



2018-2024 COMPREHENSIVE PLAN



School Board Members:

Mr. Cody McElroy
Chairperson

Dr. Wes Campbell
Vice-Chairperson

Mrs. Sherry Adams
Member

Mrs. Carol Caruso
Member

Mr. Mark Leonard
Member

Superintendent of Schools:

Dr. Gina Wohlford

Comprehensive Plan Committee Members:

Dr. Gina Wohlford, Superintendent
Mr. Brad Hart, Administrator
Dr. Scott Addison, Administrator
Carol Caruso, School Board Member
Fred Ramey, City Manager
Dr. Andy Cox, Higher Education (UVA Wise)
Vickie Ratliff, Higher Education (MECC)
Eddie Sharpe, Teacher
Vanessa Cyphers, Teacher
Diane Brooks, Teacher
Robert Fultz, Teacher
Anita Collier, Teacher
Sundy Adams, Resource Teacher
Beylee Jenkins, Student
Lucas Addison, Student
Laura Campbell, Parent
Becke Elkins, Parent
Ernie Ward, Community Member
Lisa Robinette, Community Member

Comprehensive Plan: 2018-2024

Norton City Schools Mission Statement

Norton City Schools will provide a safe learning environment where each student is engaged and instruction is personalized and differentiated. Delivery of instruction to each student will be adjusted as a result of formal and informal assessments by knowledgeable teachers who provide engaging instruction and relevant curricula. Administrators, teachers, and staff will build strong personal relationships with each student in order to develop appropriate individualized goals for academic growth. All stakeholders will work together to nurture each student's social, physical and intellectual growth, to empower each student with the skills to become a responsible citizen, a lifelong learner, and a leader in the global community.

Committed to Excellence – One Student at a Time...The Raider Way

Norton City Schools Vision Statement

Norton City Schools will be a safe environment where students with diverse needs and backgrounds receive a world class education that prepares them for a career or college. By being **Committed to Excellence** on a daily basis, we will empower all students to be productive citizens who can solve problems on a local and global level. We will inspire all students to be creative, teach them to think critically, enable them to work well as an individual or on a team, and expose them to 21st Century innovations, as we prepare them to have a significant impact on the world.

Providing a World Class Education for World Changing Students

Norton City Schools Statement of Beliefs

We believe:

Norton City Schools are special.

Opportunities to learn in a high quality and safe environment should always be our top priority.

Relationships are built on mutual respect between students and staff. These relationships lead to a family atmosphere that is connected to the success of our schools.

Tomorrow's leaders should leave our schools as critical thinkers who are prepared to solve local, national, and global problems in college and/or a career.

Our policies and procedures are in place to help ensure that our students and staff meet their individualized high expectations.

Not many things are as important as hiring and retaining high quality employees who are accountable for providing an aligned curriculum in a creatively effective manner.

Communication should be regular and relevant between stakeholders in order to encourage parental engagement and community support which are critical elements of successful schools.

Innovatively researched based instructional strategies should be used in every classroom.

Teaching occurs outside the classroom as well, so we should offer an array of extension services in addition to extracurricular and co-curricular opportunities.

Yearly, we should set individualized and high expectations for all students because all students can learn.

Introduction

The Standards of Quality for Public Schools in the Commonwealth of Virginia state that “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. Each local school board shall review the plan biennially and adopt any necessary revisions.”

The 2018-2024 Comprehensive Plan was developed by a committee, composed of various stakeholders. Stakeholders included teachers, administrators, two school board members, the City Manager, higher education faculty from Mountain Empire Community College and The University of Virginia’s College at Wise, parents, students and community members. Committee and Advisory meetings were held in the fall of 2017-18 school year. During the development of the plan, input was received from the Superintendent Advisory groups, composed of parents, teachers, students, and support staff. A draft of the plan was presented to the Norton City School Board for their review on November 13, 2017. The final draft was presented to the board in December 2017. The final plan was approved by the Norton City School Board in October 2018, following a public hearing on October 15 before the regular school board meeting. On October 15, 2020, Committee notes were shared and reviewed at the regular school board meeting.

The Comprehensive Plan is divided into five areas that were identified by the committee as the main areas of focus. Each area has various goal statements and strategies to meet the stated goals. The five areas are listed as follows and have now been aligned with other required Division plans:

- **Vision, Mission, Beliefs (Purpose and Direction):** The vision, mission and belief statements will exemplify the goals and provide the mantra for all that we do within the division.
- **Promote Student Activities and Programs that Promote Personal Development (Resource and Support Systems):** The division will offer student activities/programs in grades K-12 that will promote valuable skills such as responsibility, teamwork, problem solving, critical thinking and leadership to live healthy, well-rounded lives.
- **Encourage Stakeholder Engagement (Governance and Leadership):** The division will seek to enhance the two-way flow of communication with all parents and stakeholder and will seek to build partnerships with business, public and private non-profit organizations, and universities and colleges.
- **Demonstrate Fiscal Responsibility (Resource and Support Systems)**
The division will maintain fiscal accountability and stability of resources that establish, support, and sustain a quality educational program and staff while maintaining a balanced budget.
- **Improve Student Achievement (Teaching and Assessing for Learning) Achievement, Data, Staff Development):** The division will continue to expand curriculum offerings, particularly STEM education initiatives, that are rigorous and prepare students to compete and excel in postsecondary education and/or in the global workplace, use data to help evaluate instructional practices and make appropriate modifications, more effectively utilize technological tools to gather periodic student achievement progress, and develop long-range professional development plans that are aligned with the division mission and beliefs.

The goals of the School Division are distributed annually by the Superintendent. Those goals become the basis for planning and action. Objectives are monitored and outcomes analyzed before being reported to the board.

Rev 10-2020

Standards of Quality

The Standards of Quality requires that each plan address certain long-range topics in addition to the most current goals of the school division. The required topics are a plan for regional services, enrollment forecast, a technology plan, and a needs assessment.

Regional Services

Due to the size of our school division, Norton City Schools engages in partnerships with other school divisions in order to provide certain services that would otherwise be expensive due to the small student population requiring these services. Services provided by Wise County include a tuition paying agreement that allows J.I. Burton students to attend the Wise County Career & Technical Center. Norton City also participates in a partnership with Wise and Dickenson County for visual services as well as a cost-sharing agreement for students to attend the Regional Learning Academy. Norton City also contracts with Ballad Health Regional Rehabilitation Center to provide occupational, physical, and speech therapy. In addition, Mountain Empire Hearing provides hearing services to our students as part of an agreement that also includes Wise, Dickenson, and Lee County schools. Norton City also participates in the MECC Dual Enrollment Academy, Elite Learning, A. Linwood Holton Governor's School and Virtual Virginia, all of which provide distance learning courses to students at J.I. Burton.

Enrollment Forecast

Enrollment forecast information is calculated using information provided by the Virginia Department of Education and the University of Virginia Weldon Cooper Center. Weldon Cooper Center's enrollment projections in 2017-18 predicted a decrease in enrollment through 2023. However, in 2017-18 and currently for 2018-19 we have experienced a slight increase in enrollment. The revised table predicts that student enrollment decrease will be moderate during the current Comprehensive Plan.

GRADE ENROLLMENT PROJECTIONS							
Weldon Cooper Center							
GRADE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	5 Year Change
K	47	52	48	54	50	50	3
1	52	43	49	45	50	47	(5)
2	65	54	45	52	47	54	(11)
3	63	61	51	43	49	45	(18)
4	56	63	63	53	44	50	(6)
5	59	52	59	57	47	41	(18)
6	55	59	52	59	57	48	(7)
7	61	56	60	52	59	58	(3)
8	84	63	58	62	55	62	(22)
9	60	76	59	52	56	50	(10)
10	49	58	74	58	52	56	7
11	56	46	56	71	55	49	(7)
12	57	53	44	52	65	51	(6)
Total	764	738	716	710	687	660	(104)

Rev 10-2020

The enrollment total for 2017-18 was **765** and current enrollment for 2018-19 is **791**. Enrollment total for 19-20 was **775**. As of October 2, 2020, the current enrollment is 826. Due to the COVID-19 Pandemic, students may choose either in-person learning or a Virtual Academy option. Currently, approximately 70% have selected the in-person option.

Technology Plan Updated 9/2020

The Technology Plan for Norton City Schools is a comprehensive document with goals and objectives that have been included in the Comprehensive Plan. Please see attachment A.

Annual Evaluation and Review of Plan (Needs Assessment)

The areas identified in this document will not be the only areas receiving attention during the timeframe of this plan. Other planning documents, including the division Technology Plan, Gifted Education Plan, Capital Improvement Plan, Individual School Improvement Plans, and the Local Consolidated Plan will be updated annually and used in conjunction with the Comprehensive Plan to develop annual School Board goals and objectives. Due to the changing needs of our students, teachers, and community, the Comprehensive Plan may be modified periodically to adjust to these changes. The superintendent will evaluate the status of goals and actions included in the plan and report biennially these findings to the School Board.

When applicable, both individual school and division improvement plans will implement the Comprehensive Plan goals and actions. As part of the annual School Improvement Plan, accountability reports are provided to the School Board by both principals and the superintendent; the progress of these goals will be reviewed in detail by the School Board. Discussions by the School Board that focus on the progress of Comprehensive Plan goals will help ensure that these goals remain a priority and accountability for goal implementation is assessed annually by the School Board.

Division Goals 2018-2024 Updated with 2020-21 Goals

Vision – Mission – Beliefs (Purpose and Direction)

- Communicate our Vision, Mission, and Belief Statements. *Build trust and encourage community buy-in for strategic planning.*
- Introduce motto to community, parents and students: The right things, the right way, the RAIDER way.
- Revisit and Implement our Comprehensive Plan yearly. Include information and ideas that have been discussed and determined to be important to this process from other committee meetings such as: facilities, transportation, equity, finance, teacher and student advisory.
- Continue to Implement Project Based Learning into our curriculum with a focus on Profile of Graduate 5C's-Critical thinking skills, Communication, Collaboration, Creativity and Citizenship.
- Profile of a Graduate- work with United Way to develop relations with employers for job shadowing and internship opportunities.
- *Make the district a top destination for families (reverse enrollment declines).* Encourage visits and tours of our schools with Open House and community events held at the school.

Encourage Stakeholder Engagement (Governance and Leadership)

- Continue to use all media sources to share information about the Division.
- Utilize our parent list-serve and utilize School Messenger on a regular basis.
- Improve communication between all staff and stakeholders of Norton City Schools.
- Formulate a committee of division wide staff and revisit the division public relations plan.
- Develop an awareness team of stakeholders to evaluate and address issues of educational equity with the division.
- Identify and engage community members to advise and support our schools.
- Provide training for parents and engage them with our online services, including Parent Portal, *My Payment Plus*, and other training throughout the school year. **REVISED-** NCS is now a Community Eligibility Division- Free meals to all students in the Division.

Improve Student Achievement (Teaching and Assessing for Learning)

- Schools will be fully accredited and will meet the guidelines of ESSA.
- Develop a forum for giving *students a voice in what and how they learn*. Continue to have student advisory committee meetings during the school year and school board student representatives.
- Educational and instructional funds will be aligned with standards of quality and new accreditation initiatives.
- Continue to develop Project Based Learning, development of project assessment strategies, workforce readiness and entrepreneurial opportunities. COVID-19 has placed limitations on collaborative group learning during the 2020-2021 school year. NCS is still part of the VALIN and continues to seek methods to promote PBL in the school setting.

- Improve opportunity and expand the curriculum by being creative in the scheduling process to meet the requirements of the Profile of a Graduate.
- Incorporate the Comprehensive Instructional Program (CIP) division-wide to supplement instructional practices.
- Implement the 2018-2024 technology plan.
- Enhance classroom instruction through the use of technology by providing hardware, software, and professional development opportunities.
- Continue to develop incentive programs to encourage teacher recruitment and retention.
- Ensure that the mentor teacher plan and professional development plan are updated and efficient. 2020-21-This will be a focus as new teachers and mentors are crucial during a transitional year of instructional delivery models due to COVID-19 Pandemic.
- Develop and provide substitute teacher procedures/training twice yearly. **2020-21 training was provided using Zoom Meetings and Safe Schools training modules.**

Demonstrate Fiscal Responsibility (Resources and Support Systems)

- Search for and utilize grant opportunities to enhance educational and safety initiatives.
- Continue to evaluate the textbook adoption cycle and fund the textbook account accordingly.
- Inform and train specific staff on the district's formalized financial processes to improve efficiency and accountability for schools and division overall. 2020-2021- Brown & Edwards in collaboration with NCS to create formalized processes.
- Set up an educational foundation for the purpose of implementing a public/private partnership to help financially support NCS improvement and capital projects.

Promote Student Activities and Programs that Promote Personal Development (Resources and Support Systems)

- Improve the middle school experience for our students.
- Provide resources to ensure our Pre-K programs grow effectively. Continue to assess the enrollment, encourage and plan for growth within the pre-K programs. A VPI steering committee will be formed and meet each quarter to discuss the Virginia Preschool Initiative and to develop a 6-year VPI plan.
- Provide opportunities and programs to ensure students receive a diploma and increase graduation rate.
- Continue to assess the wellness, emotional, and social needs of our faculty, staff, and students. Research additional programs and avenues to develop appropriate support systems, as well as continue regular "check-in" methods by Administration.
- Support Guidance Counselors in initiatives that encourage the development of Trauma Sensitive Schools for the social and emotional well-being of our students and staff. Teachers received Trauma Informed School Training during the 2019-20 school year. Continue to develop our schools as Trauma Informed schools with additional training, practices and oversight from school principals and counselors.
- Expand course offerings through partnerships with local colleges, SVETN, Virtual Virginia, and The Linwood Holton Governor's School.
- Continue participation and support for the AIMS Scholar Program and *the Jr. and the National Honors Society*.

- Continue to increase the awareness of the post-secondary educational and occupational opportunities including increasing Career and Technical Education opportunities with career and college readiness support.
- Provide and expose students to cultural experiences through increased school activities, guest speakers, and field trip experiences.
- Provide training to staff on safety procedures within our division. 2020-21 Safe Schools Training Modules have been utilized for mandatory Professional development.
- Continue to search for grants and funding to keep a School Resource Officer at both schools.
- *Develop a safe way for students to report physical and social-emotional threats. Develop procedures for determining a management system of evaluating the reports.*

Use Data to Improve Learning (Using Results for Continuous Improvement)

- Discuss data at Leadership, Faculty, Grade Level, and Departmental Meetings.
- Use School Profiles, VDOE Build-a-Table, CIP Data Reports and other resources to obtain data.
- Encourage attendance for professional development for using data to improve instruction and student achievement.

UPDATED 7/21/18
 REVISED 10/3/18
Revised 10/14/20

Rev 10-2020

School Improvement Plans:

John I. Burton



**The Right Things.
The Right Way.
The Raider Way.**

**JOHN I. BURTON HIGH SCHOOL
2020-2021
School Improvement Plan**



Vision and Mission

We at John I. Burton High School, in our commitment to excellence, will provide a high quality and comprehensive education for all students in a safe learning environment. We will offer relevant and engaging instruction through the use of new and existing technologies that will produce critical thinkers and problem solvers. We will provide a small school setting, an educational environment that expects high standards, encourages cultural diversity, provides individual attention and promotes lifelong learning through challenging and rewarding school experiences. Our goal is that all our students reach their full potential and graduate as healthy individuals, dedicated to their family, school, and community.

Our mission at John I. Burton High School is to hold students accountable, to maintain high expectations, and to provide a safe educational environment. We embrace cultural diversity, provide individual attention, and promote lifelong learning through challenging and rewarding school experiences. Our goal is that all students reach their full potential as healthy, prosperous, and knowledgeable individuals dedicated to their family, school, and community.



Purpose and Direction

Implement and communicate our school vision and mission.

Enhance the current academic curriculum by including the Project Based Learning Approach.

Strategies:

- Teachers will post the vision and mission in the classroom. Teachers will encourage students to discuss what the vision and mission means to them as students of John I. Burton High School.
- The vision and mission will be communicated to parents on correspondences sent home and during meetings as deemed appropriate.
- Teachers will demonstrate our vision and mission daily through their expectations of our students.
- Teachers will hold students accountable.



Overall Framework to Help Guide Instruction

Utilize the resources of the Region 7 Comprehensive Instructional Program for all SOL tested subjects and use the 9 week benchmark assessments for formative assessment.

Analyze assessments to form instruction for remediation and enrichment in Core Subjects of English and Math.

Identify students for Remediation using data from benchmark testing and other assessments in grades 8-12.



Overall Framework to Help Guide Instruction

Strategies:

- Grade level/departmental meetings bi-weekly during first semester by zoom or in person (COVID)
- Faculty meetings as deemed necessary. (weekly during first semester)
- Committee meetings quarterly.
- Continue Professional Development:
 - Strategies to provide effective Virtual Learning, Google Classroom, related applications and new software.
 - Assessment for learning strategies will be utilized to form instruction and provide remediation to enhance student learning in all subjects.
- Analyze data specifically for core subjects initiated by each Departmental Chair.



Enhance Stakeholder Engagement

Increase awareness of the positive happenings and share information about John I. Burton High School utilizing Social Media, Teacher WebPages, and other teacher messaging systems, School Messaging system, letters and personal conversations with stakeholders as well as using Google Meet and Zoom for virtual sharing of information.

Strategies:

- Teachers will be encouraged to use REMIND, GOOGLE CLASSROOM, Zoom, or other APPS to communicate with families and students.
- Parent Portal will be updated as a tool to keep parents informed of academic progress.



Improve Student Achievement

Core Content: Math

70% of all students, grades 8-12, will obtain a passing score on the Math SOL for the 2020-2021 school year.

Strategies:

- Early identification of students who are in need of remediation through summative evaluations.
- Remediation - students will have opportunity for remediation before, during and after school. (Post- Covid) These accommodations will be offered to students at all math levels.
- Assessment for Learning - Teachers will administer benchmark tests and other regular test that are aligned with the SOL content and testing format. These will be used to align the direct instruction and guide curriculum.
- Professional Development - Teachers will remain current on the math content and assure that the curriculum remains in line with the state standards for math.
- Project Based Learning - Teachers will use project based learning to challenge students to apply the curriculum and develop problem solving/life-based skills.
- Core teachers and Special Education teachers will partner to make students with disabilities a priority for the 202-2021 school year.



Improve Student Achievement

Core Content: English

75% of all students, grades 8-12, will obtain a passing score on the English SOL tests for the 2020-2021 school year.

Strategies:

- Early identification of students who are in need of remediation through summative evaluations.
- Remediation - students will have opportunity for remediation before, during and after school. These accommodations will be offered to students at all levels. (Post- Covid)
- Assessment for Learning - Teachers will administer benchmark tests and other regular test that are aligned with the SOL content and testing format. These will be used to align the direct instruction and guide curriculum.
- Professional Development: District opportunities and school level opportunities with a focus on inclusion, differentiation, and the elements of the Comprehensive Instructional Program.
- Core teachers and Special Education teachers will partner to make students with disabilities a priority for the 2020-2021 school year.



Improve Student Achievement

Core Content: Science

70% of all students, grades 8-12, will obtain a passing score on Science SOL tests for the 2020-2021 school year.

Strategies:

- Remediation- students will have opportunity for remediation before, during and after school. (Post-Covid) These accommodations will be offered to students at all science levels.
- Assessment for Learning- Teachers will administer benchmark tests and other regular test that are aligned with the SOL content and testing format. These will be used to align the direct instruction and guide curriculum.
- Professional Development- Teachers will remain current on the science content and assure that the curriculum remains in line with the state standards for science.
- Project Based Learning- Teachers will use project based learning to challenge students to apply the curriculum and develop problem solving/life-based skills.
- Core teachers and Special Education teachers will partner to make students with disabilities a priority for the 2020-2021 school year.



Improve Student Achievement

Core Content: Social Studies

70% of all students, grades 8-12, will obtain a passing score on Social Studies SOL tests for the 2020-2021 school year.

Strategies:

- All Social Studies students' grades 7-12 (Middle School inclusive) are tracked all the way through their high school careers. The courses tracked are:
 - 7th grade Civics (scores come with them when they enter the 8th grade)
 - 8th grade World Geography
 - 9th grade World History I
 - 11th grade Virginia and United States History
- Benchmark and Pre/Post Tests are given regularly in all courses.
- Any student at risk in the Social Studies Department will be monitored.
- All students will receive direct instruction in all Social Studies classes with accommodations made for all students with Individual Educational Plans.
- All students will have tutoring options made available.



Demonstrate Fiscal Responsibility

Maintain school level financial reports and utilize new procedures for district level financial record keeping.

Collaborate with community supporters to develop plans that will meet the needs of John I. Burton High School.

Strategies:

- School bookkeeper will meet with the Principal on a monthly basis.
- School bookkeeper will follow guidelines and expectations established by the district financial officer.
- Develop partnerships with local businesses and organizations and utilize talents within the community to enhance student experiences.
- Provide opportunities for parent involvement within the school setting. (Post-Covid)
- Encourage Community Service projects within the school community. (Post-Covid)
- Invite guests from the community to share talents and knowledge with students to enhance the academic curriculum. (Post-Covid)
- Acknowledge and share positive aspects of the school community via email, social media, newspaper, and local news stations.



RESOURCES AND SUPPORT SYSTEMS

Raider Odyssey

Continue to implement the Raider Odyssey program to increase credit recovery and help at-risk students complete graduation requirements.

Purpose of the Program: Raider Odyssey provides an enriching and engaging mixture of 21st century technology. The program allows our students to complete graduation requirements in an individualized learning environment. The online program includes assessments, so parents and teachers can be sure students have mastered and comprehended concepts before progressing. Individualized online learning allows our students to learn at their own pace.

Benefits of Raider Odyssey:

- Complete Academic Requirements
- Individually Focused Instruction
- Mastery-based Lessons
- Integrated Subject Material
- Alternative Education
- Flexible, Customizable Courses
- Accelerated Learning for Gifted Learners
- Enrichment & Reinforcement Options
- Student-paced Learning Environment



RESOURCES AND SUPPORT SYSTEMS

Attendance/Truancy

During the 2020-2021 school year, student absenteeism will be monitored daily/weekly to identify potential truant students early, monitor their attendance, and communicate with parents/guardians to foster support in encouraging their child to attend school daily.

The goal is to improve attendance for all students, specifically targeting students who may become truant due to unexcused absences, which may result in their being reported to the court system. Attendance will be monitored for all learners- Virtual Academy and in-person.

Strategies:

- ALL teachers must take timely and accurate attendance for each class, so online reports will be valid and reliable for data collection.
- Track student attendance daily/weekly by analyzing daily attendance reports and student records on Powerschool. This strategy relies heavily on accurate teacher recording of attendance for validity and reliability.
- Send timely letter home to parent/guardian of student who may be on track with unexcused absences to becoming truant.
- Follow division policies and court procedures for truancy issues.
- Truancy Representative/Academic Supports Teacher: will attend court dates as needed to discuss truancy cases with the court system.



RESOURCES AND SUPPORT SYSTEMS

In-School Suspension

Utilize current In-School Suspension program in order to reduce Out-of-School suspensions.

Purpose of the Program: In-School Suspension provides an alternate setting for students with discipline problems.

Strategies:

- Provide supervision for students who are assigned to In-School Suspension.
- Monitor all I.S.S. assignments; provide encouragement and feedback to students, monitor tests, computer work and provide instructional assistance as appropriate.
- Communicate with teachers for work requests.



USING DATA AND TECHNOLOGY TO IMPROVE INSTRUCTION

Utilize the online teacher evaluation system through the Comprehensive Instructional Program (CIP).

Strategies:

- Provide professional development for teachers to help implement the CIP *Evaluate* program.
- Meet with teachers who are being evaluated to establish goals for the 2020-2021 school year.
- Meet with teachers one-on-one who are being evaluated to help complete their goal setting form.
- Observe teachers through scheduled and unscheduled visits who are being evaluated.
- Meet with teachers to discuss their Mid-year review.
- At the end of the 2020-2021 school, provide teachers with a summative performance report.



**The Right Things.
The Right Way.
The Raider Way.**

Norton Elementary and Middle School



Norton Elementary and Middle School

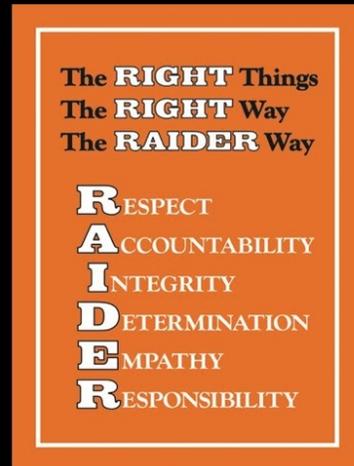
School Improvement Plan
2020-21

Vision and Mission Statements

- Our **vision** is to provide a safe, caring, and stimulating environment to cultivate productive and responsible lifelong learners, in partnership with parents and community members.
- **Mission:** Norton Elementary and Middle school recognizes that each child is an individual who can succeed with the support of their family, school and community. We strive to promote a safe and caring atmosphere that creates and enhances challenging learning programs to foster the development of social, emotional, physical, and intellectual growth of all its members.

Vision and Mission Statements

- **School Motto:** The RIGHT Things, The RIGHT Way, The RAIDER Way.



PURPOSE AND DIRECTION

- *Promote character education on a monthly and weekly basis.*
- *Promote a sense of personal responsibility by educating and practicing social distancing, good hand hygiene, and an awareness of potential hazards to our health.*
- *Continue to promote a trauma informed school.*
- *Enhance the access to current academic curriculum by tailoring a hybrid approach to curriculum delivery.*

Encourage Stakeholder Engagement
GOVERNANCE AND LEADERSHIP

- *Opening multiple avenues of communication with parents and key stakeholders by utilizing Social Media, Teacher Webpages and other teacher messaging systems, School Messaging system, letters and personal conversations.*

Improve Student Achievement
TEACHING AND ASSESSING FOR LEARNING

MATH

- *70% of all students, grades 3-7, will obtain a passing score on the math SOL for the 2020-21 school year.*

Improve Student Achievement
TEACHING AND ASSESSING FOR LEARNING

READING

- *75% of all students, grades 3-7, will obtain a passing score on the Reading SOL for the 2020-21 school year.*

Demonstrate Fiscal Responsibility
RESOURCES AND SUPPORT SYSTEMS

- *Maintain school level financial reports and utilize new procedures for district level financial record keeping.*
- *Collaborate with the Director of Technology to utilize grant funding for classroom technology and subscriptions.*

**Promote Student Activities and Programs that Promote Personal
Development**

RESOURCES AND SUPPORT SYSTEMS

- *Expand our Greenhouse Committee partnership to increase the use of the greenhouse as an instructional resource. (post COVID)*
- *Provide opportunities for family members to interact with students in a safe environment and under proper supervision. (post COVID)*
- *Provide resources to ensure our Pre-K programs grow effectively.*
- *Partner with community-based groups to provide childcare support for parents.*

**Promote Student Activities and Programs that Promote Personal
Development**

RESOURCES AND SUPPORT SYSTEMS

- *Promote student projects, activities and programs that promote personal development and demonstrate authentic learning.*

**Promote Student Activities and Programs that Promote Personal
Development**

RESOURCES AND SUPPORT SYSTEMS

- *Look for opportunities to enhance Pre-k and kindergarten instruction and ensure sustainability for current programs implemented in the 2020-21 school year.*

**Promote Student Activities and Programs that Promote Personal
Development**

RESOURCES AND SUPPORT SYSTEMS

- *Continue to demonstrate the need for a SRO and sustain that position beyond 2020-21.*

Use Data to Improve Learning
**USING RESULTS FOR CONTINUOUS
IMPROVEMENT**

- *Analyze SOL data from 2018-19 to guide instruction for the 2020-21 school year. Teachers will plan instruction based on formative assessment and a growth mindset.*
- *Effectively utilize the resources of the Region 7 Comprehensive Instructional Program for all SOL tested subjects and use the 9-week benchmark assessments for formative assessment.*
- *Utilize Afterschool/Virtual Math and Reading Academies using data from SOL's, benchmark testing and other assessments in grades 3-7 to promote growth in core areas.*



Questions?

Attachment A: Technology Plan

Norton City Schools Technology Plan 2018-2024 - Revised 9/17/20

Mission Statement

The mission of Norton City Schools is to ensure that all students are technologically literate in a manner that will support their future as lifelong learners and as productive citizens.

Norton City Schools will continue to improve access to technology for all students, staff, and members of the community. As we continue to strive for excellence, we will monitor the ever-changing face of education and technology and continually assess the needs of Norton City Schools.

Norton City Schools acknowledge the role of technology in society and the learning environment by incorporating technology into all aspects of the educational process using the following strategies:

- Enhancement of communication between parents, students, colleagues, and the community.
- Making instructional technology available to all students and teachers.
- Stimulate individualized learning, group activities, and cooperative activities.
- Improving the administration of schools by providing access to information required for decisions concerning instruction and administration.
- Acquire specialized technologies to meet the needs of special needs students.
- Allowing students to assume a greater responsibility for their learning, which will allow them to experiment, explore, and expand their educational horizons.
- Create a learning environment where active participation is encouraged through the use of technology.
- Fully support technology by providing on-going teacher training and professional development.
- Technology training will be made available to the community.

Philosophy

Education is at the heart of economic growth and democratic citizenship. To assure success in global competition, educational systems are undergoing a profound transformation. The new educational delivery systems are based on a society of lifelong learners who collaborate on common interests, share resources, and provide mutual support. Local communities utilization of new partnerships, educational technologies and the nation's emerging information infrastructure are helping to transform teaching and learning from preschool programs to worker retraining. Students of all ages will be connected to a vast array of educational opportunities.

We believe that:

- Everyone should use technology ethically.
- Technology is ever changing and requires the continuous updating of skills.
- The technology plan should be flexible and changeable.
- Technology application needs to be designed to meet the goals of instructional programs.
- Emerging instructional applications require continuous staff development to assure effective curriculum integration.
- Effective leadership requires the use of technology.
- Technology motivates students to become active, problem-solving learners.
- Technology provides access to a world of information and ideas.
- Technology is essential for organizing and managing information to assist in problem-solving.
- Technology in schools needs to extend to the home and community, providing the tools for learning and creativity.

Action Items Based on Needs Assessment

Action Items	Responsibility	Status
Evaluate staff technology proficiency and provide training when necessary	Administration	On-Going
Explore the use of mobile devices	Administration	In-Progress
Continue replacement cycles of computer lab computers	Technology Manager	On-Going
Improve the use of data-driven decision making	Administration & Technology Manager	In-Progress
Maintain networks to ensure reliability	Technology Manager	On-Going
Explore options to increase connectivity	Technology Manager	On-Going
Evaluate new and emerging technologies and implement when necessary	Technology Manager, Administration & Teachers	In-Progress

Ensure instructional staff have support and training for implementation of technology into classroom instruction	Technology Manager & Administration	On-Going
--	-------------------------------------	----------

ENVIRONMENT

Goal: To provide all students a safe, flexible, and effective learning environment.

Objectives:

1. Provide high-quality professional development to assist educators to create, maintain, and enhance a variety of instructional methods.
2. Broaden curricula to include virtual learning environments, face to face, and blended instructional opportunities.
3. Provide necessary infrastructure to support one to one initiative, virtual learning, and other learning environments.
4. Educate users on acceptable and Internet safety practices.

Strategies:

1. Ensure all stakeholders are aware of distance learning opportunities, especially dual enrollment courses offered through partnerships with our local colleges, Elite Learning, and the Linwood Holton Governor’s School.
2. Promote professional development that is appropriate to enhance a teacher’s use of readily available technology.
3. Continuously monitor our networks (LAN and Wireless) to ensure it is capable of handling the increased use of technology.
4. Evaluate emerging technologies and implement them when appropriate.
5. Utilize master teachers to aid their colleagues in proper incorporation of technology.
6. Maintain a list of useful websites and resources that teachers can reference.
7. Educate parents and community members of the potential dangers of the Internet and provide them with information that will aid them in keeping their children/grandchildren or loved ones safe.

Needs Assessment:

1. The bandwidth available at John I. Burton and Norton Elementary & Middle School must be upgraded to adequately support the increasing demands on Internet connectivity. *An upgrade was completed in July 2020. This is constantly being re-evaluated as needs arise and new devices are added.*

2. There are discrepancies throughout the Norton City School division regarding the proper use of technology to enhance classroom instruction.
3. The chrome book initiative is needed, as funding allows, for grades 3-12 for access to testing of SOLS. *Chromebooks are in every 1st-12th grade classroom. These devices are upgraded as the need arises.*

ENGAGEMENT

Goal: Engage students with technologies that meet their individual educational needs and promote our curricular content.

Objectives:

1. Improve collaboration among educators, content experts, and students to promote individualized, effective use of technology.
2. Make technologies that engage students more available to teachers.
3. Ensure all students have equal access to engaging technologies to individualize learning and provide equitable opportunities.
4. Educate students on appropriate use of technologies by implementing Internet safety programs in schools.
5. Provide appropriate adaptive technologies when applicable.
6. Offer students opportunities to apply technology effectively to gain knowledge, develop skills, and create and distribute artifacts that provide assessment for learning.

Strategies:

1. Partner with local colleges and universities, including the Center for Teaching Excellence, to provide workshops and classes concerning technology integration.
2. Provide teachers with various outlets to provide an understanding of how other teachers around our region and the state are empowering students through the use of technology.
3. Empower special needs students by utilizing appropriate assistive technologies.
4. Formulate lists of best practices using technology to share among division employees.
5. Evaluate hand-held devices and incorporate where appropriate.
6. Educate students to safely exist in a technological world.
7. Increase the number of mobile labs across the division.

Needs Assessment:

1. Address teacher weaknesses in utilizing classroom technologies.
2. Increase hand-held technologies to engage students where appropriate.
3. Ensure that each child has equal opportunity to a technology-enhanced learning environment *at school and home*.
4. Address appropriate use of social media and other forms of technology.

5. *Training for staff for a virtual learning environment.*

APPLICATION

Goal: Empower students by providing opportunities for them to apply effective technologies to gain understanding, knowledge, and encourage them to be independent thinkers.

Objectives:

1. Provide and support professional development to teachers so that they may effectively facilitate a classroom in which students are encouraged to use technology to communicate, collaborate, and solve problems where applicable.
2. Educate students on the purposeful use of technology to solve real world issues.
3. Enhance traditional assessments with technology-based assessments.
4. Create opportunities to showcase student work to generate interest and promote participation in school projects.

Strategies:

1. Increase technology literacy with a technology curriculum at the elementary school level.
2. Evaluate the current literacy levels of all teachers, students, and administrators and provide professional development and instruction where needed.
3. Incorporate assessment programs such as Interactive Achievement with classroom response systems using technology-based assessments.
4. Ensure students and teachers are aware of emerging technologies.
5. Promote project-based learning utilizing technology.

Needs Assessment:

1. Students need to become independent problem solvers, using technology when appropriate.
2. Provide students with more technological based assessments.
3. Prepare students for a technology rich workforce.
4. Assist teachers in overcoming their technology shortfalls.
5. Increase the amount of technology tools available throughout the school division.
6. Prepare teachers and students to adapt to technologies that do not yet exist.
7. Prepare *students and teachers for virtual and remote learning.*

TOOLS

Goal: Provide students and teachers with authentic and appropriate technology tools to promote the development of students in order to gain knowledge and extend the capability of applying technology to solve problems and demonstrate understanding.

Objectives:

1. Utilize mobile devices when appropriate to allow all students the opportunity to solve problems utilizing technology.
2. Support teachers with information, resources, and professional development that allows them to facilitate the students' use of technologies to utilize technology to purposefully solve problems, communicate, and expand their knowledge.
3. Explore the use of formative technology-based assessments that further the growth in content knowledge and skill development.

Strategies:

1. Provide students with mobile devices, laptops, and response systems where appropriate to promote the use of technologies to solve problems.
2. Identify areas within the curriculum where technology is not currently utilized and implement it where appropriate.
3. Offer professional development to ensure the technology skills of our teachers meets their needs and allows them to effectively incorporate it into instruction.
4. Develop a systematic replacement plan for older, out of date computers and other technology-based equipment.
5. Complete the network refresh project for John I. Burton and Norton Elementary and Middle school to meet the infrastructure needs at both schools.

Needs Assessment:

1. Develop knowledge among teachers and students that allow them to choose appropriate tools for solving problems.
2. Foster professional development to ensure teachers gain the technology skills needed to promote effective use of technology tools by their students *for classroom and remote learning*.
3. Increase the number of mobile computer labs, hand-held devices, and response systems to ensure they are readily available to the classroom.

IMPROVING RESULTS

Goal: Utilize technology to support data-driven decision making to improve teaching and learning across the school division.

Objectives:

1. Use available data to determine if current supports (financial, technical, pedagogical supports, etc.) are sufficient.
2. Assist teachers in disaggregation, interpreting, and use of data to plan for improvement and differentiation of instruction.
3. Utilize technology to prepare students for upcoming assessments that will measure higher-order thinking skills and promote project-based learning.
4. Ensure all staff is proficient in the use of appropriate software for data management and reporting.
5. Provide additional training for all staff to utilize the existing student information system.
6. Utilize our notification system, web pages, social media, etc. to improve communication among all stakeholders.
7. Overcome technology staffing issues by implementing support contracts when necessary to provide network stability and efficiency.

Strategies:

1. Examine budgets to request additions where needed to ensure efficient operation.
2. Train teachers to utilize the Comprehensive Instructional Program (CIP) with Interactive achievement benchmarks and SOL assessment data to determine the educational needs of students.
3. Locate assessments that utilize technology-enhanced methods of answering questions instead of multiple choice answers.
4. Utilize student response systems for immediate feedback to students.
5. Communicate with all stakeholders through web pages, notification systems, social media, etc.
6. Train all staff in using appropriate technology programs to manage and report information.
7. Identify critical network components and implement maintenance contracts where necessary to ensure network downtime is kept to a minimum.

Needs Assessment:

1. Reduce technology failures to ensure connectivity is available when needed.
2. Provide useful data and train teachers to disaggregate such data.

3. Online assessments are needed across the school division to provide teachers with up-to-date data.
4. Improve communication among all stakeholders.
5. Provide students with immediate feedback when capable.
6. Provide training in Google Classroom *and other virtual learning platforms* yearly.
7. Develop a plan for updating the webpage design and keeping current website information updated.

TECHNOLOGY PLAN EVALUATION

Annually, the leadership team and the technology manager/department will review the plan to ensure that progress is being made to attain all goals. When necessary, goals, objectives, etc. will be updated to ensure that the plan is progressive and that it remains a working document.

TECHNOLOGY POLICIES

Book	Policy Manual
Section	Section I - Instruction
Title	ACCEPTABLE COMPUTER SYSTEM USE
Code	IIBEA/GAB
Status	Active
Adopted	January 14, 1997
Last Revised	July 15, 2019
Prior Revised Dates	12/14/2009; 11/08/2010; 4/11/2019

ACCEPTABLE COMPUTER SYSTEM USE

The school board provides a computer system, including the internet, to promote educational excellence by facilitating resource sharing, innovation and communication. The term computer system includes, but is not limited to, hardware, software, data, communication lines and devices, terminals, display devices, printers, CD, DVD and other media devices, tape or flash drives, storage devices, servers, mainframe and personal computers, tablets, laptops, telephones, cameras, projectors, multimedia devices, workstations, the internet and other electronic services and internal or external networks. This includes any device that may be connected to or used to connect to the school division's network or electronically stored division material.

All use of the division's computer system must be (1) in support of education and/or research, or (2) for legitimate school business. Use of the computer system is a privilege, not a right. Inappropriate use may result in cancellation of those privileges, disciplinary action, and/or legal action. Any communication or material generated using the computer system, including electronic mail, social media posts, instant or text messages, tweets, and other files, including communications and materials deleted from a user's account, may be monitored, read, and/or archived by division staff.

This policy applies to all users of the division's computer system. By using or accessing the computer system, the user agrees to abide by this policy.

The superintendent is responsible for establishing Technology Use Guidelines, containing the appropriate uses, ethics and protocols for use of the computer system. It is the user's responsibility to know and follow this policy and the Technology Use Guidelines.

The Guidelines include:

1. a prohibition against use by division employees and students of the division's computer equipment and communications services for sending, receiving, viewing or downloading illegal material via the internet;
2. provisions, including the selection and operation of a technology protection measure for the division's computers having internet access to filter or block Internet access through such computers, that seek to prevent access to:
 - a. child pornography as set out in Va. Code § 18.2-374.1:1 or as defined in 18 U.S.C. § 2256;
 - b. obscenity as defined by Va. Code § 18.2-372 or 18 U.S.C. § 1460; and
 - c. material that the school division deems to be harmful to juveniles as defined in Va. Code § 18.2-390, material that is harmful to minors as defined in 47 U.S.C. § 254(h) (7)(G), and material that is otherwise inappropriate for minors;
3. provisions establishing that the technology protection measure is enforced during any use of the division's computers;
4. provisions establishing that all usage of the computer system may be monitored;
5. provisions designed to educate students and employees about appropriate online behavior, including interacting with students and other individuals on social networking websites, blogs, in chat rooms, and cyberbullying awareness and response;
6. provisions designed to prevent unauthorized online access by minors, including "hacking" and other unlawful online activities.;
7. provisions requiring every user to protect the security of information necessary to access the computer system, such as usernames and passwords, and prohibiting the sharing of passwords;
8. provisions prohibiting the unauthorized disclosure, use, and dissemination of photographs and/or personal information of or regarding minors; and
9. a component of internet safety for students that is integrated in the division's instructional program.

Use of the school division's computer system shall be consistent with the educational or instructional mission or administrative function of the division as well as the varied instructional needs, learning styles, abilities and developmental levels of students.

The division's computer system is not a public forum.

Users of the division's computer system have no expectation of privacy for use of the division's resources or electronic devices including non-division owned devices while connected to division networks or computer resources.

Software and/or services may not be installed or downloaded on the division's computer system without the prior approval of the superintendent or superintendent's designee. The failure of any user to follow the terms of this policy or the Technology Use Guidelines may result in loss of computer system privileges, disciplinary action, and/or appropriate legal action.

The school board is not responsible for any information that may be lost, damaged or unavailable when using the computer system or for any information retrieved via the Internet. Furthermore, the school board is

Rev 10-2020

not responsible for any unauthorized charges or fees resulting from access to the computer system. The school board will review, amend if necessary, and approve this policy every two years.

Legal Refs: 18 U.S.C. §§ 1460, 2256.

47 U.S.C. § 254.

Code of Virginia, 1950, as amended, §§ 18.2-372, 18.2-374.1:1, 18.2-390, 22.1-70.2, and 22.1-78.

Cross Refs.:	EGAA	Reproduction and Use of Copyrighted Materials
	GBA/JHFA	Prohibition Against Harassment and Retaliation
	GCPD	Professional Staff Discipline
	GCQB	Staff Research and Publishing
	IIBEA-R/GAB-R	Technology Use Guidelines
	JFC	Student Conduct
	JFC-R	Standards of Student Conduct

©VSBA NORTON CITY SCHOOLS

Book	Policy Manual
Section	Section I - Instruction
Title	ACCEPTABLE COMPUTER SYSTEM USE
Code	IIBEA-R/GAB-R
Status	Active
Adopted	January 14, 1997
Last Revised	July 15, 2019
Prior Revised Dates	12/14/2009; 11/08/2010;4/11/19

TECHNOLOGY USE GUIDELINES

All use of the Norton City School Division's computer system shall be consistent with the School Board's goal of promoting educational excellence by facilitating resource sharing, innovation and communication. The term computer system includes, but is not limited to, hardware, software, data, communication lines and devices, terminals, display devices, printers, CD, DVD and other media devices, tape or flash drives, storage devices, servers, mainframe and personal computers, tablets, laptops, telephones, cameras, projectors, multimedia devices, workstations, the internet and other electronic services and any other internal or external network. This includes any device that may be connected to or used to connect to the school division's network or electronically stored division material.

Computer System Use-Terms and Conditions:

1. **Acceptable Use.** Access to the division's computer system shall be (1) for the purposes of education or research and be consistent with the educational objectives of the division or (2) for legitimate school business.
2. **Privilege.** The use of the division's computer system is a privilege, not a right.
3. **Unacceptable Use.** Each user is responsible for his or her actions on the computer system. Prohibited conduct includes but is not limited to:
 - using the network for any illegal or unauthorized activity, including violation of copyright or contracts, or transmitting any material in violation of any federal, state, or local law.
 - sending, receiving, viewing or downloading illegal material via the computer system. unauthorized downloading of software.
 - using the computer system for private financial or commercial purposes. wastefully using resources, such as file space.

Rev 10-2020

- gaining unauthorized access to resources or entities.
 - posting material created by another without his or her consent.
 - submitting, posting, publishing, or displaying any obscene, profane, threatening, illegal, or other inappropriate material.
 - using the computer system while access privileges are suspended or revoked.
 - vandalizing the computer system, including destroying data by creating or spreading viruses or by other means. intimidating, harassing, bullying, or coercing others.
 - threatening illegal or immoral acts.
4. **Network Etiquette.** Each user is expected to abide by generally accepted rules of etiquette, including the following:
- be polite.
 - users shall not forge, intercept or interfere with electronic mail messages.
 - use appropriate language. The use of obscene, lewd, profane, lascivious, threatening or disrespectful language is prohibited.
 - users shall not post personal information other than directory information as defined in Policy JO Student Records about themselves or others. users shall respect the computer system's resource limits.
 - users shall not post chain letters or download large files. users shall not use the computer system to disrupt others. users shall not modify or delete data owned by others.
5. **Liability.** The school board makes no warranties for the computer system it provides. The school board shall not be responsible for any damages to the user from use of the computer system, including loss of data, non-delivery or missed delivery of information, or service interruptions. The school division is not responsible for the accuracy or quality of information obtained through the computer system. The user agrees to indemnify the school board for any losses, costs, or damages incurred by the school board relating to or arising out of any violation of these procedures.
6. **Security.** Computer system security is a high priority for the school division. If any user identifies a security problem, the user shall notify the building principal or system administrator immediately. All users shall keep their passwords confidential and shall follow computer virus protection procedures.
7. **Vandalism.** Intentional destruction of or interference with any part of the computer system through creating or downloading computer viruses or by any other means is prohibited.
8. **Charges.** The school division assumes no responsibility for any unauthorized charges or fees as a result of using the computer system, including telephone, data, or long-distance charges.
9. **Electronic Mail.** The school division's electronic mail system is owned and controlled by the school division. The school division may provide electronic mail to aid students and staff in fulfilling their duties and as an education tool. Electronic mail is not private. Students' electronic mail will be monitored. The electronic mail of staff may be monitored and accessed by the school division. All electronic mail may be archived. Unauthorized access to an electronic mail account by any student or employee is prohibited. Users may be held responsible and personally liable for the content of any electronic message they create or that is created under their account or password. Downloading any file attached to an electronic message is prohibited unless the user is certain of that message's authenticity and the nature of the file.
10. **Enforcement.** Software will be installed on the division's computers having internet access to filter or block internet access through such computers to child pornography and obscenity. The online activities of users may also be monitored manually. **Any violation of these regulations shall result in loss of**

computer system privileges and may also result in appropriate disciplinary action, as determined by school board policy, or legal action.

Legal Refs: 18 U.S.C. §§ 1460, 2256.47 U.S.C. § 254.

Code of Virginia, 1950, as amended, §§ 18.2-372, 18.2-374.1:1, 18.2-390, 22.1-70.2 and 22.1-78.

Cross Refs:	GCPD	Professional Staff Discipline
	IIBEA/GAB	Acceptable Computer System Use
	JFC	Student Conduct
	JFC-R	Standards of Student Conduct

©VSBA NORTON CITY SCHOOLS