



Essex County Public Schools

Comprehensive Plan

2013-2019

Dr. Scott A. Burckbuchler, Superintendent

Approved March 10, 2014

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Jeff Smith, EHS Teacher
Leanne Davis, TES Parent
Andea Beazley, EIS Parent

Corey Beazley, EIS Parent
 Kimberly Rector, EHS Parent
SUPERINTENDENT’S MESSAGE

It is my distinct pleasure to serve as Division Superintendent for Essex County Public Schools where we are *Building a Pathway to Excellence*, and serving the individual needs of our students. Our Vision is bold but achievable:

In partnership with our students, faculty, staff, parents, and the community, Essex County Public Schools is committed to creating *Pathways to Excellence* by promoting a positive, student-focused culture striving for continuous improvement that meets the academic, athletic, artistic, and career-occupational needs of all our students by guiding, inspiring, celebrating, and teaching our students as we equip them to meet the challenges of a global society.

Please join me in helping us realize progress toward our Vision by:

- Partnering with the community;
- Teaching our students to be productive in the 21st century;
- Ensuring the progress of our students; and
- Helping our students graduate.

Above all else, our efforts should focus on our students and the community. If we align our activities to this, we will succeed. I value the foundation which has been built in the system; and with our collective dedication, we will continue to make progress. I value passion for our students’ welfare, hard work, family, loyalty and integrity – and promise to be supportive of actions which align to these notions. I promise to exhibit these same characteristics while executing my part in moving our system forward. In these efforts, we will partner with the School Board, County and Town officials, faculty, staff, parents, and our many stakeholders.

The following Comprehensive Plan represents the essential actions we must make to continue to move the Division forward. This plan does not represent all school and department actions but, rather, some of the most important actions which have an impact on all our students. This is an evolving plan as we will critically evaluate and take the necessary actions to ensure that we make progress for the benefit of our students and the community.

Thank you for all you do for our students, parents, and the community. It is because of your commitment and hard work that I am confident that the best days of Essex County Public Schools are ahead of us.

Sincerely,

Scott A. Burckbuchler

Superintendent

DIVISION PROFILE



Essex County Public Schools (ECPS) is comprised of one elementary school, one intermediate school, and one high school. For the 2013-2014 School Year, the K-12 enrollment for the Essex County Public Schools continued to decrease. From the September 30, 2012 K-12 enrollment level of 1,547 students, the School Division experienced a decrease of 47 students, resulting in a September 30, 2012 K-12 total of 1,500 (enrollment report follows). This decrease of 47 students equates to a decline rate of 3 percent. Almost 70% of our students are eligible for free and reduced meals under the Federal Lunch Program. In 2013-2014, Essex County Public Schools had a staff of approximately 250 full-time employees.

A Community Profile

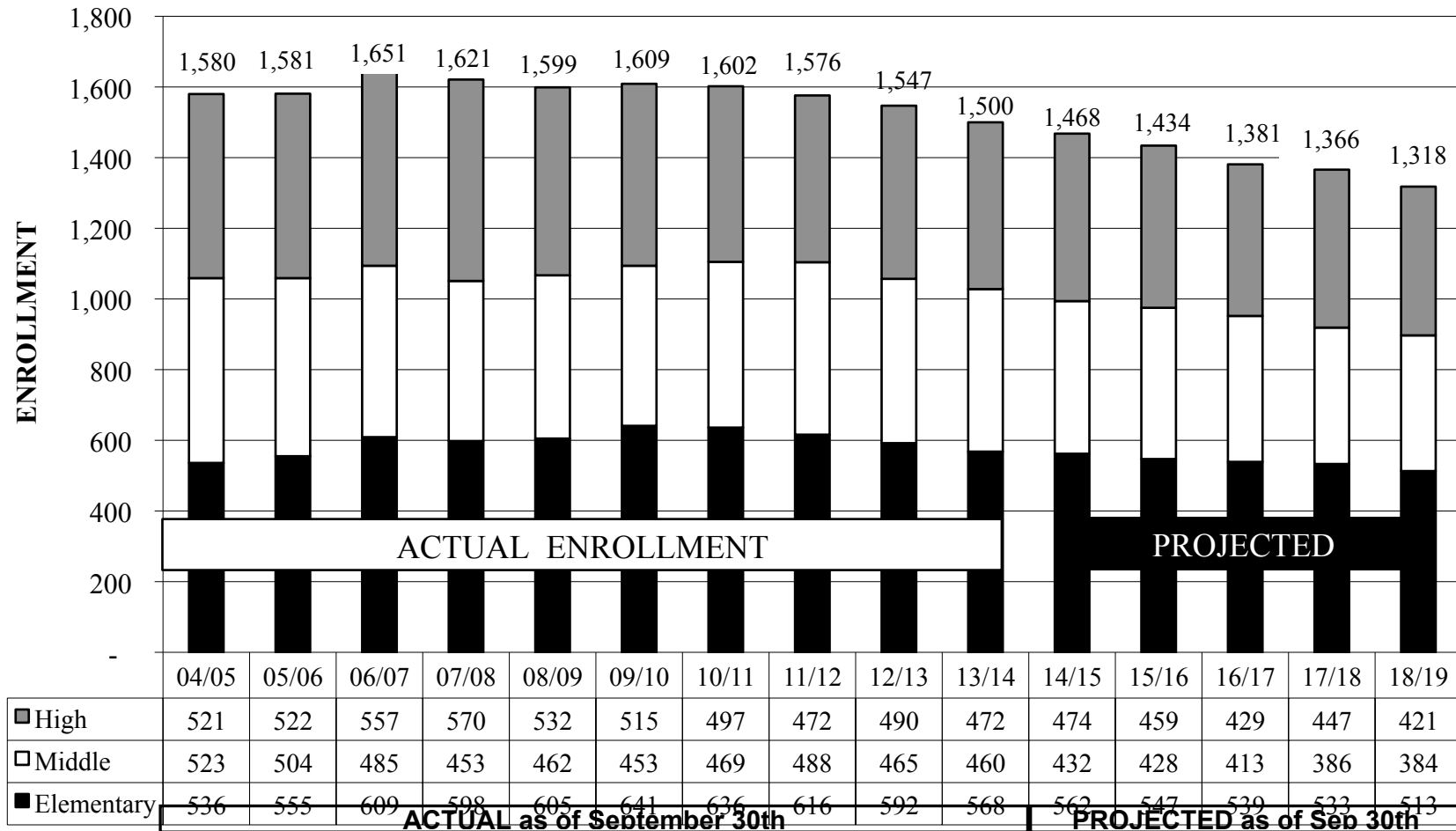
Located on Virginia's Middle Peninsula, Essex County is centrally situated just outside the Washington to Norfolk urban crescent.

The historic cities of Fredericksburg (40 miles north) and Williamsburg (56 miles southeast) are within an hour's drive. Bounded on the northeast by the Rappahannock River, Essex County has water access to the Chesapeake Bay and its tributaries including major port facilities at Hampton Roads.

The county's principal town, Tappahannock, dates back to a 17th century port settlement. Originally part of Old Rappahannock County, Essex County was formed in 1692 and named for either the English County or the Earl of Essex.

Please see the Virginia State Report Card located in the Appendix.

Essex County Public Schools ENROLLMENT SUMMARY



Enrollment History and Projection

		2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
		ACTUAL					PROJECTION				
Elementary Total		641	636	616	592	568	562	547	539	533	513
	K	121	125	112	105	119	116	110	100	98	98
	1	136	124	137	115	108	125	122	116	105	103
	2	119	136	119	130	107	102	118	116	110	99
	3	132	119	130	119	121	103	98	113	111	106
	4	133	132	118	123	113	116	99	94	109	107
Intermediate Total		453	469	488	465	460	432	428	413	386	384
	5	102	133	133	113	120	111	114	97	92	107
	6	132	98	128	123	107	113	105	108	92	87
	7	106	130	96	128	106	101	107	99	102	87
	8	113	108	131	101	127	107	102	109	100	103
High Total		515	497	472	490	472	474	459	429	447	421
	9	127	142	133	134	98	136	115	109	117	107
	10	114	108	128	129	133	93	130	110	104	112
	11	139	108	104	120	119	125	87	122	103	98
	12	135	139	107	107	122	120	127	88	123	104
Grand Total		1,609	1,602	1,576	1,547	1,500	1,468	1,434	1,381	1,366	1,318
Annual Change		10	-7	-26	-29	-76	-32	-34	-53	-15	-48

% Change	0.6%	-0.4%	-1.6%	-1.8%	-4.8%	-2.1%	-2.3%	-3.7%	-1.1%	-3.5%
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STANDARDS OF QUALITY REQUIREMENTS

The Standards of Quality (SOQ) for Public Schools in the Commonwealth of Virginia § 22.1-253.13.6 B requires

“Each local school board shall adopt a divisionwide comprehensive, unified, long-range plan based on data collection, an analysis of the data, and how the data will be utilized to improve classroom instruction and student achievement. The plan shall be developed with staff and community involvement and shall include, or be consistent with, all other divisionwide plans required by state and federal laws and regulations. Each local school board shall review the plan biennially and adopt any necessary revisions. Prior to the adoption of any divisionwide comprehensive plan or revisions thereto, each local school board shall post such plan or revisions on the division's Internet website if practicable, and, in any case, shall make a hard copy of the plan or revisions available for public inspection and copying and shall conduct at least one public hearing to solicit public comment on the divisionwide plan or revisions.

The divisionwide comprehensive plan shall include, but shall not be limited to, (i) the objectives of the school division, including strategies for first improving student achievement, particularly the achievement of educationally at-risk students, then maintaining high levels of student achievement; (ii) an assessment of the extent to which these objectives are being achieved; (iii) a forecast of enrollment changes; (iv) a plan for projecting and managing enrollment changes, including consideration of the consolidation of schools to provide for a more comprehensive and effective delivery of instructional services to students and economies in school operations; (v) an evaluation of the appropriateness of establishing regional programs and services in cooperation with neighboring school divisions; (vi) a plan for implementing such regional programs and services when appropriate; (vii) a technology plan designed to integrate educational technology into the instructional programs of the school division, including the school division's career and technical education programs, consistent with, or as a part of, the comprehensive technology plan for Virginia adopted by the Board of Education; (viii) an assessment of the needs of the school division and evidence of community participation, including parental participation, in the development of the plan; (ix) any corrective action plan required pursuant to § [22.1-253.13:3](#); and (x) a plan for parent and family involvement to include building successful school and parent partnerships that shall be developed with staff and community involvement, including participation by parents.

A report shall be presented by each school board to the public by November 1 of each odd-numbered year on the extent to which the objectives of the divisionwide comprehensive plan have been met during the previous two school years.”

The Essex County Public Schools’ Comprehensive Plan incorporates SOQ requirements as an integral part of addressing the four division goals.

REGIONAL SERVICES

Chesapeake Bay Governor’s School

The Chesapeake Bay Governor’s School (CBGS) provides an opportunity for sophomores, juniors, and seniors to participate in a specialized half-day program of science and mathematics focused on marine science. Essex County Public School students are eligible to apply and are accepted for admission on a competitive basis. Tuition costs for the program are supported by Essex County Public Schools.

Northern Neck Technical Center and STEM Academy

The Northern Neck Technical Center (NNTC) provides opportunities for students from participating counties to attend half-day programs and earn career certification in several vocational fields. The NNTC also supports a Governor’s Science Technology Engineering and Math (STEM) Academy to which students may apply on a competitive basis for engineering, horticulture, and other science, technology, engineering and mathematics programs.

Middle Peninsula Regional Adult Continuing Education (MPRACE)

The Middle Peninsula Regional Adult Continuing Education (MPRACE) program works with adults for GED preparation, ESOL services, and basic academic skills in reading, writing, and mathematics. The program focuses on adult basic education and GED preparation.

Regional Alternative Education

The Regional Alternative Education program, hosted by King William County Public Schools, offers an alternative educational setting to meet the needs of select students having difficulty in traditional education settings. Program attendance is determined by the division superintendent or school board.

GOALS AND OBJECTIVES

Goal #1: We will partner with the community

To do so, we will be purposeful and committed to creating partnerships with our community. We will seek to instill confidence in our school system by providing thoughtful and measured leadership. We will strengthen our public outreach by listening and including the various voices of our community. And, we will remain good stewards of finite public resources.

Objective 1.1: Open lines of communication with various stakeholders throughout 2013 – 2019

Number	Strategies	Process	Timeline	Person Responsible	Assessment	Progress
1.1.1	Initiate an on-going communication method for School Board updates	Superintendent News and Notes	Weekly	Superintendent	Production of communication	2015 – Superintendent’s News and Notes sent via email, ongoing
1.1.2	Prepare Press (Information) Releases	Use of standard Press Release format on various topics	Periodically	Superintendent	Production of Press Releases	2015-Superintendent sends press-releases, schools send press-releases also Consider including funding for a public relations officer in a future budget process.
1.1.3	Attend Board of Supervisor Meetings	Attend meetings	Monthly	Superintendent	Attendance rates	2015- Superintendent attends regularly
1.1.4	Establish Superintendent Advisory Committees	Superintendent’s Student Advisory Committee (SSAC) and Superintendent’s Faculty/Staff Advisory Committee	3 to 4 times a year	Superintendent Executive Director of Student Services (S-SAC) Director of Human Resources (S-	Meeting documents and post survey results	2015-Superintendent started in 2013, Currently small group conversations are conducted.

		(SFSAC)		FSAC)		
1.1.5	Join Chamber of Commerce	Membership	Annually	Superintendent	Participation	2015 – Superintendent is a member of the Chamber and Board of Directors
1.1.6	Join Community Civic Groups	Memberships	Annually	Superintendent Administrative Council	Participation	2015- Superintendent is a member of Rotary and Kiwanis
1.1.7	Provide information and open communication to all ECPS employees	Maintain Human Resource Department webpage on school division website	Periodically	Human Resource Director	Observation of webpage with relevant information/ communication	2015 – Webpage is current. Employee handbook is updated annually. Ongoing

Objective 1.2: To improve the ECPS budget development process to be more comprehensive, inclusive, transparent

Number	Strategies	Process	Timeline	Person Responsible	Assessment	Progress
1.2.1	Revamp budget process	Budget Development Calendar	2014-2015	Superintendent Director of Accounting	Production of documents Allocations School Board input Survey results	2015-The process was revised and is more comprehensive.
1.2.2	Implement E-Pay	Receive Training on set up Establish guidelines Distribute to staff in FY 13-14 and train book keepers	2014-2015	Director of Accounting Payroll Specialist	Participation	2015-E-Pay has been implemented.
1.2.3	Review enrollment/ ADM Revise spending As needed	Review enrollment from Power School Utilize State Calculation template	Monthly	Director of Accounting	Enrollment	2015-Ongoing. Annual.

Objective 1.3: To create partnerships with parents to support student academic success

Number	Strategies	Process	Timeline	Person Responsible	Assessment	Progress
1.3.1	Increase opportunities to involve families in their children’s education	Implement Parents as Educational Partners program	Annually	Principals Guidance Counselors	Parent Surveys	2015-All schools have parent involvement plans. EHS has parent advisory for special topics. The Division has a “Parents as Educational Partners” program through Title III. All schools have an active Parent Teacher Organization (PTO). Schools will post plans for public view.
1.3.2	Keep families informed	Use telephone alert system and newsletters	Monthly	Principals Guidance Counselors	Parent Surveys	2015-Electronic messages are sent to parents via School Messenger. Newsletters are sent periodically. Each school has a Face Book page linked to the school page.

Goal #2: We will use technology to teach our students to be productive in the 21st century

To do so, we will continue to integrate technology as a natural part of classroom instruction and learning. To develop improved media literacy skills, students will access and critique information.

Objective 2.1: Implement instructional practices that include the use of technology.

Number	Strategies	Process	Timeline	Person Responsible	Assessment	Progress
2.1.1	Determine needed technology to support instruction	Evaluate the use of instructional technology in the schools Visit other school	2013-2014	Director of Technology Instructional Technology Resource	Surveys	2015-Technology committee was formed in 2013 and visited different divisions and created a Technology Integration Package (TIP). Over 50 packages have been installed in

		divisions Recommend a technology integration package		Teacher (ITRT) Assistant Superintendent for Instruction		classrooms as of the 2015-16 school year.
2.1.2	Use technology to enhance instruction	Incorporate technology into daily lesson plans	Daily	Teachers Principals	Review of lesson plans Teacher observation	2015-Teachers use TIP packages, Computers OnWheels (COWS), and Smartboards. ITRT provides professional development for teachers. Teachers include use of technology in lesson plans.

Objective 2.2: Increase opportunities for Science, Technology, Engineering, and Mathematics (STEM) learning

Number	Strategies	Process	Timeline	Person Responsible	Assessment	Progress
2.2.1	Participate in N N STEM Academy	Contract annually with NNTC	Annually	Superintendent	CTE Data Review	2015-EHS students attend the STEM academy. (21 students are in levels 1 & 2, and 1 student in level 3)
2.2.2	Offer STEM courses at EHS	Examine current STEM courses Examine options to increase STEM course offerings.	2014-2015	EHS Principal CTE Coordinator	Course Evaluations	2015-Levels 1 & 2 are offered at the high school. The lab serving STEM students was increased by 2 computers.

Objective 2.3: Essex County Public Schools will improve the technology network and infrastructure to support student productivity.

Number	Strategies	Process	Timeline	Person Responsible	Assessment	Progress
2.3.1	Implement Microsoft Active Directory (AD) in the entire district	Convert 100% of computers from Novell to Microsoft AD	June 30 th 2013	Director of Technology	Review of Inventory	2015-Microsoft Active Directory is used in 100% of network computer installations for network login and file access. This task is complete. Additional computers use Microsoft.
2.3.2	Implement division wide wireless access	Install enterprise wireless hardware in all school	December 2014	Director of Technology	Review of Network Diagram	2015-Ruckus Wireless was selected as the vendor. Over 96 access points blanket the Division campus. This task

		buildings				is complete.
2.3.3	Provide network upgrades to support renovation phases at Essex High School	Install upgrades / Keep network operational during all phases	December 2014	Director of Technology	Renovation Complete	2015-Renovation is complete. Network remained operational through all phases of construction.
2.3.4	Implement Bring Your Own Device (BYOD) for student and staff devices	Purchase / Install / Setup equipment as needed to enable BYOD	June 30 th 2015	Director of Technology	Review of Network Diagram	2015-A Network Policy Server and Certificate server were setup to allow 802.11x Authentication. A BYOD Policy was created to govern the uses of BYOD. BYOD is currently enabled and in use by staff members of ECPS. BYOD for student use is ready for activation.
2.3.5	Provide internet bandwidth needed for instruction and online testing	Upgrade internet bandwidth as required	Ongoing	Director of Technology	Poll Bandwidth Usage Statistics	2015-Added item. Upgraded in March 2015 to 200Mbps of internet bandwidth. This meets the U.S. Department of Education and FCC recommended amount of 100Mbps per 1,000 students or faculty.

Goal 3: We will ensure the progress of our students

To do so, we will create a safe environment that is conducive to learning, which strives to educate all students to be literate problem solvers; reflective thinkers; and self-directed, healthy productive citizens. We recognize that all students have unique needs and we commit ourselves to serving them. We will have high expectations, combined with the necessary support for all students, faculty and staff.

Objective 3.1: ECPS will create a division curriculum aligned with state standards of learning, state and locally approved resources, and assessment practices.

Number	Strategies	Process	Timeline	Person Responsible	Assessment	Progress
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3.1.1	Create a division curriculum for each content area	In-service training and workshops at schools	2013-2014 Annually	Assistant Superintendent for Instruction Principals	Academic Review Process	2015-Division curriculum guides have been created for core content courses. Newly created course curriculum guides are in process.
3.1.2	Align learning opportunities with SOLs	In-service training and workshops at schools	Annually	Assistant Superintendent for Instruction Principals	Academic Review Process	2015-Learning opportunities were created as part of the curriculum development process.
3.1.3	Align resources with learning opportunities	In-service training and workshops at schools	Annually	Teachers Principals	Principal Review	2015-Division curriculum guides have aligned resources. Instructional coaches work with teachers to provide professional development on instructional resources. Ongoing.
3.1.4	Align assessments with SOLs	In-service training and workshops at schools	Annually	Teachers Principals	Principal Review	2015-In 2014-2015 an assessment column was added to the curriculum guides. These are currently in refinement. Groups of teachers representing each school are participating in Virginia School University Partnership (VSUP) training on creating quality assessment items. Principals are currently participating in Aligning Academic Review and Performance Evaluation (AARPE) training on formative assessment. Principals are delivering assessment training to teachers (2015).
3.1.5	Create pacing maps	In-service training and workshops at schools	Annually	Teachers	Principal Review	2015-Division pacing maps have been created for core content courses. Newly created course pacing maps are in process. Teachers keep notes to update maps at the end of each school year. Pacing maps have been aligned to the state assessment blueprint.

Objective 3.2: ECPS will a multi-pronged approach to professional development based on data that includes student needs, teacher needs, administrator needs, and division needs relative to student outcomes.

Number	Strategies	Process	Timeline	Person Responsible	Assessment	Progress
3.2.1	Determine division needs for professional development	Conduct needs assessment Compile results	Annually	Assistant Superintendent for Instruction	Staff Feedback Academic Review Process	2015-ECPS conducts an annual needs assessment to determine professional development needs. ECPS uses evaluation forms to assess professional development.
3.2.2	Create an annual professional development plan	Use information from the needs assessment, teacher evaluation, and administrator input.	Annually	Assistant Superintendent for Instruction Principals	Staff Feedback Academic Review Process	2015-A division professional learning plan and school-based professional-learning plans are created annually. Teachers have the opportunity to create a personalized professional learning plan through PD360.
3.2.3	Create professional development guidelines for use by schools	Review sample guidelines Discuss actions for ECPS	2014	Assistant Superintendent for Instruction Principals	Academic Review Process	2015-An annual professional learning plan is required of each school. Administrators participated in a Boot Camp (2015) to create a three-year professional learning plan.
3.2.4	The schools will develop and manage horizontal and vertical instructional teams and team planning.	Create grade-level and content specific Professional Learning Communities (PLC). Create vertical PLC teams	Annually	Principals Teachers	Academic Review Process	2015-PLCs at each school are horizontal by grade. Department meetings are vertical. Ongoing.
3.2.5	Teachers will use Google Applications on	Teachers will use Google Applications on a	Weekly	Instructional Technology Resource	Staff Lesson Plans	2015-Google applications are available for all teachers to use. Office 365 is also available.

	a regular basis	weekly basis		Teacher		
3.2.6	Teachers will integrate technology in weekly instruction	Teachers will use technology of their choice on a weekly basis	Weekly	Instructional Technology Resource Teacher	Staff Lesson Plans	2015-TIP packages and other technology resources (Smartboard, online applications, etc.) permit integration of technology in weekly instruction. The ITRT conducts ongoing training on use of technology for instruction.
3.2.7	Teachers will be trained in varied collaborative instructional strategies	Integrate and develop effective collaborative instructional methods to support students with disabilities in varied academic settings	Daily	Teacher Principal Director of Special Education	Staff Lesson Plans Principal	2015-The special education department scheduled annual co-teaching training in August. One co-teaching team per school attends training at William & Mary in October. These groups use a train-the-trainer model to share with peers. The Director of Special Education sends a monthly instructional strategy to teachers. There are fall and spring follow-up training sessions for teachers.
3.2.8	Teachers will be trained in special education disability awareness	Teachers will utilize knowledge of various special education disability categories to understand the instructional needs of students	Daily	Teachers Principal Director of Special Education	Staff Lesson Plans Principal Individual Education Plan	2015-A Resource Guide is being developed for use by teachers. The guide will contain strategies to assist teachers based on disability category.
3.2.9	Provide professional development to all teachers on writing student objectives with behaviors, conditions, and criteria aligned	Instructional coaches will conduct, at each school, professional development sessions on lesson planning	January 2016	Instructional Coaches, Principal	Roster of participants, PD agenda,	2015-Added from Academic Review

	to the Standards of Learning in content and cognition.					
3.2.10	Conduct monthly meetings with principals and assistant principals to provide professional development, get updates, review data and discuss areas and steps of improvement.	The school board office will plan for and schedule meetings with school administrators to receive updates on data analysis at each school.	Monthly beginning October 2015	Director of Human Resources, Ast. Superintendent, Superintendent	Rosters, agendas,	2015-Added from Academic Review

Objective 3.3: ECPS will implement research-based instructional practices to improve student success in literacy and mathematics.

Number	Strategies	Process	Timeline	Person Responsible	Assessment	Progress
3.3.1	Create a unit/lesson plan template to address areas on instruction.	Create a consistent lesson plan template Examine best practices Write lesson plans Principals Review Plans	2014	Teacher Principal	Principal Review Academic Review Process	2015-The lesson plan template was created in 2014 and updated in 2015 to assist teachers with aligning SMART objectives with standards.
3.3.2	Establish and implement a system for	Administrators will use the VDOE Academic Review	June 30, 2016	Principals, Ast. Super.	Lesson plan monitoring protocol,	2015-Revised to align with Academic Review. School administrators will be creating a protocol for review of lesson

	monitoring lesson plans to ensure alignment with content and cognitive levels.	Lesson Plan tool to create a monitoring protocol for reviewing teacher lesson plans. Administrators will use this tool to provide feedback to teachers on lesson plan alignment.			Protocols with feedback	plans and teacher observations.
3.3.3	Provide various opportunities for all students, including students with disabilities, to participate in differentiated instruction	Incorporate varied instructional strategies based on students' individual reading levels	Daily	Teacher Principal Director of Special Education	Principal Review Academic Review Process	2015-Current ECPS lesson plans have locations for identifying differentiation of instruction for all students.
3.3.4	Integrate and implement strategies to support students with disabilities in varied academic settings	Incorporate varied instructional strategies to provide instruction to students with disabilities through varied learning modalities	Daily	Teacher Principal Director of Special Education	Principal Review Academic Review Process Dir. Of Accounting	2015-Strategies are written on lesson plans. Co-teachers plan and work together to support individual student needs.
3.3.5	Revise instructional assessments to ensure alignment with content and cognitive levels	Provide professional development and monitoring of assessment revision process.	2014-2016	Teachers Principals Instructional Coaches	Principal Review Academic Review Process	2015-School administrators are working with teachers to align assessments with content and cognitive levels. SMART lesson objectives and lesson plan assessment addresses alignment. In 2015, quarterly assessments were changed from benchmark assessments to critical skills assessments aligned with high priority/low success SOL assessment items. Ongoing.

3.3.6	Conduct peer review of lesson plans during department/grade level meetings and work to ensure lesson plans are aligned.	Department content and grade-level teams of teachers will meet, use the lesson plan monitoring tool, and provide peer feedback to teachers.	Monthly beginning November 2015	Teachers, Department Chairs, Principal, Ast. Principal	Meeting agendas, notes,	2015-Added from Academic Review
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Objective 3.4: ECPS will implement practices to attract, hire, support, and retain highly-qualified teachers and staff to promote student success.

Number	Strategies	Process	Timeline	Person Responsible	Assessment	Progress
3.4.1	Offer competitive salary scales with competitive benefits to attract and retain high-quality faculty and staff	Monitor salary scales and benefits and compare with neighboring school divisions to remain competitive	Annually	Human Resources Director Director of Accounting	Actual salaries and benefits	2015-Ongoing. New teacher salary scale. New paraprofessional salary scale. A raise has been provided for the past 3 years.
3.4.2	Ensure that all teachers and staff meet highly-qualified requirements	Hire certified teachers in appropriate endorsement area(s); hire staff members who are most highly-qualified for the position; provide access to ongoing professional development to achieve/maintain highly-qualified	Ongoing	Human Resources Director Principals	IPAL Report; review of certifications/endorsements; transcripts; professional development records	2015-Ongoing. 2012-2013=95% HQ 2013-2014=96.53% HQ 2014-2015=99.72% HQ

		status				
3.4.3	Provide support to all teachers and staff to improve teacher/staff and student performance	Provide a teacher/new employee induction program; develop a mentoring program for new teachers Develop a division teacher evaluation handbook with a monitoring schedule, provide ongoing training on evaluation processes Monthly recognition of employees who go above and beyond	Ongoing with periodic assessment/ review throughout the year	Human Resources Director Principals Assistant Principals	Analyze feedback from surveys and communications; review of completed evaluations Track teacher/staff recognitions from principals and Board meetings	2015-Ongoing. Annually provide new teacher/employee orientation (3 days). Developed new Mentor Program: Growing Great Teachers – implemented annually. Employees are recognized monthly within the schools and at school board meetings. Consider revision of the teacher evaluation handbook for 2016-2017.

Objective 3.5: ECPS will maintain a safe and supportive environment that is conducive to learning.

Number	Strategies	Process	Timeline	Person Responsible	Assessment	Progress
3.5.1	Principals will conduct safety and security audits of schools and make appropriate adjustments to the critical incident and crisis plans annually.	Update crisis plans and protocol for audits.	Ongoing and annually	Principals Director of Student Services	Principal Review Executive Director	2015-Annually. Ongoing. Each school has a crisis team. School-based teams meet monthly. Division-wide crisis team meets every other month. Updates and changes are made at these meetings. Department of Criminal Justice Services (DCJS) conducts training. ECPS uses the DCJS model. Teachers and staff are trained on crisis updates. The division and school crisis plan are currently under revision.

3.5.2	Schools will participate in “lock-down” simulation drills involving teachers, students, and other school personnel.	All schools schedule and perform “lockdown” procedures twice per year.	Ongoing	Principals Director of Student Services	Principal Review Executive Director	2015-Lock down drills occur twice annually at all schools. Ongoing. County officials participate in the process and provide feedback.
3.5.3	Follow state guidelines for frequency of fire and tornado drills	In-service administrators and faculty members about school safety, fire, earthquake and tornado drill procedures	Ongoing	Principals Director of Student Services	Principal Review Executive Director	2015-Schools conduct fire drills weekly for the first month of school and monthly for the remainder of the school year. Tornado and earthquake drills are conducted annually.
3.5.4	Maintain diligent use of security cameras in schools and on buses	School administration and transportation supervisor to review video as needed.	Ongoing	Principals Director of Student Services	Principal Review Executive Director	2015-Cameras are available on all buses. ECPS has secured a state security grant to install security cameras at TES for the first time and to replace cameras at EIS.
3.5.5	Provide instruction to students on school wide expectations of rules and procedures	Provide instruction and information to all students, staff and parents regarding school-wide behavioral, rules, procedure and expectations	Ongoing	Principals Director of Student Services	Principal Review Executive Director Review PBIS Team	2015-Student Code of Conduct and parent/student handbooks are distributed annually. Each school has a PBIS kickoff annually and Positive Behavioral Interventions and Supports (PBIS) lessons. The Code of Conduct and school handbooks are posted on the website.
3.5.6	Implement PBIS and identify specific behavioral and intervention	Selected PBIS teams will train school personnel on the PBIS process and specific	Ongoing	Principals Director of Student Services Guidance Counselors	Principal Review Executive Director PBIS Team	2015-PBIS teams have been established at each school. Teams meet monthly to review discipline data. Each school has developed Response To Intervention (RTI) tiers.

	needs for all students	expectations. Develop a plan of reinforcement to support the PBIS program				School-Wide Information System (SWIS) data tracking was initiated in 2015. Ongoing.
3.5.7	Develop a plan to correct student behavior and positive incentives problems	Design a graduated program of consequences and direct instruction on appropriate behavior	Ongoing	Principals Director of Student Services Guidance Counselors	Principal Review Executive Director PBIS Team	2015-These plans are part of PBIS and the Code of Conduct.
3.5.8	All schools will develop a threat assessment process for students and school personnel	Identify personnel from the school and community to serve as members of the team	Ongoing	Principals Director of Student Services Assistant Superintendent	Principal Review Executive Director Review PBIS Team Assistant Superintendent	2015-Threat assessment teams were developed during the 2014-2015 school year. A process was established using the VDOE model. Implementation started in 2015.
3.5.9	A division-wide process will be implemented to support school level threat assessment procedures	Team members will be trained at the division level to support school level threat assessment procedures	Ongoing	Principals Director of Student Services Assistant Superintendent	Principal Review Executive Director Review PBIS Team Assistant Superintendent	2015-Threat assessment teams were developed during the 2014-2015 school year. A process was established using the VDOE model. Implementation started in 2015. Faculty members were provided information at a faculty meeting at the beginning of the 2015-2016 school year.

Objective 3.6: ECPS will use data to inform instruction.

Number	Strategies	Process	Timeline	Person Responsible	Assessment	Progress
3.6.1	Develop and	Administrators	Nov. 2015	Principals,	Goal and	2015-Added from Academic Review

	implement expectations, procedures/processes, and timelines for data analysis.	will create and document data analysis expectations for teachers and school teams. Teachers and principals will follow the timeline.		Ast. Principals, Ast. Superintendent	action documents resulting from data analysis.	
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Goal #4: We will help our students graduate

To do so, we will know where all of our students are in their progress toward graduation, and provide opportunities to ensure they graduate.

Objective 4.1: Implement practices to track and monitor student progress toward graduation.

Number	Strategies	Process	Timeline	Person Responsible	Assessment	Progress
4.1.1	Develop a process for tracking student academic and assessment progress	Create or purchase tracking system Teachers, counselors, and administrators input tiered student information	Weekly	Principals Counselors Teachers Director of Student Services	Principal Review	2015-Schools uses data spreadsheets to monitor student progress. The Longitudinal Data System (LDS) program assists teachers and administrators with tracking individual student progress. High School counselors work with individual students to monitor progress toward graduation for all types of diplomas.
4.1.2	Develop academic career plans	Counselors meet individually with students at grades 7, 9, and 11	Annually	Counselors	Principal Review	2015-Individual student academic career plans are created using Virginia Wizard. Ongoing.

Objective 4.2: ECPS will ensure that 100% of all students with disabilities age 16 and older will have Individualized Education Plans with measureable annual goals and transition services.

Number	Strategies	Process	Timeline	Person Responsible	Assessment	Progress
4.2.1	Update online IEP system to address appropriate transition services	Online IEP system will continue to be monitored to appropriately address transition services.	Annually	Director of Special Education	Special Education Plan Executive Director	2015-Annually. Ongoing.
4.2.2	Provide in-service opportunities to teachers regarding transition	All secondary special education teachers are trained and will receive ongoing training specific to transition.	Annually	Director of Special Education	Special Education Plan Executive Director	2015-Department chairs at EIS and EHS have attended courses at Virginia Commonwealth University (VCU) and will provide training to teachers during the school year.
4.2.3	Review data from our State Performance Plan to ensure that IEPs contain measurable annual goals and transition services	State Performance Plan data will be reviewed annually to maintain compliance with this indicator.	Annually	Director of Special Education	Special Education Plan Executive Director	2015-Department chairs at EIS and EHS have attended courses at VCU and will provide training to teachers during the school year.
4.2.4	Monitor progress in each building toward development and implementation of transition plans	ECPS will review the IEP's in the spring at EIS and EHS to make sure each school is in compliance with this indicator.	Annually	Director of Special Education	Special Education Plan Executive Director	2015-Department chairs at EIS and EHS have attended courses at VCU and will provide training to teachers during the school year.

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Objective 4.3: To increase course offerings to enhance opportunities for graduation

Number	Strategies	Process	Timeline	Person Responsible	Assessment	Progress
4.3.1	Collaborate with Rappahannock Community College (RCC) to increase dual enrollment (DE) course offerings	Attend joint meetings Research local dual enrollment offerings Review staff qualifications to teach dual enrollment courses	Annually	Assistant Superintendent High School Principal Counselors	Dual Enrollment agreement	2015-During the 2014-2015 school year, DE Spanish and DE U.S. History were offered. Dual enrollment is currently offered in U.S. History and the STEM program. Students can access the RCC Scholars program for reduced tuition. Several NNTC programs offer DE credit (nurse aide, culinary arts). Students who participate in CBGS are dual enrolled for calculus, physics, college algebra, marine environmental science, pre-calculus, chemistry, and statistics.
4.3.2	Examine staffing needs to support graduation requirements	Review Master Schedule Review graduation requirements	Annually	Principals Director of Human Resources Assistant Superintendent for Instruction	Graduation rates	2015-Ongoing. Constant monitoring.

Objective 4.4: Essex County Public Schools will increase technology preparedness of students.

Number	Strategies	Process	Timeline	Person Responsible	Assessment	Progress
4.4.1	Facilitate student and staff sharing and collaborating in Google Apps for Education	Implement Google Apps for Students	March 2013	Director of Technology	Review of Google Services	2015-Google Apps for education is used by staff and students. Teachers can use Google classroom to facilitate instruction and share instructional materials. Implementation is complete. Use is

						ongoing.
4.4.2	Students will be taught Internet Safety skills	Library, Media, Lab, and Classroom Teachers will teach safety components	January 2014	Instructional Technology Resource Teacher	Review Internet Safety Completion Document for Statistics	2015-Training is conducted in English classrooms each fall. Training is conducted annually in the library of each school. This is recorded on the Internet Safety Completion Document.
4.4.3	Provide Office 365 for student use at school or home	Implement Office 365 for students	Dec 2015	Director of Technology	Review of Microsoft Services	2015-Added item. Office 365 is available for students on any type of device. Office Professional Plus can be installed on up to 5 devices of the student's choice for use at school or home.

APPENDIX