THE STRATEGIC PLAN

Engage

20/26

OF THE
GOOCHLAND COUNTY
PUBLIC SCHOOLS

OBJECTIVES, STRATEGIES, AND TACTICS

Superintendent's Message

As SUPERINTENDENT, I love the strength of our community and the family feel that permeates our schools. To work in Goochland every staff member truly joins a team, one that is committed to making a real difference in the lives of each and every child that attends school. We know relationships matter. But our beliefs matter too. Personal to me is the belief that every child can learn, and academic optimism is founded in the idea of a growth mindset, that every child can grow. While academics take a front seat in our organization, you will find in this new strategic plan a desire to take an optimistic outlook further, fully knowing that a student's ability to learn is founded in their sense of well-being and safety. School should be fun, school should be safe, school should be a place a student feels they belong. And that is what this plan is about, to make sure that students have a positive experience in their journey toward personal growth. I invite you to look at our plan in detail. Inside, I hope you find that these sentiments are baked into all aspects of the plan, across our goals, objectives and strategies.

I want to thank all of the many stakeholders that made this plan possible. The commitment of our school board was always evident through their support and interest in this plan; countless staff members, parents, citizens, and students made contributions through surveys and focus groups. I also want to thank Dr. Tom Epperson of InnerWill for his contribution and professional advice in the creation of our plan. Most importantly, I want to thank the members of our leadership team who contributed in the creation of everything you will read. We wrote this plan together and that is why I know it will be a success—we all believe in what you are about to read.

In sevice,

Dr. Jeremy J. Raley, Ed.D.,
Superintendent

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Positive Impact

IN 2014, THE GOOCHLAND COUNTY PUBLIC SCHOOLS began working on strategic initiatives headlined by a new vision, mission, and core values that would guide its work through 2020. When it came time to develop a plan for the next six years, it was unanimous among our stakeholders: don't start from scratch! "Don't change what isn't broken!" they told us. And while there are a lot of new ideas in this strategic plan, our vision, our mission, and our core values remain constant.

It is about the end game. Our vision guides our work, but it is also very goal oriented. It is the direction in which we focus our energy, to inspire students. And for what? Everyone is likely to have a different path in life. Some students will reap great financial success in life. Others may find a profound love for something they want to do. Our leaders decided long ago that our job as educators should be wrapped around something that did not get into the weeds about career choices or being happy. We thought that if we had done our jobs right, that if we graduate young men and women who would go out into the world and do something that would make an impact, then they would make the world a better place. They would make conscious decisions to leave the world better than the way in which they had first experienced it. They would become responsible citizens. They would want to help others. We knew this meant happiness, in having direction in life, that each student could make a contribution toward improving our world, our planet.

To reach that awesome goal, we knew that our students would have to come to identify their values in life. Values are sets of beliefs we hold about things, like having high expectations, or living honorably.

Our values guide our work and our learning. While each student is bound to have their own set of values, built over time from the influence of so many different people and experiences, we asked ourselves a question. "What are our values?" And which ones would we be strategic about in influencing our community's next generation?

We decided to retain the core values that have influenced our work over the past six years as they were relevant then and will continue to be so in the future. We found the same rationale in keeping our vision and mission in guiding our work moving forward.
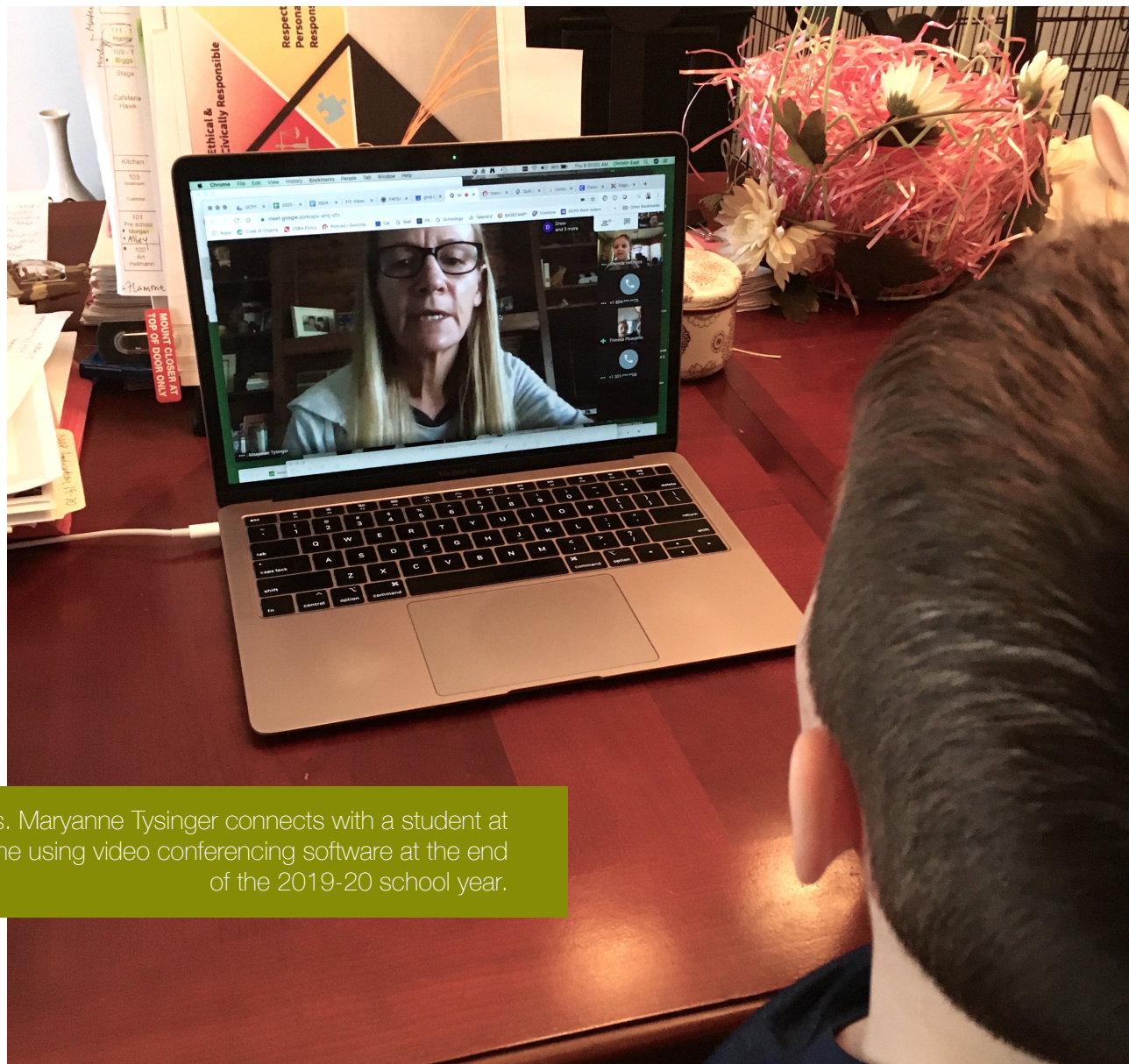
Ms. Maryanne Tysinger connects with a student at home using video conferencing software at the end of the 2019-20 school year.

Core Values

MAYBE IN A TWITTER POST you will see us write #ECCHO. It's not that we can't spell; we think our core values are pretty important. And calling them out, celebrating when we see them come alive through action, is worth celebrating. In 2015, our school board decided to begin recognizing individuals that clearly demonstrate one or more of these core values in their work and in their learning. The ECCHO Award was born. It's the commitment of our school board toward recognizing and honoring those who are models of the set of five values we hold so dear.

EXCELLENCE
We value Excellence and are committed to meeting exceptional standards of growth, equity, achievement, professionalism, character, and personal responsibility.

CREATIVITY
We value Creativity and will emphasize the use of imagination, intellectual curiosity, and human ingenuity in our instruction and work together.

COURAGE
We value Courage and will establish an environment in which individuals seek to have a purposeful positive impact and take responsible risk for overcoming challenges.

HONOR
We value Honor and are unwaveringly committed to the truth, to personal integrity, and advocating for what is right and virtuous.

OPTIMISM
We value Optimism and will seek to be characterized by a positive view of others and a belief that everyone can learn.

Our thanks go to the support of **InnerWill,** the non-profit leg of the Luck Companies here in Goochland, in educating us about values-based leadership and in helping lead us through the development of this plan.

Vision & Mission

To inspire the next generation to make a positive impact

You can ask us why—why are we here? What is our purpose as a public education organization? Why did we purchase that resource? Why did we expand mental health services for students? Why did we develop our own performance assessments instead of using someone else's?

Our organization's vision answers that—and so many of those "why" questions. We are here for the kids. Learning math facts is important, sure, but why? Asking ourselves those questions led us to this mission, to inspire our students to make a positive difference in our world.

To maximize the potential of every learner

How will that vision bare fruit? What magic has to take place to ensure that we even have a shot? The thing is, we all have potential. Picture a large ball at the top of a steep hill. It possesses potential energy, right? Once it starts its journey down that hill, that potential energy is converted into kinetic energy, and the ball starts to accelerate. But what is that? A bump? An obstacle? There may certainly be barriers along that hill that impede the ball from hitting its potential top speed.

In a similar way, that is the way we think about our students' path toward success. We want to maximize their potential, we want to remove barriers and allow them to flourish, to pick up speed, if you will. Our mission is clearly focused on each and every child and personalizing their experience in the spirit of helping them maximize their potential as a human being.

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Team Goochland

This plan was created by collecting input from a variety of stakeholders through focus groups, board retreats, leadership meetings, our business and education roundtable, committees, and through surveys. Stakeholders included students, staff, parents, citizens, board members, and area business leaders. We would like to thank everyone who contributed a voice in helping us to create this plan.

School Board
Spring 2020

District 1
Ms. Sandra Barefoot-Reid

District 2
Mr. William E. Quarles, Jr.

District 3
Ms. Karen R. Horn

District 4
Mr. C. Michael Newman

District 5
Mr. J.D. Wright

Clerk to the Board
Ms. Diane Bennett

Leadership Team
Spring 2020

Executive Leadership
Dr. Jeremy Raley, Superintendent
Dr. Andrew Armstrong, Assistant Superintendent of Business Operations
Dr. Stephen Geyer, Assistant Superintendent of Instruction

School Principals
Dr. Christopher Collier, GHS Principal
Mr. Brian Hahn, GHS Assistant Principal
Ms. Rachel Wilborn, GHS Assistant Principal
Ms. Amie Potter, GMS Principal
Mr. Patrick Gordon, GMS Assistant Principal
Mr. Dan Gardner, RES Principal
Ms. Christin East, RES Assistant Principal / Coordinator of Student Services
Mr. James Hopkins, BES Principal
Ms. Tina McCay, GES Principal

Central Office Senior Leaders
Ms. Debbie White,CPA, Chief Financial Officer
Dr. Jennifer Waggener, Executive Director of Exceptional Education
Dr. John Hendron, Director of Innovation & Strategy
Mr. Peter Martin, Director of Operational Technology
Ms. Raye Rector, Director of Gifted & Federal Programs
Mr. Bruce Watson, Director of Career & Technical Education

Goal Area 1
Instruction and Lifelong Learning

Goal Area 2
Inclusive and Engaging Culture

Goal Area 3
Facilities, Resources, and Technology

IN THE SECTION THAT FOLLOWS we follow a GOST format for our plan, composed of Goals, Objectives, Strategies, and Tactics. *Goals* are aspirational and are "big picture" ideas. *Objectives* are measurable outcomes. *Strategies* are the means by which we will work toward our objectives. *Tactics* are the day to day things we do to support each strategy.

The tactics are the most malleable part of our plan. Instead of articulating each step in the comprehensive process of fulfilling each strategy over a six year period, our included tactics are first steps. A tactical update will be conducted annually and presented to the school board.

Goal Area 1

To maximize each student's potential in preparation for a successful life

The Fine Arts—including our secondary dance and drama programs—go toward developing the whole child.

Objective 1.1: All students will experience high levels of growth, engagement, and personalization.

Measures: Student climate surveys, Gallup Survey on Hope, Engagement, and Wellness, ongoing engagement metrics, student focus groups, participation in extra-curricular activities, annual growth measures, Signature Performance Assessments, PALS

Strategy 1.1.1: Balance instruction to maximize academic potential. Engage students through a variety of intentional learning experiences to ensure success, including explicit, direct instruction, inquiry-based instruction, and experiential learning.

- Enhance STEM (science, technology, engineering, math), fine arts, and CTE (Career and Technical Education). Tailor opportunities for students to experience deep and authentic learning.
  - Evaluate and modify course offerings to meet student needs

- Design for and provide adequate space to accommodate program development
- Refine and improve gifted identification process and services for all fine arts (VPA) categories
- Expand student recognition programs
- Increase interdisciplinary teaching and learning to increase authenticity of learning
  - Provide solutions for overcoming planning challenges
  - Recognize and celebrate teaching and learning that's interdisciplinary in nature and that highlights real-world application
- Provide coaching to strengthen instructional practices through personalized and embedded professional learning.
  - Refine structure and resources to support teachers though different coaching teams
  - Expand opportunities for coaching that recognize the demands on working professionals such as learning walks and virtual coaching
- Establish division homework practices that recognize the importance of overall student wellness
  - Establish focus groups with multiple stakeholders
  - Recognize learning that takes places outside of traditional academic school work

Strategy 1.1.2: Balance assessment methods. By using a variety of assessments, including performance, multiple-choice, and portfolios, we provide a complete picture of a student's learning by measuring growth and achievement.

- Examine alternatives to traditional grading practices
- Increase assessment literacy through professional development and use of informal assessment strategies
- Use assessments to drive tiered intervention groupings

Strategy 1.1.3: Reconsider the variables of time, location, and opportunity for learning. Sustain the momentum of student learning beyond the traditional instructional structures.

- Personalize summer learning opportunities for students
- Provide learning opportunities outside the traditional school day and school calendar
- Develop opportunities for learning from birth and up to kindergarten

◉ Enhance opportunities for students to demonstrate their learning through a mastery-based approach

Strategy 1.1.4: Increase participation in co-curricular, club, or extra-curricular activities. Students feel engaged with their school experience when they participate in meaningful and relevant activities.

◉ Explore new options and expand extra-curricular and co-curricular opportunities

Objective 1.2: All students will graduate prepared for their future life goals.

Measures: Post graduation surveys, participation levels in internships, apprenticeships, and externships, capstone experience assessment, diploma seals

Strategy 1.2.1: Operationalize the Profile of a Goochland Graduate. Teachers, students and community understand the Profile, and students demonstrate progress toward the associated skills and characteristics.

◉ Identify age-appropriate milestones for students to exhibit profile characteristics
◉ Refine the Senior Project with the Goochland Profile
◉ Introduce the Goochland Profile at New Teacher Academy
◉ Continue to engage business leaders with the ongoing work of the division and to provide a diversity of real-world learning experiences

Strategy 1.2.2: Increase work-based learning opportunities for students. Work-based experiences prepare students for expectations after graduation.

◉ Expand work-based learning experiences to match the 11 categories defined by the state

Strategy 1.2.3: Provide pathways that seamlessly transition students to career and education options after graduation. Students and their families need guidance in starting the next phase of their life after graduation.

◉ Develop opportunities at each grade level beginning in middle school

Goal Area 2

To create an engaging and responsive experience where everyone feels informed, included, valued, and empowered

Third graders at Byrd Elementary document their understanding through a green screen video project.

Objective 2.1: Engage our community in the ongoing work of our school division.

Measures: Attendance rates at division-hosted events, parent satisfaction surveys, randomized phone calls to families, feedback from advisory committees, micro surveys at division events

▲ **Strategy 2.1.1: Ensure that all decisions and policies support equity, diversity, and inclusion.** Every division stakeholder deserves the right to access division experiences and opportunities.

◉ Develop an equity audit framework and equity checklists

Strategy 2.1.2: Focus on every interaction being characterized by responsiveness and understanding. Successful organizations are built on trust and credibility.

- Employees will engage in and apply training around cultural and implicit biases
- Employees will interact with the public with a high quality of customer service
    - Provide training on how to provide high quality customer service
    - Employees will react to concerns within a short time frame

Strategy 2.1.3: Operationalize the public relations plan. Our public will be engaged with division activities and events.

- Update the public relations plan to address current staffing and to maintain community expectations
- Find more opportunities to exhibit student work and accomplishments
- Include students in the production of public relations media
- Ensure effective and transparent communication with everyone impacted by our school division

Objective 2.2: Support the social and emotional needs of both students and staff.

Measures: Employee retention rates, PRIDE survey, reports from anonymous reporting system, Gallup survey, attendance rates of staff and students, suicide risk and threat assessments, supervisor surveys of staff

Strategy 2.2.1: Cultivate a student-centered culture of care. Ensure that every student feels that the adults in the school division care about them.

- Value student voice in decisions made about how to support students
- Protect role of all members of school mental health team to avoid assigning responsibilities that take them away from their core responsibility of supporting students
- Strengthen and standardize student mentorship programs that target students requiring extra support

Strategy 2.2.2: Develop and implement policies and practices for employees that provide flexible options for wellness. A healthy staff contributes to organizational success.

- Continue the All Star Recognition program
- Provide employee well-being programs
- Promote use of the Employee Assistance Program included as part of our health insurance
- Apply creative strategies for work time in the calendar
- Develop employee attendance incentives and initiatives

Strategy 2.2.3: Build and enhance partnerships with regional organizations with expertise in mental and physical wellness. Partnerships strengthen our capacity to be comprehensive in our care.

- Provide training on trauma-informed care and restorative practices
- Utilize and expand community-based services like dental care, health care, and outpatient counseling for families
- Promote community employee wellness programs (examples include YMCA partnership, offerings from Goochland Parks and Recreation)

Objective 2.3: Staff experience a supportive environment of high expectations that inspires creativity, innovation, and risk-taking.

Measures: Rates of Strategic Innovation Grant applications, retention rates of staff, ECCHO Award nominations, survey questions that address "support" and "risk taking," participation in leadership activities, school-based awards, participation in professional learning opportunities

Strategy 2.3.1: Facilitate opportunities for staff to share and reflect on ways to improve instructional and operational practices. Staff will feel valued and trusted when they have a voice.

- Monitor staff feedback through multiple measures
- Use formal and informal opportunities for staff to share their experience with administrators

Strategy 2.3.2: Empower staff through relevant and engaging professional learning opportunities. Professional learning builds our team's capacity to excel, create, and innovate.

- Offer ongoing and embedded professional development opportunities for instructional and classified staff
- Increase opportunities for interdisciplinary, vertical, and departmental collaboration

Strategy 2.3.3: Lead with courage, vision, and empathy. Organizations thrive when expectations are high, clear, and upheld within a supportive climate.

- Use our Core Values in leadership decisions
- Provide opportunities for staff with leadership responsibilities to communicate around a common vision
- Consistently communicate expectations for staff
- Hire staff that want to be part of a highly successful organization

Objective 2.4: Employ a diverse, dynamic, and expert workforce.

Measures: Staff survey questions around employee engagement and professional safety, implementation rate of extended contracts, feedback from professional learning experiences, number of GHS graduates on staff, demographic reporting of students and staff, evaluation metrics, training, credentials, advanced degrees earned by staff, and retention rates of staff

Strategy 2.4.1: Develop "grow your own" programs. Leverage community and division talent to enhance the workforce.

- Ensure that stakeholders, including our business community, are aware of multiple pathways toward becoming a teacher
- Provide internship opportunities to gain experience by working within our school division
- Build the capacity of our current instructional assistants

Strategy 2.4.2: Pursue innovative attraction and retention strategies and practices. A diverse and high-performing staff prepares students to make a positive impact.

- Fiercely pursue becoming the leader in overall compensation among competitive regional divisions
- Maintain a low pupil to teacher ratio

- Use local and virtual job fair opportunities as a catalyst to pre-screen potential candidates
- Expand opportunities for student teachers and practicum students to be placed in Goochland

Goal Area 3

To enhance and support the instructional and learning needs of all students and staff.

Students at Goochland High School can find multiple ways to stay engaged with school, including our consistently-strong athletics program.

Objective 3.1: All environments are inviting, inclusive, equitable, and sustainable.

Measures: Assessment of ADA Standards for Accessible Design at each facility, stakeholder surveys, stakeholder focus groups, assessment of facilities (Facility Condition Index), assessment of instructional space flexibility (% of flexible classrooms), carbon footprint measures, equity between schools (playgrounds, network bandwidth, projection systems, etc.)

Strategy 3.1.1: Exceed indoor environmental quality standards. Provide a healthy, comfortable environment for learning and work.

- Establish indoor environmental quality standards and create baseline assessments of indoor environmental quality at each facility
- Create an environmental plan for improvement to fully support learning and work

- ◉ Continuously review quality factors

Strategy 3.1.2: Maintain and create sustainable facilities and equipment. Model good stewardship of our environment and resources while addressing the needs of future enrollment, facility condition, and age.

- ◉ Create boundary adjustments to provide equity in access to our school facilities
- ◉ Perform facilities evaluations to achieve facility condition index metrics
- ◉ Conduct and review ongoing enrollment projections
- ◉ Install solar panels on secondary complex
- ◉ Install energy-saving equipment as replacements occur
- ◉ Include a variety of stakeholders including students and community members in decision-making/or feedback around facilities and new school design

Strategy 3.1.3: Create flexible learning spaces. Design dynamic spaces that capitalize on efficiency and meet the changing needs of high quality instructional practices.

- ◉ Conduct research on current use of flexible furniture in classrooms for appropriateness and to understand what works best that includes staff feedback and research
- ◉ Assess number of spaces that meet a flexibility standard
- ◉ Assess and address power accessibility in learning spaces for mobile computing devices

Objective 3.2: Provide students, staff, and visitors a safe environment at all times.

Measures: Safety inspections, maintenance records, digital citizenship assessments for staff and students, technology device repair, digital security assessments

Strategy 3.2.1: Conduct external safety audits. Provide an unbiased perspective on school division safety initiatives to ensure that best practices are in place.

- ◉ Enhance partnerships with community agencies to apply best practices to provide safe environments (examples to include Fire/Rescue, Sheriff's Office, Health Department, OSHA, DCJS, etc.)
- ◉ Conduct ongoing internal quality control audits
- ◉ Provide recognition for high performance in meeting or exceeding safety standards

Strategy 3.2.2: Develop and enhance safety plans. Prepare for and respond to potential crisis situations.

- Develop and enact a cybersecurity plan
- Continually update our crisis planning to include pandemic illness, reunification, chemical hygiene, training needs, medication storage, and communication strategies
- Monitor indoor air quality against established standards
- Plan for future physical safety enhancements

Strategy 3.2.3: Provide digital security training. Equip all staff with the skills required to navigate safely and honorably within a digitally-connected society.

- Use adaptive training for staff for digital security
- Acquire a malware detection and rejection solution for technology

Strategy 3.2.4: Harden software and hardware security. The current global environment for cyberattacks requires hardened security measures and protocols.

- Acquire a malware detection and rejection solution for technology

Objective 3.3: Students and staff will use appropriate technology and network services to support the vision and mission of the division.

Measures: Family surveys (broadband internet connectivity), action research initiatives, student discipline, digital citizenship assessment for students, student focus groups, staff and student certifications, advocacy work, public-private partnership activities, principal walk-through instrument, technology and coaching reports

Strategy 3.3.1: Provide and advocate for access to high-speed internet. Students and staff use network services to support effective instructional practices during the school day and beyond.

- Maintain or exceed bandwidth per student guidelines published by state and national agencies to support learning
- Implement wifi services using mobile solutions
- Advocate within local, state, and national communities for broadband initiatives

Strategy 3.3.2: Embed digital citizenship within our curriculum. Students develop expertise and experience as model digital citizens to be prepared for life beyond school.

- ◉ Explore the use of certification programs for demonstrating student understanding of digital citizenship

Strategy 3.3.3: Support and empower student learning. Student learning is enhanced with ubiquitous access to world-class technology that prepares them for success within a technological future.

- ◉ Continually research best practices for 1:1 device and student engagement
- ◉ Continually provide training opportunities for staff around the use of technology for instruction
- ◉ Continually evaluate software and online services that support learning
- ◉ Evaluate staff ratios to support learning with technology

Objective 3.4: All resources are allocated with transparency, equity, efficiency, and compliance.

Measures: GFOA Budgeting Best Practice Award, salary rankings, per pupil expenditures and funding levels, unqualified annual financial audits, # of comments on audits, board policy adoption and revision schedule, stakeholder surveys, student outcome root cause analysis, website and social media analytics

Strategy 3.4.1: Preserve our partnership with county government. School board and staff collaboration with county peers ensures effective application of resources to support our mission and vision.

- ◉ Invite county officials to tour school facilities and participate in school-related events
- ◉ Maintain regular intergovernmental meetings during Budget Process
- ◉ Codify Information Technology Change Control processes and hold regular meetings

Strategy 3.4.2: Analyze and evaluate resource distribution. Support favorable and equitable student and staff outcomes.

- ◉ Analyze per pupil expenditures by school and within each targeted program area

◉ Utilize Root Cause Analysis each year to address at least one instructional challenge

Strategy 3.4.3: Evaluate new policies and regulations. Proactive assessment of changing standards allows the division to determine the overall impact on future resource needs.

◉ Conduct equity checks for policy review
◉ Continually review school board policies for financial and staffing implications

Strategy 3.4.4: Enhance communication with all stakeholders. Engaging stakeholders ensures responsive, equitable, and transparent decision making.

◉ Include responsive, equitable, and transparent practices as part of our public relations plan
◉ Utilize board committees and superintendent's advisories for communication and feedback
◉ Create and distribute an annual report to the citizens of the county
◉ Present an objective report to the school board annually based upon this strategic plan

End Notes

IT IS NOT LOST ON US IN PUBLISHING THIS PLAN, in asking our board, our parents, our community, and our students to accept it as a prescription moving forward, that both teaching and learning have profoundly changed in the past several months of the COVID-19 pandemic. No school had a plan earlier this year for how to maintain a tradition of high quality instruction in the wake of a worldwide crisis, with changing rules on how to maintain personal safety. What does emerge for us out of the planning process is what we value. No disease or virus is going to diminish our resolve to want the best for the students we serve throughout our community. The challenges are different now, for sure, and more than ever, we will rely upon our core values—honor, courage, creativity, and most of all, optimism—to help us to continue to think and plan in the weeks and months that follow the approval of this plan.

Now, more than ever, we have to capitalize upon the relationships we have with our families and community. We will likely continue to rely upon technology, video conferencing, and interactions using safe practices. Please know that we will make decisions in the short term in coordination with this plan, to maximize each student's potential in preparation for a successful life. The COVID-19 pandemic has stretched our thinking about these things. Try and define a successful life: no one definition likely applies to every student. Each of us may have very different definitions of success. Is it wealth? Health? Happiness? Our plan advances the idea of empowering every student to make a positive impact in the world. But that aspiration is one that will ultimately be difficult to measure. We put the world in our children's hands, as we have always done. Working together we have the best chance in making that happen.

Our school board believes this plan should be fluid and malleable, that as priorities change, we can adapt the ways we work toward each objective. In light of the world right now, in May 2020, this thinking has never been more cogent and wise.

Thank you for taking the time to read our plan for the strategic operation of our school division over the next six years. We hope we've engaged you with our plan and can count on you as a partner in this work.

> John G. Hendron, Ed.D., Director of Innovation & Strategy—Project Manager,
>
> Jeremy J. Raley, Ed.D., Superintendent,
>
> Andrew R. Armstrong, Ph.D., Assistant Superintendent of Business Operations,
>
> Stephen A. Geyer, Ed.D., Assistant Superintendent of Instruction

Engaging and empowering our students, our staff, our parents, and the community of Goochland County, Virginia through excellence, creativity, courage, honor, and optimism.

GOOCHLAND COUNTY PUBLIC SCHOOLS

INSPIRING THE NEXT GENERATION TO MAKE A POSITIVE IMPACT

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Ms. Sandra Barefoot-Reid, District 1

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