safe school environment 	<ul style="list-style-type: none"> 100% of schools equipped with buzzer entry systems on front door 	<ul style="list-style-type: none"> Asst. Superintendent
Evaluate and implement (as needed) outside surveillance cameras	Annually	<ul style="list-style-type: none"> Maintain a safe school environment 	<ul style="list-style-type: none"> 100% of schools equipped with appropriate surveillance equipment to monitor vulnerable areas 	<ul style="list-style-type: none"> Asst. Superintendent