

2015 - 2021

Colonial Heights Public Schools Comprehensive Plan



Introduction

The *Comprehensive Plan* is a document that serves as a roadmap for the next six years of work in our school division. This is an attainable plan with realistic achievement measures and is representative of stakeholder input, a thorough review of current practices, identification of areas of need, and benchmarks and goals for ensuring that Colonial Heights Public Schools remains a school division that is invested in the learning of every student.

Developing the Plan

The following steps were taken in the development of the Comprehensive Plan:

1. Community Forums - A Community Forum was held at each school site during the 2013-2014 school year. Parents, community members, and staff were encouraged to attend the forums and respond to two basic questions: “What do we do well?” and “What can we do better?” Participants provided responses that were recorded and voted upon to determine the priority areas for each school. As a follow-up measure, a summary letter was mailed home to each student’s parent/guardian to ensure that all parents were informed of the areas of strength and need for each school as expressed at the forums.
2. Advance Ed Review – Advance Ed, the organization that evaluates and awards accreditation to schools and school divisions, will conduct an external review during the Spring of 2015. As part of the review process, each school was asked to conduct a self-evaluation and develop goals specific to the needs of their school. The goals will be included in the Advance Ed review process as well as the division Comprehensive Plan.
3. School Improvement Plans – Each school is responsible for creating and monitoring a School Improvement Plan on an annual basis. Both qualitative and quantitative data are gathered and analyzed to determine areas of need for the school. Instructional decisions and professional development for staff are designed to address the needs in the School Improvement Plan.

4. Groups that Advise:

Administrative Cabinet

Administrative Cabinet is a group of school leaders that include school administrators, department directors, instructional specialists, assistant superintendents, and the superintendent. The cabinet meets twice monthly to review district concerns, disseminate information, and review upcoming division events. The following are the current members of the Administrative Cabinet.

Dr. Joseph Cox	Mr. Troy Hedblom	Mrs. Haidee Napier
Mrs. Gwen Moseley	Mrs. Christy George	Mr. Tim Tillman
Mrs. Maria Yench	Dr. Joseph Douglas	Mrs. DeAnna Moreau
Mrs. Candy Weems	Mrs. Kristin Janssen	Mr. James Burnett
Mr. John Thomas, Jr.	Mr. William Hertz	Mr. Remus James
Mr. David Staples	Mrs. Valerie Wiggins	Mr. Travis Ridley

Superintendent's Advisory Committee

The Superintendent's Advisory Committee is comprised of representatives from each of the five schools and the Office of Support Services. Each member is asked to present concerns on a monthly basis that have been submitted by his/her school's staff. Concerns are then shared and addressed during the meeting by district administration. Committee members are asked to share responses at their schools. In addition to sharing issues at advisory meetings, members serve as liaisons on other division committees such as grading committees and system accreditation teams.

Mr. Tim Ralph	Colonial Heights High School
Mrs. Christan Martin	Colonial Heights Middle School
Mrs. Deborah Izo	Lakeview Elementary School
Mrs. Stephanie Bass	North Elementary School
Mrs. Tammy Young	Tussing Elementary School
Ms. Megan Nunnally	Office of Support Services

Colonial Heights Public Schools Budget Committee

Beginning in January of 2015, the newly formed Budget Committee will meet to provide input and guidance from the schools' perspective regarding budgetary concerns. Members for this committee will be named by December 2014.

Colonial Heights Public Schools

MISSION STATEMENT

Colonial Heights Public Schools, in partnership with the home and the community, will provide each student with a relevant, quality education. The skills taught shall enable each student to become a self-sufficient, productive member of the global society prepared to enter the job market and/or continue his/her education.

To accomplish our mission, Colonial Heights Public Schools will provide:

- A challenging curricula/instructional program that will meet the present and future needs of our students.
- A well-trained and caring staff who is sensitive to the needs of students and who accepts responsibility for student learning.
- A safe, clean, attractive, nurturing student-oriented environment.
- A school climate where schools are governed through a collaborative decision-making process.
- A system of effective, ongoing communication that will enhance the relationships among school system, home, and community.

Continued Academic Excellence

Colonial Heights Public Schools continue to be recognized for excellence in academic achievement and graduation rates. All schools in the division have been accredited for thirteen consecutive years, an accomplishment attained by only a small percentage of the state's school divisions. Exceeding the state graduation completion index benchmark is also a noteworthy accomplishment representative of division-wide efforts to ensure that students are afforded opportunities that support academic success.

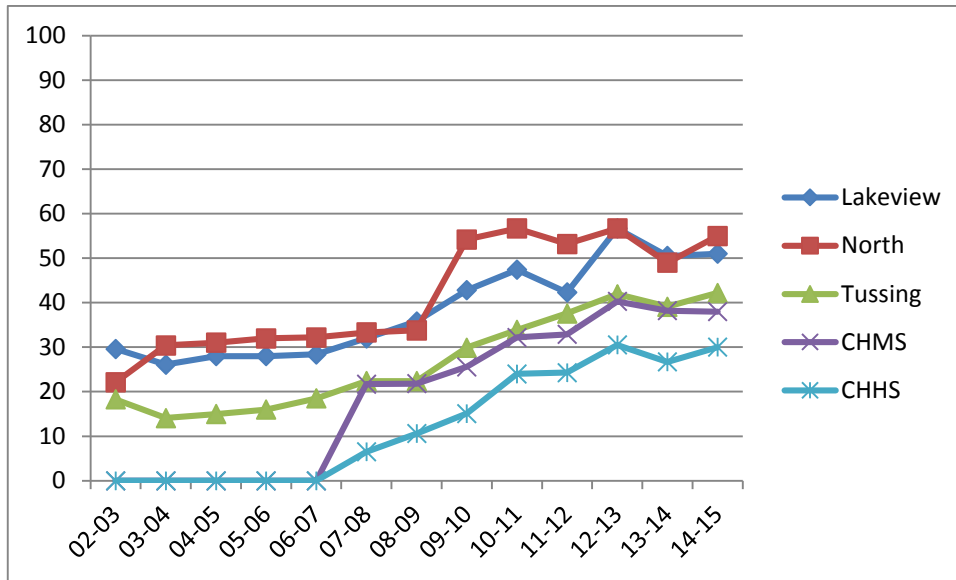
Current Trends

Colonial Heights, similar to many other school districts in the state and nation, have faced significant economic challenges in recent years. Federal and state budgets have had limiting effects on localities in terms of compensating teachers with Cost of Living Increases and Step Increases. Further, difficult programmatic and spending decisions have resulted in reduced program options and positions lost to attrition. Colonial Heights will remain diligent in seeking ways to compensate teachers for their continued dedication and commitment to providing excellent instruction for students.

A review of demographic data is reflective of a continually changing population of students in Colonial Heights. Increases in student transiency and those who qualify for Free and Reduced Lunch are indicative of a population of students whose families are facing economic struggles. Research indicates that students who experience such challenges may come to school with difficulties ranging from responsibilities at home to fewer opportunities to participate in school readiness and support programs.

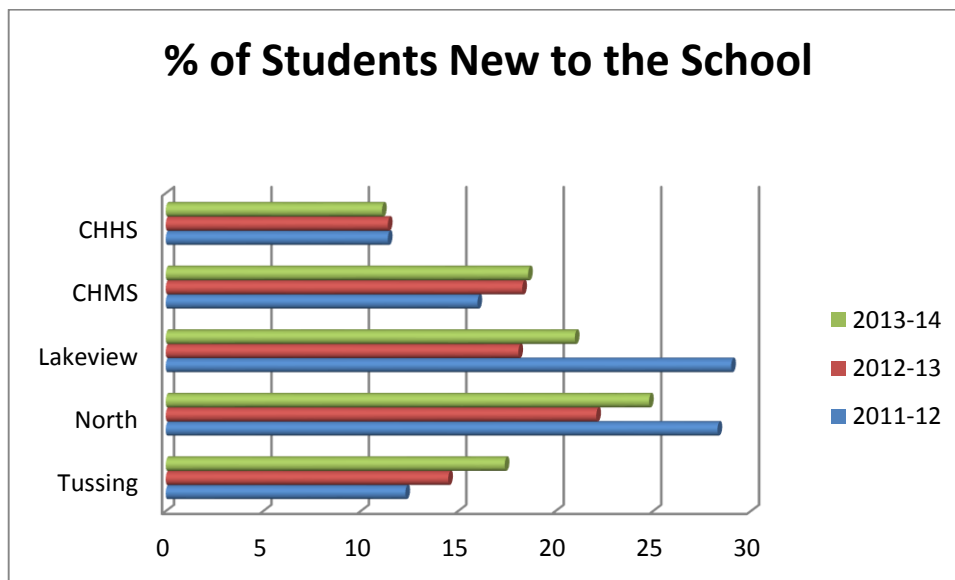
Free and Reduced Lunch Percentages

2003-2014

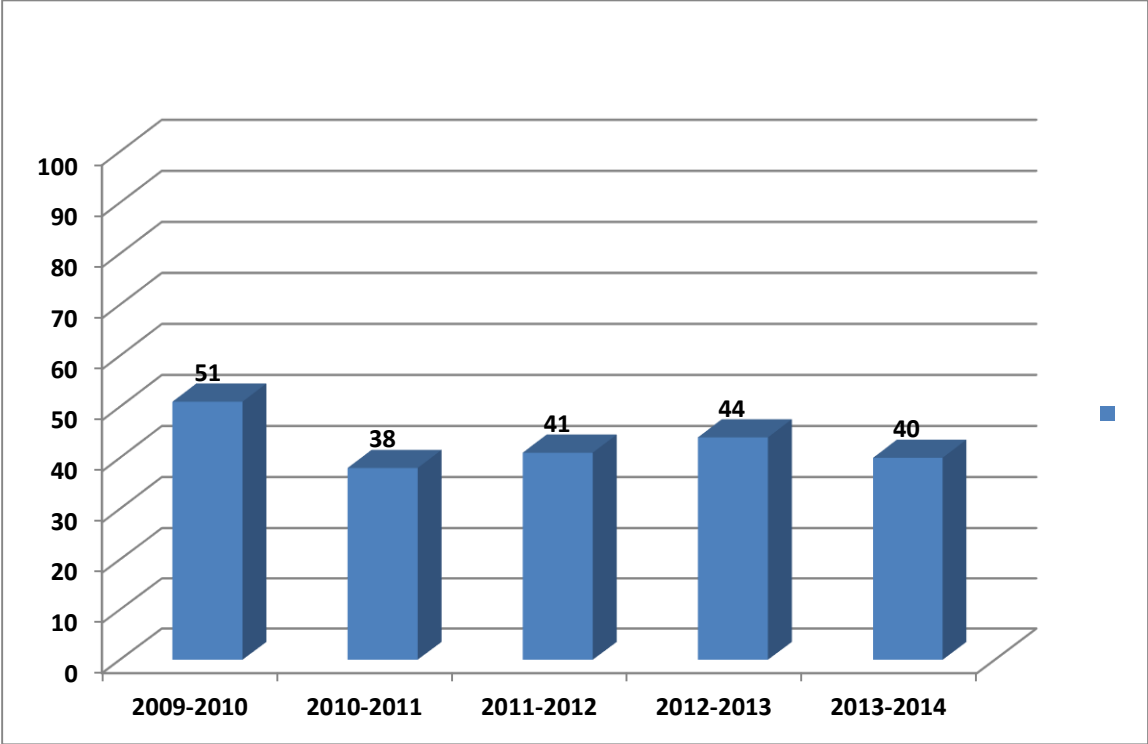


Transiency Data

% of Students New to the School



% of Graduates Spending Their Entire School Career in Colonial Heights 2004-2014



Accomplishments from the Previous Comprehensive Plan

The following are accomplishments noted from the previous Comprehensive Plan:

- All schools have been fully accredited all years of the previous Comprehensive Plan.
- 100% of staff are Highly Qualified.
- Student use of technology has increased.
- Staff use of technology has increased.
- Partial completion – All students and teachers at the High School will participate in a laptop program. All teachers at all schools have been issued a laptop, and two groups of high school students receive school-issued laptops.
- There is evidence of increased student engagement.
- Application of higher order thinking skills, application, and synthesis have occurred.
- All end-of-course assessments are administered online.
- Students with Disabilities have experienced greater integration into the general education curriculum.
- An emphasis has been placed on Character Education at the Elementary and Middle Schools.
- Research was conducted on the International Baccalaureate Program and was determined to not be a feasible option.
- Teachers participate in activities that exhibit the important role that they play in the success of each student.
- The division has maintained an attendance rate of 95% or greater each year from 2011-2014.
- The Maintenance Building has been relocated to a new building behind Lakeview Elementary School.
- Lakeview Elementary School was renovated.

Plan Composition

As input and data for the Comprehensive Plan were gathered, several common themes of areas for improvement emerged. Beneath each theme is a list of goals to be addressed during the period of the Comprehensive Plan.

Community and Communication

- Use Community Forums as a mechanism to collect input from stakeholders about schools and the division.
 - 2014-2015 – Community Forums at the High School and Middle School
 - 2015-2016 – Community Forums at Elementary Schools
 - 2016-2017 – Community Forums at the High School and Middle School
 - 2017-2018 – Community Forums at Elementary Schools
 - 2018-2019 – Community Forums at the High School and Middle Schools
 - 2019-2020 – Community Forums at Elementary Schools
- Create school-based teams to promote family/school partnerships that increase parent involvement.
- Collaborate with staff, parents, and community partners to build and strengthen students' self-confidence, self-advocacy, and leadership skills.
- Actively seek avenues of communication with the city's government, businesses, and community groups to solicit input and share information about the school division.

Student Achievement

- Meet and/or exceed state and federal accountability targets annually.
- Incorporate instructional supports for students who do not meet academic benchmarks.
- Analyze all available data to inform and guide instructional programs and practices to include embedded differentiated enrichment and intervention opportunities for students.
- Continually research and assess the availability of screening tools and other resources that provide a continuum of data to inform instruction.
- Provide tiered interventions based on data results from universal screening tools. Tiered interventions include: Level 1 – Classroom Interventions, Level 2-School-based Interventions, and Level 3- Special Education supports
- Incorporate instructional supports and enrichment opportunities for high ability students.

Instruction

Staffing

- Hire and retain highly qualified teachers by actively recruiting teachers who meet the needs of the students in our division.

Curriculum

- Vertically align curricula to increase student growth across grade levels.
- Provide teachers tools to develop and implement relevant, engaging lessons focused on student-centered learning.
- Increase student engagement through grade level and subject area collaborative planning.
- Continue the collaborative relationship with the Math Science Innovation Center to enhance curricular opportunities.
- Incorporate academic and work-place readiness skills that prepare all students for post-secondary opportunities.
- Incorporate character education, life skills, and service learning into the instructional program.
- Expand the Pre-Kindergarten program to include a class at each elementary school.
Time line: North Elementary – 2018; Tussing Elementary – 2020
- Conduct a feasibility study of the International Baccalaureate Program and a review of the current Advanced Placement course offerings at the high school during the 2015-2016 school year.

Career and Technical Education (CTE)

- Continue to evaluate Career and Technical Education Program courses to ensure that student completers are exiting programs with skills that increase employability.
- Evaluate Career and Technical Education Program offerings to determine potential areas of expansion to keep pace with the current job market needs.
- Introduce a course in Robotics and a course in Web Design for the 2015-2016 school year.
- Continue to explore CTE course offerings that provide coursework in the areas of Computer Programming, Internetworking, Robotics, and STEM.
- Expand the CTE Advisory board to incorporate STEM-based career business partners.
- Develop a working relationship with the Chamber of Commerce to establish and maintain a working dialogue regarding local work force needs.

Science Technology Engineering and Mathematics (STEM)

- **Elementary** – Implement an Integrative STEM Program at the elementary schools where each grade level collaborates to incorporate STEM projects into existing units of study.
- **Middle** – Expand the current seventh grade STEM program to 6th and 8th grades by embedding cross curricular STEM units of study.
- **High** – Develop local partnerships that provide authentic STEM-based career experiences to high school students; and explore research-based mentorship programs that provide for student directed STEM research that results in high school credit.

Adult Education

- Consider the community's desire for an adult education program through dissemination of a Community Survey during the fall of 2015, followed by planning and implementation if the survey is indicative of community support and funding is available.

Professional Development

- Provide professional development opportunities that empower staff, increasing their capacity to be instructional leaders.
- Provide training to assist staff in understanding, comparing, analyzing, and using data to inform instruction.
- Provide professional development in student-centered instruction that integrates technology.
- Provide professional development in the areas of student engagement, differentiation, and small group-level instruction.
- Provide professional development in meeting the diverse needs of students.
- Faculty and staff will receive professional development on security awareness, recognizing cyber-bullying, and general ethics of computer use.

Technology

- Increase student knowledge of technology and its use that enhances learning experiences.
- Provide student-based awareness training for informed use of Internet resources, security and protection of private data, cyber-bullying, and general ethics of computer use.
- Expand incrementally upon the current High School laptop program to provide 1:1 student laptops or computing devices for all middle and high school students. Time Line: MS Pilot Program –2015- 2016; Expanded HS Pilot Program 2015-2016; Incremental Increase in Technology availability 2016-2020
- Invest in technology tools for student use in the classroom.
- Develop a Bring Your Own Technology (BYOT) and/or Bring Your Own Device (BYOD) initiatives for students and staff.
- Employ support personnel to provide data warehousing, programming, analysis tools, and central access to data sources.
- Replace aging computer hardware on a routine maintenance cycle.
- Assess and implement emerging technologies that may replace more costly aging hardware or software.
- Utilize cost-saving initiatives such as cloud-based resources, desktop/server virtualization, and green technologies.
- Implement computer-based placement/screening assessments to be administered to students in the Central Registration Office when enrolling in school. Time Line: Fall 2016

Finance and Budget

- Compensate teachers and staff with Cost of Living and Step Increases.
- Formally present school division needs to City Council and other forums to broaden awareness of fiscal needs.
- Seek Bond Issuance Inclusion through the city for funding facility improvements.
- Continue the partnership with the City of Colonial Heights in maintaining the Memorandum of Understanding (MOU) that provides fiscal support to the school system.

Capital Improvement

- Evaluate, document, and fund facility needs through the annual budget process and Capital Improvement Program (CIP) process.

Safety and Security

- Expand the early detection surveillance camera system. Time Line: Beginning of 2015-2016 School Year
- Maintain active monitoring of camera feeds.
- Maintain and routinely test lockdown procedures, including associated automated systems.
- Maintain the capability to immediately notify the office of any threat to student or staff safety on school grounds.
- Maintain the “self inspection” process requiring all site principals and School Resource Officers to routinely evaluate building access, security measures, and lockdown capability. Periodically complete the formal self-inspection checklist.
- Expand main entrance door access control system to the remaining two designated schools. Time Line: End of 2014-2015 School Year
- Maintain security training and enhance real-time reporting capabilities on school buses.
- Maintain and systematically review Emergency Operation Plans, Threat Assessments, Safety Walkthroughs, and scheduled drills.
- Ensure a safe and secure learning environment for students and staff by providing a School Resource Officer at each building with support of the Colonial Heights Police Department. Time Line: Beginning of 2015-2016 School Year
- Provide and maintain a safe and disciplined environment in each school that is conducive to learning.

Summary of the Comprehensive Plan

The priorities for this Comprehensive Plan, in summary, are to:

- Continue academic excellence by being fully accredited and meeting Federal Annual Measurable Objective targets.
- Continue to exceed the State Graduation Rate.
- Continue to seek avenues for supporting teachers and staff with incremental monetary increases in pay.
- Provide vertically aligned instruction in a way that diverse learner needs are met.
- Provide professional development for teachers and staff that support their efforts to engage students in high quality educational opportunities.
- Manage a transition that includes a population of students that are exhibiting increased social, emotional, and academic needs resulting from more diverse backgrounds.
- Increase the availability and use of Instructional Technology coupled with appropriate training for implementation.
- Continue to evaluate potential Capital Improvement Projects and Facilities Maintenance projects to improve school facilities.
- Continue to evaluate and implement measures to ensure school safety and security.