

Tazewell County Public Schools

Strategic Six-Year Plan

2023-2029

Updated October 13, 2025

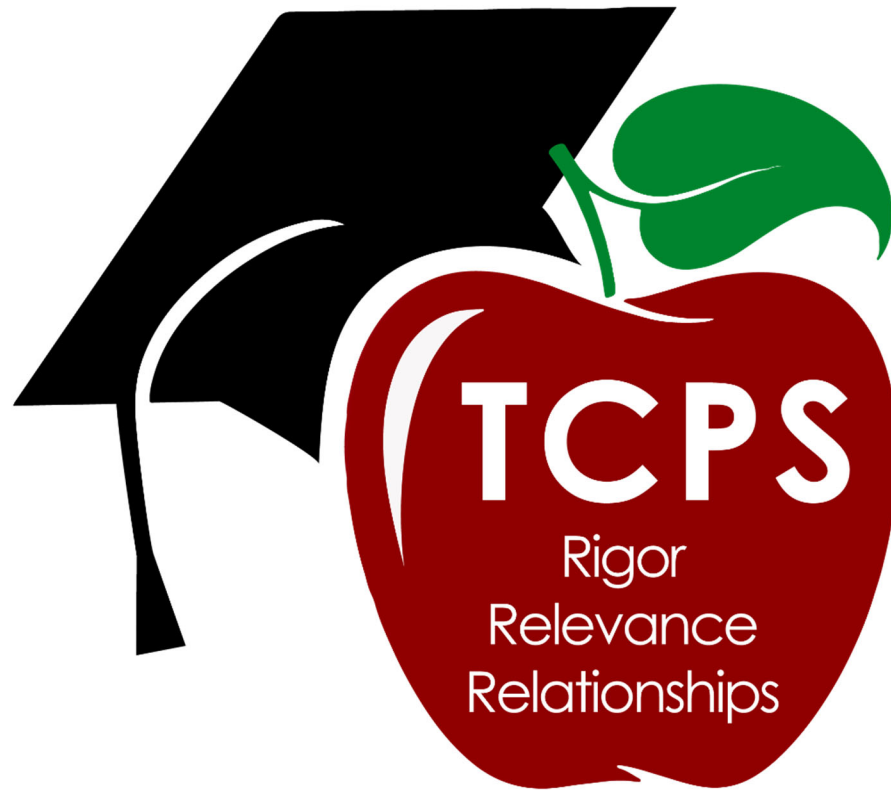


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MISSION

At Tazewell County Public Schools, our unwavering philosophy is to foster an environment of equal opportunity, where every student can embark on a journey of holistic development. We are dedicated to nurturing their intellectual, social, emotional, and physical growth, empowering them to reach their fullest potential. Our mission is to ensure that each individual not only acquires the skills to communicate effectively with others but also emerges as a competent, adaptable contributor to both the workforce and higher education. We instill in our students the confidence to make creative and responsible decisions, shaping them into responsible, forward-thinking citizens.

In pursuit of this mission, Tazewell County Public Schools commits to establishing a safe and nurturing learning community. We wholeheartedly engage with all stakeholders, collaborating to maximize student success and elevate academic achievement. Our dedication to the growth and well-being of every student is the foundation upon which we build a brighter future, one where excellence in education knows no bounds.

INTRODUCTION

At the heart of the Tazewell County Public School System lies a steadfast belief in the significance of meticulous planning to ensure the delivery of exceptional educational programs. It is with this conviction that we present the Strategic Six-Year Plan, a collaborative undertaking that embodies the dedication and vision of Tazewell County's school administrators, dedicated staff members, engaged community leaders, and supportive parents. This comprehensive plan leaves no aspect of our educational system untouched, encompassing both instructional and non-instructional facets, and serves as our roadmap for the future.

2025 Overview of Tazewell County Public Schools

In light of the current economic challenges facing Southwest Virginia, the sustained decline in student enrollment within Tazewell County Public Schools (TCPS) serves as a significant indicator of our community's economic resilience. As we embarked on the 2025-2026 school year, TCPS recorded an enrollment of 5,063 students spanning from PreK to 12th grade. This enrollment figure reflects a loss of 257 students since September 2023. The diminishing number of students impacts various aspects of our education system, affecting the quality of education delivered and placing demands on our dedicated educators and staff. This decline necessitates a wise and efficient distribution of all educational resources.

Currently, TCPS stands as the 20th highest performing school division in Virginia, based on a comparative analysis of Standards of Learning (SOL) achievement across the Commonwealth. Chronic absenteeism remains a significant concern within our division and is a shared challenge across the state. In response to this pressing issue, Governor Glenn Youngkin has introduced a comprehensive plan aimed at providing robust support for Virginia's students who have been adversely affected by the COVID-19 pandemic and absenteeism. The centerpiece of this plan for the academic year 2023-2024 is the *ALL IN VA* initiative, which places a primary focus on expediting the recovery from learning loss by addressing three critical pillars: attendance, literacy, and learning.

As part of these efforts, TCPS is implementing the **Virginia Literacy Act (VLA)** beginning in the 2024–2025 school year. The VLA requires school divisions to adopt evidence-based literacy instruction and interventions for students in grades K–8, and TCPS is committed to ensuring all students receive high-quality, science-based reading instruction, coupled with targeted supports for those who struggle to meet grade-level expectations. To support this work, teachers are receiving extensive professional development in evidence-based literacy practices, and parents are being provided with clear communication regarding their child's progress in reading. Tazewell County Public Schools has also integrated structured literacy time into the daily schedule to meet the requirements of the VLA. At the middle school level, students in grades 6–8 participate in a 90-minute English block each day, as well as a dedicated 30-minute VLA block scheduled from 10:56–11:26 during the eight-period day. In elementary schools, intervention blocks have been established across all grade levels, with grades K–3 receiving 30 minutes of targeted literacy intervention daily, and grades 4–5 also participating in a 30-minute intervention block. These dedicated times ensure that all students receive evidence-based reading instruction and interventions aligned with the VLA, providing additional support for students who need it while strengthening literacy outcomes across the division. The VLA represents a critical investment in long-term student success and directly aligns with the *ALL IN VA* pillars by making literacy a foundational priority.

The evolving profile of a Virginia graduate underscores a fundamental shift in our educational approach. It places a greater emphasis on reducing our reliance on Standards of Learning (SOL) tests for credit verification, instead embracing a more diverse range of assessments that better reflect the multidimensional skills and knowledge students acquire. In line with this progressive vision, we are committed to strengthening the connection between education and career pathways through the 3 E's—**Employment, Enlistment, and Enrollment**. We recognize the importance of preparing our students not just for academic success but also for the real-world challenges they will encounter. Our aim is to equip them with the practical skills, critical thinking abilities, and adaptability required to thrive in the workforce, ensuring that they are well-prepared to pursue meaningful careers, serve their country if they choose, or continue their education at the postsecondary level.

Our commitment to educational excellence extends to the continuous evolution of our curriculum offerings. We are dedicated to exploring innovative delivery methods, embracing the ever-changing landscape of both in-person and virtual learning. Our unwavering focus on staying at the forefront of educational technology is a top priority.

As always, parents will hold a fundamental place within Tazewell County's educational framework. Ensuring community backing for our programs and our commitment to upholding a secure, drug-free, and violence-free environment for our students will remain of utmost importance.

Our administrators assume a pivotal role in nurturing a culture of parental and community engagement. They provide essential leadership, establish expectations, allocate resources, and actively create avenues for parents and community members to partake in school life through various events, initiatives, and partnerships. Our schools designate dedicated staff members, such as parent liaisons or family engagement coordinators, whose primary responsibility is to facilitate seamless communication and collaboration between parents, the school, and the wider community. These individuals serve as a vital point of contact for parents, coordinate events, offer valuable resources, and play a crucial role in fostering meaningful relationships between the school and families.

Our teachers play a crucial role in cultivating parental involvement by consistently communicating with parents, offering updates on students' progress, and offering guidance on how parents can enhance their child's learning at home. Additionally, teachers actively invite parents to engage in classroom activities, volunteer opportunities, and parent-teacher conferences.

Parent-Teacher Organizations (PTOs) represent a collaborative forum where parents and teachers work in tandem to advance parental involvement and bolster the educational process. These organizations orchestrate a range of events, fundraisers, and activities designed to stimulate parent participation. Furthermore, they offer platforms for parents to voice their perspectives, collaborate with school staff, and contribute to decision-making processes.

The partnership between Tazewell County Public Schools and Communities in Schools has made a significant impact by providing crucial support and resources to students, enhancing their well-being, and boosting their educational accomplishments. This collaboration has also been effective in improving family engagement, particularly in addressing chronic absenteeism within the student population.

Additionally, our school counselors contribute to the promotion of parental and community involvement. They serve as valuable sources of information, equipping parents with insights on how to bolster their child's educational journey and connecting families with pertinent community resources. School counselors also facilitate informative parent workshops or discussions, focusing on topics like academic success, college and career readiness, and social-emotional well-being.

Engaging community organizations, businesses, and higher education institutions play a pivotal role in motivating parents and community members to actively participate in the educational journey. Collaborative efforts with these external partners offer a wealth of resources, mentoring, guest speaking opportunities, and enriching learning experiences for both students and families. By fostering strong relationships and actively involving parents and the community, Tazewell County Public Schools has created a supportive environment that not only enhances student success but also strengthens the educational process.

TARGETED AREA: ELEMENTARY EDUCATION: STANDARDS OF LEARNING
GOAL: INCREASE STUDENT ACHIEVEMENT ON THE STANDARDS OF LEARNING ASSESSMENT

OBJECTIVE(S)	STRATEGIES FOR MEETING OBJECTIVE	EVIDENCE OF IMPLEMENTATION	PERSON(S) RESPONSIBLE	PROJECTED TIME FRAME
<p>1. Improve Standards of Learning test scores in the four Core subject areas according to state and federal guidelines.</p>	<ul style="list-style-type: none"> ➤ Students will be provided a daily schedule where instructional time is protected. ➤ Students identified as at-risk learners will be provided appropriate tutorial assistance to help them become successful learners and meet state and federal standards. ➤ Provide coursework for elementary teachers to strengthen reading and math instructional skills. ➤ Provide teachers with both curriculum guides and pacing guides that correlate with the Virginia Standards of Learning ➤ Student learning and achievement will be measured and reported using clearly defined standards and performance assessments that measure student progress toward learning goals ➤ Deliver culturally relevant, engaging, and responsive instruction using best practices and 21st Century learning tools ➤ Implementation of Science of Reading program(s). ➤ Development Performance Based Assessment Plan ➤ NWEA MAP Assessments 	<ul style="list-style-type: none"> ➤ School Master Schedules ➤ Teacher Lesson Plans with Intervention Noted ➤ SOL Test Data ➤ VALLS Assessment ➤ Individual Student Grades ➤ MAP Assessments ➤ CIP Benchmark ➤ TCPS Professional Learning Catalog ➤ Local Alternate Assessments ➤ CIP Curriculum Maps ➤ CIP Pacing Guides ➤ Tazewell County Public Schools English/Writing Curriculum Maps and Pacing Guides ➤ Reading Intervention Student Lists/Lesson Plans ➤ Math Intervention Student Lists/Lesson Plans ➤ Teacher Completion of LETRS and Heggerty Training ➤ Reading Plans for students not reading on grade level. ➤ Teacher completion of VLA Canvas Courses 	<ul style="list-style-type: none"> ➤ Building Administrators ➤ Supervisor of Testing ➤ Director of Elementary Education ➤ Deputy Superintendent ➤ Instructional Staff ➤ VALLS Tutors ➤ Developmental Assistants ➤ Reading Specialists 	<p>Through 2029</p>

TARGETED AREA: ELEMENTARY EDUCATION: READING**GOAL: 90% OF ELEMENTARY STUDENTS WILL READ ON GRADE LEVEL BY THE END OF THE THIRD GRADE**

OBJECTIVE(S)	STRATEGIES FOR MEETING OBJECTIVE	EVIDENCE OF IMPLEMENTATION	PERSON(S) RESPONSIBLE	PROJECTED TIME FRAME
1. By the end of the third grade year 90% of the students in Tazewell County Public Schools will read at grade level as indicated by NWEA MAP K-2	<ul style="list-style-type: none">➤ Access the five areas of reading – Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension➤ Ensure that all students identified as “high risk” on the VALLS screener in grades K-5 receive extended time for literacy composed of direct, explicit instruction.➤ Each K-3 student will receive a minimum of 120 minutes of instruction in reading and language arts education on a daily basis.➤ Use of SONDAY, Heggerty, Start Up, Build Up, Spiral Up; Steps to Advance and supplemental materials to ensure all students receive research-based reading instruction.➤ Frequently engage students in directed reading/thinking/writing activities.	<ul style="list-style-type: none">➤ Student band of risk on VALLS screener.➤ SOL assessment data➤ Grade level Master Schedules➤ Teacher Lesson Plans➤ Administrators’ Observation Records and Evaluations➤ Benchmark Tests➤ MAP Assessments➤ Reading Walkthrough Data➤ Workshop Lesson Plans	<ul style="list-style-type: none">➤ Deputy Superintendent➤ Director of Elementary Education/Title I➤ Building Administrators➤ Reading Specialists➤ Instructional Staff➤ VALLS Tutors	The completion of each school year.

TARGETED AREA: ELEMENTARY EDUCATION: REMEDIATION GOAL: DECREASE THE NUMBER OF LOW ACHIEVING STUDENTS AS IDENTIFIED BY PALS AND SOL'S				
OBJECTIVE(S)	STRATEGIES FOR MEETING OBJECTIVE	EVIDENCE OF IMPLEMENTATION	PERSON(S) RESPONSIBLE	PROJECTED TIME FRAME
1. Reduce the number of elementary students not achieving the benchmark PALS, MAPS, and SOL Assessment.	<ul style="list-style-type: none"> ➤ Disaggregate and utilize VALLS, SOL, MAP, and CIP Benchmark Data ➤ In addition to Title I services, develop and implement in-class and pull-out remediation plans for identified students. ➤ Provide tutorial assistance by grade level as needed. ➤ Provide in school assistance ➤ Implement RTI ➤ Heggerty will be provided to all PreKindergarten-third grade students during whole group reading. ➤ Flexible workshop groups will be comprised of handwriting instruction, reading comprehension, and word recognition/ language comprehension. ➤ Students identified using VALLS, MAP, and/or CIP Benchmark data will be provided additional instruction of 30-60 minutes in reading and/or math. 	<ul style="list-style-type: none"> ➤ School Improvement and Intervention Plans ➤ Teacher Lesson Plans ➤ Roster of students receiving tutorial assistance ➤ Analysis of SOL test scores ➤ Test, post-test comparisons ➤ Documentation Notebook 	<ul style="list-style-type: none"> ➤ Director of Elementary Education/Title I ➤ Building Administrators ➤ Special Education Director ➤ Instructional Staff ➤ Reading Specialists 	Through 2029

TARGETED AREA: ELEMENTARY EDUCATION: ENGLISH AS A SECOND LANGUAGE GOAL: IDENTIFY ALL STUDENTS WHO HAVE A PRIMARY HOME LANGUAGE OTHER THAN ENGLISH				
OBJECTIVE(S)	STRATEGIES FOR MEETING OBJECTIVE	EVIDENCE OF IMPLEMENTATION	PERSON(S) RESPONSIBLE	PROJECTED TIME FRAME
1. Maintain compliance with federal guidelines (formerly No Child Left Behind, now ESSA) for identifying and supporting EL students. 2. Use the Home Language Survey to identify potential English Learner (EL) students for further screening. 3. Support English Learner (EL) students in developing and attaining English language proficiency. 4. Transition EL students who demonstrate proficiency on the WIDA ACCESS assessment to monitoring status to ensure continued academic success.	<ul style="list-style-type: none"> ➤ Assess students with limited English proficiency using: ➤ WIDA online screener (if no WIDA access for ELs score is available) ➤ WIDA Access for ELs – State Assessment Spring ➤ Other English language screener 	<ul style="list-style-type: none"> ➤ Students who do not use English as their primary language will receive instruction in the English language using proven educational approaches if scores determine a need for intervention. ➤ WIDA access for ELs data ➤ TCPS Quarterly Growth Assessments to Monitor Progress 	<ul style="list-style-type: none"> ➤ Directors of Elementary, Middle, and Secondary Education ➤ Building Administrators ➤ Supervisor of Testing ➤ Appropriate Classroom Teachers ➤ Tutors / Para Professionals/Translators ➤ EL Teacher 	Yearly

TARGETED AREA: SECONDARY EDUCATION VIRGINIA STANDARDS OF LEARNING (SOL)
GOAL: INCREASE STUDENT ACHIEVEMENT ON THE STANDARDS OF LEARNING ASSESSMENT GRADES 6-12

OBJECTIVE(S)	STRATEGIES FOR MEETING OBJECTIVE	EVIDENCE OF IMPLEMENTATION	PERSON(S) RESPONSIBLE	PROJECTED TIME FRAME
1. Meet or exceed accreditation success rates defined by the Virginia Department of Education for the Virginia Standards of Learning (SOL) test results in English, mathematics, science, and history/social science in grades six-twelve (6-12) as well as meet or exceed division benchmarks on state mandated local assessments.	<ul style="list-style-type: none"> ➤ Professional development that stresses the need for teachers to use the Virginia Department of Education (VDOE) SOL resources when implementing instruction ➤ Develop long range teacher goals as specific measurable, achievable, results-focused, and time- bound (S.M.A.R.T.) goals that are specific to each core subject that culminates with an SOL End-of Course test ➤ Develop short-range goals to guide daily and weekly instructional planning ➤ Design lesson plan objectives that align the school's curriculum content with the VDOE Standards of Learning curriculum content ➤ Use student SOL performance test data to assess student learning ability and to guide the implementation of remediation, enrichment, and intervention instructional strategies ➤ Provide evidence that achievement goals and growth measures, when applicable, have been met ➤ Develop benchmark tests to assess periodic learning throughout the course the school year ➤ Use formative and summative assessments to guide grading practices and to use in reporting mastery of instructional and learning goals and objectives ➤ Use individual learner performance assessments to provide constructive feedback to each student ➤ Develop Performance Based Assessment Plan 	<ul style="list-style-type: none"> ➤ Biennial School Plan ➤ School Improvement Plan ➤ Instructional Staff participation. ➤ S.M.A.R.T. Goals ➤ Pacing Guides ➤ Lesson plans that integrate key content elements and facilitate the use of higher level thinking skills in instruction (Bloom's Taxonomy) ➤ Region VII Superintendents Comprehensive Instructional Program (CIP)- Matt Hurt ➤ Region VII Superintendents Key Instructional Leaders (KIL) ➤ Mastery Connect ➤ Unit test results ➤ Region VII Data – Analysis of benchmark test results ➤ State Data – Analysis of End-of-Course test results per subject ➤ School Division and School Report Card ➤ Student Detail by Question (S.D.B.Q.) reports per Virginia Department of Education ➤ Project Graduation - Before and after school tutoring ➤ Bridge Program tutoring ➤ Remediation Folders ➤ Local Performance Assessments ➤ NWEA MAP Assessments 	<ul style="list-style-type: none"> ➤ Deputy Superintendent ➤ Director of Secondary Education ➤ Director of Middle School Education ➤ Supervisor of Testing ➤ Building Administrators ➤ Instructional Staff ➤ Mentors 	<p style="text-align: center;">Yearly</p>

TARGETED AREA: SECONDARY EDUCATION VIRGINIA STANDARDS OF LEARNING (SOL)

GOAL: INCREASE STUDENT ACHIEVEMENT ON THE STANDARDS OF LEARNING ASSESSMENT GRADES 6-12

OBJECTIVE(S)	STRATEGIES FOR MEETING OBJECTIVE	EVIDENCE OF IMPLEMENTATION	PERSON(S) RESPONSIBLE	PROJECTED TIME FRAME
<p>2. Develop the Tazewell County Public Schools instructional curriculum as an evolving document that keeps pace with progressions, modifications, changes and adaptations designated in the Virginia Standards of Learning (SOL) curriculum and test design</p>	<ul style="list-style-type: none"> ➤ Establish across-the-curriculum and departmental committees to develop, revise, and articulate curriculum and pacing guides in grades six-twelve (6-12) both horizontally and vertically ➤ Afford each school the autonomy to develop a course specific curriculum that aligns with the Division-wide and State-wide curriculums ➤ Provide instructional text, written materials, and technology enhanced resource programs that correspond and align with the Virginia Standards of Learning curriculum content ➤ Train instructional staff on how to appropriately implement remediation, intervention, and tutorial methods and strategies ➤ Offer remediation, intervention, and tutoring opportunities that will enhance student learning and that are underpinned by School-wide, Division-wide, and State-wide curriculum guides ➤ Use experienced instructional personnel to mentor new teachers in the appropriate process of instructional delivery and student performance assessment. ➤ Develop Performance Based Assessment Plan 	<ul style="list-style-type: none"> ➤ Curriculum guide ➤ Rubrics that indicate the alignment of Standards of Learning courses, standards, Curriculum Framework, Blueprints, and Scope and Sequence with Division-wide and School-wide curriculum ➤ Formal and informal classroom observations of teacher planning, instructional delivery, and student assessments ➤ Region VII Superintendents benchmark testing results ➤ Application of remediation instruction and improved learning and student reassessment results ➤ Prescriptive methods and strategies for tiering student progress and assessing student delays in learning per course instruction ➤ Observed use of instructional resources that reinforce the instituting of the established curriculum ➤ Administrator and teacher attendance and/or participation at Standards of Learning informational conferences ➤ Professional Development ➤ Local Alternative Assessments 	<ul style="list-style-type: none"> ➤ Superintendent ➤ Deputy Superintendent ➤ Director of Secondary Education ➤ Director of Middle School Education ➤ Supervisor of Testing ➤ Building Administrators ➤ Instructional Staff ➤ Mentors 	<p>Yearly</p>

TARGETED AREA: SECONDARY EDUCATION VIRGINIA STANDARDS OF LEARNING (SOL)
GOAL: PROVIDE SOL REMEDIATION, INTERVENTION, AND TUTORING FOR STUDENTS IN GRADES SIX - TWELVE (6-12)

OBJECTIVE(S)	STRATEGIES FOR MEETING OBJECTIVE	EVIDENCE OF IMPLEMENTATION	PERSON(S) RESPONSIBLE	PROJECTED TIME FRAME
<p>1. Afford students in grades six-twelve (6-12) the opportunity to participate in remediation, intervention, and tutoring programs to enhance the learning of low performing individuals on Standards of Learning (SOL) daily, weekly, benchmark, and End-of-Course assessments in the core subjects of English, math, science, and history/social science</p>	<ul style="list-style-type: none"> ➤ Use test result data to indicate a student's need for additional instructional assistance ➤ Identify which form of instructional assistance is appropriate for re-teaching curriculum content ➤ Provide intervention for students who have gaps in learning and tier according to ability ➤ Provide remediation for students "who get it" but need additional help to master the learning of content ➤ Provide intervention or remediation sessions following unit and benchmark assessments. ➤ Offer tutoring to enhance student progression in learning and to support the instructional focus of the instructor ➤ Provide SOL remediation during summer for grades nine-twelve (9-12) in preparation for End-of-Course tests, new and expedited ➤ Use Algebra Readiness Diagnostic Test (ARDT funding to provide after school remediation in grades 6-9 (Alg. 1 only 9th grade) at risk of failing the Alg I EOC SOL. ➤ Use Response to Intervention (RTI) instructional strategies to strengthen reading comprehension skills ➤ Remediation and RTI instruction will be scheduled before, during, and after school hours. ➤ 30 min remediation block for all middle schools built into the regular school day. 	<ul style="list-style-type: none"> ➤ Biennial School Plan ➤ School Improvement Plan ➤ Rosters of students participating in remediation, intervention, and tutorial programs ➤ Lesson plans that integrate key content elements and facilitate the use of higher level thinking skills in instruction (Bloom's Taxonomy) ➤ Region VII Superintendents Comprehensive Instructional Program (CIP)- Matt Hurt ➤ Unit test results ➤ Region VII Data – Analysis of benchmark test results ➤ State Data – Analysis of End-of-Course test results per subject ➤ Project Graduation - Before and after school tutoring ➤ Bridge Program tutoring ➤ 90-minute instructional blocks for English and Math in middle schools. ➤ Summer School Project Graduation Grant ➤ Administrator and teacher attendance and/or participation at Standards of Learning informational conferences ➤ Individual school departmental and staff meetings ➤ Local Alternative Assessments ➤ Virginia Literacy Act (VLA) ➤ VALLS Screener ➤ Reading Plans for students identified in the "high risk" band from VALLS Screener ➤ Middle School daily 30-minute VLA block 	<ul style="list-style-type: none"> ➤ Deputy Superintendent ➤ Director of Secondary Education ➤ Director of Middle School Education ➤ Supervisor of Testing ➤ Building Administrators ➤ Instructional Staff ➤ Mentors 	<p>Yearly</p>

TARGETED AREA: SECONDARY EDUCATION GRADUATION RATES

GOAL: MEET OR EXCEED VIRGINIA DEPARTMENT OF EDUCATION COHORT GRADUATION RATES

OBJECTIVE(S)	STRATEGIES FOR MEETING OBJECTIVE	EVIDENCE OF IMPLEMENTATION	PERSON(S) RESPONSIBLE	PROJECTED TIME FRAME
<p>1. Achieve a 100% cohort graduation rate at each high school</p> <p>2. Achieve a 100% graduation rate for at-risk students</p>	<ul style="list-style-type: none"> ➤ Freshman orientation on required number of credits to graduate and types of diplomas ➤ Literature on required number of credits to graduate and types of diplomas ➤ Ensure students are in compliance with graduation requirements by participating in: <ul style="list-style-type: none"> ● Economic and Personal Finance ● Completion of a W!SE Financial Literacy Certification (credential) ● First Aid and CPR in 10th grade ● Virginia Virtual course ● Sequence of CTE courses when receiving a standard diploma ● Academic Career Plan ➤ Design a program of study and career pathway for students in grades seven through twelve (7-12) ➤ Provide students and their parents options for participating in subjects that offer high school credit by the end of the eighth-grade year ➤ Collaborate and communicate with parents on the program of studies accessible to their child ➤ Use test result data to indicate a student's need for additional instructional assistance ➤ Provide intervention or remediation sessions following unit and benchmark assessments. ➤ Provide SOL remediation during summer for grades nine-twelve (9-12) in preparation for End-of-Course tests, new and expedited ➤ Provide academic instruction and recovery time in summer school for at-risk seniors to be eligible to receive a diploma ➤ Provide professional development on <u>Failure is Not an Option</u> 	<ul style="list-style-type: none"> ➤ Biennial School Plan ➤ School Improvement Plan ➤ Data on graduation rates ➤ Standards of Learning (SOL) Verified Credit data ➤ Project Graduation - Before and after school tutoring ➤ Student transcript ➤ School Counselor maintenance of student records ➤ School Counselor and student tracking of academic progress documentation ➤ Career pathways ➤ Career and Technical Education (CTE) Advisory Committees ➤ Special Education Advisory Committees ➤ Accreditation Committee/Survey ➤ Principal Advisory Committee ➤ Effective School-Wide Discipline (ESD) ➤ Placement Academy for disciplinary at-risk students ➤ High School Program of Studies ➤ Completed coursework from the following online programs: A. Linwood Holton Governor's School, Virginia Virtual, Southwest Virginia Community College (SWCC) Dual Enrollment ➤ Virginia Cohort Report ➤ Annual High School Graduates and Completers ➤ Standard and Advanced Studies Diplomas for Special Education ➤ Homebound and Homebased services for disabled or special needs students ➤ Approved substitute tests 	<ul style="list-style-type: none"> ➤ Deputy Superintendent ➤ Director of Secondary Education ➤ Supervisor of Testing ➤ Building Administrators ➤ Instructional Staff ➤ School Counselors ➤ Truancy Officer ➤ Placement Academy ➤ Parents ➤ Student 	<p>Yearly</p>

TARGETED AREA: SECONDARY EDUCATION: PREPARING STUDENTS FOR COLLEGE
GOAL: REVIEW COURSE OFFERINGS WHICH MEET POST-SECONDARY ADMISSION REQUIREMENTS

OBJECTIVE(S)	STRATEGIES FOR MEETING OBJECTIVE	EVIDENCE OF IMPLEMENTATION	PERSON(S) RESPONSIBLE	PROJECTED TIME FRAME
<p>1. Increase the number of course offerings for post-secondary admission</p> <p>2. Increase opportunities for dual enrollment credit</p> <p>3. Provide information on course work required by perspective higher education centers of learning</p>	<ul style="list-style-type: none"> ➤ Increase enrollment in advanced placement courses and college level courses ➤ Increase the number of students taking advanced placement exam ➤ Provide dual enrollment opportunities with post-secondary institutions ➤ Provide data to college-bound students ➤ Provide workshops for parents to assist students making a transition ➤ Provide web page information concerning colleges and testing schedules. 	<ul style="list-style-type: none"> ➤ Number of students enrolled in AP classes ➤ Virtual Virginia ➤ Dual Enrollment at SWCC ➤ A. Linwood Holton Governor's School ➤ Number of students taking AP exams ➤ Incentives for economically disadvantaged ➤ Full reimbursement for Virtual Virginia AP Exams ➤ Number of dual enrollment class offerings ➤ Dual Enrollment with SWCC & reduced tuition for acceptable Dual Enrollment Classes ➤ Number of students enrolled in dual enrollment classes ➤ College Board and Major Clarity ➤ Number of students who receive counseling ➤ Individual school web pages (some have a guidance link) & District web page ➤ Major Clarity 	<ul style="list-style-type: none"> ➤ Director of Secondary Education ➤ Building Administrators ➤ Instructional Staff ➤ School Counselors ➤ Webmaster 	<p>Ongoing</p>

TARGETED AREA: SECONDARY EDUCATION: PREPARING STUDENTS FOR WORK
GOAL: PROVIDE OPPORTUNITIES FOR STUDENTS TO DEVELOP WORK BASED LEARNING SKILLS AND
CONTINUING EDUCATION PLANS

OBJECTIVE(S)	STRATEGIES FOR MEETING OBJECTIVE	EVIDENCE OF IMPLEMENTATION	PERSON(S) RESPONSIBLE	PROJECTED TIME FRAME
<p>1. Provide opportunities for job shadowing activities for students.</p> <p>2. Increase the number of students with continuing education plans.</p> <p>3. Implement local career fairs to help students make career choices.</p>	<ul style="list-style-type: none"> ➤ High schools will work with local civic groups to provide job shadowing opportunities. ➤ Academic Career Plan 7th grade ➤ High schools will implement career plans and a comprehensive career education program. ➤ Programs in school promoting work through school organizations such as Marketing and COE. ➤ Partnership with SWCC in Career Pathways ➤ Partnership with Communities in Schools 	<ul style="list-style-type: none"> ➤ Number of students participating. ➤ Career Day ➤ United Way 7th grade Career Expo (EO) ➤ STEM SWCC 6th grade girls ➤ Individual school shadowing ➤ Partnership with SWCC ➤ Career Coaching ➤ All Cluster and Career Pathway Plans have been developed and submitted to SWCC for inclusion on Major Clarity Career Planning Program ➤ Number of students participating in Marketing and COE Programs ➤ Major Clarity Division Reports ➤ 7th Grade visit to Endless Opportunity (EO) in Abingdon VA. Workforce Development Hub for Career Plans and STEM 	<ul style="list-style-type: none"> ➤ Director of Secondary Education ➤ Director of Career and Technical Education ➤ Building Administrators ➤ School Counselors ➤ Instructional Staff ➤ Community college personnel ➤ High School Career Coaches 	<p>Ongoing</p>

TARGETED AREA: SECONDARY CAREER AND TECHNICAL EDUCATION

GOAL: STUDENTS ENROLLED IN CAREER AND TECHNICAL EDUCATION COURSES WILL SHOW CONTINUOUS IMPROVEMENTS IN TECHNICAL AND RELATED ACADEMIC SKILLS TO PREPARE FOR POST SECONDARY COLLEGE AND/OR CAREER SUCCESS

OBJECTIVE(S)	STRATEGIES FOR MEETING OBJECTIVE	EVIDENCE OF IMPLEMENTATION	PERSON(S) RESPONSIBLE	PROJECTED TIME FRAME
Integrate relevant academic skills in career and technical courses	<ul style="list-style-type: none">➤ Reinforce relevant SOLs in CTE courses through contextual instruction➤ Crosswalk CTE competency list with relevant SOLs➤ Update existing programs and expand program offerings to include 21st Century technology and training➤ Academic and CTE teachers develop integration activities	<ul style="list-style-type: none">➤ CTE students improve SOL scores➤ GPA for CTE classes/CTE students➤ CTE accounting records for teacher professional development, equipment, materials, and resources➤ CTE Annual Performance Report and other documentation	<ul style="list-style-type: none">• Director of Secondary Education• Director of Special Services• Building Administrators• Instructional Staff• Director of Technology• Director of CTE	Ongoing
Offer CTE programs that require appropriate technology and technical skills to meet local industry needs	<ul style="list-style-type: none">➤ Continually review local workforce data to identify needs➤ Biannual advisory committee meetings➤ Continually monitor advisory committees to ensure up to date representation of area employers➤ Annual Career Fairs/EO 7th Grade➤ Offer relevant industry based certifications	<ul style="list-style-type: none">➤ CTE competency attainment➤ Increased number of students acquiring industry certifications➤ Addition or modification of CTE course offerings➤ Advisory committee meeting agendas and minutes➤ Career Fair follow up surveys		
Increase number of students obtaining industry certifications recognized and sought by employers	<ul style="list-style-type: none">➤ Participate in relevant industry based certifications➤ Continually monitor industry certifications to ensure that certifications offered match industry requirements and employer preferences➤ Continually review and update equipment, materials, and resources used for curricular instruction	<ul style="list-style-type: none">➤ Career and Technical Credential Collection (CTECC) report➤ CTE Annual Performance Report➤ Student resumes➤ Advisory committee meeting agendas and minutes		

Increase number of students obtaining high quality work-based learning experiences	<ul style="list-style-type: none"> ➤ Develop internship, registered youth apprenticeship, mentorship, and/or job shadowing opportunities ➤ Develop strong business and industry partnerships within our area ➤ Utilize JVG Specialist to coordinate and oversee work based learning experiences ➤ Partner with local agencies to support the diverse needs of students including those with special needs to participate successfully in high quality work based learning experiences 	<ul style="list-style-type: none"> ➤ Work Based Learning Employer and Student Surveys ➤ CTE Annual Performance Report ➤ Advisory committee meeting agendas and minutes ➤ Student resumes ➤ College, Career, and Civic Readiness Index reports 		
Increase the secondary post placement rate one year post graduation	<ul style="list-style-type: none"> ➤ Continually monitor industry certifications to ensure that certifications offered match industry requirements and employer preferences ➤ Increase the number of high quality work based learning experiences ➤ Continually review and update equipment, materials, and resources used for curricular instruction ➤ Assist students in completing resumes that reflect work based learning experiences, credentials, and other experiences that will lead to post-secondary employment ➤ Partner with local agencies to support the diverse needs of students including those with special needs 	<ul style="list-style-type: none"> ➤ Completer Follow Up Surveys ➤ CTE Annual Performance Report ➤ JVG follow up surveys and reports 		

TARGETED AREA: TECHNOLOGY
GOAL: SUPPORT THE INSTRUCTIONAL PROCESS WITH TECHNOLOGY

OBJECTIVE(S)	STRATEGIES FOR MEETING OBJECTIVE	EVIDENCE OF IMPLEMENTATION	PERSON(S) RESPONSIBLE	PROJECTED TIME FRAME
1. Provide opportunities that encourage student-centered project-based learning promoting students to become self-directed learners 2. Provide students with opportunities to explore and utilize varied available technology	<ul style="list-style-type: none"> ➤ Provide access to online educational resources ➤ Creation of digital content using Google Classroom and other LMS platforms ➤ Provide access to virtual academies/classes 	<ul style="list-style-type: none"> ➤ Students utilizing cloud-based resources ➤ Online Comprehensive K-12 Curriculum (IXL) ➤ Virtual Academies (Virtual VA, STRIDE) ➤ Adoption of Google Classroom for both in resident and remote learning 	<ul style="list-style-type: none"> ➤ Supervisor of Educational Technology ➤ Instructional Resource Specialists ➤ Technology Facilitators ➤ Librarians ➤ Building Administrators ➤ Instructional Staff 	<p style="text-align: center;">Ongoing</p>
	<ul style="list-style-type: none"> ➤ Assess current trends and update/upgrade classroom technology ➤ Expand the use of Learning Management systems ➤ Create Professional Development plans for Instructional Staff that are technology centric 	<ul style="list-style-type: none"> ➤ Installation of Interactive televisions and projectors ➤ Adoption of a blended or hybrid classroom setting ➤ Scheduled in-service programs tailored for large groups as well as individual needs ➤ Upgrades or replacement of technology in the classroom ➤ Mastery Connect (CIP) ➤ MAP Testing ➤ Pearson 	<ul style="list-style-type: none"> ➤ Supervisor of Educational Technology ➤ Building Administrators ➤ Supervisor of Testing ➤ Instructional Resource Specialists ➤ Instructional Staff 	<p style="text-align: center;">Ongoing</p>

TARGETED AREA: TECHNOLOGY

GOAL: SUPPORT THE INSTRUCTIONAL PROCESS WITH TECHNOLOGY

OBJECTIVE(S)	STRATEGIES FOR MEETING OBJECTIVE	EVIDENCE OF IMPLEMENTATION	PERSON(S) RESPONSIBLE	PROJECTED TIME FRAME
3. Employ adaptive and assistive technologies to aid those students with varying disabilities	<ul style="list-style-type: none"> ➤ Assess varying needs and provide resources reflective of total student population ➤ Research adaptive technologies and inform teachers of availability ➤ Incorporate technology in student IEP's 	<ul style="list-style-type: none"> ➤ Program available in all buildings ➤ Use of visual aids and text to speech technologies ➤ Use of iPads and other mobile devices providing access to engaging content ➤ Use of alternate input devices 	<ul style="list-style-type: none"> ➤ Central Office Staff ➤ Director of Special Education and Staff ➤ Supervisor of Educational Technology ➤ Instructional Resource Specialists 	Re-occurring annually with revision to IEP
4. Implement industry leading technologies for practical work applications and real-world opportunities	<ul style="list-style-type: none"> ➤ Incorporate the use of technology enhanced instruments and mechanisms ➤ Establish work based programs in curriculum ➤ Cultivate work locations in communities 	<ul style="list-style-type: none"> ➤ Use of Learning Management Systems to include: Career Safe, Electude, OSHA10, ICEV ➤ Use of CNC equipment in varying classrooms ➤ Successful completion of industry certifications ➤ Students secure gainful employment in areas related to school experiences 	<ul style="list-style-type: none"> ➤ Director of Career and Tech. Education ➤ Supervisor of Educational Technology ➤ Instructional staff ➤ Building Administrators ➤ Instructional Resource Specialists 	Ongoing
5. Introduce technologies such as Chromebooks and mobile platforms into classrooms for student use	<ul style="list-style-type: none"> ➤ Research evolving technology and implement when possible 	<ul style="list-style-type: none"> ➤ Chromebooks 1:1 initiative ➤ Integration of CLEVER Portal dashboard with multiple instructional applications ➤ Interactive and blended classrooms 	<ul style="list-style-type: none"> ➤ Supervisor of Educational Technology ➤ Building Administrators ➤ Instructional Staff ➤ Instructional Resource Specialists 	Ongoing

TARGETED AREA: TECHNOLOGY**GOAL: SUPPORT THE INSTRUCTIONAL PROCESS WITH TECHNOLOGY**

OBJECTIVE(S)	STRATEGIES FOR MEETING OBJECTIVE	EVIDENCE OF IMPLEMENTATION	PERSON(S) RESPONSIBLE	PROJECTED TIME FRAME
6. Pursue the use of Hybrid Teaching/Learning Model providing both synchronous and asynchronous learning	<ul style="list-style-type: none">➤ Develop teacher training that promotes embracing of technology enhanced learning➤ Incorporate Virtual Learning Platforms for both delivery and assessment of course materials	<ul style="list-style-type: none">➤ Professional Development curriculums established that support E-Learning➤ Use of Google classroom and other LMS/VLP's throughout the division➤ Mastery Connect	<ul style="list-style-type: none">➤ Supervisor of Educational Technology➤ Building Administrators➤ Instructional Resource Specialists	Ongoing
7. Foster a development plan to usher a digital transformation and broaden both knowledge and skills among staff members	<ul style="list-style-type: none">➤ Utilize a needs assessment to identify areas of interest or concerns from staff➤ Develop ILP's and training sessions that target fields identified by needs assessment	<ul style="list-style-type: none">➤ Professional Development catalog established and available➤ Database collected of all training sessions and workshops➤ Professional Leave requested through Frontline	<ul style="list-style-type: none">➤ Supervisor of Educational Technology➤ Building Administrators➤ Instructional Resource Specialists	As needed
8. Develop a Cyber/Internet security profile that is informative to staff and students and conducive to Teaching/Learning	<ul style="list-style-type: none">➤ Manage CIPA compliance➤ Use of cyber awareness training➤ Maintain Acceptable Use Policies as governed by VDOE	<ul style="list-style-type: none">➤ Use of Aristotlek12 Student-Centric content filter➤ Use of Google Digital Citizenship and Safety course➤ Policies available online and in use yearly➤ Deployment of Ironscales Cyber Security Training module	<ul style="list-style-type: none">➤ Supervisor of Educational Technology➤ Building Administrators➤ Instructional Resource Specialists➤ All Supervisors and Directors	Ongoing

TARGETED AREA: TECHNOLOGY

GOAL: SUPPORT THE INSTRUCTIONAL PROCESS WITH TECHNOLOGY

OBJECTIVE(S)	STRATEGIES FOR MEETING OBJECTIVE	EVIDENCE OF IMPLEMENTATION	PERSON(S) RESPONSIBLE	PROJECTED TIME FRAME
9. Provide internet access using Wireless Lan to increase Teaching/Learning opportunities	<ul style="list-style-type: none"> ➤ Continual assessment of WLAN access in all buildings ➤ Design and implement high density wireless network that extends wireless coverage beyond the physical building 	<ul style="list-style-type: none"> ➤ Wireless Audit to assess current infrastructure ➤ Provisioned wireless access points for greater coverage and throughput ➤ Extended learning opportunities using outdoor facilities 	<ul style="list-style-type: none"> ➤ Supervisor of Educational Technology ➤ Technology staff ➤ Building Administrators 	Ongoing
10. Provide robust and dependable internet access using wired LAN for classroom, office, and lab environments	<ul style="list-style-type: none"> ➤ Comprehensive study of leading technologies in network design and management ➤ Update or upgrade aging network equipment across division to include routers, switches and firewalls 	<ul style="list-style-type: none"> ➤ New switches deployed through the division ➤ Public facing router and firewall upgraded ➤ Use of Smoothwall technologies ➤ Distribution links upgraded to 500 MG links ➤ Frontend data connection increased to 2 GB 	<ul style="list-style-type: none"> ➤ Supervisor of Educational Technology ➤ Technology staff 	Ongoing
11. Anticipate future changes to Technologies Services that could impact the Division and plan for inclusion or mitigation	<ul style="list-style-type: none"> ➤ Attend regional and statewide conference ➤ Review current industry ➤ Engage with industry experts to discuss evolving technologies 	<ul style="list-style-type: none"> ➤ Participation in regional technology committees ➤ Participation in Statewide digital conferences ➤ Granted access to various white papers discussing planning and implementation 	<ul style="list-style-type: none"> ➤ Central Office Staff ➤ Supervisor of Educational Technology ➤ Technology staff 	Ongoing

TARGETED AREA: TITLE 1**GOAL: IMPROVE ACHIEVEMENT AND ACADEMIC STANDARDS IN BASIC AND ADVANCED SKILLS IN READING / LANGUAGE ARTS AND MATHEMATICS FOR TITLE 1 STUDENTS**

OBJECTIVE(S)	STRATEGIES FOR MEETING OBJECTIVE	EVIDENCE OF IMPLEMENTATION	PERSON(S) RESPONSIBLE	PROJECTED TIME FRAME
1. Title I teachers, being an integral part of the total school program, will correlate their instructional plans with classroom teachers.	➤ Schools will use a system of correlation with the classroom teachers on at least a weekly basis and maintain documentation.	➤ Instructional Plans	➤ Building Administrators ➤ Title I teachers ➤ Instructional staff ➤ Director of Title I	Through 2029
2. Title I instructional staff will assist in the assimilation, desegregation and interpretation of assessment data. Results of this data will direct Title I project planning.	➤ Title I staff will review VALLS, Benchmark Data, MAP, and Standards of Learning Assessment data. ➤ Data will be utilized in the student referral process, individual school project planning and improvement plans.	➤ Assessment reports ➤ Title I individual school plan ➤ School Improvement Plans		

TARGETED AREA: TITLE 1**GOAL: IMPROVE ACHIEVEMENT AND ACADEMIC STANDARDS IN BASIC AND ADVANCED SKILLS IN READING / LANGUAGE ARTS AND MATHEMATICS FOR TITLE 1 STUDENTS**

OBJECTIVE(S)	STRATEGIES FOR MEETING OBJECTIVE	EVIDENCE OF IMPLEMENTATION	PERSON(S) RESPONSIBLE	PROJECTED TIME FRAME
3. Title I will integrate core subject areas into the reading/language arts and mathematics curriculum.	<ul style="list-style-type: none">➤ Using a variety of supplemental materials and methods, Title I teachers will integrate all core subject area Standards of Learning objectives in their curriculum.	<ul style="list-style-type: none">➤ Teacher lesson plans➤ Material requests	<ul style="list-style-type: none">➤ Building Administrators➤ Title I teachers	Ongoing
4. Professional development plans will focus on instructional areas determined by assessment data and the <i>Individual School Needs Assessment</i>	<ul style="list-style-type: none">➤ Results will be studied to assess professional development needs➤ Required professional development activities will be designed to meet teachers' and directors' requests and instructional needs.	<ul style="list-style-type: none">➤ Attendance rosters at required Title I professional development activities➤ Title I Individual School Plan	<ul style="list-style-type: none">➤ Director of Title I➤ Building Administrators➤ Title I teachers➤ Instructional staff	Ongoing

TARGETED AREA: TITLE 1**GOAL: TITLE I SERVICES SHALL BE SUPPLEMENTAL TO THE SCHOOL INSTRUCTIONAL PROGRAM AND NOT SUPPLANT EXISTING SERVICES**

OBJECTIVE(S)	STRATEGIES FOR MEETING OBJECTIVE	EVIDENCE OF IMPLEMENTATION	PERSON(S) RESPONSIBLE	PROJECTED TIME FRAME
1. Title I funding and instructional services shall supplement and not supplant existing school funds and services.	<ul style="list-style-type: none">➤ Title I staff will supplement classroom instruction.➤ Title I funds will supplement existing local, state and federal funds.	<ul style="list-style-type: none">➤ School Improvement Plans➤ Title I Individual School Plan➤ Teacher lesson plans	<ul style="list-style-type: none">➤ Building Administrators➤ Title I teachers➤ Instructional staff➤ Director of Title I	Ongoing

TARGETED AREA: TITLE 1**GOAL: INCREASE FAMILY ENGAGEMENT IN THE TITLE I PROGRAM WITH PARENTS BECOMING ACTIVE PARTICIPANTS IN THEIR CHILD'S EDUCATION**

OBJECTIVE(S)	STRATEGIES FOR MEETING OBJECTIVE	EVIDENCE OF IMPLEMENTATION	PERSON(S) RESPONSIBLE	PROJECTED TIME FRAME
<p>1. Family Engagement Plans, a required component of Title I, will address the needs of parents by offering various activities as indicated by the <i>Parent Survey</i> and the <i>Individual School Needs Assessment</i>.</p>	<ul style="list-style-type: none"> ➤ Parents will fill out the <i>Parents' Survey</i>. ➤ Parent, child, and school staff/faculty will share responsibility by signing the <i>School-Parent Compact</i>. ➤ Policy involvement will be included at the school and district level. ➤ Parent Resource Centers will be established at each Title I school. ➤ A central location for a Parent Resource Center will be established using the Destiny program to allow parents to check out materials. ➤ Community-based organizations will be involved in the educational program. ➤ Parent workshops will be provided on a variety of topics and offered at a variety of times throughout the day. ➤ Three Title I planning meetings will be held each spring to plan for the next academic school year. ➤ An Introduction to Title I Meeting will be held for parents/families at the beginning of each year. ➤ A Family Engagement Coordinator will assist in the development of a collaborative climate between the schools and families, develop programs and activities to engage families in improving student achievement, and help to implement effective family involvement strategies and activities to empower students and their families. 	<ul style="list-style-type: none"> ➤ Completed and tallied <i>Parent Survey</i> ➤ Signed <i>School-Parent Compact</i> ➤ School and District Parent Policy located in Title I notebook ➤ Parent Resource Center ➤ Check-out records and request forms ➤ Volunteer list in each school office ➤ Title Parent invitations and meeting agendas ➤ Family Engagement Meeting/Planning Meeting sign in sheets 	<ul style="list-style-type: none"> ➤ Title I parents ➤ Title I teachers ➤ Title I Director ➤ Family Engagement Coordinator 	<ul style="list-style-type: none"> ➤ Parent Survey completed by June 1 ➤ Compact completed by October 30 ➤ Parent Policy-October 30 ➤ Parent Resource Centers, parent workshops scheduled for fall, mid-year, and spring.

TARGETED AREA: SPECIAL EDUCATION

GOAL: INCREASE THE DIVISION-WIDE PERCENTAGE OF STUDENTS WITH DISABILITIES SUCCESSFULLY COMPLETING HIGH SCHOOL, ACCORDING TO STATE AND FEDERAL GUIDELINES

OBJECTIVE(S)	STRATEGIES FOR MEETING OBJECTIVE	EVIDENCE OF IMPLEMENTATION	PERSON(S) RESPONSIBLE	PROJECTED TIME FRAME
1. The percentage of students graduating high school will increase.	➤ Provide instructional activities to improve social, emotional behaviors	➤ Increase rate of employment	➤ Building Administration / Director of Special Programs	Ongoing
	➤ Develop and implement a plan for post-secondary transition	➤ Participation in post-secondary education	➤ Special Programs Transition and Coordinator from each high school	Ongoing
	➤ School Based (Work) Enterprise	➤ Adult independence is correlated with school completion	➤ Building Administrators	2023/2024 initial phase
	➤ Each high school has a special education member responsible for transition planning / coordination	➤ Agendas / Minutes from meetings	➤ Director of Special Programs, Director of CTE, Building Administration, teachers	
	➤ Autism Helper Curriculum	➤ Monthly Transition Council Meetings	➤ Instructional Staff	July 1, 2023 / Ongoing
	➤ Department for Aging and Rehabilitative Services	➤ This individual is listed on the (website) Each high school / special education website	➤ Dyslexia Advisor/Reading Specialist	
	➤ Increase functional use of technology for students	➤ Progress monitoring / reports generated from program	➤ One individual is designated from each high school and may be found on the website (each high school / Special Programs website.	August 17, 2023 / Ongoing
	➤ Engage in collaborative teaching	➤ Indicator 14 Post Secondary outcomes	➤ Self-Contained Teachers	
	➤ Credit Accommodations	➤ Assistive technology team	➤ Reading Coach	Ongoing
	➤ Adequate staff will be hired to accommodate the collaborative and resource environments	➤ DATA from Intervention Strategies	➤ Records Review Team	Ongoing
2. Students with disabilities, ages 7-13, will receive remediation through RTI	➤ Transition Plans - middle school (begin at elementary level)	➤ IEP's	➤ One individual from each building serves on the AT TEAM (monthly meetings) Agendas and minutes reported from meetings.	Ongoing
	➤ RTI	➤ RTI documents	➤ Special education teachers	Ongoing
	➤ SONDAY – multi sensory reading intervention	➤ Data / progress	➤ Referring Source / special education area coordinators	Ongoing
	➤ Heggerty – phonemic awareness	➤ Data / progress	➤ Dyslexia Advisor	Ongoing
	➤ LETRS – Language Essentials for teachers of Reading and Spelling	➤ Data / progress	➤ Dyslexia Advisor	Ongoing
	➤ Happy Numbers		➤ Building Administration, special education teachers	Ongoing

TARGETED AREA: SPECIAL EDUCATION

GOAL: IMPROVE THE PERFORMANCE OF CHILDREN AND YOUTH WITH DISABILITIES BY ENHANCING THE KNOWLEDGE, SKILLS, ABILITIES, AND PERFORMANCE OF ALL PERSONNEL WHO WORK WITH CHILDREN AND YOUTH WITH DISABILITIES

OBJECTIVE(S)	STRATEGIES FOR MEETING OBJECTIVE	EVIDENCE OF IMPLEMENTATION	PERSON(S) RESPONSIBLE	PROJECTED TIME FRAME
1. Promote ongoing professional development opportunities that demonstrate and instruct in research-based practices for administrators, regular educators, paraprofessionals, special educators, and related service providers	<ul style="list-style-type: none"> ➤ Increase number and types of workshops and services offered through Tazewell County Public Schools and the Virginia Department of Education 	<ul style="list-style-type: none"> ➤ Service providers who receive instruction will improve services to children and youth with disabilities 	<ul style="list-style-type: none"> ➤ Director of Special Programs 	Ongoing
	<ul style="list-style-type: none"> ➤ Support diverse learners through effective instructional practices 	<ul style="list-style-type: none"> ➤ Professional Leave requests 	<ul style="list-style-type: none"> ➤ Special Education Coordinators 	Ongoing
	<ul style="list-style-type: none"> ➤ Build collaborative skills for cooperative teaching 	<ul style="list-style-type: none"> ➤ Online VAAP testing 	<ul style="list-style-type: none"> ➤ Building Administrators 	Ongoing
	<ul style="list-style-type: none"> ➤ Make adaptations and modifications to enhance student learning 	<ul style="list-style-type: none"> ➤ MAP reading and math scores 	<ul style="list-style-type: none"> ➤ Instructional Staff 	Ongoing
	<ul style="list-style-type: none"> ➤ Improve students' reading comprehension 	<ul style="list-style-type: none"> ➤ Increase in SOL scores 	<ul style="list-style-type: none"> ➤ Supervisor of Testing ➤ Building Administration 	Ongoing
	<ul style="list-style-type: none"> ➤ Choose outcomes and accommodations for children 	<ul style="list-style-type: none"> ➤ Local Alternative Assessments 	<ul style="list-style-type: none"> ➤ Dyslexia Advisor 	Ongoing
	<ul style="list-style-type: none"> ➤ Provide professional development for inclusion 	<ul style="list-style-type: none"> ➤ Colleague videos 	<ul style="list-style-type: none"> ➤ Dyslexia Advisor 	Ongoing
	<ul style="list-style-type: none"> ➤ Professional Learning Catalog 	<ul style="list-style-type: none"> ➤ SONDAY 	<ul style="list-style-type: none"> ➤ Building Administration / Director of Special programs 	Ongoing
	<ul style="list-style-type: none"> ➤ Language Acquisition through Motor Planning (LAMP) 	<ul style="list-style-type: none"> ➤ LETRS / Heggerty 	<ul style="list-style-type: none"> ➤ Building Administration / Director of Special programs 	Ongoing
	<ul style="list-style-type: none"> ➤ Professional Learning Catalog 	<ul style="list-style-type: none"> ➤ Mental Health presentations –partnerships with Cumberland / Family Preservation 	<ul style="list-style-type: none"> ➤ Director of Special Programs 	Ongoing
	<ul style="list-style-type: none"> ➤ Professional Learning Catalog 	<ul style="list-style-type: none"> ➤ School Psychologist provides research based professional development for universal screener / suicide / social emotional care for students and staff. 	<ul style="list-style-type: none"> ➤ Administration / Teachers 	Ongoing
	<ul style="list-style-type: none"> ➤ Professional Learning Catalog 	<ul style="list-style-type: none"> ➤ School Psychologist provides research based professional development for universal screener / suicide / social emotional care for students and staff. 	<ul style="list-style-type: none"> ➤ Administration / Teachers 	Ongoing

TARGETED AREA: SPECIAL EDUCATION
GOAL: IMPROVE PARENT/STUDENT INVOLVEMENT WITH SPECIAL EDUCATION SERVICES

OBJECTIVE(S)	STRATEGIES FOR MEETING OBJECTIVE	EVIDENCE OF IMPLEMENTATION	PERSON(S) RESPONSIBLE	PROJECTED TIME FRAME
1. Increase the percentage of families participating in instructional/behavioral plans	<ul style="list-style-type: none"> ➤ Increase parental attendance at Parent/Teacher Conferences and meetings associated with students' Individualized Education Plan 	<ul style="list-style-type: none"> ➤ Presence of parents at meetings involves them in and improves the decision-making process 	<ul style="list-style-type: none"> ➤ Director of Special Programs 	Ongoing
2. Provide workshop opportunities for parents, including training with cross-disciplinary representation	<ul style="list-style-type: none"> ➤ Workshops will be scheduled to increase family involvement with behavior management 	<ul style="list-style-type: none"> ➤ These events are scheduled at each high school 	<ul style="list-style-type: none"> ➤ Special Education Coordinators ➤ Building Administrators 	Ongoing
3. Provide workshop for parents, partnership TCPS/ Parent Educational Advocacy Training Center (PEATC)	<ul style="list-style-type: none"> ➤ Senior Symposium 	<ul style="list-style-type: none"> ➤ Cross-disciplinary training opportunities will promote collaborative relationships among parents, students, and service providers 	<ul style="list-style-type: none"> ➤ Instructional Staff 	Ongoing
4. Provide Professional Development Applied Behavior Analysis (ABA)	<ul style="list-style-type: none"> ➤ Partnership with Southwest Community College. Presentation includes the variety of certificates / degrees available. Simulations/ tours available to students and parents to plan for transition from high school. 	<ul style="list-style-type: none"> ➤ Information packets / sign in sheet 	<ul style="list-style-type: none"> ➤ Transition Council Chair. building SpEd Designee / Building Administration 	Ongoing
	<ul style="list-style-type: none"> ➤ Students are invited to meetings, as appropriate, to develop and strengthen self-advocacy skills. 	<ul style="list-style-type: none"> ➤ Agendas/ minutes reported from meetings (four meetings per year) 	<ul style="list-style-type: none"> ➤ Director of Special Education 	Ongoing
	<ul style="list-style-type: none"> ➤ Special Education Advisory Committee (SEAC) 	<ul style="list-style-type: none"> ➤ Agendas / minutes reported from each meeting 	<ul style="list-style-type: none"> ➤ SEAC Chair 	Ongoing
	<ul style="list-style-type: none"> ➤ Monthly Transition Council Meetings 	<ul style="list-style-type: none"> ➤ Agendas 	<ul style="list-style-type: none"> ➤ Transition Council Chair 	Ongoing
	<ul style="list-style-type: none"> ➤ Scheduled ABA PD for elementary schools. 		<ul style="list-style-type: none"> ➤ Building Administrators 	Ongoing

TARGETED AREA: GIFTED EDUCATION

GOAL: SERVE THOSE STUDENTS IDENTIFIED AS GIFTED

OBJECTIVE(S)	STRATEGIES FOR MEETING OBJECTIVE	EVIDENCE OF IMPLEMENTATION	PERSON(S) RESPONSIBLE	PROJECTED TIME FRAME
<p>1. Universally screen all TCPS 2nd and 5th grade students annually to identify academically gifted students among all student populations including underrepresented student populations</p> <p>2. Afford students academically challenging instructional and learning opportunities in the areas of general intellectual aptitude, specific academic aptitude, arts specialization, and career and technical skills in the classroom and with professionally trained instructors when applicable</p>	<ul style="list-style-type: none"> ➤ The Gifted Coordinators will screen and test the students referred for the gifted programs ➤ Elementary, Middle, and High school students identified as gifted will be encouraged to participate in all of the programs endorsed by the gifted program which include: Advanced Placement classes, Governor's School, Brain Games, Model General Assembly, dual enrollment, Governor's Summer Residential programs, TCPS K-12 summer enrichment and summer programs at local colleges ➤ High school counselors/principals will explain the policy regarding weighted classes/GPA ➤ Implement the identification process for gifted students in the arts and Career and Technical Education programs ➤ Parents will be informed throughout the school year regarding programs and activities gifted students will be eligible to participate in ➤ Career exploration and information will be provided by School Counselors and the Gifted Coordinators throughout the school year ➤ Gifted Coordinators will provide professional development training and resources to classroom teachers on gifted instruction. 	<ul style="list-style-type: none"> ➤ Number of students identified as gifted in grades K-12 ➤ Differentiation of instruction implementation and success in the classroom. ➤ Participation in accelerated and rigorous academic offerings offered within the curriculum design of the Tazewell County Public Schools Program of Studies ➤ Academic competition, STEM, and career related partnerships with: Virginia Polytechnic and State University, Bluefield State College, Bluefield University, Southwest Virginia Community College, Southwest Virginia Higher Education Center, Crab Orchard Museum (STEM), Virtual Virginia, DreamWakers, National Aeronautics and Space Administration (NASA), Local, State, and National Businesses ➤ Newsletters for parents and educators 	<ul style="list-style-type: none"> ➤ Supervisor of Truancy and Distance Learning ➤ Gifted Coordinators ➤ Building Administrators ➤ Instructional Staff ➤ School Counselors 	Ongoing

TARGETED AREA: GIFTED EDUCATION
GOAL: SERVE THOSE STUDENTS IDENTIFIED AS GIFTED

OBJECTIVE(S)	STRATEGIES FOR MEETING OBJECTIVE	EVIDENCE OF IMPLEMENTATION	PERSON(S) RESPONSIBLE	PROJECTED TIME FRAME
<p>3. Encourage interested teachers in pursuing an endorsement in Gifted Education or in gaining knowledge in Gifted Education offered from state colleges or universities</p> <p>4. Inform middle and high school gifted students of accelerated academic and career and technical education opportunities offered within the curricula of the local school division, colleges and universities, and virtual and long distance learning programs.</p> <p>5. Afford gifted students the opportunity to connect with leaders in the fields of education, business, finance, and industry via the Internet and telecommunications</p>	<p>➤ Director of Human Resources will provide teachers with information regarding Gifted Education qualifications and endorsements will be offered by colleges and universities</p> <p>➤ Middle and High School Gifted students will be encouraged to take rigorous coursework afforded through: The A. Linwood Holton Governor's School, Virtual Virginia instructional program, community college dual enrollment college preparatory program, advanced placement courses, and career and technical education coursework</p> <p>➤ Development of appropriate schedules that enhance and enrich applicable coursework and to provide students with medium outlets and Internet accessibility via Chromebooks, and other technology devices</p>	<p>➤ Teacher participation in gifted education endorsement programs and completers</p> <p>➤ Professional Development presented on gifted topics</p> <p>➤ Student participation and academic success in accelerated academic advanced placement, dual enrollment, distance and virtual learning, and career and technical acquirement of credentials and certifications</p> <p>➤ Log entries of participation and student recognitions regarding projections of leadership qualities, student engagement, and knowledge of subject addressed in the presentations offered by the leaders of business, industry, and academics</p>	<p>➤ Supervisor of Truancy and Distance Learning</p> <p>➤ Gifted Coordinators</p> <p>➤ Director of Human Resources</p> <p>➤ Supervisor of Technology ITRTs</p> <p>➤ Building Administrators</p> <p>➤ Instructional Staff</p> <p>➤ School Counselors</p>	<p>Ongoing</p>

TARGETED AREA: ALTERNATIVE EDUCATION GRADES 9-12**GOAL: DEVELOP AND IMPLEMENT AN EDUCATIONAL PLAN THAT INCLUDES EDUCATIONAL AND CAREER-TECHNICAL COMPONENTS WHICH ALLOW THE STUDENT TO EXPERIENCE SUCCESS IN SCHOOL**

OBJECTIVE(S)	STRATEGIES FOR MEETING OBJECTIVE	EVIDENCE OF IMPLEMENTATION	PERSON(S) RESPONSIBLE	PROJECTED TIME FRAME
1. Provide academic preparation for successful completion of the GED exam and occupational training for workplace entry	<ul style="list-style-type: none">➤ Utilize a variety of instructional materials and techniques to prepare students for the GED test➤ Enroll students in a career-technical program➤ Develop transition plans for students exiting the program that will provide guidance on employment and opportunities for additional education	<ul style="list-style-type: none">➤ GED test results➤ ISAEP Pre-test➤ ISAEP Instruction➤ Enrollment in career-technical programs➤ SEDF Report➤ ALL ISAEP students maintain a career and technical component, employment, or core education classes as a condition of enrollment➤ Number of students obtaining certification in their career-technical field➤ Class rosters➤ VDOE Report Card➤ Credentialing reports➤ Number of students finding employment or continuing their education after exiting the program➤ CTE Completer Report/Survey➤ Career Pathway➤ GED data➤ Major Clarity➤ Everfi online certification	<ul style="list-style-type: none">➤ Director of Secondary➤ Director of CTE➤ ISAEP Instructor➤ High School Principals	Ongoing

TARGETED AREA: ALTERNATIVE EDUCATION GRADES 9-12 (INDIVIDUALIZED STUDENT ALTERNATIVE EDUCATION PLAN (ISAEP))

GOAL: PROVIDE A GED ALTERNATIVE EDUCATION OPTION FOR STUDENTS AGES SIXTEEN – NINETEEN

OBJECTIVE(S)	STRATEGIES FOR MEETING OBJECTIVE	EVIDENCE OF IMPLEMENTATION	PERSON(S) RESPONSIBLE	PROJECTED TIME FRAME
1. Provide academic preparation for successful completion of the GED exam and occupational training for workplace entry and /or post-secondary education	<ul style="list-style-type: none"> ➤ Prepare students for the GED exam ➤ Provide parents and students with information relative to career options and educational opportunities ➤ Enroll students not gainfully employed in an occupational training component ➤ Provide students with workplace readiness skills 	<ul style="list-style-type: none"> ➤ Number of students passing the GED exam ➤ ISAEP-GED Pre-test and exams ➤ Evidence of remediation in class ➤ Number of students appropriately transitioned ➤ Individual school webpage ➤ Newspaper advertisement ➤ TCCTC promotion video ➤ Number of students completing the occupational training component ➤ All ISAEP students must maintain employment or enroll in a CTE class for the duration of instruction ➤ CTE classes/competencies ➤ Credentialing 	<ul style="list-style-type: none"> ➤ Director of Secondary ➤ Director of CTE ➤ ISAEP Instructor ➤ High School Principals 	<p>Ongoing</p>

TARGETED AREA: ALTERNATIVE EDUCATION GRADES 6-12 (BRIDGE) – CREDIT-RECOVERY PROGRAM
GOAL: PROVIDE EDUCATIONAL OPPORTUNITIES FOR STUDENTS WHO HAVE BEEN INVOLVED WITH DRUGS, ALCOHOL, WEAPONS, INJURY TO ANOTHER PERSON, VIOLATIONS OF SCHOOL BOARD POLICY, LONG TERM SUSPENSION OR EXPULSION, OR HAVE BEEN RELEASED FROM A JUVENILE FACILITY

OBJECTIVE(S)	STRATEGIES FOR MEETING OBJECTIVE	EVIDENCE OF IMPLEMENTATION	PERSON(S) RESPONSIBLE	PROJECTED TIME FRAME
<p>1. Provide educational opportunities in the “Bridge/GED Option Program” for students in grades six through twelve, who are unable to attend the regular school and meet the following criteria:</p> <ul style="list-style-type: none"> • Students who have committed an offense in violation of school board policies relating to weapons, alcohol, or drugs or have intentionally injured another person against whom a petition or warrant has been filed alleging such acts • Students who have been suspended for ten days or more • Students who have been expelled from regular school attendance. • Students who have been released from a youth learning center. • Students who are at least one year behind and are at least 16 years of age will be candidates for the GED Option Program. • Educate students who are disciplined with long term suspensions and expulsions with Google Classroom instructional and learning opportunities 	<ul style="list-style-type: none"> ➤ Credit recovery programs will be provided after school hours. ➤ An educational plan will be developed for students enrolled in this program. ➤ Students will receive grades each six weeks. ➤ Students will improve performance on benchmark/SOL tests. ➤ Students in the ISAEP Program will receive a GED certificate and transition to the workplace. ➤ Credit recovery through on-line curriculum ➤ Provide students with medium outlets and Internet accessibility via computers, laptops, chrome books, think pads, and Division approved social media 	<ul style="list-style-type: none"> ➤ Number of students who receive passing grades in core subject areas. ➤ ED Options/Bridge Program ➤ Number of students who pass SOL assessments. ➤ Transcript/Major Clarity ➤ Alternative Education ➤ On-line opportunities for expelled / long-term suspensions through out of school/off campus Bridge, ED Options ➤ Number of students who achieve GED certificates and transition to the workplace. ➤ TCPS Policy ➤ Report cards ➤ PowerSchool Parent Portal ➤ VDOE/Pearson data ➤ Reconciliation of enrollment and EOY reporting ➤ PowerSchool data ➤ ED Options and similar programs 	<ul style="list-style-type: none"> ➤ Director of Secondary ➤ Director of CTE ➤ Building Administrators ➤ Bridge Instructors ➤ ISAEP Instructors 	<p>Sept. – June each year</p>

TARGETED AREA: ALTERNATIVE EDUCATION GRADES 6-8 ALTERNATIVE EDUCATION PLAN (Bridge)
GOAL: PROVIDE EDUCATIONAL OPPORTUNITIES FOR STUDENTS WHO HAVE NOT BEEN SUCCESSFUL IN REGULAR SCHOOL PROGRAMS

OBJECTIVE(S)	STRATEGIES FOR MEETING OBJECTIVE	EVIDENCE OF IMPLEMENTATION	PERSON(S) RESPONSIBLE	PROJECTED TIME FRAME
<p>1. Provide an environment suitable for a one-year adjustment period for at-risk students in grades 6-8 who cannot function in the traditional classroom setting</p> <p>2. Educate students who are disciplined with long term suspensions and expulsions with Google Classroom and MOP instructional and learning opportunities</p>	<ul style="list-style-type: none"> ➤ Place students in an appropriate and separate environment ➤ Develop a program that encourages ethical standards of behavior and a positive and realistic self-image that enables them to reenter a regular classroom setting ➤ Tazewell County School Board Disciplinary Committee ➤ Provide students with medium outlets and Internet accessibility via computers, laptops, chrome books, think pads, and Division approved social media 	<ul style="list-style-type: none"> ➤ Improved school performance ➤ Student grades ➤ Log entries of student participation and completion of assignments in Google Classroom 	<ul style="list-style-type: none"> ➤ Building Administrators ➤ School Counselors ➤ Instructional Staff ➤ Director of Middle School Education ➤ Director of Special Projects ➤ Student Behavioral Services Offered by Local Mental Health Agencies 	<p>Ongoing</p>

TARGETED AREA: ASSESSMENT
GOAL: IMPROVE STANDARDS OF LEARNING ASSESSMENT RESULTS

OBJECTIVE(S)	STRATEGIES FOR MEETING OBJECTIVE	EVIDENCE OF IMPLEMENTATION	PERSON(S) RESPONSIBLE	PROJECTED TIME FRAME
<p>1. Meet or exceed accreditation success rates defined by the Virginia Department of Education for the Virginia Standards of Learning (SOL) test results in English, mathematics, science, and history/social science in grades three-twelve (3-12)</p>	<ul style="list-style-type: none"> ➤ Analyze previous student test scores ➤ Provide tutoring for At-Risk students ➤ Analyze Benchmark testing data ➤ Provide appropriate staff and materials for instruction ➤ Provide intervention and remediation in core subjects in grades K-12 ➤ Analyze MAP testing data ➤ Conduct in-service meetings with teachers on testing security and strategies ➤ Analyze student detail by question (SDBQ) to identify instructional strengths and weaknesses ➤ Develop Performance Based Assessment Plan 	<ul style="list-style-type: none"> ➤ Track student scores ➤ Classroom assessments and activities ➤ Benchmark scores ➤ SOL scores ➤ Discussions with school test coordinators and teachers ➤ School accreditation ➤ AYP Progress ➤ Local Alternative Assessments ➤ NWEA MAP Assessments 	<ul style="list-style-type: none"> ➤ Central Office Staff ➤ Building Administrators ➤ Supervisor of Testing ➤ Instructional staff ➤ Parents 	<p>Ongoing</p>

TARGETED AREA: SAFETY**GOAL: ENSURE COMPREHENSIVE SAFETY PLANS ARE DEVELOPED AT EACH OF THE SCHOOLS IN THE DIVISION**

OBJECTIVE(S)	STRATEGIES FOR MEETING OBJECTIVE	EVIDENCE OF IMPLEMENTATION	PERSON(S) RESPONSIBLE	PROJECTED TIME FRAME
1. Ensure that each school's Crisis Management Plan is developed within the same framework as the state and federal guidelines	<ul style="list-style-type: none">➤ Provide the schools with a model that can be used to revise their existing plan➤ Ensure that school plans contain the following:<ul style="list-style-type: none">○ Prevention○ Student safety curriculum○ Building and grounds security○ Emergency procedures○ Crisis Response Team➤ Provide all schools with annual review of plans➤ Provide schools with annual audits➤ Annual approval of plans by the School Board	<ul style="list-style-type: none">➤ Individual School Crisis Plan	<ul style="list-style-type: none">➤ Building Administrators➤ Crisis Management Teams	August of each year

TARGETED AREA: SAFETY**GOAL: ESTABLISH CENTRAL AND AREA CRISIS RESPONSE TEAMS**

OBJECTIVE(S)	STRATEGIES FOR MEETING OBJECTIVE	EVIDENCE OF IMPLEMENTATION	PERSON(S) RESPONSIBLE	PROJECTED TIME FRAME
1. Develop a comprehensive district-wide safety plan	<ul style="list-style-type: none">➤ Establish a Central Crisis Response Team➤ Revise Central Office security plan➤ Revise emergency procedures of central office staff➤ Organize a Crisis Response Team in each area of the school division:<ul style="list-style-type: none">○ Bluefield○ Richlands○ Tazewell	<ul style="list-style-type: none">➤ Establishment of Response Teams	<ul style="list-style-type: none">➤ Superintendent➤ Deputy Superintendent➤ Central Crisis Team➤ Director of Elementary Education➤ Director of Middle School Education➤ Director of Secondary Education	Ongoing

TARGETED AREA: SAFETY**GOAL: INVOLVE ALL STAKEHOLDERS ON CRISIS RESPONSE TEAMS**

OBJECTIVE(S)	STRATEGIES FOR MEETING OBJECTIVE	EVIDENCE OF IMPLEMENTATION	PERSON(S) RESPONSIBLE	PROJECTED TIME FRAME
1. Involve public agencies on central and local and regional crisis response teams	<ul style="list-style-type: none">➤ Include the following agencies on the central and local crisis response teams<ul style="list-style-type: none">● Fire Department● Police/Sheriff's Office● Local Hospitals● Local Health Department● Local Ambulance Service● Emergency Response Team● First Responders● School Resource Officer● School Nurse● Homeland Security – Transportation Safety Administration (TSA)● Federal Emergency Management Administration (FEMA)	<ul style="list-style-type: none">➤ Participation by agencies in the community➤ Partner with Tazewell County Crisis Team➤ Drills with emergency personnel	<ul style="list-style-type: none">➤ Central and local crisis response teams	Ongoing

TARGETED AREA: SAFETY**GOAL: CONTINUE TO IMPROVE THE COMMUNICATIONS SYSTEM WITHIN THE SCHOOL DIVISION**

OBJECTIVE(S)	STRATEGIES FOR MEETING OBJECTIVE	EVIDENCE OF IMPLEMENTATION	PERSON(S) RESPONSIBLE	PROJECTED TIME FRAME
1. Continue to explore ways in which lines of communication can be more efficient 2. Communicate with parents in the event of an emergency situation	<ul style="list-style-type: none">➤ Upgrade communication within the school➤ Upgrade communication devices on buses➤ PowerAnnouncement notification system➤ Secure emergency notification phone numbers and emails from all parents➤ Rave App	<ul style="list-style-type: none">➤ Upgrade of communication devices at school➤ Upgrade of two-way radios on buses➤ GPS capabilities on bus radios.➤ Migration to Thrillshare/Apptedgy for web and social media presence.➤ TCPS mobile application provides on resource for mass notifications.➤ Test drill of the system	<ul style="list-style-type: none">➤ Director of Transportation➤ Supervisor of Technology	Ongoing

TARGETED AREA: SAFETY**GOAL: PROVIDE CRISIS RESPONSE TRAINING**

OBJECTIVE(S)	STRATEGIES FOR MEETING OBJECTIVE	EVIDENCE OF IMPLEMENTATION	PERSON(S) RESPONSIBLE	PROJECTED TIME FRAME
1. Provide Crisis Response Training	<ul style="list-style-type: none">➤ Develop professional development training programs that include:<ul style="list-style-type: none">○ Guest speakers – TSA, FEMA, and Virginia Department of Criminal Justice (DCJS)○ Train the trainers○ In-house training➤ Plan and execute state required drills within the schools<ul style="list-style-type: none">○ Fire○ Tornado○ Earthquake○ Lockdown○ Bus Evacuation○ Bomb Threat	<ul style="list-style-type: none">➤ Attendance rosters of workshops➤ Increase awareness of crisis intervention techniques➤ Log of practice drills	<ul style="list-style-type: none">➤ Central and local crisis response teams➤ Director of Transportation➤ Building Administrators	Ongoing

TARGETED AREA: SAFETY**GOAL: IMPROVE VISUAL ACCESS OF BUILDING, GROUNDS AND TRANSPORTATION**

OBJECTIVE(S)	STRATEGIES FOR MEETING OBJECTIVE	EVIDENCE OF IMPLEMENTATION	PERSON(S) RESPONSIBLE	PROJECTED TIME FRAME
1. Implement the use of video surveillance systems for all schools and school buses 2. TCPS Maintenance Department will monitor buildings and grounds to ensure the safety and well-being of all stakeholders. 3. School Security Officers will screen all visitors and monitor the physical security of assigned schools.	<ul style="list-style-type: none">➤ Continue funding for surveillance systems➤ Install video surveillance on school buses➤ Install cameras within the buildings➤ Install security systems for entrance to buildings➤ Deploy the use of metal detectors and weapons detection systems.➤ All maintenance and custodial staff will be updated and current with safety regulations and protocols	<ul style="list-style-type: none">➤ Installation of surveillance systems on buses➤ Security cameras in buildings to include classrooms.➤ Security systems at entrances➤ Metal Detectors used at identified/approved building entrances.➤ Inventories of manuals and procedural reports (water quality, OSHA training, asbestos training, blood-borne pathogens, monthly safety meetings, VACORP safety, security monitoring)	<ul style="list-style-type: none">➤ Supervisor of Technology➤ Supervisor of Transportation➤ Manager of Buildings and Grounds➤ Technology Staff➤ Maintenance Staff➤ Custodial Staff➤ School Security Officers	Ongoing

TARGETED AREA: SAFE AND DRUG FREE

GOAL: STUDENTS WILL BE EDUCATED IN LEARNING ENVIRONMENTS THAT ARE SAFE, DRUG-FREE, AND CONDUCTIVE TO LEARNING

OBJECTIVE(S)	STRATEGIES FOR MEETING OBJECTIVE	EVIDENCE OF IMPLEMENTATION	PERSON(S) RESPONSIBLE	PROJECTED TIME FRAME
<ol style="list-style-type: none"> 1. Students in grades K-12 will participate in activities to promote healthy drug free lifestyles. 2. Random Drug Testing of VHSL participants in season 3. Prevent students and visitors from bringing weapons and drug paraphernalia on campus 4. Limit student access to and use of vapes 5. Install window film coverings on all bottom level windows in all schools. 	<ol style="list-style-type: none"> 1. School counselors will deliver the programs and conduct follow up counseling. 2. Students will participate in the Drug Awareness Resistance Education (DARE) Program, Commonwealth Alliance for Drug Resistance Education (CADRE), Substance Abuse Task Force in Rural Appalachia (SATIRA), Cumberland Mountain Community Services, Character Education Program, and attend motivational programs when presented at the school level. 3. Risk Behavior Survey (SATIRA), Virginia School Safety Audit Survey, School Climate and Safety in Virginia High Schools 4. Install and monitor metal detectors 5. Install and monitor vape sensors 6. Install Weapons Detection systems. 7. Update camera management systems. 8. Install window film coverings on all bottom level windows in all schools. 	<ol style="list-style-type: none"> 1. Students will comply with Tazewell County Public Schools Code of Conduct regarding bullying, drugs, alcohol, and aggressive or antisocial behaviors. 2. A different component of Character Education is celebrated each month: <ul style="list-style-type: none"> • Recognition of students at award ceremonies • Eligible students apply for involvement with CADRE program • DARE curriculum taught in 5th and 7th grade • Sponsor DARE Jamboree for 5th grades in Spring 3. Virginia Department of Criminal Justice Services data 4. Metal detectors installed in every building 5. Vape sensors installed and monitored in all buildings 6. Verkada camera management with AI capabilities installed in all schools. 7. Cameras installed in more than half of classrooms. 8. Window covering installation. 	<ul style="list-style-type: none"> ➤ Administrators ➤ School Counselors ➤ Instructional Staff ➤ Director of Elementary Education ➤ Director of Middle and Secondary Education ➤ Director of Career and Technical Education ➤ School Resource Officers ➤ School Safety Officers 	<p>Ongoing</p>

TARGETED AREA: PERSONNEL
GOAL: PROVIDE THE MOST QUALIFIED EMPLOYEE FOR THE POSITION

OBJECTIVE(S)	STRATEGIES FOR MEETING OBJECTIVE	EVIDENCE OF IMPLEMENTATION	PERSON(S) RESPONSIBLE	PROJECTED TIME FRAME
<p>1. Recruit and hire the most qualified personnel for available vacancies.</p> <p>2. Analyze job vacancies and utilize personnel in an effective and efficient manner.</p> <p>3. Continue evaluation of all personnel</p>	<ul style="list-style-type: none"> ➤ Provide the committee with all information concerning the qualifications of each prospective employee ➤ Participation in job fairs ➤ Seek candidates from surrounding colleges/universities ➤ Continue to improve salary scales to recruit and retain qualified personnel ➤ Study enrollment trends ➤ Maintain SOQ staffing requirements ➤ Implementation of the evaluation instrument ➤ Assess personnel needs ➤ Post vacancies on TCPS website 	<ul style="list-style-type: none"> ➤ Employee retention rate ➤ Number of employees gaining tenure ➤ Accredited schools ➤ Number of highly qualified personnel ➤ Evidence utilization of personnel (IPAL) ➤ Evaluation results ➤ Plan of implementation ➤ Postings on all social media sites 	<ul style="list-style-type: none"> ➤ Deputy Superintendent ➤ Director of Human Resources ➤ Director of Secondary/Middle Education ➤ Director of Elementary Education ➤ Director of Human Resources ➤ Director of Secondary/Middle Education ➤ Director of Elementary Education ➤ Director of Human Resources ➤ Building Administrators 	<p>Ongoing as vacancies occur throughout school year</p> <p>Ongoing</p> <p>Ongoing</p>

TARGETED AREA: PERSONNEL**GOAL: PROVIDE MENTORS FOR NEW TEACHERS**

OBJECTIVE(S)	STRATEGIES FOR MEETING OBJECTIVE	EVIDENCE OF IMPLEMENTATION	PERSON(S) RESPONSIBLE	PROJECTED TIME FRAME
1. Mentor new teachers employed in Tazewell County 2. Retain new teachers to the profession	<ul style="list-style-type: none">➤ Train mentors in techniques that would be the most helpful for the new employees➤ Professional development for mentors and new teachers➤ Select mentors according to subject or grade level of new teacher➤ Pre- and post-survey in Frontline for new teachers➤ Provide mentoring for five years	<ul style="list-style-type: none">➤ Mentors and new teachers will maintain monthly collaboration logs➤ Quarterly New Teacher Meetings➤ Increased number of teachers gaining tenure➤ Retention of new teachers	<ul style="list-style-type: none">➤ Director of Human Resources➤ Building Level Administrators➤ Participating Mentor Teachers➤ Director of Elementary Education➤ Director of Secondary/Middle Education	Ongoing

TARGETED AREA: PERSONNEL**GOAL: PROVIDE APPROPRIATE PROFESSIONAL DEVELOPMENT FOR ALL EMPLOYEES AS DESCRIBED IN THE NO CHILD LEFT BEHIND GUIDELINES**

OBJECTIVE(S)	STRATEGIES FOR MEETING OBJECTIVE	EVIDENCE OF IMPLEMENTATION	PERSON(S) RESPONSIBLE	PROJECTED TIME FRAME
1. Provide relevant staff development for all employees of Tazewell County Public Schools	<ul style="list-style-type: none">➤ Determine employee needs at each school.➤ Schedule professional development sessions based on individual building needs.➤ Procure funding for consultants, stipends, and honorariums➤ Encourage employees to attend and present at professional conferences➤ Coordinate division-wide professional development when all grade-level or all schools indicate a need for similar professional development.➤ Make VDOE license renewal requirements available to all professional staff➤ Continue to provide teachers opportunities to participate in classes for renewal and professional growth➤ Email to all administrators licensure updates to share with all teachers	<ul style="list-style-type: none">➤ Employees will sign attendance records➤ Professional leave forms➤ Title II will provide funding based on school professional development plans➤ SOL staff training funds will be utilized as needed➤ Use of Frontline➤ License Renewal updates for Administrators to share with Professional Staff	<ul style="list-style-type: none">➤ Deputy Superintendent➤ Director of Secondary/Middle Education➤ Director of Elementary Education➤ Director of Human Resources➤ Title II Coordinator➤ Consultants as deemed necessary➤ Building Administrators➤ Instructional Staff	<p>Ongoing</p> <p>Fall of each year</p>

TARGETED AREA: PERSONNEL**GOAL: PROVIDE APPROPRIATE PROFESSIONAL DEVELOPMENT FOR ALL EMPLOYEES**

OBJECTIVE(S)	STRATEGIES FOR MEETING OBJECTIVE	EVIDENCE OF IMPLEMENTATION	PERSON(S) RESPONSIBLE	PROJECTED TIME FRAME
2. Encourage employees to be responsible for their professional growth and development	<ul style="list-style-type: none">➤ Develop and implement professional development activities that are requested or required➤ Involve teachers in planning professional development➤ PD and access to all aspects of the Comprehensive Instructional Plan (CIP)➤ CPR, First Aid, Defibrillator Training➤ Recognition of Dyslexia Training➤ Recognition of child abuse training➤ Dyslexia Awareness Training➤ Behavior Intervention and support training	<ul style="list-style-type: none">➤ Attendance rosters➤ Professional leave forms➤ Funding for professional development activities➤ Certificates of training	<ul style="list-style-type: none">➤ Central Office Staff➤ Building Administrators➤ Instructional Staff➤ Employee➤ Assisting agencies as needed	Yearly

TARGETED AREA: PERSONNEL
GOAL: PROVIDE THE MOST QUALIFIED EMPLOYEE FOR THE POSITION

OBJECTIVE(S)	STRATEGIES FOR MEETING OBJECTIVE	EVIDENCE OF IMPLEMENTATION	PERSON(S) RESPONSIBLE	PROJECTED TIME FRAME
<p>1. Recruit and hire the most qualified personnel for available vacancies.</p> <p>2. Analyze job vacancies and utilize personnel in an effective and efficient manner.</p> <p>3. Continue evaluation of all personnel</p>	<ul style="list-style-type: none"> ➤ Provide the committee with all information concerning the qualifications of each prospective employee ➤ Participation in job fairs ➤ Seek candidates from surrounding colleges/universities ➤ Continue to improve salary scales to recruit and retain qualified personnel ➤ Study enrollment trends ➤ Maintain SOQ staffing requirements ➤ Implementation of the evaluation instrument ➤ Assess personnel needs ➤ Post vacancies on TCPS website 	<ul style="list-style-type: none"> ➤ Employee retention rate ➤ Number of employees gaining tenure/licensure ➤ Accredited schools ➤ Number of properly endorsed personnel ➤ Evidence utilization of personnel (IPAL) ➤ Evaluation results ➤ Plan of implementation ➤ Postings on all social media sites 	<ul style="list-style-type: none"> ➤ Deputy Superintendent ➤ Director of Human Resources ➤ Director of Secondary/Middle Education ➤ Director of Elementary Education ➤ Director of Human Resources ➤ Director of Secondary/Middle Education ➤ Director of Elementary Education ➤ Director of Human Resources ➤ Building Administrators 	<p>Ongoing as vacancies occur throughout school year</p> <p>Ongoing</p> <p>Ongoing</p>

TARGETED AREA: PERSONNEL**GOAL: PROVIDE MENTORS FOR NEW TEACHERS**

OBJECTIVE(S)	STRATEGIES FOR MEETING OBJECTIVE	EVIDENCE OF IMPLEMENTATION	PERSON(S) RESPONSIBLE	PROJECTED TIME FRAME
1. Mentor new teachers employed in Tazewell County 2. Retain new teachers to the profession	<ul style="list-style-type: none">➤ Train mentors in techniques that would be the most helpful for the new employees➤ Professional development for mentors and new teachers➤ Select mentors according to subject or grade level of new teacher➤ Pre- and post-survey in Frontline for new teachers➤ Provide mentoring for five years	<ul style="list-style-type: none">➤ Mentors and new teachers will maintain monthly collaboration logs➤ Quarterly New Teacher Meetings➤ Increased number of teachers gaining tenure/licensure➤ Retention of new teachers	<ul style="list-style-type: none">➤ Director of Human Resources➤ Building Level Administrators➤ Participating Mentor Teachers➤ Director of Elementary Education➤ Director of Secondary/Middle Education	Ongoing

TARGETED AREA: PERSONNEL**GOAL: PROVIDE APPROPRIATE PROFESSIONAL DEVELOPMENT FOR ALL EMPLOYEES AS DESCRIBED IN THE NO CHILD LEFT BEHIND GUIDELINES**

OBJECTIVE(S)	STRATEGIES FOR MEETING OBJECTIVE	EVIDENCE OF IMPLEMENTATION	PERSON(S) RESPONSIBLE	PROJECTED TIME FRAME
1. Provide relevant staff development for all employees of Tazewell County Public Schools	<ul style="list-style-type: none">➤ Determine employee needs at each school.➤ Schedule professional development sessions based on individual building needs.➤ Procure funding for consultants, stipends, and honorariums➤ Encourage employees to attend and present at professional conferences➤ Coordinate division-wide professional development when all grade-level or all schools indicate a need for similar professional development.➤ Make VDOE license renewal requirements available to all professional staff➤ Continue to provide teachers opportunities to participate in classes for renewal and professional growth➤ Email to all administrators licensure updates to share with all teachers	<ul style="list-style-type: none">➤ Employees will sign attendance records➤ Professional leave forms➤ Title II will provide funding based on school professional development plans➤ SOL staff training funds will be utilized as needed➤ Use of Frontline➤ License Renewal updates for Administrators to share with Professional Staff➤ TCPS Professional Learning Catalog coursework certification.	<ul style="list-style-type: none">➤ Deputy Superintendent➤ Director of Secondary/Middle Education➤ Director of Elementary Education➤ Director of Human Resources➤ Title II Coordinator➤ Consultants as deemed necessary➤ Building Administrators➤ Instructional Staff	<p>Ongoing</p> <p>Fall of each year</p>

TARGETED AREA: PERSONNEL**GOAL: PROVIDE APPROPRIATE PROFESSIONAL DEVELOPMENT FOR ALL EMPLOYEES**

OBJECTIVE(S)	STRATEGIES FOR MEETING OBJECTIVE	EVIDENCE OF IMPLEMENTATION	PERSON(S) RESPONSIBLE	PROJECTED TIME FRAME
2. Encourage employees to be responsible for their professional growth and development	<ul style="list-style-type: none">➤ Develop and implement professional development activities that are requested or required➤ Involve teachers in planning professional development➤ PD and access to all aspects of the Comprehensive Instructional Plan (CIP)➤ CPR, First Aid, Defibrillator Training➤ Recognition of Dyslexia Training➤ Recognition of child abuse training➤ Dyslexia Awareness Training➤ Behavior Intervention and support training➤ TCPS Professional Learning Catalog	<ul style="list-style-type: none">➤ Attendance rosters➤ Professional leave forms➤ Funding for professional development activities➤ Certificates of training	<ul style="list-style-type: none">➤ Central Office Staff➤ Building Administrators➤ Instructional Staff➤ Employee➤ Assisting agencies as needed	Yearly

TARGETED AREA: CHARACTER EDUCATION**GOAL: IMPLEMENT AN INSTRUCTIONAL DELIVERY SYSTEM FOR CHARACTER EDUCATION**

OBJECTIVE(S)	STRATEGIES FOR MEETING OBJECTIVE	EVIDENCE OF IMPLEMENTATION	PERSON(S) RESPONSIBLE	PROJECTED TIME FRAME
1. Create a learning environment that encourages the acceptance and recognition that students are members of a diverse population	<ul style="list-style-type: none">➤ The character education coordinator will implement school-wide activities and provide information to teachers to integrate character education in all classes➤ Professional development will be implemented for teachers, parents, principals, community and other leaders➤ Include the word and slogan of the month on the county's website and calendar➤ Botvin LifeSkills➤ Recognize students who exemplify exceptional character traits➤ Parent newsletters sent home with report cards K-8	<ul style="list-style-type: none">➤ Professional development schedules➤ Website➤ Calendar➤ Newsletters	<ul style="list-style-type: none">➤ Director of Elementary Education➤ Director of Middle and Secondary Education➤ Building Administrators➤ Instructional Staff➤ School Counselors➤ Character Education Committee Members➤ Health and P.E. Teachers➤ Supervisor of Truancy and Distance Learning.	Ongoing

TARGETED AREA: CHARACTER EDUCATION**GOAL: IMPLEMENT AN INSTRUCTIONAL DELIVERY SYSTEM FOR CHARACTER EDUCATION**

OBJECTIVE(S)	STRATEGIES FOR MEETING OBJECTIVE	EVIDENCE OF IMPLEMENTATION	PERSON(S) RESPONSIBLE	PROJECTED TIME FRAME
2. The number of discipline cases related to student behavior and attitude will decrease each year as a result of the Character Education Curriculum K-12	<ul style="list-style-type: none">➤ A Character Education Curriculum will be implemented by classroom teachers and School Counselors➤ Materials will be purchased that relate to character education➤ Guidance personnel will present various thematic units to K-12 students➤ Implement multi-tiered systems of support such as Positive Behavior Interventions and Supports (PBIS)	<ul style="list-style-type: none">➤ Curriculum development and implementation➤ Discipline records	<ul style="list-style-type: none">➤ Deputy Superintendent➤ Director of Elementary Education➤ Director of Middle and Secondary Education➤ Building Administrators➤ Instructional Staff➤ School Counselors➤ Character Education Committee Members➤ Supervisor of Truancy and Distance Learning	Ongoing

TARGETED AREA: PHYSICAL FITNESS**GOAL: STUDENTS WILL DEMONSTRATE IMPROVED PHYSICAL FITNESS**

OBJECTIVE(S)	STRATEGIES FOR MEETING OBJECTIVE	EVIDENCE OF IMPLEMENTATION	PERSON(S) RESPONSIBLE	PROJECTED TIME FRAME
1. Increase the number of students in grades K-10 who pass the four physical fitness tests administered in the spring of each school term 2. Increase the number of students who take physical education classes by increasing curricular offerings	<ul style="list-style-type: none">➤ Provide instruction that will prepare students for fitness training➤ Place an emphasis on physical fitness in all areas➤ Encourage schools to develop reward systems for students who improve personal fitness➤ New classes at the high school level➤ Encourage physical fitness challenges within and between schools➤ Wellness Policy	<ul style="list-style-type: none">➤ Number of students passing fitness tests➤ Number of students participating in challenges➤ Enrollment in health and physical education classes (Sport, Exercise, and Health Sciences and Strength and Conditioning)	<ul style="list-style-type: none">➤ Instructional Staff➤ Building Administrators➤ Physical Education teachers	Ongoing

TARGETED AREA: SCHOOL HEALTH SERVICES

GOAL: TAZEWELL COUNTY SCHOOLS WILL CONTINUE TO MEET THE HEALTH NEEDS OF EVERY STUDENT IN ORDER TO RAISE EDUCATIONAL ACHIEVEMENT

OBJECTIVE(S)	STRATEGIES FOR MEETING OBJECTIVE	EVIDENCE OF IMPLEMENTATION	PERSON(S) RESPONSIBLE	PROJECTED TIME FRAME
1. Direct access to health care will be available to every student.	<ul style="list-style-type: none"> ➤ School nurses will be recruited and employed. ➤ Communities in Schools services will be recruited. 	<ul style="list-style-type: none"> ➤ All schools have a school nurse or health assistant ➤ All Schools have access to CIS resources. ➤ Attendance rates of student population will improve 	<ul style="list-style-type: none"> ➤ Central Office staff ➤ Director of Health Services ➤ CIS ➤ School nurses 	Ongoing
2. Improve student attendance	<ul style="list-style-type: none"> ➤ Faculty will be assisted by school nurses, Occupational Therapy (OT), Physical Therapy (PT), and Speech personnel in the adaptation of acutely and chronically ill students to classrooms. 	<ul style="list-style-type: none"> ➤ Evidence of decreased student checkouts 	<ul style="list-style-type: none"> ➤ Instructional staff ➤ OT/PT Speech providers ➤ Attendance Committees ➤ Director of attendance and truancy intervention 	Ongoing
3. Students will assume responsibility in acquiring and maintaining healthy lifestyles.	<ul style="list-style-type: none"> ➤ Acutely ill students will first be seen in the school health clinic before checking out of school. ➤ Health information and resources will be available in the School Health Clinics. 	<ul style="list-style-type: none"> ➤ Data will indicate decreases in teen pregnancies, improvement in healthy lifestyle choices ➤ Youth Risk Behavior Survey ➤ Family Life Education ➤ Family & Consumer Sciences class offered 	<ul style="list-style-type: none"> ➤ School Nurses ➤ Health teachers/Coaches ➤ Health Dept. ➤ School Counselors ➤ Instructional Staff 	Ongoing

TARGETED AREA: SCHOOL HEALTH SERVICES

GOAL: TAZEVELL COUNTY SCHOOLS WILL CONTINUE TO MEET THE HEALTH NEEDS OF EVERY STUDENT IN ORDER TO RAISE EDUCATIONAL ACHIEVEMENT

OBJECTIVE(S)	STRATEGIES FOR MEETING OBJECTIVE	EVIDENCE OF IMPLEMENTATION	PERSON(S) RESPONSIBLE	PROJECTED TIME FRAME
4. School health services will provide age-appropriate dental education to elementary students and will provide a dental screening, appropriate referral and follow-up for all elementary and secondary students whose parents request a dental screening.	<ul style="list-style-type: none"> ➤ School health personnel will provide age appropriate dental education during the school year ➤ School health personnel will assist with referral information and follow-ups for students examined by School Health Services 	<ul style="list-style-type: none"> ➤ Dental education program ➤ Dental screening by dental hygienist in elementary and secondary schools ➤ Dental examinations and treatment as needed 	<ul style="list-style-type: none"> ➤ Director of Health Services ➤ School nurses ➤ Local dentist ➤ Elgin Dental Program for elementary ➤ VDH Dental Program for secondary 	Ongoing
5. Increase healthy food/drink choices available to students.	<ul style="list-style-type: none"> ➤ Dental Hygienist will offer volunteer health clinic to all elementary and secondary age children ➤ Students will have healthy food/drink choices at school 	<ul style="list-style-type: none"> ➤ School menus ➤ Vending machines 	<ul style="list-style-type: none"> ➤ Director of Food Services 	Ongoing
6. Services provided for students to appraise, protect, and promote health.	<ul style="list-style-type: none"> ➤ Prevention and control of communicable disease and other health problems. ➤ Annual vision, and hearing screenings for Newly enrolled, KG, 3rd, 7th & 10th graders 	<ul style="list-style-type: none"> ➤ Data shows low transmission rate, and fewer outbreaks of communicable disease in the schools. ➤ Annual reports due to VDOE 	<ul style="list-style-type: none"> ➤ Health Services ➤ Health Department ➤ School Nurses 	Ongoing
7. Services provided to improve students' mental, emotional, and social health.	<ul style="list-style-type: none"> ➤ Annual scoliosis screenings for 6th, 7th & 8th graders ➤ Includes individual and group assessments, interventions, and referrals. 	<ul style="list-style-type: none"> ➤ Division employs one full-time School Psychologist and certified school counselors in each school. ➤ Referrals for mental health follow up with school counselors or outside mental health group 	<ul style="list-style-type: none"> ➤ School Nurses ➤ School Psychologist ➤ Certified School Counselors ➤ Social Workers ➤ Cumberland Mt. Mental Health Services ➤ Local Mental Health Providers and Counselors ➤ CIS Site Coordinators 	Ongoing

TARGETED AREA: PARENTAL AND COMMUNITY INVOLVEMENT

GOAL: PARENTS AND COMMUNITY MEMBERS WILL BE ENCOURAGED TO PARTICIPATE IN THE EDUCATIONAL PROCESS

OBJECTIVE(S)	STRATEGIES FOR MEETING OBJECTIVE	EVIDENCE OF IMPLEMENTATION	PERSON(S) RESPONSIBLE	PROJECTED TIME FRAME
<p>1. Parental and community involvement will increase in all schools</p>	<ul style="list-style-type: none"> ➤ Partnerships will be formed with businesses and non-profit groups to share not only financial data, but also the expertise of individual partners. Activities such as judging the school level science fair, athletic and academic boosters, PTA and PTO, Read Aloud Program, Model General Assembly, Project Graduation, serving on advisory councils for various activities, serving on school improvement committees, assisting with academic and non-academic endeavors are all possible ways school partners could become involved in the schools. ➤ Communities in Schools programs will be established in each elementary, middle, and high school to connect families and schools to community resources. ➤ Title I District Family Engagement Meetings ➤ Title I schoolwide Family Engagement Meetings ➤ Stakeholder Survey ➤ GoTec Community Open House 	<ul style="list-style-type: none"> ➤ Records of parent/teacher conferences ➤ Records of parent involvement by schools ➤ School improvement plans ➤ PAC reports ➤ TCPS Science Fair ➤ Interaction with legislators ➤ Parental Committees ➤ Accreditation Committees ➤ School Calendar ➤ Citizens' Budget Advisory Committee ➤ CTE Advisory Committee ➤ Booster Organizations (band/athletic) ➤ Surveys ➤ Electronic/Telephone archives ➤ CTE Contests (Skills USA, DECA, FBLA, FPA, JROTC, Judging of Competitions) ➤ Agendas and Sign in Sheets ➤ Results from Stakeholder Survey 	<ul style="list-style-type: none"> ➤ Building Administrators ➤ Director of Elementary/Title I ➤ Director of Middle School ➤ Director of Secondary/CTE ➤ Title I Teachers ➤ Title I Family Engagement Coordinator 	<p>Ongoing</p>

TARGETED AREA: PARENTAL AND COMMUNITY INVOLVEMENT**GOAL: PARENTS AND COMMUNITY MEMBERS WILL BE ENCOURAGED TO PARTICIPATE IN THE EDUCATIONAL PROCESS**

OBJECTIVE(S)	STRATEGIES FOR MEETING OBJECTIVE	EVIDENCE OF IMPLEMENTATION	PERSON(S) RESPONSIBLE	PROJECTED TIME FRAME
2. The school's involvement in community service projects will increase	<ul style="list-style-type: none">➤ Individual schools through clubs will participate in service projects within each community➤ Accreditation surveys	<ul style="list-style-type: none">➤ Documentation logs of all service projects will be maintained at individual schools➤ Publicity from local newspapers, television, or radio➤ TCCTC-Services for patrons (cosmetology, automotive repair, etc.)➤ Bloodmobiles➤ Coat Drives➤ Key Clubs➤ Food Pantry➤ Christmas Drive➤ Breast Cancer Awareness (Pink Ribbon)➤ Club Activities➤ Communities in Schools	<ul style="list-style-type: none">➤ Building Administrators or designee➤ Maintenance Department	School year

Appendix I - TCPS Membership Summary September 2025

TAZEWELL COUNTY PUBLIC SCHOOLS MEMBERSHIP REPORT 2025-2026

SCHOOL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
Graham High	469	467									
Richlands High	559	559									
Tazewell High	496	496									
Subtotals	1524	1522	0	0	0	0	0	0	0	0	0
Graham Middle	347	342									
Richlands Middle	440	429									
Tazewell Middle	386	385									
Subtotals	1173	1156	0	0	0	0	0	0	0	0	0
Abbs Valley Elementary	134	137									
Cedar Bluff Elementary	312	318									
Dudley Primary	197	201									
Graham Intermediate	404	399									
Richlands Elementary	577	579									
Tazewell Primary	378	380									
Tazewell Intermediate	373	371									
	2375	2385	0	0	0	0	0	0	0	0	0
Homebound	39	63									
Homebase	7	11									
Subtotals	46	74	0	0	0	0	0	0	0	0	0
TOTALS	5072	5063	0	0	0	0	0	0	0	0	0