Dinwiddie County Public Schools
COMPREHENSIVE PLAN

Last revised 12.19.23

LEADERSHIP

Dr. Elaine Pearson
School Board Member
District #1

Dwayne Walker
School Board Member
District #2

Barbara T. Pittman
School Board Member
District #3

Mary Benjamin
School Board Member
District #4

Jason Brown, II
School Board Membe
District #5

Dr. Kari Weston
Superintendent

VISION

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

MISSION

Dinwiddie County Public Schools provides each student the opportunity to become a productive citizen, engaging the entire community in our children's educational needs.

CORE VALUES

Excellence

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

We promise to exceed expectations and commit to quality by focusing on high standards and continuous improvement.

Equity

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

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

Integrity

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

We promise to be honest, sincere, and trustworthy and treat everyone fairly and respectfully.

Statutory Requirement

[22.1-253.13:6](#)

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

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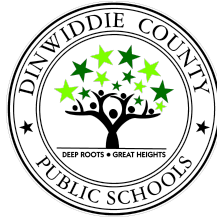
PURPOSE OF THE COMPREHENSIVE PLAN

Dinwiddie County Public Schools' Comprehensive Plan defines the vision for the future. This seven-year plan will serve as the backbone of all planning efforts. It outlines the school community's challenges, identifies solutions, and guides leaders on planning-related decisions. The broader community supports this comprehensive plan.

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

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

Internal and external audiences reported strengths, including technology (devices), deeply committed teachers, positive DCPS leadership, and the School Board. They also cited that the strengths of the county schools were collaboration, talented staff, smaller schools with lower class sizes, and a broad range of student activities. Many of these strengths are what attract employees and families to DCPS. Other cited attractors were fully accredited schools that are safe, the excellent athletic program, employee benefits such as bringing their child to school in DCPS without paying tuition, and reasonably competitive pay compared to some surrounding divisions. On the other hand, improvements reported by focus group participants included the lack of internet in some regions of the county, pay raises, the need for more staff training, the need for more processes and procedures for clarity, transparency on issues, better-maintained facilities, and high turnover among teachers and staff.

Regarding interactions with DCPS, internal and external audiences expect DCPS to be responsive, consistent, welcoming, helpful, honest, transparent, professional, and cooperative, and they go the extra mile to find the answer if they don't have it. The actual experiences reported were generally mixed and inconsistent in meeting these expectations. Some employees deliver these best practices in customer service, while others do not. Regarding hopes and dreams for Dinwiddie County Public Schools, focus group participants want DCPS to

be the school system of choice for families and employees and to exemplify what's possible in a small community. Participants hope that DCPS can stay fully accredited, achieve a 100 percent graduation rate, and produce graduates who return to live and work here in the community. Other hopes include developing a culture to keep teachers here, returning the middle school to a positive place to learn and work, and creating consistency in the quality of teaching throughout the school system.

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

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

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

External audiences: Growing, expanding, improving, there is an opportunity if you seek it out, have great teachers with whom parents have personal relationships, we're fair – not bad but not great; elementary schools give kids a good start, but then they start falling off at secondary level, schools are mixed— some good, some not so good, seems like the district has trouble keeping teachers, the system is diverse in that all different kids merge in middle and high school and get a well-rounded education, middle school seems to be an issue in terms of kids' behavior, everyone knows each other, diverse and not much disharmony, community-oriented, strong community spirit, and a lot of personal investment by the community.

What is the community's image of DCPS?

Internal audiences: Some unhappy parents tend to share on social media; DCPS needs more communication with the community, needs quality teachers, there is a sense of pride and ownership, personal investment as 40 percent of current teachers and many community members are DCPS graduates, however some resistance to change due to tradition, there is a negative perception of middle school, good involvement with the community in the schools, unclear understanding of community about schools and budget (where their investment

goes), evolving, perception based personal experience, difficult to please everyone as we have both agricultural and professional populations.

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

What are DCPS' strengths?

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

External audiences: Technology (devices), teachers who are deeply committed to their students, the football program, generations of families who have attended DCPS, a great deal of pride, mostly committed teachers, vocational programs, a broad range of activities for students, a School Board willing to listen, leadership, willingness to work with county officials, trust has increased among community leaders.

What are areas needing improvement?

Internal audiences: Funding, broader high school offerings, pay raises, more training for all staff and new employees, need processes and procedures, need more diversity among teaching staff, internet missing in sections of the county, being close-knit is both a strength and a

weakness—hard to "break into" Dinwiddie if you're new, better communications within school buildings, middle school, teacher retention issues, parents need better communication tool to keep updated on their student's progress, expanding instructional opportunities for students such as higher-level options at middle school, offering dual degree program, changing the complacency mindset among those who are comfortable with status quo, getting the best out of every employee, high turnover--struggle with keeping staff, need more ways to get our story out to families and community.

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

What are those characteristics that attract families and employees?

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

External audiences: Athletic program, rural setting, fully accredited schools, open-door policy for parents, highly qualified teachers, good test scores, football program, Rowanty Tech Center, Teen Expo, Industry Day, pay and academic performance of school system, small-town feel, safety, plentiful natural resources in the region.

What are your expectations when interacting with DCPS?

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

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

What is your experience when interacting with DCPS?

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

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

What are your hopes and dreams for DCPS?

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

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

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

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

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

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

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

This plan was developed using information gleaned from all members of the school community and data before 2020. While the traditional planning process has been five years, this plan has been extended to allow for the disruptive effects of the COVID-19 pandemic and the need to focus on continued instructional delivery support for students, staff, and families.

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

The superintendent's annual report to the community will provide yearly progress associated with the plan.

EDUCATION and DINWIDDIE COUNTY

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

Before the Civil War, Dinwiddie County was home to several private academies for those who could afford to pay for their education. While primarily affluent males were educated, Pegram's Academy, Female Academy, Girard Heartwell's School for Girls, Oak Forest Female School, and Col. William Davis' Girls School were among those that catered to young women. In these schools, young ladies were prepared

socially and culturally to enter the world. Meanwhile, the expansion of educational opportunities for African Americans and students from low-income families was delayed until after the Civil War.

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

In 1899, the John A. Dix Industrial School was established one mile east of this site as the first and only private school for African Americans. The Dinwiddie Agricultural and Industrial School opened several years later on the same campus. 1908, after being purchased, the school was conveyed to the African Methodist Episcopal Zion Church Board of Education. Shortly afterward, the school changed its name again, becoming the Dinwiddie Normal and Industrial School. From 1915 to 1949, under the leadership of Professor W. E. Woodyard, the institute was transformed into a day school. By the early 1930s, it began receiving financial assistance from Dinwiddie County, and by 1938, it became the county's all-black high school. In 1954, the Southside High School, currently Historic Southside High School Education Center, was constructed as the new African-American high school for the county and remained such until 1969, when the schools integrated.

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

SCHOOLS

Dinwiddie Elementary School (est. 1939)

Midway Elementary School (est. 1937)

Southside Elementary School (est. 1972)

Sunnyside Elementary School (est. 1980)

Sutherland Elementary School (est. 2008)

Dinwiddie Middle School (est. 1964)

Dinwiddie High School (est. 2008)

One Non-Traditional Campus (including Encompass Learning Center and GED services for students and adults)

Regional Programs and Services

Appomattox Regional Governor's School

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

Code RVA

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

Maggie L. Walker Governor's School

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

Rowanty Technical Center

Our mission is to provide quality career and technical education programs to assist each student enrolled in Dinwiddie, Prince George, and Sussex County Public Schools to achieve their potential in career and technical occupations. With this commitment, we will allow students

to meet state and national standards in their specific careers and specialized areas. Students are expected to be responsible for their learning and actions and master competencies in their career and technical area. Students can demonstrate their competencies upon successful completion and be prepared for entry-level employment, post-secondary education, or the military.

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

ACCOMPLISHMENTS 2014-2019

The Virginia Department of Education accredits 100% of schools; in 2014, that number was 57%.

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

In 2014, 56 students dropped out of school in Dinwiddie County; In 2019, that number was 10.
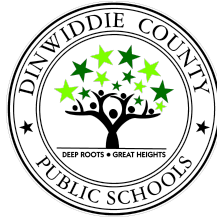
The Pathways (Encompass) Learning Center in Dinwiddie County opened in 2016 for students who work better in a non-traditional setting or need the opportunity to recover credits.

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

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

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

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

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

Buses added new technology to increase student safety and improve parent communication.

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

Midway Elementary is a National Blue Ribbon School.

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

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

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

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

Students in 2018-19 earned 814 Career & Technical Education credentials.

Students in 2018-19 earned four hundred sixty-four industry certifications.

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

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

Six hundred thirty-nine students earned one or more career and technical credentials in 2018-19.

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

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

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

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

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

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

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

77% of kindergarten students met or exceeded fall benchmarks.

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

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

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

Dinwiddie High School was the 2019 Region 4B South Champion in the Scholastic Bowl sponsored by the Virginia High School League.
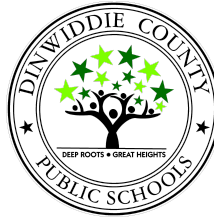
The Dinwiddie Generals' football team has had 78 wins in the last seven seasons. Since 2013, they have also been recognized as the:

Central District Champion: 2013, 2016

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

Region Runner-up: 2019

Region Champion: 2013, 2016

State Runner-up: 2016

State Champion: 2013

The Competition Cheer Team has received the following recognitions:

Central District Champion: 2015, 2016

Central District Runner-up: 2015

Central District Champion: 2017

State Tournament Qualifier: 2015-2016, 2017

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

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

Central District Champion: 11

Conference 20 Champion: 9

Region Champion: 7

State Medalist: 6

State Runner-up: 2

State Champion: 1

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

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

Central District Champion: 2013

Conference 20 Champion: 2013, 2017

Region Runner-up: 2017, 2018

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

Central District Champion: 2015, 2017

Conference 20 Champion: 2015, 2017

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

Note: The most recent Virginia School Quality Profiles for all schools and district can be found [here](#).
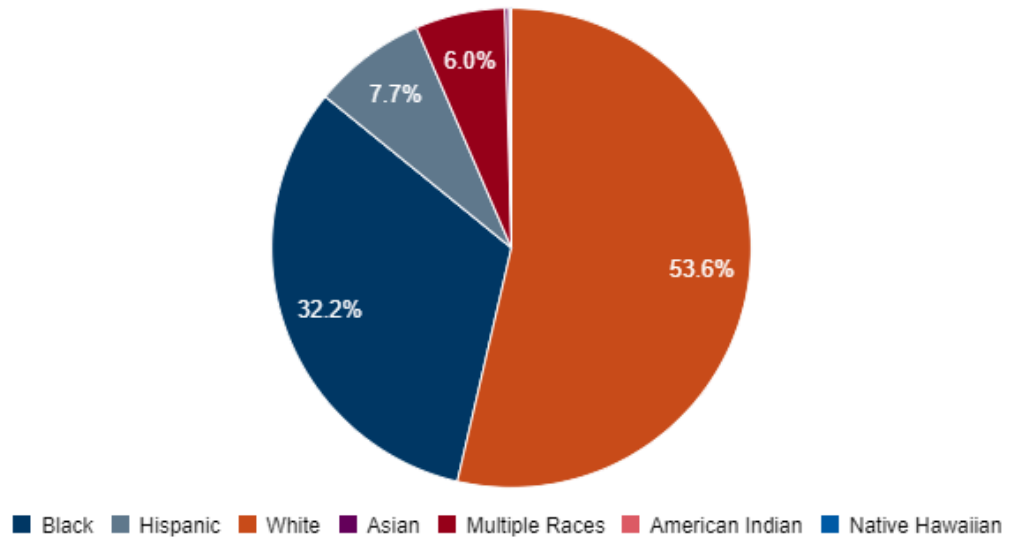
Fall Membership by Grade

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

Fall Membership by Subgroups

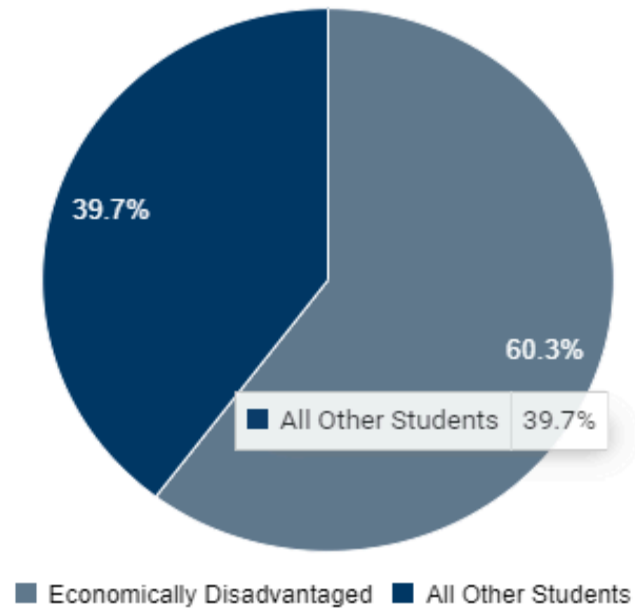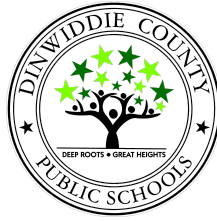## 2020 Fall Membership By Subgroup: Racial and Ethnic Groups

6.0%

7.7%

53.6%

32.2%

■ Black ■ Hispanic ■ White ■ Asian ■ Multiple Races ■ American Indian ■ Native Hawaiian

2020 Fall Membership By Subgroup: Students with Disabilities

13.4%

86.6%

■ Students with Disabilities   ■ All Other Students
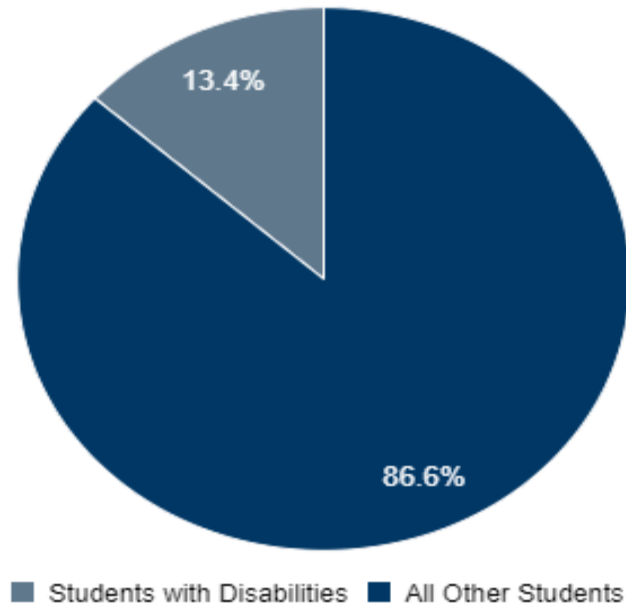
2020 Fall Membership By Subgroup: Economically Disadvantaged

39.7%

60.3%

| ■ All Other Students | 39.7% |

■ Economically Disadvantaged   ■ All Other Students

2020 Fall Membership By Subgroup: English Learners

97.0%

■ English Learners ■ All Other Students
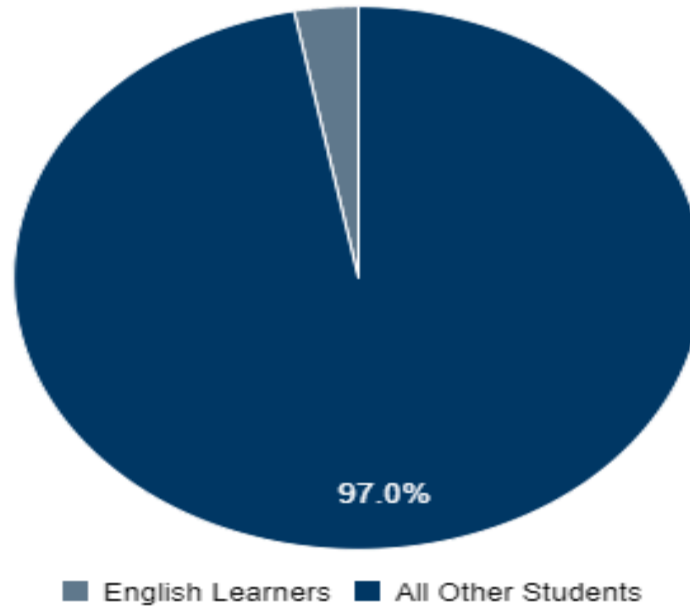
ACCREDITATION

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

- HIDE 2019 SCHOOL QUALITY INDICATOR REPORTS

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

ASSESSMENTS

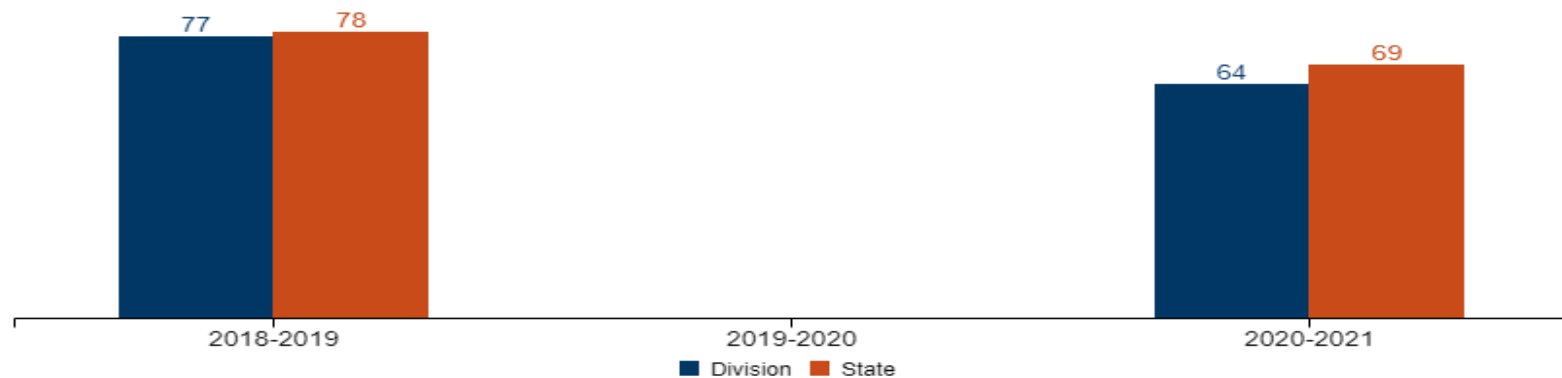**STUDENT ACHIEVEMENT BY PROFICIENCY LEVEL**

Reading Performance: All Students

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

English Reading ⌄   UPDATE CHART

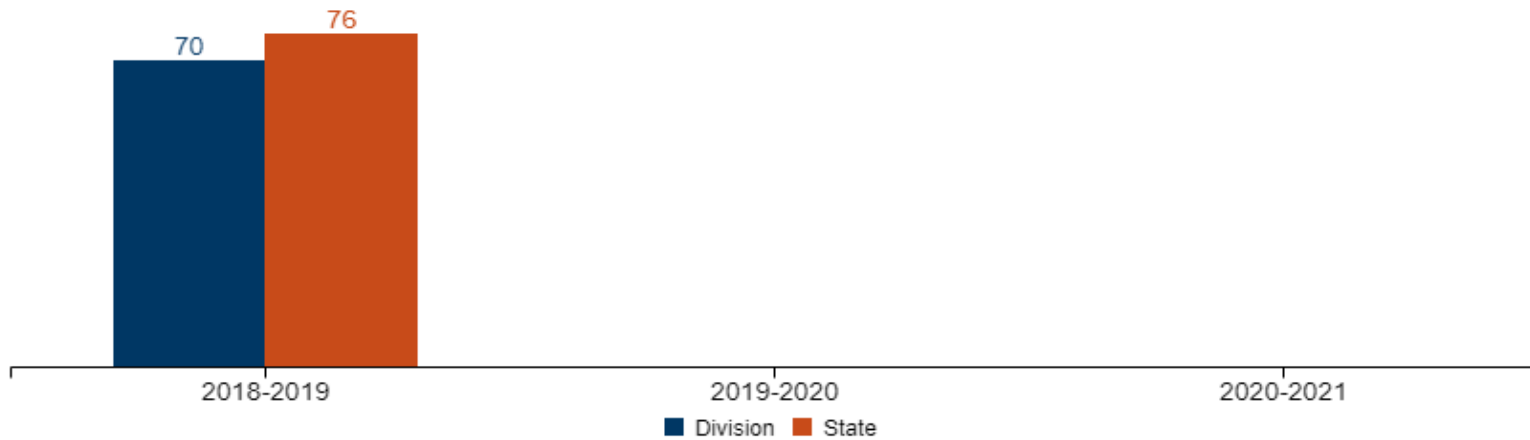|	2018-2019	2019-2020	2020-2021
Division	77		64
State	78		69

Division ■ State

Writing Performance: All Students

2020-2021 writing results are not reported due to the widespread use of local writing assessments because of the continuing impact of COVID-19 on schools. Writing results for 2019-2020 are not available due to the closure of schools and cancellation of state assessments.

English Writing ✔   **UPDATE CHART**

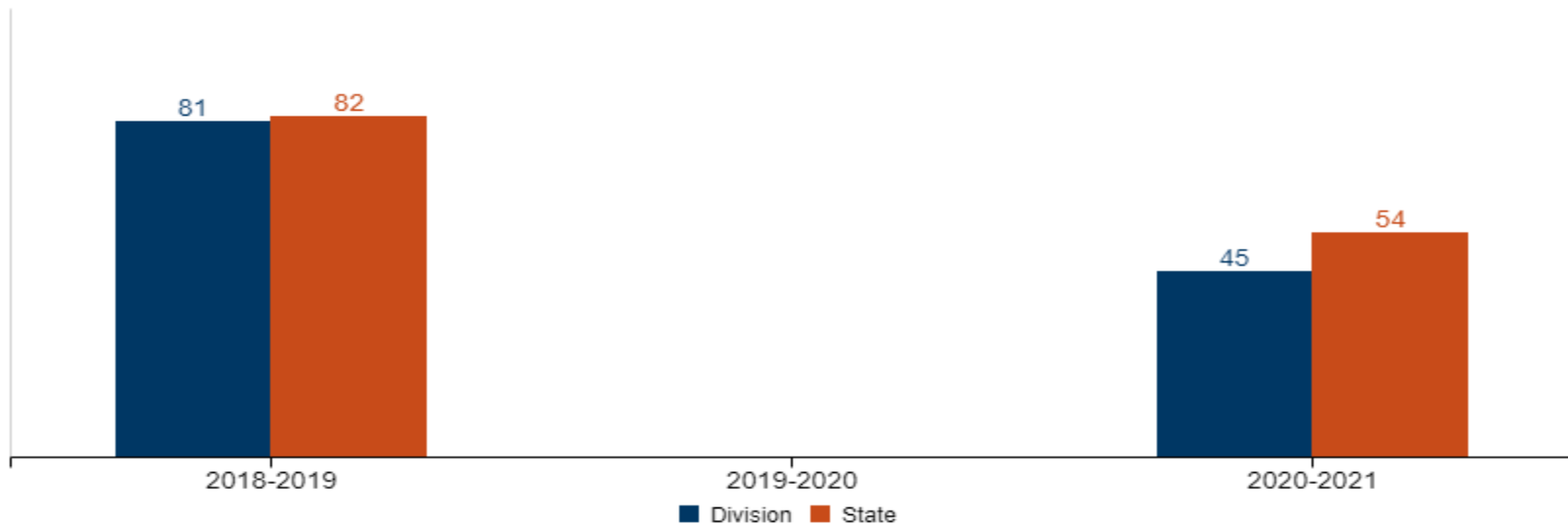|	2018-2019	2019-2020	2020-2021
Division	70		
State	76		

■ Division ■ State

Math Performance: All Students

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

Mathematics ⌄   **UPDATE CHART**

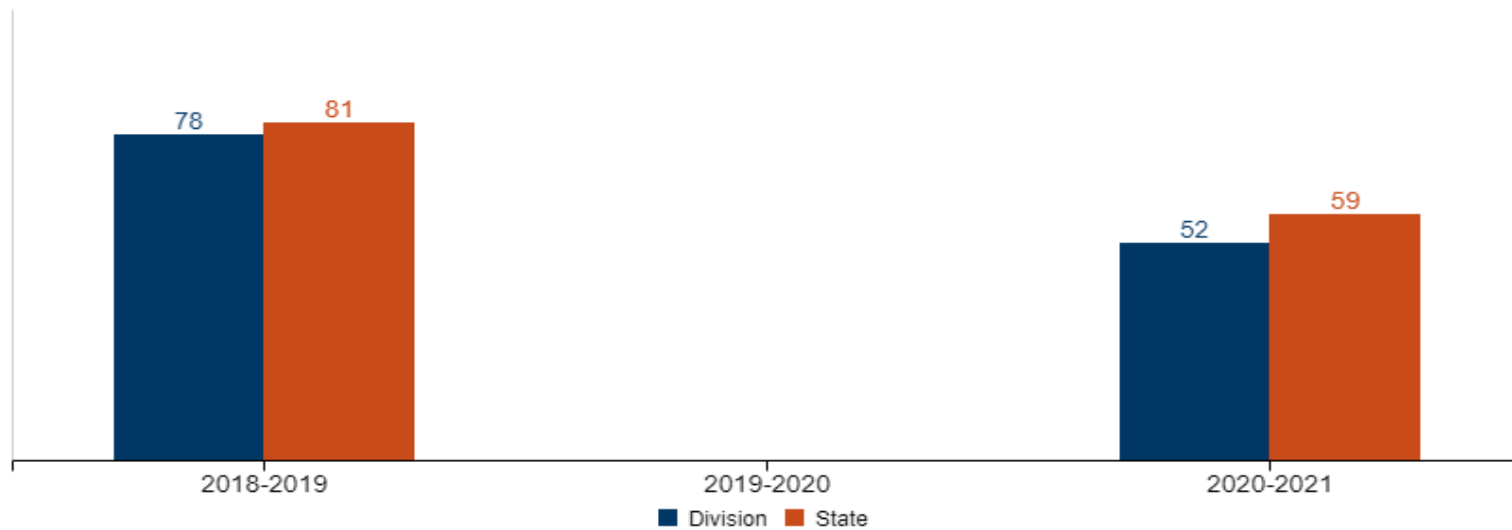|	2018-2019	2019-2020	2020-2021
Division	81		45
State	82		54

■ Division   ■ State

Science Performance: All Students

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

Science ⌄   **UPDATE CHART**

|	2018-2019	2019-2020	2020-2021
Division	78		52
State	81		59

■ Division ■ State

# History Performance: All Students

2020-2021 history results are not reported due to the widespread use of local history assessments because of the continuing impact of COVID-19 on schools. History results for 2019-2020 are not available due to the closure of schools and cancellation of state assessments.

History ▾   UPDATE CHART

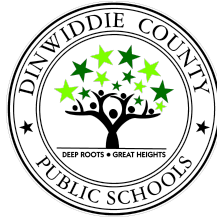|	2018-2019	2019-2020	2020-2021
Division	77		
State	80		

■ Division ■ State
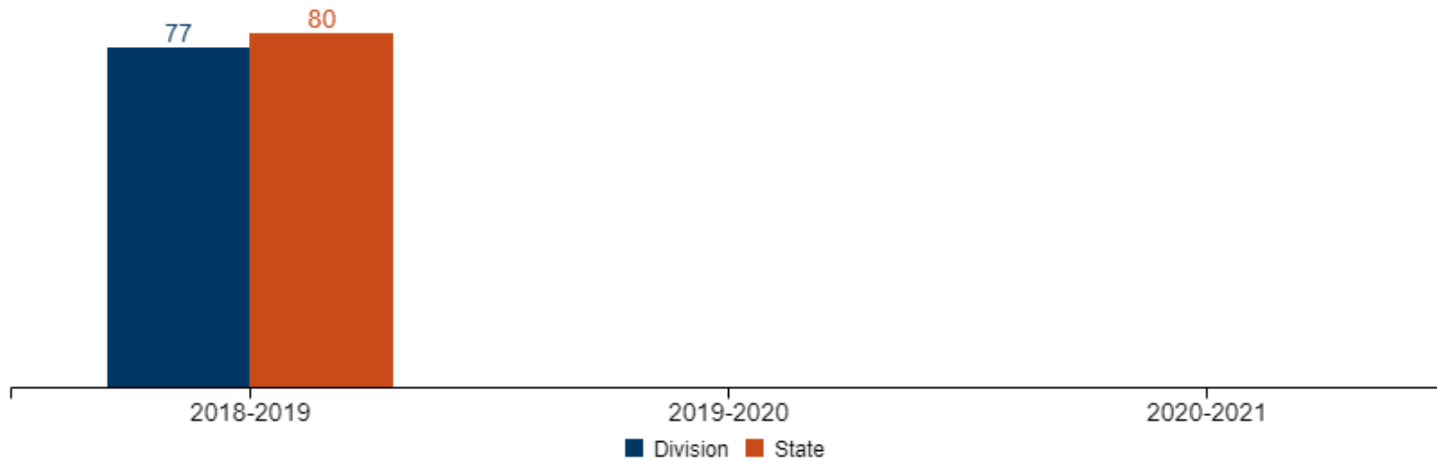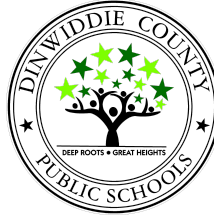
PRIORITY 1: STUDENT SUCCESS

We will reach, challenge, and prepare every student for success in school and life. Each student will succeed academically, personally, and civically as measured by:

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

Performance Measures

1. Graduate 100% of our students
   a. Virginia Graduation and Completion rate
   b. Percentage of graduates receiving an Advanced Diploma
2. Maintain a rating of 100% of schools accredited without conditions
   a. All schools will meet or exceed Virginia's School Quality Indicators.
3. Increase literacy for every student in grades PK-8 every year
   a. Phonological Awareness and Literacy Screening (PALS) in grades K-3
   b. Standards of Learning Reading Assessment in grades 3-8
4. Increase Dual Enrollment for students in grades 10-12
   a. Number of dual enrollment credits earned
   b. Percentage of students (grades 10-12) earning dual enrollment credits
5. Increase Relevance and Engagement for Students
   a. Increase opportunities to demonstrate learning through performance-based assessments
   b. Create personalized career plans for every student

c. Use various technology solutions to allow students to participate in and contribute to learning in and outside the classroom

6. Increase Support for students
   a. Grade-level priority lists based on attendance, behavior, and course performance needs
   b. Comprehensive Response to Intervention system and a data system to monitor the progress
   c. Implementation of a PK-12 literacy plan to ensure strong readers and reading comprehension skills

GOAL 1

Ensure all students graduate from high school life-ready.

Initiatives

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

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

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

Develop a balanced learning assessment plan emphasizing standards-based, performance-based, and student-led.

Provide performance-based instruction in the curriculum.

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

Increase community partnerships to provide students with work-based learning experiences.
Implement a multi-tiered system of support.

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

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

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

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

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

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

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

Develop a comprehensive PK-12 literacy plan.

GOAL 2

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

Initiatives

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

Provide all students with access to wrap-around school support, including professional counselors, social workers, school psychologists, nurses, and advisers, to address their potential safety and mental health concerns.

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

Increase the number of support personnel available to students.

GOAL 3

Close achievement, access, and opportunity gaps.

Initiatives

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

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

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

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

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

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

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

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

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

Partner with the VCU School of Education (Office of Strategic Engagement) to create and provide ongoing professional learning opportunities for staff, intentionally focusing on culturally responsive instruction, equity literacy, and racial consciousness.

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

PRIORITY 2: Caring Culture

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

Performance Measures

1. Improve school climates through relationship building and increased cultural competence.
    a. Percentage of students who report that they have supportive relationships with staff.
    b. Percentage of students who report that they have supportive relationships with peers.
    c. Percentage of students who report that their school's overall social and learning climate is positive.
2. Increase student engagement and responsibility.
    a. Percentage of students meeting behavioral expectations.
    b. Percentage of students identified as Tier 1 for behavior support.
    c. Percentage of students identified as Tier 1 for attendance support.
    d. Percentage of students who report they have a sense of belonging and feel valued at school.
    e. Percentage of students with no out-of-school suspensions.
3. Increase staff and student social and emotional learning competencies.
    a. Train and support school staff to connect effective social-emotional learning practices to sustaining healthy school climates and culture.
    b. Embed social-emotional learning into the curricula to make it part of the expected learning experience for students.
4. Improve relationship building through cultural competence and culturally responsive practices.
    a. Train and support staff in effective culturally responsive practices.
    b. Train school-based staff to foster learning environments that create opportunities for access and achievement by acknowledging, valuing, and affirming cultural and social diversity.

GOAL 1

Ensure students, families, and staff feel respected.

Initiatives

Build and nurture relationships with all stakeholders.

Foster authentic communication outlets to engage the community.

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

Create a welcoming environment in every school and department.

GOAL 2

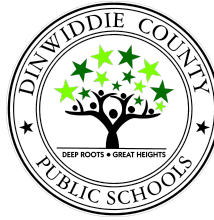*Facilitate a culturally responsive and safe school environment.*

Initiatives

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

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

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

Implement a positive and proactive approach to student behavior, including intervention, restorative practices, and alternatives to suspension before using exclusionary consequences.

GOAL 3

Increase stakeholder engagement.

Initiatives

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

Expand partnerships with community groups and organizations.

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

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

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

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

Provide transition plans for grades K, 6, and 9 and new English language learner students.

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

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

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

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

Re-establish the Dinwiddie Education Foundation.

Expand family access to technology.

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

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

GOAL 4

Improve internal and external communication.

Initiatives

Develop a comprehensive communication plan.

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

Distribute a yearly report to the community.

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

Strengthen proactive efforts to ensure schools and district offices share positive news stories.
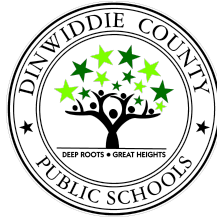
Expand marketing of Dinwiddie County Public Schools.

Increase effective communication between the school system and the community.

GOAL 5

Expand the use of technology and innovative strategies.

Initiatives

Develop a Comprehensive Technology Plan.

Expand the student transportation management system to include Dinwiddie Drive.

Expand mobile online payment options for stakeholders.

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

Immerse students in a challenging personalized learning curriculum through innovative leadership practices to create transformational, equitable, technology-rich environments.

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

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

Ensure access to technology solutions and virtual learning environments.

Maintain a robust and high-quality bank of e-learning content, including self-directed professional learning and library resources.
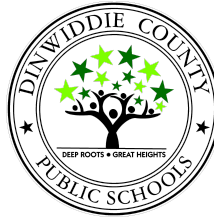
PRIORITY 3: Exemplary Staff

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

Performance Measures

1. Staff 100% of instructional positions with highly qualified employees by the opening day of school.
   a. Percentage of positions staffed on the opening day of school as reported to the School Board.
2. Reduce the percentage of employees who opt to leave Dinwiddie County Public Schools each year.
   a. Percentage of voluntary resignations reported to the School Board.
3. Increase the percentage of employees who express satisfaction with their work environment.
   a. Percentage of positive responses to work environment questions on staff climate surveys.
4. Retain, recruit, and develop exceptional teachers.
   a. Communicate the rich history of Dinwiddie County Public Schools, created to teach students from all backgrounds and means.
   b. Refine the educator induction process of building teachers and growing leadership through ongoing professional development and support.
   c. Focus on equity, cultural competence, and social-emotional competencies in induction and support experiences.
5. Retain, recruit, and develop exceptional leaders.
   a. Recognize leadership potential in employees and cultivate practical skills and behaviors through professional learning and internship opportunities.
   b. Train current and prospective leaders on effective feedback practices.
   c. Include all facets of effective leadership in recruitment, training, and employee evaluation.
   d. Foster an organizational culture grounded in a growth mindset.
6. Maintain a competitive salary and benefits package to maintain and recruit exceptional employees.

GOAL 1

Improve processes to maintain and attract talent.

Initiatives

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

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

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

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

GOAL 2

Develop a highly effective and responsible workforce.

Initiatives

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

Identify and provide leadership opportunities for aspiring leaders.

Attract top talent through ongoing recruiting efforts.

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

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

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

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

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

Provide job-embedded professional development tailored to employees' needs.

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

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

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

GOAL 3

*Develop principals and district administrators as influential leaders of people.*

Initiatives

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

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

Provide structured training and support in performance management, evaluation, and feedback.
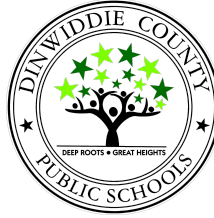
PRIORITY 4: Resource Stewardship

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

Performance Measures

1. Continue to secure the assets necessary to improve or enhance school facilities and transportation.
2. Ensure annual Financial Audits without findings.
3. Increase in revenue garnered through outside sources.
4. Increase in Student Enrollment
5. Increase the on-time transportation services provided to families.

GOAL 1

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

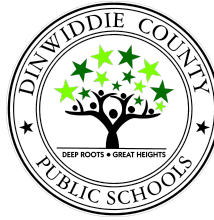Establish leadership teams at the building level to provide input for major decisions.

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

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

Utilize the budget committee process to prioritize needs versus wants.

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

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

Expand the use of an electronic requisition, purchasing, and accounting system to capitalize on enhanced reporting capabilities for analysis and decision-making.

GOAL 2

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

Initiatives

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

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

Improve the utilization and allocation of existing resources.

Review and access internal controls.

Explore long-term options to reduce transportation costs.

Continue to convert paper-based processes to electronic transactions to allow staff time to be reallocated to system improvements.

GOAL 3

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

Initiatives

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

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

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

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

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

GOAL 4

Seek and establish other sources of external funding.

Initiatives

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

Continue to focus on student-centered decision-making, collaboratively develop, measure, and formally review critical operating metrics that promote transparency, organizational effectiveness, and efficiency.

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