



Standards Assessment Report
AdvancED District Accreditation
For NCA CASI and SACS CASI Districts

King William County Public Schools

Executive Summary of School System Profile

Provide an overview of the school system's profile. Please include:

- The school system's vision and goals;
- A description of the programs and services (including number and type of schools) under the jurisdiction of the system;
- Demographic information about school system's community;
- A summary of student performance across the system;
- An overview of any major trends or issues impacting the school system; and
- A summary of the major strengths and needs of the school system.

Vision and Goals

Vision Statement:

King William County Public Schools will provide a high quality education for all students to become productive members of their community.

Mission Statement:

The King William County School Division provides instruction in a challenging atmosphere to meet the educational needs of all students by supporting the efforts of the professional team and encouraging community involvement.

Goals

- Teamwork will be developed in the schools between all stakeholders, which will translate into a positive perception of the "culture" of each school in the community.
- The highest quality education will be provided for each student while meeting, and exceeding, state and federal mandates in a safe, disciplined and secure environment.
- All levels of King William County Public Schools will take ownership of the educational process and be accountable for demonstrating professionalism and leadership.

Division Priorities

- Ensure successful student performance on Standards of Learning assessments
- Implement an articulated K–12 program of instruction including career education, special education, gifted education, and a program of alternative education
- Continuously assess and plan for the environmental and safety issues affecting student achievement
- Emphasize the importance of parent involvement and community partnerships in our community education
- Pursue professional development opportunities for all faculty, administration, and staff to enhance the quality of student learning

King William County Public Schools Comprehensive Plan Standards

Standard 1: The King William County School Board 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.

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.

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, interest, 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.

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.

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.

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 achievement, its vital role in society, its opportunities for citizen participation, and the importance of public support.

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.

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.

PROGRAMS AND SERVICES (INCLUDING NUMBER AND TYPE OF SCHOOLS)

Demographic Information about King William County Public Schools Division's Community

King William County is a rural county located thirty miles northeast of downtown Richmond, the state capital, and 80 miles south of Washington, DC. It is located in the Virginia Tidewater area at the western end of the Middle Peninsula of Virginia. The county includes the town of West Point at its southeastern tip and extends to the Caroline County border on its northeastern tip. It is approximately eight miles wide with its eastern boundary as the Mattaponi River which separates King William County from King and Queen County. It is bordered on its western side by the Pamunkey River which separates King William County from Hanover County. Its topography is described as flat to gently rolling and it has an area of approximately 286 square miles with a river shoreline of approximately 136 miles.

King William County's population is currently about 15,500 people. Approximately 3,000 people live in the Town of West Point and the remaining population lives in the unincorporated territory of the county. There are three operating Post Offices with delivery routes in the territories: Aylett, Manquin and King William.

The county has seen growth over the last decade and has basically become a "bedroom community" of Richmond and its surrounding areas, with a shopping center at the intersection of Routes 360 and 30 at Central Garage. Several large subdivisions have also been developed. The 2000 Census listed the ethnicity of the population as follows: 74.9% white; 22.8% black; 1.5% Native American; and, .8% other. As the county has become more populated, the farming acreage has begun to decrease. Many of King William's citizens, who at one time would have worked on the family farm, are now commuting to work in Richmond, Newport News, West Point, or other locations offering jobs in the public/private sectors. In fact, over one-half of the eligible working force commute out of the county.

King William County was established on April 11, 1702. It was created from the Pamunkey Neck Section of King and Queen County. The Town of West Point was incorporated on July 11, 1870. The county received its name from William III, the King of England, Scotland, and Ireland from 1689 to 1702. Therefore, the county is rich with history.

King William County Courthouse, built in 1725 in the center of the county, is not only the county's oldest public building, but is purportedly the oldest public building in use in Virginia. It is the oldest courthouse of English foundation in continuous use in the United States.

There are two Native American Reservations located in King William. The Mattaponi Tribe is situated along the shores of the Mattaponi River. It is composed of 150 acres. Although there are approximately 450 Mattaponi, about 75 live on the reservation. The Mattaponi Indian Reservation dates back to 1658. In those days, the people made their living completely from nature's resources before the first settlers reached the land. The Mattaponi continue to pay tribute to the Virginia Governor by presenting game or fish to the Governor on the fourth Wednesday of November. The Pamunkey Tribal Reservation is located along the Pamunkey River and consists of approximately 1,200 acres, 500 of which are wetlands. Life along the river is part of the traditional culture of the Pamunkey. Thirty-four families live on the reservation while many other members have moved out into the county or nearby Richmond. In addition, the Upper Mattaponi tribe has their Tribal Grounds and Indian School located on Route 30 in King William.

At the present time, the county operates under the traditional organizational form of county government, with a County Administrator appointed by the five Board of Supervisor members who are elected. In addition to the Board of Supervisors, other elected officials include Clerk of the Circuit Court, Commissioner of the Revenue, Commonwealth's Attorney, Sheriff and Treasurer. The five King William County School Board members are also elected. (An interesting fact is that all elected officials, including the school board, are elected every 4 years. i.e., no rotation of member elections.)

King William County Public Schools Division

King William County Public Schools Division consists of four schools with 371 employees. There are 2232 students enrolled in grades PK through 12. The division is comprised of four schools: Cool Spring Primary School (PK – 2); Aquinton Elementary School (3 – 5); Hamilton-Holmes Middle School (6 –8); and, King William High School (9 – 12). Pre-kindergarten and kindergarten are all-day programs. The Regional Alternative School (RASP) is housed in a separate building on the King William High School property and it serves students from Essex, King & Queen, King William, West Point and New Kent. In addition, a daytime alternative program is offered for elementary and middle school students in a separate building on the grounds of Hamilton-Holmes Middle School.

The King William County Public Schools Division offers a range of programs and services. These include Special Education; Gifted and Talented; Federal Entitlements including Title I (Part A), Title II (Part A and Part D), Title III (Part A), Title IV (Part A), and Title VII; Alternative Education; Career/Technical Education; Pre-Kindergarten Programs; and a Governor's School Program. In addition, Advanced Placement and Dual Enrollment classes are offered at the high school. Latin is offered as an on-line course and students are given the opportunity to enroll in Virtual Virginia classes. All King William schools provide tutoring, special education and gifted services. All students in grades K – 5 receive guidance, art, music, technology and physical education services.

King William School Board Office

The King William School Board Office and three school buildings are located on the same tract of land, creating a school complex. The three school buildings are: Cool Spring Primary, Aquinton Elementary and Hamilton-Holmes Middle. The School Board Office is attached to the southeastern wall of Hamilton-Holmes Middle School and is composed of renovated rooms from the middle school and new construction. The division superintendent's office, reception area and conference room are separated from the office of the Assistant Superintendents of Instruction and of Operations and Personnel by a small entry corridor. In addition to the Assistant Superintendents' Offices, the offices of the Directors of Transportation/Maintenance, of Curriculum and Assessment, and of Special Programs, the Supervisor of Technology and the Budget/Finance Coordinator are located in that area. Payroll and clerical services are performed by staff located in the front of these offices.

Cool Spring Primary School

Cool Spring Primary School was opened in January 2003, to accommodate grades Pre-Kindergarten through second because of the large number of students enrolled at Aquinton Elementary School and the expected continuing growth in the county. It is a one-story brick structure featuring classrooms constructed in a diamond shape with an enclosed courtyard. Auxiliary facilities, such as offices, gymnasium, cafeteria, etc., are attached to the diamond. Hallways are wide and brightly lit. The paint scheme and floor tiles feature bold primary colors. The school HVAC system is a remotely climate-controlled, electric heating and air conditioning installation. Electrical wiring is well-designed, featuring

high-speed data and voice cabling, wireless network access, two-way intercom system, media-retrieval system, and a modern fire alarm and intrusion alarm system monitored off-site.

CSPS has 38 classrooms and 12 offices. The classrooms include the following: art room, computer lab, music room, and OT/PT room, and seven special education classrooms. Office space is provided for two speech therapists, guidance counselor, in-school suspension program, PTA, bookkeeper, librarian, P.E. teacher, cafeteria manager, two administrators, and the main office itself. There are two conference rooms, two teacher workrooms, a library media center with reading room, a full-size gymnasium with stage and PA system, cafeteria, and clinic.

The current enrollment of Cool Spring Primary School is 594 students. There are 76 preschool students, 177 kindergarten students, 164 first grade students, and 177 second grade students. Of the 594 students, 322 (54%) are males and 272 (46%) are females. There are 19 (4%) Native American students, 111 (17%) African American students, 14 (3%) Hispanic students, 4 (<1%) Asian students, and 446 (75%) white students. There are approximately 207 (35%) students who receive free or reduced price meals.

Cool Spring Primary School is a Title I Targeted Assistance school providing instruction in the core academic areas. In addition to the general education classrooms, Cool Spring also addresses the needs of the whole child by providing a variety of resources to enhance the growth of each individual. All K-2 students participate in Art, Computer, Library, Music and Physical Education classes on a weekly basis for 45 minutes. Guidance services are available in classroom settings, in small groups, and on an individual basis.

The professional staff at Cool Spring includes two full-time administrators. There are 26 general education classroom teachers, six special education teachers, one reading/PALS teacher, one part-time Mathematics Success Coach, one part-time reading tutor, one part-time Talented and Gifted teacher, one guidance counselor, four resource teachers and two speech therapists. The education of students at Cool Spring is supported by 15 paraprofessionals. Eight paraprofessionals assist with special education students, three assist with pre-school students, one serves as the library/science lab assistant, one serves as a grade-level assistant, one serves as the computer lab assistant, and one monitors the in-school suspension room. The support staff includes one bookkeeper, one secretary, one registered nurse, five custodians, and six cafeteria personnel.

The Student/Teacher Assistance Team (STAT) is designed to assist in the development and implementation of strategies to ensure students' success in the classroom. The STAT reviews records and other performance data for children. Teachers help examine the educational needs of specific children and develop strategies or activities that can be done in the classroom to maximize a student's educational experience. The team also assists in the identification of students who may require further testing and interventions beyond the general education classroom. Parents are informed of and invited to attend these meetings. Speech, occupational and physical therapy classes are available to meet the special needs of eligible students. Talented and Gifted services are provided for eligible students that need more differentiated educational services and a challenging learning environment. Reading services are provided for students who do not meet the fall benchmark and individuals who are struggling with reading content in the general education classroom. There is an after school program through Parks and Recreation that provides after school care and instructional assistance to students. All teachers schedule time in their master schedule to provide daily remediation in math and reading with assistance from part-

time tutors. Summer School is offered and strongly encouraged for those students who struggle with reading and math skills.

Much of the direction for educational programs at Cool Spring is provided by the leadership team. This group includes lead teachers, teachers from each grade level, representatives from special education and resource classes, and both administrators. This team sets annual goals for student achievement on the 9, 18, 27 and 36-week assessments.

Upon completion of second grade, Cool Spring students move “next door” to Acquinton Elementary School, where they continue their education in grades three through five.

Acquinton Elementary School

The ground-breaking ceremony for Acquinton Elementary School was held on June 8, 1988, and the school opened in the fall of 1989. Since that time there have been several renovations and additions. Initially the school housed pre-K through second graders with the third grade being added in the summer of 1993. A new addition of twenty-three classrooms was added to the building in the 1995-96 school year. Acquinton then transformed from a primary school to an elementary school. The fourth and fifth grades, as well as, the Title I/Chapter I preschoolers were moved to the new addition in January 1996. Growth in the county continued until there were over 1,000 students attending Acquinton. Therefore, in January 2003, students in grades pre-K through second moved to the new primary school, Cool Spring. This primary school was built directly behind Acquinton Elementary. The students in grades three through five remained at Acquinton.

Acquinton Elementary School has 58 classrooms and five offices. These rooms house the following: art room, four computer labs, eight special education rooms including speech, guidance room, occupations/physical therapy room, science lab, math lab, room for the reading specialist, room for the gifted resource teacher, music room, band room, GED classroom, GED Regional Office, two Head Start rooms, in-school suspension room, Parent Resource Center, PTA room, technology specialist room, testing room, three grade level collaborative rooms, teacher workroom, county psychologist office, special programs coordinator’s office, library, office space for the Therapeutic Day Treatment Program, gym, cafeteria, clinic, two conference rooms, two administrators’ offices, bookkeeper’s office, and a main office.

The current enrollment at Acquinton Elementary School is 512 students: 167 third graders; 185 fourth graders; and, 166 fifth graders. Of the 512 students, 278 (54%) are males and 234 (46%) females. There are 13 (3%) Native American students, 109 (21%) African American students, 5 (1%) Asian students, and 385 (75%) white students.

Acquinton Elementary School is a Title I Targeted Assistance school providing instruction in the core academic areas. In addition to the general education classrooms, all students participate in Art, Computer, Library, Music and Physical Education classes. Guidance services are available in classroom settings, in small groups with a peer mediation team and on an individual basis. The Student/Teacher Assistance Team (STAT) is designed to assist in the development and implementation of strategies to ensure student success in the classroom. The STAT reviews records and other performance data for students. The team examines the educational needs of specific children and develops strategies or activities that can be used in the classroom to maximize a student’s educational experience. The team also assists in the identification of students who may require further testing and interventions beyond the

general education classroom. Speech and occupational/physical therapy classes are available to meet the special needs of eligible students. Talented and Gifted services are provided for eligible students that need more differentiated educational services and a challenging learning environment. Reading services are provided for students who do not meet the fall PALS benchmark, students who have failed the reading Standards of Learning test the previous year, and those individuals who are struggling with reading content in the general education classroom. These students work with a computer skills based program: SuccessMaker. Teachers' schedules include Intervention/Enrichment time. Summer School is offered and strongly encouraged for those students who do not pass the Standards of Learning tests in reading and math. Students who need extra support are provided an Adult Mentor through the "Save One Student" (SOS) program. All students receive Family Life Education unless a parent/guardian has requested in writing that the child be [opted-out from](#) participating.

AES follows the Standards of Learning set by the Virginia Department of Education. Students' knowledge, skills, abilities, and progress are measured in a variety of ways throughout the school year. Students are assessed with open-ended questions, written assignments, individual and group projects, classroom observations, and summative (9-, 18- & 27- week) nine-week and formative assessments. Interims and nine-week report cards are generated electronically for parents.

The professional staff at Acquinton consists of two full-time administrators. There are twenty-three general education classroom teachers, seven special education teachers, one reading specialist, one half-time Mathematics Success Coach, one part-time Gifted resource teacher, one guidance counselor, five resource teachers, and one speech therapist. The education of students at Acquinton is supported by ten paraprofessionals. Eight paraprofessionals assist with special education students, one serves as the library/science lab assistant, and one monitors the in-school suspension room. The support staff includes one bookkeeper, one secretary, one registered nurse, four custodians, and six cafeteria personnel.

Acquinton offers an array of activities and programs for students. Students participate in the annual PTA (Parent Teacher Association) Reflections Contest, Jump Rope for Heart, Accelerated Reader, St. Jude's Math-a-Thon, Odyssey of the Mind, SODA (Student Organization For Developing Attitudes—4th grade), POW WOW (Indian Reservation – 4th grade), SCA (Student Council Association), Field Trips to the Math Science Innovation Center, Field Day, Safety Patrols, Olweus Bullying Prevention Program-Project SOAR (Stop Bullying, Offer Help, Alert Adults, Respect Everyone), Career Day, Turn Off the TV Week, D.A.R.E. (Drug Abuse Resistance Education-5th grade), and the Red Ribbon program.

AES has an active PTA that works jointly with the school and community to provide materials and resources that are essential to enhance the learning of the students. They have one fundraiser in the beginning of each school year, sponsor the "Muffins With Mom" and "Donuts with Dad" breakfasts, and hold monthly PTA and Executive Board meetings. All faculty, staff, and parents are asked to be supportive members. Parent volunteer work is encouraged through the PTA. One volunteer program initiated by the PTA is Watch D.O.G.S (Dads of Great Students). Watch D.O.G.S is a national program created to involve fathers and father figures in the lives of students. These positive role models volunteer their time to monitor the school entrances, assist with unloading and loading buses, monitor the cafeteria, help in the classroom, and interact with students at recess. In addition, parents are able to stay abreast of their child's academic progress through the online grade book.

Acquinton established a school-wide discipline plan in August of 2005 to assist in eliminating inappropriate behavior by setting high expectations.

Hamilton-Holmes Middle School

Hamilton-Holmes Middle School had its origin as Hamilton-Holmes High School during the early 1900s under the leadership of the late Reverend Dr. Samuel B. Holmes and Miss India Hamilton. Dr. Holmes was a graduate of Virginia Union University; minister of Third Union and Mt. Sinai Baptist Churches; founder of the Third Union and King William Academies (both offered educational programs for youth and adults, forerunner to the King William Training School); founder of the religious and educational bodies of the Pamunkey Baptist Association; and a strong advocate and practitioner of home-community improvement.

Miss India Hamilton, graduate of Howard University, came to the County as a teacher in the Mangohick Community. After nine years of successful teaching, Miss Hamilton was appointed supervisor of “Colored” schools in King William County. Miss Hamilton was instrumental in expanding educational quality and opportunity through competitive projects within and among schools. Her leadership resulted in the expansion and implementation of the junior and senior leagues (fund-raising and programming); establishment and implementation of the Annual County-wide Junior League Conference, Exhibit Day (display of crafts and manual activities), May Day, membership and participation in the Negro Organization Society (promoted leadership and community improvement), involvement of the schools and churches with local colleges and universities from which consultants were obtained to assist in workshops, conferences, and school-community improvement projects.

Dr. Holmes and Miss Hamilton developed the momentum for formal education in King William. In recognition of their contributions, the school (erected in 1951) was named Hamilton-Holmes High School. The school was restructured and expanded to house the elementary education program of King William County for many years. During the 1996-97 school year, the school was reorganized as a middle school serving the needs of students in grades six through eight. The name was subsequently changed to Hamilton-Holmes Middle School.

During the 1997-98 school year, the school was renovated and an additional new wing was added. The updates allowed the school to better meet the needs of adolescents in the middle school. The new school opened its doors to the students on September 8, 1998.

Hamilton-Holmes Middle School is the only middle school in King William County and is comprised of students in grades six through eight with a student population of approximately 481 students. Students comprise a population that is 361 (74%) white/non-Hispanic; 107 (22%) black, non-Hispanic; 11 (2%) Native American, and two (>1%) Asian.

Hamilton Holmes Middle School has 39 classrooms and six offices. The classrooms include the following: art room, two computer labs, a Cortez Math lab with two break-out rooms, music room alternating for band and chorus, 34 general education classrooms, five special education classrooms, one alternative education room located on campus, one health room located on campus, Work and Family Studies room, and one technology lab. Office space is provided for guidance, in-school suspension, 3 PE/Health teachers, bookkeeper, librarian, Gifted resource teacher, cafeteria manager, two administrators, and the main office itself with one secretary. There is one conference room located in the main office, two teacher work rooms, a library media center, a full-size gymnasium with stage and PA system, cafeteria, and clinic with a registered nurse. Office space is also given to the School Resource Officer

that is shared with King William High School and one office space for a representative from the Therapeutic Day Treatment Program.

An alternative education program which serves the needs of 3-8 students is located in a separate building behind Hamilton Holmes Middle School. Placement in this program is determined by the King William County School Board.

The professional staff at Hamilton-Holmes includes two full-time administrators, 21 general education teachers, eight special education teachers, one part-time reading specialist, one Gifted resource teacher, one full-time and one part-time guidance counselor, seven related arts teachers. Working alongside our special education teachers are six paraprofessionals. A paraprofessional is assigned to the media center and one is assigned to in-school suspension. The support staff includes one book keeper, one secretary, one registered nurse, six cafeteria personnel, one full-time maintenance person, and four custodians. A STAT team is also in operation at the middle school and is comprised of a team leader and necessary personnel to meet the needs of the students. Hamilton Holmes Middle School teachers and staff work closely to bridge the gap transitioning into and out of the middle school and have formed transition teams that stay in contact with Acquinton Elementary School fifth grade teachers and King William High School 9th grade teachers. Both Hamilton Holmes Middle School and King William High School, through a collaborative effort lead by the instructional team, applied for and received the Content Literacy Continuum Grant.

Hamilton-Holmes offers students a variety of educational opportunities while focusing on the core curriculum of English reading and writing, social studies, mathematics, and science. Related Arts classes (electives) include foreign language, art, technology education and agriculture, keyboarding and computer applications, band, choir, and work and family studies. All students, excluding eighth grade students taking both band and a foreign language, are required to take Health/PE. Eighth grade students also may elect to take French I or Spanish I for high school credit. Sixth grade math is taught using the Cortez Math Program. It is possible for students to advance from sixth through eighth grade math during the sixth grade year. Seventh and eighth grade students who have successfully completed Pre-Algebra take Algebra I, and those students who have successfully completed Algebra I may take Geometry.

King William High School

On August 1, 1924, the initial amount of acreage was purchased to construct King William High School. The school was dedicated to the county on May 19, 1925, and opened to the white community in September. This school housed grades 1 – 11. A second school was later built for the black students and was named Hamilton-Holmes. It opened in September 1951. At that time an addition was added to King William High School, the pine building, which is still functional today. Both schools in the 50's housed grades 1 – 12. In 1963, the plan for integration was developed and both schools were expanded to accommodate the increasing enrollment. In 1968, King William County Schools integrated, with King William High School housing grades 8-12 and Hamilton Holmes housing grades K – 7. In 1970, King William High School received its first major renovation, with the addition of a gym and library. In 1978, a second renovation of much needed office space and classrooms was completed. The original building of 1924 was removed. In 1999, the School Board approved a request to renovate King William High. A new gym, library, 10 new classrooms, an office suite, and new athletic facility were added. The construction of the building was completed in 2003, and the athletic facility was completed in 2008.

King William High School has 42 general education classrooms, an art room, a vocational room, a communication center, a band/chorus room, five computer labs, a gym, a library, a clinic, a cafeteria with kitchen, 2 conference rooms, 10 teacher preparation rooms, 10 offices, two reception areas, five suites of restrooms, and a large entrance commons area.

King William High School currently houses grades 9-12 with an enrollment of 639 students, 324 (50.7%) males and 315 (49.3%) females. The racial and ethnic composition of KWHS is as follows: 18 (2.8%) Native Americans, 2 (.3%) Asian Americans, 4(.6%) Hispanic Americans, 162 (25.4%) African Americans, 453 (70.9%) Caucasian.

King William High School currently has 123 students enrolled in AP courses, 162 students enrolled in DE classes with Rappahannock Community College, and 23 students attending Chesapeake Bay Governor School. Students at King William High School also participate in an array of extra curricular activities such as VHSL sports, VHSL academic teams and King William High School clubs.

King William High School is a comprehensive high school that provides academic and career/technical classes on site. Additional career/technical classes are offered at the Glens Campus of Rappahannock Community College (RCC) and Richmond Technical Center (RTC). An Air Force Junior Reserve Officer Training Corps (AFJROTC) program is offered at the High School for students in grades 9 – 12. In partnership with Rappahannock Community College (RCC) students are able to take dual enrollment classes at the High School. In addition to the dual enrollment classes, students may also participate in the regional Chesapeake Bay Governor's School. For courses that the division does not offer, virtual and distance learning opportunities are provided for students

Students at the High School participate in additional programs such as: Drug Abuse/Awareness Education and Students Organized for Developing Attitudes (SODA); Family Life Education; and Talented and Gifted programs.

The Regional Alternative School Program (RASP) is located in a separate building on the grounds of King William High School. This program is used to educate students who have had disciplinary problems/concerns that preclude them from attending school during the regular instructional day. This program operates from 4:00 PM until 8:00 PM. Because it is a regional program, students from the town of West Point and the counties of Essex, King and Queen, King William and New Kent attend.

King William County Public School (KWPCS) policy ensures a free and appropriate public education for all children, ages 2 through 21, who are identified as having disabilities. This provision of services is available through a variety of special education programs and related services in the least restrictive environment. Persons eligible for special education services are those individuals with the following disabilities: Autism, Deafness, Deaf-blindness, Developmental Delay (through age 6, inclusive), Hearing Impairment, Intellectual Disability (previously Mental Retardation), Multiple Disabilities, Orthopedic Impairment, Other Health Impairment, Emotional Disability, Specific Learning Disability, Speech or Language Impairment, Traumatic Brain Injury, and Visual Impairment. KWPCS actively seeks referrals for potentially eligible children through Child Find efforts including local news publications, brochures, and notices via our Parent Resource Center. We are currently serving nearly 310 students with disabilities which is about 14% of our total school population. This number has slowly declined as we improve our pre-referral and eligibility processes and procedures.

KWCPS provides related services through full-time staff members as well as via contractual services. We employ three Speech/Language Therapists and contract with an Occupational, Physical, and Vision Therapist. In addition to the School Psychologist on staff, we also contract with a licensed Social Worker and School Psychologist in order to provide timely evaluation services for eligibility consideration. In order to provide more personal and expeditious services to our students and their families, the position of Special Education Liaison was created at each of the four schools. The pre-referral teams or Student/Teacher Assistance Teams (STAT) have also been revised to focus on instructional supports and interventions versus on student or teacher skill deficits. Teams have been provided on-going professional development opportunities in the Response to Intervention (RtI) and Instructional Consultation Team (ICT) models of intervention. Furthermore, teachers and STAT members have been given both access and training in progress monitoring tools such as SuccessMaker and Earobics.

In 2007, KWCPS moved to an updated computerized pre-referral, eligibility, and Individualized Education Program (IEP) plan in an effort to improve compliance with the *Individuals with Disabilities Education Improvement Act (IDEIA)* of 2004 which mandates the *Regulations Governing Special Education Programs for Children with Disabilities in Virginia* (effective July 7, 2009). Initially, our primary focus was on improving compliance in alignment with the State Performance Plan (SPP) targets. We have improved and met those targets. Now, we are honing in on improving quality instructional practices through effective inclusive strategies coupled with data driven decision making through the Professional Learning Community (PLC) model. Finally, we have established and improved active parent involvement by recruiting parents of students with disabilities to join our local Special Education Advisory Committee (SEAC) which meets at least quarterly. KWCPS is also proud to announce the opening of our Parent Resource Center (PRC), established in June 2009 through a gracious grant from Virginia Department of Education.

KWCPS acknowledges the power of partnerships with fellow community agencies. Cooperative working agreements have been established with Rural Infant Services Program (RISP), Community Services Board (CSB), Commonwealth Autism Services (CAS), and Virginia Department of Visually Impaired.

King William County Public Schools Division employs 371 people, including nine principals/assistant principals and 176 teachers. The salary of a beginning teacher with zero years of experience is \$37,000 and 30 years experience is \$56,778. Forty-two percent of staff members hold advanced degrees and 94% of the professional staff meet the criteria to be classified as “highly qualified” under No Child Left Behind requirements.

All King William County schools participate in the National School Lunch and Breakfast Program. As of October 1, 2009, 31% of the division’s students were eligible for free/reduced meals.

The KWCPS Maintenance Department is composed of three employees with expertise in plumbing, electrical and HVAC operations. In addition there are ten full-time and eight part-time custodians who are assigned to work in the schools. The Transportation Department is housed in a building located adjacent to King William High School. There are 34 regular bus routes, with an average daily ridership of approximately 1,500 students. There are two special needs buses for nine students, one Governor’s School bus, one bus for Richmond Technical Center, and one car for the Bridging Communities Program. In addition, there are two vehicles that transport students attending alternative school. There are three vehicles used to transport out-of-county placement students.

King William County Public Schools Division offers a comprehensive health services program. A registered nurse is assigned to each school.

SUMMARY OF STUDENT PERFORMANCE ACROSS THE SYSTEM

In King William County Public Schools student performance has improved over the past few years. Proof of this improvement is seen in school data.

The Phonological Awareness Literacy Screening (PALS) test at **Cool Spring Primary School (CSPS)** is used to chart the progress of students from kindergarten through second grade. The PALS test data shows a decrease in the percentage of students needing improvement since Fall 2002.

Year	Grade	Fall Results	Spring Results	Difference
2002-2003	K	26%	25%	-1%
2007-2008	K	5%	2%	-3%
2002-2003	1	29%	19%	-10%
2007-2008	1	26%	15%	-11%
2002-2003	2	49%	18%	-31%
2007-2008	2	19%	12%	-7%

During the 2007-2008 school year, CSPS introduced a series of formative and summative assessments to guide instruction and to measure student performance. Multiple-choice tests were created based upon the Standards of Learning (SOLs) in each of the four core subject areas: English, Math, Science, and Social Studies. The 2007-2008 and 2008-2009 data shows that K-2 students improved in Math, K-1 students improved in Science, and second grade students improved in Social Studies.

The Stanford 10 is administered in the Spring of each year to second grade students. During 2005-2008, a majority of scores fell in the average range. The scores recorded in 2009 were lower than the previous years. This data has been used to examine the instructional process, curriculum, engaged learning time, and other areas to determine the best approach to follow to improve achievement.

Year	Spring 2005	Spring 2006	Spring 2007	Spring 2008	Spring 2009
Total Reading	49%	59%	51%	50%	36%
Total Math	39%	42%	49%	54%	42%
Language	55%	64%	56%	63%	47%
Spelling	55%	57%	56%	54%	38%
Environment	58%	67%	58%	69%	64%

Accreditation pass rates at **Acquinton Elementary School (AES)**, as indicated on the School Report Card, are listed below. The pass rates in Math, History, and Science have steadily increased.

Year	English	Math	History	Science
2007-2008	91%	83%	97% (gr.3), 84%	89% (gr.3), 86%
2008-2009	85%	89%	95% (gr. 3), 84%	89% (gr.3), 88%
2009-2010	88%	90%	93% (gr. 3), 85%	91% (gr.3), 93%

At **Hamilton Holmes Middle School (HHMS)**, the sixth grade students take the Gates MacGinitie reading test in Fall and Spring each school year. The assessment is used as a tool to identify a child's reading level and to assist teachers in identifying students that need additional individual instruction. During the Fall 2008 administration 53% of the students scored below grade level while 35% of the students scored below grade level in the Spring.

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Spring 2009
Vocabulary	5.4	5.3	5.8	5.4	7.5
Comprehension	6.0	6.2	7.0	6.1	9.2
Total	5.7	5.8	6.3	5.8	8.1
Students On or Above Grade Level	43%	41%	57%	47%	65%
Students Below Grade Level	57%	59%	43%	53%	35%
Number of Students Tested	169	166	147	159	158

The Stanford 10 Test is administered in October each year to sixth grade students. From 2005-2009, most of the scores have been in the average range with 50% being average.

Year/Fall	2005	2006	2007	2008	2009
Total Reading	41%	52%	54%	54%	51%
Total Math	50%	58%	61%	62%	54%
Language	50%	54%	60%	54%	52%
Spelling	42%	50%	52%	48%	45%
Science	53%	59%	65%	65%	66%
Social Studies	51%	59%	68%	65%	61%

Hamilton Holmes Middle School's accreditation pass rates have remained relatively stable during the last three years. With the recent implementation of the sixth and seventh grade math tests, a major goal is to increase the math pass rates. Science pass rates have been consistently higher when compared to the other core areas. All students in Algebra I have passed the end-o-course test the past three years.

Years	English	Math	History	Science
2007-2008	81%	68%	81%	95%
2008-2009	84%	82%	82%	89%
2009-2010	85%	81%	81%	93%

The accreditation pass rates for **King William High School (KWHS)** have increased in each core area over the past three years. The highest pass rate is English. Math is targeted for improvement.

Year	English	Math	History	Science
2007-2008	91%	78%	88%	85%
2008-2009	92%	83%	90%	86%
2009-2010	96%	86%	95%	93%

Advanced program information at KWHS is as follows.

	2006-2007	2007-2008	2008-2009
Advanced Placement Tests Taken	41/6.47%	39/6.12%	51/8.3%
Advanced Placement Course Enrollment	59/9.31%	62/9.73%	73/11.8%
Dual Enrollment Courses Taken	87/13.72%	68/10.68%	77/12.5%
Gov.'s School Enrollment Courses Taken	15/2.37%	21/3.30%	21/3.29%

Other KWHS data is as follows:

- On-Time Graduation Rate – 90.6%
- Attendance Rate – 96%
- College Enrollment – 57%
- Trade School Enrollment – 3%
- Military Participation – 3%
- Job Force – 37%

All schools are fully accredited through the state. The school division, Hamilton Holmes Middle and King William High schools did not make Adequate Yearly Progress (AYP). Cool Spring Primary and Acquinton Elementary schools made AYP. At the division level the subgroups of “Black” and “Economically Disadvantaged” did not meet the Annual Measurable Objective (AMO) in math. The subgroups of “Black” and “Student With Disabilities” did not meet the AMO in math at KWHS. The subgroups at Hamilton Holmes Middle School that did not meet the English and math AMOs were “Black” and “Economically Disadvantaged.” Hamilton Holmes Middle School and KWHS have developed school improvement plans that address increasing student achievement to levels established by No Child Left Behind (NCLB) Annual Measurable Objectives in English and mathematics.

**OVERVIEW OF ANY MAJOR TRENDS OR ISSUES
IMPACTING THE SCHOOL SYSTEM**

The nature of King William County is changing as more families move to this area from the city of Richmond, which is located about 30 miles to our southwest. The current economic downturn has temporarily slowed this influx, but it is likely to resume. Our current population is approximately 15,000 with more than 2,400 additional housing units already approved and awaiting construction. As these additional homes are built and occupied by families with children, there will be pressure on our division to expand our schools or build new ones.

King William County is unique because of its proximity to Richmond, the capitol city. One can drive 16 miles and be in Mechanicsville, VA, or 45 minutes to Williamsburg which provides shopping opportunities for King William citizens. This proximity has made King William a “bedroom community” of the larger suburban areas. The rural nature of the community provides an excellent setting for young families wishing to raise their children away from the hustle and bustle of a city. The down-side to this is

there are very few businesses in the county to support a school budget which requires a large tax base. Unfortunately, the graduates of King William must seek employment elsewhere and commute out of the county for full-time employment.

There are limited job opportunities for the parents in King William County. Therefore, our parents travel to the Richmond, Williamsburg, and Fredericksburg areas for employment. In turn, this decreases the number of parent volunteers that are able to assist in the schools. This has an impact on PTA volunteer programs, field trip chaperones, and school volunteers for programs such as reading buddies, mentors, etc. Helping to balance this trend, in part, is the growing involvement of grandparents in our schools.

The present economic conditions are forcing all schools to increase class sizes and eliminate positions. With an increase in class sizes and lack of personnel, it is more difficult to provide remediation and enrichment for students. Currently the master schedules are being examined to determine how the schools can utilize their current resources and personnel to meet these needs.

For the most part, parent support continues to be a strength in King William County Public Schools. Despite long commutes to and from work, parents turnout in large numbers to school events, especially at the primary school. Those parents who have access to the internet communicate readily via email and voicemail. A new automated messaging system makes it possible to send brief reminders of school events, as well as news of weather-related closings, to virtually all of our families in a matter of minutes.

The infrastructure necessary to support high-speed internet either through phone lines or cable is not available through the county. Fortunately, the schools and school board office have high speed internet access; however, many households are located in areas where access to these services is not available. There is an increased need for high-speed, reliable, and accessible internet services throughout the county. This limitation restricts the resources available to our students and community.

There is a positive working relationship between the King William County Public Schools and the local press. The School Board recognizes members of the press annually at a school board meeting with a media honor roll certificate. Central Office staff and media relations contacts provide articles to the two local papers weekly.

The recent expansion of our preschool programs has had a positive impact on our reading program. The number of students with identified difficulties in reading at Kindergarten has decreased in recent years. Five years ago we offered preschool to only 18 students each year. That number has grown to 76 and represents about half of our typical kindergarten cohort. Our preschool programs target at-risk families with the goal of increasing reading readiness for these children. Initial data suggest that the program makes a positive difference.

It is difficult to compete with area divisions such as Hanover, Richmond City, Chesterfield, and Henrico in terms of teacher salaries. The lack of businesses and the lack of income which those businesses would generate in tax money to the locality greatly reduces local funding to the school system. The tax structure in King William County is supported by single-family homes and large acreage tracts. The Nestle-Purina Kitty Litter Plant and several small businesses represent the largest part of the revenues generated by businesses.

Summary of the Major Strengths and Needs of the School System

Strengths

- Our students have a strong desire to pass the Virginia Standards of Learning.
- Schools accredited by the Virginia Department of Education
- Schools accredited by SACS/CASI
- Two out of four schools made AYP
- High percentage of Highly qualified teachers and assistants
- Faculty and staff collaboration in professional learning communities
- Excellent technology resources available and used by teachers and students
- Extensive use of student performance data used to identify areas in need of remediation
- Knowledge of research-based instructional strategies and best practices
- Strong staff development program
- Positive teacher to student/parent relationships
- Effective classroom management skills and interventions
- Intervention and remediation time is built into the master schedule
- Formative and summative assessments are used constantly to assess student performance, plan instruction, and organize intervention and enrichment programs
- Multiple pre-school programs available
- Comprehensive school improvements plans developed yearly
- Strong belief that “Success is the only option” for any student
- Curricula and pacing guides developed by and provided to instructional staff
- Leadership team consisting of classroom teachers, resource teachers, special education teachers, and administrators with strong vision
- School Nurse (RN) at each school
- Guidance Counselors in all schools
- Dedicated and committed faculty and staff meeting the academic, emotional, and social needs of students
- Partnerships with area businesses such as: Subway, Food Lion, Dominos & CiCi’s Pizza
- High attendance and graduation percentage at King William High School
- Athletic achievements
- Community support of high academic standards
- Community support of extra-curricular activities
- Increase in numbers of high school students enrolling in honors, AP, and DE courses; increase in student applications for CBGS (Chesapeake Bay Governor’s School) and RTC (Richmond Technical Center)
- Achievement of students participating in CTE (Career/Technical Education) proficiency tests
- Increase in students applying for and being accepted in leadership conferences
- Student involvement in fundraising activities, community service opportunities, and programs designed to help those in need or a specific organization
- Number of grants received
- New and renovated schools

Needs

- Increased funding from the state and locality
- Competitive salaries for KWCPs personnel to obtain and retain high-quality personnel
- Additional Tier II and Tier III intervention resources
- Greater Internet bandwidth (anticipated Nov 1, 2009)
- Additional paraprofessionals
- Upgraded media retrieval system
- More technology equipment in individual classrooms
- Additional instructional assistants in elementary school
- Lower elementary teacher/pupil ratio
- More high school electives
- Transportation for after-school activities

Standards Review Vision & Purpose

STANDARD: The system establishes and communicates a shared purpose and direction for improving the performance of students and the effectiveness of the system.

Impact Statement: A system is successful in meeting this standard when it commits to a purpose and direction that is shared system-wide. The leadership establishes expectations for student learning aligned with the system’s vision that is supported by system and school personnel and external stakeholders. These expectations serve as the focus for assessing student performance and district effectiveness. The system’s vision guides allocations of time and human, material, and fiscal resources.

Indicators Rubric

Please indicate the degree to which the noted practices/processes are in place in the school system. The responses to the rubric should help the school system identify areas of strength and opportunities for improvement as well as guide and inform the school system’s responses to the focus questions.

INDICATORS		Not Evident	Emerging	Operational	Highly Functional
In fulfillment of this standard, the system:					
1.1	Establishes a vision and purpose for the system in collaboration with its stakeholders			X	
1.2	Communicates the system’s vision and purpose to build stakeholder understanding and support			X	
1.3	Identifies system-wide goals and measures to advance the vision			X	
1.4	Develops and continuously maintains a profile of the system, its students, and the community			X	
1.5	Ensures that the system’s vision and purpose guide the teaching and learning process and the strategic direction of schools, departments, and services			X	
1.6	Reviews its vision and purpose systematically and revises them when appropriate			X	

Definitions

Not Evident	Little or no evidence exists
Emerging	Evidence indicates early or preliminary stages of implementation of practice
Operational	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

Focus Questions

Please respond to the following questions regarding the processes that are in place to support the school system's implementation of the research-based practices outlined in the indicators rubric. Responses to these questions should support the school system's self-assessment on the indicators rubric. Be thorough and concise in your answers, focusing on quality and depth over quantity.

#1. What is the process for establishing and building understanding of and commitment to the vision statement among the school system and its stakeholders?

In January of 2004, the citizens of King William County elected four new school board members. With this change in leadership, the new School Board felt that it was an appropriate time to re-visit the mission, vision, goals and priorities of the school division. The Board developed a draft of the mission, vision and priorities for a review by stakeholders. Once stakeholders, including faculty and staff members, parents, and community members were able to review and provide feedback, the Board adopted the current mission, vision, goals and priorities. During August of each year, the administrative team consisting of central office staff and building level administrators reviews the division mission, vision, goals and priorities. The vision and mission statements are displayed in classrooms and in the atrium or entrance of each building. The division has determined that the [visibility and transparency of the vision, mission, priorities and goals](#) are a priority.

The division communicates the vision, mission, goals and priorities to ensure stakeholder understanding and to gain support through community outreach events, parent bulletins, school newsletters, teacher/grade level newsletters, student agendas, parent conferences, PTA meetings, school and teacher websites, automated phone calling system, and marquees.

Each year, the vision, mission, and priorities are reviewed by the administrative team and the Superintendent's Planning Council. (This council is a representative group of stakeholders.) This Council also worked to ensure that the [Comprehensive Plan](#) correlated with the division mission, vision, goals and priorities.

In addition, as the professional learning community model is enhanced in King William, time is spent during staff development, grade level, school level, department, and school improvement meetings discussing the mission, vision, goals and priorities and how these influence instruction in the classroom.

Each year, the schools develop and maintain School Improvement Plans that are closely aligned with the school division's mission, vision, priorities and goals. These plans are developed with cooperation among school administration, leadership teams, teachers, parents and students (as appropriate). They are reviewed and discussed at faculty meetings, department head meetings, department meetings and by individual faculty and staff members.

Each area of the School Improvement Plan is developed using historical data as a baseline for improvement. The Plan includes specific objectives that are relevant and measurable. Strategies for meeting the objectives are detailed along with the resources that are needed, evidence of implementation of strategies, person(s) responsible and projected time frames. Each objective is directly tied to student

learning and system effectiveness. Administration regularly monitors progress being made toward each goal. Adjustments to strategies are implemented as needed to ensure continual progress toward achievement of the objectives.

#2. What is the system's process for maintaining and using information that describes the school system, its programs, services, and schools and their performance?

King William County Public Schools Division places most of its information about programs, services and school performance on the web site, <http://www.kwcps.k12.va.us/>. The students are given a hard copy of the [Program of Studies](#), specific to elementary and secondary schools, which provides course information, school policies regarding academic procedures, and the Virginia Standards of Learning for each subject offered at the schools. King William County Public Schools also gives each student a division-wide [Code of Student Conduct](#), to be read and signed by the students and their parents/guardians. In addition, students are provided an agenda which states rules specific to individual schools. Many of these documents are also housed on the division website.

Our school system uses [PowerSchool®](#), a Pearson product, to maintain student records. This product allows parent access to view grades and attendance. The parent link provides an additional avenue for communication with teachers. Archived testing data is found on the VDOE site in the Educational Information Management System (EIMS), which is linked to the student management system. Student data is tracked using a unique state testing identifier for each student. Current and recent data is accessible through PemSolutions™, the test management system for Virginia public schools.

All of our schools' [Annual Report Cards](#) are available on the county web site as a link to the VDOE site. These report cards for each school and for the division outline the accountability measures for No Child Left Behind, Virginia Accreditation and a longitudinal review of three years' results from the Virginia Standards of Learning assessments. Stanford 10 results for grades K – 2, PALS results for grades K – 3, Scholastic Aptitude Tests results and other achievement measures are included in the Division Accountability Report and in each school report. This link is an invaluable resource that allows stakeholders an opportunity to learn about the school division. We also distribute this information through our district school newspaper "Our Children, Our Schools," through our local community newspapers, and through a brochure available in the School Board office.

Our Division's schools use the automated School Messenger program to notify parents and staff regarding upcoming events and student-related information.

[School Board Meetings](#) are held in public each month where Division information is publicized, reviewed and revised. A Planning Council meeting is held bi-monthly to distribute and gather information from community members in conjunction with school division personnel. Various other committee meetings are held throughout the year to disseminate information; whereupon, input and suggestions are received from community members.

Each year the information related to the school division is updated based upon the most up-to-date data sources. That revised information is used to guide decision making in all facets of the school system: strategic planning, instruction, finance, facilities, personnel, transportation and food services.

3. How does the leadership ensure that the system's vision, purpose, and goals guide the work of the school system and its schools?

The King William School Board established the vision and goals of the school division in 2004. Each year all division employees meet at the opening convocation. At that time, the goals are reviewed and the Board Chairman's keynote speech sets the tone for the upcoming year.

The Division's [Comprehensive Plan](#) is based upon the established vision and goals. The Comprehensive Plan is reviewed and revised during every odd calendar year. The Comprehensive Plan provides the infrastructure for the expanded goals related to accountability and monitoring. Each School's Improvement Plan is then based upon these accountability and monitoring guides.

Teachers must be highly qualified and certified in the subjects that they teach. Professional development days are scheduled into the academic year. Teachers establish personal goals that are in line with the school's goals: improving SOL scores, improving instruction, and professional growth.

To ensure the school's purpose, vision, and goals guide the teaching and learning process, administration disseminates data analysis information through faculty meetings, grade-level collaborative meetings, leadership meetings, individual conferences and in-services. An Academic Scorecard is completed and monitored each nine weeks and submitted to the superintendent by the principal. Through this collaborated effort, classroom objectives can be established, implemented, and monitored.

Grade level/subject area teams collaborate to develop and update a [curriculum pacing guide](#), based on the Virginia Standards of Learning that is used to guide instructional planning. Pacing guides have been established for all subjects. These ensure that students in the same subject with different teachers receive the same content. Individual teacher's lesson plans show differentiation of instruction.

Core teachers also design benchmark tests to be administered at the end of each grading period. These tests measure student achievement and are used to design remediation strategies. Remediation plans are submitted after each benchmark test to ensure that students not yet successful will become successful.

Elementary and middle school teachers have time each day to plan with their team members. The time may be used for collaborative grade level team and subject level planning, or to review instruction, adjust instructional grouping, and plan educational events which support the division's mission and goals.

The annual budget is developed with the vision and long-range goals of the school division in mind. Faculty and staff submit their budget requests to the school administration based upon the School's Improvement Plan. The school administration seeks input related to priorities and then submits the school budget requests to the superintendent. The superintendent prepares the budget for the School Board members to review and revise, if necessary. All of the decisions are driven by the vision, mission and goals of the school division and the division long-range comprehensive plan.

In addition, the [KWCPS Code of Student Conduct](#) is reviewed and revised as needed by a committee composed of division and community members to align with the division's vision, mission, and goals. To

ensure a safe environment for the students, the Code of Student Conduct is equitably enforced by all staff and administrators.

To increase morale and self-esteem, teachers are recognized by the [Employee of the Month](#) Awards, Apple of My Eye, and Teacher of the Year programs. Students are recognized by the Honor Roll, Student of the Month Awards, the Academic Awards ceremonies, and the Athletic Award ceremonies. Both students' and teachers' accomplishments are recognized on the school website and in local newspapers. The School Board, central office, and school administrators recognize staff during recognition weeks and on special days. In addition, each employee receives a birthday card on their birthday.

#4. What process is used to ensure that the vision and purpose of the school system remain current and aligned with the system's expectations in support of student learning and the effectiveness of the school system and its schools?

A [Comprehensive Plan](#) which covers a six-year strategic plan is reviewed and revised in odd calendar years. This plan provides the infrastructure for the data-driven decision-making processes that occur in the division.

School Improvement Committees which include parents, community members, faculty, and students are actively involved at each school to oversee the vision and purpose of each school and the division. The committees use data from benchmarks, SOL test results, AYP, and other performance documentation to assess the validity of the instructional program and purpose as it is stated. The results of this collection of information are dispersed among educators in order to support the vision and purpose in a responsive fashion.

To ensure that the most current information is available to all stakeholders, the Superintendent holds bi-monthly Planning Council meetings where community members and school personnel discuss the system's expectations—based upon the division's vision and purpose, progress toward those expectations and ways in which areas in need of improvement can be addressed. The Superintendent also has an advisory committee that meets monthly and disperses its resulting communication to the school's administration and faculty. In addition to the School Improvement Committee meetings, the schools hold monthly faculty meetings and various other grade level, department chair, department and lead teacher meetings, where the administration reports the information from the Central Office, and where other data and documentation is shared so that improvements may be made where necessary. Minutes from these meetings are reported back to the appropriate administrative offices.

These committees meet in order that King William County Public Schools stay in communication with all stakeholders. They assure that the vision and purpose are regularly reviewed and that the instructional program is monitored and revised on an on-going basis. For example,

- Monthly administrative meetings are held to review, discuss and make decisions related to the King William County Public School Division's instructional program, develop plans for staff development needs and review and monitor the implementation of strategies related to the benchmark assessment data.
- Lead teachers help their grade-level colleagues analyze test data from the in-house, nine-week testing program.

- Teachers design and administer common benchmark tests at the beginning and end of each academic year.
- Teachers who instruct common grade level and core subjects also plan collaboratively and give common assessments throughout the school year.
- Instructional planning and assessments are based upon collaboratively developed pacing guides.
- In school improvement meetings, instructional practices are reviewed periodically to assure that they are supportive of the King William County Public Schools Division's vision, mission and beliefs.
- Teachers who have attended conferences and those who serve on Virginia Department of Education committees model and share what they have learned.

In addition, Academic Reviews of each school are completed by the central office instructional leaders to review the School Improvement Plans, interview the leadership teams, and conduct classroom observations. The results of the Academic Reviews are used as an internal review and are shared with the School Board and with the community in public meetings.

As the results of benchmark tests and SOL tests are shared at School Board Meetings, Planning Council meetings and school improvement meetings, areas of concern and areas of strength are also noted.

Finally, King William County Public Schools has developed an extensive professional development plan which addresses the most recent best practices, such as Professional Learning Communities, the Content Literacy Continuum, and Bridging the Gaps and Engaging Students. In order to conserve resources, the school division has joined with other school divisions and institutes of higher education to be able to hold professional development sessions with speakers in the areas of emphasis, such as Richard and Rebecca DuFour, Ruby Payne, Dr. Lynn Canady, Rick Wormeli, and Stephen Peters. Periodic follow-ups occur to make sure that the focus is maintained. Thus, the vision and the purpose of the school division remain current and aligned with the system's expectations in support of student learning and the effectiveness of the school system and its schools.

Overall Assessment Rubric

Please complete the overall assessment for this standard which is a separate document that can be found next to the Standards Assessment Report on the AdvancED homepage at www.advanc-ed.org.

Governance & Leadership

STANDARD: The system provides governance and leadership that promote student performance and system effectiveness.

Impact Statement: A system is successful in meeting this standard when it has leaders who are advocates for the system’s vision and improvement efforts. The leaders provide direction and allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders function with clearly defined authority and responsibility and encourage collaboration and shared responsibility for system and school improvement among stakeholders. The system’s policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation.

Indicators Rubric

Please indicate the degree to which the noted practices/processes are in place in the school system. The responses to the rubric should help the school system identify areas of strength and opportunities for improvement as well as guide and inform the school system’s responses to the focus questions.

INDICATORS		Not Evident	Emerging	Operational	Highly Functional
In fulfillment of this standard, the system operates under the jurisdiction of a governing authority that:					
2.1	Establishes and communicates policies and procedures that provide for the effective operation of the system			X	
2.2	Recognizes and preserves the executive, administrative, and leadership authority of the administrative head of the system			X	
2.3	Ensures compliance with applicable local, state, and federal laws, standards, and regulations			X	
2.4	Implements policies and procedures that provide for the orientation and training of the governing board			X	
2.5	Builds public support, secures sufficient resources, and acts as a steward of the system’s resources			X	
2.6	Maintains access to legal counsel to advise or obtain information about legal requirements and obligations				X
2.7	Maintains adequate insurance or equivalent resources to protect its financial stability and administrative operations			X	
In fulfillment of this standard, the system has leadership that:					
2.8	Provides for systematic analysis and review of student performance and school and system effectiveness				X
2.9	Creates and supports collaborative networks of stakeholders to support system programs			X	
2.10	Provides direction, assistance, and resources to align, support, and enhance all parts of the system in meeting organizational			X	

	and student performance goals				
2.11	Provides internal and external stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership			X	
2.12	Assesses and addresses community expectations and stakeholder satisfaction			X	
2.13	Implements an evaluation system that provides for the professional growth of all personnel			X	

Definitions

Not Evident	Little or no evidence exists
Emerging	Evidence indicates early or preliminary stages of implementation of practice
Operational	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

Focus Questions

Please respond to the following questions regarding the processes that are in place to support the school system’s implementation of the research-based practices outlined in the indicators rubric. Responses to these questions should support the school system’s self-assessment on the indicators rubric. Be thorough and concise in your answers, focusing on quality and depth over quantity.

#1. What is the process for establishing, communicating, and implementing policies and procedures for the effective operation of the school system and its schools?

The King William County School Board is a body composed of five members, one from each of the four magisterial districts of King William County and one member at large. School Board members are elected by the voters in their districts for a four year term. Officers of the King William County School Board are Chairman and Vice Chairman, elected annually at the organizational meeting of the School Board. The School Board appoints a clerk.

Detailed information about the Board is available in the King William County Public School Division’s Policy Manual. Copies of the Policy Manual are available in the public library, the schools’ libraries, the principals’ offices, the central office and online at the school district’s website. Written policies in the [KWPCS Policy Manual](#) clearly delineate the organization, authority, and functions of the school system. The School Board appoints the Superintendent of Schools. Leadership is maintained by a commitment to professional development and growth through participation in workshops, conferences, and training seminars conducted by the Virginia School Board Associations.

The central office administrative team is led by the Superintendent. In addition, there are two Assistant Superintendents, one for Instruction and one for Personnel and Operations. Also, there are Directors for the following areas: Special Programs, Curriculum and Assessment, Technology, Transportation and Services Operations, and Food Services.

The expectation is that the Central Office staff will advise the Superintendent of the status of the programs under each administrator’s purview. Along with the updated information, it is the expectation that the administrators will present plans which will lead to the improvement of any area of weakness.

Building level administrators are the chief instructional leaders and are responsible for the successful delivery of the instructional program which include supervision of all personnel and programs at the schools. Central office staff work cooperatively with school administrators and school personnel to provide opportunities to improve the instructional program which may include being involved in the evaluation of instructional staff—teachers and instructional assistants.

The Assistant Superintendents meet weekly with the Superintendent to discuss areas of strengths and weaknesses and progress on tasks which have been assigned. The entire Central Office administrative team and building principals meet monthly with the superintendent to ensure that progress is being made throughout the division. Each administrator is expected to report on progress or “speed bumps” related to the operation of the school division, especially the instructional program.

Teachers who are in leadership positions, such as lead teachers or department chairs, are given the responsibility of determining how the instructional program will be presented most effectively. All teachers, working with the Assistant Superintendent of Instruction and their teacher leaders, are expected to use best instructional practices in their teaching. When policies need to be implemented by the division or the principals, these policies are explained and staff members have an opportunity to provide feedback. Two teachers are chosen from each grade level and/or subject area to revise curriculum guides and pacing guides each year. These guides are then reviewed by the Assistant Superintendent for Instruction and the Director of Curriculum and Assessment to ensure that the most recent scope and sequence are in place.

Effective operation of the school is essential to student success. When there is a need for implementation of policy or procedure, the school leadership teams meet with their stakeholders to identify needs, develop a plan, and disseminate the information. The school division communicates policies and procedures with all stakeholders through surveys, teacher handbooks, the website, newsletters, programs of study, codes of conduct, agendas, teacher phone-calls, parent-teacher conferences, report cards, interims, marquee, automated phone calling system, PTA meetings, and advisory committees.

Current policies are updated each year based on revisions from the Virginia Board of Education, Virginia Code, and the Virginia School Board Association. Revisions are presented to the School Board for review, followed by appropriate actions. In addition, the Superintendent’s Leadership Team and Principal’s Leadership Team review policies to determine if changes need to be made in programs and procedures or if changes in policies need to be made to reflect new programs, initiatives, or procedures implemented in responses to state guidelines.

The King William County Schools administration communicates policies and procedures for effective school operation through the following venues: (a) School Board Policy Manual (also on web), Special Education and Section 504 Procedural Manuals; (b) School Personnel Manual (on web), Student Handbooks at all school levels; (c) an organized system of meetings whereby information/suggestions are exchanged; and (d) electronic communications including an updated King William County Public Schools Division website.

Finance services ensure that King William County Public Schools Division maintains adequate insurance or equivalent resources to protect its financial stability and administrative operations from claims for damages. Types of insurance policies currently provided include those for employee and district liability,

auto, property and casualty, worker's compensation, and employee bonding. In addition, King William County Public Schools requires contracted vendors to provide certificates of insurance and bonding, as appropriate.

King William County Public Schools maintains access to legal counsel for advice and/or to obtain information about legal requirements and obligations through contracted services with their attorney.

School Board Meetings are held monthly and are open to the public. Information related to meeting dates and times are posted on the website and reported in the newspaper of record.

#2. What process does the system's leadership use to evaluate system effectiveness and its impact on student performance?

The superintendent reports annually to the School Board SOL results, AYP, and state accreditation results. Annual accountability measures, including Adequate Yearly Progress (AYP) for No Child Left Behind and Virginia Accreditation Ratings, are reviewed to determine areas of strength and weakness. New goals and objectives are generated at the school level based upon the data. The Division Comprehensive Plan and the schools' Annual Improvement Plans are also reviewed and revised based on the data. School improvement plans are developed annually and presented to the School Board in October. These are living documents and are monitored and reviewed throughout the school year. The superintendent meets with individual principals to discuss plans and to monitor progress.

Teachers and administrators jointly analyze student performance data to determine the impact of policies and procedures on the educational program. After each testing administration, student performance data is reviewed. This review of the performance data occurs both at the school and the division level. The data is analyzed according to percent of students passing at the advanced and basic proficiency levels, by subgroup performances with gap comparisons, by reporting categories within the content area, and by item analysis using the Student Performance by Question Report at the school, grade, and division level.

Administrators meet with each grade level or content area periodically to discuss student performance, review the effectiveness of programs, including special events, and to consider revisions of policies and procedures when needed. This review includes in-depth analysis of performance on benchmark tests. In particular, nine-week assessments in all core subjects are used to analyze student achievement and program effectiveness, and to guide remediation efforts.

This in-depth analysis means that the school leadership works closely with faculty and staff to review student performance on the 9-, 18-, 27-week Benchmark Remediation Plan. This plan is reviewed with individual teachers and specific strategies are implemented. Disaggregation and analysis of data is done through collaborative teams and remediation plans. The principal serves as the instructional leader, monitoring instruction and facilitating adjustments through staff development.

A variety of performance measures are used to determine levels of "success" of students in King William County Public Schools. Student achievement is monitored using formative and summative assessments. Additional performance data include, but are not limited to, Stanford 10, SAT, PSAT, dual credit participation, participation in advanced courses, career and technical certification, analysis of diploma types received by students, graduation rates, attendance, GED completion, and results of post-high school

surveys. Students at the primary levels complete the Phonological Awareness Literacy Screening (PALS) at least twice annually to determine reading readiness/reading level, and many students complete PALS QuickChecks on a regular basis to assess the effect of intervention programs. In addition, at the middle and secondary level students participate in the Gates MacGinitie reading assessments.

King William County Public School Division analyzes its performance data to determine effectiveness of school operations, programs, initiatives, and progress in meeting its goals and objectives. In addition, the division analyzes performance data to determine effectiveness of district initiatives, processes, and programs and to determine appropriate allocation of resources. The administrators analyze data collected from observations and walkthroughs of the classrooms. The Central Office staff conducts frequent audits of the instructional program at each school and provides resources for professional development based upon school improvement plans and teacher/administrator input.

As a result, in all of the King William County Public School Division's schools, instruction is data driven. Constant analysis of testing data is performed by all members of the staff. This analysis includes all quizzes, tests, 9-week assessments, and finally SOL results.

In addition, stakeholders' perceptions of the schools and the division are assessed through surveys of parents, faculty/staff, students, and community stakeholders. These climate surveys are issued annually. Results are analyzed by schools, by stakeholder groups, by the division, and by correlation of responses across the various groups. Administrators and teachers gather to review the data and to compare responses to previous years to determine trends.

#3. In what ways are stakeholders, including system and school staff, given opportunities to provide leadership and to contribute to the decision-making process?

Stakeholders are given opportunities to provide leadership through participation in the PTA boards, parent/teacher conferences, IEP teams, and STAT (Students Teacher Assistance Team), the superintendent's planning council, the superintendent's advisory council, Indian/Multicultural Advisory Council, the Title I Advisory Council, the Special Education Advisory Council, the School Health Advisory Board, the Gifted Education Council, the Technology Advisory Council, and through the parent resource center. The parent-teacher organizations meet on a regular basis to discuss concerns, ways to support the school, and/or provide advisory input to the administration. Parents are encouraged to share their concerns, suggestions, and areas of expertise with parent organization leaders and school administrators as well as in other advisory meetings where they are in attendance such as Advisory Boards. Also, community members and parents are encouraged to join the Superintendent's Planning Council, Parents for a Powerful Education Committee, the Technology Advisory, etc. as announced through advertisements in the *Tidewater Review* and the website.

Teachers and staff serve leadership roles by serving as lead teachers, grade level lead teachers and special education liaisons, and by serving on textbook selection committees, and pacing guide development committees. In addition, all of the schools have a School Improvement Team that consists of representatives from the faculty, staff, parents, and community.

Students are given the opportunity to lead through the Student Council Association (SCA). Some of the Student Council members meet monthly with the principal to offer advice, suggestions, ideas, and support for the schools. Some students also serve on the School Improvement teams at the middle/high school

level. Other opportunities for student leadership include, but are not limited to, Junior Beta, Student Organization for Developing Attitudes (SODA), Peer Mediations, Future Farmers of America (FFA), National Honor Society (NHS), and Safety Patrol.

Division-wide parent-teacher conferences are held twice a year, with additional conferences held on an as-needed basis. Special events in the school are open to the community and have become important to the culture of the school and the community. These events not only include the traditional student seasonal performances, but also include activities such as Donuts for Dads, Muffins for Moms, Fall Festival, Chili with Santa, Pennies for Pets, Career Days, Hoops for Heart and Adopt a Needy Family. These and other programs are held to encourage the community to visit the schools and observe and/or participate in school programs. The schools have encouraged community participation while still maintaining a high level of security. Our community members appreciate the security measures taken by the school to protect their children while still providing a welcoming atmosphere.

Professional learning communities have been developed at all King William County schools, where all members are encouraged to contribute. School division policies and programs are discussed openly in Superintendent Advisory and Planning Council Meetings.

In summary, stakeholders, including system and school staff, are given opportunities to provide leadership and to contribute to the decision-making process in one or more of the following ways:

- Parents and community members are invited to join and encouraged to participate in school and division committees and programs.
- School matters are discussed each month by the PTA executive board during meetings with the administrators and teachers who volunteer to participate.
- Every staff member is a member of one or more school improvement sub-committee(s).
- Every teacher and every instructional assistant participates in regular team meetings to review program effectiveness.
- Lead teachers, grade level leaders, and department chairs voice viewpoints from members of their subject level departments openly with the administration.
- The school administrators seek input from their faculty and support staff.
- Lead teachers, grade level leaders and department chairs meet with the principal near the end of the school year to discuss decisions involving scheduling, faculty needs, supplies and technology needs for the next year. Meetings are also held to discuss retention, promotion, and requirements for summer school including support for areas in need of improvement, such as professional development, mentoring and Plans of Action.
- The AdvancEd accreditation process has been teacher-led. The chairperson of the AdvanceEd Committee has been given the opportunity to organize and help direct the development and implementation of the school improvement plan and the division accreditation report. Administrators have provided oversight and support, and assembled report elements to assist the teachers and assistants who completed the analysis reported in this SAR.

As an example of stakeholder leadership, the following list contains names of our Teacher Leader Teams for Content and Technology:

Cool Spring Primary School

Language Arts – Michelle Vest
Mathematics – Cindy Arnold
Instruction – Lisa Thompson
Technology – Kathy Billmyer

Acquinton Elementary School

Language Arts – Nancy Coggeshall
Mathematics – Kelly Longest
History/Social Science – Ann Chatos
Science – Carol Sayre
Technology – David Lancucki

Hamilton Holmes Middle School

Language Arts – Kathy Gilman
Mathematics – Dave McCracken
History/Social Science – Travis Cooper
Science – Claire Evans
Technology – Audrey Mitchell

King William High School

Language Arts – Jan Williamson
Mathematics – Sandra Schrader
History/Soc Science – Connie Plum
Science – Nancy Farley
Technology – Dana Walker

ESL – Susan Benitez

4. What policies and processes are in place to ensure equity of learning opportunities and support for innovation?

The King William County School Division is continuously striving to ensure equity of learning opportunities and support for innovation. Many of the professional development activities which are implemented at each school and division-wide are related to this effort. All staff participate in the Professional Learning Communities approach to team-building and decision-making.

Research-based “best practices” are shared with faculty and staff at monthly faculty and department meetings and with instructional personnel during teacher workshops, grade level/content area meetings and electronic communications. In addition, each school has a formal school improvement plan which has been developed with input from all staff members to address areas determined to be in need of improvement based upon data acquired from the previous school year.

The Division has adopted a “Success Is the Only Option” policy. Special programs, including before school, during school and after school, have been established to provide opportunities for students who are behind to make-up work and receive remediation. One of the focuses of staff development during the past several school years has been the development of classroom differentiation strategies. In order to reach the needs of all children, the gifted program has been redesigned to help implement more differentiation in the classrooms at the elementary and middle school levels. In addition, software programs such as the Cortez math program have been purchased and implemented to allow students to proceed at an individually determined pace, allowing many to work ahead of grade level.

Teachers are encouraged to apply for workshops and seminars that help extend and enrich their teaching skills. These requests are honored to the extent budgets permit. Those who participate in these opportunities are expected to share what they learned with their colleagues during staff development sessions. Administrators constantly stress the fact that most innovations in education come “from the classroom, not the boardroom.” Teachers and assistants are encouraged to develop and propose innovative approaches to education, and these are supported whenever possible.

Collaborative classes ensure that all learning styles and learning levels are supported. Non-traditional modes of teaching are encouraged by the administration to make lessons both innovative and creative. Faculty members seek innovative ways to teach the curriculum to meet the needs of all students.

Various programs are offered to ensure that all students have an opportunity to learn. These programs include, but are not limited to: Alternative Education; Pre-K and Head Start; Gifted programs; Dual Enrollment Course Offerings; AP and Honors Course Offerings; Tutoring; Summer School; and, Career Technical Education (CTE) programs. Special Education services are offered to all students found eligible.

At the elementary and middle school level during weekly grade-level meetings, teachers review student achievement. Students who are achieving above grade level are assigned to groups that provide experiences that are more challenging. Students who are struggling, either behaviorally or academically, are referred to the Student/Teacher Assistance Team (STAT). This group meets as needed to recommend interventions to help struggling students with the underlying philosophy that behavior problems often grow out of academic difficulties. Students reading below grade level are provided Tier II and III interventions in small groups to help them catch up.

Various programs and populations are provided feedback and suggestions for improvement for the designated programs from Advisory Committees. The advisory reports are shared throughout the division. These advisory committees include: Special Education, Parents for a Powerful Education, Indian Education/Multicultural Advisory, Mentors/Mentees, School Health Advisory Board, Superintendent’s Advisory Committee, Student Council Advisory, Technology, CTE, and Professional Development.

Comprehensive programs of study at the elementary, middle and high school levels are reviewed and revised each year. These Programs of Study ([Cool Spring Primary](#), [Acquinton Elementary School](#), [Hamilton-Holmes Middle School](#) and [King William High School](#)) provide a variety of offerings designed to meet the needs of the students. The division administrators, school administrators and faculty members monitor the progress of students; and, concerns are shared at various school level and division-level meetings. Remedies may include making changes to the next year’s course of study offerings and/or making necessary changes during the year. The School Board is also involved in the review and revision of policies developed because of federal, state, and local requirements. These policies, including the Programs of Study, are aligned with the division’s mission statement, “The King William County School Division provides instruction in a challenging atmosphere to meet the educational needs of all students by supporting the efforts of the professional team and encouraging community involvement.”

In addition to the various committees, community members are also encouraged to attend board meetings at which revisions and updates to policies are brought before the School Board in open session. The public may participate in the “public comment” period of each meeting. Comments and feedback from

the public are encouraged. There is usually a one month period after the “public comment” meeting, giving the Board time to consider the introduction of new policies or revisions of present policies, before the Board members take action.

King William County Public School Division is a member of the Virginia School Boards Association. As a member of this Association, the Division subscribes to and uses the School Board policies as presented by the VSBA. Many of those policies address ensuring equity of learning opportunities and support for innovation.

Overall Assessment Rubric

Please complete the overall assessment for this standard which is a separate document that can be found next to the Standards Assessment Report on the AdvancED homepage at www.advanc-ed.org.

Teaching & Learning

STANDARD: The system provides research-based curriculum and instructional methods that facilitate achievement for all students.

Impact Statement: A system is successful in meeting this standard when it implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. The system ensures that teachers use proven instructional practices that actively engage students in the learning process; provide opportunities for students to apply their knowledge and skills to real world situations; and give students feedback to improve their performance.

Indicators Rubric

Please indicate the degree to which the noted practices/processes are in place in the school system. The responses to the rubric should help the school system identify areas of strength and opportunities for improvement as well as guide and inform the school system's responses to the focus questions.

INDICATORS		Not Evident	Emerging	Operational	Highly Functional
In fulfillment of this standard, the system:					
3.1	Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills				X
3.2	Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning			X	
3.3	Ensures that system-wide curricular and instructional decisions are based on data and research at all levels			X	
3.4	Supports instruction that is research-based and reflective of best practice			X	
3.5	Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity			X	
3.6	Allocates and protects instructional time to support student learning			X	
3.7	Maintains articulation among and between all levels of schooling to monitor student performance and ensure readiness for future schooling or employment			X	
3.8	Supports the implementation of interventions to help students meet expectations for student learning				X
3.9	Maintains a system-wide climate that supports student learning				X

3.10	Ensures that curriculum is reviewed and revised at regular intervals				X
3.11	Coordinates and ensures ready access to instructional technology, information and media services, and materials needed for effective instruction			X	

Definitions

Not Evident	Little or no evidence exists
Emerging	Evidence indicates early or preliminary stages of implementation of practice
Operational	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

Focus Questions

Please respond to the following questions regarding the processes that are in place to support the school system’s implementation of the research-based practices outlined in the indicators rubric. Responses to these questions should support the school system’s self-assessment on the indicators rubric. Be thorough and concise in your answers, focusing on quality and depth over quantity.

#1. How does the system ensure the alignment and articulation of curriculum, instructional strategies, and assessments in support of the expectations for student learning?

The King William County School system ensures that the curriculum, instructional strategies, and assessments are aligned with and support the [Virginia Department of Education Standards of Learning](#) in various ways. Grade level and content [pacing guides](#) are created and used for planning and instruction. Embedded within the pacing guide is a curriculum map that allows teachers to record the actual time taken and instructional strategies and assessments given. The pacing guides are reviewed and analyzed annually using curriculum maps, SOL test data, and 18-week assessment data to ensure the most effective use of instructional time. In addition to the Virginia Standards of Learning, the following resources are used in making decisions related to curriculum alignment and correlation of pacing guides: [Virginia Curriculum Framework](#), [Virginia Blueprints](#), [Enhanced Scope and Sequence](#), and [Virginia Released Tests](#).

Daily planning time is assigned to each teacher in the division. At the elementary and middle school levels, weekly collaboration time is utilized to ensure each teacher is cognizant of the SOL essential knowledge and vocabulary in each subject area when planning for lessons and/or common assessments. Similar meetings are held at the high school in content areas. Data from student assessments are also analyzed and used for planning purposes. During the planning process, teachers utilize research-based strategies for the most effective learning.

All schools develop and implement curriculum based on clearly defined expectations for student learning. This is evident in the [Code of Student Conduct](#), which clearly states expectations for students. At the high school level, the students are offered a curriculum that challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation for diversity. Students may select a standard diploma, an advanced studies diploma or may be found eligible for a modified standard diploma, based

on their academic interests and needs. Students may apply to attend the Chesapeake Bay Governor's School or to take dual-enrollment or Advanced Placement classes. Students may pursue business interests via the CTE department. Other students may pursue an interest in the military by enrolling in the Junior Reserve Officer Training Corps (JROTC) program. Students may choose to attend Richmond Technical Center in order to develop relevant and practical work skills. Those students with interest in certain classes may take advantage of the courses offered by the Department of Education through [Virtual Virginia](#).

King William County Public Schools provide for articulation and alignment between and among all levels of schools. Instructional leaders facilitate the articulation and alignment between and among all schools and meet with teachers from all levels to communicate any gaps or needs for change in alignment. To assist in the continuous curriculum alignment and correlation process, lead teachers have been appointed in each school in the core curriculum—Language Arts, Mathematics, History/Social Science, Science, and Technology. Each school has a school improvement plan that is aligned with the county's comprehensive plan. Special education teachers transition students at Individual Education Plan meetings from one school level to another, with representatives from both the sending and receiving schools present at these meetings. In addition, a career coach works at the high school. Guidance counselors provide information to all students about the programs offered at the various schools.

Each spring the high school principal, guidance counselor and athletic director meet with all eighth grade students. This presentation provides an overview of expectations for behavior and academic standards, as well as course options and extracurricular activities.

Administrators observe each teacher both formally and informally and collaborate with teachers to maximize instructional quality and effectiveness. Lead teachers and department chairs are encouraged to mentor and assist new teachers, or teachers in need of assistance, in providing quality teaching strategies aligned with the curriculum in support of the expectations for student learning. In addition, textbooks are selected through a process which supports a high correlation between the selected texts and the Virginia Standards of Learning and Curriculum Frameworks.

#2. In what ways does the system promote and support the implementation of research-based instructional strategies, innovations, and activities that facilitate achievement for all students?

It is the expectation of the King William Public Schools that the curriculum that is designed and the instructional strategies, innovations and activities that are used are research-based and reflective of best practice. Practices are supported by a variety of professional sources, including professional seminars or conferences, books, essays, dialogue among colleagues, and the World Wide Web. Teachers use a wide variety of strategies and activities to differentiate instruction and utilize technology to address the different learning styles of students. Computer labs are available for students to investigate and apply their learning. Methods used in classrooms include, but are not limited to: Think, Pair, Share; Know, Want to Know, Learn (KWL); Know, Understand, Do; Expert Student; Jigsaw; Reading partners; I do-You do-We do; and, analysis of reading selections. Teachers use Bloom's Taxonomy and 21st Century Learning Skills to develop lesson plans.

King William County provides staff development on research-based instructional strategies for all teachers before the school year begins and at regular intervals throughout the year. Additional training is provided for new teachers. Regular collaboration time is provided for each grade level to plan for and

support the use of the strategies. Documentation of the use of research-based strategies must be included in weekly lesson plans. Differentiation is also included in daily lesson plans and activities. Data is gathered, analyzed and used in conjunction with the most up-to-date research to make curricular and instructional choices. This process is used to ensure the opportunity for achievement for all students. When the data indicate that students have not mastered material, remediation through alternate teaching strategies is provided to students who are in need of those services. Data is again collected and analyzed to assess student progress and the cycle repeats itself.

King William County Public Schools encourage administrators and teachers to participate in professional development opportunities that occur in the locality and/or at the state and federal levels. All teachers are members of professional learning communities. *Failure Is Not An Option* strategies have been adopted. Staff members are expected to present information gained through attendance at conferences. Assessment data is disaggregated and analyzed to develop instructional strategies and improvement plans. Time for remediation and extended time for certain core subjects has been built into the schedule of schools. Teachers and administrators, including division-level staff, have collaborated to increase the availability and use of instructional technology, including the Programmed Learning/Assessment Program, SuccessMaker, the Interactive Achievement assessment program, and the widespread availability of Smart Board technology. Staff development needed has been provided as needed to access and adopt these technologies. All of these activities provide evidence of how King William County Public Schools promote and support the implementation of research-based instructional strategies, innovations, and activities that facilitate achievement for all students.

Finally as additional evidence of the system's promotion and support of the implementation of research-based instructional strategies, innovations, and activities that facilitate achievement for all students, King William County Public Schools is one of four school divisions in the state that has been awarded the Content Literacy Continuum Grant. The primary goal of this grant is to establish a coordinated school-wide approach to improve literacy for all students in secondary schools that will enable students to meet higher standards.

#3. What processes are implemented to ensure that all staff members are well-prepared to support and implement the district's expectations for student learning?

There are several methods by which King William County Public Schools ensure that all staff members are well-prepared to support and implement the district's expectations for student learning. Annual pre-service staff development sessions for all staff focus on instructional practices and the evaluation of student performance to maximize achievement are provided. Convocation sets the stage for a year of teaching and learning. New teachers participate in orientation and mentoring programs. Division workshops are provided to develop common curriculum mapping and pacing guides.

During the year, the division offers support for teachers and assistants to attend conferences to the extent possible and to address needs identified through data analysis. It is during convocation and the beginning of school in-service week that the direction, targets, and goals are established. Professional development activities are presented on teacher work days throughout the year with emphasis placed upon differentiation. Annual summer enrichment opportunities, most of them free, are offered to staff through a partnership between our division and Rappahannock Community College. In addition, the Division has promoted partnerships with area agencies to help teachers develop specialized skills. These partnerships include, but are not limited to, a contractual relationship with Commonwealth Autism, the College of

William and Mary Teaching and Technical Assistance Center (TTAC), SURN (School and University Research Network (SURN), Virginia Commonwealth University (VCU), and the TTAC at Old Dominion University.

The evaluation process for all King William County Public Schools administration and faculty is focused upon planning and assessment and the delivery of relevant instruction in a safe environment conducive to learning. Growth and improvement are the basis around which this process operates. Continuous observations of classroom instruction are conducted and areas of weakness are immediately addressed. Peer observation, professional development, collegial partnerships, and mentoring are some of the methods used in this model. In addition, King William County Public Schools allocates and protects instructional time to support student learning.

#4. How does the system ensure that all students and staff have access to comprehensive information, instructional technology, and media services?

The King William County Public School Division maintains a [website](#) for the school system that provides information to staff, parents, and students. The Division and schools' websites offer links for further information including instructional websites and resources. Faculty, parents, and students may access information through the use of programs such as [PowerSchool®](#). Various handbooks are available as a resource for information and services; these handbooks are also available on the website. Parents and students periodically receive newsletters from their respective schools and teachers.

In order to meet more of the needs of the community, the school division collaborates with the county parks and recreation department to offer summer enrichment and recreation programs in our primary and elementary school. A Parks and Recreation after-school program for the children of working parents is also offered. The school division offers free summer school for all K-8 students identified by their teachers as struggling in reading or math. This program operates for four hours each morning, Monday-Thursday during five weeks in June and July. This past summer the school division offered for the first time, a "Jump Start Camp" for two weeks in August. This program was offered for students in the intervention-based, transition classes, in order to enhance their readiness to be successful at grade level in September. In addition to the "Jump Start Camp", our students were able to participate in an architecture camp and a summer Regional Governor's School.

Teacher evaluation occurs at regular intervals to ensure that teachers are using the most up-to-date equipment and resources available. Collaboration and communication within and across grade levels is also scheduled regularly to ensure common planning and use of essential knowledge and vocabulary as provided in the Virginia Standards of Learning. Staff development is provided at monthly faculty meetings, through county in-services, and additional workshops from the local community college.

Professional development is provided for instructional technology throughout the year. A flexible system for the use of technology resources is maintained at each school. Weekly classes in the computer lab or media center using the mobile laptop stations (COW) and Smart Boards are provided. Teachers utilize innovative instructional tools such as United Streaming, Palm Pilots, and Smart Boards to enhance learning opportunities for students. [PD 360](#) training has been provided and schools and individual teachers utilize this to improve teaching. Lead technology teachers help teachers integrate technology into their core lessons.

A variety of equipment is available for use at the schools, dependent upon the instructional program. This equipment includes, but is not limited to: overhead projectors in each classroom, LCD projectors, sets of laptop computers (COWS), Smart Boards, desktop computer labs, TI83+/TI 84+ calculators (seven class sets) with (7) teacher overhead calculators for presentation, digital voice recorders, digital cameras, S-cables for television, student computers in each classroom, camcorders, Palm Pilots, Pasco Probe Ware and Document Cameras.

King William County Public Schools are also a participating member of *The Four Rivers Technology in Education Consortium*. This membership entitles the school division to participate in training sessions, to receive information related to technology applications in the classroom and to acquire technology equipment and resources which would normally be out of the financial reach of the system operating alone.

A technology lead teacher and an Instructional Technology Resource Specialist (ITRS) are available to assist the faculty in the integration of technology and technological resources in the instructional program. The division's Instructional Technology Resource Specialist (ITRS) consults with teachers on educational technology matters, provides staff development on new programs, models instructional practices, and helps troubleshoot software and hardware problems. The network specialists and hardware technicians have developed an [online help system](#) that ensures that technology problems are dealt with quickly.

Technology resources are included in the [pacing guides](#) and teachers are encouraged to use these valuable resources in the classroom. As new technologies are introduced, teachers are given training as to their most productive use in the classroom.

The following is a partial software list of the items available at one or more schools: United Streaming, Microsoft Photo Editor, EPat, Real Player, Renaissance Place, Inspire Data 1.5, Match Concepts, SuccessMaker, Earobics, Destination Reading and Math, PBS online, Worldwide view, Jefferson Lab, Kidspiration 2, Photo Story, Accelerated Reader, Interactive Achievement, Microsoft Office, Dreamweaver, Study Island, SOL Pass, Rosetta Stone, Inspiration 8, Go Grolier, Accelerated Math, and Audacity. Websites routinely used for review and mastery include Moodle® and Quia®. In addition at the high school, there are literature CDs that accompany the textbooks for the English department and audio tapes and videos that complement foreign language instruction.

Each school has a certified media specialist and a media center aide to assist students and teachers. Checkout and informational retrieval methods are taught to students. Students are also instructed on methods of searching for information to complete projects, reports, or personal investigations. The media specialist also supports the literacy program by encouraging students to read. This past summer the libraries at CSPA and AES were opened every other week for book checkout.

Overall Assessment Rubric

Please complete the overall assessment for this standard which is a separate document that can be found next to the Standards Assessment Report on the AdvancED homepage at www.advanc-ed.org.

Documenting & Using Results

STANDARD: The system enacts a comprehensive assessment system that monitors and documents performance and uses these results to improve student performance and system effectiveness.

Impact Statement: A school system is successful in meeting this standard when it uses a comprehensive assessment system based on clearly-defined performance measures. The assessment system is used to assess student performance on expectations for student learning, identify gaps between expectations for student learning and student performance, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. The assessment system yields timely and accurate information that is meaningful and useful to system and school leaders, teachers, and other stakeholders in understanding student performance, system and school effectiveness, and the results of improvement efforts.

Indicators Rubric

Please indicate the degree to which the noted practices/processes are in place in the school system. The responses to the rubric should help the school system identify areas of strength and opportunities for improvement as well as guide and inform the school system's responses to the focus questions.

INDICATORS		Not Evident	Emerging	Operational	Highly Functional
In fulfillment of this standard, the system:					
4.1	Establishes and implements a comprehensive assessment system, aligned with the system's expectations for student learning, that yields information which is reliable, valid, and bias free			X	
4.2	Ensures that student assessment data are used to make decisions for continuous improvement of teaching and learning				X
4.3	Conducts a systematic analysis of instructional and organizational effectiveness, including support systems, and uses the results to improve student and system performance			X	
4.4	Provides a system of communication which uses a variety of methods to report student performance and system effectiveness to all stakeholders			X	
4.5	Uses comparison and trend data from comparable school systems to evaluate student performance and system effectiveness			X	
4.6	Demonstrates verifiable growth in student performance that is supported by multiple sources of evidence			X	
4.7	Maintains a secure, accurate, and complete student record system in accordance with state and federal regulations			X	

Definitions

Not Evident	Little or no evidence exists
Emerging	Evidence indicates early or preliminary stages of implementation of practice
Operational	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

Focus Questions

Please respond to the following questions regarding the processes that are in place to support the school system's implementation of the research-based practices outlined in the indicators rubric. Responses to these questions should support the school system's self-assessment on the indicators rubric. Be thorough and concise in your answers, focusing on quality and depth over quantity.

#1. How is the assessment system currently used throughout the school system and its schools to guide analysis of changes in student performance?

The King William County School Division enacts a comprehensive assessment system consisting of assessments that are incorporated into the learning process of all students. Assessments are: formative/summative, objective/subjective, referencing (criterion-referenced and norm-referenced), and formal/informal. Staff members monitor and document student performance on a daily basis and analyze student data over time to improve student learning. Targeted improvements, derived from data, are incorporated into the district and school improvement plans. Data resulting from various assessments are used for, but not limited to, guiding instruction and identifying and providing remediation and intervention to students. Division and school assessments are as follows:

- Phonological Awareness Literacy Screening (PALS)
Teachers use PALS QuickChecks to monitor student reading progress on a regular basis to constantly revise flexible instructional grouping.
- Kindergarten Readiness Assessment
- Gates MacGinitie Reading Tests
- Contextualized Reading Fluency and the Test of Silent Reading Fluency (CLC Grant, grades 6-11)
- Lexile Scores from SOL Reading Tests (CLC Grant, grades 6-11)
- Stanford 10 (grades 2 and 6, Gov. School Applicants)
- Virginia Assessment Program (VAP/grades as appropriate)
Assessment data are analyzed along several dimensions:
 1. Longitudinal comparison for aggregate and disaggregate (AYP subgroups)
 2. Longitudinal comparisons for a pattern of growth/lack of growth over time by test/by reporting category and current and longitudinal gaps among subgroups
 3. Individual student growth over time
 4. Item analysis (Student Performance by Question)
- World-Class Instructional Design and Assessment (WIDA/English Language Learners)
- Preliminary Scholastic Aptitude Test (PSAT/grade 10)
- Scholastic Aptitude Test (SAT/grade 8 gifted students and high school students)
- Division Benchmark Assessments (every nine weeks)
Data is used by the teachers to analyze student working knowledge of content presented in each quarter through item analysis and to determine strengths and

weaknesses of students for remediation. Interactive Achievement is still in its infancy.

- Classroom/Teacher-Made Tests
Teachers use classroom assessments at an even more granular level to identify skills for re-teaching.
- Classroom Walk-Through Building Audit Process
- Armed Services Vocational Aptitude Battery (ASVAB/grade 11)
- National Merit Scholarship Qualifying Test (NMSQT/grade 10)

#2. What are you doing to ensure the assessment results are timely, relevant, and communicated in a way that can be used by the system, its schools, and stakeholders to aid the performance of individual students?

At the school level the principal uses PemSolutions to access preliminary Standards of Learning (SOL) test data from the Student Data Extract File; preliminary results are analyzed in terms of percent passing at advanced and proficient and percent failing. The information is passed on by the principal to the lead teachers and department chairs who pass the information on to the appropriate teachers. Discussion takes place as to how the data will be used to improve student achievement. When the final results are received the same process occurs to check for any added information. The PLC process guides the dissemination of student performance data from receipt, to analysis, to revision, to implementation.

Principals, guidance counselors, lead teachers, department chairs, and School Test Coordinators (STCs) use Virginia's Education Information System (EIMS) as another tool for disaggregating student results. Principals, assistant principals, and testing coordinators are able to use the Individual Student Assessment tab to track a student's performance over several SOL tests or to access a student's historical data if moving in from another division. The information, in turn, is passed on to lead teachers and department chairs who pass the information on to the appropriate teachers. The information can be passed on at faculty meetings, team meetings, grade level meetings, or department meetings. The same process is utilized for other assessments at the school level utilizing disaggregation programs.

The Division Director of Testing, DDOT, supplies test data as needed to staff. The DDOT utilizes PemSolutions, EIMS, and the SOL Tracker programs to disaggregate information for division and school staff. The DDOT is responsible for the disaggregation of any test information upon request.

School Board members are given reports on test results during the school year. The data are used in determining how resources will be allocated in the budget.

Assessment results are provided to staff and parents through various avenues as follows.

- Interim Grade Reports
- Nine-week Report Cards
- Online Grade Book
- E-mail, Telephone Calls (Voice Mail)
- Mailings
- Division Website
- School Calendar (Test Dates)

- Weekly Newsletters
- Friday Folders
- Daily Agenda
- Virginia Department of Education School Report Cards
- Parent Teacher Conferences

#3. How are data used to understand and improve overall effectiveness of the school system and its schools?

Through item analysis teachers have identified instructional areas that need to be strengthened. The information is used to remediate the areas of weakness. Remediation is provided for all students to assist in preparing for Virginia's assessments. Parents of students who are at risk of failing are encouraged to ensure the child attends the tutoring sessions. Students can also participate in enrichment, PALS, and summer school. King William High School National Honor Society student members work with teachers throughout all academic areas to provide tutoring for students. Attendance at SOL Blast sessions are mandatory for students prior to taking an expedited retake. SODA members assist students in Grade 4.

The analysis of disaggregated Standard of Learning (SOL) test data is used to help develop the annual school improvement plans. Also, data gained from surveying the staff, students, and parents are used to help design strategies used in the school improvement plan. Data drives all instructional decisions and student progress. Data are used to initiate any referrals to the local Gifted Program and to initiate and guide the process of identifying students for Special Education services. No student is referred to the Special Education identification process except through the filter of the STAT process.

The school division has incorporated a process to review curriculum and pacing guides each year. SOL, report card, and mapping data are used to target curriculum and instructional gaps. Division administrators work with building administrators to conduct building academic reviews. During the review, the team examines the following information: school improvement plans, division curriculum guides, alignment, pacing guides, lesson plans, assessment materials, schedules, and effective use of instructional strategies. At the conclusion of the review, the team provides a report of findings and may require the school to revise its School Improvement Plan. The essential actions that the school will be required to address are listed in the report. A copy is also provided to the school board. The process is valuable to all involved concerning instruction and engagement.

The new student data management system, [PowerSchool®](#), provides an electronic data bank of all student data. With the new system, the school division is able to assemble trend data.

#4. How are staff members across the system and its schools trained to understand and use data to impact teaching and learning in the classroom?

Professional development in data disaggregation is provided to all staff in the division. Administrators and teachers receive training from conferences and local workshops. Teachers with expertise in critical areas are called upon to train others. There have been training sessions held after school by assistant principals and the technology lead teacher. Lead teachers are trained to interpret data from the Tracker Program's Golden Package and work with the departments to analyze test data and develop instructional improvement strategies. Dr. Walstrom provided in-service training to administrators and lead teachers on the use of the Golden Package. The administrators used this report to train their staff. The Virginia

Department of Education and Pearson have provided training using the EIMS program and PemSolutions. The DDOT held training sessions at the schools on the use of EIMS.

Overall Assessment Rubric

Please complete the overall assessment for this standard which is a separate document that can be found next to the Standards Assessment Report on the AdvancED homepage at www.advanc-ed.org.

Resource & Support Systems

STANDARD: The system has the resources and services necessary to support its vision and purpose and to ensure achievement for all students.

Impact Statement: A system is successful in meeting this standard when it has sufficient human, material, and fiscal resources to implement a curriculum that: enables students to achieve expectations for student learning, meets special needs, and complies with applicable regulations. The system employs and allocates staff well-qualified for their assignments. The system provides ongoing learning opportunities for all staff to improve their effectiveness. The system ensures compliance with applicable local, state, and federal regulations.

Indicators Rubric

Please indicate the degree to which the noted practices/processes are in place in the school system. The responses to the rubric should help the school system identify areas of strength and opportunities for improvement as well as guide and inform the school system's responses to the focus questions.

INDICATORS		Not Evident	Emerging	Operational	Highly Functional
In fulfillment of this standard, the system:					
	Human Resources				
5.1	Establishes and implements processes to recruit, employ, retain, and mentor qualified professional and support staff to fulfill assigned roles and responsibilities			X	
5.2	Establishes and implements a process to assign professional and support staff based on system needs and staff qualifications as may be required by federal and state law and regulations (i.e., professional preparation, ability, knowledge, and experience)			X	
5.3	Establishes and implements a process to design, evaluate, and improve professional development and ensures participation by all faculty and staff				X
5.4	Ensures that staff are sufficient in number to meet the vision and purpose of the school system and to meet federal and state law and regulations, if applicable			X	
	Financial Resources				
5.5	Engages in long-range budgetary planning and annually budgets sufficient resources to support its educational programs and to implement its plans for improvement			X	
5.6	Ensures that all financial transactions are safeguarded through proper budgetary procedures and audited accounting measures				X

	Physical Resources				
5.7	Maintains sites, facilities, services, and equipment to provide a safe, orderly, and healthy environment				X
5.8	Establishes and implements written security and crisis management plans with appropriate training for stakeholders				X
5.9	Implements processes and plans for maintaining and improving sites, facilities, and equipment			X	
5.10	Provides technology infrastructure and equipment that is up-to-date and sufficient to accomplish the system's goals				X
	Support Systems				
5.11	Provides and coordinates support services that meet the health, counseling, nutrition, safety, co-curricular, transportation, and special learning needs of all students			X	
5.12	Provides student support services coordinated with the school, home, and community			X	

Definitions

- Not Evident Little or no evidence exists
- Emerging Evidence indicates early or preliminary stages of implementation of practice
- Operational Evidence indicates practices and procedures are actively implemented
- Highly Functional Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

Focus Questions

Please respond to the following questions regarding the processes that are in place to support the school system's implementation of the research-based practices outlined in the indicators rubric. Responses to these questions should support the school system's self-assessment on the indicators rubric. Be thorough and concise in your answers, focusing on quality and depth over quantity.

#1. What is the school system's process for recruitment, induction, placement, development, evaluation, and retention of qualified professional and support staff across the system and its schools?

King William County Public Schools follows the process for recruitment outlined in the Code of Virginia as well as the guidelines set forth in King William County Public Schools policy manual. Professional staff and support staff vacancies are posted on the King William County Public School Division's website as well as the Virginia Department of Education's website. In addition, administrators attend teacher job fairs.

Each full-time employee attends new employee orientation. This orientation covers general day-to-day operating procedures and instructional information such as strategies, classroom management, pacing guides, nine-week assessments, Standards of Learning, Curriculum Frameworks, Blueprints, Enhanced Scope and Sequence, and Professional Learning Community information. Insurance information (medical, dental, life, and other employee benefits) are also presented during orientation.

A mentoring program is in effect to support new teachers. This mentoring program is based on the Santa Cruz model. New teachers are paired with veteran teachers, usually in the same discipline, to offer support with differentiation of lessons, pacing, classroom management, and so forth.

At the beginning of each new school year, convocation is held where teachers and retirees are recognized for their years of service in King William County Public Schools. Returning teachers are recognized beginning with those having 10 years of service and higher. The Teacher of the Year for the county is recognized, and this person addresses the audience giving insight into what they consider makes King William County Public Schools a great place to work.

Ninety-four percent of King William County Public School Division's teachers are highly qualified. Class size is closely monitored with a goal of no more than 24 students in a class.

All teachers are evaluated using a system of formal and informal observations with follow-up meetings with evaluating administrators. The process for evaluation can be found in the Evaluation Handbook which is available in each principal's office and on the website under Novell Delivered Applications.

All professional staff members are required to attend monthly faculty meetings. Departmental meetings are also held monthly so that department members can share and work together to maintain consistency throughout each department.

#2. How does the leadership ensure that the allocation of financial resources is supportive of the school system's vision, programs, services, and its plans for continuous improvement?

The School Board and School Board Budget Committee establish goals as part of an annual planning process. These budget goals are directly related to the division's mission, values and goals. Budgetary goals for the 2009-2010 school year are to support instruction to promote student achievement, to offer valuable teacher in-service to support continued growth in the teaching profession, and to maintain positions. Approximately 85% of the total budget is comprised of salaries and benefits. This annual process ensures that finances are distributed and spent in a fiscally responsible manner.

In addition, each school and central office instructional departments develop annual improvement plans. During this process, individuals are required to prioritize financial resources. This, again, ensures that funding is directly related to our goals and to those areas in need of improvement.

The administration follows the guidelines established by the finance department of the central office regarding expenditures. In addition, the School Board works with the King William County Board of Supervisors during the budget process.

#3. How does the school system ensure, support, and monitor the provision of resources and support services that meet the needs of all students?

The mission of King William County Public Schools is to provide support and services for all students. Our "Journey to Extraordinary" and the development of a professional learning community ensure this is not only a mission, but it is a reality for the students in King William County. Appropriate services are provided to all students at all levels.

King William County Public Schools Division serves 76 preschool students (VPI and Title I) and supports the local Head Start program by providing two classrooms and transportation for those students. At each level, a Student Teacher Assistance Team (STAT) exists so that students who are struggling are immediately identified and provided with additional assistance. During the current school year, each school will be developing a pyramid of interventions for all students.

Special needs students receive services in special education and general education classes through the following interventions: Individual Education Plans (IEP's), 504 Plans, preschool programs and through Physical and/or Occupational Therapy and Speech and Language Services.

Students may also receive services and interventions during remediation/enrichment blocks, in one of our alternative programs, counseling programs, or through our partnership with the community services board.

A crisis plan manual is maintained in all buildings and outlines procedures for all types of emergency situations. These manuals are current with practice drills and can be implemented immediately in the event of a real crisis. In addition, King William County Public Schools employs a School Resource Officer that is available as needed at any of the four schools.

Additional student services are provided through partnerships with other community agencies and stakeholders. Title I and ELL services are provided during the school day. Homeless services are provided for students who meet the qualifications per the McKinney-Vento Act. King William School Division also works with social services, the local Virginia Cooperative Extension Service agent, parent-teacher organizations, and with King William County Parks and Recreation.

The school nurses provide each teacher with a booklet containing the pictures of all students with medical conditions and procedures to ensure the safety of these students.

[PowerSchool®](#) is available from any computer in the schools as well as on teachers' personal home computers providing demographics for all students enrolled in the teacher's classes.

Overall Assessment Rubric

Please complete the overall assessment for this standard which is a separate document that can be found next to the Standards Assessment Report on the AdvancED homepage at www.advanc-ed.org.

Stakeholder Communications & Relationships

STANDARD: The system fosters effective communications and relationships with and among its stakeholders.

Impact Statement: A system is successful in meeting this standard when it has the understanding, commitment, and support of stakeholders. System and school personnel seek opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts.

Indicators Rubric

Please indicate the degree to which the noted practices/processes are in place in the school system. The responses to the rubric should help the school system identify areas of strength and opportunities for improvement as well as guide and inform the school system’s responses to the focus questions.

INDICATORS		Not Evident	Emerging	Operational	Highly Functional
In fulfillment of this standard, the system:					
6.1	Fosters collaboration with community stakeholders to support student learning			X	
6.2	Uses system-wide strategies to listen to and communicate with stakeholders			X	
6.3	Solicits the knowledge and skills of stakeholders to enhance the work of the system			X	
6.4	Communicates the expectations for student learning and goals for improvement to all stakeholders				X
6.5	Provides information that is meaningful and useful to stakeholders				X

Definitions

Not Evident	Little or no evidence exists
Emerging	Evidence indicates early or preliminary stages of implementation of practice
Operational	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

Focus Questions

Please respond to the following questions regarding the processes that are in place to support the school system's implementation of the research-based practices outlined in the indicators rubric. Responses to these questions should support the school system's self-assessment on the indicators rubric. Be thorough and concise in your answers, focusing on quality and depth over quantity.

#1. How does the school system's leadership ensure that the system and its schools are responsive to community expectations and stakeholder satisfaction?

King William County Public Schools ensures that it is responsive to community expectations and stakeholder satisfaction through a variety of methods. During the 2008-2009 school year a survey was given to stakeholders as a means of gaining insight on the perceptions of the school division. The survey was distributed through several different mediums including an online survey that could be accessed on the King William County Public Schools (KWPCPS) website, Secondary students were asked to complete the survey at school, and a hard copy of the survey appeared in "Our Children, Our Schools" which is a quarterly report mailed to every home in King William County. The different methods of disseminating the survey optimized response rates from the community and stakeholders with regards to their opinions regarding King William County Public Schools.

Many meetings are held throughout the school year that allow for stakeholder input. The following are several examples.

- Monthly School Board meetings are open to the public and the opportunity for public comment is available at each meeting. The minutes from these meetings are posted on the KWPCPS website.
- PTA meetings
- There are several advisory committees that include stakeholder representatives such as the Student Health Advisory Board (SHAB), Indian Education/Multicultural Committee, Title I Committee (Parents for a Powerful Education), the Gifted Advisory Committee, Planning Council, Special Education Advisory, and the Superintendent's Advisory Committee.
- Parent/Teacher conferences allow teachers to receive feedback from parents and give them an opportunity to work together to improve student learning.

During the 2005-2006 school year, a telephone communication system was implemented to contact parents and employees regarding critical response issues such as emergency situations, school closing/delay, early dismissal, or other information, such as PTA meetings, awards ceremonies, etc. that may need to be communicated with the various stakeholders quickly and efficiently.

Administrators contact teachers immediately if they become aware of a community or stakeholder concern, and involve teachers in resolving all concerns. Teacher and administrator contact numbers and email addresses are published online, and administrator contacts are included in every publication. Parents are encouraged to call or write with any questions or concerns. A prompt response is provided to every inquiry. Finally, the question we ask in meetings when it is time to make a decision is, "What is the best thing we can do for the child?" It is also believed that those closest to an issue are able to make the most informed decisions regarding it. Usually, only after opportunities to resolve circumstances fail, are they addressed at higher levels.

#2. *What avenues are used to communicate information to stakeholders about the effectiveness of the school system and its schools, including the sharing of student performance results?*

King William County Public Schools has various communication tools that allow it to communicate with its stakeholders. Each week there are articles in the local newspapers regarding accomplishments, activities, etc. of the students and staff members. The “Our Children, Our Schools” publication is sent to all homes in King William County. The schools’ and division’s websites contain the most up-to-date information about the division. Teacher newsletters are sent home and published on the web. The cafeteria menu and student cash accounts are available online and parents may add money to their child’s account online. Each year we publish and distribute to every family the *Code of Student Conduct*, *School Calendar* and *Program of Studies*. Each child receives an agenda which is free of charge and includes essential information about the school and what students need to do to be successful. The automated, [SchoolMessenger®](#) calling system is utilized to send reminders to all families or a targeted segment of families about upcoming events, such as PTA meetings, early release days, important tests, awards assemblies, and parent conferences. In addition, administrators attend local civic organization meetings to share information about the schools.

Overall Assessment Rubric

Please complete the overall assessment for this standard which is a separate document that can be found next to the Standards Assessment Report on the AdvancED homepage at www.advanc-ed.org.

Commitment to Continuous Improvement

STANDARD: The system establishes, implements, and monitors a continuous process of improvement that focuses on student performance.

Impact Statement: A system is successful in meeting this standard when it implements a collaborative and ongoing process for improvement that aligns the functions of the system with the expectations for student learning. Improvement efforts are sustained and the system and its schools demonstrate progress in improving student performance. New improvement efforts are informed by the results of earlier efforts through analysis of student performance, system effectiveness, and assessment of the improvement process.

Indicators Rubric

Please indicate the degree to which the noted practices/processes are in place in the school system. The responses to the rubric should help the school system identify areas of strength and opportunities for improvement as well as guide and inform the school system's responses to the focus questions.

INDICATORS		Not Evident	Emerging	Operational	Highly Functional
In fulfillment of this standard, the system:					
7.1	Engages in a continuous process of improvement that articulates the vision and purpose the system is pursuing (Vision); maintains a rich and current description of students, their performance, system effectiveness, and the community (Profile); employs goals and interventions to improve student performance (Plan); and documents and uses the results to inform future improvement efforts (Results)			X	
7.2	Engages stakeholders in the processes of continuous improvement			X	
7.3	Ensures that each school's plan for continuous improvement is aligned with the system's vision and expectations for student learning			X	
7.4	Ensures that each school's plan for continuous improvement includes a focus on increasing learning for all students and closing gaps between current and expected student performance levels			X	
7.5	Provides research-based professional development for system and school personnel to help them achieve improvement goals			X	
7.6	Monitors and communicates the results of improvement efforts to stakeholders			X	
7.7	Evaluates and documents the effectiveness and impact of its continuous process of improvement				X
7.8	Allocates and protects time for planning and engaging in continuous improvement efforts system-wide			X	

7.9	Provides direction and assistance to its schools and operational units to support their continuous improvement efforts			X	
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Definitions

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Emerging	Evidence indicates early or preliminary stages of implementation of practice
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Focus Questions

Please respond to the following questions regarding the processes that are in place to support the school system's implementation of the research-based practices outlined in the indicators rubric. Responses to these questions should support the school system's self-assessment on the indicators rubric. Be thorough and concise in your answers, focusing on quality and depth over quantity.

#1. Describe the process for continuous improvement used by the school system and its schools and the impact of this process on student learning and system effectiveness.

In January of 2004, the citizens in King William County elected four new school board members. With this change in leadership, the new School Board felt that it was an appropriate time to re-visit the mission, vision, goals and priorities of the school division. The School Board developed a draft of the mission, vision and priorities for a review by stakeholders. Once stakeholders, including faculty and staff members, parents, and community members were able to review and provide feedback, the School Board adopted the current mission, vision, goals and priorities. During August of each year, the administrative team consisting of central office staff and building level administrators reviews the division mission, vision, goals and priorities. After this initial review by administrators is completed the vision, mission, and priorities are reviewed by the administrative team and the Superintendent's Planning Council. (The council is a representative group of stakeholders.) The Council also works to ensure that the Comprehensive Plan is correlated with the division's mission, vision, goals and priorities.

In addition, as we enhance the professional learning community in King William, time is spent during staff development, grade level, school level, department, and school improvement meetings discussing the mission, vision, goals and priorities and how they influence and guide instruction in the classroom.

Each year, the schools develop and maintain School Improvement Plans that are closely aligned with the county mission, vision, priorities and goals. The plans are developed with cooperation between school administration, leadership teams, teachers, parents and students (as appropriate). They are reviewed and discussed at faculty meetings, department head meetings, department meetings and by individual faculty and staff members.

All faculty members serve on a school improvement team. Each School Improvement Plan includes objectives that address Instruction, Professional Development, Climate, Student Achievement, and Curriculum. The baseline data and goals are established by the administration and leadership team, while the strategies, resources, persons responsible, projected time frame, and evidence of implementation of strategies are created by each school improvement team. Each area of the School Improvement Plan is developed using historical data as a baseline for improvement. The plan includes specific objectives that are relevant and measurable. Strategies for meeting the objectives are detailed along with the resources that are needed, evidence of implementation of strategies, person(s) responsible and projected time frames. Each objective is directly tied to student learning and system effectiveness. Administration regularly monitors progress being made toward each goal. Adjustments to strategies are implemented as needed to ensure continual progress toward achievement of the objectives. The plans are "living documents" that are continually revised for the purpose of improving achievement for each child.

In addition to division and school improvement plans, each teacher develops annual personal goals that are correlated to the goals of the School Improvement Plan. Teachers and administrators regularly monitor progress towards these goals.

Each nine-weeks, teachers, administrators, central office staff, departments, grade-levels, etc. assess the students' progress and mastery of the content taught during that nine weeks. Tests are developed for each of the four core content areas and the students are given practice writing prompts. The data from these tests as well as data from each year's Standard of Learning (SOL) tests are disaggregated and used by teachers and staff to make instructional and pacing decisions.

Instruction and assessment are data driven and staff development programs are geared toward areas identified to improve instructional implementation.

#2. What process is used to ensure that the improvement goals reflect student learning needs and are aligned with the vision and purpose of the school system and its schools?

At the beginning of the year, each teacher reviews his/her specific SOLs, curriculum frameworks, blueprints, and enhanced scope and sequence for subject and grade level. Grade levels and/or departments meet to discuss goals and improvement plans to allow for synchronization of strategies that can be used during the year. These strategies are monitored at the end of the first quarter by central office, school level administrators, and teachers by the examination of benchmark testing results.

Benchmark testing takes place at the end of each grading period to evaluate the progress that the students in each class are making in relation to the SOLs that are required for that grade level. The teacher evaluates the results of each strand of each test and uses this information to re-teach for remediation purposes. Benchmark test results are used to revise pacing guides and to develop annual goals and school improvement plans.

Each teacher is required to establish annual goals at the beginning of the new school year. These must be connected to the curriculum, student learning, the school improvement plan, and the vision, mission and goals. The goals are submitted to the Principal for approval. Progress toward meeting goals is monitored throughout the year by walkthroughs, teacher/administrative observations, benchmark and SOL results, and formative and summative evaluations. Administrators ensure that goals reflect student learning and needs are aligned with the vision and purpose of the school system. Goals are to include multiple methods of assessing student learning and mastery of the curriculum.

Assessments are aligned with the pacing guides developed by staff members and all efforts are taken to mimic Virginia SOL testing procedures including online, secured testing. In conjunction with assessment, a system of remediation has been established to assist all students who perform poorly on the assessments. Grade levels and/or departments meet regularly to discuss curriculum, pacing and test effectiveness.

Instructional staff and administrators meet each month within the context of the School Improvement Plan to reflect on goals, to celebrate progress, and to identify areas in need of improvement.

The following information/data/documents are reviewed as a means of determining annual needs:

- Standards of Learning test results
- Nine-, Eighteen-, and Twenty-seven week assessment results
- PALS results
- Stanford 10 results

- Gates MacGinitie results
- Teacher-developed assessment results
- ACCESS for ELLs results
- Teacher surveys
- Discussions at Lead Teacher meetings, Title I meetings, and Principal's meetings
- Academic Review results
- Six-Year (comprehensive) Plan
- Scorecard results
- Previous year's school improvement plan

The items listed above are used by administrators to develop the division and school-level improvement plans.

#3. What process is used to ensure that system and school personnel are provided professional development and technical assistance to implement interventions and achieve improvement goals?

King William County Public Schools use lead teacher meetings, department and/or grade level meetings, faculty meetings and staff surveys to ensure that school personnel are provided professional development and technical assistance to implement interventions and achieve improvement goals. When needs are discovered, faculty members collaborate with their colleagues, attend conferences, research best practices, and are provided with staff development at the building level.

Professional development is provided in a number of ways: during annual pre-service days in August and September; on periodic teacher work days during the school year; in brief, after-school sessions and during some faculty meetings; via an online staff development program scheduled to be implemented this summer; via a collaboration with the local community college that provides free sessions in July for teachers and administrators; and via teacher collaborative meetings.

When determining professional development programs, data is used to determine the areas of greatest need. Professional development plans are then discussed at division-level and school-level meetings. In addition, goals and plans are discussed at advisory meetings.

Based on the data from student assessments, teacher surveys, and discussions the following were identified as priority needs:

- Professional Learning Community training
- Word Study training
- Number and Number Sense training
- Differentiation Strategies
- Increasing the Highly Qualified Teacher (HQT) percentage

The identified needs were addressed in the 2008-2009 and 2009-2010 Local Consolidated Application and were as follows:

- Staff will participate in professional development activities that improve knowledge based on certification needs, enhancing the professional learning community in King William,

HOUSSE, SOL results, National Board Certification requirements and identified needs as evidenced by staff development agencies and division schedules.

- Administrators, teachers and paraprofessionals will 1) participate in college-level courses; 2) attend institutes, conferences, etc. that focus on closing the achievement gap and implementing effective instructional strategies; and, 3) continue to focus on and be trained in implementing an effective learning community. Specifically, staff members will work with Dr. Richard Dewey, consultant, who works with Solution Tree. In addition, staff members will continue book studies of the following: Failure Is Not an Option by Alan M. Blankstein, Getting Started by Robert Eaker and Richard and Rebecca DuFour, and Learning By Doing by Robert Eaker, Richard and Rebecca DuFour, and Thomas Many.

King William County Public Schools has identified achievement gaps between white students, black students, and special education students. Activities funded through Title II have assisted teachers in addressing these gaps in the following ways:

- Professional Learning Communities- Teachers are being trained to analyze data and use the data to make sound instructional decisions. Teachers are referring to research for the answers to their questions instead of by a trial and error approach. In addition, teachers are asking three general questions each and every day- 1) What do we want students to learn? 2) How will we know if they have learned it? 3) What are we going to do if they do not learn it? Teachers are focusing on student learning instead of teaching. Through this re-directed focus and asking the above questions, teachers have the ability to identify areas of weakness and to provide appropriate interventions so that student academic success will increase.
- Word Study- Teachers were provided with Part I of a Word Study in-service in January of 2009 and will attend Part II in the fall of 2009. “Word Study involves students grouping words into categories of similarity and difference.” (Abouzeid, Invernizzi, Bear and Ganske, 1995; Bear, Invernizzi, and Templeton, 1996; Morris, 1982.) “Students categorize words according to spelling and meaning and use patterns in order to better understand how spelling represents a word’s meaning and grammatical function. The content of word study at any particular grade is based on research in developmental spelling (Henderson, 1990; Templeton and Bear, 1992) that shows children acquire specific features of words in a hierarchical order – from basic letter-to-sound correspondences, to patterns associated with long and short vowel sounds, to structures within words associated with syllables and affixation, and finally, to Greek and Latin roots and stems that appear in derivational families.” Word Study training will provide teachers with appropriate strategies that will enhance reading instruction in PK-5. These strategies will assist in decreasing the number of students who are reading below grade level. In addition, effective reading instruction, particularly at the primary school, will help all students.
- Number and Number Sense- King William County Public Schools has determined that students struggle with the Number and Number Sense strands of the Standards of Learning. Therefore, such training has been provided to math teachers in a train-the-trainer format. This professional development covered the following objectives: 1) Define number sense; 2) Reflect on use of number sense; 3) Evaluate activities for the development of number sense; and 4) Use problem solving and class discussions to promote number sense. This session was offered to assist teachers in enhancing the strategies that they use to help students better understand their concepts of numbers.

- Differentiation- In August of 2008, middle school teachers had the opportunity to work with Dr. Lisa Meyers. Dr. Meyers provided teachers with effective strategies for a block schedule as well as strategies for differentiating instruction.
- Cortez Mathematics Lab- Students in grade six are taught mathematics in the Cortez Mathematics Lab. This mathematics program is comprised of two instructional areas: the lab and the breakout room. The class is divided into four academically homogeneous groups that rotate through the breakout room with the teacher. Small group instruction is geared to cooperative learning and differentiated lessons. The students in the lab receive individualized software instruction that incorporates necessary remediation assigned on a mastery basis.

#4. How does the leadership ensure that the improvement plan is implemented, monitored, achieved, and communicated to stakeholders?

Building level and central office leaders ensure that the improvement plans are implemented, monitored, achieved, and communicated to stakeholders through a continual review of faculty lesson plans, remediation tracking forms and, 9-, 18-, and 27- week test data. The administration meets with individual teachers to discuss test results. SOL course statistical data is collected and reported to the Assistant Superintendent of Instruction. Leadership also follows a process of teacher observation and evaluation. Administrators observe all teachers and assistants in their daily professional practice, both formally, as part of the annual evaluation process, and informally. Teachers have the opportunity to conduct peer observations by request. Each principal is also required to meet with the Division Superintendent to review the School Improvement Plan. Student and school performance data are shared with parents via interim reports, progress reports, both in hard copy and online, and via the *School Report Card*, published online.

Progress on meeting the objectives outlined in the plan is discussed on an on-going basis, especially by the superintendent's leadership team that meets weekly, by the administrative team that meets monthly (principals, central office administrators), by school-level monitoring of plans, and systematic meetings held throughout the year.

Annual academic reviews are conducted at each school to evaluate how tightly aligned the school improvement plans and curriculum pacing are with actual practice. This is a research-based process with specific indicators that show the correlation between intent and practice.

Ongoing results are shared with the School Board in public sessions, with various stakeholders at community functions, with the press, in marketing materials, at PTA meetings, at advisory meetings, and on the website.

Overall Assessment Rubric

Please complete the overall assessment for this standard which is a separate document that can be found next to the Standards Assessment Report on the AdvancED homepage at www.advanc-ed.org.

Description of the School System's Methods for Quality Assurance

Provide a brief description of the school system's processes for quality assurance. Please answer the following questions in the description:

- *What processes does the district use to monitor and document improvement?*

Building level and Central Office leaders ensure that the school and division improvement plans are implemented, monitored, achieved, and communicated to stakeholders. Each principal is also required to meet with the Division Superintendent to review the School Improvement Plan. In addition, school and division personnel review lesson plans, remediation tracking forms, assessment data, classroom assignments, etc. Administrators meet with individual teachers to discuss test results. SOL course statistical data is collected and reported to the Assistant Superintendent of Instruction. Leadership also follows a process of teacher observation and evaluation. Administrators observe all teachers and assistants in their daily professional practice, both formally, as part of the annual evaluation process, and informally. Student and school performance data are shared with parents via interim reports, progress reports, both in hard copy and online, and via the *School Report Card*, published online.

The division develops a Comprehensive Plan for addressing division goals and objectives. Each year, the Comprehensive Plan is updated as a strategic action plan for that year to focus on specific objectives targeted as priority areas of need based on school performance data and student achievement data.

The Superintendent's Planning Council monitors progress toward meeting the goals and specific objectives on an annual basis. The Superintendent's Leadership Team (Assistant Superintendents) monitors progress toward meeting goals and objectives on an on-going basis. The team meets each Monday to discuss current initiatives, progress, and strategies to be taken during the next week. The Comprehensive Plan, School Improvement Plans, and student performance data are shared with the School Board upon receipt for their review. School and division accountability ratings and data on which the ratings are based are shared with the School Board upon receipt in September and October. An extensive Accountability Report based on all goals and objectives outlined in the Division Comprehensive Plan are presented to the School Board every two years. Interim accountability reports based on specific target areas are presented to the School Board throughout the 2-year period.

- *How does the district provide meaningful feedback and support to its schools and across the district?*

Central Office administrators see their role as one of providing support and feedback to the professionals in the school buildings. King William County Public Schools use lead teacher meetings, department and/or grade level meetings, faculty meetings and staff surveys to ensure that school personnel are provided professional development and technical assistance to implement interventions and achieve improvement goals. When needs are discovered, faculty members collaborate with their colleagues, attend conferences, and are provided with staff development at the building level.

Budgetary goals for the 2009-2010 school year are to support instruction to promote student achievement, offer valuable teacher in-service to support continued growth in the teaching profession, and to maintain positions. Our School Board annually develops a budget and prioritizes funding based on the mission and vision of the school system.

- *How does the district ensure that the AdvancED standards are met by all the schools and the district as a whole?*

King William County Public Schools are committed to the development of a continuous improvement process that focuses on student achievement. AdvancED standards are being used for dialogue, reflection, and as a checks and balance system to ensure that we are truly committed to continuous improvement. The principal and SACS team at each school complete the Standards Assessment Report and submit to the Assistant Superintendent of Instruction who reviews these. Areas of concern are addressed on a school to school basis. Areas of concern that may address several schools are used as a basis for professional development.

- *How does the district regularly collect, use, and communicate results?*

The King William County School Division enacts a comprehensive assessment system consisting of assessments that are incorporated into the learning process of all students. Assessments are: formative/summative, objective/subjective, referencing (criterion-referenced and norm-referenced), and formal/informal. Staff members monitor and document student performance on a daily basis and analyze student data over time to improve student learning. Targeted improvements, derived from data, are incorporated into the district and school improvement plans. Data resulting from various assessments are used for, but not limited to, guiding instruction, identifying and providing remediation and intervention to students.

King William County Public Schools has various communication tools that allow it to communicate with its stakeholders. Each week there are articles in the local newspapers regarding accomplishments, activities, etc. of our students and staff members. The schools' and division's websites contain the most up-to-date information about our division. Teacher newsletters are sent home and published on the web. Each child receives an agenda, which is free of charge, and includes essential information about the school and what students need to do to be successful. SOL test results are presented to the School Board and provided to the local press and leadership teams.

State accountability test data are disseminated through PemSolutions, the Virginia Educational Management System, and School Report Cards distributed by the Virginia Department of Education. A school scorecard is provided to each principal at the monthly Administrator's meeting with up to date attendance data, 9-, 18-, 27-week assessment data, discipline data, observation data, SOL test results, and PALS data. These data are discussed and used to remediate problems before they escalate and to highlight areas of progress.

Student performance as well as school accountability data are shared immediately with the Superintendent's Leadership Team, Administrative Leadership Team, and school level teams. Results are disaggregated by AYP subgroup, by reporting category, and by item. This information is used to

examine horizontal and vertical historical trends in content areas, to budget, and to schedule professional development.

These data are also used to target needs identified in School Improvement Plans. These are “working documents” and are continually updated upon receipt of data. Student performance data are also used to update pacing guides, develop curriculum, and identify new strategies targeted to identified needs. Comparison of division data with the state average and other divisions’ results provides a benchmark or another lens to measure results.

Conclusion

Focus Questions

Please respond to the following focus questions. The questions reflect the school system's overall analysis of their internal evaluation of the accreditation standards.

#1. As you review your responses to the standards, what major trends, themes, or areas of focus emerge that cut across the seven standards?

- Student achievement (specifically meeting the needs of all learners), staff development, positive school climate, collaboration between faculty members, community, school safety, disaggregation of student data, curriculum alignment, and a focus on continuous improvement are major trends, themes, or areas of focus that emerge and cut across the seven standards.
- Student performance data is improving in all areas. Emphasis is being placed on mathematics 6 and 7 which is a statewide issue involving new SOL tests.
- There is tight alignment between the division improvement plan and the school plans.
- The school division's vision addresses the needs of the child and guides all decisions.
- Data are used to make all decisions.
- There is tight alignment between curriculum, instruction, and assessment.

#2. Based on your review of these cross-cutting themes/trends and each of the seven standards, what would you consider to be your school system's greatest strengths?

The following have been identified as strengths:

- Professional and support staff are committed.
- There is a strong sense of collaboration, especially among the grade level teachers and subject area teachers.
- Data is effectively used in the decision making process.
- The staff practices a student-centered approach to the implementation of instructional strategies.
- There is a commitment to excellence and continuous improvement.
- The division has strong, visionary instructional leadership.
- There exists a great sense of pride in the school among the staff, students, and the community.
- The school effectively recognizes the achievements of students and staff members.
- The school division has improved broadband capacity.

#3. What would you consider to be your school system's greatest challenges?

King William County Public Schools has identified the following as being challenges:

- The current state of our economy has affected our budget. As the General Assembly makes additional cuts to public education it has become necessary for us to cut positions. The decrease in staffing will ultimately affect instruction.
- King William County Public Schools continues to grow as a true professional learning community. It is through this process that we will focus on learning and see an increase in student academic success.
- King William County Public Schools is working to meet all AYP benchmarks.
- King William County Public Schools continues to provide competitive teacher/administrator salaries.

#4. How will you use the insights gained from this self-assessment to inform and enhance your quality assurance and continuous improvement efforts?

This self-assessment validates that King William County Public Schools is on the right path to increasing student achievement. As test scores continue to rise, we need to be aware of new research-based strategies that will engage students and enhance instruction and increase student achievement. We must continue to create formative assessments that yield valid data, to identify a means to make data even more accessible to teachers, and continue to develop data tracking strategies between grade levels as the students progress through school. Identifying ways to help our teachers, parents, and students to become more aware of how to use the resources available to us will help us to work together as a community. We must seek strategies for developing stronger stakeholder relationships. We cannot be complacent, but should always strive to become better teachers, leaders, learners, parents, and students.