Moving Nottoway County Public Schools to the Next level through...
Smart, Sharp and Strategic Thinking and Planning

SIX-YEAR COMPREHENSIVE PLAN

MARCH 14, 2019
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MESSAGE OF SUPERINTENDENT

Greetings Nottoway County Public School Stakeholders

I would like to personally welcome you to Nottoway County Public Schools for the 2018-19 school year! Our division theme this year is “Excellence in Education.” This theme symbolizes that we are continuing to strive to provide the best education for all of our students. We predict that this school year will be the best year ever! To support our theme this year, we’ve developed four objectives which are to:
1. Increase Student Achievement
2. Enhance Teacher Support
3. Improve Principal Instructional Leadership Support
4. Increase Community Outreach/Partnerships

We also are also revisiting our six-year comprehensive plan for the school district. This plan represents our blueprint for moving forward over the upcoming years and will help ensure that we maintain our great staff, great schools and most importantly great students. They come to school every day eager to learn and take advantage of the unique opportunities we offer for students to learn and grow in today’s changing world.

Whether you are joining us for the first time or have been with us for a number of years, I want to encourage each of you to become and remain an active and involved member of NCPS. In addition to our outstanding academic programs, we offer many activities, clubs, service organizations, and sports to help our students become well-rounded citizens of our community.

It is my pleasure to educationally represent our children locally, regionally, and statewide. Also, it is comforting to know that we enjoy the support of a terrific School Board, Board of Supervisors and you, our community stakeholders, in making this division the premier school destination. If you have any questions, please feel free to contact me or your child’s administrator.

Educationally yours,
Rodney L. Berry, Ph.D., Division Superintendent
Nottoway County Public Schools
BOARD OF SUPERVISORS, SCHOOL BOARD AND SCHOOL LEADERSHIP

BOARD OF SUPERVISORS

District 1—Stephen W. Bowen
District 2—Gary L. Simmons
District 3—Helen M. Simmons
District 4—Sherman C. Vaughn
District 5—Noel R. Shekleton

SCHOOL BOARD

District 1 -- Curtis Hurte, Jr.
District 2 -- Robert Horn
District 3 -- Clive Pettis, Sr.
District 4 -- Jacqueline Hawkes
District 5 -- Shelli Hinton

SUPERINTENDENT
Rodney L. Berry, Ph.D.
LANDSCAPE OF NOTTOWAY COUNTY

NCPS is part of Nottoway County, Virginia. The County’s history and other selected factors considered in this section have helped shape the approaches used to support public education in the County.

Nottoway County was first inhabited by native American Indians of the Iroquoian nation tribe called Nadowa. The Nadowa lived along the County’s only river and the name of their tribe became associated with the area they inhabited. This name was Anglicized with the coming of English settlers to ‘Nottoway’. The area was visited by explorers and traders as early as 1650. English settlers began to populate the area in the early 1700’s, bringing with them their traditions and customs. Most of the land was claimed by the mid-1700’s and these early inhabitants operated self-sufficient farms and plantations, taking advantage of the area’s favorable topography and wealth of natural resources. Together with a substantial number of craftsmen and laborers from west Africa and continental Europe, the difficult task of frontier living produced an independent and resourceful population.

Before the County established its own government, it was known as Nottoway Parish, a district of Amelia County. Nottoway Parish became Nottoway County by legislative act in 1788. The County, by virtue of its favorable location, contained numerous early crossroads settlements connecting the new western frontier with the population centers to the north and east. Railroad construction also followed early, first occurring around 1850.

The County was the site of one battle during the War Between the States, the “Battle of the Grove,” which was fought over control of the rail line in Nottoway (a line that served as a major supply line to General Robert E. Lee’s Army of Northern Virginia). The County’s three towns were incorporated in the late 1800’s, all along what was to become the U.S. Highway 460/Norfolk Southern Railway corridor that bisects the County. Industrialization blossomed at the same time, exploiting the ease of moving raw materials in and finished products out. County manufacturing often utilized the area’s abundant natural resources, particularly agricultural products, timber, and wood products.
The 20th century saw an increase in the diversification of the County in its agricultural, industrial and commercial sectors. This diversification created an economy and community that mirrored its citizen’s attitudes, skills, and talents. During this time, major state and federal facilities were created in the County. Fort Pickett, established at the outbreak of World War II, is noted as one the finest military training facilities in the east.

Today, the county continues to enjoy a healthy diversity of people and economic interests. Small business has thrived, as evidenced by the vitality of its three towns. Nottoway manufacturing facilities produce a wide variety of goods. Throughout its history, Nottoway’s people have remained hard working, industrious and friendly. They are proud of the community that they and those who came before them have created.

The future holds great promise for Nottoway County. Its close proximity to the growing edge of Virginia’s “Golden Crescent” will continue to create great opportunity for its “new settlers.”

LOCATION

Nottoway County is located in the south-central portion of Virginia, bounded by the counties of Amelia to the north, Dinwiddie to the east, Brunswick and Lunenburg to the south, and Prince Edward to the west. The county seat, Nottoway Courthouse, is approximately 59 miles southwest of Richmond, the state capital; 128 miles west of Norfolk and the Ports of Hampton Roads; 167 miles south of Washington, D.C.; 412 miles south of New York City; and 795 miles
southeast of Chicago and 440 miles northeast of Atlanta. Total land area is 315 square miles or approximately 200,000 acres.

**DEMOGRAPHICS**

The following key facts capture characteristics of Nottoway County underlie decision-making to support the focus and priorities for NCPS.

<table>
<thead>
<tr>
<th>Description</th>
<th>Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Census 2010 Total Population</td>
<td>15,853</td>
</tr>
<tr>
<td>2017 Population Estimate (as of July 1, 2017)</td>
<td>15,434</td>
</tr>
<tr>
<td>2017 ACS 5-Year Population Estimate</td>
<td>15,537</td>
</tr>
<tr>
<td>Median Age</td>
<td>41.3</td>
</tr>
<tr>
<td>Number of Companies</td>
<td>1,058</td>
</tr>
<tr>
<td>Educational Attainment: Percent high school graduate or higher</td>
<td>76.6%</td>
</tr>
<tr>
<td>Count of Governments</td>
<td>N/A</td>
</tr>
<tr>
<td>Total housing units</td>
<td>6,749</td>
</tr>
<tr>
<td>Median Household Income</td>
<td>38,410</td>
</tr>
<tr>
<td>Foreign Born Population</td>
<td>726</td>
</tr>
<tr>
<td>Individuals below poverty level</td>
<td>21.5%</td>
</tr>
<tr>
<td>White alone</td>
<td>8,843</td>
</tr>
<tr>
<td>Black or African American alone</td>
<td>6,255</td>
</tr>
<tr>
<td>American Indian and Alaska Native alone</td>
<td>13</td>
</tr>
<tr>
<td>Asian alone</td>
<td>44</td>
</tr>
</tbody>
</table>
### Description

<table>
<thead>
<tr>
<th>Description</th>
<th>Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Native Hawaiian and Other Pacific Islander alone</td>
<td>47</td>
</tr>
<tr>
<td>Some Other Race alone</td>
<td>161</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>174</td>
</tr>
<tr>
<td>Hispanic or Latino (of any race)</td>
<td>633</td>
</tr>
<tr>
<td>White alone, Not Hispanic or Latino</td>
<td>8,484</td>
</tr>
<tr>
<td>Veterans</td>
<td>1,011</td>
</tr>
</tbody>
</table>

### HEALTHCARE

The NCPS family is dependent upon area health care providers to support their needs. Among the services in the County are general practice physicians, dentists, several nursing homes. The Nottoway County Health Department provides services for maternal child health, immunizations, family planning, Medicaid screening, pre-school and special education clinics, x-ray clinics, and other related services. Crossroads Mental Health Services Board provides services to mentally ill and handicapped persons. In addition to the internationally known Virginia Commonwealth University Health System are the following hospitals:

<table>
<thead>
<tr>
<th>Hospital</th>
<th>Beds</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Southside Community Hospital</td>
<td>117 beds</td>
<td>Farmville</td>
</tr>
<tr>
<td>Community Memorial Hospital</td>
<td>120 beds</td>
<td>South Hill</td>
</tr>
<tr>
<td>Southside Regional Hospital</td>
<td>468 beds</td>
<td>Petersburg</td>
</tr>
<tr>
<td>Johnston Willis Hospital</td>
<td>292 beds</td>
<td>Chesterfield</td>
</tr>
<tr>
<td>Chippenham Medical Center</td>
<td>470 beds</td>
<td>Richmond</td>
</tr>
<tr>
<td>Piedmont Geriatric Hospital</td>
<td>210 beds</td>
<td>Burkeville</td>
</tr>
</tbody>
</table>
REQUIREMENT FOR THE SIX YEAR PLAN
PUBLIC INVOLVEMENT

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

The process for developing the Six-Year Comprehensive Plan provided an opportunity for the all segments of the Nottoway County Public School System and stakeholders. The NCPS Superintendent led the process in collaboration with M. H. West & Co., Inc., a Richmond, Virginia based consulting company, engaged by NCPS.

The process also included a retreat of the NCPS board and administration, a town hall meeting, a stakeholder survey and two public hearings convened by the NCPS Board. The timeline for developing the plan was approximately six months. The appendices provide proceedings from the aforementioned events to invite comments.

The following statement of the NCPS Superintendent underscores his perspective about the importance of the six-year plan and the comments on the plan made by the public at large and the NCPS family, friends, students and partners:

Nottoway County Public Schools (NCPS) “has built bridges and has created opportunities for students to enjoy life, contribute to others’ well-being, and become responsible, productive citizens in a global community”. Achievement offers comfort to NCPS, but it understands that becoming too comfortable with success can adversely impact progress. Accordingly, creating and using or updating and using a strategic plan becomes a solution for staying clear of satisfaction with what has worked in the past for the future.”

The plan will guide the NCPS over the next six years and support decision-making by its leadership to ensure that Nottoway County students are provided every opportunity to achieve academically and become model citizens that in turn help the County to prosper.

The next section provides details on the plan generated through the above described process taking into account the previously described landscape of Nottoway County and other factors impacting progress made on existing and prior plans.
MISSION STATEMENT

To provide opportunities that enable students to enjoy life, contribute to others’ well being, and become responsible, productive citizens in a global community.

SIX YEAR COMPREHENSIVE PLAN CORE BELIEFS

1. Use accountability as a key driver of excellence
2. Commit to high expectations for performance improvement
3. Create a culture of diversity and inclusion
4. Embrace innovation and change
5. Reinforce effective leadership
6. Build partnerships that boost resources
7. Facilitate and enhance student success
8. Exceed requirements needed to support on-going accreditation
STRATEGIC GOALS AND OBJECTIVES

GOAL 1: Continue to expand and evaluate annually NCPS' capability to assist students graduate and become life-long learners and productive citizens

OBJECTIVES

1.1 Focus curriculum on academic achievement and skills development that assist students to succeed while navigating K12 and obtaining additional education and/or employment once graduated

1.2 Involve consistently businesses and diverse education providers throughout the education experience of students

1.3 Connect students with opportunities to participate at least twice during the school year in job shadowing, internships, seminars, and other learning experiences to broaden their understanding of requirements needed to navigate life's journey outside of the school setting

1.4 Engage parents and guardians in student learning whenever possible to ensure that continuing progress is made towards their child’s goals for graduation

GOAL 2: Reinforce standards of excellence for student achievement in a safe and nurturing environment and assess periodically outcomes from their implementation

OBJECTIVES

2.1. Pursue and organize resources that provide for the effective and efficient operation of a school system that embraces and nurtures the capability of all responsible for achieving the NCPS mission

2.2. Establish a learning environment that emphasizes inclusion and, creates an experience for students and school personnel that insures that their capability, perspectives and growth are protected consistent with school system standards
2.3 Align student success around academic performance and positive behaviors with staff capability and facilities

GOAL 3: Explore and pursue funding opportunities that result in a larger segment of the budget that can be used for the continuous recruitment and retention of a competent, passionate and talented corps of school personnel and leaders

OBJECTIVES
3.1. Create diverse experiences for individuals to pursue or transition to a role and career in K12 education

3.2. Insure that there is an on-going initiative that focuses on recruitment and retention strategies for all levels of personnel needed to meet K12 accreditation standards and expectations of NCPS

3.3. Pursue relationships with organizations and existing school system personnel to help fill the pipeline of staff needed to support NCPS

3.4. Stay abreast of trends in recruitment and retention of school personnel through information surveillance, surveys and participation in workforce development programs at the national, statewide and local levels

GOAL 4: Embrace a business model that takes into account, manages and monitors factors that impact the mission, core beliefs and goals to promote overall school performance

OBJECTIVES
4.1. Demonstrate that outcomes from school performance reflect effective collaboration between the school board and the superintendent

4.2. Establish measures of accountability that insure the availability and effective use of resources needed to support NCPS

4.3 Pursue diverse approaches for funding school programming to meet accreditation standards and customer service
4.4. Update on a continuing basis all plans based on decision-making, goal achievement and a change in factors that supported plan development

GOAL 5: Demonstrate the value of a quality education as a principle strategy for growing a vibrant community where all share in positive outcomes from working together

OBJECTIVES
5.1. Invite participation by area organizations in school programming and use of school facilities to support their initiatives
5.2. Sponsor programs that broaden the understanding of citizens about economic, education and health care matters for Nottoway County
5.3. Use the communication technology of the school system to increase the community's understanding of school programming, student success and opportunities for their involvement

GOAL 6: Celebrate and recognize student achievement and the contributions, advocacy and collaboration of stakeholders throughout the school year

OBJECTIVES
6.1. Use outcome measures for student achievement as a basis of their recognition and reward of this goal
6.2. Capture student achievement in promotional material to showcase positive outcomes from NCPS leadership, policies and standards
6.3. Organize programs on and off school sites that express appreciation of organizations and individuals that support student, staff and overall NCPS achievement
6.4. Join area organizations that advocate and promote K12 education and provide information that secures their on-going support of NCPS programs

GOAL 7: Identify and use measures to evaluate progress made to reach goals against best practices that support NCPS performance improvements

OBJECTIVES
7.1. Update on a continuing basis best practices for NCPS
7.2. Establish annually targets for measuring improvement in all program areas and cost centers
7.3. Adjust plans based on outcomes from the evaluation process
7.4. Share evaluation results of NCPS performance with the stakeholders using various communication formats and venues

GOAL 8: Provide for the integration of technology into the educational setting through learning experiences, professional learning for staff, culture of innovative leadership to insure a secure and robust infrastructure.

OBJECTIVES
8.1. Earmark financial, technical and infrastructure resources to support the integration of technology in all aspects of school programs
8.2. Showcase the outcomes from using technology-based strategies and solutions in school performance
8.3. Expose students to opportunities for careers in technology within and outside of NCPS
8.4. Pursue partnerships with organizations that can help grow and reinforce technology efforts of NCPS
IMPLEMENTATION AND MEASUREMENT

Successfully achieving the goals and objectives is dependent upon taking specific actions that are measured, completed over a designated time period and assigned for completion by a NCPS leader. The following charts delineate strategies around student achievement, school climate, financial resources, impact on community vibrancy, competent staff and leadership, technology resources and best practices.

<table>
<thead>
<tr>
<th>Student Achievement</th>
<th>Measurement</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentoring and tutoring programs are available and accessible</td>
<td>15% of students in targeted programs are first time students</td>
<td>On-Going</td>
</tr>
<tr>
<td>Student attendance improves</td>
<td>Absenteeism reduces by 15% annually</td>
<td>Annually</td>
</tr>
<tr>
<td>Students are ready for employment, college and careers upon graduation</td>
<td>100% of graduating students are tracked for five years to determine employment status, completion of additional education and start-up in a career</td>
<td>On-Going</td>
</tr>
<tr>
<td>All students graduate from high schools</td>
<td>The graduation rate for students increases 10% per annum</td>
<td>Annual</td>
</tr>
<tr>
<td>Racial and economic achievement gaps are closed</td>
<td>The number of students associated with this achievement gap reduces 10% annually</td>
<td>On-Going</td>
</tr>
<tr>
<td>Parents and guardians sign off on student achievement</td>
<td>85% of parents and guardians sign off on the progress of their student(s) upon initial notification by NCPS</td>
<td>On-Going</td>
</tr>
<tr>
<td>Competent Instructional and support staff are available</td>
<td>Profiles are maintained for 100% of staff, at least one training in the staff's specialization is provided, staff are evaluated annually</td>
<td>On-Going</td>
</tr>
<tr>
<td><strong>School Climate</strong></td>
<td><strong>Measurement</strong></td>
<td><strong>Timeline</strong></td>
</tr>
<tr>
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</tr>
<tr>
<td>Factors are known that impede academic success and positive behaviors</td>
<td>Research is undertaken on a national, state and local scale to benchmark student achievement at NCPS</td>
<td>On-Going</td>
</tr>
<tr>
<td>Students, staff, parents and stakeholders interact in a safe and inclusive environment</td>
<td>The school family feels welcomed at all NCPS programs as reflected in completed program evaluation forms</td>
<td>On-Going</td>
</tr>
<tr>
<td>Students demonstrate understanding of bullying prevention, conflict resolution and healthy relationships</td>
<td>Students are engaged quarterly in diverse programs that promote student self-confidence and positive behaviors and interaction with peers, teachers and others inside and outside the classroom</td>
<td>On-Going</td>
</tr>
<tr>
<td>The learning environment and the resources used align with the make-up of the school family</td>
<td>Demographic forecasts of the student population are undertaken and used to determine financial, staff, facilities and infrastructure impact on projected budget appropriations</td>
<td>Biennially</td>
</tr>
<tr>
<td>School climate standards are built on student achievement and the environment that impacts the school setting, infrastructure and resources</td>
<td>Standards are revisited annually based on findings from stakeholder experience and other factors that impact NCPS</td>
<td>Annually</td>
</tr>
<tr>
<td>Financial Resources</td>
<td>Measurement</td>
<td>Timeline</td>
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<tr>
<td>---------------------</td>
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</tr>
<tr>
<td>Factors that drive costs for school district are known and monitored</td>
<td>Reports are distributed monthly to the Board, Administration and other designated parties that capture the drivers of NCPS revenue and expenses and include recommendations to manage their effects</td>
<td>On-Going</td>
</tr>
<tr>
<td>There is diversity in funding for school programs to include school board appropriations, grants, fundraisers and foundation/corporate grants</td>
<td>The finance office reinforces its efforts to boost financial resources that are available to support school programs</td>
<td>1st Quarter 2021</td>
</tr>
<tr>
<td>Minimize growth in unnecessary costs and duplication</td>
<td>Institute and monitor cost savings from engaging in practices to support comparison pricing for all purchases, take advantage of discounts, expand partnerships that provide sponsorships of programs, develop partnerships with other school districts for needed expert staff and services and generate new revenue streams through alternative uses of school buildings and campuses</td>
<td>1st Quarter 2022</td>
</tr>
<tr>
<td>Fiscal Responsibility and Accountability practices are sustained</td>
<td>Actions on funding requests are made when 100% of the criteria are met to demonstrate that there are no lower cost effective alternatives and measures are in place to control spending on funds appropriated or approved</td>
<td>On-Going</td>
</tr>
<tr>
<td>Resources are aligned with priorities of the board and administration</td>
<td>Anticipated funding from all sources and the use of sound financial policies and practices control spending and insure consistent achievement of a balanced budget</td>
<td>On-Going</td>
</tr>
<tr>
<td>Impact on Community Vibrancy</td>
<td>Measurement</td>
<td>Timeline</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>Build and maintain relationships with district stakeholders</td>
<td>Stakeholders are invited to attend and participate in all public meetings held about the affairs of NCPS and their views become part of the public record and reports that include opinions solicited through surveys, town hall meetings and focus groups</td>
<td>On-Going</td>
</tr>
<tr>
<td>Pursue, secure and expand partnerships in the business, government and education sectors</td>
<td>A School Partnership Committee is appointed and lead by a NCPS business partner with responsibility for establishing criteria for partnership performance and then applying these to determine the level of performance and adjustments needed for improvement</td>
<td>3rd Quarter 2021</td>
</tr>
<tr>
<td>Stakeholder communication and interaction is accelerated through updated systems and technology</td>
<td>All school campuses are equipped with information technology that promotes effective communication among campus occupants and externally related school staff and administration as well as stakeholders</td>
<td>2nd Quarter 2022</td>
</tr>
<tr>
<td>There are opportunities for parents, partners and volunteers to use their expertise to augment resources needed to support student achievement</td>
<td>Stakeholder capability profiles are developed, kept current and considered to close shortfalls in resources that may arise to achieve NCPS performance and accreditation</td>
<td>2nd Quarter 2020</td>
</tr>
<tr>
<td>Students and staff are available to share knowledge and skills to promote learning for those who are interested in improved self-sufficiency</td>
<td>A corps of student and staff volunteers are trained and available to assist in closing the achievement gaps in students and to help shape their future careers within and outside NCPS</td>
<td>2nd Quarter 2020</td>
</tr>
<tr>
<td>Competent Staff and Leadership</td>
<td>Measurement</td>
<td>Timeline</td>
</tr>
<tr>
<td>--------------------------------</td>
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<td>---------</td>
</tr>
<tr>
<td>Expanded and diverse partnerships are available with higher education resources to fill the pipeline of employees</td>
<td>The school system expands its relationships with area and regional education resources for their placement of student teachers at NCPS, the offering of continuing education and skills development for existing staff and engagement in school district programs</td>
<td>1st Quarter 2021</td>
</tr>
<tr>
<td>A workforce is prepared to undertake tasks and responsibilities that align with the mission, culture and policies</td>
<td>The school district integrates information in all training that provides a perspective on emerging and existing challenges and opportunities that impact their role and responsibilities and how they can help creative innovative solutions and interventions</td>
<td>On-Going</td>
</tr>
<tr>
<td>Employee programs that offer training, leadership, effective communications and mentoring are accessible in various formats made possible through improved technology</td>
<td>The use of technology to support on-line training supports 75% of employee programs and participants rate program at 85% or higher</td>
<td>2nd Quarter 2022</td>
</tr>
<tr>
<td>Information about current and future compensation and benefits is shared</td>
<td>Communication about the value of employee efforts are shared in staff meetings, performance reviews, budgets and newsletters</td>
<td>On-Going</td>
</tr>
<tr>
<td>Employees are provided with opportunities to express views about resources needed and satisfaction with their jobs</td>
<td>Employee satisfaction with jobs is captured in reports from comments expressed from their participation in surveys, staff meetings and activities and events outside of their job description and then used to make changes in the culture to improve recruitment and retention rates by 5 to 10% annually</td>
<td>On-Going</td>
</tr>
<tr>
<td>Staff empowerment to exceed performance</td>
<td>NCPS teams are established to help analyze student data, monitor</td>
<td>2nd Quarter 2020</td>
</tr>
<tr>
<td>requirements improves</td>
<td>student learning; share strategies /continually review and unpack standards; provide input to shape training programs, offer presentations that showcase their experiences and challenges in reaching goals and represent the NCPS in meetings and events of partners</td>
<td></td>
</tr>
<tr>
<td>Technology Resources</td>
<td>Measurement</td>
<td>Timeline</td>
</tr>
<tr>
<td>----------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>A funding stream is available to support expanded technology integration in academic, behavioral and alternative programs</td>
<td>Revenue increases 20% per annum for technology integration consisting of 5% from the school district and 15% from other funding sources such as technology-based business</td>
<td>4th Quarter 2020</td>
</tr>
<tr>
<td>The leadership and staff understand the value of technology based education and receive training to develop/implement policies and standards (See NCPS Technology Plan, 2019-2023 in the Appendices)</td>
<td>A plan supporting technology is developed and updated regularly to identify advantages and results from technology integration, the costs for the technology and training for primary users and approaches for supporting funding and leadership needed to insure goal achievement</td>
<td>On-Going</td>
</tr>
<tr>
<td>Partnerships are available that offer experiences in the technology field for students, parents and teachers</td>
<td>50% of the students, parents and teachers are the beneficiaries of partnerships that increase their engagement through technology integration in NCPS</td>
<td>2nd Quarter 2021</td>
</tr>
<tr>
<td>Technology is used to generate data and reports on overall performance of the schools</td>
<td>75% of data collected and analyzed are incorporated in reports to fulfill requirements for accreditation and to inform the board, administration, regulators and supporters about the benefits of technical integration</td>
<td>1st Quarter 2020</td>
</tr>
<tr>
<td>Technology aligns with school improvement efforts for learning, instruction, best practices and credentialing</td>
<td>A technology specialist leads efforts to ensure that systems, staff and related support are available to track priorities and programs for established performance standards</td>
<td>3rd Quarter 2019</td>
</tr>
<tr>
<td>Best Practices</td>
<td>Measurement</td>
<td>Timeline</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>The Board and Superintendent establish and revisit the NCPS mission, goals and objectives</td>
<td>An annual priority task that is led by a planning task force appointed by the School Board, the outcomes for which are reflected in the minutes of the School Board and stakeholders</td>
<td>On-Going</td>
</tr>
<tr>
<td>Professional development and leadership training opportunities are available for the board, superintendent and staff</td>
<td>Diverse programs in various venues are available to support sharpening and expansion of skills needed to support a strong performance of the NCPS board, administration and staff</td>
<td>On-Going</td>
</tr>
<tr>
<td>Accreditation standards, effective stakeholder partnerships and state of the art facilities and technology underlie student achievement and school district performance</td>
<td>Growth in resources becomes available to demonstrate that NCPS is leveraging progress made against goals that support its recognition as a leading school district in the Commonwealth.</td>
<td>4th Quarter 2022</td>
</tr>
<tr>
<td>Expanded resources are available and align with school district priorities</td>
<td>There is a 10% annual growth in revenue available to support school district functions that result from continuing increases and diversification of funding sources</td>
<td>1st Quarter 2020</td>
</tr>
<tr>
<td>There is a process available and used for evaluation/continuous improvement of school performance and its key elements</td>
<td>Evaluation criteria are established and used to determine adjustments needed in key functions to comply with national, state and local requirements of school districts and to insure that the school district is prepared to manage the impact of adverse and unanticipated factors</td>
<td>On-Going</td>
</tr>
<tr>
<td>Effective communication and consumer service underlie enthusiastic stakeholder collaboration within and</td>
<td>A high priority is sustaining a welcoming environment that builds relationships and encourages participation in</td>
<td>On-Going</td>
</tr>
<tr>
<td>external to the school system</td>
<td>school programs as reflected in the growth of revenue, partnerships, recruitment and retention rates and student achievement</td>
<td></td>
</tr>
</tbody>
</table>
BOARD AUTHORIZATION

The School Board of Nottoway County adopted the Comprehensive Six Year Plan on March 14, 2019 using the following language:
APPENDICES

Retreat Proceedings
SUMMARY-Stakeholder Comments
Nottoway County Public Schools Technology Plan – 2019-2023
THE ROI FROM PLANNING AHEAD—WHAT AN OPPORTUNITY!

PROCEEDINGS
Executive Management Retreat
NOTTOWAY COUNTY PUBLIC SCHOOLS
SEPTEMBER 27, 2018
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<td>Retreat Purpose, Agenda, Participants and Facilitators</td>
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PROCEEDINGS OVERVIEW

M. H. West & CO., Inc. convened a retreat for Nottoway County Public Schools on September 27, 2018 as a “kick-off” for the development of its Comprehensive Six Year Plan. Facilitating the approximate four hours retreat were Drs. Diane and Thomas Beatty. Retreat participants included NCPS Superintendent Dr. Rodney Berry, Members of his Executive Team and a NCPS School Board Member.

Proceedings for the retreat tracked the retreat booklet prepared by WEST and used by retreat participants. Discussion and comments focused on four key interactive exercises, designed to engage participants in discussion, comment and teamwork. These exercises included WHY, KEY THOUGHTS-Visioning for the Future, a SWOT Analysis and Imagining Tomorrow.

The following highlights the abundance of thinking of the retreat participants. It is significant that the retreat participants were used graphics to help convey their thoughts about the today and tomorrow for NCPS. Retreat participants ranked the retreat significantly high (90% or higher) in every evaluation category as shown in the proceedings.

A few of the key underlying themes from the retreat that are high priorities for integration in the plan includes the following:

1. Continue emphasis on student success
2. Expand of additional resources to support the work of NCPS
3. Create Incentives/Strategies to recruit and retain instructional and other specialty staff and to provide for continuing professional growth and development
4. Heighten partnerships with the community, parents, government officials and other stakeholders
5. Achieve consistent accreditation of schools
6. Obtain technology that helps boost academic success, performance, reporting and communication
7. Explore opportunities for innovation in student skill development through expanded relationships with the CTE programs, community colleges and universities.
8. Embrace sustainability but driving to vibrancy
9. Invite/Engage stakeholders in matters that align with growth of the NCPS
10. Help promote economic growth in Nottoway County by emphasizing workforce development, skills development and student success

Next steps following the retreat will include:
1. Discuss and finalize the proceedings with the NCPS Superintendent
2. Share the retreat proceedings with the retreat participants and school board members
3. Administer a survey to stakeholders about plan development
4. Convene a town hall meeting (s) to obtain additional comments on the six year plan
5. Generate priorities for the plan and associated smart goals from research and completing the above steps
WHY DO WE WANT TO TAKE ON A RESPONSIBILITY SUCH AS THE COMPREHENSIVE PLAN?

Make a Difference

Improve the Future

Results

WHY

Give Back

Passion and love for Children

Create Opportunities And Experiences For The Whole Child To Become Responsible, Productive Citizens, Well Rounded In A Global Community!

To provide the best opportunity for all students to succeed

To provide a safe environment that includes transporting and providing students with the best educational opportunities

Active student engagement with student choice in what they learn and what their possible careers are for the future.
KEY THOUGHTS ...

VISIONING FOR THE FUTURE...COMPLETE THE FOLLOWING THOUGHTS:

I joined NCPS because....

- I grew up here, good job opportunity, and I attended NCPS
- Voice for kids, Family/close knit community, students and because of children'

I have remained at NCPS because...

- Great people to work with; Great Leadership; Great educational opportunities
- Relationships w/ students and staff, mentorship and making a difference

The future of NCPS is dependent on ...

- Providing well rounded programs that gives them a solid education
- So that families want to stay here
- Team work/Building relationships with all stakeholders

Three words that best describe NCPS are...

- Innovated, Dedicated, Family-Oriented
- Funding, enrollment, maintaining quality staff

The five top priorities for NCPS in the future are...

- Continue provide best practices in education & buildings, equipment that support it
- Career readiness – 21st century skills
• Provide the most qualified personnel
• Secure possible funding for all initiatives
• Involve all stakeholders

Recruiting/Retaining Highly Qualified Teachers
Placing The Right People In The Right Places
Creating a positive mindset and learning environment
Increase student success
Resources to benefit students
County support of schools
All Inclusive
Lead & Take Chances

FAMILY
VESTED INTEREST
WORK FAMILY
GREAT STAFF
COMFORTABLE
CHALLENGES/GROWTH

Supportive, motivated stakeholders
Vision and mindset for change
Leadership Resources

Focused
Caring ethos
Tech
advanced
PULLING THE PIECES TOGETHER THROUGH SWOT FOR NCPS

What are our strengths?

Community (Also could be a weakness) staff, staff development, technology, school accreditation, facilities

Well-Maintained Facilities, Innovation, Leadership Team, Professional Development

Family oriented, Highly qualified staff, Innovative technology, student achievement

What are weaknesses?

Salary & Benefits, Staff Retention, Small Community, Aging workforce, Limited Clubs & Activities for students

Teacher shortage areas, Accreditation, Benefits, Lack of Steam

Lack of funding, age of equipment, lack of parental involvement
What are opportunities?

Maintaining a quality staff, community buy in, Fort Pickett/FASTC, CTE/ANTC, SVCC

Implementation of job related skill training, Positive promotion of NCPS, DE/IB/AP

Expanding career readiness through a CTE Center, Trying to foster parent engagement

What are threats?

Declining Enrollment, Budget Cuts, Service to ESL Students
Perception, Decreased Funding, Decreased Enrollment
High Cost of insurance (benefits), out-dated equipment, declining enrollment due to lack f opportunities
IMAGINING TOMORROW

Create a graphic that would characterize NCPS in the most favorable circumstances...what are the underlying factors that supported the graphic?
- Brighter Future
- Differentiation
- Always being improved
- Provides light in darkness
- Light of a life
- Innovation, new ideas
- Attracts others
- Cost-effective

* Long Lasting *
VIRTUAL VS
IMAGINING TOMORROW
# RESULTS

**NCPS EXECUTIVE MANAGEMENT RETREAT**  
**SEPTEMBER 27, 2017**  
**Evaluation**

Please Take a Moment to Evaluate Your Retreat Experience. Your feedback is appreciated. Accordingly, place a checkmark in the block that conveys your perspective about each retreat element.

<table>
<thead>
<tr>
<th>Retreat Element</th>
<th>Excellent</th>
<th>Good</th>
<th>Adequate</th>
<th>Poor</th>
<th>N/A</th>
<th>No Response</th>
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<tr>
<td>Venue</td>
<td>8 (80%)</td>
<td>2</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Retreat Content</td>
<td>7 (70%)</td>
<td>3</td>
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<tr>
<td>Quality of Material</td>
<td>9 (90%)</td>
<td>1</td>
<td></td>
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<tr>
<td>Facilitator Skills</td>
<td>9 (90%)</td>
<td>1</td>
<td></td>
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<tr>
<td>Time to Raise*</td>
<td>6 (60%)</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td>(1 No Response – 10%)</td>
</tr>
<tr>
<td>Time Frame</td>
<td>8 (80%)</td>
<td>2</td>
<td></td>
<td></td>
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<tr>
<td>Overall Experience</td>
<td>9 (90%)</td>
<td>1</td>
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</table>

## COMMENTS

1. Interactivity Always Makes The Best Training!
2. Very Good!! Facilitators Did A Good Job!
3. Excellent Job By Drs. Diane And Thomas Beatty
4. Very Well Done And Thought Provoking
5. Very Good. I Think This Will Help All Of Our Staff To Get On The Same Level.
6. It Was Very Interactive And I Felt It Started Us In The Right Direction To Begin To Compose Our Plan
RETREAT PURPOSE

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Your participation in the retreat and other elements of planning process are key to assuring that we have a five star document.

THANK YOU

DR. RODNEY BERRY
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NOTTOWAY COUNTY PUBLIC SCHOOLS
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**BREAK – 10 MINUTES**

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**LUNCH – 30 MINUTES**

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TARGETED PARTICIPANTS
SEPTEMBER 27, 2018
PLANNING RETREAT

SCHOOL BOARD MEMBERS
TBD

EXECUTIVE TEAM
Dr. Rodney Berry
Charlotte Wood
Marcia Martin
Amy Eberly
Joan Dooley
Sherry Saunders
Robbie Templeton
Jay Strawser
Anna Bowen

FACILITATORS
Drs. Thomas and Diane Beatty
BUSINESS BIO OF MARILYN H. WEST

Marilyn H. West is Chair and CEO of M. H. West & Co. Inc., a 25-year-old Richmond, Virginia-based management and education consulting company. Her business performs work for large and small companies throughout the U.S. and several foreign countries.

Marilyn previously served as Continuing Education Project Director for Mental Health, Mental Retardation and Substance Abuse Services, Virginia Commonwealth University; Director of Planning-Virginia Department of Mental Health, Mental Retardation and Substance Abuse Services (Now the Department of Behavioral Health); Director-Virginia Certificate of Public Need Program, Department of Health. Marilyn is the author of many publications including Marilyn's Monday Morning Message (M1).

Marilyn is known for strong analytical, communication (writing and verbal), management and planning skills, decisiveness, leadership and volunteerism. Has participated in business process optimization and strategic and financial planning initiatives and has led the business process reengineering, organizational development, strategic planning and project management initiatives for the firm. Has also substantial expertise in regulatory impact studies (particularly in the health care industry), business counseling and development, community planning, workforce development, human resources, survey research, government relations and lobbying.

Marilyn formerly served on the Board of Directors of organizations such as Leadership Metro Richmond (Chair), Bon Secours (Joint Hospitals and Richmond Community Hospital –Chair), the American Red Cross, the Children's Home Society, Senior Connections and Metropolitan Business League (Advisory Board Chair).

Marilyn currently serves as a Trustee at Ferrum College and Waynesburg University, Black History and Cultural Center of Virginia (Chair), St. Joseph's Villa; Venture Richmond (Executive Committee), Greater Richmond Chamber of Commerce, the Growth and Opportunity Board, Commonwealth of Virginia and Senior Center of Greater Richmond, Inc. (Chair). She is also a Commissioner for the Richmond Metropolitan Transportation Authority.

Marilyn has received numerous awards such as the Margaret Bell Miller Award-Waynesburg University; Distinguished Alumni of the Year Award for Waynesburg University; 2015 Outstanding Women Award - YWCA of Richmond; Richmond Magazine 100 Power List; Annual Leadership Award of the National Association of Women Business Owners; Top 40 Finalists for the RTD Discover Richmond Award; Style Weekly Female Executive Award; and the United Negro College Fund Flame Bearer Award.

Marilyn is also a digital artist with over 300 art pieces under The M2Arm Collection. She is married to Edward G. West and has two adult children and two grandchildren. Marilyn is a native of Pittsburgh Pennsylvania region and received her undergraduate and graduate degrees from Pennsylvania Universities.

COMPANY DATA
M. H. West & Co., Inc., Richmond, Virginia 23218
TEL: 804.782.1936 CELL: 804.337.7575 EMAIL: consulting@mhwest.com
WEBSITES: www.mhwest.com and www.m2arm.com
Business Bios of Dr. Thomas H. Beatty and Dr. Diane Simon-Beatty

Dr. Thomas H. Beatty is an assistant professor in the Department of Educational Leadership at Virginia Commonwealth University. He prepares aspiring leaders for school-level leadership as well as principals for central office or leadership positions in other educational entities. He helps pre-service and experienced educators translate theory into practical knowledge. Dr. Beatty has authored several book chapters on leadership including *High priority support for high priority leadership* found in M. F. DiPaola & W. K. Hoy (Eds.), *Leadership and School Quality* as well as *K-12 Administrator to new faculty: Negotiating all over again* found in Tooms-Cypres, A. (2016) *Leadership: Learning, teaching, and practice*. Charlotte, NC: Information Age Publishing. Dr. Beatty also serves as the Interim Director of the VCU Child Development Center (CDC). In this position, he provides leadership and support to the CDC. He works with other units and programs across the University campus to integrate additional services into the CDC to establish a more robust program. He is conducting the evaluation of the Center which will form the foundation for a Business Plan to expand it into a laboratory school.

Prior to joining Virginia Commonwealth University, Dr. Beatty served as the Executive Director of Secondary Education for Richmond Public Schools. He provided instructional and building operations leadership to the twenty secondary principals in Richmond Public Schools. He helped principals build capacity among their faculty and staff to facilitate a quality and effective school environment. He served as a liaison between the school division and local universities to forge partnerships and programs that enriched students' educational experiences. He ensured that schools not only met the academic requirements for accreditation, he also facilitated schools meeting the Graduation Completion Index. He was responsible for the effective implementation and of several new initiatives which included the Middle School Renaissance (MSR). He initiated a mentoring program for new principals to receive support and guidance from veteran principals. He worked closely with the VCU Provost's Office to develop a collaborative program with Yale University, VCU, and Richmond Public Schools.

Dr. Beatty received many awards including the R.E.B. Award for Distinguished Educational Leadership. This award came with a $15,000 prize which he used to take students and teachers to New York to study the Harlem Renaissance. In 2011 he was named the Virginia Administrator of the Year Award by the Virginia Association for Educational Office Professionals and the 2010 Administrator of the Year by Richmond Association for Educational Office Professionals. Dr. Beatty served as the principal of Richmond Community High School, which was named a Blue Ribbon School and is listed by U.S. News and World Report as being one of the top 200 schools in the nation. He served as the principal of Thompson Middle School which became fully accredited by the Virginia Department of Education at the end of his first year as principal and remained accredited throughout his tenure as principal.

Dr. Beatty received an undergraduate degree in English from VCU and a masters in curriculum and instruction from The College of William and Mary as well as a doctorate in educational policy, planning, and leadership from The College of William and Mary.

Dr. Diane Simon-Beatty served as a faculty member and administrator at VCU for 29 years. She was the Senior Associate Dean for Student Affairs in the Virginia Commonwealth University School of Education. Her responsibilities included oversight of national accreditation of the School’s educator preparation programs, Student Services Center (advising, clinical placement, admission to teacher preparation), licensure officer for the School, undergraduate academic affairs, liaison to VA Department of Education for approved programs, annual reporting (Title II, National Council for the Accreditation for Teacher Education (NCATE) and the American Association of Colleges for Teacher Education (AACTE), and special projects (e.g. Metro Student Art Exhibit, Student Honors and Awards Program, graduation program for graduates). She was a tenured Associate Professor of Special Education. She led the most recent (2015) highly successful NCATE accreditation now (now Council for Accreditation of Educator Preparation – CAEP) review in which the School passed all standards, had no Areas for Improvement (AFIs) and received four commendations. In her role as Associate Dean, she established and led a highly successful collaborative dropout prevention program between the VCU School of Education and Richmond Public Schools. The program received two national awards from the American Association for Higher Education for Exemplary Programs to Enhance Achievement of At-Risk Children and from the American Association of State Colleges and Universities for the Christa McAuliffe Excellence Award for Strengthening Relations with Public Schools. Dr. Simon received the bachelor of science degree in Speech Pathology at Hampton University, the master of arts degree in Speech Pathology at New York University, and the Ph.D. degree in Special Education (Hearing Impairment) at New York University and did further study at Gallaudet University. She served on the NCATE Board of Examiners for ten years and has chaired or served on numerous state level approved program review teams. Dr. Simon also served on the Virginia Department of Education’s former Teacher Education Advisory Board. She served as President of the Virginia Association of Colleges for Teacher Education (VACTE) which includes the 37 institutions in Virginia that offer teacher preparation programs. She has served the community through several initiatives including receiving a grant from VEROZON to fund books for children in The Links, Inc. reading program at Calhoun Community Center in Gilpin Court housing project and served on the Board of the Richmond Campaign for the Prevention of Teen Pregnancy.
THE ROI FROM PLANNING AHEAD—
WHAT AN OPPORTUNITY!

Executive Management Retreat
NOTTOWAY COUNTY PUBLIC SCHOOLS
SEPTEMBER 27, 2018
### SEPTEMBER 27, 2018 AGENDA

SUPERINTENDENT RETREAT  
BURKEVILLE ELEMENTARY SCHOOL

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I have remained at NCPS because...

The future of NCPS is dependent on ...

Three words that best describe NCPS are...

The five top priorities for NCPS in the future are...
TIME MANAGEMENT AND TEAM BUILDING

1. Do a lap around the room (5 points)

2. Create something for the instructor to wear, such as a hat or tie (10 points; bonus 5 points if the instructor actually wears it)

3. Find out something unique about each person on the team (5 points) 4. Sing a song together (15 points)

5. Make a paper airplane and throw it from one end of the room to another (10 points)

6. Get everyone in the room to sign a single piece of paper (5 points)

7. Count the number of pets owned by your group (20 points)

8. Assign a nickname to each member of the team (5 points)

9. Create name cards for each team member (5 points; bonus 5 points if you use your team nicknames)

10. Make a tower out of the materials owned by your group (10 points)

11. Convince a member of another team to join you (20 points)

12. Name your team and come up with a slogan (5 points for the name, 5 points for the slogan)

13. Re-create the sounds of the Amazon rainforest with the sounds of your voices (10 points)

14. Make a list of what your team wants out of the workshop (15 points)

15. Form a conga line and conga from one end of the room to another (5 points; bonus 10 points if anyone joins you)

Perform as a team any one or more items on the list. What you select must add up to 100 points. You have 10 minutes.
PULLING THE PIECES TOGETHER THROUGH SWOT FOR NCPS

What are our strengths?
What are weaknesses?
What are opportunities?
What are threats?
IMAGINING TOMORROW

Create a graphic that would characterize NCPS in the most favorable circumstances...what are the underlying factors that supported the graphic?
BUSINESS BIO OF MARILYN H. WEST

Marilyn H. West is Chair and CEO of M. H. West & Co. Inc., a 25-year-old Richmond, Virginia-based management and education consulting company. Her business performs work for large and small companies throughout the U.S. and several foreign countries.

Marilyn previously served as Continuing Education Project Director for Mental Health, Mental Retardation and Substance Abuse Services, Virginia Commonwealth University; Director of Planning—Virginia Department of Mental Health, Mental Retardation and Substance Abuse Services (Now the Department of Behavioral Health); Director—Virginia Certificate of Public Need Program, Department of Health. Marilyn is the author of many publications including Marilyn’s Monday Morning Message (M*).

Marilyn is known for strong analytical, communication (writing and verbal), management and planning skills, decisiveness, leadership and volunteerism. Has participated in business process optimization and strategic and financial planning initiatives and has led the business process reengineering, organizational development, strategic planning and project management initiatives for the firm. Has also substantial expertise in regulatory impact studies (particularly in the health care industry), business counseling and development, community planning, workforce development, human resources, survey research, government relations and lobbying.

Marilyn formerly served on the Board of Directors of organizations such as Leadership Metro Richmond (Chair), Bon Secours (Joint Hospitals and Richmond Community Hospital—Chair), the American Red Cross, the Children’s Home Society, Senior Connectone and Metropolitan Business League (Advisory Board Chair).

Marilyn currently serves as a Trustee at Ferrum College and Wayneburg University, Black History and Cultural Center of Virginia (Chair), St. Joseph’s Villa; Venture Richmond (Executive Committee), Greater Richmond Chamber of Commerce, the Growth and Opportunity Board, Commonwealth of Virginia and Senior Center of Greater Richmond, Inc. (Chair). She is as well a Commissioner for the Richmond Metropolitan Transportation Authority.

Marilyn has received numerous awards such as the Margaret Bell Miller Award—Wayneburg University; Distinguished Alumni of the Year Award for Wayneburg University; 2015 Outstanding Women Award - YWCA of Richmond; Richmond Magazine 100 Power List; Annual Leadership Award of the National Association of Women Business Owners; Top 40 Finalists for the RTD Discover Richmond Award, Style Weekly Female Executive Award; and the United Negro College Fund Flame Bearer Award.

Marilyn is also a digital artist with over 300 art pieces under The M2Arm Collection. She is married to Edward G. West and has two adult children and two grandchildren. Marilyn is a native of Pittsburgh Pennsylvania region and received her undergraduate and graduate degrees from Pennsylvania University.

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Business Bios of Dr. Thomas H. Beatty and Dr. Diane Simon-Beatty

Dr. Thomas H. Beatty is an assistant professor in the Department of Educational Leadership at Virginia Commonwealth University. He prepares aspiring leaders for school-level leadership as well as principals for central office or leadership positions in other educational entities. He helps pre-service and experienced educators translate theory into practical knowledge. Dr. Beatty has authored several book chapters on leadership including High priority support for high priority leadership found in M. F. DiPaola & W. K. Hoy (Eds.), Leadership and School Quality as well as K-12 Administrator to new faculty: Negotiating all over again found in Tooms-Cypriès, A. (2016) Leadership: Learning, teaching, and practice. Charlotte, NC: Information Age Publishing. Dr. Beatty also serves as the Interim Director of the VCU Child Development Center (CDC). In this position, he provides leadership and support to the CDC. He works with other units and programs across the University campus to integrate additional services into the CDC to establish a more robust program. He is conducting the evaluation of the Center which will form the foundation for a Business Plan to expand it into a laboratory school.

Prior to joining Virginia Commonwealth University, Dr. Beatty served as the Executive Director of Secondary Education for Richmond Public Schools. He provided instructional and building operations leadership to the twenty secondary principals in Richmond Public Schools. He helped principals build capacity among their faculty and staff to facilitate a quality and effective school environment. He served as a liaison between the school division and local universities to forge partnerships and programs that enriched students’ educational experiences. He ensured that schools not only met the academic requirements for accreditation, he also facilitated schools meeting the Graduation Completion Index. He was responsible for the effective implementation of and several new initiatives which included the Middle School Renaissance (MSR). He initiated a mentoring program for new principals to receive support and guidance from veteran principals. He worked closely with the VCU Provost’s Office to develop a collaborative program with Yale University, VCU, and Richmond Public Schools.

Dr. Beatty received many awards including the R.E.B. Award for Distinguished Educational Leadership. This award came with a $15,000 prize which he used to take students and teachers to New York to study the Harlem Renaissance. In 2011 he was named the Virginia Administrator of the Year Award by the Virginia Association for Educational Office Professionals and the 2010 Administrator of the Year by Richmond Association for Educational Office Professionals. Dr. Beatty served as the principal of Richmond Community High School, which was named a Blue Ribbon School and is listed by U.S. News and World Report as being one of the top 200 schools in the nation. He served as the principal of Thompson Middle School which became fully accredited by the Virginia Department of Education at the end of his first year as principal and remained accredited throughout his tenure as principal.

Dr. Beatty received an undergraduate degree in English from VCU and a masters in curriculum and instruction from The College of William and Mary as well as a doctorate in educational policy, planning, and leadership from The College of William and Mary.

Dr. Diane Simon-Beatty served as a faculty member and administrator at VCU for 29 years. She was the Senior Associate Dean for Student Affairs in the Virginia Commonwealth University School of Education. Her responsibilities included oversight of national accreditation of the School’s education preparation programs, Student Services Center (advising, clinical placement, admission to teacher preparation), licensure officer for the School, undergraduate academic affairs, liaison to VA Department of Education for approved programs, annual reporting (Title II, National Council for the Accreditation for Teacher Education (NCATE) and the American Association of Colleges for Teacher Education (AECT), and special projects (e.g. Metro Student Art Exhibit, Student Honors and Awards Program, graduation program for graduates). She was a tenured Associate Professor of Special Education. She led the most recent (2015) highly successful NCATE accreditation review (now Council for Accreditation of Educator Preparation – CAEP) review in which the School passed all standards, had no Areas for Improvement (AFIs) and received four commendations. In her role as Associate Dean, she established and led a highly successful collaborative dropout prevention program between the VCU School of Education and Richmond Public Schools. The program received two national awards from the American Association for Higher Education for Exemplary Programs to Enhance Achievement of At-Risk Children and from the American Association of State Colleges and Universities for the Christa McAauliffe Excellence Award for Strengthening Relations with Public Schools. Dr. Simon received the bachelor of science degree in Speech Pathology at Hampton University, the master of arts degree in Speech Pathology at New York University, and the Ph.D. degree in Special Education (Hearing Impairment) at New York University and did further study at Gallaudet University. She served on the NCATE Board of Examiners for ten years and has chaired or served on numerous state level approved program review teams. Dr. Simon also served on the Virginia Department of Education’s former Teacher Education Advisory Board. She served as President of the Virginia Association of Colleges for Teacher Education (VACTE) which includes the 37 Institutions in Virginia that offer teacher preparation programs. She has served the community through several initiatives including receiving a grant from VERIZON to fund books for children in The Links, Inc. reading program at Cathoun Community Center Grilpin Court housing project and served on the Board of the Richmond Campaign for the Prevention of Teen Pregnancy.
PROGRESS REPORT
9 KEY FINDINGS
Nottoway County Public Schools (NCPS)
Six Year Comprehensive Plan Development

1. Nottoway County Public Schools held RETREAT with School Board Members and Executive Team on September 27, 2018

2. Nottoway County Public Schools provided opportunities for stakeholders to express views about the comprehensive plan and posted a survey on the NCPS website

3. Nottoway County Public Schools convened a TOWN HALL meeting on October 28, 2018 as an additional opportunity for interested parties to express views on the plan

4. More than 80% of survey respondents replied that they are associated with NCPS because they are invested in helping students to succeed as they are key to helping shape the future of Nottoway County

5. More than 85% of survey respondents replied that they stay associated with NCPS to help students succeed, obtain more resources to support student achievement and express students to benefits in growing Nottoway County

6. OTHER STATS ON SURVEY RESPONDENTS' VIEWS ABOUT SUSTAINING SUCCESSES OF NCPS

- 47% feel success is tied to leadership and resources available
- 28% indicate success is dependent on economic growth in the county and stakeholder support
- 7% report the importance of aligning accreditation with standards

7. HIGHEST PERCENTAGES FOR KEY WORDS THAT DESCRIBE NCPS BY SURVEY RESPONDENTS

- Engaging (50%)
- Successful (33%)
- Innovative (29%)
- Competitive (28%)
- Empowering (16%)

8. SURVEY RESPONDENTS' OPEN COMMENTS FOCUSED ON THE FOLLOWING 4 AREAS:

- Student Success
- Community Engagement
- Resource Enhancement (Staff, Finances, Facilities)
- Partnerships

9. ANTICIPATED NEXT STEPS

- Mid-December 2018: Draft Plan Availability
- January 10, 2019: NCPS School Board 1st Reading of Draft Plan
- February 14, 2019: NCPS School Board 2nd Reading of Draft Plan

NOTE: Updates on Plan Development will be posted on the NCPS Website.
Nottoway County Public Schools

Technology Plan

2019-2023

Executive Summary
To ensure the effective implementation of all existing and prospective technologies, and to enhance the learning opportunities for all members of the community, Nottoway County Public Schools has established a long-range technology plan. The plan was developed with input from the Technology Advisory Committee, which included teachers, administration, parents, students and community members.

The 2019-2023 Educational Technology Plan for Nottoway County Public Schools compliments the division’s strategic plan, and models the 2018-2023 Educational Technology Plan for Virginia. Nottoway County Public School’s will continue to place emphasis on integrating technology into the classroom, as a tool for providing ways for students to achieve in school more broadly and more deeply. Nottoway County Public Schools’ will focus on four (4) domains outlined in the 2018-2023 Educational Technology Plan for Virginia:

- **Learning (Enhance Personalized, Equitable Student Learning Experiences with Technology),**
- **Teaching (Support Innovative Professional Learning with Technology),**
- **Leadership (Create Cultures of Change through Innovative Leadership Practices),**
- **Infrastructure (Secure and Robust Infrastructure).**

**Enhance Personalized, Equitable Student Learning Experiences with Technology**

**Goal:**
The goal of Nottoway County Public Schools is to promote and support student personalized, deeper learning experiences to demonstrate workplace readiness by creatively solving complex problems, thinking critically, collaborating, communicating and demonstrating responsible citizenship. This goal will be met through the following results, indicators and actions:

**Results (What do we want to accomplish?)**

- Students will develop deeper learning skills by leveraging technology as a resource or tool.
- Educators will leverage current and emerging technologies to increase opportunities for students to follow personalized learning pathways.
- Students will apply technology effectively to support the construction and application of content knowledge and skills.
- Students will demonstrate mastery in a variety of ways, including the use of technology through the creation of digital artifacts.
- Educators will expose all students to career and college opportunities including those in the technical fields to promote workplace and college readiness through advanced coursework, mentorships and internships.
• Nottoway County Public Schools' will strive for a balance in learning settings between online and face-to-face learning and passive and active learning. Technology should not replace other key learning methods of learning including play, the creation of art and music, and place-based experiences but should be used as a tool to deepen and enhance learning.

**Indicators** *(What evidence will exist of completion?)*

• Document technology-based resources used by students and innovative learning experiences such as, but not limited to blended learning, project-based learning, and personalized learning.
• Collect information on the number of students enrolled in advanced coursework (e.g., dual enrollment, AP, IB), internships, and mentorships or receiving industry certifications.

**Action** *(What action will be taken?)*

• Research, vet and implement digital resources to assist in providing innovative, personalized and deeper learning experiences for all students.
• Develop and revise existing policies to support innovative learning experiences.
• Provide opportunities for teacher and technology stakeholders to collaboratively create instructional resources, including local alternative assessments, to support innovative learning experiences.
• Provide virtual learning tools that deliver multiple pathways for learning through blended and fully online models in ways that increase quality of education and equity for students.
• Provide appropriate technology whenever it creates the best outcome and least restrictive environment for a student's education using input from the division Assistive Technology team, when appropriate.
• Promote in-school and out-of-school technology-based learning opportunities (such as pursuit of industry certifications, professional licenses, and dual enrollment courses) along with career exploration, exposure, and planning opportunities.
• Explore ways to promote improvement of community-wide efficient access to the Internet.
• Provide technology and computer science cross-curricular connections starting in the elementary grades and across all disciplines to promote meaningful, real world applications of knowledge and skills and promote deeper learning opportunities aligned to the Virginia Standards of Learning.
• Prepare our students for a participatory culture by providing resources and instructing students at a developmentally appropriate level and on an ongoing basis related to Internet safety, digital citizenship skills, and student awareness of and skills for personal and data privacy (as specified by the Code of Virginia § 22.1-70.20). Continue to update and enforce the NCPS Acceptable Use Policy.

**Related Resources from VDOE and Elsewhere**
Student Led Ideation Challenge
The Student Led Ideation Challenge was developed by the Innovative Solutions Consortium (ISC) in partnership with the VDOE and piloted in the 2016-2017 school year. This project, which requires students to work with real-world problems as a team, will be launched state-wide in 2017-2018. Read about the 2016-2017 winners: Loudoun students innovating well beyond their years—U.S. Navy takes notice.

College and Career Opportunities for Students
The VDOE provides several programs to assist students in preparing to attend college or pursue a career after graduation. The Governor's STEM Academics expand options for the general student population to acquire STEM (Science, Technology, Engineering and Mathematics) literacy and other critical skills, knowledge and credentials that will prepare them for high-demand, high-wage, and high-skill careers in Virginia. Students can earn Digital Badges after taking and passing the Workplace Readiness Skills for the Commonwealth assessment, which reflects 21 Workplace Skills as identified by a wide variety of businesses and industries located around the state.

Performance Based and Local Alternative Assessments
The VDOE is continuing its work on locally developed assessments with a focus on performance based assessments through 2020. Review the plan and timeline outlined in the April 28, 2017 Superintendent’s Memo #135-17: Update on the Implementation of Local Alternative Assessments. Further information can be found on the Performance-Based and Local Alternative Assessments page on the VDOE web site.

Virtual Learning
In Virginia, schools can provide online courses for their students in several different ways. Schools may use their own or division-created online courses, purchase particular courses from state approved Multidivision Online Providers, purchase or otherwise obtain digital material that is delivered by a local teacher as a blended learning course, or enroll students in courses through Virtual Virginia. Students are required to complete a virtual learning experience in order to graduate. See 8.22.1-253.13:4. Standard 4. Student achievement and graduation requirements (item D:9).

#GoOpenVA
Virginia is participating in the National #GoOpen campaign through our #GoOpenVA project. The goals of the project are to increase awareness of the benefits and uses of Open Educational Resources (OER); establish a community of practice to foster, create, share, and leverage Open Educational Practices (OEP); understand state and division level use of OER and how to support further implementation; encourage alignment of OER efforts with local and state strategies; and, acknowledge school division efforts to implement OER. The project is developing and piloting
three OER curriculum resources (for Virginia Studies, World History and Geography to 1500, and Algebra I) during the 2017-2018 school year. These resources will be the models for other resources to be developed in the coming years.

**Virginia Cyber Range**

A new resource to help students learn important digital skills and also provide the Commonwealth with needed talent, the Virginia Cyber Range will “provide advanced cybersecurity training exercises for high-school and college students, revolutionize cybersecurity education within the commonwealth, and position Virginia to become a leading source of critical cybersecurity expertise for the nation.” See the article [Virginia Cyber Range to Enhance Cybersecurity Education Across the Commonwealth](#).

**Support Innovative Professional Learning with Technology**

**Goal:**

Nottoway County Public Schools will promote and support current and emerging technology-based resources that support educators in developing and employing innovative strategies and practices to support student-centric learning models to increase quality of education and equity for students. NCPS will accomplish this goal through the following means:

**Results (What do we want to accomplish?)**

- Educators support **personalized, deeper learning** experiences that are enhanced through appropriate and meaningful technology integration.
- Through the use of technology supports (e.g., learning and/or content management systems, student information systems, adaptive technologies) educators will monitor students’ progress to personalize learning and inform instructional practices.
- Educators utilize the **instructional technology resource teacher** (PDF) model to support student engagement through technology in the classroom.
- Educators understand how to enhance **performance-based and alternative assessments** through the intentional integration of technology.

**Indicators (What evidence will exist of completion?)**

- Types and numbers of professional learning opportunities are documented and recorded.
- Number of professional online courses and resources offered to educators and number of participant completers.
- Current and emerging technology-based resources used by educators as indicated by Technology Usage Surveys.
- Collect information on the number of students enrolled in advanced coursework (e.g., dual enrollment, AP, IB) internships, and mentorships or receiving industry certifications.
Action (What action will be taken?)

- Develop and revise existing policies to support innovative learning experiences.
- Provide opportunities for teacher and technology stakeholders to collaboratively create instructional resources, including local alternative assessments, to support innovative learning experiences.
- Revise the Technology Standards for Instructional Personnel to support the recruitment, development, and retention of knowledgeable and skilled teachers and school leaders.
- Promote the use of micro-credentialing (PDF) to provide avenues teachers can use to pursue individual professional goals in the integration of technology in teaching and learning.
- Promote in-school and out-of-school technology-based learning opportunities (such as pursuit of industry certifications, professional licenses, and dual enrollment courses) along with career exploration, exposure, and planning opportunities.
- Integrate the proficient use of technology into division professional learning activities.
- Provide information about assistive technology and uses through the Training and Technical Assistance Centers (TTAC).
- Support instruction in the development of rubrics and other evaluation tools for use with performance-based assessment that integrate technology.
- Coordinate and collaborate partnerships with professional organizations and the division to align professional learning goals to ensure targeted and strategic professional learning experiences in the area of instructional technology for teachers.

Resources

Partnerships

- institutions of higher education
- educational stakeholder groups
- community business and industry
- community civic organizations

Related Resources from VDOE and Elsewhere

- Resources for Revised SOL
When new Standards of Learning are adopted, the VDOE provides resources and professional development opportunities to support the new approaches to learn embedded in the standards. An example is a 2015 presentation regarding Supporting the Mathematics Process Goals through Research-based Teaching Practices (PDF). Teachers can learn about these opportunities through Teacher Direct.

- Deeper Learning Workshop Materials
TVDOE partnered with Jobs for the Future's (JFF) Students at the Center initiative with generous funding from The William and Flora Hewlett Foundation, to convene an all-day forum on September 26, 2016, focused on the use of performance assessments as a lever for transformative teaching and learning. Materials from the conference, Assessing For Deeper
Learning: A Transformative Pathway to Prepare Virginia Students for the Future, are provided on the VDOE website.

- **Accountability Terminology Guide**

  The terminology used in Assessment and Accountability can be confusing. The VDOE has gathered together a list of frequently used terms, the **Accountability Terminology**.

- **Guidelines for ITRTs**

  Although it is almost a decade old, the **Instructional Technology Resource Teachers – Guidelines for Teachers and Administrators** (PDF) still provides guidance regarding the work Instructional Technology Resource Teachers (ITRTs) are designed to do in the school and school division. It includes the results of three studies about how ITRTs impact learning, and offers some recommendations.

- **CanDo: A Tool to Support CTE in Schools**

  Virginia’s **Career and Technology Education (CTE) Resource Center** provides information about and support for **CanDo** which is web-based tracking developed for teachers by Arlington County – in association with SchoolTtool. Using Virginia’s state-approved task/competency lists, educators can track students’ progress electronically. Administrators have access to real-time scores and reports that satisfy state and federal requirements.

- **Special Education Resources**

  Although the resources collected by the eight regional **Training and Technical Assistance Centers (TTACs)** are directed to Special Education teachers, the resources are helpful for all educators. See their extensive list of resources on technology.

- **Innovative Assessments Being Explored**

  Eleven school divisions from around the state are participating in a grant to explore innovative assessments, **Student-Led Assessment Networked Improvement Community in Virginia**. After the pilot is completed, the divisions will share their experiences with other school divisions.

- **USDOE on Teacher Preparation**

  In December 2016, the U.S. Department of Education published **Advancing Educational Technology in Teacher Preparation: Policy Brief**. In this document, the US DOE argued that teacher preparation programs need to shift their approach to pre-service teacher preparation so that graduates would be able to "effectively select, evaluate, and use appropriate technologies and resources to create experiences that advance student engagement and learning." The policy brief “identifies key challenges and solutions to the effective integration of technology in teacher preparation, provides guiding principles on how to move the field toward effective integration of technology in teacher preparation programs, and identifies areas of opportunity and collaboration for stakeholders across the field.”

- **Staying Current with Copyright**

  Staying up-to-date on copyright is difficult because the law changes with new technologies as well as new judicial decisions. An authoritative resource for all educators is from the **American Library Association (ALA) website**.

- **Social Media and PLNs**

  One way that teachers can create their own Personal Learning Network (PLN) is through the social media platform Twitter. Teachers can pursue information or skills that they are interested in learning, and connect with others who are like-minded. **The Complete Guide To Twitter Hashtags For Education** can help the novice begin to use twitter for their own professional
learning. There are many other ways to connect with other educators, however—Second Life, Pinterest, even Facebook. The Virginia Society for Technology in Education (VSTE) supports a variety of learning communities. The VDOE provides a professional learning network database of Virginia division contacts for specific topics such as Integration of Technology and High School Redesign.

Create Cultures of Change through Innovative Leadership Practices

Goal:
Nottoway County Public Schools will promote leadership that supports deeper learning experiences for students and innovative instructional practices by educators through the use of technology. NCPS will meet this goal through the following means:

Results (What do we want to accomplish?)

- Educational leaders develop a vision for teaching and learning that includes the appropriate use of technology.
- Educational leaders are able to communicate and guide the implementation of division and school goals for teaching and learning that integrate technology and promote innovation.
- Educational leaders model tolerance for risk and experimentation and create a culture of trust and innovation.
- Educational leaders support, secure and advocate for resources to sustain technology initiatives and goals including those designed to support personalized learning environments.
- Educational leaders promote the use of a variety of innovative instructional strategies and practices developed with current and emerging technology-based resources to support the innovative instructional approaches in the classroom.
- Educational leaders possess the capability to efficiently and effectively use technology in the performance of job duties (data-driven decision making, educator evaluations, communications, and more).
- Technology is included in technical assistance and school improvement resources provided by to educational leaders based upon school and school division needs as determined by criteria such as Accreditation Matrix Performance Levels.

Indicators (What evidence will exist of completion?)

- Types and numbers of professional learning opportunities are documented and recorded.
- Number of professional online courses and resources offered to educators and number of participant completers.
- Document current and emerging technology-based resources used by leaders and schools.
Action (What action will be taken?)

- Provide guidelines for qualifications and hiring practices for all school leadership positions that reflect the need to have a deep understanding of the use of technology in learning and school operations.
- Provide opportunities (e.g., pilot projects, requirement waivers, resources, etc.), within or between schools to implement and evaluate new technologies and instructional approaches.
- Provide communication on the continued Board of Education work in support of the Profile of a Virginia Graduate, Accreditation Matrix, and the College, Career, and Civic Readiness Index.
- Promote and provide professional learning opportunities regarding educational technology leadership, research, and innovations in education.
- Promote the effective and efficient use of Instructional Technology Resource Teachers.
- Collaborate with other organizations to provide opportunities for leaders to meet, collaborate, and share ideas, resources, and effective practices, and to promote professional learning networks through social networking tools.
- Utilize statewide systems to collect, monitor, and report achievement to inform practices surrounding continuous improvement efforts.

Related Resources from VDOE and Elsewhere

School Quality Profiles
School Quality Profiles are a new way to look at the performance of Virginia’s public schools. School Quality Profiles were developed by the state Board of Education in response to the 2015 Virginia General Assembly, which directed the board to redesign online reports for schools and school divisions to more effectively communicate to parents and the public about the status and achievements of the Virginia’s public schools. School Quality Profiles are available for all schools, school divisions, and for the state.

Virginia Tiered Systems of Supports
The Virginia Tiered Systems of Supports (VTSS) aligns academics, behavior and social-emotional wellness into a single decision-making framework to establish the supports needed for schools to be effective learning environments for all students. VTSS partners with school divisions throughout the commonwealth to support the successful implementation of the framework. 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.

**Principal Preparation**
The Wallace Foundation has selected Virginia State University (VSU) to participate in a national $47-million initiative to develop models over the next four years for improving university principal preparation programs and to examine state policy to see if it could be strengthened to encourage higher-quality training statewide. An independent study will capture lessons from the participating universities and their partners to be shared with policymakers and practitioners across the country. Virginia State University, along with district partners and the Virginia Department of Education, will receive in the first year $2.41 million to take on this work.

**Model Policy for Data Sharing Agreements with Vendors**
Chesterfield County Public Schools has worked with many different providers of digital materials. In order to protect student privacy, they have developed a data sharing agreement that must be signed by any provider. The [Model Standard Terms of Use and Data Sharing Agreement](#) (PDF) is available for any division to adapt for their own use.

**Grants for Improving Teacher and Principal Quality**
For the 2017-2018 school year, the [State Council of Higher Education for Virginia (SCHEV)](#) awarded seven competitive awards. The professional development grants will be used to increase the academic achievement of all students by helping Virginia schools and school districts improve teacher and principal quality and to ensure that all teachers are highly qualified in the core subjects they teach. To grants are listed on their [2017-2018 Awards web page](#).

**Virginia Consortiums**
The [Southwest Virginia Public Education Consortium (SVPEC)](#) was created by the Virginia General Assembly in 1992 to address disparity between Northern Virginia and Southwestern Virginia. The SVPEC provides assistance to the public school systems of Bland, Buchanan, Carroll, Dickenson, Grayson, Lee, Russell, Scott, Smyth, Tazewell, Washington, Wise, and Wythe Counties and the cities of Bristol, Galax, and Norton. Its objectives are to coordinate the region for joint educational initiatives and address common needs.

**Future Ready Schools**
One of the ways schools and divisions can get assistance in planning is through the [Future Ready Schools national initiative](#). A research-based and reality-tested framework provided on the initiative’s web site guides leaders through the process of helping their schools move towards the future. The group also focuses on developing the skills leaders will need in order for them to lead the process successfully. One of the Future Ready partners (EdSurge) has created an online [Guide to Becoming a Future Ready Leader](#).
Creating a Culture of Innovation
The Canadian educational non-profit, Galileo has created an e-book, *Focus on Inquiry*. One chapter addresses how to lead the development of a culture for innovation, *Creating a Culture of Creativity, Risk-Taking and Innovation*.

Rural Schools Face Special Challenges
Rural divisions have special issues and problems when trying to develop a plan for personalized learning. The Future Ready initiative has developed the document *A Guidebook for Success: Strategies for Implementing Personalized Learning in Rural Schools* specifically to assist these divisions in moving forward.

National Perspectives
When developing a plan, it is helpful to have resources to refer to which provide a national perspective. The annual *Digital Learning Report* is one helpful resource for divisions, as is *National Educational Technology Plan*.

Culture of Data Use
The Institute of Education Sciences: Regional Educational Laboratories (IES: REL) has published a *Culture of Data Use Workshop Toolkit* to help school and divisions apply research to the use of data in education. The workshop is team-based with structured activities to help educators understand how data can effectively be used. The toolkit includes materials that can be used by a facilitator in the division.

Secure and Robust Infrastructure
Goal:
Nottoway County Public Schools will promote and support a secure and robust technology infrastructure to support access, adequacy, and equity. NCPS will take the following steps to promote, establish and support a secure and robust infrastructure:

Results (What do we want to accomplish?)
- Students, educators, and leaders have equitable access to secure and robust networks that provide high quality, reliable access to the Internet and other networks.
- Schools and school divisions use best practices that comply with federal, state, and industry guidelines and recommendations to minimize network threats and vulnerabilities and protect educational data.
- Students, educators, and leaders have equitable access to computing devices and other digital resources, including assistive technologies.
- School divisions have access to technical and human resources that enable the effective evaluation of infrastructure costs and other considerations necessary for high quality and reliable access to the Internet and other networks used by students, educators, and leaders in innovative way.

**Indicators (What evidence will exist of completion?)**

- Increased equitable and continuous access to secure and reliable networks by students, educators, and leaders.
- Increase Internet speed connection from SETDA targets of at least 0.7 Gbps per 1,000 users (for 2017-18) and at least 2.0 Gbps per 1,000 users (for 2020-21).
- Increase WAN connection to all schools to SETDA targets of at least 10 Gbps per 1,000 users (for 2017-18).
- Annual completion of Category 1 and Category 2 e-Rate application and reimbursement for qualifying expenses.
- Annual submission of the Virginia Public School Authority application and reimbursement for qualifying technology purchases.

**Action (What action will be taken?)**

- Continuous progress of additional devices that will allow the division to meet a 1:1 computing environment, and move towards developing a take home policy for students.
- Maintain the following comprehensive and effective systems: email/communication, student information, learning management, assessment, library circulation, food service, transportation and emergency notification.
- Maintain ADA compliant and up-to-date and informative division and school websites.
- Promote equitable access to high quality, effective learning environments for all students by supporting efforts to reduce barriers to technology access.
- Utilize network standards, recommendations, and other information available from various stakeholder organizations that provide guidance on interoperability, broadband, and network capabilities.
- Promote the continual expansion of broadband capability to support digital learning and innovative education using guidance provided by relevant stakeholder organizations.
- Participate in federal (such as e-Rate) and state (such as the Virginia Public School Authority) programs to maximize resources available to students, educators, and school leaders.
- Evaluate infrastructure costs related to broadband to ensure equity.
- Develop plans and programs that balance safety and security issues while allowing for instructional innovation.
- Utilize evaluation criteria and standards to make informed purchases of computing devices and other digital resources, including assistive technologies.
- When appropriate, utilize regional contracts for planning, acquiring, managing, and maintaining technology, including assistive technology.
- Utilize evaluation criteria and standards for hardware and software adoption to include a focus on interactivity, personalization and universal design features.
- Ensure that assistive technology services and devices are implemented in accordance with the Individuals With Disabilities Education Act (IDEA).

- Ensure efficient use of the technical support personnel required in the Standards of Quality (§ 22.1-253.13:2, Standard 2. Instructional, administrative, and support personnel – see J).

Related Resources

Building Broadband
Individual school divisions in Virginia are approaching the problem of student access to the Internet outside of the school in differing ways. One approach taken by Albemarle County Public Schools is described in the article *A School District Is Building A DIY Broadband Network*.

Virginia’s KLIP
The K-12 Learning Infrastructure Program (KLIP) is a partnership with the Virginia Department of Education, the governor’s office, the EducationSuperHighway (ESH), and the Friday Institute for Educational Innovation. The KLIP supports increased access to affordable, high-speed Internet in every classroom in Virginia. The goals of the KLIP are to: get fiber to schools that need it, ensure classrooms have updated and reliable Wi-Fi, help divisions get more broadband for their budgets, and assist schools with the e-Rate process to get the discounts they need for Internet access and internal connections.

e-Learning Backpack
The purpose of the Virginia e-Learning Backpack Initiative is to provide every ninth grade student attending a public school that is not fully accredited with a tablet or laptop computer, digital content and applications, and access to content creation tools. While much of the focus of the initiative is currently on the supplemental grants provided through the Virginia Public School Authority (VPSA) for eligible schools, the Virginia e-Learning Backpack Initiative is actually a broader initiative intended to assist all schools in the transition to digital content and tablet or laptop computers.

Accessibility and the Division Web Presence
The VDOE has listed some resources that will be helpful to school divisions as they seek to update their web pages and digital content to comply with ADA regulations. Find links to information, tools and instructions on the Website Accessibility Resources and Tools for School Divisions page.

Training and Technical Assistance Centers
The Virginia Department of Education (VDOE) supports eight Training and Technical Assistance Centers (TTACs), located at Universities across the Commonwealth of Virginia, to
improve educational opportunities and contribute to the success of children and youth with disabilities (birth - 22 years).

Virginia Longitudinal Data System
The Virginia Longitudinal Data System (VLDS) provides state policy makers, authorized researchers and citizens with access to educational and workforce training data from multiple sources while protecting the privacy of Virginia students. VLDS supports critical reporting on the quality of public education – such as accurate graduation and dropout rates for high schools and school divisions -- while providing information that can help policy makers improve programs that prepare and connect Virginians with employment opportunities.

Continuity Planning
The Virginia Department of Emergency Management provides resources to assist local governmental entities to create Continuity of Operations Plans (COOP). If your division has not been involved with this process, contact your local government agency and discover how you can participate.

Consortium of School Networking
As K–12 education institutions are increasingly using digital content and related e-learning technologies to meet evolving education needs and goals, division find there are gaps in the integration and interfaces among disparate applications. The Consortium for School Networking (CoSN) has several resources that assist school divisions tackling this particular problem.

Rapid-Cycle Evaluation Support
The US DOE’s Office of Educational Technology is developing a tool to assist schools in use Rapid-Cycle Evaluation (RCE). The new tool, called the Coach,” is in early pilot. “The Coach, embedded with professional development tools, walks educators through how to craft a research question, set up data, create a match comparison group and analyze the results.” Divisions can sign up to use the beta version of this tool.