



Dinwiddie County Public Schools **COMPREHENSIVE PLAN**

Dinwiddie County Public Schools

COMPREHENSIVE PLAN

2020 – 2027

DIVISION LEADERSHIP



Jay Schnepf
School Board Member
District #1



Betty Haney
School Board Member
District #2



Barbara T. Pittman
School Board Member
District #3



Mary Benjamin
School Board Member
District #4



Sherilyn H. Merritt
School Board Member
District #5



Dr. Kari Weston
Superintendent

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VISION

Every student is life-ready and has a path for lifelong success.

MISSION

Dinwiddie County Public Schools will provide each student the opportunity to become a productive citizen, engaging the entire community in the educational needs of our children.

CORE VALUES

Excellence

Ensure all students receive an exemplary education that is academically challenging and meets their social and emotional needs.

We promise to provide five-star experiences.

Equity

Eliminate gaps and achieve excellence by providing access to schools, resources, and learning opportunities according to each student's unique needs.

We promise to provide the resources and opportunities necessary to maximize success.

Integrity

Build trust by acting honestly, openly, ethically, and respectfully.

We promise to consistently model our mission, vision, and values.

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Statutory Requirement

[22.1-253.13:6](#)

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

The division wide comprehensive plan shall include, but shall not be limited to, (i) the objectives of the school division, including strategies for first improving student achievement, particularly the achievement of educationally at-risk students, then maintaining high levels of student achievement; (ii) an assessment of the extent to which these objectives are being achieved; (iii) a forecast of enrollment changes; (iv) a plan for projecting and managing enrollment changes including consideration of the consolidation of schools to provide for a more comprehensive and effective delivery of instructional services to students and economies in school operations; (v) an evaluation of the appropriateness of establishing regional programs and services in cooperation with neighboring school divisions; (vi) a plan for implementing such regional programs and services when appropriate; (vii) a technology plan designed to integrate educational technology into the instructional programs of the school division, including the school division's career and technical education programs, consistent with, or as a part of, the comprehensive technology plan for Virginia adopted by the Board of Education; (viii) an assessment of the needs of the school division and evidence of community participation, including parental participation, in the development of the plan; (ix) any corrective action plan required pursuant to § [22.1-253.13:3](#); and (x) a plan for parent and family involvement to include building successful school and parent partnerships that shall be developed with staff and community involvement, including participation by parents.

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PURPOSE OF THE COMPREHENSIVE PLAN

Dinwiddie County Public Schools' Comprehensive Plan defines the vision for the future. This seven-year plan will serve as the backbone of all planning efforts. It outlines challenges facing the school community, identifies solutions, and provides guidance to leaders on planning-related decisions. This Comprehensive Plan has the support of the broader community.

The foundation of this plan was laid in 2018 when the division's leadership team engaged in a comprehensive process to solidify our mission, vision, core values, brand, and focus areas. The input was gathered in a number of ways, with Hunter Communications LLC conducting a summary analysis based on feedback from 10 focus groups with nearly 80 participants as well as a review of existing survey data provided by DCPS. Overall, the current image of DCPS was a positive one that commonly was described as a school system with a strong sense of connection and family, as well as having supportive, caring, and deeply committed staff and teachers.

Often cited was the history of multiple generations that had gone through DCPS and returned to live and work in the community. The image of DCPS was described more positively by internal audiences than external audiences, which might reflect more of the ownership of the DCPS by employees. It also could be that external audiences need more information about what is going on in schools across the system. This need for better communication was cited frequently and regularly by both audiences. Better communication is also evident from the 2017 Strategic Plan Survey questions #6 and #7. Question 6 receives overwhelming agreement among respondents that DCPS is focused on the right goals while respondents indicate much less agreement that DCPS is achieving these goals.

Both internal and external audiences reported strengths to include technology (devices), deeply committed teachers, and positive DCPS leadership, including the School Board. Also cited as strengths were the county-schools collaboration, talented staff, smaller schools with lower class sizes, and a broad range of activities for students. Many of these strengths are what attract employees and families to DCPS. Other cited attractors were fully accredited schools that are safe, the excellent athletic program, employee benefits such as being able to bring their child to attend school in DCPS without paying tuition, and fairly competitive pay compared to some surrounding divisions. On the other hand, improvements reported by focus group participants included the lack of internet in certain areas of the county, pay raises, the need for more staff

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training, the need for more processes and procedures for clarity, transparency on issues, better-maintained facilities, and high turnover among teachers and staff.

In terms of interactions with DCPS, both internal and external audiences expect DCPS to be responsive, consistent, welcoming, helpful, honest, transparent, professional, cooperative and go the extra mile to find the answer if they don't have it. The actual experiences reported were generally mixed and inconsistent in meeting these expectations. Some employees deliver these best practices in customer services, while others do not. In terms of hopes and dreams for Dinwiddie County Public Schools, focus group participants want DCPS to be the school system of choice for families and employees and to be the exemplar of what's possible in a small community. Participants hope that DCPS can stay fully accredited and achieve a 100 percent graduation rate and produce graduates who return to live and work here in the community. Other hopes include developing a culture to keep teachers here, returning the middle school to being a positive place to learn and work, and creating consistency in the quality of teaching throughout the school system.

Internal audiences noted below are administrative assistants, building administrators, teachers, support staff, superintendent, assistant superintendent, and School Board. External audiences are parents, county staff leaders, business leaders, and community leaders.

How would you describe DCPS to someone not familiar with the school system?

Internal audiences: Friendly, progressive, full of history, fully accredited schools, sense of family, close-knit community, growing, both honors traditions and looks forward to the future, best of both rural (farming) and business opportunities, love our football, supportive and flexible, everyone will know you and you'll know everyone, strong feelings about this community, people have good intentions and work really hard, DCPS educates every student, and has a strong staff.

External audiences: Growing, expanding, improving, there is an opportunity if you seek it out, have great teachers with whom parents have personal relationships, we're fair – not bad but not great, elementary schools give kids a good start but then they start falling off at secondary level, schools are mixed— some good, some not so good, seems like the district has trouble keeping teachers, the system is diverse in that all different kids merge together in middle and high school and get a well-rounded education, middle school seems to be an

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issue in terms of kids' behavior, everyone knows each other, diverse and not much disharmony, community-oriented, strong community spirit, and a lot of personal investment by the community.

What is the community's image of DCPS?

Internal audiences: Some unhappy parents tend to share on social media, DCPS needs more communication with the community, needs quality teachers, there is a sense of pride and ownership, personal investment as 40 percent of current teachers and many community members are DCPS graduates, however some resistance to change due to tradition, there is a negative perception of middle school, good involvement with the community in the schools, unclear understanding of community about how schools are run and budget (where their investment goes), evolving, perception is based on personal experience, difficult to please everyone as we have both agricultural and professional populations.

External audiences: DCPS is looked down on by other school divisions, middle school is a thorn inside of school system, there is much community support to help DCPS, have a sense of community pride and a lot of caring teachers, motivated kids come out okay but unmotivated kids don't get what they need, businesses say kids are not ready to work when they graduate, athletic success brings us together, we need to do a better job of communicating to the public about what is going on, need more transparency, know everything about sports but not as much about the band, drama, academics or CTE programs, the sports/athletic program pulls the community together, general concerns about what's happening at the middle school, if you're involved in the schools then you know what's happening.

What are DCPS' strengths?

Internal audiences: Staying up with technology with Chromebooks, Skype visits with distant experts and authors, strong SpEd program, supportive and close-knit teachers, staff, students and families, county-schools collaboration, shared commitment and passion for doing right by our children, "our" community rather than mine or yours, whole-child approach, offer paths to reach all types of learners, smaller schools with fairly lower class sizes, leadership is very invested in students, supportive school board, community rallies when faced with adversity, talented people, lots of community partners who help our kids and schools.

External audiences: Technology (devices), teachers are deeply committed to their students, football program, generations of families have attended DCPS, a great deal of pride, mostly committed teachers, vocational

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programs, a broad range of activities for students, School Board willing to listen, leadership, willingness to work with county officials, trust has increased among community leaders.

What are areas needing improvement?

Internal audiences: Funding, broader high school offerings, pay raises, more training for all staff and new employees, need processes and procedures, need more diversity among teaching staff, internet missing in sections of the county, being close-knit is both a strength and a weakness—hard to “break into” Dinwiddie if you’re new, better communications within school buildings, middle school, teacher retention issues, parents need better communication tool to keep updated on their student’s progress, expanding instructional opportunities for students such as higher-level options at middle school, offering dual degree program, changing the complacency mindset among those who are comfortable with status quo, getting the best out of every employee, high turnover--struggle with keeping staff, need more ways to get our story out to families and community.

External audiences: Facilities are run down and not clean, discipline and handling disruptive kids, improve teaching children with disabilities, transparency is missing, kids need help figuring out what they are going to do after graduation, DCPS is a system of schools rather than a school system, sharing sports successes widely but not academic successes, don’t keep up with alumni to track their successes, more ways for parents to learn about what’s happening in schools, more structure for volunteer opportunities and donations, more workforce development, technology/internet is poor which is a detractor for families to move here and employees to work here.

What are those characteristics that attract families and employees?

Internal audiences: Fully accredited schools, benefits, small family-oriented community, employees who care about each other, pride, sense of belonging, collaboration, employees bring own children without tuition, safe schools, and community, excellent athletic program, the appearance of buildings are good, fairly competitive pay compared to some surrounding divisions, more than one pathway to success for students, giving employees a positive experience.

External audiences: Athletic program, rural setting, fully accredited schools, open-door policy for parents, extremely qualified teachers, good test scores, football program, Rowanty Tech Center, Teen Expo, Industry

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Day, pay and academic performance of school system, small-town feel, safety, great natural resources in the region.

What are your expectations when interacting with DCPS?

Internal audiences: Follow up with me if I have concerns, consistency and responsiveness in answers, confidentiality, cross-training, feedback should be timely, I'll find you the answer if I don't have it, administrators should be a united front with teachers re: parents, consistency in expectations and student discipline, safety in sharing a different viewpoint, cooperative, welcoming and helpful, honesty, alignment between what we say and how we act, trust and openness, authentic listening, the feeling of we're in this together.

External audiences: Responsiveness, transparency, authentic listening, professionalism, responsiveness, communication, sense of teamwork, subject matter experts, message consistency, honesty, cooperation, open-mindedness to new ideas, eagerness to improve, fiscal responsibility, compliance with laws and policies.

What is your experience when interacting with DCPS?

Internal audiences: Depends on whom you deal with, building administrators feel like they deliver and receive consistent and responsive customer service, inconsistency in expectations of student discipline, others say yes re: experience with administrator support, yes generally, sometimes expectations are met, we hear from people who are unhappy more than happy, community generally trusting of School Board.

External audiences: Mixed in terms of meeting expectations, the middle school could improve in responsiveness to parents, fiscal responsibility has improved over the last five years, the superintendent was very responsive with resolving a concern.

What are your hopes and dreams for DCPS?

Internal audiences: To be the system that lots of people want to move to, hear about more positive things, stay fully accredited, 100% graduation rate, workforce and college readiness no matter what student's path, produce grads who return to live and work here in the county, return the middle school to being a positive place, more community support re: apprenticeships, grants, etc., more modern facilities, more technology at the elementary level, better pay, expand online learning and STEM/STEAM opportunities, develop a culture to keep teachers here, Dinwiddie is recognizable as a great brand, to be the exemplar of what's possible in a

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small community, the division of choice, students will be complete at graduation in terms of mind, body, spirit, more male teachers needed as role models.

External audiences: Our own technical center here in the county, better preparing our kids for the next step, expand CTE opportunities, art and music program, staff feels that leaders care about them and want them to succeed, a prepared workforce, teachers who want to be here, consistency in quality among all teachers, all plans should be student-centered, prepare students well enough to go anywhere but they choose to return to Dinwiddie, retaining more teachers, continue to build the CTE program, as employers, make sure students have job-seeking skills and the soft skills to succeed, better graduation rate, engagement with other communities like Petersburg and Hopewell on behalf of our students, come up with a regional approach to identifying and developing their passions, be a 21st-century school system with an Andy Griffith lifestyle, embrace change, focus on the student and help them take the road less traveled.

In addition to these community conversations, an online survey was posed to engage the greater school community in providing feedback relative to the following questions:

How can we reach, challenge, and prepare students for success in school and life?

How can we create positive and safe learning and working environments?

How can we retain and recruit employees who put students first, practice inclusivity, and inherently add value to DCPS?

How can we champion the needs of the school community and be responsible stewards of the public's investment?

Information gleaned from all members of the school community as well as the data prior to 2020 were used in the development of this plan. While the traditional planning process has been five years, this plan has been extended to allow for the disruptive effects of the COVID-19 pandemic and the need to focus on the continued instructional delivery support for students, staff, and families.

The 2020-2027 Comprehensive Plan is a living document that will grow and change as necessary.

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Annual progress associated with the plan will be provided through the superintendent's annual report to the community.

EDUCATION and DINWIDDIE COUNTY

Dinwiddie County was established May 1, 1752, from Prince George County and was named after Robert Dinwiddie, Lieutenant of Virginia from 1751-1758. Its first inhabitants can be traced back to the Paleolithic period, with early stone tools being discovered in various fields with the County. During the Civil War, there were more battles found within Dinwiddie County's boundaries than any other location in the United States.

Before the Civil War, Dinwiddie County was home to several private academies for those who could afford to pay for their education. While it was primarily affluent males who were educated, Pegram's Academy, Female Academy, Girard Heartwell's School for Girls, Oak Forest Female School, and Col. William Davis' Girls School were among those that catered to young women. In these schools, young ladies were prepared socially and culturally to enter the world. Meanwhile, the expansion of educational opportunities for African Americans and students from low-income families was delayed until after the Civil War.

It was not until 1870 that public education for Blacks and whites was introduced to Dinwiddie County. By 1833, 25 of the school system's 53 one- and two-room schools were for African Americans. The number of Black elementary schools totaled as many as 40 by the late 1920s. As transportation became more available, the schools began consolidating. In 1882 public education began when a one-room structure costing sixty dollars was built on the grounds of the present Dinwiddie Elementary School. In the fall of 1906, the first high school courses were offered at this location.

In 1899 the John A. Dix Industrial School was established one mile east of this site as the first and only private school at that time was for African Americans. Several years later, the Dinwiddie Agricultural and Industrial School opened on the same campus. In 1908, after being purchased, the school was conveyed to the board of education of the African Methodist Episcopal Zion Church. Shortly afterward, the school once again changed its name and became the Dinwiddie Normal and Industrial School. From 1915 to 1949, under the leadership of Professor W. E. Woodyard, the Institute transformed into a day school. By the early 1930s, it began receiving financial assistance from Dinwiddie County, and by 1938, it became the county's all-black high school. In 1954 the Southside High School, currently Historic Southside High School Education Center, was

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constructed as the new African-American high school for the county and remained such until 1969 when the schools integrated.

Approximately 4,100 students attend Dinwiddie County's seven public schools, one alternative learning center, and four regional programs.

SCHOOLS

Dinwiddie Elementary School (est. 1939)

Midway Elementary School (est. 1937)

Southside Elementary School (est. 1972)

Sunnyside Elementary School (est. 1980)

Sutherland Elementary School (est. 2008)

Dinwiddie Middle School (est. 1964)

Dinwiddie High School (est. 2008)

Pathways Learning Center (est. 2016)

Regional Programs and Services

Appomattox Regional Governor's School

The Appomattox Regional Governor's School for the Arts and Technology provides gifted and talented students a differentiated and rigorous education, cultivates a supportive environment that inspires unique artistic and technological visions, promotes cultural tolerance, nurtures community partnerships, and produces active, engaged citizens.

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Code RVA

CodeRVA Regional High School provides an innovative learning environment that uses blended and project-based learning to develop students' self-management skills while integrating academic content, agile workplace methodologies, and internship experiences that provide a pipeline of critical thinkers prepared to enter college or Richmond's growing tech sector.

Maggie L. Walker Governor's School

The Maggie L. Walker Governor's School for Government and International Studies (MLWGS) is an innovative public high school offering a comprehensive college preparatory program emphasizing government, international studies, science, mathematics, languages, and fine arts. The school serves students selected based on aptitude and interest in its mission.

Rowanty Technical Center

Our mission is to provide quality career and technical education programs to assist each student enrolled from Dinwiddie, Prince George, and Sussex County Public Schools to achieve their potential in career and technical occupations. With this commitment, we will provide students with the educational opportunity to meet state and national standards in their specific career and specialized area. Expectations of students are to be responsible for their learning and actions and master competencies in their career and technical area. Upon successful completion, students can demonstrate their competencies and be prepared for entry-level employment, post-secondary education, or the military.

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Over the previous strategic planning cycle, there has been a slight decline in Dinwiddie's population and an associated decline in school enrollment. A strong school system with documented continuous improvement moving forward is a critical part of the economic development and the County's ability to attract families and businesses. There have been many successes over the past five years, including, but not limited to:

ACCOMPLISHMENTS 2014-2019

100% of schools are accredited by the Virginia Department of Education; in 2014 that number was 57%.

87% of students graduate high school *on time* while 91% graduate within 5 years.

In 2014, 56 students dropped out of school in Dinwiddie County; In 2019, that number was 10.

The Pathways Learning Center in Dinwiddie County opened in 2016 for students who work better in a non-traditional setting or need the opportunity to recover credits.

In 2018, Pathways Learning Center expanded to include RISE, an evening version of the alternative day program.

Credit recovery and reading intervention programs were added to the high school program in 2017.

All school supplies were distributed at no charge to parents to all preschool and kindergarten students.

Dinwiddie County Schools employs 616 people, approximately 35% of them graduated from Dinwiddie High School.

In 2018, the first Dinwiddie High School student graduated with an Advanced Studies Diploma and an Associate's Degree from John Tyler Community College.

New technology was added to buses to increase student safety and improve parent communication.

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There are 26 athletic teams and over 30 clubs available to secondary students.

Midway Elementary is a National Blue Ribbon School.

Southside and Sunnyside Elementary have been designated as Title I Distinguished Schools by the Virginia Department of Education.

Dinwiddie County Public Schools was named the 2018 Chamber of Commerce Business of the Year and Non-Profit of the Year.

The Virginia School Boards' Association awarded Dinwiddie County Schools the 2019 Excellence in Workforce Readiness Award.

94% of staff and students report that Dinwiddie County Public Schools is a good place to work and learn.

814 Career & Technical Education credentials were earned by students in 2018-19.

464 industry certifications were earned by students in 2018-19.

Twenty students passed the Armed Services Vocational Battery Examination in 2018-19.

Eight students graduated with a real estate license from Dinwiddie High School in 2019.

639 students earned one or more Career & Technical credentials in 2018-19.

62% of seniors were enrolled in a post-secondary institution in June 2019.

Breakfast and lunch are provided at no cost to all students.

86% of students miss less than 10% (18 days) of school.

The Student-Teacher Ratio in grades K – 7 is 14:1; in grades 8-12 it is 12:1.

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80% of all students showed growth in English: Reading and Writing during the 2018-19 school year.

85% of all students showed growth in Mathematics during the 2018-19 school year.

64% of English Learners showed measurable progress toward proficiency in 2018-19.

77% of kindergarten students met or exceeded fall benchmarks.

88% of secondary students report that teachers and other adults at the school care about them.

Dinwiddie High School placed 1st in the 2018 Creative Writing Competition sponsored by the Virginia High School League.

Dinwiddie High School was the 2018 State Champion in Forensics sponsored by the Virginia High School League.

Dinwiddie High School was the 2019 Region 4B South Champion in the Scholastic Bowl sponsored by the Virginia High School League.

The Dinwiddie Generals' football team has had 78 wins in the last 7 seasons. Since 2013, they have also been recognized as the:

Central District Champion: 2013, 2016

Conference 20 Champion: 2013, 2014, 2014, 2015, 2016, 2017

Region Runner-up: 2019

Region Champion: 2013, 2016

State Runner-up: 2016

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State Champion: 2013

The Competition Cheer Team has received the following recognitions:

Central District Champion: 2015, 2016

Central District Runner-up: 2015

Central District Champion: 2017

State Tournament Qualifier: 2015-2016, 2017

The Dinwiddie High School Golf Team was the Central District Champion in 2016.

Since 2013, Dinwiddie High School Wrestlers have received the following recognitions:

Central District Champion: 11

Conference 20 Champion: 9

Region Champion: 7

State Medalist: 6

State Runner-up: 2

State Champion: 1

The Dinwiddie High School Baseball Team was named the 2018 Regional Champion.

The Dinwiddie High School Softball team has received the following recognitions:

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Central District Champion: 2013

Conference 20 Champion: 2013, 2017

Region Runner-up: 2017, 2018

The Dinwiddie High School Girls' Tennis Team has received the following recognitions:

Central District Champion: 2015, 2017

Conference 20 Champion: 2015, 2017

In 2019, one student-athlete on the track team received a State Champion designation.

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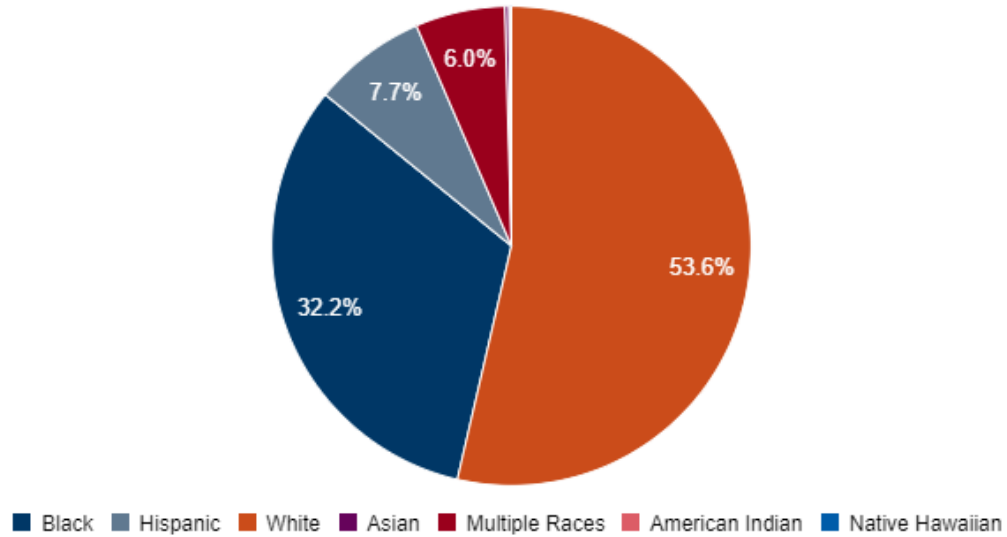
Fall Membership by Grade

Grade	2018-2019	2019-2020	2020-2021
Pre-kindergarten	36	48	65
Kindergarten	338	333	277
Grade 1	327	335	319
Grade 2	336	332	320
Grade 3	327	349	315
Grade 4	337	304	321
Grade 5	350	331	301
Grade 6	330	327	332
Grade 7	352	331	323
Grade 8	316	348	327
Grade 9	376	342	364
Grade 10	341	339	318
Grade 11	311	301	325
Grade 12	302	327	302
Total Students	4,379	4,347	4,209

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Fall Membership by Subgroups

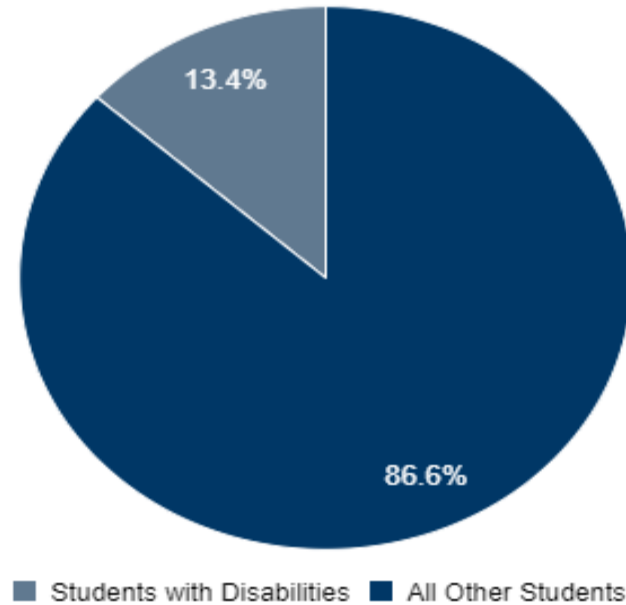
2020 Fall Membership By Subgroup: Racial and Ethnic Groups



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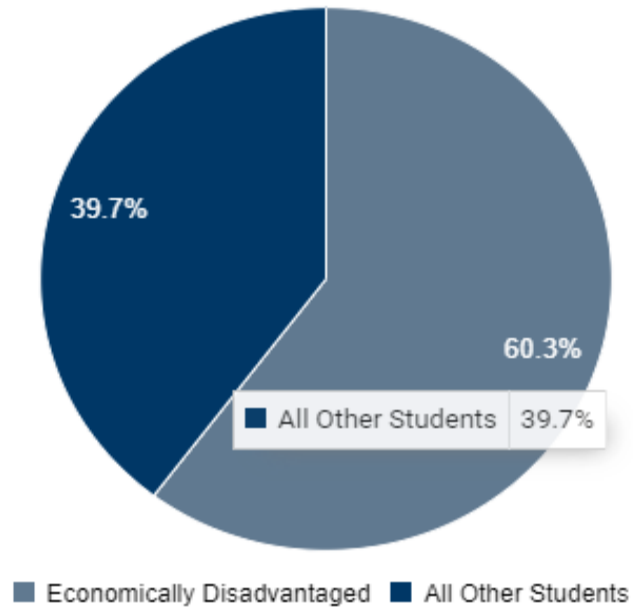
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2020 Fall Membership By Subgroup: Students with Disabilities



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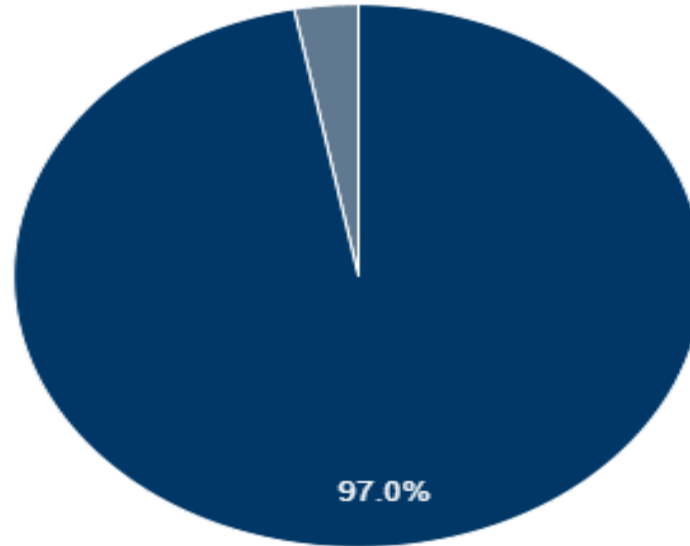
2020 Fall Membership By Subgroup: Economically Disadvantaged



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2020 Fall Membership By Subgroup: English Learners



■ English Learners ■ All Other Students

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ACCREDITATION

Annual accreditation is waived for all Virginia public schools for the 2021-2022 school year due to the continuing impact of the of COVID-19 pandemic on schools and students.

- HIDE 2019 SCHOOL QUALITY INDICATOR REPORTS

	Accreditation Status
Elementary Schools	
Dinwiddie Elementary	Accreditation Waived
Midway Elementary	Accreditation Waived
Southside Elementary	Accreditation Waived
Sunnyside Elementary	Accreditation Waived
Sutherland Elementary	Accreditation Waived
Middle Schools	
Dinwiddie County Middle	Accreditation Waived
High Schools	
Dinwiddie County High	Accreditation Waived

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ASSESSMENTS

STUDENT ACHIEVEMENT BY PROFICIENCY LEVEL

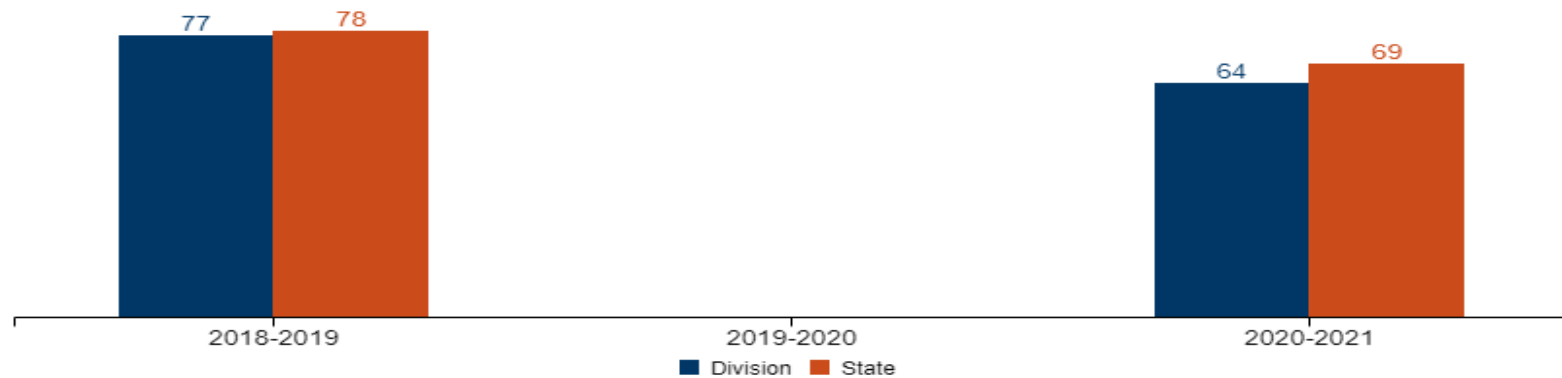
Reading Performance: All Students

2020-2021 reading results reflect reduced student participation in state reading assessments due to COVID-19. Reading results for 2019-2020 are not available due to the closure of schools and cancellation of state assessments. The wide variations in participation rates and learning conditions should be taken into consideration when reviewing 2020-2021 data.

English Reading



UPDATE CHART



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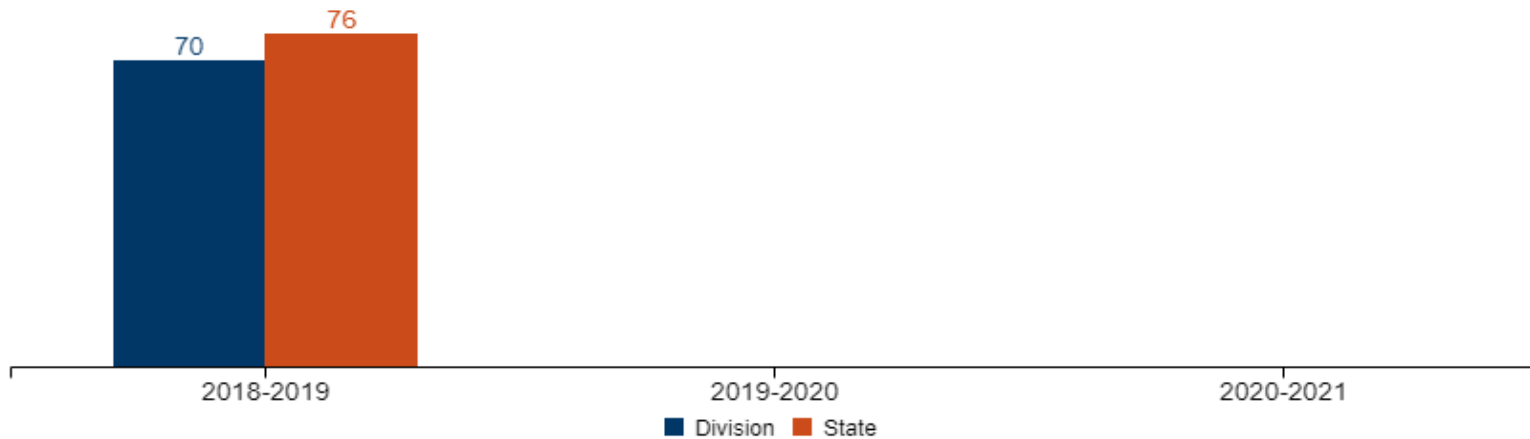
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Writing Performance: All Students

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English Writing

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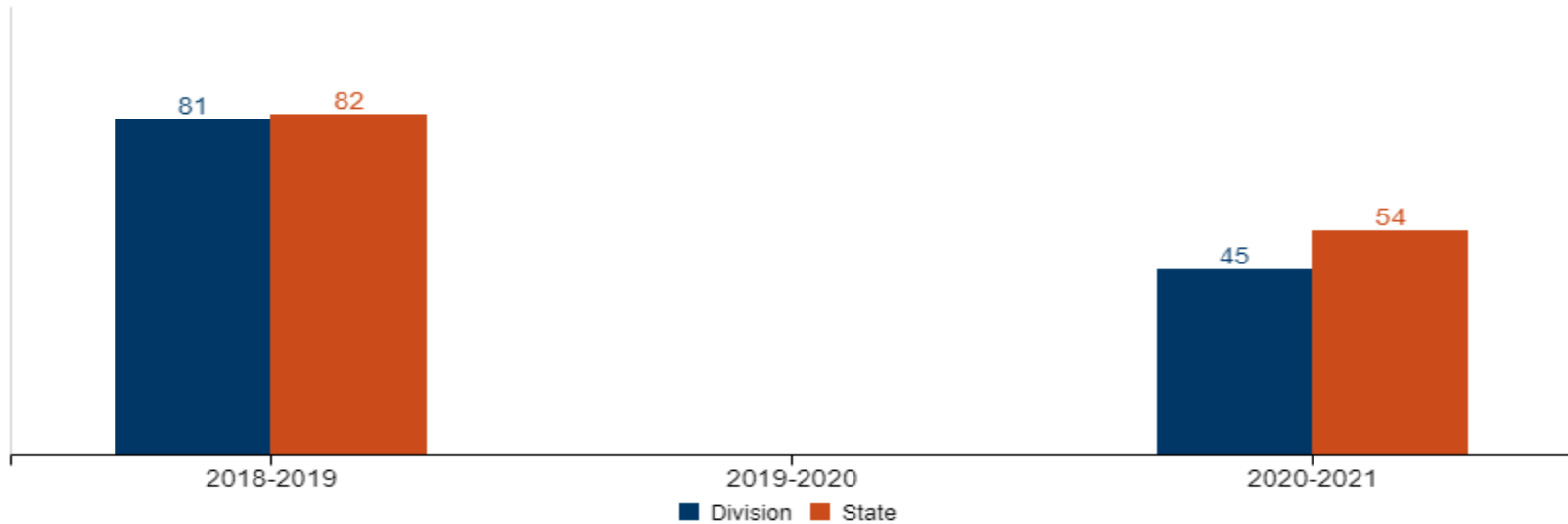
Math Performance: All Students

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Mathematics



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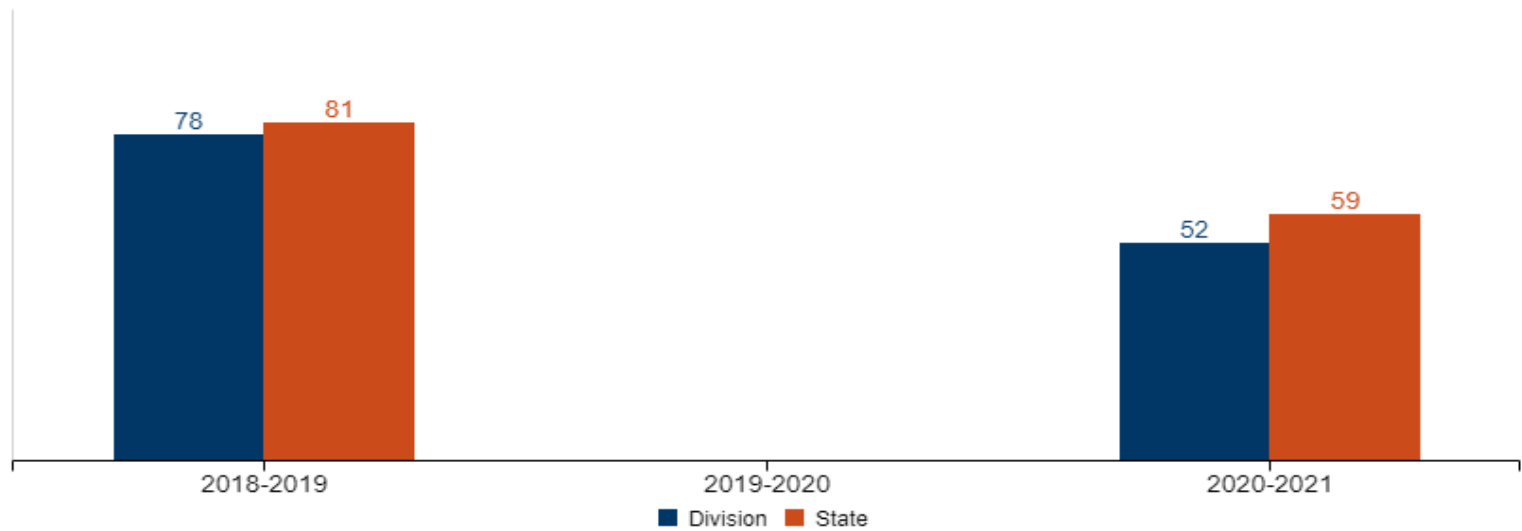
Science Performance: All Students

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Science



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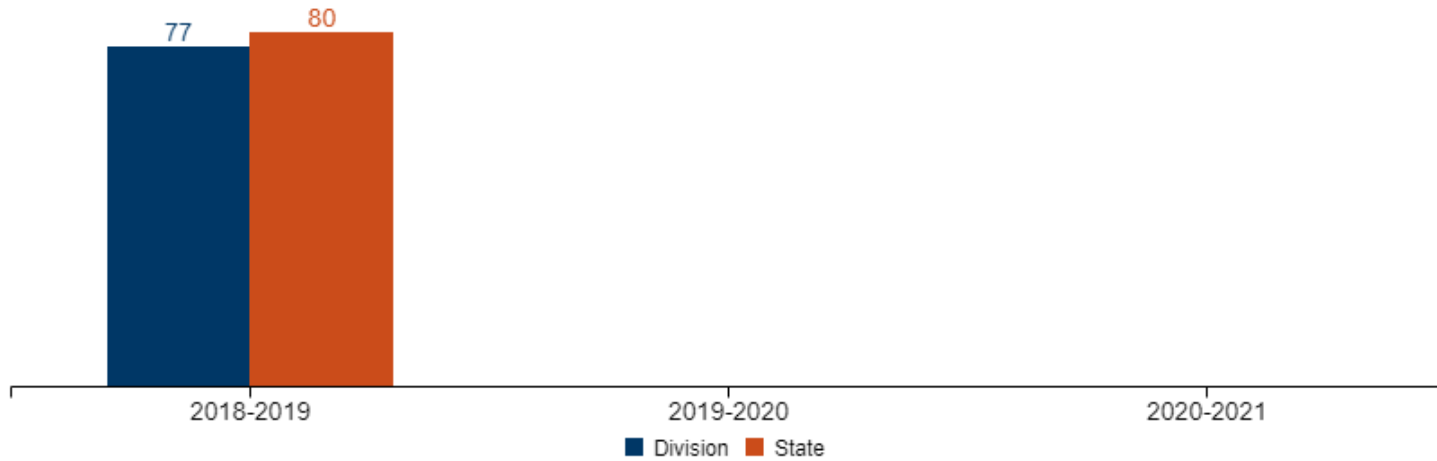
History Performance: All Students

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History



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Dinwiddie County Public Schools

COMPREHENSIVE PLAN

2020 – 2027

PRIORITY 1: STUDENT SUCCESS

We will reach, challenge, and prepare every student for success in school and life.

Each student will succeed academically, personally, and civically as measured by:

- ★ demonstrating age/grade level appropriate knowledge mastery;
- ★ having a career plan;
- ★ graduating, and
- ★ entering higher education and/or the workforce.

Accountability Measures

1. On-time graduation
2. Standard Diploma
3. Industry Certifications
4. Career Plan by 8th Grade
5. Kindergarten Readiness
6. SOL Performance
7. Numeracy & Reading literacy
8. Performance-based Assessments
9. Graduation Seal
10. Student participation in accelerated coursework
11. Student Feedback & Climate Data
12. Computer Science Standards Integration

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GOAL 1

Ensure all students graduate from high school life ready.

Strategies

Ensure all 3rd graders are reading at/above grade level.

Review and enhance the Dinwiddie Graduate Profile to ensure VDOE and community needs.

Ensure that all students have an actionable plan for pursuing their secondary goals and career options by 8th grade.

Develop a balanced learning assessment plan with an emphasis on standards-based, performance-based, and student-led.

Provide performance-based instruction in the curriculum.

Customize learning (courses or plans) based on the student's needs.

Increase community partnerships to provide students with work-based learning experiences.

Implement a multi-tiered system of supports.

Promote and support student personalized, more profound learning experiences to demonstrate workplace readiness, emphasizing employability skills.

Ensure there are explicit connections within the curriculum to the 5 Cs (creatively solving complex problems, thinking critically, collaborating, communicating, and demonstrating responsible citizenship) and the attributes of the Dinwiddie Graduate Profile.

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Implement a longitudinal data system to monitor the student progress and performance.

Implement and integrate computer science standards into the K-12 curriculum.

Add student career coaching to monitor and guide students' academic and career paths.

Expand internship and apprenticeship opportunities to enhance work-based learning and develop a way to monitor students who participate.

Support schools to create "Student Success Teams" to ensure wraparound services for students identified as potential dropouts.

Develop a comprehensive PK - 12 literacy plan.

GOAL 2

Expand offerings that further develop social, ethical, emotional, physical, and cognitive competencies.

Implement a multi-tiered system of support for students' social, emotional, and learning needs.

Address students' potential safety and mental health concerns by providing all students access to wrap-around school support, including professional counselors, social workers, school psychologists, nurses, and advisers.

Following state guidelines, implement a multi-year professional development plan focused on culturally responsive teaching and social-emotional support.

Increase the number of support personnel available to students.

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GOAL 3

Close achievement, access, and opportunity gaps.

Strategies

Expand early childhood offerings to ensure all students have access to quality programs before kindergarten.

Implement state standards for STEAM supplemental curricula and enrichment programs K-12.

Expand alternative opportunities to virtual and in-person instructional programming.

Remove barriers to programming such as financial, transportation, etc.

Conduct an equity audit of course offerings and enrollment in advanced courses, “gifted” programs, and specialty schools.

Expand choice course offerings through the creation of new and innovative programs.

Implement family engagement support to increase awareness of program offerings and benefits associated with accelerated coursework.

Organize an internal cross-functional task force to develop a comprehensive equity plan based on qualitative and quantitative data. (strategic planning)

Use the newly developed Equity Policy (DAB) to ensure fairness, equity, and inclusion as essential principles of our district and fully integrate those principles into all governance, leadership, policies, programs, practices, and processes.

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Utilize a Community Advisory Committee to work with the Superintendent to assist in developing the division's strategic plan and advising the Superintendent on equity issues within the school division.

Continue partnership with VCU School of Education (Office of Strategic Engagement) to create and provide ongoing professional learning opportunities for staff with an intentional focus on culturally responsive instruction, equity literacy, and racial consciousness.

Utilize a Student Advisory Group on Education (SAGE) to amplify students' voices and empower them as change agents to improve how schools/systems operate.

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PRIORITY 2: Caring Culture

We will create positive, safe, and engaging learning and working environments.

Measures

1. Climate and Working Condition Survey Results
2. Discipline Data
3. Student/Staff Attendance
4. Participation in Family Engagement Activities
5. Enrollment
6. Help Desk Response Times
7. Alternative Program Enrollment
8. Safety Audits
9. Partnerships
10. Technology Plan Objectives

GOAL 1

Ensure students, families, and staff feel respected.

Strategies

Build and nurture relationships with all stakeholders.

Foster authentic communication outlets to engage the community.

Create and implement a 5-Star Dinwiddie Difference Customer Service Program.

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GOAL 2

Facilitate a culturally responsive environment.

Strategies

Create an environment that represents and respects all students and communicates clear, high expectations for everyone.

Utilize inclusive curriculum and instructional resources that represent diversity from varied cultures.

Use communication strategies that are inclusive of all families' languages, dialects, cultures, and literacy needs.

GOAL 3

Increase stakeholder engagement.

Strategies

Provide a safe, orderly, and positive school/work environment.

Conduct school safety audits (school safety inspection checklist) annually to identify safety concerns and needs.

Collaborate with local officials to update the Crisis Management Plan annually.

Expand the School Resource Officer (SRO) and School Security Officer (SSO) program to include officers at each school.

Implement and analyze the Working Conditions and Climate Survey results for all stakeholders.

Provide transition plans for grades K, 6, and 9, new students, and EL students.

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Create and implement an Employee Engagement Survey to understand the perception of services, culture, and needs.

Partner with local county leaders, businesses, and faith-based groups to hold listening sessions quarterly.

Increase the number of school/community activities, programs, and work-based partnerships.

Provide increased opportunities for student leadership development and input into school and district-level decision-making.

Re-establish the Dinwiddie Education Foundation.

Expand family access to technology.

Enhance and expand program offerings for [families](#) to further eliminate barriers that interfere with effective involvement.

Establish support for EL families to assist them with cultural barriers so both parents and students can succeed.

GOAL 4

Improve internal and external communication.

Strategies

Develop a comprehensive communication plan.

Develop a social media plan and guidelines for consistency among schools and departments.

Distribute a yearly report to the community.

Produce promotional materials and marketing campaigns to promote new programs and initiatives.

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Strengthen proactive efforts to ensure schools and district offices share positive news stories.

GOAL 5

Expand the use of technology and innovative strategies.

Strategies

Enhance the comprehensive Technology Plan.

Expand the student transportation management system to include Dinwiddie Drive.

Expand mobile online payment options for stakeholders.

Acquire a DCPS app.

Explore securing an electronic billboard to share school division news and activities and include county and business partnerships.

Create transformational, equitable, technology-rich environments through innovative leadership practices by immersing students in a challenging personalized learning curriculum.

Communicate the central office functions and points of contact to strengthen support and services to schools, offices, and other departments.

Use data from a variety of reporting mechanisms to engage in data-informed decision-making.

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PRIORITY 3: Exemplary Staff

We will retain and recruit high-performing employees who put students first, practice inclusivity, and inherently add value to the organization.

Measures

1. Regional salary competitiveness
2. Employee Turnover
3. Teacher/Staff Evaluations
4. Teacher demographics
5. Climate and Working Condition Survey

GOAL 1

Improve processes to maintain and attract talent.

Strategies

Remain focused on providing a competitive compensation and benefits plan that includes differentiated compensation for hard-to-staff positions and schools.

Actively communicate with stakeholders through LinkedIn, Facebook, and the school division's website and ensure marketing strategy highlights the values and accomplishments of the school division and community.

Develop partnerships with community organizations to foster a diverse talent pool and improve diversity among staff.

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Collaborate with Dinwiddie County and local stakeholders to provide options for prospective candidates to come to and stay in Dinwiddie, such as vacant properties, services, discounts, or housing and tax credits.

GOAL 2

Develop a highly effective and responsible workforce.

Strategies

Collaborate with the Office of Innovation and Development to provide a variety of relevant and meaningful professional development for all employees, according to position and job type.

Identify and provide leadership opportunities for aspiring leaders.

Attract top talent through ongoing recruiting efforts.

Create an internal pipeline for key professional and support staff positions, identifying potential successors for future growth.

Recruit and retain teachers to the classroom by sustaining our New Teacher Induction Program, providing mentor support beyond the first year.

Increase budget to expand tuition reimbursement or advanced degree/certification supplement options for staff furthering their education beyond the position's minimum requirements.

Improve retention of provisionally licensed teachers after year three by requiring teachers receiving tuition reimbursement to continue teaching two additional years after certification is obtained.

Develop a systematic process for tracking license renewal and professional development training. Provide resources to employees to create and manage a personalized professional development plan.

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Utilize systems data to review and analyze division-wide talent development, management, and retention.

Create a professional development management process that promotes a culture of growth and development with classified employees.

Develop, encourage and promote work-life wellness and balance through various programs.

GOAL 3

Develop principals and district administrators as effective leaders of people.

Strategies

Implement a standard professional development program for principals and district administrators to build leadership capacity and train on best leadership practices.

Develop a standard lens through which principals and district administrators define/understand exemplary performance.

Provide structured training and support in performance management, evaluation, and feedback.

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PRIORITY 4: Resource Stewardship

We will champion the needs of our school communities and be responsible stewards of the public's investment.

Measures

1. Capital Improvement Plan
2. Financial Audits
3. Budget
4. Program Evaluations
5. Efficiency Audits

GOAL 1

Establish a decision-making model that sustains a high-performance organization.

Establish leadership teams at the building level to provide input for major decisions.

Ensure diverse and multi-level representation of stakeholders on committees.

Improve communication output to all employees, parents, students, and stakeholders.

Utilize the budget committee process to prioritize needs versus wants.

Implement a system-strategy approach to education return on investment by structuring planning conversations around the core need and weighted investment options.

Use geo-visual analytics to effectively plan, leverage data, garner actionable insights for continuous improvement.

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GOAL 2

Improve efficient use of resources, processes, and management structure to support system innovation.

Analyze and evaluate all processes and procedures in departments and schools.

Document all processes and procedures and create an easily accessible warehouse of information.

Improve the utilization and/or allocation of existing resources.

Review and access internal controls.

Explore long-term options to reduce transportation costs.

GOAL 3

Ensure facilities meet all industry requirements, including accessibility, low maintenance, energy efficiency, and are globally connected learning centers.

Maintain a detailed 10-year Capital Improvement Plan for small and large projects.

Analyze and evaluate facility measures, including energy management and maintenance systems.

Create minimum standards of all facilities to ensure equity and sustainability.

Ensure every student has access to an internet connection across all areas of Dinwiddie County.

Study enrollment projections programming needs, and identify long-term facility needs or rezoning plans.

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GOAL 4

Seek and establish other sources of external funding.

Seek grant opportunities to supplement funding for projects and implementation of programs.

With a continued focus on student-centered decision making, collaboratively develop, measure, and formally review key operating metrics that promote transparency, organizational effectiveness, and efficiency.

Review division processes, policies, and regulations and revise as necessary to increase organizational effectiveness and efficiency.