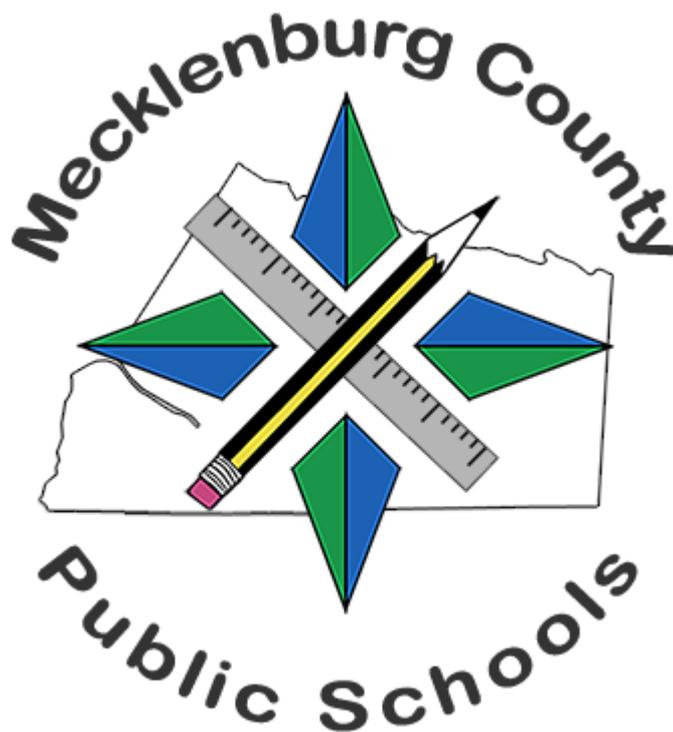


Mecklenburg County School Board Comprehensive Plan 2019-2024



C.O.M.P.A.S.S.

Committed to Our Mission, Preparing All Students for Success

Adopted

June 17, 2019

Members of the School Board as of January 2019

Dale Sturdifen
Chair, District 2

Gavin Honeycutt
Vice Chair, District 5

Brent Richey
District 1

Wanda Bailey
District 3

Lindell Palmer
District 4

Rob Campbell
District 6

Dora Garner
District 7

Kenneth Johnson
District 8

G. Glenn Edwards
District 9

Superintendent of Schools

Mr. Paul C. Nichols, III

Mecklenburg County Schools

Chase City Elementary School
Clarksville Elementary School
La Crosse Elementary School
South Hill Elementary School
Bluestone Middle School
Park View Middle School
Bluestone High School
Park View High School

TABLE OF CONTENTS

(Hyperlinks)

- [Executive Summary](#)
- [Division Overview](#)
- [Where We Are](#)
- [School Board Vision, Mission, and Objectives](#)
- [Comprehensive Plan Narrative](#)
- [Comprehensive Plan Objectives with Rationale and Metrics](#)
 - [Objective One](#)
 - [Objective Two](#)
 - [Objective Three](#)
 - [Objective Four](#)
 - [Objective Five](#)
 - [Objective Six](#)
- [Comprehensive Plan Development Members](#)
- [Comprehensive Plan Reviewers](#)

- **MCPS Supporting Details and Information outside of this document:**
 - **Capital Improvement Plan**
 - [MCPS Technology Plan](#)
 - [School Quality Profile for Division](#)
 - [School Quality Profiles of MCPS Schools](#)

Executive Summary

The *Comprehensive Plan* is a document that serves as a roadmap for the next five years of work in our school division, and it is required by both School Board Policy and the Virginia Board of Education. This plan is not intended to be inclusive of all tasks to be completed during the timeframe, but it provides the context for that work. The *Comprehensive Plan* is a planning document representing continuous assessment of current progress and directs priority considerations for school division improvement. This *Comprehensive Plan* is intended to bring focus to our work as it aligns with the vision and mission adopted by the Mecklenburg County School Board in 2018.

The School Board's *Comprehensive Plan* serves as the backdrop for resource allocation and policy development to further Mecklenburg County's efforts to provide an exceptional educational experience for all students and meet the expectations of the greater school community. Further, the growth goals for each of our individual schools will align with the division's objectives as we work collaboratively at all levels to achieve our vision.

The *Comprehensive Plan* is developed to identify the objectives established by the School Board in the 2018-19 academic year and to focus the work of the division on achieving those objectives. The plan includes metrics to be used to assess progress toward meeting the six objectives detailed in the plan. This baseline data will be used for comparison purposes and our growth will be reported to the School Board periodically.

The School Board is adamant that all of Mecklenburg's children—regardless of their personal circumstances—must have the school environment, the resources, and the teachers to help them be successful at school. It is recognized that persistent and troubling differences in the achievement level of students do exist and that appropriate and intensive instructional supports are required to close achievement gaps and ensure all students achieve the level of success we expect. We are reminded that education is the key to our economic and societal success; investment in schools pay dividends down the road.

This comprehensive plan is premised on the expectation, according to projections provided to MCPS in October of 2018 by the University of Virginia's Weldon Cooper Center for Public Service, student enrollment and demographics will remain fairly constant over the next five years. The projection and plan anticipates a small annual decrease in student enrollment, continuing the enrollment decrease that has been underway for several years. The plan also anticipates the consolidation of our current middle and high schools into a single middle school and single high school located on one campus. The new schools are being conceptualized, designed, and aligned according to the Virginia Profile of a Graduate. We will think creatively and act collaboratively to ensure we are properly preparing all of our students, at all grade levels, for success beyond graduation. Finally, this plan is designed to maintain our focus on the achievement of the vision and mission of the division.

The Mecklenburg County School Board will continue to meet all statutory and regulatory requirements and seek to engage all stakeholders in policy decisions and actions related to the achieving the adopted objectives.

As public stewards accountable for the school system, the School Board will provide periodic updates to the public on our progress toward meeting the objectives and goals we have established. Details of our objectives along with possible metrics to evaluate our progress toward meeting those objectives follow in this document.

Mecklenburg County School Board Vision, Mission, and Objectives

Our Vision

Mecklenburg County Public Schools provide a 21st century learning environment which fosters career literacy, academic enhancement, social-emotional growth and community engagement that prepares students who contribute to the global society.

Our Mission

The mission of the Mecklenburg Public School Division, in partnership with family and community, is to provide all students with a quality education within a safe environment supporting the development of intellectual growth, effective communication, wellness, and life-long learning in a rapidly changing society.

To accomplish its vision and mission, the School Board has adopted the following objectives:

Objective 1: MCPS will provide a comprehensive, high quality instructional program.

Objective 2: MCPS will be fiscally responsible to our stakeholders in providing a quality education

Objective 3: MCPS will support the academic, social, emotional, and physical well-being of students.

Objective 4: MCPS will provide multiple avenues for collaboration and communication between the schools and the communities they serve.

Objective 5: MCPS will maintain and continually enhance a safe and secure learning environment.

Objective 6: MCPS will attract, support, and retain high quality instructional and support personnel.

An Overview of Mecklenburg County Public Schools

Located in south central Virginia, Mecklenburg County has a population of approximately 31,000 (U.S. Census Bureau, July 2017). The county seat is the Town of Boydton. The other principal towns are Chase City, Clarksville, La Crosse, and South Hill. One quarter of the population is over the age of 65 and less than five percent is age five or under. Just over sixty two percent of the population identifies as White, just over thirty four percent identifies as Black or African American, and just under three percent identifies as Hispanic. Buggs Island Lake and Lake Gaston draw a considerable lake-life population, making tourism one of the top revenue engines in the county. A large portion of the county is in agricultural use and that creates the second largest and, traditionally, top revenue source. The past several years has seen the establishment of a growing technology-based industry with data/server farms being established locally to connect to one of the nation's main fiber optic cables, located in Mecklenburg County, thereby connecting the region instantly to the rest of the world.

Almost eighty percent of adults have graduated high school and seventeen percent of adults hold a bachelor degree or greater. The median household income, in 2016 dollars, is just over \$40,000. Just under fifteen percent of population are classified as in poverty.

As of the fall of 2018, Mecklenburg County has eight schools: four elementary, two middle schools, two high schools and an alternative program for secondary students. All schools are fully accredited by the state as they are meeting or exceeding all state benchmarks. In grades kindergarten through twelfth grade, we have just under four thousand students.

A member of Virginia's Region Eight, the superintendent is an active participant and leader in regional meetings. Our various directors and coordinators also meet regularly with their regional counterparts in technology, security, transportation, and instruction to improve communication and approaches to the various challenges that arise collectively. You will find representatives from MCPS present at meetings of the Virginia School Board Association (VSBA), the Virginia Association of School Superintendents (VASS), the Southside Virginia Regional Technology Consortium, the School University Research Network (SURN), and other such meetings. In the winter of 2019, MCPS became a part of the first cohort of school divisions in the Virginia is for Learners grant – a consortium of school divisions looking to improve our instructional delivery model to meet the ideals of the Profile of a Virginia Graduate and incorporate the five C's of Communication, Collaboration, Creativity, Critical Thinking, and Citizenship.

Southside Virginia Community College (SVCC) serves students from our schools in a number of Science, Technology, Engineering, and Math (STEM) courses as well as providing the vehicle through which our students can pursue college courses during their high school years (dual enrollment). Additional partnerships exist with the Southern Virginia Higher Education Center (SVHEC), located in nearby South Boston, where our students can work with state of the art robotics and artificial intelligence systems. We provide transportation for our students to attend Governor's School sites (Alberta & Keysville), SVCC's Lake Country Advanced Knowledge Center (South Hill), SVCC's Estes Center (Chase City) and the SVHEC complex in South Boston. At these partner sites, our students gain access to such courses as Mechatronics, High Performance Technology, Advanced Manufacturing, Welding, Cybersecurity, Fire Safety, and Cosmetology.

To provide our students with more career experiences and training, we have established numerous partnerships. A partnership with Microsoft, for example, led to the establishment of the Technology in Education And Literacy in Schools (TEALS) program in 2017 located at Bluestone High School. The program serves students from both

Bluestone and Park View in engaging computer science classes as well as virtually working with software engineer volunteers. In 2020-2021, the program is planned to expand to include a Computer Science Advanced Placement (AP) course. In addition to TEALS, Microsoft also helps our students through its Philanthropy division.

As an agricultural county, our partnerships with the 4-H Council & Mecklenburg County 4-H Cooperative Extension are important. In October 2017, we participated in the GameChangineer training for the Microsoft Youth Community Leaders for Digital Transformation (YDT) grant. This is an ongoing program where students work on preparing and training other students and the community on technologies. Workshop sessions are held with community members as well as contests to promote student engagement. Since 2015, Mecklenburg County 4-H also makes our Reality Store and Real World Real Money programs possible in our secondary schools and provides similar economic reality experiences for our elementary school students. In the fall of 2018, this program also began partnering with the middle schools to offer the Real World Real Money simulation to middle school Civics classes. We also partner with SVCC, SVHEC, Mecklenburg 4-H, and VCU Community Memorial Hospital to provide access to summer camp opportunities for our students.

Finally, Mecklenburg County is part of Go Virginia-Region 3. This is a regional partnership aimed to develop our county as a Certified Work Ready Communities. Working closely with county government, the schools are also involved through training and testing of all juniors to help them earn the National Career Readiness Certificate as a part of the ACT program.

Where We Are Today

The 2018-19 academic year in Mecklenburg County Public Schools began with good news: the Virginia Department of Education notified the division that all eight of our schools are fully accredited! This proud accomplishment was the result of a great deal of hard work on the part of our teachers, students, and administrators.

Full accreditation of all schools is a wonderful thing for our schools, our division, and for our county, but that is not the only point of success we celebrated as we began the 2018-19 academic year. Other noteworthy accomplishments from last year include but are not limited to:

- An 11% increase in the number of students that are moving from elementary to middle school reading at or above grade level.
- A 74% increase in the number of industry credentials that our high school students have earned by successfully completing skill development programs and passing industry tests.
- Advanced Placement (AP) classes are now part of our curriculum this year at both high schools. AP classes are being taught in English, social studies, math, and science.
- All of our career and technical classes are now a part of one of the six career centers that will direct students to their future career of choice.
- Each of the career centers have created critical partnerships with local business and industry that will give guidance to student career preparation.
- All rising 9th grade students have created a five-year career pathway that sets the course of their academic and skill development through high school. This pathway can, of course, be modified as they continue to evolve with their career goals.

Achieving the distinction of full accreditation came at a perfect time for the school division. In recent years, addressing the school facility needs of the division (especially our two

middle schools and two high schools) has become increasingly unavoidable. Additionally, for the past few years, both Virginia and Mecklenburg County have begun to look beyond the Standards of Learning (SOL) assessments and into what students actually need to be successful after graduation. The time is right to build new secondary schools – combining our two middle and two high schools into one middle and one high school – and to re-work our instructional delivery model from kindergarten through graduation to ensure our students are taught essential knowledge and skills yet also integrate the five C's of Critical Thinking, Creative Thinking, Collaboration, Communication, and Citizenship into all we do. We are looking to the Virginia Profile of a Graduate, adopted by the Virginia Board of Education in the winter of 2018, to guide our work in this regard.

In September of 2018, the Mecklenburg County Board of Supervisors approved the purchase of the new school site and provided initial funding to move forward with architectural design for the new schools. The aggressive timeline adopted anticipates breaking ground in the fall of 2019 and opening of the new 2300+ student school site in the fall of 2021. While sharing a single campus and resources within that campus, there will be one middle school and one high school - each with its own principal.

Of our four elementary schools, La Crosse Elementary School is currently at capacity and solutions are being explored to manage anticipated continued growth there. South Hill Elementary School is our newest school, opened in the fall of 2002. Chase City, La Crosse, and Clarksville Elementary Schools are each in need of significant renovation; we hope to begin work on renovation once the new secondary schools construction is underway or completed.

During the 2017-18 Academic Year, the Mecklenburg County School Board worked collaboratively to develop a Vision, Mission, and Goals. In the fall of 2018, the School Board adopted the objectives to guide the development of our comprehensive plan. This comprehensive plan is developed to support and monitor progress toward the attainment of the vision, mission, and objectives.

During the 2017-18 academic year, while the School Board was working through the development and adoption of a vision and mission, administrative staff collaboratively established its core values. The superintendent, division leadership, and building administrators adopted these four core values to serve as a foundation and guide: Student Success; Innovation; Community; and Professional Development. These values were to be the 'lens' through which our work was to be viewed and the underlying guide for our work to achieve the vision, mission, and objectives of the division.

MCPS has an annual operating budget of approximately \$43 million and also has a detailed Capital Improvement Plan (CIP). The CIP allows MCPS, in conjunction with the Mecklenburg County Board of Supervisors, to identify capital project priorities as well as anticipate and plan for facility and capital needs five years out - with annual updates to the plan.

We operate a fleet of 134 buses as well as 29 cars to transport over three thousand students on any given day. This number includes special needs transportation to some non MCPS facilities to meet the educational needs and requirements of our students. In an average day, our vehicles travel over 4,700 miles - and over 850,000 miles annually. In addition to our student transportation vehicles, we also maintain 85 other vehicles including 16 maintenance vehicles, 29 transport vehicles and 40 other vehicles shared between central office and the schools. MCPS has its own bus and vehicle garage for servicing and maintenance.

MCPS serves approximately 1,250 breakfasts and 2,500 lunches each day. We also support our students participating in after school programs by providing healthy snacks for them. As of 2019, MCPS is part of the Virginia Cooperative Extension's Smarter Lunch Room program which helps with educating students on fruits, vegetables and healthy meal choices.

SCHOOL BOARD COMPREHENSIVE PLAN: 2019-2024

School divisions and local schools are required by the Code of Virginia to adopt comprehensive, long-range plans for continuous growth and improvement. In MCPS, the Comprehensive Plan is also required by School Board policy and is designed to meet the state and school board requirements while helping us focus on achieving our vision. This living document provides a detailed narrative of our schools as well as evidence to our stakeholders and outside agencies of our purposeful planning, data-based decision making, and accountability for student achievement and organizational effectiveness.

Mecklenburg County Schools are under no corrective measures and are in good standing with the Virginia Department of Education (VDOE) and the State Board of Education.

Mecklenburg County has a [Technology Plan](#), most recently updated, reviewed, and approved by the School Board in the fall of 2018, and aspects of that plan may be referenced in this document. The Technology Plan is a dynamic document that is revised regularly and 'lives' within the division's network for easy access and adaptation. While our schools each have high speed Internet access, Mecklenburg County has a high percentage of homes without any or adequate Internet access and that does impact the degree to which we assign students homework requiring use of technology. While some projects are underway to rectify this, it is anticipated to be five or more years before our families have the high speed access enjoyed by many in other regions of the state.

According to the National Center on Education and the Economy's Commission on the Skills of the American Workforce (2007),

This is a world in which a very high level of preparation in reading, writing, speaking, mathematics, science, literature, history, and the arts will be an indispensable foundation for everything that comes after for most members of the workforce. It is a world in which comfort with ideas and abstractions is the passport to a good job, in which creativity and innovation are the key to the good life, in which high levels of education — a very different kind of education than most of us have had — are going to be the only security there is. . . . The best employers the world over will be looking for the most competent, most creative and most innovative people on the face of the earth and will be willing to pay them top dollar for their services. This will be true not just for the top professionals and managers, but up and down the length and breadth of the workforce. Those countries that produce the most important new products and services can capture a premium in world markets that will enable them to pay high wages to their citizens.

While the economic world and employee demands have changed, it is only recently that the education system has begun to shift to meet those needs. Our challenge is to establish strategies to help us meet our newly adopted objectives, objectives that may be measured differently than they were in the past. The School Board drafted and adopted its vision, mission, and objectives for the next several years during the 2017-18 and 2018-19 academic years.

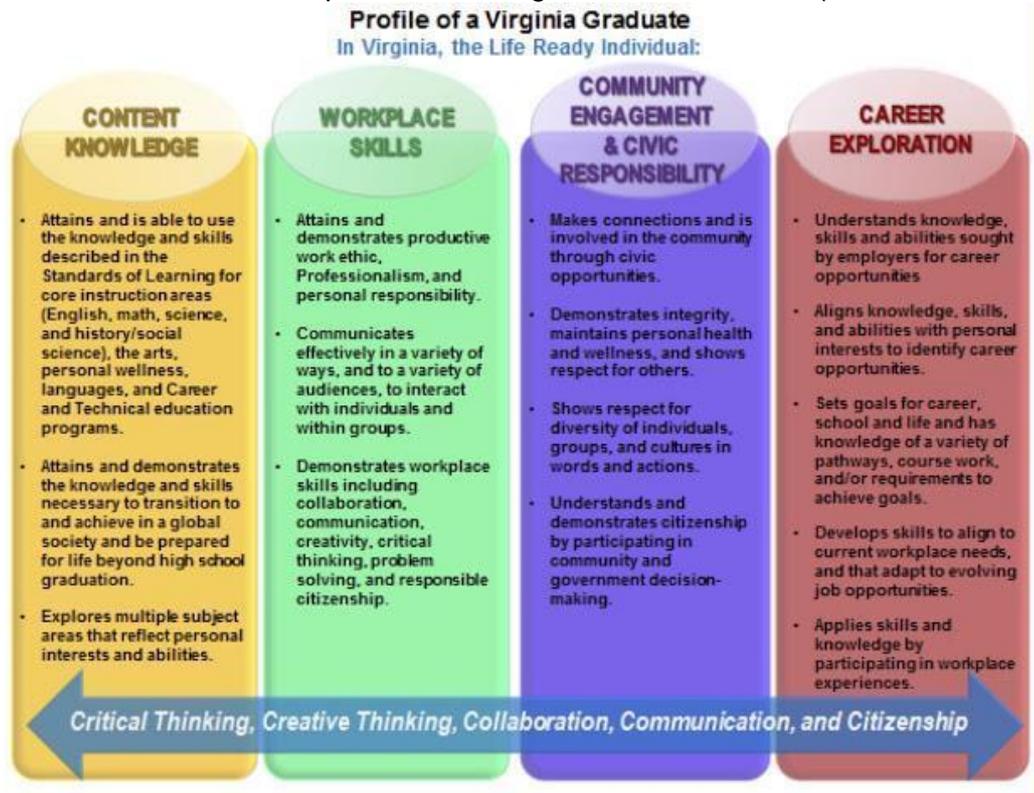
Through its ongoing work with its partners, the School Board intends to move Mecklenburg's education system forward, moving from a "Model Rural School System" to a "Model School System" that can compete with any rural, suburban, or city school system in the development of a 21st Century skills that will equip all students to be responsible and self-reliant citizens of our increasingly complex and diverse global society

The School Board is committed to assessing its progress in leading Mecklenburg in

becoming a model school system. Part of that commitment involves assessing the Board's progress towards meeting the objectives described in the Board's comprehensive plan and the movement toward the education system described in the Board's vision and mission statements. The metrics used to assess the Board's progress annually will provide information that describe how well the Board is meeting its objectives as well as the state of education in Mecklenburg County.

The actions of the School Board are intended to support systems whereby all students are able to achieve to their highest potential. The Board, however, recognizes that it is limited in the direct impact it can have on student achievement as it works more broadly with policy and budget. Many of the actions of the School Board may take years for any impact to be directly seen, for example, on achievement scores. Therefore, measures related to student outcomes will be considered over time and in conjunction with metrics that provide immediate information about the Board's progress in achieving its objectives. The Board's objectives support holding schools accountable for measurable results, expanding learning opportunities for all students, and sustaining a public school system in which all students learn at high academic levels.

Goals for our students over most of the past two decades have been focused on student success on the state mandated Standards of Learning (SOL) tests. To a large degree, this is no longer the case. Our measures of success will be aligned with the Virginia Profile of a Graduate, adopted in the winter of 2018. We will include objectives in workplace skill development, career planning, and student interactions with local business in addition to the expected knowledge-based measures. (Please see chart.)



MECKLENBURG COUNTY PUBLIC SCHOOLS OBJECTIVES WITH METRICS

Our vision describes where we want to be. Our mission describes how we will get there. Our objectives, six of them, are designed to let us break the task into manageable parts so we may focus our resources of time, personnel, and funds appropriately. While the School Board adopts the vision, mission, and objectives, it is the administration who plans and implements the processes, programs, and structures to meet the objectives. That detail of work is outside of this comprehensive plan, but the potential metrics the school board will consider as indicators of progress toward meeting the objectives are identified for each objective.

Objective 1: MCPS will provide a comprehensive, high quality instructional program.

Rationale: It is our job to prepare students for successful lives and careers in a global economy. This preparation requires a strong academic foundation, the ability to think critically, creative approaches to problem solving, and developed communication and collaboration skills. To facilitate this, Mecklenburg County Public Schools must develop strategic partnership opportunities for students to engage business, civic life, community interaction, and life-long learning support systems locally, regionally, nationally, and globally.

To ensure a sound academic and skills based education, MCPS must implement a well-designed, coherent, quality, and rigorous curriculum. There is an abundance of research reinforcing the need to have students reading on grade level, especially by the end of the third grade. Integration of literacy and numeracy throughout all grade levels and courses is a worthy goal because these skills, along with 'Workplace Readiness Skills' must be continually developed, nurtured, and revisited through school work, career experiences, and parent partnerships. All teachers must recognize literacy must be a part of all courses and at all levels. Finally, we realize there is a certain subjectivity in defining a 'high quality' instructional program, including many aspects that are not easily measurable.

To determine the extent to which the school division is meeting this objective, the following metrics are considered and will be monitored and available as appropriate:

1. Standards of Quality (SOQ) annual certification
2. Annual reporting of students enrolled in CTE courses identified as completers as well as number and type of CTE certificates
3. Annual reporting of PSAT, SAT, and ACT results among high school students
4. Annual reporting of the number and percentage of students enrolled in advanced courses
5. Phonological Awareness Literacy Screening (PALS) data by elementary grade level
6. SOL Reading and Writing as well as World Class Instructional Design and Assessment (WIDA) data for English Language Learners.
7. Post-graduation survey of our students: where did they go, were they prepared...

Objective 2: MCPS will be fiscally responsible to our stakeholders in providing a quality education.

Rationale: At the broadest level, it is the responsibility of the School Board to ensure the school division is fiscally and academically sound, that federal and state requirements

are fulfilled, that facilities are properly maintained, and that measures are in place to create safe and secure learning environments. It is Mecklenburg County Public Schools' desire to reach above and beyond the quality standards and make available learning opportunities that create rich experiences for our students to thrive.

To determine the extent to which the school division is meeting this objective, the following metrics may be considered as indicators of this objective:

1. Annual financial audit demonstrating fiscal soundness
2. Annual transportation fitness audit
3. Capital Improvement Plan (CIP) budget and progress report
4. Annual School Report - Financial (to include per pupil expenditures)

Objective 3: MCPS will support the academic, social, emotional, and physical well-being of students.

Rationale: MCPS recognizes achievement gaps currently exist between students in different identified subgroups as measured by the Standards of Learning (SOL) in Mecklenburg County Public Schools. Identified subgroups include race, economic status, and special education status. We also recognize there are disproportionate approaches in discipline as well. Closing the achievement gap, by addressing the issues that are creating the gap, is one of our greatest priorities. We understand that the social, emotional, and physical well-being of students directly impacts their learning. MCPS will put into practice methods that identify and address such needs.

To determine the extent to which the school division is meeting this objective, the following metrics may be considered as indicators of this objective:

1. Clear identification of all gap groups and annual data from SOL, attendance, and graduation rates
2. Kindergarten entry skills data through Virginia Kindergarten Readiness Program (VKRP)
3. Number and percentage of students by subgroup identified as GIFTED
4. Number and percentage of students reading on grade level by third grade.
5. Reporting of the numbers of school nurse visits on elementary, middle and high school level, documentation of access to and outreach from our school counselors and psychologists by school level, and reporting of vision and hearing screening data
6. Reporting of the percentage of students who receive special services which would include Special Education, speech or physical therapy and specialized nursing care.
7. Reporting of attendance and tardiness data among all students
8. Reporting of student discipline, by school and division, to identify any disproportionality.
9. Parent outreach efforts to help them engage students with literacy and other content

Objective 4: MCPS will provide multiple avenues for collaboration and communication between the schools and the communities they serve.

Rationale: The school division exists to serve the community (defined as students, parents, faculty, staff, businesses, local governments, and the residents of Mecklenburg County) by equipping the younger generation with the necessary skills, knowledge, and

understanding to perpetuate our socioeconomic system as well as our civil society. Establishing and maintaining community trust comes through transparency, communication, partnerships, service, and interdependence. To understand and collaborate with our broader community, MCPS must have readily accessible two way lines of communication, take advantage of electronic or Internet based tools, and be purposeful in engaging with our stakeholders.

To determine the extent to which the school division is meeting this objective, the following metrics may be considered as indicators of this objective:

1. Business partnerships aligned directly with each career center and strategic partnerships with business that support direct recruitment of students into career options within the appropriate career center.
2. Number and percent of students enrolled in PreK/Headstart programs including socio-economic data as well as time allocated for MCPS personnel to work with pre-K students and pre-K service providers
3. Annual report of community use of school facilities
4. Extended year programs to put books/materials in students hands beyond the academic year Annual report of students/school personnel going into the community to provide information or services
5. Reporting of community partners that provide job shadowing and internship opportunities and the number of students participating in community service; hours spent; types of community service projects

Objective 5: MCPS will maintain and continually enhance a safe and secure learning environment.

Rationale: If the basic need of safety and security is not met, we cannot expect our students to engage in their own learning. It is therefore of greatest importance that we create and maintain a school that is physically appealing, safe, secure, and in which we maintain appropriate temperature. Systems, tools, practices, and ideas are continually evolving and it is our desire to be on the forefront of accepted best practices. It is of equal importance that we create positive school climate in which positive relationships are created, nurtured, and developed and where students and adults interact with each other with mutual respect.

To determine the extent to which the school division is meeting this objective, the following metrics may be considered as indicators of this objective:

1. Documentation to support training of school personnel in safety measures and crisis responses
2. Data from the annual Safe Schools Survey
3. Data from the School Climate Survey (collected every other year)
4. Data on Capital Improvement Plan funds specifically targeted to school security matters
5. Reporting of cyber security threats by technology department
6. Number and percentage of students by subgroup receiving out of school suspension, other discipline, or diversionary intervention

Objective 6: MCPS will attract, support, and retain high quality instructional and support personnel.

Rationale: The single most important influencer of student learning outside of the home is the teacher. Our greatest fiscal investment as a school division is in our people, and we wish to compensate them in a manner that makes MCPS regionally competitive. We also recognize retention of teachers to be essential to sustained professional growth and

division-wide organizational learning. Compensation and benefits are important in attracting candidates, but mounting research indicates that employees stay because of job satisfaction, growth opportunities, and leadership. Continual meaningful and purposeful professional development to support our teachers in their work is essential.

To determine the extent to which the school division is meeting this objective, the following metrics may be considered as indicators of this objective:

1. Instructional Personnel and verification of Licensure (IPAL) annual report from VDOE
2. Professional development pathway for new to profession teachers and Professional development opportunities for teachers and all personnel.
3. Annual retention/loss information with comparison to similar and regional divisions
4. Exit survey data; as possible, determine reason for leaving (pay, retirement, transfer in state, transfer out of state, leave profession)

Upon adoption of this comprehensive plan, it is the responsibility of the administration to develop strategies and work plans to lead to the attainment of the objectives described. The administration seeks to implement the vision and objectives of the School Board through continual improvement.

Comprehensive Plan Development Committee Members

Mr. Brent Richey, School Board Chair 2018
Ms. Wanda Bailey, School Board Vice Chair 2018
Mr. Paul C. Nichols, Superintendent
Mr. Abe E. Jeffers, Assistant Superintendent
Ms. Nan A. Alga, Director of Personnel
Ms. Brook Hatcher, Director of Technology
Ms. Mary Hodges, Director of Exceptional Programs
Ms. Christy Pepper, Director of Finance
Ms. Tracey Rogers, Director of Elementary Instruction
Dr. Jeff Scales, Director of Secondary Instruction
Mr. Brian Dalton, Supervisor of Maintenance
Mr. Bill Mayhew, Supervisor of Transportation
Ms. Robin Moore, Supervisor of Child Nutrition
Mr. Gary Cifers, CTE Coordinator
Dr. Darnell Carter, Principal, Bluestone High School
Ms. Ann Dalton, Principal, Clarksville Elementary School
Ms. Joan Hite, Principal, Park View Middle School
Ms. Michele Icenhour, Principal, South Hill Elementary School
Dr. Paige Lacks, Principal, Bluestone Middle School
Ms. Connie Puckett, Principal, La Crosse Elementary School
Ms. Wesley Swain, Principal, Park View High School
Mr. Frederick Taylor, Principal, Chase City Elementary School

Comprehensive Plan Review Committee Members

Olympia Smith, Chase City PTA/Parent
Elizabeth Imes, Clarksville PTA/Parent
Derek Hazelwood, La Crosse PTA/Parent
Patricia Reed, South Hill PTA/Parent
David Pennington, Bluestone Middle Parent
Kimberly Richey, Park View Middle Parent
Kenan Tyner-Smith, Bluestone High, Parent
Melanie Wolfe, Park View High, Parent
Sophia "Sophie" Sherwood, Bluestone High, Student
Keaisha House, Parkview High, Student
Gena Carter, Chase City Teacher of the Year
Dianna Rose, Clarksville Teacher of the Year
Robin Powell, La Crosse Teacher of the Year
Felicia Brodnax, South Hill Teacher of the Year
Daniel Wilson, Bluestone Middle Teacher of the Year
Yvette Morris, Park View Middle Teacher of the Year
Sharon Wheeley, Bluestone High Teacher of the Year
Kathryn Baird, Park View High Teacher of the Year
Angie Kellett, Community Member
Gina Lawrimore, Community Member
Glanzy Spain, Jr., Community Member
Dr. Scott Worner, Community Member