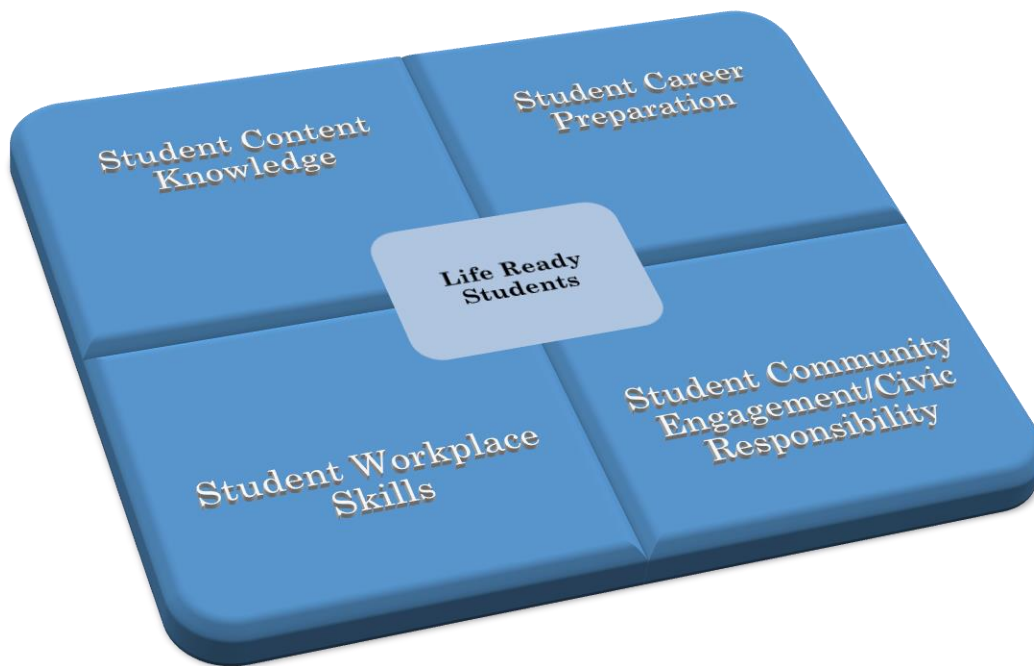


Rappahannock County Public Schools

Comprehensive Plan

2017-2022



Sharing past successes, planning for the future, and providing the skillsets needed for life ready students

Dr. Donna O. Matthews, Superintendent

Approved 12.13.16

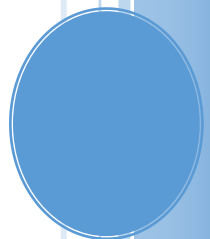


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Purposes of Comprehensive Plan

(Rappahannock County School Board Policy AF)

The Rappahannock County School Board will adopt a division-wide comprehensive, unified, long-range plan based on data collection, an analysis of the data, and how the data will be utilized to improve classroom instruction and student achievement.

The division-wide comprehensive plan will include the overarching goals of the division, future and past strategies for improving student achievement (particularly the achievement of educationally at risk students), and maintaining high levels of student achievement. In addition, the assessment of goals, enrollment changes that might lead to increases in facility needs, regional programs or services when appropriate, and review of the Virginia Board of Education's required technology plan are included in the planning process. The plan will also address the division's career and technical education programs, and finally evidence of community participation in the development of the plan, with the goal of building successful school and parent partnerships.

Philosophy

Rappahannock County Public Schools' philosophy is to promote
continuous academic improvement of students,
improvement of the division,
and self-improvement.



Vision

Our vision is to empower every student to reach his or her full, individual potential.

Mission

Through educational opportunities, the mission of RCPS is to promote a culture of learning, a roadmap for excellence, and the passion and character that leads to each student's success.



Comprehensive Plan 2017-2022

Acknowledgement

Rappahannock County Public Schools extend a special thanks to Dr. Larry Brooks for facilitating the comprehensive planning process and providing a true example of servant leadership.

Comprehensive Planning Team Members (in alphabetical order)

Brad Barnes, Youth Advocacy Prevention and Athletics Representative

Robin Bolt, Technology

Sherri Cillo, Parent/Community Representative

Sheriff Connie Compton, Rappahannock County

Karen Ellis, Principal

Carlos Flores, Parent

Shannon Grimsley, Academic Services

Larry Grove, School Board Representative

Jason Guira, Teacher

Gary Honaker, Finance

Carol Johnson, Special Education

Cathy Jones, Teaching and Learning

Jerry Anne Kines, Parent/Band Representative

Dr. Donna Matthews, Superintendent

William Shanks, Parent

Doug Schiffman, Community Representative

Jimmy Swindler, Facilities

Michael Tupper, Principal

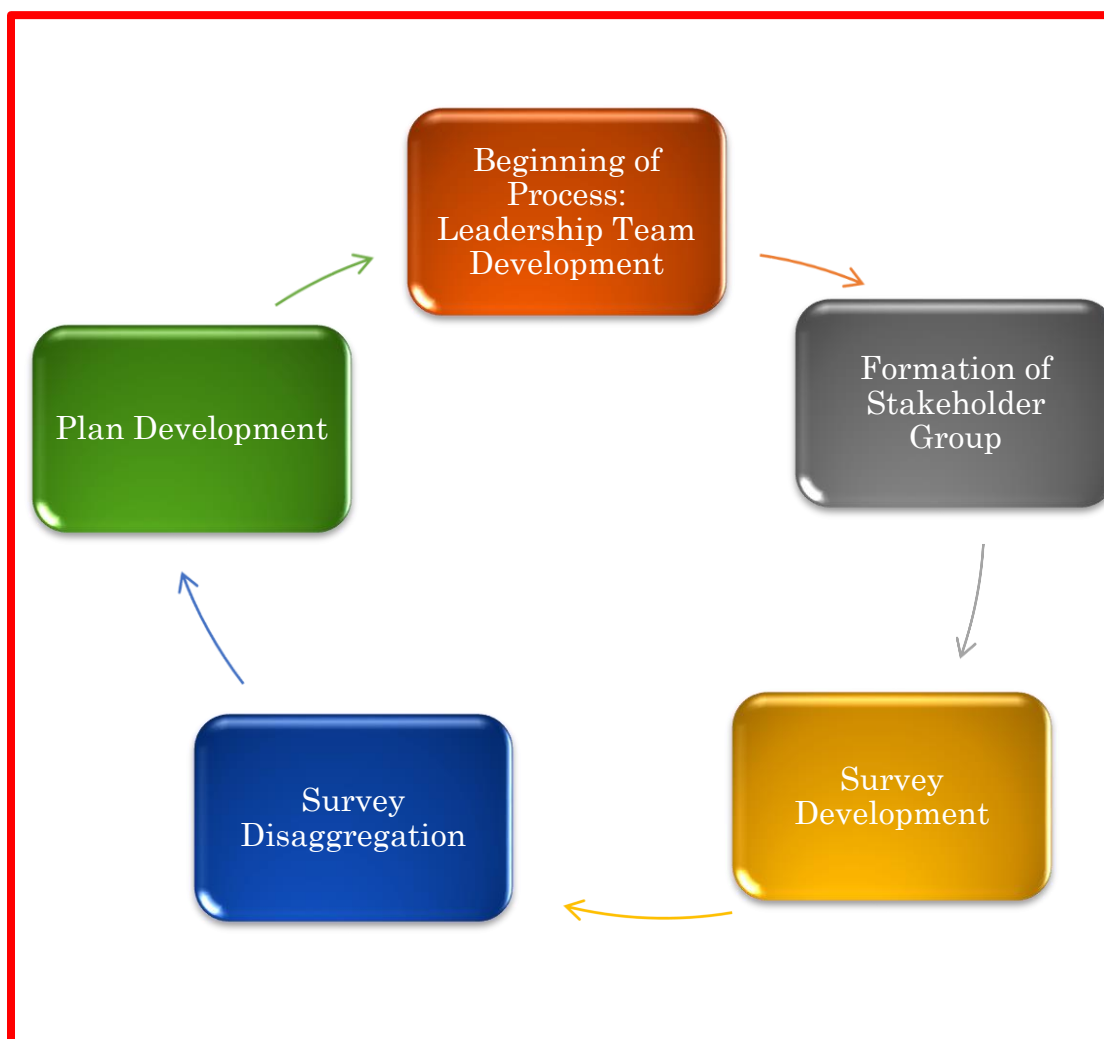
Lora Waterbury, Parent

Tony Waterbury, Parent

Amy Wayland, Teacher



Comprehensive Planning Team Development Process



Rappahannock County Public Schools embarked on a fifteen month process to update its Comprehensive Plan beginning in July of 2015. A diverse group of stakeholders and community partners was assembled to form a Comprehensive Planning Team (CPT) under the facilitation of an outside expert. The CPT met initially to identify perceived areas of strengths and weaknesses of the school division. This process was followed with a Needs Assessment Survey designed to obtain additional public input on the state of the school division. Results of the Needs Assessment Survey identified the following strengths:

- a person-centered approach,
- a committed and competent staff,
- strong community partnerships and support,
- positive relationships with students and parents,
- strong phonics instruction,
- and students' sense of strong community support.



The following challenges were identified:

- reading mastery,
- differentiation for learning extremes,
- recruitment and retention process for staff,
- culture of testing,
- time for extracurricular activities, and
- perception of low volunteerism at the high school level.

Data resulted in the identification of six major goals for the RCPS school division for the 2017-2022 comprehensive plan cycle. In addition, current recommendations from the Virginia Department of Education (VDOE) emphasizing the “**Profile of a Virginia Graduate**” were incorporated into this Comprehensive Plan to ensure alignment with state initiatives. In keeping with the VDOE recommendations, instructional opportunities for the 2017-2022 Comprehensive Plan will continue to emphasize the Five Cs as we develop a profile for our future graduates.

The Five Cs are comprised of the following:

- **Critical Thinking**- Analyzing and evaluating an issue to form a judgement
- **Creative Thinking**- Using imagination and original thought to solve problems
- **Collaboration**- Interacting with others across networks to produce and create
- **Communication**- Exchanging oral and written information effectively in a variety of ways to a variety of audiences
- **Citizenship**- Actively participating in a democratic society locally and globally

These five areas will be woven within instructional strategies to promote life ready skillsets for the graduates of Rappahannock County High School.

The resulting plan reflects a long-range, data-driven strategy intended to build upon the positive accomplishments of the past six years. Addressing goals and providing research based strategies will continue to improve classroom instruction and student achievement while preparing our students as citizens for a life ready future.



Where Have We Been?

On the Path for Improving Instruction

Background

At the onset of the previous comprehensive plan in 2011-2012, a concerted effort was made to improve student achievement. The elementary school was accredited with warning, largely due to an implementation dip from rapidly changing state standards, requiring an increase in rigor and depth of knowledge. With help from the state school improvement office, a division school improvement team was formed in order to conduct a thorough evaluation of its math and reading programs. It was found that the school division had much work ahead in order to realign its instructional program with the new standards. This required much collaboration among grade-level teams, administration, and the state department just to conduct the analysis in 2012.

Training

Since this evaluation, and through the guidance and data analysis training provided by Dr. Matthews beginning in 2013, staff received elaborate instruction on curriculum alignment, instructional pacing, benchmarking with data and correlations, and unpacking state standards for essential information. Administrators were trained to analyze data strategically, monitor progress, and create a platform for continuous discussion with teachers around data to ensure proper progress was being made toward these goals. The result was evident after one year, with both schools earning full accreditation and closing achievement gaps in all subgroups.

A number of strategies and programs were adopted for use in helping students and teachers improve achievement. An emphasis on a tiered system of supports was implemented in reading and math in order to individualize instruction and empower students to make progress.

Emphasis on Reading Instruction

The *Wilson Program* was implemented in school year 2012-2013 as a Tier I intervention, meaning that all students in grades K-3 received the program as the core phonics instructional program. Students who still did not make progress were then moved into the Wilson Double Dose program as a way to allow more time with smaller groups for students who needed additional practice with phonics skills. In addition, the *I-Station* program, a computerized reading intervention program, was adopted to allow students to receive instruction using an online format based upon skill level performance. After reviewing data and progress, the *I-Station* program was replaced by Imagine Learning in 2015, a much more adaptive program with more interactive components. The pilot of Imagine Learning found that the program added a much more user-friendly data platform for teachers to analyze student mastery of skills, align content with instructional practice, and allow students to interact in a much more engaging and imaginative way. The program encouraged the use of multiple modalities of access, whether



from a laptop or mobile device, and offered stimulating rewards and incentives through learning gameplay and avatar-building motivational tools. The program has been well received and the division plans to work to keep the program for continued use.

For middle school and high school students struggling with reading skills, *Language Live* was adopted to help students make progress through both online skill-building and teacher led, on grade-level reading skills practice. The program was adopted for its ability to make simple phonetic skills achievable, especially for middle and high school students. The individualized attention allows for the identification of needs at varying levels since, by the time struggling readers reach high school, gaps in reading are wide, and skill needs are diverse. Both programs have proven to be very successful in helping students achieve additional support, at school or at home, utilizing devices and technology with which students are more comfortable.

Math Instruction

For math, an extensive program evaluation uncovered gaps in instruction at certain grade levels, as well as terminology differences. A math committee and teacher team, consisting of both high school math teachers and elementary teachers, along with community members, and parents, formed to work on strategies, realign curriculum, close vertical alignment gaps, and provide outreach to the home teaching parents how to help with the new math standards. The IXL computerized program was adopted to help blend online learning with classroom instruction, providing the same type of differentiated support as the Imagine Learning program had for reading. Early specialization and leveling was emphasized in the elementary schedule.

Core Subject Remediation

After-school remediation was implemented at the elementary school and the high school in the fall of 2013. Teacher-led, small group assignments were implemented using a breakdown of specific needs as addressed in the data analysis. Summer school programs also began in the summer of 2014 focusing on skill remediation and content review. Transportation was implemented into the summer programming to ease accessibility of programs at the elementary school and high school.

Elementary school skillsets were targeted with emphasis on both reading and math mastery. Pull out sessions and “double dosing” of content supported by the Title I reading interventionist were beneficial in closing the reading gap for students.

At the high school, a remedial time was built into the schedule for students needing to meet grade level/subject expectations. Also, a FLEX period was implemented in 2015 to allow students who had already achieved SOL mastery a time to explore areas of interest while refining skills in presentation, collaboration, resume building, research, writing, and math. The FLEX period morphed in 2016 into a service learning-centered approach to instill the same skills



emphasized the previous year, but with a theme and process that guided critical thinking around local issues.

Student Assessment and Achievement, Adding Rigor

FULL ACCREDITATION

- Rappahannock County Public Schools was one of only 22 divisions in Virginia's 132 to receive Full Accreditation for FY15.
- Rappahannock County Public Schools was one of only 37 divisions in Virginia's 132 to receive Full Accreditation for FY16.
- Rappahannock County Public Schools was recently recognized for achieving Full Accreditation status for FY17, one of 53 divisions out of Virginia's 132 school divisions.

Rappahannock County High School 2016	Pass Rate	Rappahannock County Elementary School 2016	Pass Rate
English	76 %	English	78%
Math	83%	Math	83%
History	86%	History	84%
Science	90%	Science	84%
Graduation Rate	95%		



Dual Enrollment- End of Year Courses/CTE

2014	2015	2016
44 participants	57 participants	68 participants
132 credits earned	171 credits earned	204 credits earned
Plus CTE Courses:		
Cosmetology: 4		
CNA: 3		
ROTC 3		

Advanced Placement- End of Year Courses

2014	2015	2016
Score of 5= 1	Score of 5= 3	Score of 5 = 3
Score of 4= 9	Score of 4= 11	Score of 4= 8
Score of 3 = 23	Score of 3= 22	Score of 3 = 22
Students Taking the Exam		
54 Total Students	47 Total Students	45 Total Students



SAT College Admissions Spring 2016

Once again, the Commonwealth's Public School students outscored their nationwide peers on all three subsections of the college admissions test.

Reading- Rappahannock County High School mean score was 11 points higher than the state mean score and 34 points higher than the national mean.

Writing- Rappahannock County High School mean score was 1 point lower than the state mean and 14 points higher than the national mean.

Math- Rappahannock High School students mean score was lower than state and national averages.

Scholastic Aptitude Test: Mean Scores 2016

Scholastic Aptitude Test: Mean Scores 2016									
Group	Critical Reading			Mathematics			Writing		
ALL	Rappahannock	Virginia	Nation	Rappahannock	Virginia	Nation	Rappahannock	Virginia	Nation
SAT Mean Scores	529	518	495	477	516	511	498	499	484

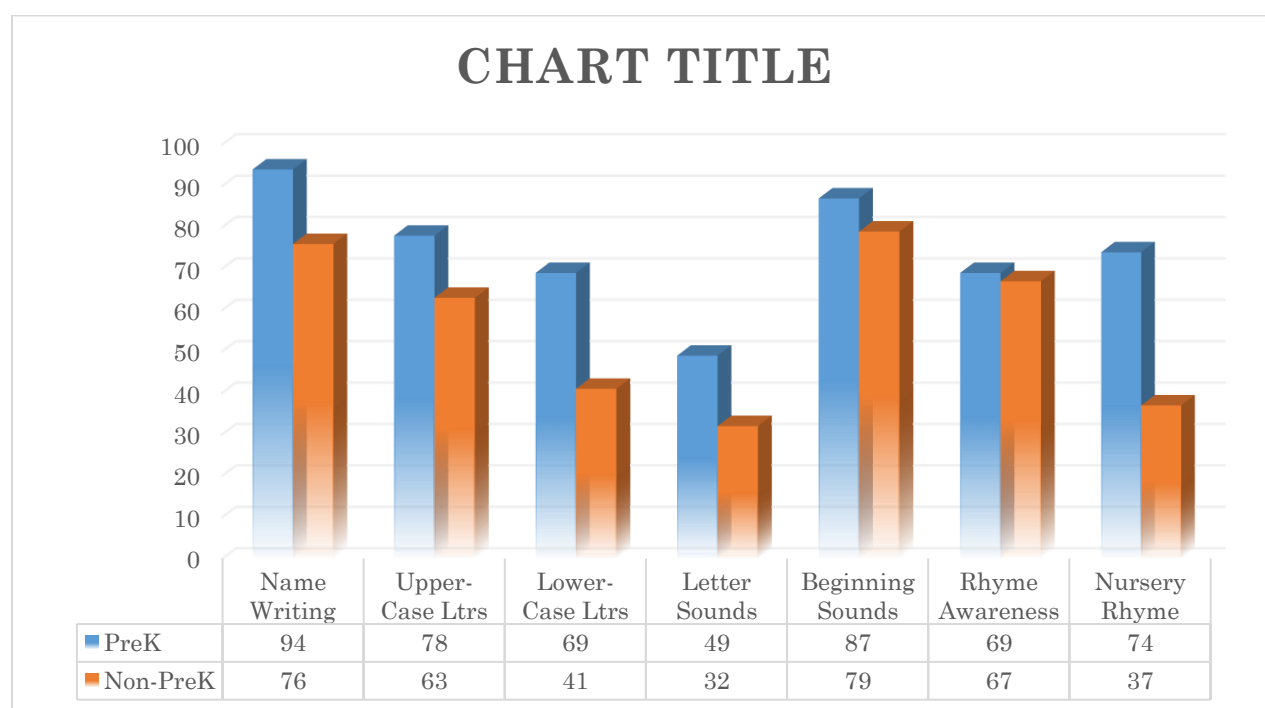


Implementation of Pre-K

The current kindergarten standards require much preparation, and our research indicated that students who were behind required much more attention and resources to meet grade level standards. The addition of the Virginia Preschool Initiative program in 2014 was essential in targeting families who, though working hard, were unable to provide their children with a viable preschool experience. Though funding for VPI was deleted by the state in 2015 for Rappahannock, the great gains made by students in the program validated its continuation as a local initiative. The following charts indicate the impact a successful Pre-K experience has made on student performance and skill readiness on the Phonological Awareness Literacy Screening (PALS).

Pre-K Screening

**Pre-K Student Performance on PALS
Vs
Non-Pre-K Student Performance on PALS
Spring 2015**



Pre-K Score Report SY 2014-2015

Reporting Category	PALS Fall Average Score	Fall Score Percentage	PALS Spring Average Score	Spring Score Percentage
Name Writing	5.2 /7	74%	6.6 /7	94%
Upper-case Letter Recognition	13 /26	50%	20.4 /26	78%
Lower-case Letter Recognition	10 /26	38%	18 /26	69%
Letter Sounds	5.8 /26	22%	12.7 /26	49%
Beginning Sounds	7.2 /10	72%	8.7 /10	87%
Print & Word Awareness	6.4 /10	64%	8.4 /10	84%
Rhyme Awareness	5.2 /10	52%	6.9 /10	69%
Nursery Rhyme Awareness	6 /10	60%	7.4 /10	74%



PALS Assessment Results: April 2015
Percent of Age 4 Students Screened Who Scored K Ready

Subtests	Name Writing	Upper-Case Alphabet Recognition	Beginning Sound Awareness	Nursery Rhyme Awareness	Rhyme Awareness
Spring 2015	36/44= 82%	33/44= 75%	39/44= 89%	39/44= 89%	32/44= 73%
Spring 2014	34/54= 63%	35/54= 65%	48/54= 89%	50/54= 93%	42/54= 78%
Spring 2013	49/66= 74%	37/66= 56%	53/66= 80%	58/66= 88%	48/66= 73%
Spring 2012	36/54= 67%	25/54= 46%	37/54= 69%	43/54= 80%	36/54= 67%

**** Pre K started in 2014-2015**

K-2 PALS DATA ASSESSMENT SUMMARY 2016

Kindergarten

- 98.3 % of students met or exceeded end of year benchmark
- 49% achieved a perfect end of year score
- 49% were able to master the first grade word recognition list

First Grade

- 96.7% met or exceeded end of year benchmark

Second Grade

- 91.4% met or exceeded end of year benchmark

Approximately 5% of students in grades K-2 were at-risk according to our VA PALS Assessment at the end of the 2015-2016 school year.



Career Readiness

A major focus on building career readiness skills was employed in 2013. Guidance staff members are tasked to meet the needs of middle school students in an elementary school environment, a concern when having only two school buildings. Sharing of staff and a developmental guidance program diminished this challenge.

Along with state mandates to build an academic and career plan for each student by 8th grade, a program was needed to keep and monitor student aptitude, progress in academics, interest surveys, and learning style questionnaires. The Naviance program was adopted beginning in 2015 to replace the standard VA Wizard free program, a program which did not have the advanced capabilities to hone in on student aptitudes and career interests to the extent the division wished to focus. Other areas to address student career interests were implemented as well. The Next Step program, a Headwaters' foundation funded program, was realigned to division and state goals, supplementing guidance and career exploration through field trips, hands-on experiences, and one-to-one consultation. Additionally, with goals to enrich the career ready skill-building at the high school, an annual Career Day event was hosted by the Career and Technical Education department. Headwaters' foundation and many local experts continue to support our students' career exploration activities through this event.

The Worlds of Work (WOW) Career Expo was established through the Career Pathways Consortium, a regional group partnership, in order to help seventh grade students in the region become more aware of career fields through hands-on exploration. The event hosted 3000 seventh grade students in 2015 with more expected for the 2016 fall event. The division was influential in the program development and transported all grade seven Rappahannock County students to and from this two-day event. Teachers and guidance counselors built upon this experience back at the home school through projects, discussions, and research.

These efforts were just a few of the many exciting, comprehensive instructional services that have played a major part in the growing success of the school division the last few years. This comprehensive plan maintains these objectives and incorporates additional goals to keep Rappahannock Schools moving forward, progressing toward continuous improvement and growth, as well as creating a community-rich environment for students to discover their limitless potential.

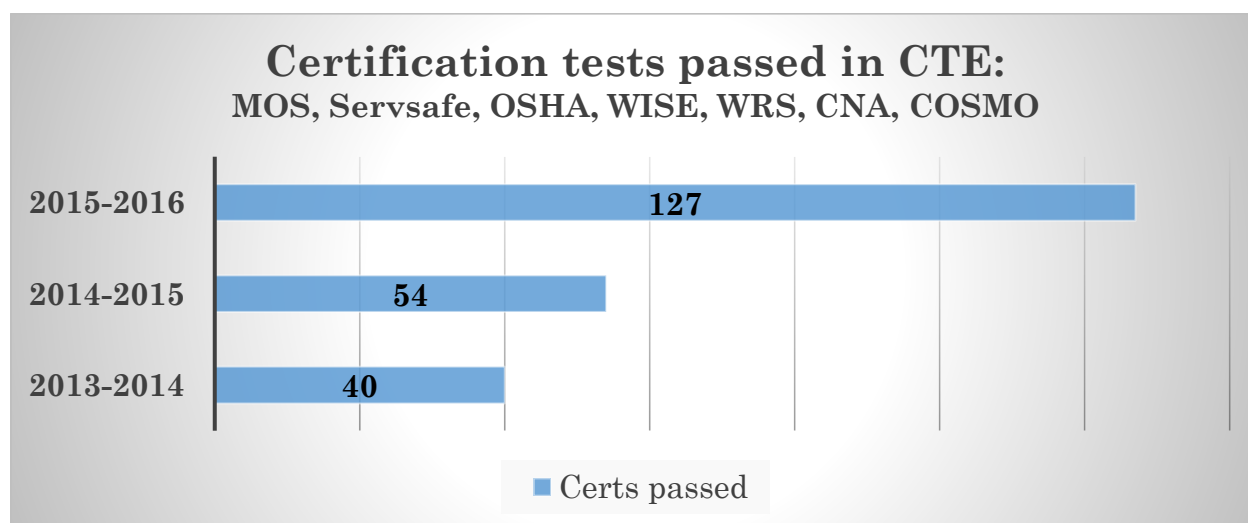




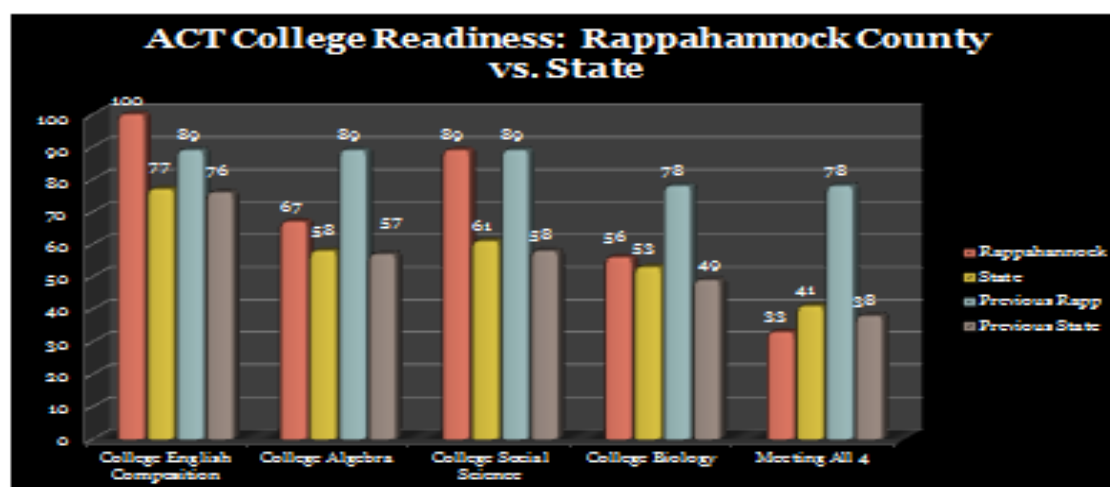
CAREER READINESS CERTIFICATIONS 2013-2016

Emphasis on Career Readiness- CTE Certifications

3 Year Trend of Number Passing Certifications



ACT CAREER READINESS Spring 2016



Rapp exceeds the state average in English, Algebra, Science and Biology.

Quick Look into our Accomplishments of the Past 2011-2016

2011-2012

- Conducted professional development in 21st century instructional strategies-administrative team
- Began Olweus Anti-Bullying Program
- Initiated “Get Up and Grow Healthy Body Challenge”
- Implemented a Spring Field and Nutrition Day
- Fresh and local foods emphasis
- Distributed RAPP Review newsletter
- Implemented technology system for school announcements
- Upgraded school division website server
- Initiated a parent resource library collection for special needs families
- Upgraded RCES playground in partnership with local community and grants
- Fully Accredited

2012-2013

- Implemented Wilson Reading “Foundations” Program
- Utilized Degrees of Reading Power comprehension assessments
- Utilized the Wizard career planning program



- Offered Pre-AP classes for middle and high school
- Offered AP classes at high school
- Installed Smartboards in classrooms
- IPAD initiative with 8th grade students
- Initiated I-station reading program for remediation and acceleration
- Began IXL computer-based math program
- Introduced Interactive Achievement Program to math department
- Online IEP system for special needs students
- Professional development on 21st Century Skills
- Initiated training for RCES-Headwaters READ Program
- Provided off-campus Dual Enrollment classes
- Began credentialing for CTE courses
- Addition of APEX online classes
- Updated Mastery Learning Policy
- Introduced 10 point grade scale
- Implemented World Geography in Grade 8 course of studies
- Accredited with warning in math

2013-2014

- Master's Cohort with literacy and technology emphasis
- Began After-School remediation program
- Offered remedial summer school
- Initiated staff training for Project Based Learning (PBL)
- Hired a reading specialist
- Alternative Assessment VDOE study
- Data Reviews and Student Achievement
- Trained staff for vertical and horizontal curriculum alignment
- Refined pacing guides
- Applied for Pre-K program funding
- Implemented Professional Learning Communities
- Held CTE Career Fair
- Added DE classes for English, on campus
- Conducted VASS salary scale review
- Implemented first year of 10-point grading scale
- Added ROTC program
- Provided community-based work partnership program for special needs students
- Began Service Learning Program at RCHS
- Earned scores for Full Accreditation



2014-2015

- Assumed fiscal responsibility for Farm-to-Table Program
- Expanded After-School remediation program as COOL School
- Expanded summer school offerings to include gifted and special education
- Continued Project Based Learning Training
- Expanded career cluster offerings
- Hired reading/math interventionist
- Implemented alternative assessments
- Safety Grant Recipient, year 1
- Continued Data Driven Decision Making
- Trained English Department for vertical and horizontal alignment at RCHS
- Developed an environmental science focus for Farm-to-Table
- Implemented Pre-K program, year 1
- Participated in Special Olympics
- Community partnership with private schools for Ed Consortium for professional development year 1
- Professional Learning Communities (PLCs) expanded to include book studies
- Expanded CTE Career Fair to include plans for World of Work Expo for grade seven
- Addressed Civil Rights Compliance Plan
- Began a Math Teacher Cohort Master's Program
- Began preparation to include grade ten in Mountain Vista Governor's School (MVGS)
- Established the Youth Advocacy and Prevention (YAP) Team
- Students completed Pride Survey
- Received Food-for-Thought Award from VSBA
- Earned scores for Full Accreditation

2015-2016

- Added special education and interventionist component to after school program
- Safety Grant Recipient, year 2
- Combined services for summer school and Project Graduation
- Interview simulation activity for seniors
- Implemented Language Live Reading Program for RCHS, Imagine Learning for RCES
- Maintained PLC through principal's book clubs
- Trained staff on data process and understanding correlations
- Instituted RCHS Panther FLEX block for learning extension
- Overhaul of technology infrastructure
- Continued Pre-K program, year 2
- Data review and principal training
- Participated in World of Work Expo
- Expanded dual enrollment offerings to Juniors and Seniors
- Utilized grant writing endeavors to enhance community involvement



- Implemented SADD and MADD community partnerships for awareness
- Offered gifted pull-out and push-in programs
- Utilized Newzbrain for pre-Quiz Bowl training
- Provided gifted students with monthly peer to peer challenge
- Implemented portfolios for gifted art students
- Produced class newspaper through gifted program
- Participated in 24 Tournament for gifted math
- Provided Word Masters challenge, Continental Math League as gifted extension opportunities
- Provided gifted newsletter
- Expanded Special Education Advisory Committee, doubling membership
- Added Performance Based Assessment training to PBL training
- Added Naviance Program and training for guidance department career readiness preparation
- Entered into LFCC Educational Consortium with Private Schools
- Continued degree programs for staff with emphasis on literacy, math, leadership, and technology
- Community partnership, Youth Advocacy Prevention (YAP) committee held public forum on proposed Drug Testing Policy
- Community partnership with private schools for Ed Consortium for professional development, year 2
- Received Silver Level Award for VSBA “Green School” Division
- Community collaboration with Valley Health
- Addition of Sports Trainer
- Pre-K Program, year 2
- Received VSBA Award of Achievement
- Received VSBA Award of Honor
- Refined Threat Assessment Protocol
- Summer Quest Summer Regional Governor’s School Participation
- Incorporated Environmental Science into Farm-to-Table
- Earned scores for Full Accreditation





Initiatives Underway for 2016-2017 School Year

2016-2017

- Doubled number of student slots for MVGS, exceeding participation requirements
- Implementing Performance Based Assessments and Project Based Learning
- Elementary school recipient of VDOE two-year pilot program for formative assessment program
- Google Docs classroom
- Community collaboration with Valley Health and RAPP-U for Health Career curriculum and future classes
- Revised RCES schedule to allow for more flexible grouping in math and reading
- Continuing Pre-K program as local initiative
- Supporting community engagement through Chesapeake Watershed Project
- Addition of an Environmental Science Lab
- Received Chesapeake Bay Watershed Grant Award for \$25,000.00
- Received \$100,000 Grant for Commit to be Fit Grant
- Received grant for \$10,550 for back-to-school fitness packs
- Implemented a faculty, staff, and community initiative for health and wellness
- Community Commit to Be Fit Challenges and partnerships
- Community partnership with private schools for Ed Consortium for professional development, year 3
- Safety Grant recipient, year 3
- Expanded “WOW” event
- Published division-wide newsletter





Enrollment Changes

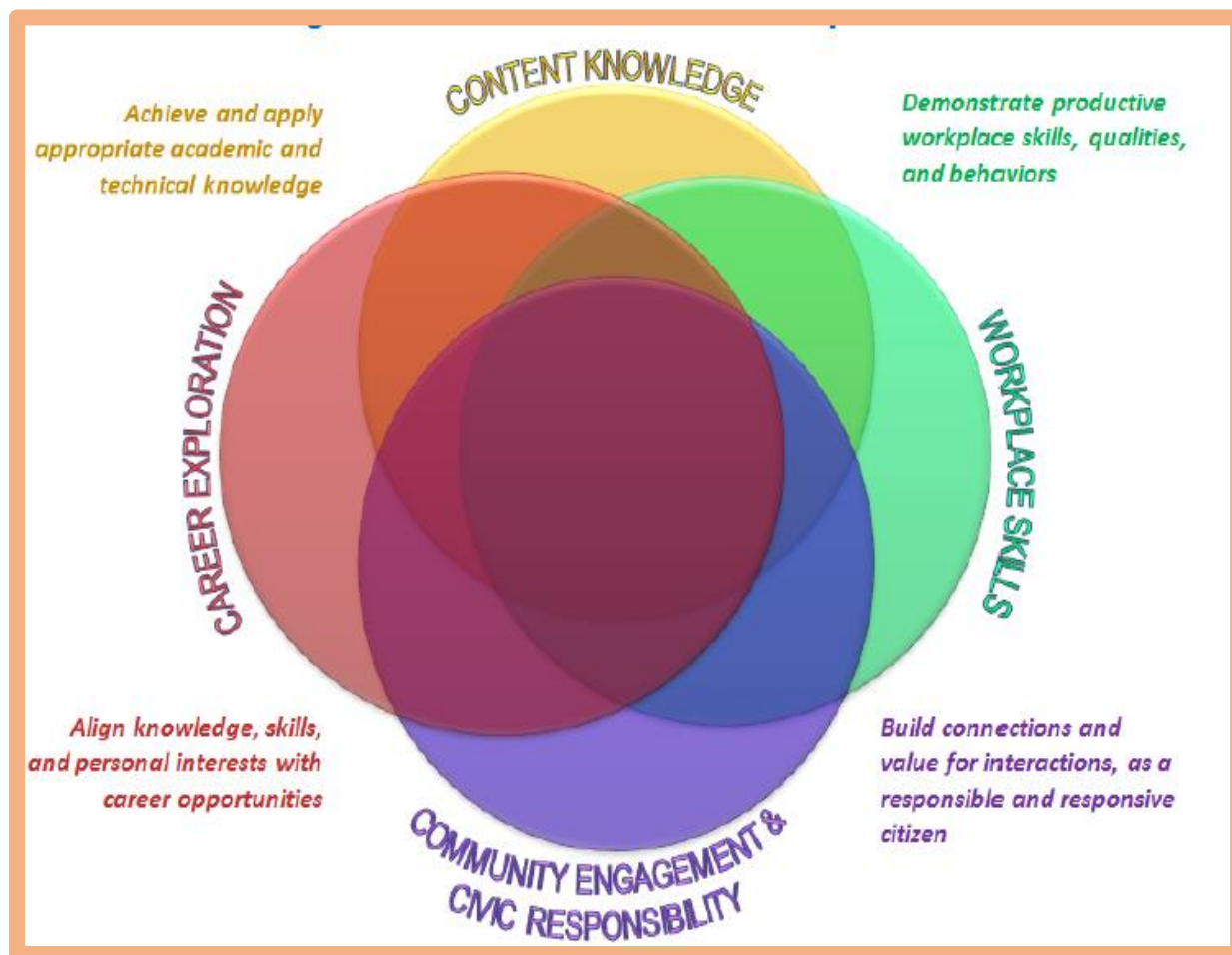
Rappahannock County Public Schools					
March 31 Enrollment					
Grade level	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
PK/KG	67	63	76	81	84
1	60	67	61	75	59
2	84	61	68	58	69
3	64	82	59	65	64
4	67	64	78	60	65
5	74	66	62	77	54
6	74	74	61	62	75
7	71	76	79	64	65
8	65	74	82	86	71
9	75	65	76	81	84
10	71	73	60	74	81
11	76	67	71	57	73
12	45	70	65	74	65
TOTALS:	893	902	898	914	909

Comprehensive plan addresses enrollment changes that may lead to construction projects.



Profile of a Virginia Graduate

In Virginia, the Life Ready Individual Will:



The VA Board of Education is redesigning the high school experience and has developed a profile of a Virginia graduate to better prepare students for the workplace, while also meeting the expectations of higher education and businesses.

Profile adapted from: Virginia Board of Public Education Public Hearings on Student Expectations, School Accountability and Resources, Summer 2016



Profile of a Virginia Graduate

Characteristics of Life Ready Individuals

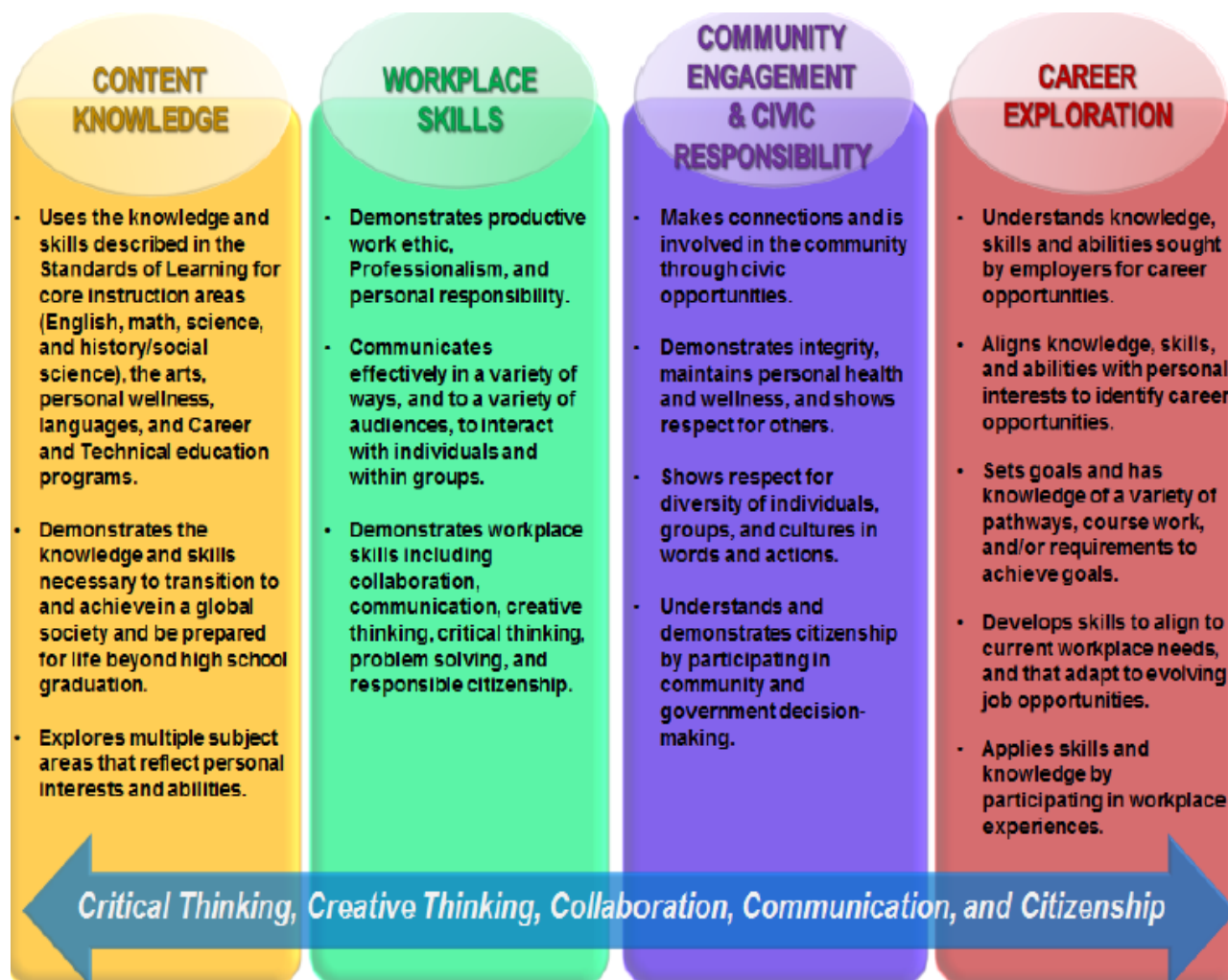


Photo adapted from Virginia Board of Public Education Public Hearings on Student Expectations, School Accountability and Resources, Summer 2016



Comprehensive Goals for 2017-2022

Goal 1: Content Knowledge

The student will achieve and apply appropriate academic and technical knowledge.

Goal 2: Career Preparation

The student will align knowledge, skills, and personal interests with career opportunities.

Goal 3: Workplace Skills

The student will demonstrate productive workplace skills, qualities, and behaviors.

Goal 4: Student Community Engagement and Civic Responsibility

The student will build connections and value interaction as a responsible and responsive citizen.

Goal 5: Recruitment and Retention

The division will maintain a healthy and positive environment that is conducive to recruitment and retention of qualified staff.

Goal 6: Parent, Family, and Community Involvement

The division will continue to cultivate successful school and parent partnerships that will be developed with staff and community involvement.



Explanation of Goals

Goal 1: Content Knowledge	The student will achieve and apply appropriate academic and technical knowledge.
<p style="text-align: center;"><u>Suggested Strategies</u></p> <ul style="list-style-type: none"> • Align resources for all learners, taking into consideration exceptionalities • Protect fidelity of program implementation • Engage in best practices to include formative and summative data driven instruction • Promote fluid grouping for reading and math instruction • Provide tiered instructional strategies • Promote use of technology <p><u>Suggested Measures</u></p> <p>Pacing guides for all core subjects and elective subjects, Classroom observations denoting best practices, Teacher input in selection of materials for classrooms, Training in use of program for fidelity, Data analysis of sub groups, Flexible grouping for reading and math in the elementary school, with offerings of algebra to students at the elementary school Individual progress reports and frequent contact with parents, RTI lesson plans for students who need additional support, Formal projects and project based assessments in lieu of additional multiple choice testing Differentiated plans for student progress Use of technology and collaboration tools</p> <p><u>Anticipated Outcomes</u></p> <p>Increase in scores (PALS, Data benchmarks, State Assessments) Continued Full Accreditation Increase student credentialing opportunities Student participation in project-based learning expos Increased scores for students with disabilities in the areas of reading and math Multimedia Usage in Projects Increased use of collaboration tools</p>	



Goal 2: Career Preparation	The student will align knowledge, skills, and personal interests with career opportunities.
<p style="text-align: center;"><u>Suggested Strategies</u></p> <ul style="list-style-type: none"> • Provide hands-on, interactive career investigation • Formulate student career plans in middle school • Offer unique and real life career and technical experiences for 8-12th grade students. <p><u>Suggested Measures</u></p> <p>Aptitude and interest surveys, Participation in career events and exploration such as the “WOW” career expo Enrollment in career and technical course offerings Partnerships with local and regional business and industry representatives Free Application for Student Financial Aid (FASFA) workshops Internships for students Extracurricular to enhance life ready skills CTE career fair</p> <p><u>Anticipated Outcomes</u></p> <p>Academic career plans completed by 7th grade for all students Career plans reviewed with counselor each year Revisit aptitude and interest survey yearly Résumé completion and job interview practice for all seniors prior to graduation Increase in credentials earned by students FLEX and service learning extracurricular opportunities Increase student attendance in career fair</p>	



Goal 3: Workplace Skills	The student will demonstrate productive workplace skills, qualities, and behaviors.
<p style="text-align: center;"><u>Suggested Strategies</u></p> <ul style="list-style-type: none"> • Provide the opportunity to create a life-ready portfolio. • Participate in an interview simulation • Establish and maintain community partnerships to promote workplace skills • Participate in credentialing opportunities • Demonstrate proficiency in workplace skills through work and digital ethics, professionalism, and personal responsibility • Communicate and write effectively <p><u>Suggested Measures</u></p> <p>Assignment of portfolio using rubric, Student participation in workplace readiness assessments, Incorporation of feedback evaluation forms from interviewers, Incorporation of interviewer survey, and student surveys, Participation in career and technical education classes. Community internships</p> <p><u>Anticipated Outcomes</u></p> <p>Complete portfolio report</p> <p>Increase number of industry credentials earned</p> <p>Demonstrate the 5 C's (critical thinking, creative thinking, collaboration, communication, and citizenship)</p> <p>Increase performance on the Virginia Workplace Readiness Assessment</p> <p>Expand participation in interview simulation with community partners</p> <p>Increase opportunities for authentic writing</p>	



Goal 4: Student Community Engagement and Civic Responsibility	The student will build connections and value interaction as a responsible and responsive citizen.
<p style="text-align: center;"><u>Suggested Strategies</u></p> <ul style="list-style-type: none"> • Promote the coordination of volunteer organizations to support the mission of the school division and student engagement • Encourage student volunteerism • Publicly recognize student volunteers • Create a Volunteer Coordination Team (VCT) to provide opportunities for student engagement <p><u>Suggested Measures</u></p> <p>Teachers and administrators will build connections, creating opportunities for student growth Community Involvement Student Portfolios Division newsletter Community service learning projects</p> <p><u>Anticipated Outcomes</u></p> <p>Increase community service hours performed by students for inclusion in portfolio</p> <p>Provide recognition events to acknowledge student volunteerism</p> <p>Communicate volunteer activities via newspaper articles, website, and home communication</p> <p>Increased volunteer activities for students through the VCT</p> <p>Incorporate community service into FLEX extracurricular opportunities</p>	



Goal 5: Recruitment and Retention	The division will promote a culture of health and wellness and mentorship for individual growth, promoting continuous recruitment and hiring of exceptional staff.
<p style="text-align: center;"><u>Suggested Strategies</u></p> <ul style="list-style-type: none"> • Participate in recruitment and hiring • Promote a culture of health and wellness • Maintain competitive compensation packages • Maintain an active mentoring program <p><u>Suggested Measures</u></p> <p>Principal participation in recruitment, mentoring, and retention Offering health and wellness activities within and outside the classroom Review of compensation packages annually Yearly mentor orientation logs New teacher orientation and mentoring activities Tracking of turnover rate</p> <p><u>Anticipated Outcomes</u></p> <p>Continued low turnover rate Increased participation in division's health and wellness programs Annual review of compensation package Completed new teacher orientation logs</p>	



Goal 6: Parent, Family, and Community Involvement	The division will continue to cultivate successful school and parent partnerships in collaboration with staff, promoting community involvement in the schools.
<p style="text-align: center;"><u>Suggested Strategies</u></p> <ul style="list-style-type: none"> • Promote family and community participation through school events • Increase community participation in CTE and career exploration • Expand opportunities for community/business partnerships • Offer a variety of opportunities for family, community, and school collaboration through Commit to Be Fit and Environmental Science • Broaden opportunities for parents and community members to volunteer within the schools • Recognize volunteers through annual social event <p><u>Suggested Measures</u></p> <p>Schedule of family and community events Attendance/Participation in collaborative events Recognition of community partnerships Publication opportunities for family, community, school collaboration</p> <p><u>Anticipated Outcomes</u></p> <p>Increased number of family and community collaborations with the schools</p> <p>Student work internships with businesses</p> <p>Increased parent/family community involvement through collaborative activities</p> <p>Increased volunteer opportunities for parents and community members through the VCT</p> <p>Maintain log of volunteers in schools</p> <p>Volunteer table at parent-teacher conference nights</p> <p>Volunteer opportunity page on school website</p>	



Professional Development and Staff Development Consortia

Rappahannock County Public Schools prides itself on delivering high quality professional development activities that not only support the mission of the school division but also enhance specific programs in the areas of academics, safety, technology, professional growth, and 21st Century Skills. Ongoing professional and staff development activities include:

- Contracted training for implementation of the Wilson Foundations reading program
- Co-teaching strategies for special education and regular education classes
- Mandt Training
- Substitute Training
- Technology training (Teachscape, IXL, Imagine Learning, PowerSchool Analytics)
- Behavior intervention and classroom management with local experts
- Presentations from nationally renowned speakers Crystal Kuykendall, Ron Nash, John Strebe, Jeff Charbonneau
- Annual VDOE professional development in standards, assessments, performance-based learning
- Staff training in the use and implementation of the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers* as adopted by the Virginia Board of Education
- In-house training on interpretation of test data for instructional purposes
- Armed Intruder Training
- Instructional Technology
- Emergency First Aide, CPR and AED
- Summer Math and Writing Curriculum Workshops
- Pre-AP training and AP Institute
- Building Level Book Clubs/Professional Learning Communities
- Training in Language Live
- Pacing and Benchmark Revision Workshops
- Project Based Learning (PBL) and Project Based Assessment (PBA)
- Naviance Guidance Curriculum
- Google Educator
- Grant partnership with LFCC Workforce Solutions
- Content specific conferences/staff development: Art of Education, ELD Standards, Emotional Intelligence, VASCD Ed Leadership, VDOE Attendance/Truancy, Title III Consortium, Apple Valley Woodturning, Scholastic Reading Summit, AP Institute, WELV, UVA Graham Reading Lecture, JMU Content Academy, Imagine Learning Utah (free), PERC Recruiting, Summer LFCC Ed Consortium, Engaging the Digital Learner, Writing Strategies for Middle Schoolers, Management on the Move, Ramp up Reading Achievement, Building and Engaging Deep Thinking in the 21st Century, Crossing



Linguistics and Cultural Borders, Instructional Technology for PBL, Building Teacher Capacity, Flip your Classroom (without flipping out), Differentiated Instruction, Closing the Achievement Gap, First 5 Days: Building a Culture for Year-Long Success, Classroom Management, Teaching in a Collaborative Classroom, Dyslexia: An Understanding and Effective Strategies for Teaching, Engaging Students for 90 Minutes using Cooperative Learning, Google Apps / Google Educator, Place-Based Literacy Strategies for Rural Students, RTI Training, FBA seminars

- Tuition Assistance toward approved programs or coursework for maintaining highly qualified status and cohort areas:
 - a. EMU MS Ed. Cohort
 - b. Radford MS Ed Mathematics Cohort
 - c. Regent Administrator Virtual Cohort
 - d. Google Educator Cohort
- LFCC Education Consortium:
 - a. All teachers
 - b. Private school partnership with Wakefield, Hearthstone, and Mountain Laurel

Professional development will continue to be scheduled during the 2017-2022 cycle to support the goals of the Comprehensive Plan and enhance professional, safety, technological, and academic program needs.



Technology Plan

Technology plan is an addendum to the Comprehensive Plan and is re-evaluated based upon VDOE cycles. (2011-2016 reviewed and approved, reviewed and approved again in 2016-2017). See addendum on the Technology page of the website.



Facilities Update

Facility planning is an integral process that is conducted at least annually by the Superintendent, Facilities Director, Principals, and the School Board.



As part of a six-year facilities upgrade plan scheduled to occur between 2011 and 2016, the Rappahannock County Public Schools Division has completed dozens of facilities projects and improvements at all locations. Enhancements have been made to benefit energy efficiency, campus security, and instructional support, as well as aesthetic appeal, within the constraints of the approved budget. Virtually all RCPS stakeholders have been positively impacted by the additions and enhancements made to the facilities. The RCPS mission has been reinforced by these improvements.

Elementary School Improvements

The renovation of the RCES playground during the 2011-2012 school year served as the initial impetus for facility improvements during the last planning cycle. The removal of unused modular units during 2012-2013 and the addition of storage sheds for instructional and maintenance supplies continued the efforts to enhance the outward aesthetics of the physical plant a few years later. The recent installation of a HVAC system in the counselor's office, replacement of treatment aerators at the sewage treatment lagoon, and replacement of key components of the boiler system supported overall maintenance of the elementary school facilities while replacement of the monitoring system for the water supply, upgrades and replacements of the fire alarm monitoring systems, and replacement of carpet enhanced the health and safety of the school environment.

Major projects completed in 2015 included the paving of the front parking lot, the enclosure of the main entrance vestibule and the corresponding addition of new entry doors with a video buzzer system. Additionally, multiple security cameras along with new DVRs and monitors were added, a security zone map was designed with corresponding placards placed



throughout the school, all of the asbestos tile in the library was replaced, the P.A. system benefitted from some key system upgrades, and more fresh carpet was laid in additional classrooms. Current enhancements include additional security cameras, with license plate capture cameras and cameras around the axillary gym being added to the existing system, exterior room number placards for every classroom, a regrading of the grassy drainage area between the front sidewalk and the parking lot, and the replacement of exterior windows in classrooms facing the courtyard. Still to come in 2016 is a complete regrading and re-sodding of the baseball infield along with the possible installation of a water source at that facility.

High School Improvements

The previous facility planning cycle saw the completion of the window replacement and HVAC upgrade of the old wing with all but two classrooms outfitted with energy efficient thermal pane windows and up-to-date heating and air climate systems. The installation of a rainwater catch cistern system for the greenhouse in cooperation with community partners was a highlight of 2013. Other accomplishments included replacement of key components of the fire alarm monitoring system, and carpet replacement in the band room and instructional areas. With community planning and input, the high school saw the addition of two new flagpoles to adorn the front of the premises. An upgrade in 2014 of the sewage treatment system's sand filtration beds were needed changes required to be in compliance. Facilities upgrades the following year included the addition of storage sheds for overflow of supplies and grounds maintenance equipment, additional carpet replacements, removal of the asbestos floor tile in the guidance offices and the administration office suites, and the replacement of the Panther Stadium irrigation control system. Following a Civil Rights Audit, the student and guest parking lots were paved in 2015, along with the installation of additional security cameras and a new DVR and monitors.



That same year brought the implementation of a security zone map with corresponding interior placards, a new fence around the metal shop storage yard, a new sound system for the gym, installation of a dedicated HVAC system for the server room, and the installation of a sand filtration system for the Panther Stadium irrigation system.

This past year school year saw the regrading of the softball practice field, the placement of additional metal bleachers to Panther Stadium, repairs and upgrades to the PA and Bell system, the addition of a sound reduction system to the gym HVAC units, and the replacement of old windows with energy efficient thermal paned units in remaining offices and classrooms scheduled for upgrades. Additionally as part of the Civil Rights report, bathrooms were remodeled to meet current ADA codes, room number placards were installed on the exterior of every classroom as part of the upgraded security plan, security cameras that included the license plate capture camera were added, a circulating pump for the boiler system was replaced, and the front portico was enclosed with two new video entry buzzer security doors completing the entrance.

School Board Office/Bus Shop

At the school board office and bus shop, capital improvements included the addition of new equipment storage sheds. The installation to repair a sewage drain line from the bus shop septic tank to the elementary school lagoon treatment system was completed in 2015, along with the paving of the front parking lot and the replacement of the gas and diesel pump operating systems. This past year electric garage bay door openers and closers were added to the bus shop, the bus shop kitchen and employee restrooms were renovated, and drainage curbs were installed on the north side of the parking lot.





Future Plans

Looking forward, consultation with stakeholders to include school board members has resulted in an initial listing of planned improvements that includes replacing the balance of the original exterior windows at the elementary school and replacing aging HVAC systems in both buildings, particularly the cooling tower system that serves the primary wing of the elementary school. Construction of press boxes behind the backstops at the baseball and softball fields is another project for consideration that resulted from stakeholder consultation with plans to make this a community project. Given current and recent enrollment trends, there are no new construction building projects anticipated during this comprehensive planning cycle.

