

Page County Public Schools
Six-year Comprehensive Plan
2012 - 2018

Vision Statement

PPROMOTING

ACHIEVEMENT

GGROWTH &

EXCELLENCE

Mission Statement

We are committed to maximizing every student's potential – whatever it takes.

Components of the Comprehensive Plan

1. Introduction
2. Comprehensive Plan Committee
3. Objectives & Strategies
4. Page County Schools Facts at a Glance
5. Enrollment Data & Facility Management
6. Parental Involvement Plan
7. The Next Steps
8. Collaborative Programming & Training in the Shenandoah Valley
9. Expectations for Professional Development and Licensure
10. Page County Educational Technology Plan

Page County Public Schools
Six-year Comprehensive Plan
2012 - 2018

Introduction

The Page County Comprehensive Plan Committee, composed of parents, community representatives, administrators, teachers, and support personnel met to revise and update the Comprehensive Plan. This plan contains objectives and strategies for improving instruction and ensuring the well-being of our students. It is a unified, long-range plan based upon data collection, an analysis of the data, and how the data will be utilized to improve classroom instruction and achievement. It includes enrollment data, student performance data, division-wide goals, and professional growth expectations. The Page County School Board will be provided an assessment of the achievement of the objectives of the comprehensive plan by November 1 of each odd numbered year. The plan below was updated in November of 2016.

Current Comprehensive Plan Committee

The original members of the Page County Comprehensive Plan were approved by the Page County School Board on October 10, 2011 and participated in the development of the plan.

Frederick Veney, Community Member
Tracie Dickson, Community Member
Dan Vaughn, Community Member
Ralph Mowry, Community Member
Dennis Zimmerman, Community Member
Melinda Dovel, Luray Elementary School Teacher
Lisa Liscomb, Springfield Elementary School PTA Representative
Matt Morris, Shenandoah Elementary Teacher
Carla Burke, Stanley Elementary School Teacher
Stephanie Day, Page County Middle School Teacher
Shannon Reed, Luray Middle School Teacher
Aude Bauserman, Luray High School Teacher
Jason O'Shell, Page County High School Teacher
Mr. Todd Lynn, Principal
Dr. Paul Johnson, Director of Human Resources & Administration

Page County Public Schools
Six-year Comprehensive Plan
2012 - 2018

Committee members involved in the 2015-16 updates to the plan were:

Dr. Paul Johnson, Director of Human Resources & Administration
Mr. Eric Benson, Director of Instruction
Mr. Roger Mello, Director of Career & Technical Education
Ms. Shirley Harper, Director of Technology
Mr. Timothy Harris, Director of Transportation, Safety, & Procurement
Mrs. Teresa Day, Director of Elementary Instruction
Dr. Terry Wiita, Principal
Mrs. Denise Atkins, Principal
Mrs. Cathy Marston, Principal
Mr. Lance Moran, Principal
Mary Applewood, Shenandoah Elementary School
Cathy Ashanky, Stanley Elementary School
Virginia Browne, Page County High School
Rosalei Caton, Page County Technical Center
Nicole Clark, Luray Middle School
Shaine Coleman, Luray High School
Mary Alice Crews, Springfield Elementary School
Kelley Davis, Stanley Elementary School
Stephanie Day, Page County Middle School
Martha Leake, Luray Middle School
Sara McHenry, Luray Elementary School
Rachel Meadows, Page County Middle School
Jewelee Painter, Springfield Elementary School
Wanda Plum, Shenandoah Elementary School
Delwyn Ringle, Page County High School

Objectives and Strategies of the School Division

Revised: Objective 1 – Page County Schools will provide an academic program that ensures all students will be eligible to earn verified credits and industry credentials in order to be prepared for the 21st Century job market in Page County and beyond.

- Utilize problem-based learning to encourage the development of the critical thinking and problem-solving skills required for workplace success.
- Provide resources and training so that STEAM (Science, Technology, Engineering, Fine Arts, and Applied Mathematics) activities are accessible in all elementary and middle schools.
- Collect data to develop a profile of Page County students at specific grade levels (Kindergarten, Upper Elementary, High School, and Post Graduate).
- Develop an Academic Career Plan for all students, middle school and above, that will align with a post-secondary career pathway and/or college entrance.
- Administer assessments to help students understand their strengths, interests, and opportunities (ie. ASVAB, PSAT, SAT, ACT, Community college placement tests).
- Map all CTE courses listed in the Program of Studies to a pathway that ends with a viable industry credential.
- Embed life and workplace readiness skills in the instructional process at all grades and in all content areas: critical thinking, collaboration, oral communication, creativity, civic and community engagement, and problem-solving.
- Provide financial support to CTE completers with demonstrated financial need for licensure, industry certification tests, and tools needed for their trade.
- Financially support staff members to secure the credentials needed to provide increased dual enrolled opportunities.

Objective 2 – All schools in Page County will meet state standards for full accreditation.

- Develop structures across the division (PLCs, grade level committees, vertical teams, common assessments, etc.) to identify specific instructional gaps and weaknesses, plan specific school-based responses, and review data to ensure continuous improvement.
- Use multiple high-yield instructional strategies at all levels to foster student engagement and tie instruction to real world experiences.
- Establish a division climate where professional development and implementation of evidence-based practices are expected for all instructional staff.
- Investigate and aggressively employ strategies to create a positive, supportive school climate for all students.
- Proactively work to reduce the percentage of students who are chronically absent, as defined by missing 15 or more days per school year.

Page County Public Schools
Six-year Comprehensive Plan
2012 - 2018

- Minimize, to the greatest extent possible, exclusionary practices in discipline.

Objective 3 – Page County Public Schools will create a professionally rewarding environment including competitive salaries, benefit packages, positive relationships, and satisfactory work environments.

- Review all salary scales and implement a multi-year plan to bring Page County within the regional average salary by position.
- Benchmark the benefits offered by PCPS and provide a multi-year plan to make benefits competitive with other school divisions within the region.
- Recognize and celebrate with intention the positive contributions of staff that impact students.
- Invest in school infrastructure to provide for an appropriate teaching and learning environment.

Objective 4 – Page County Public Schools will develop a standard system of observation and evaluation to enhance the quality of instruction, leadership, and services found within the division.

- Implement an online program to track goals, professional development, and observations.
- Review and revise the Page County Public Schools teacher evaluation handbook.
- Develop common assessments to measure student growth.

Objective 5 – Page County Public Schools will work with stakeholders to ensure that a safe, well-maintained, and drug-free environment exists on all school grounds and on all school buses.

- Provide up-to-date cameras and radios on all buses to enhance administrative support of bus discipline reporting and increase oversight of student conduct.
- Standardize expectations for bus behavior and provide training for all drivers and substitutes to support effective implementation and enforcement.
- Coordinate the delivery of anti-bullying curriculum across grade levels and between schools.
- Review data from Department of Criminal Justice Services' Safety Audits to benchmark climate and safety in the division.
- Increase efforts to inform students, parents, and the community of the contributing factors to drug and alcohol abuse.
- Utilize Positive Behavior Interventions and evidenced-based approaches to address misbehavior effectively.

Page County Public Schools
Six-year Comprehensive Plan
2012 - 2018

- Continue to support the Alternative Suspension Center as an alternative to short-term suspension

Previous Objectives Completed or Deleted/Revised:

Objective 3 – Page County Public School students will complete their PreK-12 education prepared for Post-Secondary success (included in Revised Objective #1)

Objective 4 – By May of 2013, Page County Public Schools will implement standard grading practices and policies that make student achievement on adopted curriculum objectives and requisite skills easily understandable to parents, students, and staff. (completed)

Enrollment Data and Facility Management

In the last Comprehensive Plan cycle (2006-2012), Page County Public Schools built two new high schools and renovated the old high school buildings into two new middle schools. This re-organization of buildings allowed for a complete reconfiguration of grade structure. Currently, Page County Schools house PreK – 5th grade at the elementary level. The middle schools consist of grades 6-8 and the high schools consist of grades 9-12.

The recent economic downturn in the United States also affected the budget stability of the Page County School System. In 2010, Grove Hill Elementary School was closed due to economic hardship, with the student and staff populations being relocated to Stanley Elementary and Shenandoah Elementary. This school closure, along with the construction of high schools and addition of middle schools in 2009, leaving Page County with a total of nine open facilities (including the Page County Technical Center). School enrollment has declined by more than 200 students since that time, leading to a reduction in the number of teachers within the Page County school system. A Preschool Academy was opened at Grove Hill in 2012 and currently houses two VPI classrooms and two Head Start classrooms as well as one Early Childhood Special Education classroom.

Parental Responsibility and Involvement Requirements

Parental involvement is an essential element in effective education. Studies show that two factors are necessary to improve learning: 1) a sound instructional program and 2) consistent involvement of parents and other influential adults. It is, therefore, the policy of Page County Public Schools to seek avenues that allow families and the community to be involved in the

Page County Public Schools
Six-year Comprehensive Plan
2012 - 2018

education of our children. We recognize that the term “parent” refers to any adult – mother, father, older sibling, aunt, uncle, grandparent, guardian, or mentor – who plays a significant role in the care of a student, or students, enrolled in our schools. Although parental involvement is the specific focus of this policy, it is recognized that all those concerned with the education of students must work together cooperatively to meet the needs of students. Schools have the responsibility to involve parents and parents have the responsibility to become involved in the school.

Parental involvement efforts start with a free flow of information about the school system to our community at large. This has been facilitated by the posting of School Board Meeting Agendas and subsequent actions on BoardDocs, the publication of two widely circulated community newsletters per year, and the willingness of the local newspaper to spotlight individual schools on a regular, rotating basis. Opportunities for involvement are strengthened through the formal appointment of parents and interested community members to critical committees, including the Special Education Advisory Committee, the Gifted and Talented Advisory Committee, the Strategic Six Year Plan Committee, the Facilities Use Policy Committee, the Title I District Advisory Council, and the Page County Education Foundation.

Individual schools encourage parents to work as partners in their children’s education and offer a variety of opportunities to address the diverse needs of working parents. Volunteer efforts are encouraged and take the form of everything from direct classroom assistance and mentoring to participation in PTAs and booster organizations. Each school offers unique opportunities. All nine schools stress the importance of direct contact with parents by teachers and this contact is a part of every teacher’s annual performance review.

Parental involvement will also be enhanced via the Page County Public Schools' Title I Staff, which will ensure that each school will: Notify the parents of the specific instructional objectives for their child(ren), offer conferences between individual parents and teachers at least once a year, schedule meetings and conferences to accommodate varying parental needs, provide newsletters and/or workshops for parents to help promote the education of their children at home, solicit parents' suggestions in the planning, development and operation of the Title 1 program; and create a district parent advisory council which will assist with developing Title 1 initiatives and advising the current program.

Collaborative Programming & Training in the Shenandoah Valley

Lord Fairfax Community College Educational Consortium – Lord Fairfax Community College has partnered with area school divisions to develop the teaching profession in this region. This consortium strives to serve current, veteran teachers by bringing well known guest

speakers and workshops to the area, along with effective and proven professional development course for credit opportunities.

Massanutten Regional Governors School – The Massanutten Regional Governors School opened in the fall of 2005 and is one of 19 Academic-Year Governor's Schools in the state of Virginia. Participating School Divisions include, Harrisonburg City, Page County, Rockingham County, and Shenandoah County. The mission at Massanutten Regional Governor's School is to provide an integrated and enriched research-based curriculum to highly motivated and intellectually gifted students based on environmental science and technology. The Governor's school operates on the belief that the students are the program and that the education provided has the potential to benefit not only the students as individuals but society as a whole.

MidValley Consortium for Teacher Education – The MidValley Consortium for Teacher Education is a collaborative effort of four colleges and universities and seven school divisions in the Shenandoah Valley. Its goals are to develop a cadre of clinical faculty who are exemplary models of effective teaching and strong mentors for their student teachers, to develop and nurture leadership abilities in clinical faculty, and to facilitate greater cooperation and communication among consortium members. Consortium members include Bridgewater College, Eastern Mennonite University, James Madison University, Mary-Baldwin College, Augusta County Schools, Harrisonburg City Schools, Page County Schools, Rockingham County Schools, Shenandoah County Schools, Staunton City Schools, and Waynesboro City Schools.

Shenandoah Valley Regional Program - The Shenandoah Valley Regional Program is a regional special education program which complements the special education services of six local school divisions. The participating school divisions include the counties of Augusta, Page, Rockingham, Shenandoah, and the cities of Harrisonburg and Staunton. The governing body, called the Joint Board, is comprised of one school board member from each school division.

The philosophy of the Program is to provide cost effective, quality programming to children with low-incident disabilities by the sharing of resources and personnel. Services provided by SVRP are an integral part of the continuum of services provided to students with disabilities in the participating localities.

Virginia School University Partnership – Virginia School University Partnership offers Page County opportunity to participate in high quality staff development in conjunction with other school divisions from across the state based on shared needs and emerging trends. In addition, VSUP provides teachers opportunities to work cooperatively to develop assessment questions based on SOL content that mirror the rigor of the state assessments. The latest collaboration has centered on the development of performance based assessments in critical content areas.

Virginia Tiered Systems of Support - The Virginia Tiered Systems of Supports (VTSS) is a data-driven decision making framework for establishing the academic, behavioral and social-emotional supports needed for a school to be an effective learning environment for all students.

Page County applied and was accepted for participation in the third state-wide cohort to receive training on this approach to serving student needs.

The VTSS systemic approach allows divisions, schools and communities to provide multiple levels of supports to students in a more effective and efficient, clearly defined process. Implementing the VTSS requires the use of evidence-based, system-wide practices with fidelity to provide a quick response to academic, behavioral, social and emotional needs. The practices are progress-monitored frequently to enable educators to make sound, data-based instructional decisions for students.

Expectations for Professional Growth and Re-licensure

Page County Public Schools strives to provide high-quality professional learning that impacts student achievement. The goal for our division as a whole, and for each of our schools individually, is continuous improvement. We recognize that for continuous improvement to occur we must be committed to research-based, data-driven, job-embedded, and standards-based professional learning.

The National Staff Development Council has established Standards for professional growth. These standards will guide our work towards continuous improvement and teacher re-licensure.

Context Standards – Professional learning that improves the learning of all students:

- Organizes adults into learning communities whose goals are aligned with those of the school and district. (Learning Communities)
- Requires skillful school and district leaders who guide continuous instructional improvement. (Leadership)
- Requires resources to support adult learning and collaboration. (Resources)

Process Standards – Professional learning that improves the learning of all students:

- Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement. (Data-Driven)
- Uses multiple sources of information to guide improvement and demonstrate its impact. (Evaluation)
- Prepares educators to apply research to decision making. (Research-Based)
- Uses learning strategies appropriate to the intended goal. (Design)
- Applies knowledge about human learning and change. (Learning)
- Provides educators with the knowledge and skills to collaborate. (Collaboration)

Content Standards – Professional learning that improves the learning of all students:

Page County Public Schools
Six-year Comprehensive Plan
2012 - 2018

- Prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement. (Equity)
- Deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately. (Quality Teaching)
- Provides educators with knowledge and skills to involve families and other stakeholders appropriately. (Family Involvement)

2016-18 Technology Goals and Objectives

All schools in the Page County Public School Division are committed to integrating educational technology into the daily instruction of their students. The division shares with the Virginia Department of Education in establishing a plan of action to ensure accountability, support, professional development and curriculum that embraces the desire to provide our students with the necessary skills to face challenges of the 21st century.

Goal 1: Provide a safe, flexible, and effective learning environment for all students.

- Objective 1.1: Provide the technical infrastructure necessary to support formal and informal learning environments.
- Objective 1.2: Provide the human infrastructure necessary to support formal and informal learning environments.
- Objective 1.3: Develop sound policies and procedures for the acquisition and management of technologies.

Goal 2: Engage students in meaningful curricular content through the purposeful and effective use of technology.

- Objective 2.1: Deliver appropriate, rigorous, and challenging technology-enhanced curricula to support formal and informal learning experiences.
- Objective 2.2: Provide resources to support teachers in developing online personalized learning opportunities for students.

Goal 3: Afford students with opportunities to apply technology effectively to gain knowledge, develop skills, and create and distribute artifacts that reflect their understandings

- Objective 3.1: Provide resources and applications that encourage creativity, collaboration, and problem solving.
- Objective 3.2: Develop and evaluate technology policies to effectively balance the need for instructional innovation with safety and security.

Page County Public Schools
Six-year Comprehensive Plan
2012 - 2018

Goal 4: Provide students with access to authentic and appropriate tools to gain knowledge, develop skills, extend capabilities, and create and disseminate artifacts that demonstrate their understandings.

- Objective 4.1: Provide resources and support to ensure that every student has access to a personal computing device.
- Objective 4.2: Identify and disseminate information and resources that assist educators in selecting authentic and appropriate tools for all grade levels and curricular areas.

Goal 5: Use technology to support a culture of data-driven decision making that relies upon data to evaluate and improve teaching and learning.

- Objective 5.1: Use data to inform and adjust technical, pedagogical, and financial support.
- Objective 5.2: Promote the use of technology resources/instruments to design and implement classroom assessments.