

# **Smyth County Public Schools**

## **Update**

### **Comprehensive Six-Year Improvement Plan 2006-2012**

**Adopted: March 13, 2006**



*“Achieving Today - Succeeding Tomorrow”*

**Submitted by: Jim R. Sullivan, Division Superintendent**

# Smyth County Public Schools Comprehensive Six-Year Improvement Plan 2006-2012

## **Timeline:**

March 2006	Board reviews and revises Plan
November 2007	Accountability Report by Superintendent
March 2008	Board reviews and revises Plan
November 2009	Accountability Report by Superintendent
March 2010	Board Reviews and Revises Plan
November 2011	Accountability Report by Superintendent
March 2012	Board reviews and revises Plan

## **Responsibility of Administration, Central Office Staff, and School Board:**

### ***❖ Superintendent:***

Oversee the implementation of the Comprehensive Six-Year Plan. Monitor and maintain the accountability process. Make recommendations for revisions as necessary based on analysis of accountability data collected.

### ***❖ Central Office Staff:***

Provide system-wide leadership in use of resources to achieve this Plan. Monitor and assess the status of personnel, programs, and processes to achieve system-wide Goals.

### ***❖ School Level Administration:***

Provide school level leadership in use of all available resources to achieve this Plan. Monitor and assess the building-level status of personnel, programs, and processes to achieve system-wide Plan.

### ***❖ School Board:***

Review and revise the system wide Plan in March of each even-numbered year. Receive a status report in November of each odd-numbered year.

# **Smyth County Public Schools Comprehensive Six-Year Improvement Plan 2006-2012**

## **Cycle 1 – March 2006 to March 2008**

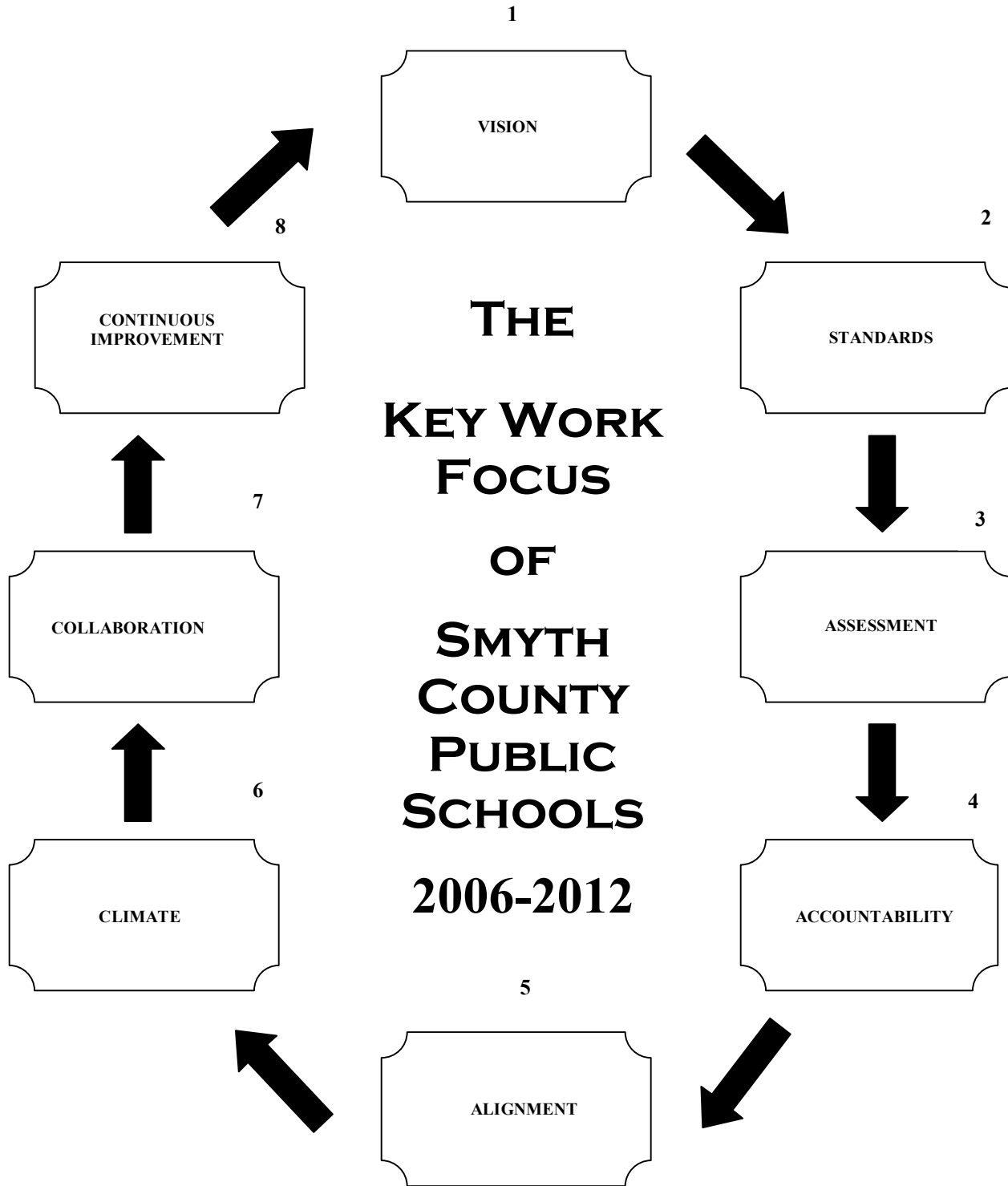
- March 2006 – Board reviews and revises Comprehensive Six-Year Plan.
- March 2006-October 2007 – Central office and school staff work on Goals, Plans, and Accountability Reports.
  - September 15, 2006 – School Accountability Reports are due.
  - September 29, 2006 – Central Office Accountability Reports are due.
  - October 13, 2006 – School Plans are due.
  - October 27, 2006 – Central Office Plans are due.
  - September 14, 2007 – School Accountability Reports with Revisions are due.
  - September 28, 2007 – Central Office Accountability Reports with Revisions are due.
- November 2007 – Superintendent’s Accountability Report to the school board.
- November 2007- March 2008 – Central office and school staff work on Goals, Plans, and Revisions.

## **Cycle 2 – March 2008 – March 2010**

- March 2008 – Board reviews and revises Comprehensive Six-Year Plan.
- March 2008 – October 2009 – Central office and school staff work on Goals, Plans, and Accountability Reports.
  - September 12, 2008 – School Accountability Reports are due.
  - September 26, 2008 – Central Office Accountability Reports are due.
  - October 17, 2008 – School Plans are due.
  - October 31, 2008 – Central Office Plans are due.
  - September 2009 – School Accountability Reports with Revisions are due.
  - September 2009 – Central Office Accountability Reports with Revisions are due.
- November 2009 – Superintendent’s Accountability Report to the School Board.
- November 2009 – March 2010 – Central Office and school staff work on Goals, Plans, and Revisions.
  - September 2010 – School Accountability Reports are due.
  - September 2010 – Central Office Accountability Reports are due.
  - October 2010 – School Plans are due.
  - October 2010 – Central Office Plans are due.

## **Cycle 3 – March 2010 – March 2012**

- March 2010 – Board reviews and revises Comprehensive Six-Year Plan
- March 2010 – October 2011 – Central Office and school staff work on Goals, Plans, and Accountability Reports.
  - September 2010 – School Accountability Reports are due.
  - September 2010 – Central Office Accountability Reports are due.
  - October 2010 – School Plans are due.
  - October 2010 – Central Office Plans are due.
  - September 2011 – School Accountability Reports with Revisions are due.
  - September 2011 – Central Office Accountability Reports with Revisions are due
- November 2011 – Superintendent’s Accountability Report to the School Board
- November 2011 – March 2012 – Central Office and school staff work on Goals, Plans, and Revisions.
  - September 2012 – School Accountability Reports are due.
  - September 2012 – Central Office Accountability Reports are due.
  - October 2012 – School Plans are due.
  - October 2012 – Central Office Plans are due.



**SMYTH COUNTY PUBLIC SCHOOLS  
PREAMBLE TO DIVISION GOALS**

The Superintendent of Schools and his staff, under the direction and guidance of the Smyth County School Board (“the Board”), carefully developed the 2006-2012 Smyth County School Board Six-Year Improvement Plan. Every effort was made to identify the school division’s areas needing improvement and to develop an effective plan to address these needs. This document demonstrates the Board’s sincere efforts at providing a quality school system that forwards its mission of ensuring all children in Smyth County an education that enables them to become informed and productive citizens.

As required under Standards of Quality for Public Schools in Virginia, the Board has adopted this Comprehensive Six-Year Plan for the period beginning with the 2006-2007 school year and continuing through the 2011-2012 school year. This Six-Year Plan consists of Goals that are selected for special emphasis during the six-year period. This is not to imply there will be a decrease in current emphasis on other aspects of the education program. Rather, this Plan will guide the educational philosophy for Smyth County Schools, and the Goals will serve to enhance all educational efforts in Smyth County. Schools have a unique responsibility for achieving these Goals through collaborative efforts with families, businesses, and the community.

The Comprehensive Six-Year Improvement Plan is subject to revision, modification, and extension annually and provides direction in the development of the annual budget for Smyth County schools as well as in the development of Annual School Improvement Plans at the school level.

**KEY WORK FOCUS  
VISION**

- ❖ Create district and community consensus on achievement objectives.
- ❖ Clearly define expectations for what students should know and be able to do.
- ❖ Quantify those expectations and set agreed-upon measures for achievement.

**SMYTH COUNTY PUBLIC SCHOOLS**

Achieving Today . . . Succeeding Tomorrow

**Educational Beliefs** ~The Smyth County School Board believes that our school system should be an effective, student-centered organization which operates in such a way as to encourage and enable all employees to make positive contributions to the system and to promote learning by all students. The school board believes that Smyth County’s most important investment in the present and in the future is to provide for all its children an education based upon excellence and equity.

**Vision** ~ The school board has a vision that every student can learn, that each student has unique talents which schools must identify and develop, and that all students will achieve at a level commensurate with their talents and abilities.

**Mission** ~ The mission of the school board is to ensure for all children in Smyth County an education that enables them to become informed and productive citizens in a democratic society.

Schools will facilitate student success through the following measures:

- ❖ All students demonstrate mastery of the Standards of Learning (SOL) in the academic areas of reading and writing, mathematics, social studies, and science.
- ❖ All students are aware of the importance of individual and shared responsibilities to the community.
- ❖ All students develop the skills of working as team members, problem solvers, and critical thinkers.
- ❖ All graduates are prepared to enter immediately into the workforce and/or to complete further academic or technical education.
- ❖ All graduates exit our schools with sound work ethics in order to become positive, contributing members of the workforce.
- ❖ All graduates demonstrate mastery of the technologies required to lead successful, productive lives in the 21<sup>st</sup> century.

**KEY WORK FOCUS  
STANDARDS**

- ❖ Establish clear standards for student performance and communicate them continually.
- ❖ Base standards on an external source that has credibility in the community.
- ❖ Disseminate standards clearly and widely to students, staff, and community members.

***Goal I: The Smyth County School Board will maintain standards and programs to ensure high quality student performance.***

**Performance Standards:**

The Standards of Learning for Virginia Public Schools describe the Commonwealth's expectations for student learning and achievement in grades K-12 in English, mathematics, science, history/social science, technology, the fine arts, foreign language, health and physical education, and driver education.

- I. In the four core areas of English, mathematics, science, and history/social science, curricula will be reviewed and revised to ensure alignment with the SOL.
  - All schools will be fully accredited through student performance on the SOL in these four core areas.
  - All schools will meet Adequate Yearly Progress (AYP) for all identified subgroups.
- II. The curricula areas of technology, fine arts, foreign language, health and physical education, and driver education will be reviewed and revised to ensure correlation with the SOL.
- III. All students will graduate through one of the following standard performance areas:
  1. Completion of sufficient course work and verified credits to graduate with an Advanced Studies, Standard, or Modified Standard Diploma.
    - The percent of students receiving Advanced Studies or Standard Diplomas will meet AYP benchmarks (75% graduation rate).
    - Thirty-five percent of graduating students will earn the Advanced Studies Diploma.
  2. Satisfactory completion of an Individualized Education Plan (IEP).
  3. Individualized Student Alternative Education Program (ISAEP) by obtaining a GED (General Educational Development).
- IV. *Dual Credit/Advanced Placement Classes* will be offered to 11<sup>th</sup> and 12<sup>th</sup> grade students (and exceptionally talented younger students) in which they may earn both high school and college level credits.
  - The percent of graduating seniors who have taken at least one Advanced Placement or college level course will reach 35 percent.
  - One hundred percent of the students enrolled in each Dual Credit class will earn credit.
  - Eighty-five percent of the students taking an AP exam will earn a “3” or better.

## SMYTH COUNTY PUBLIC SCHOOLS COMPREHENSIVE SIX-YEAR IMPROVEMENT PLAN

### ***Goal I: Continued***

- Fifteen percent of the graduating class at each high school will qualify for Early College Scholars recognition (earn at least 15 hours of college credit).
- V. *Career and Technical Programs* are designed as specific programs of studies that integrate academic and career/technical areas. Career and Technical Programs prepare students to enter the workforce with the knowledge and skills necessary to continue to learn in a work or educational setting.
- Eighty-five percent of students who have completed a career/technical program leading to licensure or industry certification and who take the designated exam will successfully obtain a Virginia license or industry certification.
  - Eighty percent of students participating in a career/technical education specialization or concentration will be a career/technical completer in at least one area.
  - Ninety percent of students completing career/technical programs will meet the requirements for an Advanced Studies or Standard Diploma.
- VI. Student compliance with the *Compulsory School Attendance* laws is very important since there is a high correlation between student achievement and student attendance.
- The percent of attendance of students for any school not having a graduating class will meet or exceed AYP benchmark requirements (94%).
  - The percent of students in grades 7-12 who drop out of school will continue to be less than one percent.
- VII. *Student Follow-up Surveys* will be conducted at intervals of one year and five years following the scheduled graduation date of students. The survey will identify the status of students with regard to education level, employment, and job skills. The information from the data will be used to make school improvement decisions.

### **Accountability (November 2005):**

- All but one school was fully accredited based on 2004-2005 school year data. This is an improvement from the previous year.
- Smyth County Schools met Annual Yearly Progress as defined by No Child Left Behind. All but two of our schools met their Annual Yearly Progress benchmarks for 2004-2005.
- All elementary and middle schools met Annual Yearly Progress benchmarks for attendance (high school does not have attendance as an AYP benchmark).
- Our dropout rate continues to be below 1%. For the 2004-2005 school year, the dropout rate was .21%.
- 36% of Spring 2005 graduates earned an Advanced Studies Diploma.
- 100% of students in a dual enrollment course earned a credit.

**KEY WORK FOCUS  
ASSESSMENT**

- ❖ Ensure that assessments are tied to established standards.
- ❖ Use multiple, ongoing assessment measures
- ❖ Ensure that assessments are explained to the community.

***Goal II: The Smyth County School Board will implement assessment procedures that are closely aligned with the Standards of Learning, incorporate student performance data, and result in sound data-driven instructional decisions.***

**Performance Standards:**

- I. Virginia State Assessment Program
  - A. Standards of Learning Assessments (criteria-referenced) will be administered in grades 3-8 and high school.
    - At least 75 percent of students at each school in grades 3-5 will demonstrate proficiency on the SOL Assessments in the areas of English and mathematics. Seventy percent of the students at each school in grade 3 will demonstrate proficiency on the SOL Assessments in the areas of science and history (social science).
    - At least 70 percent of students at each school in grade 6-8 and high school will demonstrate proficiency on the SOL Assessments in the areas of English, mathematics, science (grade 8 and high school only), and history/social science.
    - At least twenty percent of students at each school in grades 3-8, and high school will score at the advanced level on the SOL Assessments in the core areas of English, mathematics, science, and history/social science.
  - B. Standards of Learning Assessments will also be administered in Virginia History at grade 4, in United States History in grades 5 and 6, and in United States History and Civics in grade 7.
    - At least 75 percent of students in grades 4, 5, 6, and 7 will demonstrate proficiency in the social studies area for the respective grades and at least ten percent will score at the advanced level on these assessments.
- II. *No Child Left Behind (NCLB) Adequate Yearly Progress (AYP)* benchmark figures will be met by each school.
  - The school division will meet AYP for each identified subgroup: all students, economically disadvantaged students, students with disabilities, students with limited English proficiency, and minority students.
  - All schools will meet AYP benchmarks for each identified subgroup.

SMYTH COUNTY PUBLIC SCHOOLS COMPREHENSIVE SIX-YEAR IMPROVEMENT PLAN

*Goal II: Continued*

III. *Phonological Awareness Literacy Screening (PALS)* will be administered to students in grades PreK-2.

- Smyth County Schools will administer the Early Childhood Assessments Instrument: Phonological Awareness Literacy Screening (PALS) to all students in Pre-K through grade two in the fall, mid-year, and spring of each year. First through third grade students new to Virginia public schools and students who did not meet the spring benchmark and received summer intervention must be screened in the fall.
- All Smyth County Schools will administer PALS in Kindergarten through grade three.
- Reading First Schools must screen all students through grade three using the PALS passages for Level A: Oral Reading in Context. Additionally, Reading First Schools are required to administer oral reading accuracy, words per minute, fluency, and comprehension question.
- Current benchmarks for 2004-2005 are as follows:

Grade	Fall 2004 <u>Benchmark</u>	Spring 2005 <u>Benchmark</u>
Kindergarten	28	81
1 <sup>st</sup> Grade	39	35
2 <sup>nd</sup> Grade	35	54
3 <sup>rd</sup> Grade	54	65

Note that the first grade benchmark decreases from fall to spring since the letter sounds task is not included in the spring summed score.

IV. Local Assessment Program

A. Classroom instruction for student achievement will be guided by results of daily, six week (or nine week), and yearly assessments which are

- Directly correlated with state standards in content and format,
- Developed using multiple, ongoing measures, and
- Communicated and explained to parents and community.

B. Test for High Standards (TFHS) authored by Flanagan-Mott will be used in K-12 to measure student achievement in English, mathematics, science, and social studies.

- Eighty percent of students in each testing grade level will demonstrate proficiency on diagnostic TFHS given at intervals prior to SOL testing (mid-year and at least one other time) during the year.

***Goal II: Continued***

V. College Board Test

The Scholastic Aptitude Test (SAT) will be administered to students who elect to take this assessment during their junior or senior year of high school.

- Forty percent of graduating students will take this test.
- The mean score of students taking this test will be higher than the previous year.

**Accountability (November 2005):**

- At least 75% of students in Grade 3 and 5 demonstrated proficiency on the SOL assessments in English and mathematics.
- At least 70% of students in Grade 8 and high school demonstrated proficiency on the SOL assessments in the four core areas. The only exception was English scores at Northwood Middle School.
- 24% of Smyth County SOL assessments were passed with a Pass Advanced score during the Spring 2005 testing session.
- The school division began end of course social studies testing in grades 4-8 during the 2004-2005 school year. Social studies tests were administered in grades 4-8 and high school end of course. At least 10% of the SOL assessments resulted in a score of Pass Advanced.
- PALS testing and the Test for Higher Standards were administered district-wide as prescribed in the Six-Year Plan.
- Progress continues to be made on preparing students for the workforce and for further academic training.

**KEY WORK FOCUS  
ACCOUNTABILITY**

- ❖ Measure the performance of all school staff members, administrators and the school board itself against student achievement objectives.
- ❖ Continually track progress and report results honestly.

***Goal III: The Smyth County School Board, central office staff, and instructional staff will provide innovative and quality products and services that support quality education.***

**Performance Standards:**

- I. All certified school system employees will meet Virginia Department of Education licensure and endorsement standards and/or division standards as may be required from the following:
  - Endorsement in assigned areas
  - Relicensure points earned in assigned areas
  - Required technology proficiency standards for licensure
  - Annual required training
  - Child abuse and recognition standards
  - NCLB requirements for “highly qualified”
- II. All certified staff will be encouraged to obtain advanced degrees and/or continued training in assigned areas.
  - Forty-five percent of all certified staff will have obtained advanced degrees.
- III. Central office administrative, instructional, and support department staff members will maintain an improvement plan and update for each of the following areas:
  - A. Student Enrollment Figures - Update
  - B. Alternative Education
  - C. Food Services
  - D. Gifted
  - E. Health Services
  - F. Human Resources
  - G. Pupil Transportation
  - H. Regional Programs
  - I. Remediation
  - J. School Guidance and Counseling
  - K. Special Education
  - L. Technology
  - M. Title I and Pre-K
  - N. Vocational Education (Career/Technology Education)

**Note: See Attachment A for *Program Improvement Plan and Update* for these programs.**

## SMYTH COUNTY PUBLIC SCHOOLS COMPREHENSIVE SIX-YEAR IMPROVEMENT PLAN

### ***Goal III: Continued***

- IV. All certified staff will complete Individualized Personal Growth Plans and participate in professional development activities that meet the NCLB and Virginia Department of Education standard for high quality professional development which is sustained, intensive, and classroom-focused. Criteria for high quality professional development activities will be outlined in the division Professional Development Plan.
- V. Evaluation instruments will be used to measure the quality and effectiveness of programs, activities, and support provided by central office departments.
- VI. Evaluation instruments will be used to measure the quality and effectiveness of school-based programs and activities.
- VII. All Smyth County Schools personnel will be evaluated on a yearly basis or by a prescribed evaluation cycle.
- VIII. School principals will work collaboratively with their individual faculty and staff members to develop annual school improvement plans that align with the division's Comprehensive Six-Year Plan.

### **Accountability (November 2005):**

- All staff members are being evaluated on a regular cycle for evaluation. We are currently developing a new evaluation system for teachers and administrators.
- Central office staff members are active in developing, supporting, and attending professional development activities within our school division and outside of the school division.
- Currently 100% of central office administrators are fully licensed.
- Currently 100% of professional staff at Title I schools are "highly qualified" as defined by No Child Left Behind. Over 90% of all other staff members are "highly qualified."
- All staff members are being evaluated on a regular cycle for evaluation. We are currently developing a new evaluation system for teachers and administrators.
- Schools were allotted professional development money for the 2005-2006 school year. Several school level and county-wide professional development activities have occurred this school year and more are planned. We are also continuing to support teachers with tuition reimbursement and funds to attend educational conferences.
- All schools have submitted School Improvement Plans for the 2005-2006 school year.

**KEY WORK FOCUS  
ALIGNMENT**

- ❖ Align resources to ensure students meet standards.
- ❖ Include the community in the review of the district budget and management process.
- ❖ Ensure that resources support parents in helping their children

***Goal IV: The Smyth County School Board will align resources and engineer programs to attain maximum student achievement and ensure students meet state standards.***

**Performance Standards:**

- I. Resources will be provided to support instruction that promotes student achievement through
  - Low student/teacher ratio
  - Retention and enhancement of early intervention programs
  - Recruitment and retention of quality teachers and staff by providing competitive salary, benefits, and incentives
  - Professional development
- II. Continual realignment of staff to ensure cost effective delivery of instruction by
  - Careful annual analysis of teacher assignments in each school
  - Monitoring of student/teacher ratio
- III. Community members will be informed and given opportunities to review the district budget through
  - Community forums
  - Joint meetings with the Board of Supervisors
  - Public hearings
- IV. Up-to-date materials and supplies will be provided to enhance student achievement.

**Accountability (November 2005):**

- New textbooks for K-12 mathematics were adopted.
- New language arts textbooks were adopted for grades 6-12
- New SAT Prep textbooks and new journalism textbooks were purchased.
- The school system continues to maintain low teacher/pupil ratios.
- The school board revised the sick leave policy to allow employees to accumulate unlimited number of sick leave days.

**KEY WORK FOCUS  
CLIMATE**

- ❖ Create a climate that supports the philosophy that all children can learn at high levels.
- ❖ Empower staff to meet the needs of all students.
- ❖ Model mutual respect and professional behavior in board meetings and with the school superintendent and staff.

***Goal V: Smyth County Schools will continue to develop long-range plans for facility renovations and upgrades to provide for all programs.***

**Performance Standards:**

- I. The Smyth County School Board will conduct an efficiency study of its entire operation followed by a facility needs analysis.
- II. The Smyth County School Board will execute an action plan for facility renovations/upgrade. This plan will include actions to be taken in the following areas:
  - Data analysis
  - Financial support
  - Citizen support
  - Facility design
  - Board of Supervisors approval
- III. Repair/Upgrade schedules will be developed and maintained in the following areas:
  - Facilities (Buildings and Athletics)
  - Equipment (Instructional and Operational)
- IV. A positive learning environment (climate) will be evident in each school in Smyth County as measured by
  - Student engagement in learning
  - Mutual respect and general courtesies of faculty and students
  - Pride in care of building
  - Cleanliness and general appearance of school campus
  - Strategic display of vision/mission statement, student work, identification of students, faculty and programs.

**Accountability (November 2005):**

- The school division has participated in the Efficiency Review and awaits the recommendations.
- The school division is engaged in creating a prioritized plan for facilities repairs and upgrades.

## SMYTH COUNTY PUBLIC SCHOOLS COMPREHENSIVE SIX-YEAR IMPROVEMENT PLAN

***Goal VI: Smyth County Schools will provide a safe and disciplined school environment conducive for learning.***

### **Performance Standards:**

#### **I. Student Behavior**

A safe and disciplined school environment free of disruptive behavior will be provided. This environment will contribute to the instructional program and ensure the rights of all students.

- The percent of fighting incidents between students will be equal to or less than the state average.
- The percent of reported incidents of students possessing weapons will be equal to or less than the state average.
- The percent of reported incidents of students possessing drugs will be equal to or less than the state average.

#### **II. Safety Inspections**

A. All schools will pass state inspection requirements in order to provide a safe environment in which all students and staff can learn and work. All schools will be in compliance with the following inspections/standards:

- Virginia Office of Water Programs Testing and Inspection
- Department of Environmental Quality Inspections
- State Fire Marshall Inspections
- State Boiler Inspections
- Reinspections of Asbestos Containing Materials and AHERA Management Plan
- OSHA Standards
- Virginia State Building Inspections
- Health Department Inspections

B. A Safety Audit Committee will annually review all schools and report the results to the Superintendent of Schools.

### **Accountability (November 2005):**

- Smyth County Schools had 30 incidents of fighting (5.4% of reported discipline incidents) during the 2004-2005 school year. The state average is 6.57% of incidents reported statewide for 2003-2004.
- Smyth County Schools had 3 incidents of drug violations (.5% of reported discipline incidents) during the 2004-2005 school year. The state average is less than 1% of incidents reported statewide for 2003-2004.
- Smyth County Schools had 6 incidents of students possessing weapons (1% of reportable discipline incidents) during the 2004-2005 school year. The state average is less than 1% of incidents reported statewide for 2003-2004.
- Safety Audits were completed by all schools.

**KEY WORK FOCUS  
COLLABORATION**

- ❖ Build collaborative relationships with political and business leaders to develop a consensus for student success.
- ❖ Communicate regularly with federal and state officials about student achievement.
- ❖ Model behavior that emphasizes trust, teamwork, and shared accountability.

***Goal VII: Parents, students, staff, and members of the community will have a high degree of support for all programs and activities in the schools.***

**Performance Standards:**

- I. At least 80 percent of parents, students (grades 4-12), staff, and members of the community responding to individual school surveys completed in conjunction with the SACS/CASI accreditation process will rate their support for schools as satisfactory, good, or excellent in the areas of:
  - High quality instructional programs
  - High expectations for student learning
  - Safe and orderly environment
  - Appropriate facilities
- II. Parents and community members at each school will be involved in school improvement planning which may include but not be limited to the following:
  - Parent Teacher Organization (each school is to establish and nurture a viable PTO)
  - Southern Association of Colleges and Schools/Council on Accreditation for School Improvement (SACS/CASI)
  - Advisory committees
  - Volunteers
  - Business/industry partnerships
  - Academic and athletic boosters club
  - School/community foundations
- III. Each school will provide effective communication procedures for the following:
  - Between the school and home
  - Between the school and the central office
  - Among all parties who utilize school facilities

## SMYTH COUNTY PUBLIC SCHOOLS COMPREHENSIVE SIX-YEAR IMPROVEMENT PLAN

### ***Goal VII: Continued***

- IV. Communication between all parties having interest in the school system will be promoted through
- Community forums conducted at intervals during the year
  - Citizens time at each regular school board meeting
  - Joint meetings of the School Board and the Board of Supervisors
  - Meetings with State Legislators
  - Meetings with principals and school advisory groups to address various issues.

### **Accountability (November 2005):**

- All advisory committees have met this year with parent participation at each meeting.
- Schools are regularly informing parents of what is going on via newsletters and other communication mechanisms.
- Teachers and administrators are active in shared-decision making. Examples: New evaluation document, health textbook adoption, Superintendent's Advisory Committee, kindergarten report card...
- Regular meeting of the school divisions administrative staff are occurring. Management and instructional issues are discussed and many critical decisions are made.
- Joint Legislative Breakfast was held in October 2005.

**KEY WORK FOCUS  
CONTINUOUS IMPROVEMENT**

- ❖ Commit to continuous education and training on issues related to achievement.
- ❖ Use data on student achievement to set priorities for allocating resources.
- ❖ Adjust strategic plan based on data and community input.

***Goal VIII: The Smyth County School Board will maintain a commitment to continuous improvement.***

**Performance Standards:**

- I. Provide continuous education and training on issues related to achievement.
- II. Establish a data-driven decision making process to effectively guide all continuous improvement efforts
  - Secure the necessary resources to establish a staff position, realign present staff, or secure the services of a consulting firm to effectively execute this process.
- III. Use data on student achievement to set priorities for the Comprehensive Six-Year Plan and individual School Improvement Plans.