



**A BRIDGE TO** *Excellence*

**STRATEGIC PLAN  
2022-2027**



**KING GEORGE COUNTY SCHOOLS**

## TABLE OF CONTENTS

|   |    |
|---|----|
| Letter from the Superintendent. . . . .                         | 3  |
| Building the Bridge: A Community Process . . . . .              | 4  |
| Our Community . . . . .   | 4  |
| Our Schools . . . . .   | 4  |
| Our Strategic Plan. . . . .                                     | 4  |
| KGCS Strategic Planning Steering Committee. . . . .             | 5  |
| KGCS Steering Committee Members . . . . .                       | 5  |
| Mission . . . . .   | 6  |
| Vision. . . . .   | 6  |
| Core Beliefs and Values. . . . .                                | 7  |
| Strategic Plan Goals . . . . .                                  | 9  |
| Employee Investment and Development. . . . .                    | 9  |
| Quality Instruction and Innovation . . . . .                    | 12 |
| Community Collaboration, Engagement, and Communication. . . . . | 15 |
| Safe, Secure, and Healthy Learning Environments. . . . .        | 17 |
| Strategic Plan Implementation and Monitoring . . . . .          | 19 |

## SUPERINTENDENT'S MESSAGE

Bridges are vital connections for communities that allow their citizens to exchange goods and ideas, interact with others, and move freely between areas that would normally remain isolated. The importance of bridges to our own community in King George County cannot be underestimated. Over the centuries, our ability to cross the Potomac and Rappahannock Rivers has given our citizens opportunities to trade goods and ideas and experience growth as people move to our locality to enjoy its quality of life.

Much like bridges have allowed our community to grow and thrive, our schools continue to be a key to the success of our county. Successful schools build successful communities. Maintaining and improving upon the success of King George County Schools benefits everyone in our locality. Their excellence is our excellence.

This strategic plan was built and written by our community, engaging business leaders, parents, students, and administrators in its development. King George has long enjoyed a history of strong support for our schools, and this strategic plan will allow our students to meet their future challenges and thrive in the post-pandemic world.

As your Superintendent, it is my privilege to lead our community of learners. Supporting and facilitating this strategic planning process has revitalized and energized all of us, providing a new and clear vision for what we wish to create for our students over these next five years. Your voices and ideas richly contributed to its success and strength, building a bridge to excellence that will give our students resources and opportunities they need to assume their role as productive citizens in our community. Please join me as we journey together over this bridge to excellence over these next five years.

Regards,

A handwritten signature in blue ink, appearing to read "Robert Benson". The signature is fluid and cursive, with the first name "Robert" being the most prominent.

Dr. Robert Benson

# **BUILDING THE BRIDGE** *A Community Process*

## **OUR COMMUNITY**

King George County stands at the gateway to Virginia's Northern Neck. Bordered to the north by the Potomac River and to the south by the Rappahannock River, this county of roughly 188 square miles and 27,000 citizens enjoys a rich and historic past grounded in agriculture and fishing. The county is also home to the United States Naval Surface Warfare Center at Dahlgren, which is also the largest employer within the county.

## **OUR SCHOOLS**

King George County Schools (KGCS) educates roughly 4,300 students and consists of five separate schools – Potomac, Sealston, and King George Elementary Schools, King George Middle School, and King George High School. Fall 2020 student enrollment data from the Virginia Department of Education (VDOE) show KGCS student demographics as 65% Caucasian, 16% Black, 10% Multiple Races, 8% Hispanic, 1% Asian, and 0.4% American Indian. Students with Disabilities make up 13.8% of the student population, English Language Learners (ELL) 1.5%, and Economically Disadvantaged Students 25.9%.

Historically, KGCS students have shown strong academic performance on Virginia's State Standards of Learning (SOL) exams. While accreditation was waived through the time of the COVID-19 pandemic, assessment data published by VDOE for fall 2021 place, like most school divisions across the state and nation, student learning loss and remediation as primary areas of focus for the school division. Overall, KGCS student scores in core curricular subjects in 2021 remained higher than the state average in English and showed only a slight decline in Science and Math.

## **OUR STRATEGIC PLAN**

A comprehensive plan was adopted by KGCS in 2014 and expired at the end of its five-year lifespan in 2019. A new comprehensive five-year plan was drafted in 2019; however, the COVID-19 pandemic interrupted its formal adoption and implementation. Over the summer of 2021, the school division partnered with Gaston Educational Consulting, LLC to engage in a community-wide process to develop a new strategic plan.

In August 2021, the first phase of strategic plan development work began with a comprehensive review of all available division data. School Quality Reports from VDOE, the KGCS Technology Plan, Secondary Programs of Study, AdvancEd accreditation reports, survey data from a variety of historic division-administered surveys, and other division data points were reviewed and scanned in this first phase. An interview was also conducted with the school division Superintendent.

The second phase of the strategic plan development process focused on collecting feedback and data from the community through a series of nine separate focus group discussions with stakeholders, including school division administration and leadership, parents, students, teachers, staff, and business and community leaders. A total of 91 community members participated in these discussions that were led by the consulting firm.

Separate community surveys were also provided to parents and community members, students, and KGCS employees to allow for wider community response and voice in the planning process. Individual interviews were also conducted with KGCS School Board members. Finally, separate conversation with the instructional leadership team of KGCS provided details and insight into current and projected instructional program and initiatives.

### KGCS STRATEGIC PLANNING STEERING COMMITTEE

A Steering Committee was created in the third phase of the strategic planning process to bring together community members from each separate focus group to create a larger, forty-member committee. The purpose of having a committee of this size and structure was to engage representatives from across the community to work collaboratively as they reviewed the data collected from the focus groups and survey instruments. Using this information, the committee created the vital and essential elements of this strategic plan -- the Mission and Vision Statements, Core Values and Beliefs, and Goals, Objectives, Strategies, and Performance Measurements that will mark our plan’s progress.

### KGCS STEERING COMMITTEE MEMBERS

| NAME                  | ROLE                 | NAME                 | ROLE                 |
|-----------------------|----------------------|----------------------|----------------------|
| Terry Abell           | Community Member     | Bob Baird            | Community Member     |
| Wayne Bushrod         | Community Member     | Michael Hubbard      | Community Member     |
| Nicholas Minor        | Community Member     | Angela Harris        | Division Leadership  |
| Ann Bueche            | Division Leadership  | Amanda Higgins       | Division Leadership  |
| Fanya Morton          | Division Leadership  | Hillary Haff         | Division Leadership  |
| Kristine Hill         | Division Leadership  | Laura Jo Darcy       | Division Leadership  |
| Shari Hawkins         | Division Leadership  | Stacey Hilderbrand   | Division Leadership  |
| Elizabeth Yezierski   | Division Leadership  | Gary Clift           | Division Leadership  |
| Anita Davis           | Division Leadership  | Kortney Mason        | Paraprofessional     |
| Carrie Latalladi Hall | Parent               | Stephanie Niepraschk | Parent               |
| Mary Ashton           | Parent               | Kathleen Howard      | School Administrator |
| Casey Nice            | School Administrator | Laurie Wages         | School Administrator |
| Kim Truslow           | School Administrator | Jesse Boyd           | School Administrator |
| Shelby Latney-Allen   | School Administrator | Jazmin Coleman       | School Counselor     |
| Ronald Monroe         | School Administrator | Natalie Peltó        | Student              |
| Gavin McCraw          | Student              | Marcus Andrews       | Student              |
| Kennedy Byrd          | Student              | Patricia Brackbill   | Elementary Teacher   |
| Mary Ellen Arthurs    | Elementary Teacher   | Jessica Zollinhofer  | Elementary Teacher   |
| Samantha Saunders     | Elementary Teacher   | Joy Rhine            | Secondary Teacher    |
| Amanda Coode          | Elementary Teacher   | Natasha Johnson      | Elementary Teacher   |
| Shandra Ulma          | Secondary Teacher    |                      |                      |

## *Mission Statement*

We will empower, engage, and inspire students in a caring, safe, and healthy learning environment, providing them with diverse and dynamic learning experiences and skills for success in an ever-changing world.



## *Vision Statement*

To be the model of educational success, providing opportunities for students to envision, achieve, and thrive.

## **CORE BELIEFS** *And Values*

### **COMMUNICATION**

We are a community of open-minded and active listeners who strive to be clear, professional, transparent, specific, and simple in our delivery. As we connect with our community and one another through a variety of verbal, non-verbal, electronic, print, social media or other mediums, we strive to create messages and responses that are timely, consistent, and constructive. We believe in being proactive, not reactive, in our approach to communication and will provide our community and each other with vital information and updates to keep them ahead of events and accomplishments across our school division.

### **RESILIENCE**

Human beings will encounter obstacles and changes to any course of planned action. As a community of learners, we must adapt, remain flexible and accept constructive criticism as we face every challenge and responsibility. Individually, we will take ownership of our part in the larger situation. When faced with obstacles, we will remain calm, goal-oriented, dedicated to collaboration and compromise, and willing to work with one another to reach our desired outcome when the roadmap of life takes the unexpected detour.

### **INTEGRITY**

We are committed to doing the right thing, even when no one else is looking or when it might be unpopular. A person who is held in high regard by their peers will put their individual feelings aside for the good of the entire group or cause. Our school division will be the rising tide that lifts all boats, practicing the highest levels of morality, accountability, and character.

### **PRODUCTIVE CITIZENSHIP**

Service and stewardship stand at the heart of every one of our decisions and actions. We will proudly invest in our community by being active participants in its events and traditions, volunteering, and helping one another to thrive and be successful. We will wisely use our resources, taking care of one another and respecting every individual as we see beyond ourselves.

### **PROBLEM SOLVING**

Every challenge in life or work can be overcome as long as we have the willingness to find a solution and remain committed to the belief that failure is never an option. We will intentionally explore and analyze all sides of an issue, asking for assistance and involving as many inputs as possible to strengthen the decision-making process. Creativity, innovation, and critical thinking will be put into practice as we produce a solution to every difficult situation or conflict.

### **CRITICAL THINKING**

In a society that is saturated with data and information from multiple sources, it is vital that we analyze this information to select important issues, details, perspectives, and causal factors. Creative and innovative solutions and informed decisions that challenge the status quo require deep thinking, a keen knowledge of available resources and information, research, and the determination of relevant information and

options to make the best decisions possible. Flexibility, listening, analyzing, reflecting, and working collaboratively ensure that we are honoring various viewpoints and perspectives as we seek answers to modern-day problems and issues.

## RESPONSIBILITY

We will take ownership of our actions and decisions, holding personal accountability to its highest standard. We believe that there are both positive and negative consequences that must be weighed carefully for every action. The results of these decisions must be personally owned with humility and vulnerability. Honesty, a strong work ethic, doing what we say we are going to do, and remaining objective in our viewpoints will allow us to be strong role models who will step up to the task when we are required.

## RESPECT

As individuals, we must practice kindness and courtesy, listening and valuing others in an open-minded and compassionate way that promotes good ethical behavior. Collectively, as a community, we must appreciate every individual and their personal attributes, encouraging diversity of thought, ideas, and people, seeking and understanding new perspectives, and accepting differences that make us a stronger community of learners. Understanding boundaries, practicing ethical behavior, and valuing ourselves and others will create a stronger and more unified society.

## COLLABORATION

Cooperative relationships that allow people to work together under a common goal and vision defines teamwork. Consensus is the result of seeking every viewpoint and respecting our differences, driving us to seek different perspectives to consider and include in the decision-making process. We recognize others' strengths and listen to one another to collectively accomplish our goals. As we work together in teams, we will remain open-minded, patient, and diplomatic in our communication and interaction with one other, supporting each final decision that is made because it is the result of a strong group dynamic and collective thought.





# KGCS STRATEGIC PLAN

## *Goals and Objectives*

### ▶ GOAL 1 EMPLOYEE INVESTMENT AND DEVELOPMENT

Our school division relies on the strength, training, professionalism, dedication, and talent of its people. The legacy of a quality education for our students is attained through the daily decisions and actions of a stable workforce of individuals committed to healthy relationships with their students, our families, our community, and one another. In the end, relationships matter, and we must invest in our employees, their training, well-being, and expertise to ensure that they can produce an educated and productive citizenry. As educators who are community members, we must commit to building and maintaining a stable and positive presence in our locality, supporting our students, families, community events, and connections that make it a special place to work and live.

#### OBJECTIVES AND STRATEGIES

*Objective A: KGCS will be a regional leader in faculty and staff recruitment and retention, ensuring that our employees remain well-compensated and supported with a network of strong benefits.*

##### Strategies:

1. Develop a comprehensive five-year plan to increase salaries for KGCS employees, with the goal of reducing compression between the salary scales and keeping salary scales competitive with the regional and selected-competitor market.
2. Offer affordable benefits and health care plan options for support staff and teachers, including consideration of employee health savings accounts.
3. Increase hourly pay rates of support staff to a minimum of \$15/hour to remain competitive with private market.
4. Review current substitute teacher and staff member pay rates and adjust according to regional and selected-competitor markets to enhance ability to fill vacancies and support positions as required.

*Objective B: KGCS will enhance our new employee experiences by supporting mentoring and coaching efforts that build a community of educators and support staff dedicated to student success.*

##### Strategies:

1. Revisit and restructure all KGCS coaching and sponsor stipend structures to make them competitive with regional and selected-competitor markets.
2. Offer a division tuition reimbursement program that supports licensure and credentialing efforts to strengthen division staffing (provisional licensure, CDL, etc.).
3. Explore options to honor seasoned veteran faculty and staff and to promote their retention within KGCS.

4. Increase mentor teacher stipends for their duties with coaching and mentoring new teacher colleagues to KGCS.
5. Enhance and standardize the division onboarding experience for new employees to provide them with support, coaching, mentoring, and professional development through the critical first three to five years of their employment with KGCS, with the goal of retaining them past the three-to-five-year mark of their careers.
6. Explore enhanced incentives for hard-to-hire positions across the division to attract and retain candidates.

*Objective C: KGCS will increase the diversity of its workforce to ensure that our employees characterize and represent our students and our community.*

**Strategies:**

1. Develop an annual division recruitment plan that identifies external job fairs, KGCS on-site invitational job fairs, social media marketing, and marketing materials.
2. Expand recruitment and hiring efforts and processes to actively engage students at Historically Black Colleges and Universities (HBCUs) and colleges and universities with larger underrepresented populations of teacher candidates.
3. Focus retention and recruitment resources and efforts to support equity in recruitment.

*Objective D: KGCS will offer comprehensive, meaningful, and powerful professional development and retention experiences designed to improve employee performance, practice, job satisfaction and stability.*

**Strategies:**

1. Develop a strategic comprehensive and ongoing division-wide professional development program that supports division instructional, technological, and assessment priorities with differentiated delivery for instructional and support staff.
2. Develop and implement a professional development needs assessment for operations, food service, transportation, custodial, and maintenance staff to identify key need areas and provide ongoing professional development for these departments across the division.
3. Administer standardized exit interviews to all employees who separate from KGCS to determine ongoing areas of need and strength for recruitment and retention.
4. Develop and administer an annual survey instrument for faculty and staff that identifies and focuses on successful recruitment and retention practices for KGCS.
5. Explore options to move Federal Title/Grant-funded positions over to the operational budget.

**KEY PERFORMANCE INDICATORS**

- Annual employee retention and separation rates
- Exit interview data
- Employee evaluation instrument data

- Number of sick leave days taken by employees
- Substitute teacher usage and costs
- Hiring data for KGCS employees
- Attendance at professional development sessions
- Number of new annual hires and number of employees/teachers leaving after first five years of service to KGCS
- Participation in health insurance and benefits programs
- Annual costs of health insurance and benefits programs
- Number of employees participating in personal wellness and well-being opportunities offered by health insurance providers, as well as local fitness facilities
- Annual comparison of salary and benefits information for school division to regional and selected competitor markets
- KGCS Annual Operating Budget

## ▶ GOAL 2 QUALITY INSTRUCTION AND INNOVATION

We teach students to prepare them for their future. Teaching and learning stand at the core of our existence as a school division. An investment in our students and their future success requires us to invest in quality curriculum, instruction, and assessment. The written, taught, and assessed curriculum in KGCS must reflect best practice, technological integration and enhancement, authentic and connected learning experiences, and pathways that prepare students for multiple opportunities in a job market where most of the careers for which we are preparing them do not yet exist. The more that we learn as educators and teachers, the better equipped we are to meet the learning needs of our students.

### OBJECTIVES AND STRATEGIES

*Objective A: KGCS will provide a viable, comprehensive, and engaging curriculum and program of studies to all students that provides them with connected, real-world learning experiences.*

#### Strategies:

1. Integrate authentic real-world applications, life skills, opportunities for work-based learning into our curriculum/instructional program.
2. Review the current program of studies to expand, increase, and encourage student choice and passion in extracurricular activities and elective courses, life and study skills, Career and Technical Education (CTE).
3. Explore options that provide more KGCS students with greater access to rigorous coursework, Talented and Gifted experiences and programs, and STEM opportunities that partner with community businesses and leaders.
4. Provide KGCS students with options that remove potential barriers to access for more rigorous learning and coursework, including paying for the cost of AP exams, reducing or eliminating student participation fees, and increasing access to off-site learning experiences.
5. Audit and review the division reading and mathematics programs, offering professional development and resource allocation to support equitable and consistent quality and access across all KGCS schools to high-quality practices, resources, experiences, and instruction.
6. Increase the opportunities for student internships, externships, trades training, and work-study programs to expand Career and Technical Education, and business/entrepreneurship courses and opportunities that align with the current job market.
7. Expand student access to instructional technology and develop and implement a tiered PK-12 curriculum in digital citizenship.

*Objective B: KGCS will engage students in connected and engaging learning experiences, both inside and outside of their classrooms.*

#### Strategies:

1. Adopt innovative strategies to increase opportunities for students to communicate in

- classes for social and academic purposes.
2. Review and identify all current needs regarding special education services across KGCS, with the goal of strengthening and improving procedures, services, accommodations, and modifications for compliance and increased student achievement.
  3. Increase professional development and instructional coaching that supports teacher development and improvement of instructional methodology and technology infusion.
  4. Engage in division-wide conversation, to include parents, students, teachers, and support staff, to elicit their perceptions and ideas regarding what quality instruction looks like, feels like, and is through information and formal surveys and interviews.
  5. Support and increase parent engagement and involvement that extends and supports high-quality instruction at home.
  6. Increase professional collaboration with regional school divisions and instructional teams to increase professional practice and exchange in teaching, learning, and assessment.
  7. Complete current implementation of KGCS Technology Plan and develop a new KGCS Technology Plan that outlines and standardizes the purchasing, training and integration of next-generation hardware, instructional software, and assessments that support instructional effectiveness of faculty.
  8. Integrate a regular, ongoing, and differentiated professional development program into a larger KGCS division-wide professional development program that is dedicated to increasing the use and stronger integration of instructional technology in the classroom.
  9. Provide division-wide professional development that includes experiences in cultural competence and inclusion.
  10. Audit current opportunities for faculty and staff collaboration, with the intent of establishing standard division-wide norms, structures, and feedback loops for collaborative teams and opportunities for embedded professional learning.
  11. Explore access to bus transportation for after-school activities at the secondary level to encourage increased student participation and access to these activities.

*Objective C: KGCS will assess student learning to ensure that all students successfully engage and benefit from high-quality instruction and a comprehensive curriculum that prepares them for a successful future.*

**Strategies:**

1. Review and audit division grading, student progress, and student quarterly assessment reports and processes to ensure that criteria, practices, and feedback are consistently and clearly defined across the division.
2. Conduct a comprehensive audit and gap analysis of KGCS division-wide diagnostic and performance assessments to standardize student assessment program, developmental milestones, and expectations and develop an annual division assessment calendar that will be shared with the community.
3. Review division Virginia State Standards of Learning (SOL) subgroup performance to

increase the number of students who pass and pass advanced across each subgroup, actively using this data as the focus for weekly data talks and professional learning community discussions among instructional and grade level teams for student remediation and instructional planning.

### KEY PERFORMANCE INDICATORS

- Student performance on all diagnostic, standardized, and Virginia State Standards of Learning (SOL) assessments administered across KGCS
- CTE certifications and student enrollment and completion rates in CTE and partner programs with community leaders and businesses
- SOL Subgroup performance data per School and Division Quality Profile Reports
- On-Time Graduation Rates
- Diploma Types earned by each graduating class
- Division Technology Plan
- Division Talented and Gifted (TAG) Plan
- Student participation of STEM and gifted/advanced learning opportunities and coursework
- Annual Career and College acceptance data
- Student surveys
- Participation rates in extra-curricular activities and student-interest clubs
- SAT, PSAT, AP, ASVAB standardized student testing performance
- Career and Counseling Program Annual Evaluations
- KGCS Annual Operating Budget

## ▶ GOAL 3 COMMUNITY COLLABORATION, ENGAGEMENT, AND COMMUNICATION

Communication is vital to the success of any organization. The free flow of information designed to keep all stakeholders connected to the organization and to provide important feedback to the organization on its effectiveness are essential functions of communication channels. Effective communication reaches all stakeholders and encourages community collaboration. The need for uniform communication that is consistent reduces frustration and increases engagement. How an organization communicates with its stakeholders and how individuals within an organization communicate between and among one another determines an organization's level of success. The modes of communication that we use to get the message out to stakeholders is also important as we strive to listen to and to meet the communication needs of the community.

### OBJECTIVES AND STRATEGIES

*Objective A: KGCS will develop and promote clear, consistent, and informative communication that will reach all community citizens and connect them to our schools.*

#### Strategies:

1. Develop a standard division-wide communication plan that outlines protocol and practice for community and internal communication platforms that connect with community, families, faculty, staff, and students and provides them with important information, dates, and events for their students and the school division
2. Audit, annually review, and upgrade school division website to explore how the site is used and can best fit the needs of the community and the information that it provides to them
3. Audit and standardize the communication platforms for teachers and schools to ensure that all parents and citizens have equitable access to information via a variety of communication platforms (web, social media, text, USPS mail)
4. Annually review all school-based websites and templates to ensure that information offered by each school is comprehensive, updated, inviting, and standardized across the division and offered in all languages spoken by students and their families

*Objective B: KGCS will be a community partner that facilitates, educates, and encourages participation, open dialogue, and transparency to support and strengthen our school community.*

#### Strategies:

1. Increase KGCS School Board visibility across the schools and County through community forums, School Board Committee membership and meetings, policy review, and increased access to School Board meetings to better inform the community regarding School Board governance and practice
2. Engage a business, community, and faith leader advisory and working group that will meet quarterly or semi-annually to provide ongoing feedback, planning, and support for KGCS students, with the intention of expanding internships, externships, mentoring, coaching, volunteerism, professional development, student experiences, and partnerships with homeschool and private school families

3. Explore grant opportunities that support and increase business partnerships and student participation and access to real-world learning experiences
4. Re-engage PTA/PTSA/PTO membership, participation, and programming at each KGCS school site as pandemic conditions allow to connect with our learning communities and share student and school success with our community partners

#### KEY PERFORMANCE INDICATORS

- Attendance at all division- and school-sponsored functions and programs
- Community Partner and Advisory Committee meeting agendas and minutes
- Website hits and engagement metrics with division communication platforms
- Survey data and participation rates in community conversations
- PTA/PTSA/PTO membership
- KGCS School Board Meeting attendance and participation
- Ticket sales to school-wide events, programs, and athletic competitions
- Annual school safety audits
- Maintenance Safety Inspections
- Energy Savings Performance Reports and Audits
- KGCS Annual Operating Budget



## ▶ GOAL 4 SAFE, SECURE, AND HEALTHY LEARNING ENVIRONMENTS

Our community should feel comfortable, safe, and secure in our facilities. A healthy, clean, and bright school facility is important because our schools are a hub of activity, connection, and collaboration for our community. Healthy and positive learning environments increase student achievement. Safe learning environments reduce daily anxiety for our students, teachers, and staff, enabling them to focus on teaching, learning, and meeting our students' social and emotional needs. Secure schools and facilities keep the learning environment positive and promote the well-being of everyone who enters and interacts with our buildings and its people every day.

### OBJECTIVES AND STRATEGIES

*Objective A: KGCS will partner with our students, families, faculty, staff, and community to promote and support their physical, mental, and emotional safety and well-being.*

#### Strategies:

1. Engage and partner with faculty, staff, and families to offer division programs and community forums that support wellness, access to community and counseling services, well-being and mindfulness techniques, socialization, and social media skills that will enhance belonging and community connection of our families, faculty, and staff.
2. Develop and implement a division-wide tiered system of student support and intervention, to include the development and implementation of a PK-12 character curriculum.
3. Develop and promote professional development and consistent implementation of positive behavior intervention supports (PBIS), restorative practice, and positive behavior supports across KGCS.
4. Encourage volunteerism and – as pandemic conditions will allow – revitalize community and family participation and access to school facilities and interaction with students as mentors, coaches, and difference-makers for KGCS students.
5. Review and implement an annual Crisis Response Plan in partnership with local law enforcement and emergency responders that addresses all potential safety and emergency procedures for our schools and is practiced regularly to ensure that faculty, staff, and students can act and respond confidently to any potential safety crisis.
6. Create a crisis flip chart or abbreviated version of the Crisis Response Plan for every classroom, faculty and staff member, and substitute, as well as professional development and training required to successfully implement these procedures.

*Objective B: KGCS will closely partner with our community to ensure that our facilities are inviting, welcoming, and inviting to our citizens, well-maintained, and cost-effective.*

#### Strategies:

1. Audit division facility needs to develop a Capital Improvement Program/Plan (CIP) that addresses a systematic and cost-effective approach to renovations, systems upgrades,

and energy efficiencies, including improvement of facilities that will expand, support, and enhance our preschool learning program.

2. Collaborate with County Administration and Economic Development Offices to anticipate growth areas for the division to predict future population and school division growth, building needs, and renovation/expansion opportunities for facilities.
3. Review building use policies for community members to ensure that these division policies are updated and encourage/invite community members and groups to use our school facilities as community hubs.

## KEY PERFORMANCE INDICATORS

- Annual school safety audits
- Maintenance Safety Inspections
- KGCS Virginia Tiered System of Supports (VTSS) Plan and Character Education Curriculum
- Energy Savings Performance Reports and Audits
- KGCS Division Crisis Response Plan
- KGCS Annual CIP
- Building and Facility Use Applications
- KGCS Annual Operating Budget Annual school safety audits
- Maintenance Safety Inspections
- Annual school safety audits

## **KGCS STRATEGIC PLAN**

# *Implementation and Monitoring*

The development, review, and adoption of any organization's strategic plan is only the beginning of the journey. Once put into operation, the real work of implementation of the plan goals, objectives, and strategies becomes the longer, actionable portion of the process.

The first step to ensure comprehensive implementation of any strategic plan lies in the development of a separate action plan that breaks down each goal, objective, and strategy into an action step or steps and places it on a timeline to determine how much time might be required to develop and implement each step. Every action item must also be assigned to a champion or advocate within the organization who has expertise and knowledge about that specific area and becomes the individual who is solely responsible for seeing that strategy through to its completion.

As each goal, objective, and strategy is broken down into component parts and assigned a champion, key performance indicators are also reviewed and attached to these items. What gets monitored gets completed, and each component will have a metric assigned to it that will be an indicator of success. The performance indicators are then monitored each year to determine plan progress. If it is found that an indicator did not show progress or improvement/increase, the implementation plan can be adjusted to account for this and to provide for continuous improvement as needed.

Every year, the strategic plan should be reviewed with the community in a public presentation for transparency, since the community ultimately bears the responsibility for the success of the plan that they have created. The school division can also provide updates to plan progress through social media and the division website through a dashboard reporting system that shows each goal, objective, and strategy and their attached indicators, its implementation status or schedule, and the progress made toward the completion of this goal, objective, or strategy.

Each year, the Steering Committee may also be reconvened to review the school division's Mission and Vision Statements and Core Values and Belief definitions to determine whether they might require any changes that need to be reflected in these foundational elements from the community. The Steering Committee can also review plan progress and offer ideas and insight as to how the overall landscape might need to effectively move forward.

Strategic plans are living documents, much like a constitution. As adjustments and edits are offered to these documents, they become stronger and more successful in identifying specific needs and addressing ongoing or new issues that should be considered to move the organization forward. Ultimately, the beauty of any strategic plan is that all stakeholders, through their participation in the creation process of the strategic plan, are rowing in the same direction toward agreed-upon goals, objectives, and strategies that, in the case of KGCS, advance student achievement and success for all students and prepare them for their futures.