

Moving Into the 21st Century



Critical Thinking

Communicating

Collaborating

Creativity

Comprehensive
Six-Year Plan
for Education



King William County
Public Schools

King William County School Board Members



Steve Tupponce
Chair



Lindsay Robinson
Vice-Chair



Donald Longest



Bryan Major



Kathy Morrison



Dr. Mark Jones
Division Superintendent

2013 – 2019 PLANNING COUNCIL MEMBERSHIP

FACILITATOR	Harriet Dawson
SCHOOL BOARD	Kathy Morrison
COOL SPRING PRIMARY	Nicole Allen, Shelley Nester, Lisa Thompson, Elizabeth Longest
ACQUINTON ELEMENTARY	Carol Sayre, Tara Garner, Rachel Ball, David Lanczucki
HAMILTON-HOLMES MIDDLE	Amy Slack, Kim Rector, Beverly Young, Kim Napier, Audrey Mitchell, Mary Ann Johnson
KING WILLIAM HIGH	Tara Roane, Dr. Stanley Waskiewicz, Jeff Oberg, Dana Walker, Jan Williamson
SCHOOL BOARD OFFICE	Dr. Mark Jones, Stacy Johnson, Tinya Ryland, Sheila Carr, Terry Bailey, Gerrit VanVoorhees, Mike Embrey, Rick Walters
COMMUNITY/PARENTS	Dr. Alvin Lomax, Karen Richardson

We greatly appreciate the time given and the commitment made by each of the members of the Planning Council during the development of this document.

A Plan for the Future

The King William County School Board is responsible for adopting a comprehensive plan. This plan was developed in accordance with 22.1-253.13:6 of the Code of Virginia and with community involvement. A steering committee, which was composed of administrators, teachers, community members, and parents, coordinated the development of the plan. Sub-committees were used to develop proposed sections of the plan for review by the steering committee.

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

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

This plan includes clear goals and objectives to ensure the implementation of the Standards of Quality. Assessment of outcomes prescribed within the plan was determined by meeting target deadlines, reports made to and approved by the School Board, measures of student achievement on standardized tests, and public support for education in King William County.

King William County Schools serves 2,250 students in one primary, one elementary, one middle and one high school. The rural nature of King William and its accessibility to Richmond, Williamsburg, the Chesapeake Bay, Northern Virginia and Washington, DC provide quite a unique opportunity for families seeking a wholesome way of life. The school division is an integral part of the distinctive qualities that set this area of Virginia apart. An over-whelming majority, ninety-three percent, of parents in the county say that their child is attending the kind of school they want their child to attend. The list of “Fast Facts” provides support for these comments.

Each of the four schools – Cool Spring Primary (Pre-K – 2), Acquinton Elementary (3 – 5), Hamilton-Holmes Middle School (6 – 8), and King William High School (9 – 12) have fewer than 700 students.

All schools are fully accredited by the Virginia Department of Education.

Great teachers produce great students, and King William County Public Schools has made attracting and retaining the best teachers and staff members a priority. One hundred percent of teachers in King William County were highly qualified in 2011-2012. The 2012 Region III Teacher of the Year teaches in King William County Schools.

The school division earned district accreditation through the Southern Association of Colleges and School Council on Accreditation and School Improvement (SACS CASI).

The average pupil to classroom teacher ratio in primary and elementary grades is 21.4:1.

Advanced Placement (AP) and dual enrollment classes offer rigorous academic courses. King William High School offers AP and dual enrollment courses, and the opportunity for students to earn up to two complete years of community college courses prior to graduation. Students may also take

courses that lead to industry certification. Three students in the graduating class of 2013 had earned their Associates Degree.

King William County Schools met all federal Annual Measureable Objectives based upon Standards of Learning tests administered in 2012.

The percentage of students passing the Standards of Learning tests in English, writing, math, science, and social students meets or exceeds the state averages in each tested area.

The school division spends 66.9% of its budget on instruction.

The gifted students at Hamilton-Holmes Middle School participate in the Johns Hopkins Talent Search.

King William High School students may choose to attend the Chesapeake Bay Governor's School for Marine Science, the Bridging Communities Career and Technical Education Center, and Richmond Technical Center. These specialty centers meet the unique interests and talents of participating students.

Parents, students, employees and community members have convenient, round-the-clock access to King William County Public Schools through the website (kwcps.k12.va.us), Twitter (twitter.com/kwcps), PowerSchool (online access to grades and assignments), and BoardDocs.

King William students participate in cutting edge math and science curriculum through a consortium of public school divisions at the MathScience Innovation Center.

Middle School students participate in the Mattaponi and Pamunkey River Association's (MPRA) annual river day.

Students in grades 3 – 7 participate in the Middle Peninsula Regional Governor's School summer program developed around problem-based learning.

Selected gifted juniors and seniors participate in an intensive educational experience in visual and performing arts; humanities; mathematics, science, and technology; life science and medicine; or through mentorships in marine science or engineering.

RETURN ON INVESTMENT

In 2011 a national study was conducted to evaluate the return on investment (ROI) of almost every major school district in the US. Productivity was determined by the degree of learning a district produces for every dollar spent, after controlling for factors such as cost of living and students in poverty. The scores ranged from low, to medium low, medium, medium, medium high, high.

King William County Schools ranked in the fifth highest place out of six rankings.

ASSESSMENT OF ACCOMPLISHMENT OF OBJECTIVES OF SCHOOL DIVISION

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

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

- The students in King William County Schools tested well above the state minimum requirements on all Standards of Learning (SOL) tests administered in 2011.
- The results of the SOL tests administered in 2012 reflected similar results except in mathematics where across the state the scores were lower because of new math standards.

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

- King William County Schools promoted 2,167 of 2,196 students at the end of the 2011-2012 school year. (98.7%)

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

- Of the students completing school in 2011-2012, 68 received Standard Diplomas and 65 received Advanced Diplomas
- The Graduation Rate for the class of 2011 4-year cohort score was 82%
- The Graduation Rate for the class of 2010 5-year cohort score was 90%
- The Four-Year Virginia On-Time Graduation Rate was 89.1%
- The Dropout Rate was 5.1%

Each student will attend scheduled classes on a daily basis.

- The attendance rate for King William County Schools during 2011-2012 school year was 94.6%.
 - Elementary rate: 94.7%
 - Secondary rate: 94.4%
 - Acquinton Elem: 96.0%
 - Cool Spring Primary: 92.6%
 - Hamilton Holmes: 95.6%
 - King William High: 94.3%

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

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

Each graduate will not require remediation or retraining for entering higher education, the workforce or the military. Of the 130 graduates receiving a federally recognized high school diploma in 2012

- Seventy-one enrolled in an institution of higher education,
 - Forty-two entered a four-year college, and
 - Twenty-nine entered a two-year institution of higher education.

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

- Students demonstrated writing ability by passing the English Writing SOL test, which is required for graduation.
- Ninety-nine of the 130 graduates were CTE completers.

The following tables provide percentage of students passing SOL tests administered in King William County since 2000.

TABLE 1: Secondary SOL Results

Subject	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
English: Reading	83%	77%	86%	96%	91%	86%	89%	94%	90%	97%	97%	96%	99%
English: Reading Grade 8							35%	14%					
Writing	89%	84%	89%	94%	87%	91%	90%	94%	93%	93%	88%	94%	99%
Algebra I	44%	55%	61%	52%	65%	85%	65%	75%	78%	82%	98%	93%	68%
Algebra II	13%	51%	76%	71%	73%	81%	92%	74%	74%	77%	88%	90%	62%
Geometry	52%	69%	53%	74%	75%	65%	63%	63%	75%	75%	86%	85%	82%
Earth Science	75%	74%	63%	63%	53%	90%	75%	68%	80%	90%	93%	96%	99%
Biology	76%	86%	80%	77%	78%	78%	92%	83%	82%	91%	89%	98%	94%
Chemistry	51%	80%	72%	90%	91%	94%	93%	81%	94%	90%	97%	89%	93%
World History I	74%	78%	76%	83%	77%	84%	73%	82%	87%	92%	97%	90%	92%
World History II	39%	46%	59%	60%	55%	93%	97%	92%	91%	97%	98%	86%	90%
Va/US History	27%	23%	57%	74%	83%	94%	89%	89%	91%	93%	97%	86%	91%
World Geography	*					59%	63%	52%	82%	100%			

TABLE 2: Middle School SOL Results

Subject	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Grade 6													
English: Reading	*						71%	75%	80%	84%	87%	87%	91%
Math							32%	55%	67%	48%	80%	75%	72%
Plain English Math							5.6%	X					
Grade 7													
English: Reading							81%	75%	84%	86%	89%	87%	89%
Math							63%	55%	71%	80%	78%	55%	37%
Plain English Math							5.6%	6%					
Grade 8													
English	88%	78%	74%	72%	74%	74%	74%	83%	82%	84%	90%	93%	88%
Writing	94%	79%	77%	80%	98%	74%	92%	91%	83%	84%	93%	90%	85%
Math	81%	81%	81%	81%	87%	78%	75%	92%	89%	89%	91%	90%	80%
Plain Eng. Math								39%					
Cumulative Soc. Science US to 1877	71%	72%	83%	90%	51%	56%	46%	55%	63%	61%	79%	84%	80%
US to Present					72%	91%	91%	96%	93%	94%	91%	81%	75%
Civics & Economics					86%	77%	92%	91%	84%	87%	86%	90%	90%
Science	98%	95%	91%	89%	98%	89%	90%	95%	88%	93%	95%	97%	93%
Algebra I			100%	96%	91%	100%	98%	100%	100%	100%	100%	100%	98%
Geometry										100%		100%	

TABLE 3: Elementary SOL Results

Subject	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Grade 3													
English	55%	64%	79%	55%	60%	67%	79%	85%	78%	80%	85%	91%	88%
Math	77%	71%	73%	68%	87%	82%	87%	97%	93%	90%	91%	95%	57%
Plain English Math LEP/Spec. Ed.	*					46% (5/11 stu.)	89%	67%					
History	74%	66%	70%	65%	83%	85%	92%	97%	95%	93%	93%	94%	94%
Science	81%	75%	74%	67%	83%	84%	89%	88%	88%	91%	92%	95%	93%
Grade 4													
English: Reading							84%	93%	90%	90%	87%	87%	90%
Math							75%	71%	91%	90%	82%	87%	67%
Plain English Math							47%	73%					
Grade 5													
English: Reading	65%	73%	66%	76%	74%	75%	88%	90%	90%	91%	91%	92%	90%
Writing	82%	89%	80%	82%	91%	86%	91%	93%	79%	88%	86%	88%	85%
Math	63%	70%	63%	59%	68%	58%	83%	83%	80%	88%	91%	87%	70%
Plain English Math LEP/Spec. Ed.						17% (1/6 stude nts)	6%	56%					
History	61%	61%	81%	61%	85%	74%	83%	84%	82%	84%	76%	95%	92%
Science	61%	81%	70%	67%	84%	69%	81%	85%	88%	92%	90%	94%	91%
Math 6													100 %

TABLE 4: Grade 2 Stanford 10 Scores

Year	Spring 05	Spring 06	Spring 07	Spring 08	Spring 09	Spring 10	Spring 11	Spring 12
Total Reading	49%	59%	51%	50%	36%	60%	47%	53%
Word Study Skills	45%	55%	40%	42%	26%	67%	44%	46%
Reading Vocabulary	45%	52%	53%	48%	35%	58%	45%	55%
Reading Comp.	54%	64%	57%	59%	48%	59%	51%	56%
Total Mathematics	39%	42%	49%	54%	42%	77%	54%	61%
Math Problem Solve	40%	44%	51%	57%	46%	81%	56%	67%
Math Procedures	41%	42%	47%	50%	38%	65%	51%	51%
Language	55%	64%	56%	63%	47%			
Spelling	55%	57%	56%	54%	38%			
Environment	58%	67%	58%	64%	54%			

TABLE 5: Grade 6 Stanford 10 Scores

Year	Fall 04	Fall 05	Fall 06	Fall 07	Fall 08	Fall 09	Fall 10	Fall 11	Fall 12
Total Reading	49%	41%	52%	54%	54%	51%	52%	50%	53%
Reading Vocabulary	44%	41%	50%	52%	51%	42%	44%	43%	48%
Reading Comp.	53%	44%	54%	55%	56%	54%	54%	53%	55%
Total Mathematics	60%	50%	58%	61%	62%	54%	51%	51%	55%
Math Problem Solve	55%	49%	57%	64%	61%	54%	54%	54%	56%
Math Procedures	65%	52%	57%	56%	61%	49%	45%	42%	50%
Language	55%	50%	54%	60%	54%	52%			
Language Mech.	54%	52%	53%	58%	52%	52%			
Language Exp.	55%	49%	56%	62%	57%	51%			
Spelling	46%	42%	50%	52%	48%	45%			
Science	57%	53%	59%	65%	65%	66%			
Social Science	63%	51%	59%	68%	65%	61%			

Enrollment forecasting in King William County is not an exact science. Enrollment has been historically increasing over the past several years. The Projected September 30 Fall Membership forecast can be found in Table 6. These data were provided by the Weldon-Cooper Center for Public Service.

TABLE 6: Weldon-Cooper Center Enrollment Projections

September 30 Fall Membership for School Year	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Kindergarten	166	162	158	142	155
First	180	175	170	166	149
Second	157	184	179	174	170
Third	188	162	189	184	179
Fourth	177	187	161	188	183
Fifth	166	169	179	154	179
Sixth	178	169	172	182	157
Seventh	169	177	168	172	182
Eighth	173	168	177	168	171
Ninth	180	182	177	186	177
Tenth	165	173	175	171	179
Eleventh	156	160	167	169	164
Twelfth	134	144	148	155	157
Total	2,189	2,213	2,221	2,211	2,202

Excellence by Design: King William County Schools 2013 – 2019 Comprehensive Plan

In 2007 the Planning Council presented to the School Board of King William County for approval a six-year comprehensive plan that further developed the implementation of 21st century skills into the instructional practices utilized in classrooms. The Council supported the mission established in 2007 and proposed that, with minor revisions, it should continue to be used. The mission of King William County Public Schools is to “*provide rigorous 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.*”

The 21st century vision for King William County Schools is outlined in this plan for 2013–2019. Based upon the research of what works in schools and school divisions and of best instructional practices, six principle goals have been developed to guide student academic growth and achievement.

District Goal 1: King William County Public Schools will provide support for all students to achieve above state and national averages as measured by administered assessments.

District Goal 2: All students will graduate from high school with plans for post-secondary study or workforce training.

District Goal 3: All students in King William County Public Schools will be reading on grade level by the time they reach middle school.

District Goal 4: King William County Schools will increase partnerships between parents, teachers, students and administrators to enhance effective communication and participation.

District goal 5: King William County Public Schools will provide staff development to meet the learning needs of all students as measured by a 2% increase in the annual SOL pass rate.

District Goal 6: King William County Public Schools will increase student achievement in all AMO groups using inquiry-based learning through integration of math, science and technology (STEM) as evidenced by performance levels on benchmark and state-level testing by June 2015.

Monitoring Success

District Goal 1: King William County Public Schools will provide support for all students to achieve above state and national averages as measured by assessment results as follows:

- SOL — reading,
- SOL — writing,
- SOL — math,
- SOL — history/social science,
- SOL — science,
- Stanford 10 – 2nd Grade,
- Stanford 10 – 6th Grade,
- Middle school students’ mastery of Algebra I (pass course and test),
- Students taking AP courses earn a 3 or higher on the exam,

- Students achieving a pass advanced score or college-ready designation on a SOL test,
- Middle school students' mastery of a world language course for high school credit,
- Average (mean) SAT score — critical reading,
- Average (mean) SAT score — mathematics, and
- Average (mean) SAT score — writing.

District Goal 2: All students will graduate from high school with plans for post-secondary study or workforce training as identified in the following areas on the Virginia Department of Education Report Card for King William County Schools:

- Students graduating in four years with a Virginia Board of Education approved diploma,
- Graduates who have completed an AP, dual enrollment or industry certification course,
- Graduates passing the Virginia Workplace Readiness Skills Assessment,
- Graduates earning an advanced diploma,
- Students developing career plans in seventh grade, and
- High school students enrolled in a career and technical education course.

District Goal 3: All students in King William County Public Schools will be reading on grade level by the time they reach middle school as identified using the following criteria:

- Report card grades in reading and language arts of a C or higher,
- PALS scores,
- Scholastic Reading Inventory results, and
- Running records results.

District Goal 4: King William County Schools will increase partnerships between parents, teachers, students and administrators to enhance effective communication and participation by utilizing the following measures:

- Compatibility skills/interest survey to parents,
- Parent training program to improve parent skill sets in remediation/tutoring/homework, help, behavior management, study skills, and awareness of community resources for parents, to include student-led activities and parent involvement nights, and
- Assignment of a teacher as parent resource coordinator for each building.

District goal 5: King William County Public Schools will provide staff development to meet the learning needs of all students as measured by a 2% increase in the annual SOL pass rates.

- Professional development on John Hattie's instructional practices that impact student achievement by an effect size of .4 or higher will be provided to all classrooms teachers;
- All instructional professional development initiatives will be guided by the Professional Learning Communities principles; and,
- Professional development will be provided to staff on further development of mapping, pacing, curriculum alignment, and benchmark assessments.

District Goal 6: King William County Public Schools will increase student achievement in all AMO groups using inquiry-based learning through integration of math, science and technology (STEM) as evidenced by performance levels on benchmark and state-level testing by June 2015.

- SOL and Benchmark results — reading,
- SOL and Benchmark results — writing,
- SOL and Benchmark results — math,
- SOL and Benchmark results — history/social science, and
- SOL and Benchmark results — science.

Our Schools

King William County has a rich history of support for education. This espousal of a value system that recognizes the importance of an excellent educational system resonates within the neighborhoods of families that have settled here. These high expectations of excellence are intertwined throughout the fabric of the communities that the school division serves and poured solidly into the foundation upon which the educational system has operated for many years. This foundation secures the school division to its principles as the county changes as more families move to this area.

Cool Spring Primary School

Cool Spring Primary School serves children in grades pre-kindergarten through second. Prior to its construction, all students in pre-school through fifth grade attended Acquinton Elementary School. With rising enrollment, Acquinton became overcrowded and Cool Spring was constructed on the same site. In January 2003 all students in pre-school through second grade moved to the new school. Upon completion of second grade, Cool Spring students now move “next door” to Acquinton and continue their education in grades three through five.

The name, “Cool Spring Primary,” was selected after researching the history of the land on which the school was built. The property, known as the “Cool Spring Tract,” was sold in 1916 to C.C. Caldwell. In 1929, the property, then known as “Cool Spring Farm,” was sold to the Chesapeake Foundation. The land was eventually acquired by King William County for use as a school site.

All students in grades K-2 receive daily instruction in reading, English/language arts, and mathematics. Students, also, receive instruction in social studies, science, health and physical education, music, library, art, technology, and character education. Family Life Education (opt out available), guidance and student services (opt out available), special education services, and talented and gifted (TAG) services are provided, as well.

Cool Spring Primary School is committed to providing educational services designed to promote the academic and emotional/social development of each child. Instructionally, the goal is for each student at Cool Spring Primary to demonstrate achievement that meets or exceeds grade level Standards of Learning (SOLs) as defined by the Virginia Department of Education. Student mastery of these standards is assessed continuously throughout the school year and is reflected in regular progress reports and report cards. Students who fail to meet the standards established for their grade level are provided additional instruction and support from in-school and after-school tutors, as well as during summer school.

All students in grades 3, 4 and 5 participate in statewide SOL Assessments to determine mastery of the SOLs in each of the core curriculum areas of English, math, science and history. Because the SOL tests are a cumulative representation of content from kindergarten, it is important that all Cool Spring students build a strong academic foundation to prepare them for success on the SOL tests. Cool Spring uses the following range of strategies to build SOL readiness, including:

- Planning as a team/grade level;
- Focusing on curriculum alignment and pacing;
- Scheduling daily reading activities that include phonemic awareness, phonic development, decoding, vocabulary, fluency, and comprehension;
- Scheduling daily math activities that will develop an understanding of basic math concepts and applying them to new situations;
- Developing student writing portfolios;
- Using 9-week assessments and pre- and post-testing in mathematics;
- Analyzing data to make instructional decisions; and,
- Implementing remediation programs such as PALS remediation and math tutoring.

At Cool Spring Primary School, all students are heterogeneously assigned to classes. It is our belief that children learn in different ways as they progress through various developmental stages. Teachers use different models of instruction to help each child learn at his/her level. These include the following:

- Collaborative Teaching - Collaborative teaching involves the cooperative teaching of a regular classroom teacher and a specialist teacher within one classroom setting. Collaborative teaching is utilized to provide services to students identified with special needs. This style of teaching benefits all students in a classroom as students receive the support of two teachers who are focused on differentiating instruction to maximize the achievement of all students.
- Differentiation - Because students have many different learning styles, teachers are encouraged to develop lessons that allow all learners to be successful. Instruction is provided that includes visual, auditory, kinesthetic and tactile activities.
- Multi-Faceted, Literacy Based Reading Instruction - Teachers develop lesson plans for Reading/Language Arts integrating phonemic awareness, phonics, fluency and comprehension. Using this model, students build reading skills and develop into effective writers.
- Flexible Grouping - Teachers work in teams to teach reading and math. Students are organized for small-group instruction to individual readiness levels. These flexible groups change regularly as teachers meet to review and update student progress.
- Inquiry-Based Math - Teachers develop lessons in math in which children investigate a problem in order to gain an understanding of specific math concepts. This model of instruction is student-centered and involves hands-on materials (manipulatives) and higher-order thinking skills.
- Word Study - Word study instruction helps children understand the English language – its sounds, patterns and meanings of words. Early instruction focuses on having children hear the difference in various alphabet sounds. Once students develop an understanding of word sounds, they begin to study various patterns in words.

Acquinton Elementary School

The King William County School Board began consideration of a new elementary school in the fall of 1986 based on the county's rapid growth. Several committees were formed to establish objectives, philosophy and physical characteristics of the new facility.

Acquinton Elementary School, as it is named, was built behind Hamilton-Holmes Middle School at the intersection of Routes 30 and 629. It is named for the Indian word Acquinton that means, “land between two rivers”. Acquinton is the name of the creek that serves as a boundary for the Magisterial District and is located in the rear of the school site.

The ground breaking ceremony for Acquinton Elementary School was held on June 8, 1988 and the school opened in the fall of 1989. Initially, the school housed pre-k through second grade. Third grade was added in the summer of 1992. The construction of a new addition to add fourth and fifth grades began in the late spring of 1995. In January of 2003, students in grades pre-k through second were moved to Cool Spring when it opened. Students in grades three through five remained at Acquinton.

Acquinton Elementary School is committed to providing educational services designed to promote the academic and emotional/social development of each child. Instructionally, the goal is for each student at Acquinton Elementary to demonstrate achievement that meets or exceeds grade level Standards of Learning (SOLs) as defined by the Virginia Department of Education. Student mastery of these standards is assessed continuously throughout the school year and is reflected in regular progress reports and report cards. Students who fail to meet the standards established for their grade level will be given additional instruction and support.

Some of the strategies implemented at AES to increase SOL achievement include:

- Student participation in daily language review;
- Student participation in daily math facts review;
- Student participation in daily reading programs;
- Student enrollment in Summer School;
- Student participation in PALS/Reading/Math remediation;
- Teacher focus on curriculum alignment and pacing;
- Use of tutors;
- Use of student writing portfolios;
- Use of SOL practice assessments;
- Opportunity for grade level collaborative planning time;
- SRI-Scholastic Reading Inventory Assessment;
- Accelerated Reader;
- RAZ Kids;
- IXL Math;
- Scholastic News;
- Interactive Achievement; and,
- Reading Specialist

At Acquinton Elementary School, all students are assigned heterogeneously to classes and instruction is differentiated to meet the needs of each student. It is the philosophy of the school to teach every child where he/she is and to take him/her as far as he/she can go. Different models of instruction may be utilized to maximize the performance of all students. These include the following:

- Advanced Math Classes -- Students in fourth and fifth grades that are eligible for advanced math will be placed accordingly. Eligibility is assessed based on the following criteria:
 - 95% or greater on each nine-weeks test;
 - 550-600 on the math SOL test for 2012-13;
 - “A” average in math for the year;
 - Good attendance;

- Good work ethic; and
- Firm grasp of math facts

Eligibility of third grade students will be determined using a math placement test and teacher recommendation.

- Co-Teaching -- Co-teaching involves the cooperative teaching of a regular classroom teacher and a specialist teacher within one classroom setting. Co-teaching is utilized to provide services to students identified as “Talented and Gifted” and those with special needs. Co-teaching benefits all students in a classroom as students receive the support of two teachers who are focused on differentiating instruction to maximize the achievement of all students.

All students in grades 3-5 receive daily instruction in reading, English/language arts, and mathematics. Additionally, all students in grades 3-5 receive instruction in the following areas: social studies, science, health and physical education, music, library, art, and technology. Also, students in grade 5 receive instruction in DARE (Drug Abuse Resistance Education). Supplementary programs and services include the following: Family Life Education (opt out available), guidance and student services (opt out available), special education services, talented and gifted services, ELL (English Language Learners), day treatment, and after-school tutoring

The Olweus Bullying Prevention Program is integrated into every classroom. The acronym SOAR is used to represent the SOAR Program that is taught to students to remind them of how to appropriately respond to bullies: **S**top, **O**ffer Help, **A**lert an adult, and **R**espect everyone involved.

Hamilton-Holmes Middle School

“Hamilton-Holmes High School had its origin during the early 1900’s under the stalwart leadership of the late Reverend Dr. Samuel B. Holmes and Miss India Hamilton, two pioneers in education. 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 Academics (Both offered educational programs for youth and adults, fore-runner 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. Miss Hamilton was especially impressionable with the youth giving her recognition as the “children’s friend”.

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 recognized 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. These 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.”

Contributed by
Mrs. Lucille Minor
Retired King William Teacher

The middle school curriculum is designed to guide the students’ transition from the elementary grades into the high school. The school provides student-centered programs designed to meet the physical, emotional, social, and academic needs of the students as they enter their teen years.

The middle school program features:

- An integrated, standards-based curriculum that encourages student engagement;
- A schedule that allows for 68 minutes of instruction each day for core subjects (English, math, science, and social studies);
- A related arts program that offers students a chance to experience physical education/health, visual arts, performing arts, career/technical education, reading, gifted students programs, programs for students with disabilities, and foreign languages;
- An opportunity for students to take high school credit classes Spanish I or French I, Algebra I, and Geometry;
- An instructional program which places emphasis on a high rate of student engagement, student collaborative learning, and problem solving; and,
- A data-based approach with student learning at the core of instructional planning.

Hamilton-Holmes offers a minimum of six hours of instruction each day exclusive of the lunch period. With the aid of instructional materials and available technology, students are exposed to a variety of educational experiences.

Teachers are encouraged to engage students in collaborative, problem-solving situations. SMART Boards, computers, and other technological tools are frequently used in classes by teachers and students. A team approach to learning enables teachers to become activators or coaches and the students to become active learners. The school program prepares students to make a successful transition to high school academically, socially, and emotionally.

King William High School

King William High School was dedicated to the county at its current location on May 19, 1925 and opened to the community in September. The building has been renovated several times to accommodate growth and to repair and replace outdated structures. In 1951 the Pine Building opened on the site to provide additional space for students. In 1970 King William High School was renovated and a gym and library were added to the existing structure. Again in 1978 the school was renovated to include additional office space and several more classrooms. During this construction project the section of the school built in 1924 was demolished. A field house was built on the site and opened in the fall of 1994. The last two phases of construction on the site were completed from 2003 to 2008. A new gymnasium, ten additional classrooms, a new library, and an office suite were added during the first phase of construction that was completed in 2003. The construction of athletic fields, a new concession stand, and a new field house began in 2006 and was completed in 2008.

Today, the school is home to approximately 650 students and offers a comprehensive array of academic courses leading to opportunities for students wishing to attend the most prestigious four-year colleges and universities, two-year community colleges, trade schools, and vocational schools, as well as for those entering the military or workforce. Also, qualifying students may attend the Chesapeake Bay Regional Governor's School, the Bridging Communities Career and Technical Education Center, and the Richmond Technical Center. Students are afforded opportunities to enroll in Dual Enrollment and Advanced Placement courses where they may earn college credit towards an Associates Degree. Three members of the senior class of 2012-13 were awarded their high school diplomas and Associates Degrees at the June graduation exercises.

The high school's 20 MB dedicated high speed internet filtered access permits additional courses to be offered virtually through Virtual Virginia and through other providers. This further increases the offerings available to students and the availability of current instructional resources. Seven computer labs with over 500 computers provide ample availability for students in digital photography, computer graphic design, robotics, broadcasting, career and technical education computer classes, and the Virginia Star program. The newly installed wireless infrastructure permits greater access to online education resources for teachers and students.

Students may participate in the Air Force Junior Reserve Officer Training Corps (AFJROTC), Students Organized for Developing Attitudes (SODA), Family Life Education, Talented and Gifted, the National Honor Society, curricular clubs, and many Virginia High School League extracurricular activities.

Special Education Services

At all levels across the school division, children from 2 through 21 who are identified as having disabilities are provided a free and appropriate public education. This provision of services is available through a variety of special education programs and related services in the least restrictive environment. King William County Schools provides related services through full-time staff members as well as through contractual services. Speech/Language, occupational, physical, and vision therapists actively work in the division to support students in need of these services. A school psychologist and social worker provide timely evaluation assistance. In order to provide additional support to students and their families, special education liaisons were identified at each of the four schools. Also, the duties of pre-referral teams or Student/Teacher Assistance Teams (STAT) have been revised to focus on instructional supports and interventions versus on student or teacher skill deficits. School-level teams have been provided on-going professional development opportunities relating to the implementation of Response to Intervention (RtI) and Instructional Consultation Team (ICT) models of intervention.

Capital Improvement Plan and Planning for Growth

At this time King William County Schools 371 administrators, teachers, bus drivers, custodians, maintenance personnel, cafeteria staff, and other support staff serve approximately 2,232 students in grades PK through 12 in the division's four schools. Table 7 provides the number and types of rooms in the schools.

TABLE 7

	Cool Spring Primary School	Acquinton Elementary School	Hamilton-Holmes Middle School	King William High School
# Classrooms	37	54	36	51
# Offices	12	5	6	10
# Workrooms	2	1	2	10
# Conf. Rooms	2	2	1	2
# Libraries	1	1	1	1
# Gym	1	1	1	1
# Computer Labs	1	4	3	7

Each year King William County Public Schools' administration submits a capital improvement plan to the School Board for approval. Once approved by the School Board, the Board submits this plan to the King William County Board of Supervisors. This plan details capital needs through 2019 and is provided in Table 8 on the next page.

Project	Facility	Comments	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	FY2019	Funding Source
Replacement of HVAC units	AES	Gym Outside Unit	50,518								Local Funds
Communications	AES	VOIP Phones Purchased	2,000	6,000							Local Funds
Catalina Roof	HHMS	Dining Area	2,000								Local Funds
Purchase Land for Right of Way	HHMS			35,000							Local Funds
Replacement of HVAC units	AES	Three classroom units per year		50,000	50,000	50,000	50,000	50,000	50,000	50,000	Local Funds
Replacement of Cooling Tower	AES	1 of 2 units needs replaced		40,000	25,000						Local Funds
Gravel behind KWHS, Expand loading dock	KWHS						25,000				Local Funds
Replacement of Gym Bleachers	HHMS	Current bleachers are original-30 years old			65,000						Local Funds
Demolition of FOD	HHMS	End of useful life, replace with warehouse/maintenance shop			60,000						Local Funds
Storage	HHMS, CSPS	Warehouse, Maintenance Shop, School Equipment			125,000						Local Funds
Demolition of Fine Building	KWHS	End of useful life							70,000		Local Funds
Replace Outside Security Lights	All Schools	Uniformity				12,000					Local Funds
Security Cameras	HHMS, CSPS, AES	KWHS has cameras. Outside and inside cameras will be added at other three schools.			50,000						Local Funds
ADA Compliance	All Schools			10,000	10,000	10,000					Local Funds
HVAC Energy Management System	KWHS, AES			50,000	50,000						Local Funds
Replace Duct Work	KWHS	Wood Shop Exhaust		10,000							Local Funds
Arlet Work Platform (Lift)	All Schools	Currently only one is owned-must be transported		10,000							Local Funds
Bus Replacement	All Schools	5 in FY13, 3 per year after		398,736	237,000	243,000	249,000	255,000	261,000	267,000	Local Funds
Facility Needs Assessment		In preparation for land acquisition & planning.			25,000						Local Funds
Purchase Land for New School						750,000					Capital Financing
Architectural Design and Engineering for (1) New School (2) Auditorium at KWHS, and (3) Kitchen expansion at KWHS								1,500,000			Capital Financing
Construction of New School									17,000,000		Capital Financing
Auditorium	KWHS								6,000,000		Capital Financing
Sixth grade hall renovation	HHMS								500,000		Capital Financing
Expand Bus Garage	KWHS								100,000		Capital Financing
Replacement of Treatment Plant Components	HHMS	Currently 10 years old. 20-year expected life								250,000	Capital Financing
Yearly Totals			54,518	609,736	697,000	1,065,000	324,000	1,805,000	24,231,000	317,000	
From Operating Funds			54,518	135,000	697,000	315,000	324,000	305,000	381,000	317,000	
Capital Project Financing			-	-	-	750,000	-	1,500,000	23,850,000	-	
From Prolifer Funds				474,736							
WCC ADM Projection			2,192	2,205	2,189	2,213	2,221	2,211	2,202		
Debt Service Projection			2,494,437	2,435,545	2,399,376	2,342,593	2,270,462	2,207,710	1,868,083	1,868,083	

TABLE 8