

King William County Public Schools
2007-2013 Comprehensive
(Six-Year) Plan

Approved by the King William County School Board
October 16, 2007

The King William County School Board would like to recognize and thank those individuals who worked to develop this comprehensive plan for education.



Donald Longest, Sharon Townsend - Vice-Chair, Steven Tupponce,
Terry Stone, Kathy Morrison - Chair

Mary Alexander
Mike Ashby
Terry Bailey
Susan Benitez
Yvonne Broaddus
Rhonda Browning
Laura Campbell
Jennifer Cantrell
Charles Clare
Nancy Coggeshall
Dot Coker
Dr. Brenda Cowlbeck
Beth Dandridge
Rick Dimsey
Betsy Donoghue

Mike Embrey
Patricia Evans
Veda Frazier
Debra Gibson
Cindy Goodwyn
Dr. Johnnie Gordon
Kim Hicks
Annette Hodges
Stacy Johnson
Mary Ann Johnson
Gleta Jones
Dr. Mark Jones
Alan Jordan
Jim Landrum
Dr. Alvin Lomax

Audrey Mitchell
Kim Napier
Beth Renswick
Dr. David Rorick
Tinya Ryland
Deb Stickley
Lynette Taylor
Sharon Townsend
Steven Tupponce
Allison Walker
Dana Walker
Dr. Stanley Waskiewicz
Vivian Watts
Christie Wolfe
Beverly Young

Standard Subgroup Committee Assignments:

Philosophy, Goals, and Objectives:

Standard 1:

**Mark Jones (Leader)
Cindy Goodwyn
Annette Hodges
Gleta Jones
Vivian Watts**

Student Achievement

Standard 2:

**Terry Bailey (Leader)
Beth Renswick
Yvonne Broaddus
Dr. Alvin Lomax
Mary Alexander**

Instructional Program

Standard 3:

**Stacy Johnson (Leader)
Susan Benitez
Beth Dandridge
Jim Landrum
Allison Walker (student)
Dana Walker**

School and Instructional Leadership

Standard 4:

**David Rorick (Leader)
Alan Jordan
Audrey Mitchell
Lynette Taylor**

School Facilities and Safety

Standard 5:

**Charles Clare (Leader)
Rick Walters
Rhonda Browning
Kim Hicks
Kim Napier
Lynette Taylor**

School and Community Communications

Standard 6:

Beverly Young (Leader)
Rick Dimsey
Mike Embrey
Rhonda Browning
Patricia Evans
Veda Frazier
Annette Hodges
Nancy Coggeshall
Dot Coker
Kristina Poitras

Regulations and Policies for Governances of the School System

Standard 7:

Mark Jones (Leader)
Yvonne Broaddus
Laura Campbell
Veda Frazier
Dr. Alvin Lomax
Audrey Mitchell
Mary Ann Johnson
Jennifer Cantrell

Financial Resources

Standard 8:

Charles Clare (Leader)
Beth Dandridge
Alan Jordan
Deb Sticklely
Dana Walker

Comprehensive Plan

King William County Schools

2007 – 2013

INTRODUCTION

The King William County School Board is responsible for adopting a comprehensive plan. This plan was developed in accordance with 22.1-253.13:6 of the Code of Virginia.

This plan was developed with community involvement. A steering committee, which was composed of administrators, teachers, community members, and students coordinated the development of the plan. Sub-committees were used to develop proposed sections of the plan for review by the steering committee.

Areas addressed in the six-year plan of improvement include the following:

- Objectives of school division;
- Assessment of the accomplishment of objectives of school division;
- Forecast of enrollment changes;
- Plan for handling enrollment changes;
- Appropriateness of regional programs and plan for institution of the possible regional programs;
- Technology plan;
- Identification of needs and plans for addressing these needs;
- Plan for parent involvement.

OBJECTIVES OF SCHOOL DIVISION

The School Board has adopted a Six-Year Plan for Education. This plan includes a clear mission and objectives to ensure the implementation of the Standards of Quality. Assessment was determined by meeting target deadlines, reports made to and approved by the School Board, measures of student achievement on standardized tests, and public support for education in King William County.

An educational philosophy for the King William County Schools is included in Policy AD-Educational Philosophy.

ASSESSMENT OF ACCOMPLISHMENT OF OBJECTIVES OF SCHOOL DIVISION

The following information contains the student expectations and the level of attainment.

Each student at the grade level/subject area tested will attain state-identified levels of proficiency for the Standards of Learning test.

- King William County Schools students tested above the state minimum requirements on all of the 27 tests except the following:
 - 6th Grade Social Studies (US to 1877)
 - 6th Grade Mathematics
 - 7th Grade Mathematics
 - World Geography

Each student will be promoted based on documented assessment of proficiency on grade/level subject content.

- King William County Schools promoted 2004 of its 2020 students at the end of the 2005-2006 school year.

Each student entering the 8th grade will graduate on schedule by passing all courses taken and receiving verified credits for all applicable subjects.

- Of the students completing school in 2005-2006, 62 received Standard Diplomas, 56 received Advanced Diplomas, 7 received special diplomas, and 3 received modified diplomas.
- The Completion Rate for the class of 2005-2006 was 94.81%
- The Graduation Rate for the class of 2005-2006 was 87.41%.
- The 2005-2006 Dropout Rate for grades 7-12 was .86%
- The 2005-2006 Dropout Rate for grades 9-12 was 1.35%

Each student will attend scheduled classes on a daily basis.

- The attendance rate for King William County Schools during 2005-2006 school year was 94.6%.
 - Elementary rate: 94.7%
 - Secondary rate: 94.4%
 - Acquinton Elem: 96.0%
 - Cool Spring Primary: 92.6%
 - Hamilton Holmes: 95.6%
 - King William High: 94.3%

Each student will be an active participant in physical fitness programs through classes and organized activities.

- Each elementary school has at least one full-time Physical Education instructor to provide daily physical activity.
- Each sixth and seventh grade middle school student has a scheduled Physical Education class each year.
- Every high school student is required to take Physical Education 9 and Physical Education 10. The high school also offers Advanced Physical Education classes as an elective for 11th and 12th grade students.

Each graduate will not require remediation or retraining for entering higher education, the workforce or the military. Of the 128 graduates in 2006,

- 45 planned to attend a four year college.
- 28 planned to attend a community college.
- 13 had other continuing education plans.

- 1 planned to join a branch of the military.
- 41 planned to enter the workforce.
- All had further education or workforce plans.

Each graduate will display life skills through oral and written communication, mathematical and technical applications and human relations.

- Students demonstrated writing ability by passing the English Writing SOL test, which is required for graduation.
- 88.3% of graduates took at least one Career and Technical course while in high school.

At the end of the 2005-2006 school year, all schools in the King William County School System had achieved full state accreditation. Based on 2006-2007 test scores, three of four schools received state accreditation.

**SOL Passing Rates/Percentages
King William High School (Spring Scores)**

| Subject | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 |
|--------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| English: Reading | 83% | 77% | 86% | 96% | 91% | 86% | 89% | 94% |
| English: Reading Grade 8 | | | | | | | 35% | 14% |
| Writing | 89% | 84% | 89% | 94% | 87% | 91% | 90% | 94% |
| Algebra I | 44% | 55% | 61% | 52% | 65% | 85% | 65% | 75% |
| Algebra II | 13% | 51% | 76% | 71% | 73% | 81% | 92% | 74% |
| Geometry | 52% | 69% | 53% | 74% | 75% | 65% | 63% | 63% |
| Earth Science | 75% | 74% | 63% | 63% | 53% | 90% | 75% | 68% |
| Biology | 76% | 86% | 80% | 77% | 78% | 78% | 92% | 83% |
| Chemistry | 51% | 80% | 72% | 90% | 91% | 94% | 93% | 81% |
| World History I | 74% | 78% | 76% | 83% | 77% | 84% | 73% | 82% |
| World History II | 39% | 46% | 59% | 60% | 55% | 93% | 97% | 92% |
| Va/US History | 27% | 23% | 57% | 74% | 83% | 94% | 89% | 89% |
| World Geography | * | | | | | 59% | 63% | 52% |

* Shaded area indicates that the test was not administered.

**SOL Passing Rates/Percentages
Hamilton Holmes Middle School (Spring Scores)**

| Subject | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 |
|---------------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Grade 6 | | | | | | | | |
| English: Reading | * | | | | | | 71% | 75% |
| Math | | | | | | | 32% | 55% |
| Plain English Math | | | | | | | 5.6% | X |
| Grade 7 | | | | | | | | |
| English: Reading | | | | | | | 81% | 75% |
| Math | | | | | | | 63% | 55% |
| Plain English Math | | | | | | | 5.6% | 6% |
| Grade 8 | | | | | | | | |
| English | 88% | 78% | 74% | 72% | 74% | 74% | 74% | 83% |
| Writing | 94% | 79% | 77% | 80% | 98% | 74% | 92% | 91% |
| Math | 81% | 81% | 81% | 81% | 87% | 78% | 75% | 92% |
| Plain Eng. Math | | | | | | | | 39% |
| Cumulative Soc. Science US to 1877 | 71% | 72% | 83% | 90% | 51% | 56% | 46% | 55% |
| US to Present | | | | | 72% | 91% | 91% | 96% |
| Civics & Economics | | | | | 86% | 77% | 92% | 91% |
| Science | 98% | 95% | 91% | 89% | 98% | 89% | 90% | 95% |
| Algebra I | | | 100% | 96% | 91% | 100% | 98% | 100% |

* Shaded area indicates that the test was not administered.

**SOL Passing Rates/Percentages
Acquinton Elementary School**

| Subject | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 |
|--|------|------|------|------|------|---------------------------|------|------|
| Grade 3 | | | | | | | | |
| English | 55% | 64% | 79% | 55% | 60% | 67% | 79% | 85% |
| Math | 77% | 71% | 73% | 68% | 87% | 82% | 87% | 97% |
| Plain English Math LEP/Spec. Ed. | * | | | | | 46% (5/11 students) | 89% | 67% |
| History | 74% | 66% | 70% | 65% | 83% | 85% | 92% | 97% |
| Science | 81% | 75% | 74% | 67% | 83% | 84% | 89% | 88% |
| Grade 4 | | | | | | | | |
| English: Reading | | | | | | | 84% | 93% |
| Math | | | | | | | 75% | 71% |
| Plain English Math | | | | | | | 47% | 73% |
| Grade 5 | | | | | | | | |
| English: Reading | 65% | 73% | 66% | 76% | 74% | 75% | 88% | 90% |
| Writing | 82% | 89% | 80% | 82% | 91% | 86% | 91% | 93% |
| Math | 63% | 70% | 63% | 59% | 68% | 58% | 83% | 83% |
| Plain English Math LEP/Spec. Ed. | | | | | | 17% (1/6 students) | 6% | 56% |
| History | 61% | 61% | 81% | 61% | 85% | 74% | 83% | 84% |
| Science | 61% | 81% | 70% | 67% | 84% | 69% | 81% | 85% |

*Shaded area indicates that the test was not administered.

**STANFORD 10 – GRADE 2
Spring 2005 - 2007**

| Year | Spring 05 | Spring 06 | Spring 07 |
|--------------------------|-----------|-----------|-----------|
| Total Reading | 49% | 59% | 51% |
| Word Study Skills | 45% | 55% | 40% |
| Reading Vocabulary | 45% | 52% | 53% |
| Reading Comp. | 54% | 64% | 57% |
| Total Mathematics | 39% | 42% | 49% |
| Math Problem Solve | 40% | 44% | 51% |
| Math Procedures | 41% | 42% | 47% |
| Language | 55% | 64% | 56% |
| Spelling | 55% | 57% | 56% |
| Environment | 58% | 67% | 58% |

STANFORD 10 – GRADE 6
Fall 2005 - 2007

| Year | Fall 04 | Fall 05 | Fall 06 |
|--------------------------|---------|---------|---------|
| Total Reading | 49% | 41% | 52% |
| Reading Vocabulary | 44% | 41% | 50% |
| Reading Comp. | 53% | 44% | 54% |
| Total Mathematics | 60% | 50% | 58% |
| Math Problem Solve | 55% | 49% | 57% |
| Math Procedures | 65% | 52% | 57% |
| Language | 55% | 50% | 54% |
| Language Mech. | 54% | 52% | 53% |
| Language Exp. | 55% | 49% | 56% |
| Spelling | 46% | 42% | 50% |
| Science | 57% | 53% | 59% |
| Social Science | 63% | 51% | 59% |

Enrollment Forecast

King William County Schools' enrollment forecasts are listed on the following exhibits:

Table 1 – Division September 30 Membership Forecast

Table 2 – Population Forecast Disaggregated By Age

Table 3 - Birth to Age 19 Population Projections

Table 4 – Population Change Forecast

Table 5 – Projected Enrollment of Students Requiring Special Education Services

Table 6 – Average Daily Membership

Enrollment forecasting in King William County is not an exact science. Enrollments have been historically increasing over the past several years.

The Projected September 30 Fall Membership forecast can be found in Table 1. Table 1 data was obtained from the Weldon-Cooper Center for Public Service website. The Weldon-Cooper Center obtained the data from the Virginia Employment Commission. In Table 2 it can be seen that the population subgroup age 0 - 19 will increase over the next several years. This subgroup population is expected to increase an average of 9.05% from 2000 to 2010 (Table 3), or .905% per year. Table 4 Population Change Forecast provides a comparison of projected growth rates in King William County to the state growth rate.

Projected enrollment by school can be found in Table 6.

Table 1 – Projected September 30 Fall Membership

| September 30 Fall Membership for School Year | 2006-2007 | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 |
|--|-----------|-----------|-----------|-----------|-----------|-----------|
| Kindergarten | 151 | 161 | 150 | 153 | 157 | 158 |
| First | 175 | 168 | 172 | 160 | 164 | 168 |
| Second | 148 | 165 | 170 | 174 | 162 | 166 |
| Third | 148 | 159 | 171 | 177 | 181 | 169 |
| Fourth | 136 | 163 | 158 | 170 | 176 | 180 |
| Fifth | 152 | 149 | 168 | 163 | 176 | 181 |
| Sixth | 163 | 155 | 158 | 179 | 173 | 187 |
| Seventh | 164 | 170 | 159 | 162 | 183 | 177 |
| Eighth | 161 | 173 | 174 | 162 | 165 | 187 |
| Ninth | 179 | 170 | 186 | 186 | 174 | 177 |
| Tenth | 153 | 182 | 159 | 175 | 175 | 164 |
| Eleventh | 140 | 144 | 176 | 154 | 169 | 170 |
| Twelfth | 129 | 159 | 142 | 174 | 152 | 167 |
| Total Membership | 1,998 | 2,118 | 2,143 | 2,189 | 2,207 | 2,248 |

Weldon Cooper Center

**Table 4
Population Change Forecast**

| | King William County (% change) | | Virginia (% change) | |
|------|--------------------------------|--------|---------------------|--------|
| 1990 | 10,998 | | 6,216,884 | |
| 2000 | 13,208 | 20.09% | 7,104,078 | 14.27% |
| 2010 | 16,187 | 22.55% | 8,010,342 | 12.76% |
| 2020 | 19,119 | 18.11% | 8,917,575 | 11.33% |
| 2030 | 22,227 | 16.26% | 9,825,288 | 10.18% |

**Table 5
Projected Enrollment of Students Requiring Special Education Services**

| Year | December 1 Child Count | % Increase | | KWCPS ADM | % Increase | |
|------|------------------------|------------|---------------------------------|-----------|------------|-------|
| 1997 | 323 | | | | | |
| 1998 | 334 | 3.41% | | 1688 | | |
| 1999 | 354 | 5.99% | | 1747 | 3.49% | |
| 2000 | 356 | 0.56% | | 1778 | 1.74% | |
| 2001 | 353 | (0.84%) | | 1785 | 0.392% | |
| 2002 | 351 | (0.57%) | | 1797 | 0.67% | |
| 2003 | 336 | (4.27%) | | 1884 | 4.84% | |
| 2004 | 348 | 3.57% | | 1859 | (1.33%) | |
| 2005 | 340 | (2.29%) | | 1910 | 2.74% | |
| 2006 | 342 | 0.69% | Projected | 2021 | 5.81% | |
| 2007 | 344 | 0.69% | Projected | | | |
| 2008 | 346 | 0.69% | Projected | | | |
| 2009 | 348 | 0.69% | Projected | | | |
| 2010 | 350 | 0.69% | Projected | | | |
| | | | Total Increase from 1997-2005 | | | 5.26% |
| | | | Average increase from 1997-2005 | | | 0.69% |

Figures taken from the VDOE corrected December 1 Child Count

The number of students receiving special education services in King William County has increased by seventeen students from 1997 to 2005. At the same time the number of students in average daily membership on March 31 has increased by 222 students. Based on the data in Table 5, a .69% annual growth of Special Education students may be anticipated over the next five years.

Plan for Handling Enrollment

During the past 15 years, substantial efforts have been made to improve the schools in this county. A new school was built to accommodate students in grades pre-k through second grade; in addition, the elementary, middle, and high schools have been renovated. Phase I and phase II renovations of the athletic facilities at the high school are the culminations of the building projects.

The average daily membership (ADM) for individual schools in King William County from 2003-2004 through 2005-2006 and subsequent projected years is listed in Table 6 as follows:

**Table 6
Average Daily Membership**

| School/Grade | 2003-2004 | 2004-2005 | 2005-2006 | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 |
|--|------------|------------|------------|------------|------------|------------|------------|------------|
| Cool Spring | | | | | | | | |
| K | 138 | 140 | 154 | 161 | 150 | 153 | 157 | 158 |
| 1 | 145 | 149 | 151 | 168 | 172 | 160 | 164 | 168 |
| 2 | 153 | 136 | 153 | 165 | 170 | 174 | 162 | 166 |
| Total | 436 | 425 | 458 | 494 | 492 | 487 | 483 | 492 |
| Acquinton | | | | | | | | |
| 3 | 156 | 148 | 151 | 159 | 171 | 177 | 181 | 169 |
| 4 | 147 | 154 | 145 | 163 | 158 | 170 | 176 | 180 |
| 5 | 145 | 153 | 163 | 149 | 168 | 163 | 176 | 181 |
| Total | 448 | 455 | 459 | 471 | 497 | 510 | 533 | 530 |
| Hamilton Holmes | | | | | | | | |
| 6 | 158 | 153 | 169 | 155 | 158 | 179 | 173 | 187 |
| 7 | 141 | 167 | 160 | 170 | 159 | 162 | 183 | 177 |
| 8 | 153 | 155 | 179 | 173 | 174 | 162 | 165 | 187 |
| Total | 452 | 475 | 508 | 498 | 491 | 503 | 521 | 551 |
| King William County High School | | | | | | | | |
| 9 | 140 | 159 | 170 | 170 | 186 | 186 | 174 | 177 |
| 10 | 139 | 141 | 156 | 182 | 159 | 175 | 175 | 164 |
| 11 | 130 | 129 | 133 | 144 | 176 | 154 | 169 | 170 |
| 12 | 121 | 126 | 133 | 159 | 142 | 174 | 152 | 167 |
| Total | 530 | 555 | 592 | 655 | 663 | 689 | 670 | 678 |

Weldon Cooper Center

Between 2006-2007 and 2011-2012 King William County Schools' enrollment is projected to increase by 193 students ranking it 33rd in the Commonwealth based on enrollment increases.

Identification of Current Regional Programs

The King William County Schools, in cooperation with several divisions in the Middle Peninsula of Virginia, provides programs and services to meet the diverse needs of the population of the county.

- The Chesapeake Bay Governor's School for Marine and Environmental Science serves outstanding high school students with interests in the sciences. Participating school divisions are the Counties of Caroline, Essex, Gloucester, King George, King & Queen, King William, Lancaster, Mathews, Middlesex, Northumberland, Richmond, and Westmoreland.
- The Middle Peninsula Regional Governor's School is a summer program developed around problem-based learning serving students in grades 3 - 7 from the school districts of King William, Gloucester, Mathews, Middlesex, Essex, King and Queen, Charles City, West Point, and New Kent.
- The Summer Residential Governor's Schools provide gifted high school juniors and seniors with intensive educational experiences in visual and performing arts; humanities; mathematics, science, and technology; life science and medicine; or through mentorships in marine science or engineering.
- The Middle Peninsula Regional Alternative School serves students who have been removed from the regular schools because of a violation of School Board policy and/or are returning from detention. King William, King and Queen, Essex, New Kent, and West Point school systems participate in this regional program.
- Richmond Technical Center provides Career and Technical Education course offerings for high school students. Students from Richmond City, Hanover, New Kent, Charles City, King & Queen and King William Counties participate.
- King William County participates in the Governor's Virtual Advanced Placement School allowing students to take Advanced Placement courses online.
- The Bridging Communities Regional Career and Technical Education Foundation, Inc. is comprised of business leaders, community representatives, civic leaders, and school personnel from the school systems of King and Queen, King William, Mathews, Middlesex, and West Point interested in providing career and technical educational opportunities and experiences for students and adults.
- Rappahannock Community College and J. Sargeant Reynolds Community College have articulation agreements with King William County High School to offer dual enrollment courses.
- Project Graduation is a partnership of school divisions within the Middle Peninsula region designed to provide remedial instruction for students in high school who have not earned standard or verified credits needed for graduation.
- The MathScience Innovation Center is an innovator, incubator and advocate of 21st Century math and science programs for the Capitol Region's K-12 educators and students. Consortium member divisions are as follows: Chesterfield, Colonial Heights, Hanover, Henrico, King William, Petersburg, Powhatan, and Richmond.

Identification, Exploration, and Implementation of Regional Programs

King William County Schools will seek opportunities to enter agreements that promise collaboration and cooperation among school divisions and other entities as long as the mission or intent of the program meets a need of the school division as identified by the goals of the Division's School Improvement Plan and Six-Year Plan.

Areas of specific interest are those related to improved student learning and academic achievement, and teacher and administrator training. Also of interest are those programs that directly impact and support at-risk students.

Technology Plan

A Technology Plan and Career and Technical Education Plan have been developed for the school division. Appendix B contains a copy of each of these plans.

Plans for Improvement

King William County Schools will continue striving to implement the vision, mission, and programs included in School Improvement plans developed at the school and division level. The input from administrators, teachers, staff, community members, and business leaders will be used to guide decision making and school improvement plan development. Leadership plans and specific plans developed by Central Office departments and individual schools will continue to be implemented during 2007-2013. Table 7 provides information regarding community involvement and home-school-business communication within the division.

Plans for improvement, such as those focusing on closing the achievement gap, will continue to be implemented. Improvement plans have been developed and focus on curriculum, student performance, staff development, community relations, and school climate.

Table 7

King William County Public Schools Survey

| | CSPS | AES | HHMS | KWHS |
|--|-------------|------------|-------------|-------------|
| Total number of surveys tabulated | 175 | 130 | 80 | 62 |

1. Which of the following means of communication do you currently receive?

| | CSPS | AES | HHMS | KWHS |
|--|-------------|------------|-------------|-------------|
| School Newsletters | 176 | 128 | 64 | 44 |
| Email | 118 | 90 | 57 | 36 |
| Student Agenda | 162 | 115 | 58 | 24 |
| Voice Mail | 77 | 53 | 31 | 27 |
| Tidewater Review | 21 | 21 | 13 | 12 |
| Country Courier | 127 | 88 | 56 | 46 |
| Program of Studies | 31 | 28 | 14 | 10 |
| School Mailings | 58 | 54 | 29 | 43 |
| Parent Notification System (Alert Now) | 106 | 71 | 45 | 31 |

2. The best way to communicate with my family is (check all that apply)

| | CSPS | AES | HHMS | KWHS |
|---------------------------------------|-------------|------------|-------------|-------------|
| Newsletters | 108 | 75 | 41 | 31 |
| Email | 121 | 85 | 54 | 34 |
| Student Agenda | 154 | 96 | 38 | 23 |
| Voice Mail | 91 | 56 | 29 | 22 |
| Parent Notification System (AlertNow) | 99 | 54 | 29 | 31 |

3. Which committees are you aware of within the district? (check all that apply)

| | CSPS | AES | HHMS | KWHS |
|--|-------------|------------|-------------|-------------|
| Superintendent's Advisory | 35 | 26 | 20 | 10 |
| Superintendent's Planning Committee | 33 | 24 | 21 | 14 |
| Special Education advisory | 59 | 39 | 24 | 14 |
| Title I Advisory (Parents for a Powerful Education) | 33 | 17 | 12 | 9 |
| Indian Education Advisory | 12 | 11 | 13 | 6 |
| Multicultural Advisory | 3 | 7 | 8 | 4 |
| Talented and Gifted Advisory | 56 | 50 | 25 | 23 |
| Technology Advisory | 8 | 7 | 7 | 3 |
| School Health Advisory | 22 | 19 | 12 | 6 |
| Band Boosters | 39 | 33 | 19 | 26 |
| Choral Boosters | 12 | 12 | 10 | 7 |
| Athletic Boosters | 32 | 33 | 30 | 24 |
| KIWI DAPP (King William Drug Awareness and Prevention Program) | 51 | 34 | 27 | 23 |

4. Are you a member of your school's Parent Teacher Association (PTA/PTSA)

| | CSPS | AES | HHMS | KWHS |
|-----|-------------|------------|-------------|-------------|
| Yes | 109 | 83 | 44 | 18 |
| No | 64 | 44 | 34 | 29 |

**5. Which of the following areas have you participated in during the 2006-07 school year?
(check all that apply)**

| | CSPS | AES | HHMS | KWHS |
|-------------------------------|-------------|------------|-------------|-------------|
| PTA/PTSA Board | 5 | 8 | 6 | 4 |
| PTA/PTSA Volunteer | 34 | 21 | 12 | 7 |
| PTA/PTSA Committees | 7 | 8 | 5 | 3 |
| Attended meetings | 84 | 87 | 34 | 17 |
| Attended events | 87 | 70 | 44 | 23 |
| Attended Student Performances | 117 | 86 | 44 | 26 |

6. Are you aware of King William County Public Schools' attendance/tardies/leave early policy?

| | CSPS | AES | HHMS | KWHS |
|-----|-------------|------------|-------------|-------------|
| Yes | 162 | 127 | 60 | 51 |
| No | 13 | 3 | 10 | 11 |

7. Do you share in a business partnership with one of the county schools?

| | CSPS | AES | HHMS | KWHS |
|-----|-------------|------------|-------------|-------------|
| Yes | 3 | 2 | 0 | 4 |
| No | 167 | 122 | 80 | 56 |

8. Would you be interested in becoming a school partner with one of the county schools?

| | CSPS | AES | HHMS | KWHS |
|-----|-------------|------------|-------------|-------------|
| Yes | 7 | 1 | 0 | 4 |
| No | 146 | 107 | 63 | 46 |

8a.If yes, which school?

(Note: these answers do not match those of question 8.)

| | CSPS | AES | HHMS | KWHS |
|------|-------------|------------|-------------|-------------|
| CSPS | 20 | 2 | 1 | 1 |
| AES | 6 | 2 | 2 | 1 |
| HHMS | 1 | 2 | 3 | 1 |
| KWHS | 2 | 0 | 1 | 7 |

9. Would you be able to provide services for the Career and Technical Education Program at KWHS?

| | CSPS | AES | HHMS | KWHS |
|-----|-------------|------------|-------------|-------------|
| Yes | 1 | 0 | 1 | 0 |
| No | 151 | 114 | 71 | 51 |

10. Are you aware of the Middle Peninsula Adult Continuing Education Program located in King William County?

| | CSPS | AES | HHMS | KWHS |
|-----|-------------|------------|-------------|-------------|
| Yes | 50 | 47 | 23 | 23 |
| No | 121 | 85 | 56 | 38 |

King William County Public Schools **2007-2013 Comprehensive (Six-Year) Plan**

BELIEFS

The administration, faculty, staff, parents, community and students of King William County Schools believe that central to their philosophy of education are a set of core belief statements that guide all educational improvement and planning initiatives.

- *The standard for continuous improvement is excellence.*
- *The fundamental goal of the school division is to provide children with a quality education providing opportunities for them to meet their fullest potentials in life in a safe and welcoming environment; thereby equipping them for citizenship, work, and a private life in an ever-changing world.*
- *Each school's administration, faculty, staff, and students are accountable for the progress prescribed by the division based upon the Standards of Accreditation and other local, state, and federal requirements and systems to monitor and evaluate progress and implementation are essential.*
- *Each school's administration, faculty, and staff shall provide a program of instruction that promotes individual student academic achievement in the essential academic disciplines and provide opportunities for enrichment and remediation as determined by student needs and interests.*
- *The school community fully embraces the concept that quality teaching lies at the heart of all efforts to improve schools.*
- *Ongoing professional development and training are essential components of continuous improvement.*
- *Financial resources are vital to providing safe school facilities, training school faculty and staff, attracting and maintaining quality personnel, enhancing technology, expanding school programs including advanced courses, career and technical education services, , adult education, and ensuring continued success.*
- *Public support and involvement are fundamental components of meaningful planning and instructional improvement programs.*
- *Notification of citizens regarding regulations and policies governing the function of the school system is essential to its efficient day-to-day operation.*
- *Each stakeholder, administrator, teacher, staff member, citizen, parent, and student is a lifelong learner.*

GOAL

King William County Schools' administration, faculty, staff, community, parents, and students share a common commitment to the overriding goal that drives the district's planning process toward a core set of measurable objectives.

- *All students will graduate prepared to meet the challenges of the 21st century—post secondary education, the workforce, and the military.*

STANDARD 1:

The King William County Public School Division believes that the fundamental goal of the school system must be to provide children with a quality education giving them opportunities to meet their fullest potential in life, thereby equipping them for citizenship, work, and a private life that is informed and free for an ever-changing world.

1. The school division supports efforts to challenge students as it allows them to progress at appropriate levels of instruction to meet SOL requirements in the core subject areas.
2. Course offerings at each school are reviewed annually and realigned according to student content needs. A comprehensive curriculum within and among the schools is implemented.
3. The school division assures efficient utilization of instructional time by developing and regularly reviewing guidelines for field trip selection, school assemblies, student attendance, “bell schedules” and other activities impacting school time.
4. The school division implements an effective, efficient, and quality program of special education. Eligible students are educated in the least restrictive environment according to individual needs.
5. Tech Prep articulation agreements and dual enrollment with area community colleges are supported as high school students are prepared to make the transition to further education and the world of work.
6. The school division continues and expands as appropriate, joint educational arrangements with other localities to provide quality enrichment experiences and/or direct instruction for students. Such arrangements may include participation in the Mathematics and Science Center consortium, governor's school(s), Richmond Technical Center, alternative education, and Special Education.
7. The school division supports strengthening communication with parents regarding No Child Left Behind, grade level expectations, etc. and organizing parenting workshops.

STANDARD 2:

The King William County Public School Division has prescribed requirements based upon the Standards of Accreditation (SOA) to ensure that student achievement is measured and holds each school's administration, faculty, staff and students accountable for progress.

1. The school division supports efforts to challenge students as it allows them to progress at appropriate levels of instruction to meet SOL requirements in the core subject areas.
2. The school division develops a systematic method to evaluate its programs and student achievement using enrollment rates, achievement tests, and non-test measures.
3. School personnel measure the level of students' mastery in the core academic areas.
4. Course offerings at each school are reviewed annually and realigned according to student content needs. A comprehensive curriculum within and among the schools is implemented.
5. The school division measures program effectiveness through the monitoring of all areas of the Virginia State School Report Card (Improvement measures: The focus for improvement for the division and individual schools is to exceed state accreditation standards.)
6. Personal learning plans are developed in cooperation with parents for students who are identified as being academically deficient by state testing programs and/or teachers.
7. The school division identifies students at-risk for failure and provides intensive intervention.
8. The school division assures efficient utilization of instructional time by developing and regularly reviewing guidelines for field trip selection, school assemblies, student attendance, "bell schedules" and other activities impacting school time.
9. The school division implements an effective, efficient, and quality program of special education. Eligible students are educated in the least restrictive environment according to individual needs.
10. Tech Prep articulation agreements and dual enrollment with area community colleges are supported as high school students are prepared to make the transition to further education and the work opportunities.
11. The school division continues and expands as appropriate, joint educational arrangements with other localities to provide quality enrichment experiences and/or direct instruction for students. Such arrangements may include participation in the MathScience Innovation Center Consortium, Chesapeake Bay Governor's School, Richmond Technical Center, Regional Alternative School Program, and special education program(s).
12. The school division supports strengthening communication with parents in such areas as No Child Left Behind, grade level expectations, etc. and organizing parenting workshops.

STANDARD 3:

The King William County Public School Division shall provide a program of instruction that promotes individual student academic achievement in the essential academic disciplines and shall provide additional instructional opportunities that meet the abilities, interests, and educational needs of students; in addition, opportunities will be provided to improve the community literacy rate and increase adult completion of high school programs. (SOA, p. 19)

1. The school division will continue to maintain an aligned curriculum in order to develop a PreK-12 curriculum that emphasizes instruction of the SOL, reflects continuity in delivering of the curriculum and addresses non-duplication of grade level skills.
2. The school division investigates and expands additional Career and Technical Education training for students through a regional center.
3. The school division provides additional opportunities for students who do not successfully pass the SOL test(s).
4. The school division offers emerging technology opportunities for students.
5. The school division investigates ways to incorporate additional foreign language into the curriculum.
6. The school division investigates ways to challenge each student to achieve at the highest level by maintaining a rigorous curriculum and by providing enrichment and differentiated opportunities.
7. An Adult Education Outreach Program is implemented to offer educational opportunities for adults to complete a high school diploma program.
8. The school system will pursue opportunities for Adult Education classes, Career and Technical Education, and college offerings through Parks & Recreation.
9. Course offerings at each school are reviewed annually and realigned according to student content needs. A comprehensive curriculum within and among the schools is implemented.
10. The school division assures efficient utilization of instructional time by developing and regularly reviewing guidelines for field trip selection, school assemblies, student attendance, “bell schedules” and other activities impacting school time.
11. The school division implements an effective, efficient, and quality program of special education. Eligible students are educated in the least restrictive environment according to individual needs.
12. Tech Prep articulation agreements and dual enrollment with area community colleges are supported as high school students are prepared to make the transition to further education and the world of work.
13. The school division continues and expands as appropriate, joint educational arrangements with other localities to provide quality enrichment experiences and/or direct instruction for students. Such arrangements may include participation in the MathScience Innovation Center Consortium, Chesapeake Bay Governor’s School, Richmond Technical Center, Regional Alternative School Program, and Special Education Program(s).
14. Teaching materials are available to prepare students to achieve SOL requirements.

STANDARD 4:

The King William County Public School Division supports ongoing professional development and training as an essential component of educational leadership and the production of effective instructional personnel. (SOA, pg. 35)

1. The school division's personnel evaluation process is based on the belief that quality teaching lies at the heart of all efforts to improve education. The division provides staff development for all teachers and implements plans to assist teachers who demonstrate need for assistance.
2. The school division provides an ongoing in-service program for teachers in the use of instructional technology, including new technologies as they emerge.
3. The school division provides in-service programs for teachers in a broad spectrum of instructional areas, including collaboration, differentiated instruction, technology integration, instructional strategies, and classroom management skills.
4. The school division actively recruits highly qualified teachers.
5. Substitute teachers are provided training in instructional practices, classroom management and district policies.
6. The school division provides staff development and mentoring for new teachers.
7. The school division is committed to developing leadership and skills within the existing faculty. Support for further study is provided through tuition assistance programs and staff development funds.

STANDARD 5:

The King William County School Board will continue to seek appropriate financial resources to provide safe school facilities, training for staff and a managed system to monitor the safety of those facilities.

1. In-service training, employee orientation, and workshops are provided regularly for appropriate support services personnel in the areas of safety, sanitation, first aid, skill improvement, equipment and material usage, and government regulations such as hazardous communication and water purity.
2. The school system manages information systems, hazardous communication, defibrillators, fire extinguisher inspections, water purity and other identified areas monitored and implemented as mandated by law.
3. The school system explores options for offering a comprehensive high school within the division that incorporates regular education and career and technical education programs.
4. The school system continues to monitor population growth and assess the need for future land acquisitions and building effectiveness/feasibility.
5. The school system contains safety features for the schools, which include metal detectors, electronic entries, fencing (controlled access), two-way telephone/radio communication, surveillance cameras, emergency back-up generator, emergency

and security lighting, fire suppressant systems, and emergency notification phone system.

6. The school system ensures safe transportation of students.
7. Schools will contain safety lighting on the grounds.
8. The school system will maintain a complete and comprehensive emergency plan.
9. School Resource Officers are secured for the middle and high school levels.
10. Field Trip procedures/guidelines will be established for all schools.

STANDARD 6:

School and Community Communications - - The King William County School Board believes that careful planning is essential for providing educational programs of high quality and that public involvement is a fundamental component of meaningful planning for our schools. The school system will continue its emphasis on informing citizens about public education in King William County, its needs and achievements, its vital role in society, its opportunities for citizen participation, and the importance of public support.

1. The school system continues to solicit public participation from interested parties through newsletters, surveys, various advisory committees, and parent organizations.
2. The school system encourages each school to develop an active Parent-Teacher Association (PTA) which will meet regularly to conduct programs for parents concerning the school system and coordinate plans to meet school needs through volunteer services.
3. The school system explores ways to build business partnerships between schools and the businesses within the community, to include mentorships, career education involvement, technical resources, and other ways advantageous to both the schools and the business community.
4. The school system increases parents' awareness of the effects of poor attendance on student achievement.
5. The school division supports strengthening communication with parents in such areas as No Child Left Behind, grade level expectations, state standards, code of conduct, and parenting workshops.
6. The school division encourages partnerships that will increase stakeholder awareness and involvement to promote the social, emotional, and academic growth of children.
7. The school division promotes a systematic process for communicating academic progress of students to parents.

STANDARD 7:

The King William County Public School Division recognizes the need to apprise the citizens of King William County of the regulations and policies governing the operation of the school system.

1. The school division maintains and follows an up-to-date policy manual which includes references to policies prescribed by the General Assembly and State Board of Education. A copy of the school division policy manual is available to all employees, parents and to the general public. The school board annually reviews the policy manual.
2. All School Board meetings are open to the public. Guidelines for public participation in the meetings are posted at each meeting.
3. The School Board encourages a system of two-way communication between employees, School Board Members, administrative staff and community members whereby matters of concern can be discussed in an orderly and constructive manner.
4. The school division encourages parental involvement at all schools.
5. The school division encourages direct lines of communication to assist citizens in finding information or in seeking assistance.
6. The school division will enforce attendance regulations.

STANDARD 8:

The King William County Public School Division will continue to seek appropriate financial resources to provide competitive teacher compensation, technology enhancements, career and technology education and services to meet the needs of the students and community.

1. The school division actively seeks grant funding for educational initiatives.
2. The school division promotes community support for education through a proactive communications program.
3. The school division continues to support the regional Career and Technical Education plan.
4. The school division actively communicates with parents to promote the value of supplemental educational services funded through No Child Left Behind.

OBJECTIVES

King William County Schools' educational community has developed objectives that represent steps that the system believes will continue to move the division towards its vision. These common objectives are written in measurable terms that the school system can use to assess the progress made toward meeting each.

ACHIEVEMENT

- All students will pass the Virginia Standards of Learning (SOL) Assessments. (School principals and teachers have insisted on increasing the percentage of students passing SOL assessments each year and therefore have asked that their benchmarks increase over the previous year's percentage by four percentage points.)
- Stanford 10 percentile averages in grade 2 and grade 6 in Total Reading, Total Mathematics, Science, and Social Science will be sixtieth percentile or better.
- 100% of students will earn promotion based on documented assessment of proficiency on grade/level subject content.
- 100% of students will graduate on time by passing all courses taken and the necessary assessments prescribed by their educational plan.
- 100% of graduates will display life skills through oral and written communications, mathematical, technical, and computer applications and human relations as identified by coursework and assessment results.
- The percentage of students enrolled in Algebra I by grade 8 will increase each year.
- The percentage of high school students taking Advanced Placement and dual enrollment courses will increase.
- The number of career and technical industry certifications, state licenses, or successful national occupational assessment credentials earned by high school students will increase each year.
- The percentage of high school graduates earning an Advanced Studies Diploma will increase each year.
- The percentage of students receiving a high school diploma recognized by the Board of Education will increase.
- Instructional practices will be differentiated and additional learning time provided for at-risk students.
- The existing programs and the implementation of new programs will be monitored and evaluated using student achievement data to determine effectiveness.
- Teachers, with the cooperation of parents, will develop individual learning and intensive remediation plans for students who do not master skills needed for success on Standards of Learning tests or for promotion to the next grade.

COMMUNITY

- Communication with parents will be strengthened by providing information regarding No Child Left Behind (NCLB), Standards of Learning (SOL) testing, promotion and retention requirements, graduation requirements, performance report cards, grade level expectations and other pertinent items that provide them with timely reports.
- Population growth will be monitored to assess the need for future land acquisitions and building effectiveness and feasibility.
- Community members will actively support education by serving as mentors and role models for students and by participating on school committees and in public forums.
- School personnel will consistently and effectively communicate its work to all segments of the school community through written, verbal, printed and electronic media.
- Collaborative educational arrangements will be pursued with surrounding divisions and organizations as appropriate to the vision of the school system.

CURRICULUM

- A curriculum will be maintained that is aligned with the Standards of Learning, Standards of Learning Blueprints, and Curriculum Frameworks as demonstrated by an analysis of student outcomes on Standards of Learning assessments.
- Curriculum and pacing will be reviewed and revised annually to provide optimum instructional coverage of Standards of Learning as measured by the percentage of students passing the Standards of Learning assessments. Horizontal and vertical articulation will be ensured through grade-level and subject-level meetings.
- Instructional materials, including textbooks that are closely aligned with the Standards of Learning, will be selected and purchased.
- Rigorous instructional programs will be provided at the elementary, middle, and high school levels as identified by the increased number of students taking Algebra I and foreign languages in eighth grade, the increased number of advanced courses offered (including additional foreign languages), and the increased number of students taking advanced and dual enrollment courses at the secondary level.
- The technology plan will be reviewed annually and will include provisions for continuous renewal of hardware and software, and professional development in integrating technology into the instructional program.
- Students will be encouraged to take advanced level courses, including Governor's School classes and opportunities will be explored to incorporate additional course offerings including advanced courses in the core areas, advanced computer science courses, career and technical education courses, and other courses that will enrich students' educational experiences.
- Articulation agreements and dual enrollment opportunities will be expanded with local community colleges.
- The school division in collaboration with surrounding counties will investigate the feasibility of a regional career and technical center.

FACILITIES/SAFETY

- School facilities and vehicles will be maintained in safe operating condition.
- Appropriate administration, faculty, and staff will receive training, orientation and workshops.
- A safety audit will be conducted annually and crisis plans will be reviewed annually at each school.
- Emergency drills will be conducted routinely to test the effectiveness of our plans.
- Professional development will be provided on first aid and crisis management.
- The relationship with county agencies for law enforcement and emergency medical services will be continued.
- Training will be provided for substitute teachers.

PROFESSIONAL DEVELOPMENT

- One-hundred percent of instructional staff will be highly qualified as identified on the Instructional Personnel Verification (IPAL) report.
- Administrators, faculty, and staff will be encouraged to continue broadening their knowledge of pedagogy, curriculum development, school and organizational improvement, student learning styles, and areas determined to advance the division into the 21st century.
- Faculty will be encouraged to seek additional degrees in needed areas and to pursue national board certification.
- The school division will provide staff development in areas identified by student test scores, discipline reports, attendance information, safety audits, state and federal requirements, and others.
- Teachers will be trained on the use of the internet to enhance learning, the utilization of locally available software, the use of the computer and projector to promote learning, and the use of emerging educational software, hardware, and other technologies that improve student learning.
- School leadership teams will implement Professional Learning Communities strategies appropriate for each school.

STAFF

- Schools will be staffed based upon the educational demands as measured by test results of Standards of Learning assessments.
- The division will continue to pursue staffing schools with 100% of highly qualified teachers as is required through No Child Left Behind (NCLB) mandates.
- Administrators and teachers will achieve performance expectations and strive for excellence as shown by meeting or exceeding expectations on all criteria on the appropriate evaluation instrument.
- Administrators, teachers, and support staff will participate annually in professional development and training activities applicable to their responsibilities.