

explorations'

FALL 2018

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THE ANNUAL PUBLICATION OF THE GOOCHLAND COUNTY PUBLIC SCHOOLS

In 'A League of Our Own'



Dear Community:

Goochland County's future, our students, continue to be the beneficiary of the time, labor, and resources that our citizens, staff, parents, and elected leaders have invested into our school division. I am grateful for the outpouring of support that our community provides our schools. Team Goochland's past and future success is the result of a community that values and understands the importance of education and the benefits it can provide.

The support you provide our students and our staff allow us to maintain our position as one of the elite school divisions in the Commonwealth. We are a division that is rated as the 10th highest rated school division in the Commonwealth, the 6th safest division, and THE school division of choice in the Richmond region, as we were rated #1 among all local divisions in our area by *Niche.com*. We have exceeded national performance standards in growth in both reading and math. We are one of only a handful of school divisions in the Commonwealth that has had ALL of its schools fully accredited for more than a decade, a school division that consistently scores in the top 25 in the state on all SOL assessments, and one of only 15 out of 132 divisions

in the state that has earned the 2018 Board of Education *Distinguished Achievement Award*. We are the home of scholar athletes who have received state recognition, and the Virginia Technology and Engineering Education Association Middle School Teacher of the Year, Jay Brockman, calls Goochland Middle School home. These accolades are among many accomplishments that make us all proud to be a part of this exceptional school division. The joint efforts, sacrifices, and determination from our staff, our students, our parents, our volunteers, and our community have made these successes possible.

Even with these successes, we are not complacent. We remain committed to continued innovation in the classroom and the pursuit of ongoing excellence as we stay true to our mission to maximize the potential of EVERY learner. Aligned with our core value of optimism, our team will continually seek chances to build on the strength of existing relationships that we have in our community and will seek opportunities to nurture those relationships that can be even stronger. Our employees are focused on building positive relationships with our students,

our colleagues, our students' parents, their caregivers, and our community. There has never been a better time to reinforce the human side of our work and its foundational support of everything else we do. We are poised to have another exceptional year!

It is an honor and privilege to serve as Superintendent of this awesome school division! I believe that transparent, open, and two-way communication is critical to our school division's ongoing success. Together, we form a partnership that will have a positive impact on the experiences we provide for our students. Goochland County Public Schools will continue to shine as we all work together in the best interest of all of our students!

I hope the time that you spend reading this report will provide you with a better understanding of the excellence of our school division and the role that we, as a community, play in preparing our students to be successful citizens. Thank you for the contributions you have made to invest in Goochland County's future: our students!

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

Kelley Taylor Chosen as Teacher of the Year

A first grade teacher at Goochland Elementary since 2013, Taylor is a graduate of James Madison University and will represent Goochland in the state Mary V. Bicouvaris Teacher of the Year competition for 2019. Her principal, Tina McCay, sees passion in Taylor's craft, "truly embracing the art of teaching and learning." Taylor shared with us: "Teaching is a labor of love. Every minute of this labor is worthwhile when I over-

hear a moment of genuine kindness between two students, see a child's face light up with excitement when something finally 'clicks,' and watch a withdrawn child find their voice and blossom with confidence." Kelley is a leader within her building and co-leads the division's efforts toward teacher mentorship. Congratulations Kelley, and good luck! *A photo of Taylor appears on page 5.*

TEAM



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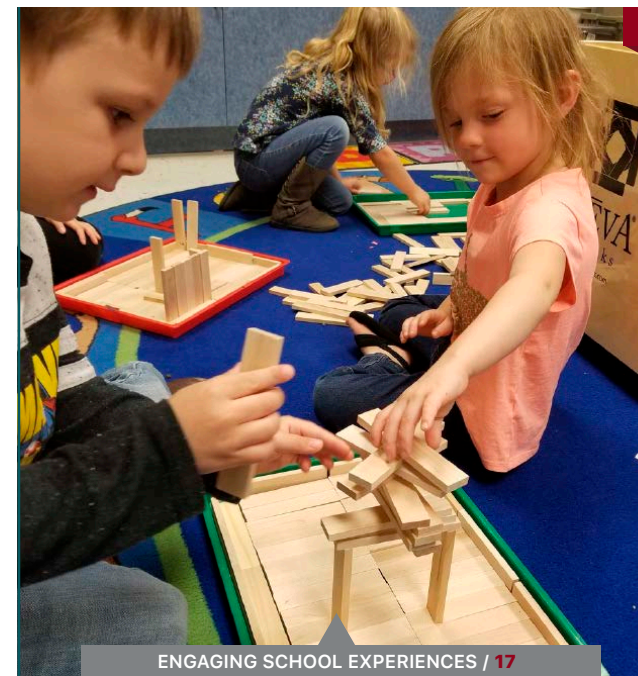
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SAFETY IS A PRIORITY IN GOOCHLAND / ANDREW ARMSTRONG

CHANGING TECHNOLOGIES, LOCAL AND NATIONAL EVENTS, and growing concerns among families have prompted schools and organizations everywhere to re-evaluate what constitutes a safe facility and to act accordingly.

In addition to maintaining and improving our facilities and systems, including our over-fifty-year-old elementary schools, Goochland has taken on renewed urgency in its efforts to evaluate and implement improvements toward the enhancement of school safety. These enhancements include brick and mortar improvements, updated processes and communications, and the establishment of new positions to provide the human capital to make meaningful change.

In the past year, both cosmetic and systems improvements have taken place in all of our schools.

- At Randolph Elementary, new office flooring, interior and exterior painting, HVAC improvements, and playground improvements have already taken place. This fall RES will receive a partial roof replacement.
- At Goochland Elementary, the 2016 renovation was brought to completion, including an ADA compliant ramp and elevator installation, the creation of a secure front office vestibule, and significant painting and landscaping improvements.
- At Byrd Elementary, the parking lot, bus ramp, and parent drop-off loop have been repaved and reconfigured. Drainage has been improved. A modular classroom has been installed for use in 2018-19, and a new restroom was installed for use by preschool students.
- At the secondary complex, major landscaping, field improvements, and painting took place across the entire campus.

Safety improvements in both facilities and processes have been implemented division wide.

- Key card access systems are being installed for use this year in all division schools.
- Door position sensors have been installed in the secondary complex to alert staff to any unauthorized entry.
- A full time School Safety Officer (SSO) has been hired for the secondary complex. The SSO will be trained by the Department of Criminal Justice Services and will take the lead in safety processes for the secondary complex and beyond.
- All schools have had entry video/audio systems upgraded.
- An anonymous reporting system has gone live across the division.



- Threat assessment training will be delivered to parents, students, and staff to increase awareness of threats and how to respond to them.
- The inaugural School Safety and Facilities Task Force convened during the summer to discuss safety concerns and improvements in Goochland.
- The partnership among the division, the Goochland Sheriff's Office, and Goochland Fire-Rescue and Emergency Services continues to grow. A second School Resource Officer was added to the secondary complex, and division leadership collaborated with the Sheriff's Office and Fire-Rescue over the summer to conduct tabletop exercises and site walk-throughs.
- An additional full-time counselor was added to the middle and high school resulting in two full time counselors to supplement the current staff of one middle and two high school counselors. These individuals are among the first lines of defense for students in need of mental health and crisis support.

Our division is looking to the future. Last year's work with the Long Term Facilities Planning Committee resulted in a recommendation to the School Board to plan for the construction of a new Goochland Elementary School and middle and high facility improvements and additions within the next five to eight years, a new Byrd Elementary School by 2030, and a new Randolph Elementary School by 2035. We have already begun to research site placement and feasibility for the construction of the new Goochland Elementary School.

While our division is known throughout the region and Commonwealth for its instructional innovation, we recognize the need to ensure that our facilities are safe, secure, inviting, and will continue to support the experience of deeper learning for all students. The next decade will be among the most exciting we have experienced in Goochland. **G**

Recognizing Our Core Values

The ECCHO awards are presented quarterly to recognize the contributions of staff, students, or parents toward embodying our core values: Excellence, Courage, Creativity, Honor, and Optimism. This year's ECCHO award winners were:

OCTOBER 2017

Lisa Hobbs, Clerical, GMS
Emily Ray, English Teacher, GMS
Nate Potter, Math Coach, BES
Tammie Dean, Instructional Assistant, GES
Peggy Allen, Instructional Assistant, GHS
Maddie Goff, Student, GHS
Barry Smith, Math Teacher, GHS
Robin Hawk, Cafeteria Manager, RES

FEBRUARY 2018

Christina Thompson, 1st Grade Teacher, BES
Sarah Prusinowski, 5th Grade Teacher, GES
Diane Rigsby, Clerical, GES
Lindsay Roberts, Student, RES
Amaya Wilkerson, Student, RES

Andy Chen, Student, GMS
Ryan Maloney, Science Teacher, GHS
Jennifer Waggener, Director of Exceptional Education, Central Office

MAY 2018

Holly Swift, 2nd Grade Teacher, BES
Sara DeLong, Kindergarten Teacher, GES
Laura Patrick, Special Education Teacher, RES
Elizabeth Davis-Crane, Family & Consumer Science Teacher, GMS
Claire Johnson, English for Speakers of Other Languages Teacher, GMS
Sarah Pudwill, Student, GMS
Dr. Beth Fowler, School Counselor, GHS
Janet Senegar, Custodian, GHS
Kisha Timberlake, Clerical, GHS
Tim Greenway, Career and Technical Education Teacher, GHS



At the board's February meeting, student Andy Chen poses with two former teachers, Renae Townsend and Joe Beasley.

CELEBRATING EXCELLENCE

Cyndy Brown, executive director of the Goochland Education Foundation, joined us for our 2nd annual *Celebration of Excellence*, held this past spring at the Central High School Cultural and Educational Center on Dogtown Road. In addition to celebrating retirees at this event, the division's Teacher of the Year was announced: Ms. Kelley Taylor from GES. **G**



We recently asked staff from across the division to share the title of one book that made an impact on them, something that may have changed their life. Books have a tremendous legacy on our lives and still today—even when they’re digital—continue to challenge us, delight us, and educate us through reading and reflection. You can find even more titles on our website at books.goochlandschools.org.



Raye Rector
Assistant Director of
Federal Programs & Gifted
Services

*No Excuses: Lessons From
21 High Performing, High
Poverty Schools*
Samuel Casey Carter

I read this book when I was principal of a K-7 school in a county much like Goochland. This fabulous little book inspired me to keep looking for solutions for students who were unhappy, unsuccessful, or not challenged.



Jeremy Raley, Ed.D.
Superintendent

*21st Century Skills: Learning
for Life in Our Times*
Bernie Trilling
and Charles Fadel

This book forever changed my outlook on the work that we need to do as educators to prepare students for success in an ever-changing global economy.



Andrew Armstrong
Executive Director of
Business Operations

Cannery Row
John Steinbeck

It’s just a great story about the human condition, the struggles we all have and how we cope. It’s hard to pick among all of John Steinbeck’s novels—he has been among my favorite authors since middle school.



Johanna Schmeichel
Teacher
Randolph Elementary School

Among the Hidden
Margaret Peterson Haddix

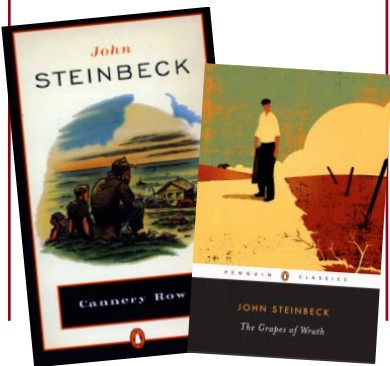
This is an excellent series that was recommended by my former students. They enjoyed the series so much that I felt left out! It is a fast paced, keep you reading series that I really enjoyed for a summer read!



Cheri Wolff
Reading Specialist
Byrd Elementary School

*The Warmth of Other Suns:
The Epic Story of America’s
Great Migration*
Isabelle Wilkerson

This Pulitzer Prize-winning book tells the powerful and little-known story of the great migration of Black American citizens who fled the oppressive South in search of a better life for themselves and their families in the cities of the Northern and Western territories of our country. This tragic part of our American history is chronicled so well through the eyes of the three main characters. The book helped me to understand our current and very difficult American cultural and political situation and the greater need for acceptance between all of America’s citizenry.



Amy Wood
Teacher
Goochland High School

Night
Elie Wiesel

I had never read or encountered a story of such real pain and horror, yet such resilience. It changed my life and made me look at human life in a more fragile and precious way. I was in awe at how a person could experience such atrocities yet go on to survive his ordeal and even more so, share those ordeals with others to educate and prevent such events from possibly happening again in the future.



Elizabeth Ferguson
Teacher
Randolph Elementary School

*All I Really Need To Know
I Learned in Kindergarten*
Robert Fulghum

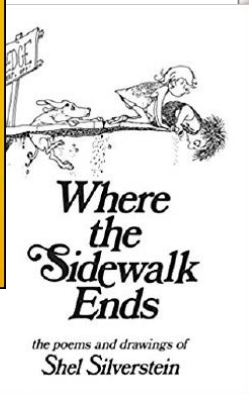
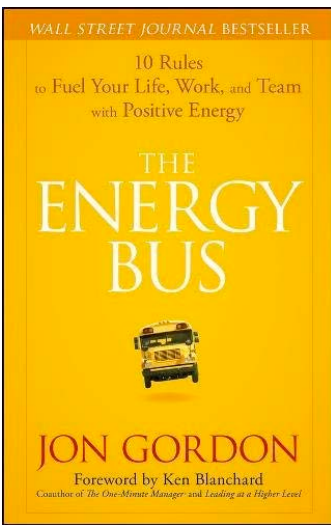
This book and its message has carried me through many stages of my life. The simple lessons are applicable daily and leave much room for building amazing relationships.



Carolyn Elliott
Teacher
Goochland Middle School

The Grapes of Wrath
John Steinbeck

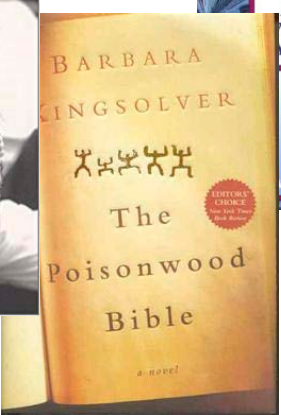
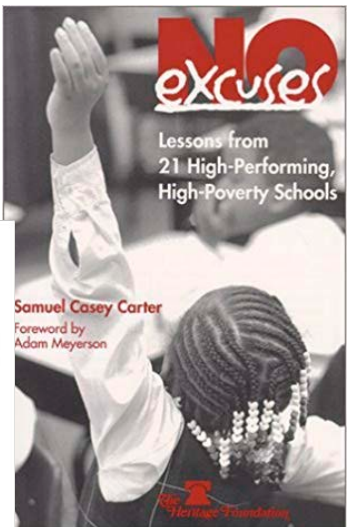
This book profiles the life of a family who lost their farm during the dust bowl. They journey to California, hoping for the opportunity to start a new life. The struggles, prejudice and workplace abuse they face is tremendous. I wasn’t aware of the level of hardship so many experienced during this time and the story provided new insights into the struggles that were the direct result of ignoring environmental issues. The novel is very relevant today and should serve as a cautionary tale for those who don’t believe we should pay attention to science.



Jennifer Rucker
Principal
Goochland Middle School

The Energy Bus
Jon Gordon

This book was recommended by a colleague and it has transformed my approach to my personal and professional life. While it’s a quick read, it provides ten simple rules that we cannot forget. I was so inspired by this book that I introduced it to my Principal’s Advisory Committee at the end of last year. They are now passing the book on to their GMS colleagues within the building in an attempt to maintain positive energy within the building and to surround our team with the attitude that we can all be CEOs—Chief Energy Officers!



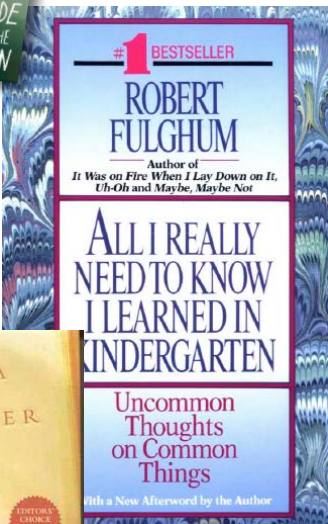
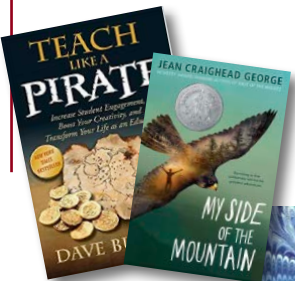
The Poisonwood Bible
Barbara Kingsolver

Amanda Steeley
Teacher
Goochland Elementary School

The Poisonwood Bible is a marriage of cultural, spiritual, and political differences. It makes evident the potentially detrimental effects of the ego on one’s desire to help others. As teachers, we must always consider the upbringing of our students before imposing our own belief systems.

Austen Hecker
Teacher
Randolph Elementary School

Kingsolver transitions fluently between points of view, as she explores the culturally embedded definitions of good and evil. The characters grapple with social injustice, and their questions became my own. At times, I found myself relating to every character and questioning my own predilections and misgivings. **G**



Don’t forget we have more great books and the staff who recommended them on our website: books.goochlandschools.org



First Team to Cross the Finish Line

Celebrating Our ACA Class of 2018

BY RAYE RECTOR

"I WAS DEEPLY AND TRULY INSPIRED BY THE INAUGURAL CLASS OF ACA STUDENTS AT GHS; they were brave to try something so new in our system, they were driven and diligent in their work, and they became an incredibly tight knit group in the time they learned together. It can be difficult to be a pioneer, and they were indeed our beta tester group, but they made us so proud. I hope they are as proud of themselves as we instructors are of them." This is what Ms. Emily Holloway-Costa had to say about our Advance College Academy (ACA) Class of 2018 – the first cohort to finish an associate degree while they were students at GHS. She probably knows the group best, having taught all the college English they've had—four courses over two years.

You may have read about the ACA program, or even attended one of our annual information sessions. Perhaps you believe you already know all there is to know about ACA, or maybe this is the first time you've heard about it. Either way, please read on, as this article is not about the ACA program, although you will learn more about it. This is a story about our first graduates, the ACA Class of 2018—GHS students who plunged in, persisted, conquered

and crossed the finish line!

Twenty-four of our own seniors (approximately 13% of the GHS Class of 2018) were among the hundreds to receive their Reynolds Community College diplomas on Mother's Day at the VCU Siegel Center. What are their plans? Are they happy they took the gamble and became ACA students? Did ACA benefit them in their college and career plans as predicted? What do their parents think? I wanted to know, so I asked three grads and a parent of a grad. Here's what they reported:

Finley Miers shared with me that "ACA is a huge advantage in applying for college because it puts you ahead of all the other applicants. When going to college you already have all of your prerequisites done and could possibly go ahead and apply for the school that you are majoring in a year early! It is absolutely worth the time and money you put into it!" Finley will be entering Radford University this month. She is ahead of other Radford freshmen, as she is already enrolled in courses in the nursing school while her classmates must begin with the basic general education requirements she finished while in high school.

"If there are two things I realized during my time in ACA, they are that it was really hard, but very much

worth it! I just obtained junior status at JMU yesterday! This is saving me so much money and time, and I already have people looking at me for my future dream job at Kings Dominion!" This from David Tremain, who was one of our busiest ACA students. While at Goochland High School David was captain of the swim team, president of the Goochland Family YMCA Leaders Club, and drum major for the GHS marching band; undoubtedly, all of these achievements contributed to his earning a spot in James Madison University's Marching Royal Dukes band program.

Elizabeth Cullinan chose to attend Virginia Commonwealth University this fall, where she will enter as a sophomore in the nursing program. Elizabeth took full advantage of ACA and Reynolds options while at GHS, earning a Pre-Nursing Career Studies Certificate in addition to the A.S. in Social Sciences. She says, "ACA has provided me with the skills to succeed in college, a job, and life in general. The program, professors, and counselors were more than willing to work with each individual student in order to set them on their personalized path to success."

Grace Johnston's mother, Cheryl, provides a parent perspective: "The ACA program at GHS propelled our daughter into deeper learning and helped her develop a passion for education beyond the tradition-

al high school setting. Successful completion of this rigorous program earned her early acceptance into the highly competitive nursing program at Longwood University and into the Honors College there. She will start this semester with junior status and pursue her dream to learn as much as she can to help others."

We are pleased to report that their ACA classmates are also headed off to excellent colleges and universities, pursuing a variety of majors at Virginia Tech, University of Virginia, Christopher Newport University, Randolph College, Regent University, Eastern Mennonite University and Randolph-Macon College. Some ACA grads reported to us that the ACA experience bolstered their success in the college admissions process; for example, several graduates earned a spot in honors programs or at a more competitive university.

While the major focus of ACA is the degree program during junior and senior years, it is a four-year program. It begins with an application in the fall of eighth grade. ACA students are supported throughout their high school years by Ms. Anne Moore, ACA and Dual Enrollment Coordinator, and Ms. Taylor Reahard, the Reynolds Career Coach assigned to GHS. The college classes are taught at GHS by our own GCPS teachers who have

earned the credentials to be Reynolds faculty members.

But is it really a quality program? Will the Social Science A.S. apply to the major my child wants to pursue? How much does ACA cost? What if my family can't afford it? Does my child have to be in the gifted program to apply? Is it too late for a freshman or sophomore to get into the program? Do the colleges really accept the credits? These and many other questions might be on your mind! Attend the fall Information Night at GHS or reach out to Ms. Moore or a GHS school counselor: amoore@glnd.k12.va.us, at GHS (804) 556-5322. All of us who work with the ACA program agree with Ms. Moore when she says, "The first Goochland High School ACA graduating class has persevered and successfully completed an academically rigorous program that has prepared them for the future challenges of college, careers, and life."

Mr. Christopher Collier, GHS Principal, summed it up well: "Our ACA program has provided our students with tremendous opportunities to further their education at minimal costs compared to students who enroll as freshman at four-year universities. While there were some doubts about the benefits of the ACA program initially, those were quickly put to rest when the college acceptance letters and transfer credits came rolling in. I am

extremely proud of the hard work of our faculty and staff to get the program off and running, and I am grateful to the students in the Class of 2018 who took a risk and trusted us. I think they would all agree that their risk reaped exceptional rewards."

Also from the ACA Class of 2018:

"The ACA program is preparing me for the college workload. It is giving me credits I need so I can go straight into the classes I want to take in the future." - Ruth Wyche

"It has allowed me to work to a higher potential. It allowed me to look more into colleges and become more focused on how I can get there. ACA has also allowed me to open up and become more involved in my classes and with my assignments." - Sierra McLean

"It has taught me necessary skills that I will most certainly need for college." - Owen Early

"The program has positively influenced my determination level for academics. It has allowed me to thrive just knowing this program has given me a better education." - Andrew Lawrence



The Profile of a Goochland Graduate

by Stephen Geyer

IN RECENT YEARS, THE VIRGINIA DEPARTMENT OF EDUCATION (VDOE) has significantly expanded its view of school success to include measures beyond state tests. This broadened scope doesn't overlook traditional achievement measures, rather it includes elements of student success such as engagement, critical thinking, and citizenship. This expanded view is best captured in what's been deemed *The Profile of a Virginia Graduate*.

The VDOE has described their Profile as "the knowledge, skills, and attributes that students must attain in order to be successful in college and/or the workforce and to be life ready in an economy and a world characterized by rapid change." Moreover, the Board has determined that a life-ready Virginia graduate must:

- Achieve and apply appropriate academic and technical knowledge;
- Demonstrate productive workplace skills, qualities, and behaviors;
- Build connections and value interactions with others as a responsible and responsive citizen; and
- Align knowledge, skills, and personal interests with career opportunities.

BEGINNING THIS YEAR, school divisions are required to implement The Profile of a Virginia Graduate. Provisions are afforded to allow divisions to simply adopt the Department's Profile or to work within their local school-community to develop their own. It's probably no surprise, we decided on the latter.

We undertook an extensive and inclusive process in the creation of our own Profile of a Goochland Graduate.

The early stages of this work began in January 2017 with informal discussions among teachers and administrators focused on the critical skills and characteristics necessary for Goochland High School graduates to achieve success after high school. In September 2017 a task force was convened comprised of educators from all five schools; this team's charge was to develop a framework that would serve to facilitate future discussions with a much broader stakeholder group. This

included parents, community members, business and industry partners, representatives from higher education, military officials, recent graduates, and current students.


The most substantive work took place from December 2017 through April 2018 when we engaged all of the aforementioned stakeholder groups through venues like our Business and Education Roundtable, our CTE Advisory Committee, our Gifted Advisory Committee, our Special Education Advisory Committee, our Minority Student Achievement Advisory Committee, our STEM Advisory Committee, and various student organizations. We received an incredible amount of input, and with each discussion our Profile evolved.

Each stakeholder group provided a unique perspective related to the attributes, skills, and competencies they value most in our graduates. For some it was the ability to problem solve and think creatively. For others it was the ability to communicate effectively. For many it was simply hard work. And for others still it was personal responsibility.

Over time our localized Profile began to take shape. We reviewed all of the data we collected throughout the process and identified clear priorities, areas that overlapped, and others

that complemented one another. At this point, the task force reconvened and took the myriad of feedback we received to begin crafting working definitions for each of the six Profile features that emerged.

Finally, in May 2018, our Profile work went before our School Board for their review and feedback. The following month the Board approved *The Profile of a Goochland Graduate*.

Our Profile represents eighteen months of hard work and eighteen months of collaboration with our community. More importantly, it provides a clear vision for our graduates and a roadmap for the kind of preK-12 school experience our students need to be prepared for lifelong success. 

SO WHAT ARE THE KNOWLEDGE, SKILLS, AND ATTRIBUTE OF THE GOOCHLAND GRADUATE? Our work over the next several decades will be focused around the following six characteristics for all students who receive a GHS diploma.

- Knowledgeable
- Hard Working & Resilient
- Critical Thinkers & Creative Problem-Solvers
- Effective Collaborators & Communicators
- Ethical & Civically Responsible
- Respectful & Personally Responsible

Learn more about the Goochland Profile on our website:

goochlandschools.org/instruction/



NEW ROLES, NEW FACES

SEAN CAMPBELL

community

JOE FOWLER IS GOOCHLAND'S NEW ACTIVITIES DIRECTOR.

Coach Fowler has been working for Goochland County Public Schools since 1998. The Radford native settled in Richmond after graduating from Radford University with a degree in finance. Although Coach Fowler started his career at Capital One, he felt that his true calling was in the field of education. Acting on his calling, Coach Fowler left his job at Capital One, earned his Master's degree in education, and began working at Goochland High School.



Coach Fowler enjoyed teaching finance, but he readily admits that his real passion centered around coaching. Growing up, Coach Fowler talked about how he viewed his coaches as role models who taught him many "life lessons that I was not able to learn anywhere else."

For this upcoming year, Coach Fowler indicated that Goochland will have new head coaches for volleyball, cheer leading, golf and football. Also, Goochland is moving up to a larger classification starting in the 2019-20 school year. Coach Fowler believes the change to a 3A classification "will be a challenge for all of us and encourage us to elevate our level of performance." He is not concerned about the change, rather he sees it as an opportunity to "move forward with the exciting initiatives and growth opportunities."


"When my wife and I had kids, there was never a doubt that we wanted them to be educated in GCPS, which is why we moved here eleven years ago." Joe is married to Dr. Beth Fowler, a school counselor at Goochland High School.

SHAWN SCHWARTZ IS GOOCHLAND'S NEWEST SCHOOL SAFETY OFFICER.

This year, Goochland created a new position for school safety and security, and Shawn Schwartz has been named to fill that position. He's looking forward to the new role in Goochland. Prior to coming to Virginia, Schwartz served in the Marine Corps. He is a veteran of Operation Desert Shield and Desert Storm.



After his enlistment, Schwartz served as a police officer for the Baltimore City Police Department. He was heavily involved in various outreach programs, including Upward Bound and Project Pneuma. For the past four years, Schwartz served as an instructor for the Baltimore City Police Academy. Mr. Schwartz taught the ethics and emergency driving courses at the academy. He also served as the drill instructor for new recruits.

Schwartz shared with us that he loves seeing kids grow and to help them meet their potential. He's also excited by the opportunity to implement safety procedures and protocols at the secondary complex and to work with students "backwards" to bring to light the true meaning of their actions. 

WHAT'S COOL ABOUT SCHOOL?

What's cool about where you work?

The answers to these questions were discussed this past March in a morning event hosted in the Learning Commons at Goochland High School. Attendees included community business leaders, county government leaders, teachers, and students. This was our third Roundtable event, and participants continued the important discussion of what skills

and attributes students need to be successful in the workplace. The group helped contribute to our Profile of a Goochland Graduate.

The recent roundtable event was our most dynamic yet! As much as we were learning about the needs of local businesses, there was also a desire to showcase what makes school different today. Hosting the event at Goochland High School provided the opportunity


for students to interact with business leaders and learn more about their organizations, while also having the opportunity to share with our guests the Bulldog experience.

Our roundtable event broke up the learning commons into several different stations where attendees could spend just a few minutes getting to know new faces and what makes each organization unique. Business and education lead-



ers hosted discussions at their stations for five sessions total. Our plan was not only for our school personnel to learn more about the businesses in and around Goochland, it was also for businesses themselves to gain better insight into their own similarities and differences.

Our event concluded with a presentation by Bruce Watson, Director of Career and Technical Education, and Goochland High School teacher Mike Verrastro, who discussed the trajectory of Goochland's Heavy Equipment Operation program—the only one of its kind in Virginia. The program prepares students for the opportunity of immediate employment after graduation operating bulldozers, backhoes, and other heavy machinery.

Our thanks go out to the Goochland Chamber of Commerce, the Goochland County Economic Development Office, and Reynolds Community College for partnering with the schools to host these events. 

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HEAVY EQUIPMENT TECHNICIAN APPRENTICE PROGRAM

BRUCE WATSON

Our Career and Technical Education program at Goochland High School includes a series of courses sponsored by Luck Stone and Carter Machinery



HOW MANY OF YOU ARE INTERESTED IN A CAREER AS A HEAVY EQUIPMENT TECHNICIAN? Team members from Luck Companies, Carter Machinery, and Goochland High School have joined forces to create an innovative, two-year heavy equipment technician apprenticeship program to further prepare graduates of GHS's heavy equipment operator program for success in the field.

The brand new program is unique to Goochland and expectations for the students are high. Students interested in the program submit a resume and application and must interview with representatives from both companies. This fall two GHS graduates were accepted into the program. During the two-year program, the apprentices will be assessed on their progress in regards to their mechanical knowledge and skills. Upon successful completion of the two-year program, the students are eligible for a full-time position with Luck or Carter as a diesel mechanic.

The curriculum for the apprenticeship is based on the real-world needs of the construction industry and was designed by the best mechanics Luck and Carter have on their staffs. The five major components of the program are as follows: equipment management, inventory management, preventive maintenance, reactive maintenance, and workspace management.

If a high school graduate opts to attend a diesel mechanic college, the cost ranges from \$18,102 - \$28,067 per year for two years. In the Luck-Carter program, the student does not pay any tuition for the duration of the two-year program. In addition to not paying tuition, the apprentices receive an hourly wage, paid vacation, a 401k plan, health benefits, a pension plan, along with the personalized training!

According to an American Staffing Association (ASA) survey of more than 2,000 respondents, most people (62%) think apprenticeships and other on-the-job training programs make job seekers more employable than a college education. The ASA's workforce monitor survey found that 68% of respondents said learning a trade would help someone land a job in certain fields more than pursuing a bachelor's degree, and 69% believe that a college degree isn't as valuable as it once was.

Goochland County Public Schools is committed to preparing our students for a lifetime of success, whether the next step in the journey after high school is



college, other further education, the military, or directly into the workforce.

"Carter Machinery is excited to partner with Luck Stone on their apprenticeship program, providing 'hands-on' experience in several of our service areas. On-the-job-training is a critical factor of any technician's development, so for them to work alongside the Carter team and gain knowledge of our core Caterpillar equipment and components will result in them becoming well rounded technicians. As a valued customer and partner, this is a venture we hope to continue in the future and enable our customers to achieve their highest level of success."

—Loraine Taylor
Corporate Development Manager
Carter Machinery

"Luck Stone sees the apprenticeship program that we have developed in partnership with Goochland and Carter Machinery as a vital part of our talent pipeline. This program allows us to provide opportunities for those in our community to have a valuable career. We are incredibly grateful to have a school division that is innovative in its approach to partnering with local businesses to ensure the success of its students."

—Scott Luberto
Technical Training Manager,
Luck Companies 

Action Research

APPLE PARTNERS WITH GOOCHLAND COUNTY SCHOOLS
TO IMPROVE LEARNING WITH 1:1 DEVICES

BY JOHN HENDRON

THIS PAST DECEMBER, a three person team representing Goochland Middle School attended an invitation-only symposium in Cupertino, California sponsored by Apple focused on action research in schools. Principal **Jennifer Rucker**, instructional technology coach **Andrea Burton**, and division Director of Innovation and Strategy **John Hendron** worked with leading educational technology researchers **Damian Bebell** and **Ruben Puentedura** in formalizing a research protocol for use at GMS. The three day symposium was attended by just eight schools from across the country, all having received the **Apple Distinguished Schools** credential.

Action research uses research techniques in a live school setting to test theories and assumptions about educational practice in an effort to improve instructional outcomes.

Unlike more traditional research, action research is many times carried out by educational practitioners (rather than visiting scholars), is more limited in scope, and does not interrupt the educational program. Apple's initiative to

bring research to schools is an effort to help already high-performing schools reach a higher level of refinement in its effectiveness toward meeting student needs with technology.

The Goochland Middle School research project is focused on **measuring the impact peer coaching has on the level of depth students experience in the classroom with their learning**. While our current study is focused on just one department at Goochland Middle School, the research method, the instrument used to gauge depth of learning, and the potential outcome for improving our coaching program can all be transposed to any one of our schools.

Jennifer Rucker found the experience of meeting other school leaders and the research team Apple assembled a rare but valuable opportunity. "Having the chance to work with someone as well-known as Dr. Puentedura was an incredible experience," she shared with the division's leadership team upon her return in January. "And guess what, guys! He's coming to Goochland!"

Since going to California, Apple sent two teams to Goochland Middle this past spring. **Mark Benno**, who co-organized the Apple event, visited GMS in March with Puentedura. The team visited classrooms, went over Goochland's

research progress, and also met with the division's leadership team. In May, **Stuart Ralston**, with Apple's professional development unit, came to work with Dr. Hendron and his coaching team on a digital book Apple developed with the Stanford Research Institute, focused on deeper learning. Ralston coached the team on how to use the book as a professional development resource and how the five elements within the book can be used to articulate a model for deeper learning. This summer, Hendron's team produced a three-day professional development event around the book and teachers from all five schools attended.

We feel deeper learning is all about what we can do to ensure that students have opportunities to apply what they are learning in credible situations, from the classroom into the real world. It is truly exciting to work within a school division where this is a cornerstone in the instructional program and where the use of technology isn't driven by being high-tech, but by an omnipresent desire to personalize learning, to empower students through creative communications, and to synthesize meaning across different disciplines. Action research is a new tool for us to use to improve our impact and maximize our investment in hardware and software. The GMS study concludes in December 2018.

How Does It Work?

Our research method uses observation of different modalities in the classroom (such as how students are working together, or how students are interacting with new ideas along with a measure of technology use) in a mathematical function that produces a "depth score." Students listening to a teacher convey information would have a lower depth score compared with students using inquiry and deduction to create knowledge. The assumption we're testing is whether or not embedded professional development with our technology coach affects the depth of learning in the classroom. To that end, we are using a research-based resource from Apple to re-design lessons around five elements of learning: teamwork, problem-solving, personalization, real world engagement, and communication & creation. **G**

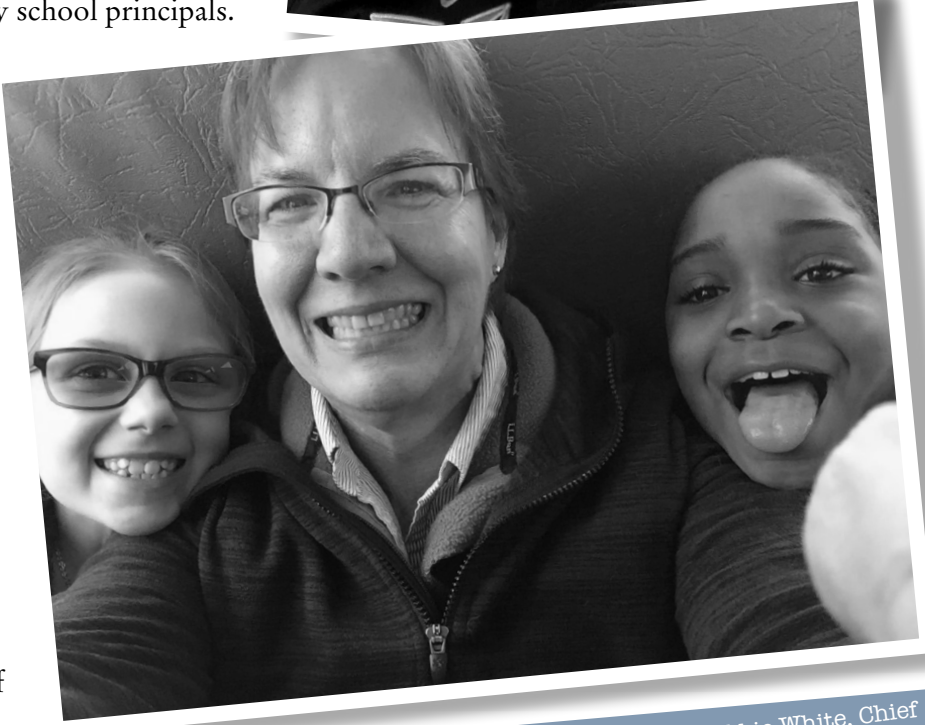
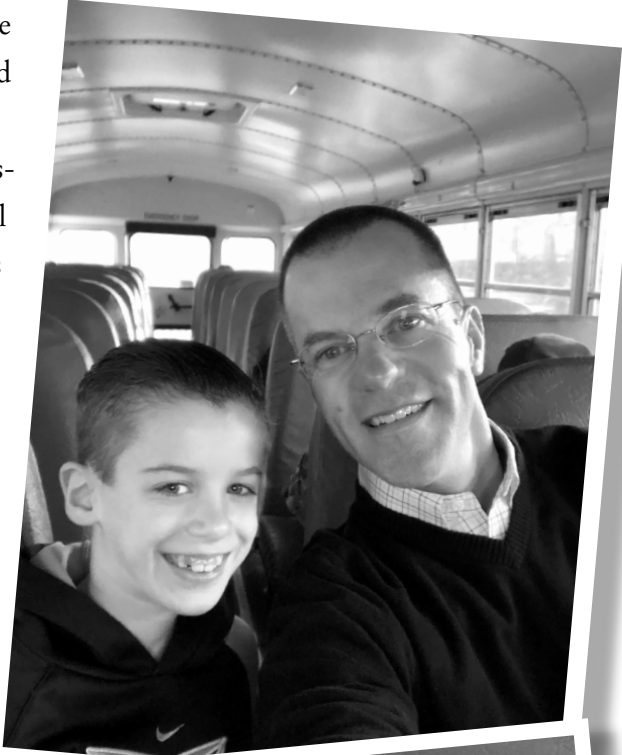


“You can’t understand someone until you’ve walked a mile in their shoes.”- Anonymous

FOR THE PAST TWO YEARS, our division leadership team has participated in a *Shadow a Student* challenge. The objective of this challenge is for district-level administrators to spend an entire day with one of our Goochland students. The intent is not only to observe students and instruction in classrooms, but to truly immerse ourselves in a student’s school day. The challenge is an exercise in empathy—through this experience, administrators figuratively walked in students’ shoes. Administrators rode the bus with students to school, ate with students in the cafeteria, and participated in all classroom activities. By doing so, administrators were able to take the pulse of instruction in classrooms, experience a school’s climate and culture firsthand, and thoroughly understand daily student experiences in school.

Students shadowed were selected by school principals. Students selected varied from preschool students all the way through high school.

The Shadow a Student challenge proved to be very insightful for administrators. Through self-reflection as well as reflection of the experience with students, administrators were able to consider and discuss student engagement levels during instruction, listen to student perspectives on school experiences, and understand the impact that staff relationships have on student learning all while having a little fun! **G**



Stephen Geyer, Assistant Superintendent (above) and Debbie White, Chief Financial Officer (below) pose for selfies with students they shadowed during the 2017-18 school year.

IT STANDS TO REASON THAT AN ORGANIZATION FOCUSED on teaching and learning would make instruction a cornerstone of its strategic plan. What some may find unique about our division’s leading goal are the words used in the corresponding objective, words like — engagement, enjoyment, and personalization:

Goal 1: Prepared for Life through Deeper Learning
To maximize each student’s academic potential through engaging experiences and deeper learning, preparing our students for the challenges of learning and working in the modern global economy

Over the past 5+ years, the notion of engagement in our schools has become ingrained. We believe engagement is important because, intuitively, it seems important. Students should love school. Adults should love work. What’s reinforcing (and energizing) about education is that the research on engagement is clear and decisive: engaged students achieve far more than students who are not.

The characteristics of an engaging classroom — of an engaging school experience — are well documented, though it’s not a one-size-fits-all model. As you might expect, it begins with relationships.

- Build meaningful connections with students.
- Build lessons around problem solving and critical thinking.
- Design learning experiences that foster active investigation (limit passivity).
- Promote group interaction, collaboration, and allow for an element of choice.
- Incorporate movement into the classroom.
- Nurture independent thinking.
- Minimize wait time.
- Story tell.

While the ingredient list from which to choose is pretty clear, classroom engagement isn’t formulaic. Teachers can vary their approach — build on personal strengths, while developing areas in need of growth. What’s inarguable, however, is the importance of focusing lesson design and delivery beyond the content — all the way to student engagement. Not only do engagement strategies enable teachers to capture the interest of children as they learn skills and concepts necessary for success in school and in life, but students also experience what it feels like to be engaged in learning ... and that gift lasts a lifetime. **G**

An Engaging School Experience

by Stephen Geyer



BY THE NUMBERS

NUMBERS TELL A STORY

There are many ways to capture the pulse of our school division. Our data reveal a dynamic, thriving community of learners. **G**

CTE
Career & Technical Education



471
credentials earned in 2018
1372
credentials earned
2014-2018

#1
regional
math
achievement



#2
regional
reading
achievement

PHOTOS CONTRIBUTED BY
LIZ KUHNS, BRUCE WATSON,
JOHN HENDRON, & STEPHEN
GEYER



2,646
2017-18 Student Population
+300 Students
from 2012-13



Goochland High School
Student Athletes
21 Varsity Teams
8 JV Teams
282 male athletes
243 female athletes

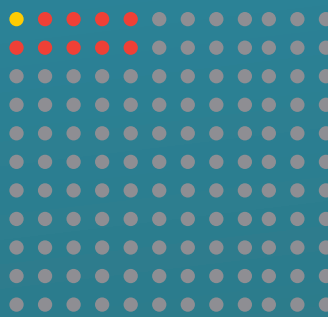


226
teachers
32%
with advanced degrees

5%
increase in Advanced Placement
over 2016-17
AP 3/4/5



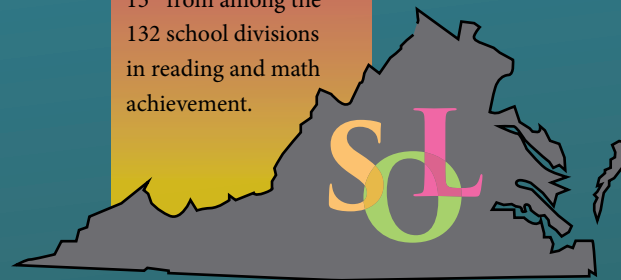
94%
Graduation Rate



Goochland is one of ten school divisions
to have 100% of schools fully accredited by
the state for the past decade.

13th

Goochland is ranked
13th from among the
132 school divisions
in reading and math
achievement.



+10%
MAP[®] reading

*Outpaced national growth
in reading and math*

+12%
MAP[®] Math

61
bus and car drivers



Fine Arts Festival

STEPHEN GEYER

WHEN ALL OF OUR FINE ARTS PROGRAMS CONVENE at the same place at the same time, it makes for a spectacular evening. While our visual and performing arts teams have opportunities to showcase their individual programs throughout the year, it's our annual event in late March that brings them all together.

That evening, the community auditorium features one exciting performance after another. All three elementary school choral teams fill the room with music. Additionally, the Goochland Middle School band, Goochland High School band, GHS jazz ensemble, and GHS dance team all take the stage. One of the most anticipated performances of the evening takes place when our GHS drama department provides a sneak peak at the spring musical. (A preview of *Hairspray* is anticipated at this year's festival.)

Our K-12 visual arts programs are also on full display. The hallways, cafeteria, and other common spaces are filled with our students' paintings, drawings, and sculptures. Last year's festival featured the GHS ceramics program's 5th annual Empty Bowls Project, which offered student pieces filled with soup for a dinnertime donation. The project raised close to \$1,000, which was donated proudly to Goochland Cares.

Cindy Shelton-Eide, Goochland High School's ceramics instructor, called the event "a joyous day for our community, one that brings hundreds of people together to celebrate our talented and accomplished students."

Kim Watts, a music teacher at Byrd Elementary School and Goochland Elementary School, added, "The Goochland Fine Arts Festival is a fabulous showcase of the amazing students with whom we work. Our students inspire us every single day, and this event is an opportunity for them to ignite our entire community through the arts." **G**



The 2019 Fine Arts Festival is scheduled for Friday, March 22, from 5:00-8:00PM at Goochland High School and is free of charge.

G21 Turns Ten!

Contributed by John Hendron

During the 2008-09 school year, I had the opportunity to lead a new movement across our schools called G21. *Goochland's Framework for Twenty-First Century Learning* (G21) was our own model for project-based learning that would integrate the use of technology to improve learning outcomes.

The process we undertook was to use a common model in helping teachers plan for engaging instruction that capitalized upon student exposure to skills such as communication, problem-solving, and creativity. I met personally with each teacher, our instructional technology coach Bea Leiderman, and the principal from the building to formulate these plans. Two years into the program, we began to recognize superlative projects with what we called the *G21 Faire*. The awards we give at each convocation in August became the showcase for entries submitted the previous year.

Traditions that last ten or more years in a school division become part of the culture, and I'm proud we have this program in Goochland County. As relevant in 2008 as it is today, students in our schools thrive when they are given opportunities to apply what they are learning in real and simulated situations. We still believe that projects and performance assessments provide students with the rigorous challenges to apply what they know and learn. Today these ideas are being transformed by educators and the language used in Goochland for this has been *deeper learning*.

As far ahead as we were in 2008, we're pleased to see the Virginia Department of Education founding its work on the *Profile of a Graduate* in deeper learning. Congratulations are in order for our 2018 winning projects.

Gold	Goochland on the Green Fourth Grade Team at RES
Silver	The Low Ropes Course Wes Farkas and CTE Department at GHS
Bronze	Multimedia Kindergarten Books Jaime Sprouse and Kindergarten Team at RES



May 6, 2018 - Goochland on the Green Event in Goochland Courthouse - a Journey Project from RES



Gold (L-R) L. Patrick, K. Demas, J. Hendron, S. Taylor, B. Ferguson, J. Gates, J. Sprouse, C. Mock (Fourth Grade Team, RES)



Silver (L-R) J. Hendron, W. Farkas, M. Verrastro, D. Allen, and J. Funkhouser (Health/PE and CTE Departments, GHS)



Bronze (L-R) J. Hendron, W. Neiditch, J. Sprouse, M. Tysinger (Kindergarten Team, RES)

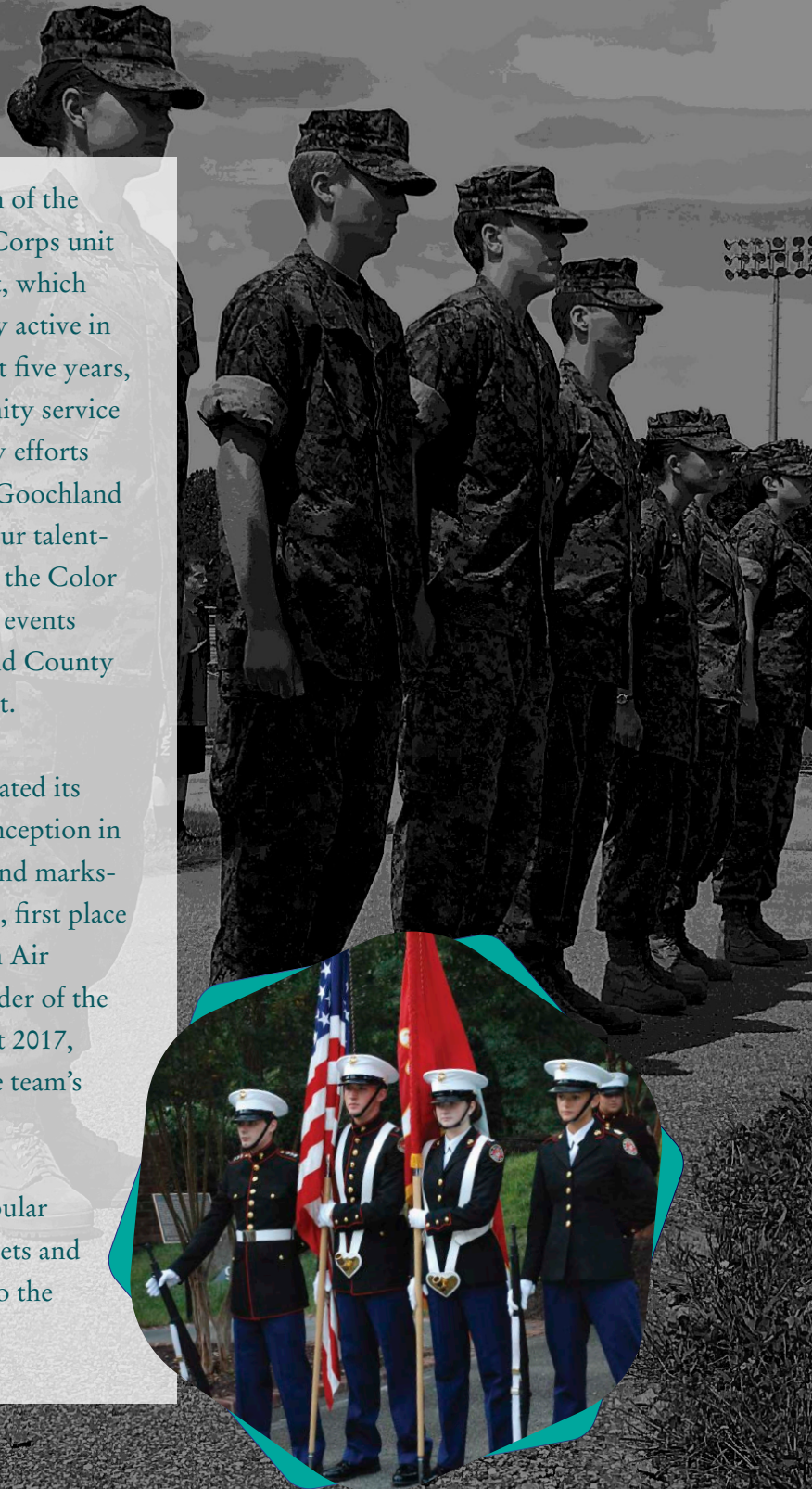
▶ Marine Corps Junior ROTC Turns Five

BRUCE WATSON

This year marks the fifth year since the dedication of the Marine Corps Junior Reserve Officers' Training Corps unit at Goochland High School. Our MCJROTC unit, which currently includes 115 student cadets, is extremely active in the Goochland County community. Over the past five years, cadets have performed in excess of 4,000 community service hours providing valuable assistance to community efforts including the Goochland Christmas Mother and Goochland County government for their tire amnesty day. Our talented and dedicated cadets give their time to serve as the Color Guard at numerous community events, including events sponsored by Congressman Dave Brat, Goochland County Fire and Rescue, and the GHS athletic department.

Additionally, the GHS MCJROTC has demonstrated its prowess in multiple competitive events since its inception in 2014. They have received accolades in both drill and marksmanship: first place Gordonsville Drill Meet 2016, first place Military Order of the World Wars Capital Region Air Rifle Tournament 2017, second place Military Order of the World Wars Capital Region Air Rifle Tournament 2017, and most notably, an "Outstanding" rating on the team's first Marine Corps Inspection.

MCJROTC is one of the most successful and popular programs at Goochland High School, and the cadets and instructors bring a tremendous amount of pride to the school and our entire community. **G**

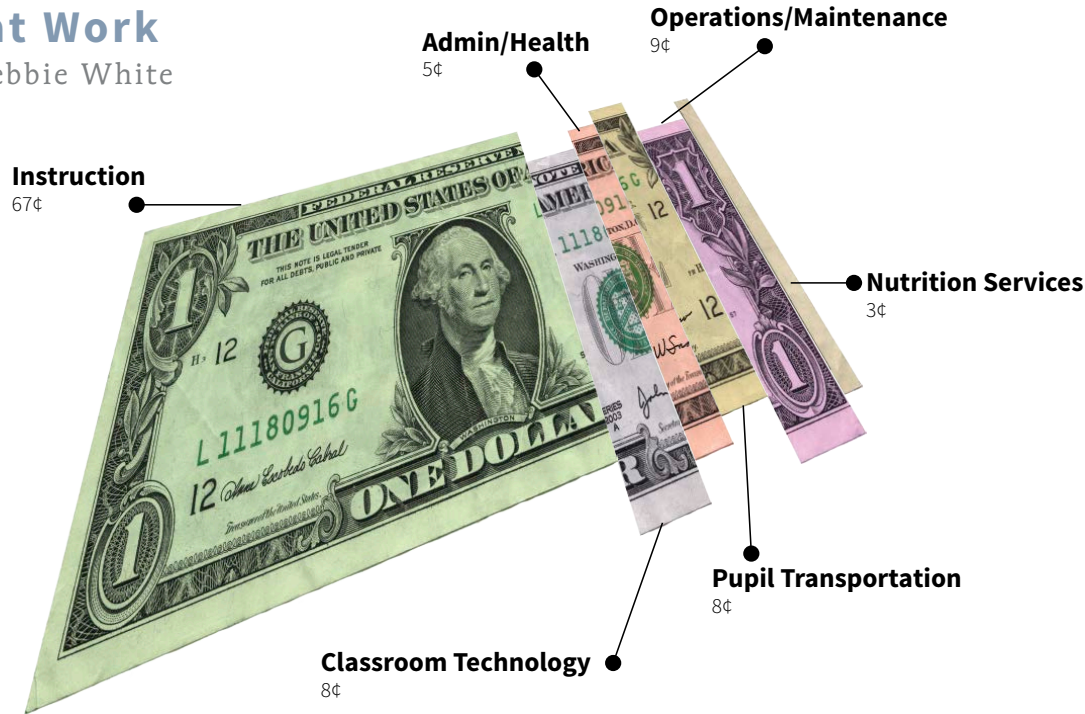


Your Dollars at Work

contributed by Debbie White



Figure 1. The break-down of every dollar from the FY18 expenditures by the division by funding source. *Source: Budget and Finance Office, GCPS.*



ACTUAL EXPENDITURE FIGURES FROM OUR LAST FISCAL YEAR are represented in the graphic above, showing, in effect, how each dollar is divided to cover the costs in Goochland County of a high quality education for over 2,500 students. The current year budget slices the dollar in a very similar way, with greater funding in SY2018-19 for building security, school counselors, more teachers for increased enrollment, and general school funding to reduce fees charged to students for optional activities.

The first table, below, highlights the breakdown of funding sources for this year's school budget.

Source of Funding	FY 19 Budget	Percentage
County Transfer	\$22,590,000	68.95%
State	7,438,548	22.70%
Federal	1,832,697	5.59%
Other miscellaneous revenue	901,952	2.75%
Total	32,763,197	100.00%

Finally, Goochland's budget can be broken down and viewed another way. The final table shows this school year's budget by expenditure group.

Expenditures by Object Group	FY 19 Budget
Salary and Wages	\$19,635,715
Benefits	7,510,401
Purchased Services	1,432,551
Other Charges (lease, travel)	1,710,762
Materials and Supplies	1,837,737
Capital Outlay	636,031
Total	\$32,763,197

The Goochland School Board strives to be excellent stewards of every dollar. The division's budget and finance office has been recognized by the GFOA (Government Finance Officers Association) for its excellence in school budgeting for each of the past five years. **G**



Goochland County Public Schools

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Make a Positive Impact

Visit us online at
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A Message from the GEF

GOOCHLAND EDUCATION

FOUNDATION

Building Lives. Leaving Legacies.

The GEF focuses on positively impacting educational practices, ensuring equity in education, and helping our children develop and strengthen the necessary 21st century skills so they are competitive in the workplace and are productive citizens, participating in everything Goochland County offers.

Simply put, we want to be sure every child has a chance to grow up prepared for a fast-changing technological and global marketplace. We do this by providing our teachers and their students with tools and educational experiences beyond the traditional academic curriculum.

We can only do this with community support. Please consider a gift to the Goochland Education Foundation to help us ensure a bright future for all of our children. If you want to know more about what the GEF does or discuss how you can help, please contact Cyndy Brown at cbrown@goochlandedu.org or (804) 556-5627.