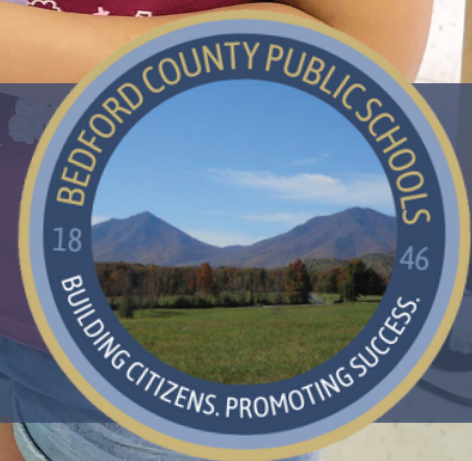




# STRATEGIC FRAMEWORK

## 2022-2027



**Purpose:**

The General Assembly and the Board of Education believe that the fundamental goal of the public schools of the Commonwealth must be to enable each student to develop the skills that are necessary for success in school, preparation for life, and reaching their full potential. The General Assembly and the Board of Education find that the quality of education is dependent upon the provision of (i) the appropriate working environment, benefits, and salaries necessary to ensure the availability of high-quality instructional personnel; (ii) the appropriate learning environment designed to promote student achievement; (iii) quality instruction that enables each student to become a productive and educated citizen of Virginia and the United States of America; and (iv) the adequate commitment of other resources.

Bedford County Public Schools affirms the goals set forth by the state of Virginia's Department of Education and have developed the following strategic framework to identify goals for the school division. The purpose of the plan is to identify goals and areas for growth and improvement, measurable indicators of progress, associated timelines and resources, and evidence to monitor progress.

**The Process:**

On June 1, 2021 Dr. Marc Bergin began his tenure as superintendent of Bedford County Public Schools. Upon his arrival, he created a Superintendent's Entry Plan to serve as a blueprint to learn more about our schools and community. His time was prioritized to listen, learn and connect with ambitious learners, talented teachers and staff, dedicated school and district leaders, supportive families, and engaged community members to learn more about the Bedford County Public Schools.

Open invitation, face-to-face and virtual forums were advertised and scheduled throughout the community to provide opportunities for stakeholder voice within the six public libraries and staff meetings in all schools, civic leader offices, faith-based organizations, media outlets and with numerous educational partners. Two questions channeled conversations and were designed to gather ideas related to sustaining the good work currently happening in BCPS and determining ways to strengthen our partnerships with community stakeholders (both internal and external) to improve conditions for teaching and learning. The questions posed were:

1. What do you love about Bedford County Public Schools (i.e., our strengths as a school division upon which we can build?)



2. What would make Bedford County Public Schools an even stronger school division (i.e., opportunities for growth as a school division which we can address together?)

The confluence of insights and observations, the division's portfolio of performance data, insights from the division's leadership team and the voices of our community stakeholders suggested that there are clear strengths and aspirations for the children of our community and our school division. The hopes and dreams of these many stakeholders revolve around creating a world-class educational experience for children and strengthening the relationships amongst and between the many people whose lives are touched by our schools. Numerous strengths were prominent during the Superintendent's conversations and observations. Three strengths were noted often by all groups:

1. Bedford County Public Schools was described as "the beacon of our community." The sense of community throughout the division was described in almost every conversation with statements such as:
  - a. Our schools have joyful and welcoming environments and everyone takes care of one another.
  - b. The generations of families and the staff members who are graduates of BCPS make our school division unique and create deep connections to the schools and community.
  - c. Our community is charitable, giving, and caring.
  - d. Our school staff genuinely care for the success of our students.
  - e. Student voice is valued.
  - f. Students are respectful to each other and the adults.
2. The people who serve our children (teachers, staff, administrators, central office leaders and community members) are caring and committed.
  - a. Words used to describe our BCPS team included: collaborative, supportive, passionate, gracious, caring, reliable, and dedicated, to name a few.
  - b. School leaders and teachers shared appreciation of the restructuring of the central office team and have noticed an increase in the visibility of our support team.
  - c. The support of the Education Foundation along with our PTAs and Booster Clubs are also appreciated by our community.
3. Stakeholders celebrated several learning opportunities and suggested BCPS continue to focus our efforts in the following areas to aspire to greatness:

- a. The preparedness of the school division for remote learning as a result of the pandemic coupled with 1:1 devices and other technology infrastructure and support.
- b. Strong extracurricular activities including Fine Arts, athletics, FFA, academic competitions, and other character building opportunities for students.
- c. The ability for students to acquire career credentials in partnership with the Susie G. Gibson Science and Technology Center.

As Dr. Bergin reflected on the numerous conversations and review of the data, several common themes surfaced as key aspirations to influence the full potential of our students:

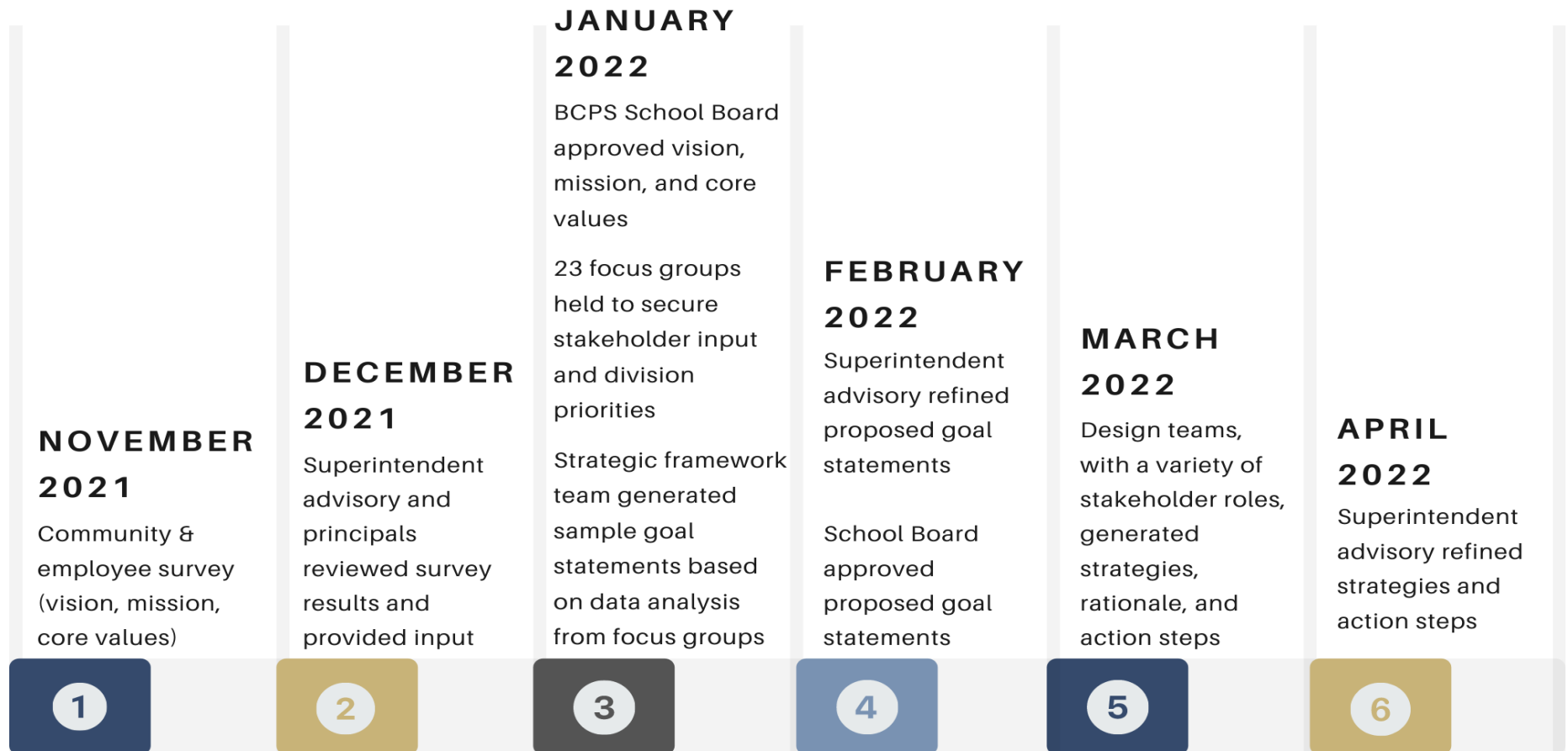
- Invest in Our People
- Accelerate Unfinished Learning
- Expand College, Career Ready, and Workplace Development Opportunities
- Support Social and Emotional Wellness
- Boost Equal Educational Opportunities

A strategic planning committee was formed in the fall of 2021 to focus on moving Bedford County Public Schools forward, using the information presented in Dr. Bergin's post-entry reflections. The committee planned opportunities for stakeholders to provide feedback on the division's current strategic plan. In October 2021, a survey was made available to students, parents, staff, and other members of the community to gather feedback regarding the school division's mission, vision, and core values. Based on an analysis of the data generated, new mission and vision statements were crafted and shared with the School Board; however, it was determined that the strong core values previously adopted should remain the same.

The strategic planning committee then used Dr. Bergin's five focus areas to generate four draft goal statements to share with stakeholders. Twenty-three focus group sessions were conducted in January - that consisted of hundreds of parents, students, teachers, support staff, and other community partners - in order to provide input on the four proposed goals.

The data gathered from the focus groups was then reviewed by the Superintendent's Advisory, the executive leadership team, and the strategic planning committee, before being shared with the School Board. Next, four design teams were created, with members from a variety of stakeholder groups, to further define each goal by creating strategies, action steps, and measurable indicators of success.

The end product of the design teams is this strategic framework, which will guide the work of Bedford County Public Schools over the next five years, through June 2027, to ensure the continued success of the school division by creating high academic expectations for all students, within safe and supportive learning environments, supported by a high quality workforce, and in collaboration with mutually supportive partnerships. The details of this new strategic framework are provided in this document.



# STRATEGIC TIMELINE



# STRATEGIC FRAMEWORK



## VISION

**Building Citizens.  
Promoting Success.**

## MISSION

Bedford County Public Schools will provide equal opportunities to enable all students to think critically, collaborate, create, communicate, and become productive citizens.



**GOAL 1**  
High Academic  
Expectations



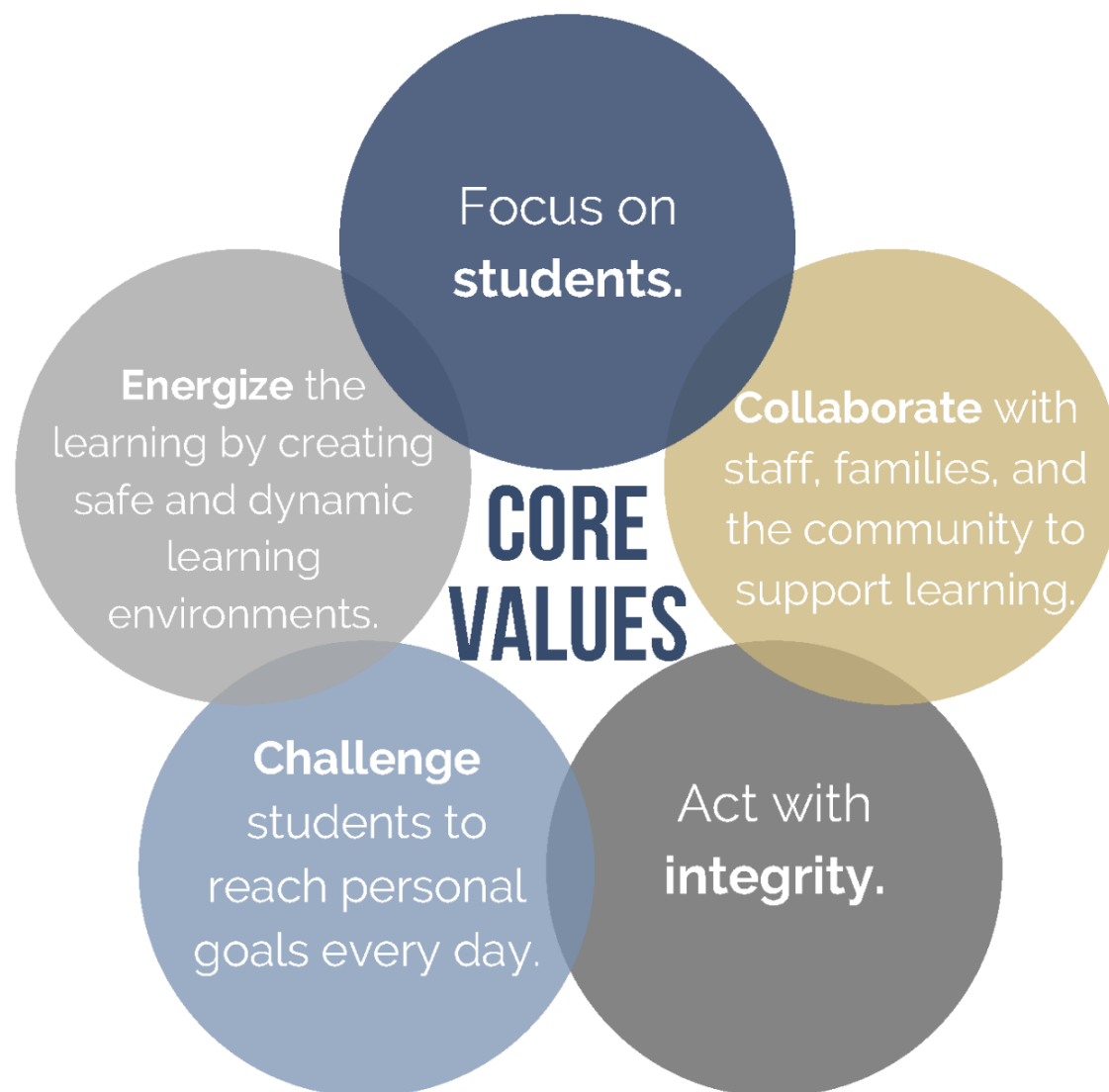
**GOAL 2**  
Safe and Supportive  
Learning Environments



**GOAL 3**  
High Quality  
Work Force



**GOAL 4**  
Mutually Supportive  
Partnerships





## GOAL 1: HIGH ACADEMIC EXPECTATIONS

Bedford County Public Schools will maintain high academic expectations and support all students in attaining foundational knowledge, transferable skills, and post-graduation plans.

### **Rationale for Goal:**

Literacy achievement for the students of Bedford County Public Schools has fluctuated in recent years. Foundational literacy instruction and early intervention are essential to student proficiency in grade level reading. Reading proficiency levels at third grade, a critical indicator of later reading success, show that there is a lack of progress towards adequately preparing children for future academic success. Third-grade reading level is linked to long-term outcomes. Students who do not read proficiently by third grade tend to remain behind in subsequent years as reading instruction shifts from learning to read, to reading to learn. Virginia Standards of Learning (SOL) assessments results indicate that approximately 69% of BCPS children in third grade are performing at a proficient level in reading. Data from the Phonological and Literacy Screening (PALS) assessments results indicate that approximately 72% of BCPS children in third grade have met the benchmark which is an indicator of grade-level proficiency in reading, with some achievement groups performing below their peers.

Numeracy achievement for the students of Bedford County Public Schools shows weaknesses in number and number sense, as well as computation and estimation. Addressing foundational skills and reasoning is essential to numeracy achievement. Students who lag behind in math at fifth grade tend to remain behind in subsequent years. Virginia Standards of Learning (SOL) assessments results indicate that approximately 60% of BCPS children in fifth grade are performing at a proficient level in math. Best practices include providing strong, effective instruction that focuses on strengthening students' conceptual understanding to build critical thinking, reasoning, and problem solving skills.

Students graduating on time is vital for their post secondary success. Early student involvement in academic and career planning is critical to support students in meeting their future so that students will be able to demonstrate that they are post-secondary ready after high school graduation. Post secondary success is demonstrated when students are college, career, and/or life ready. The [National College and Career Readiness Indicators](#) state that a student is, "life ready" if they "possess the growth mindset that empowers them to approach their future with confidence, to dream big, and to achieve



big.” BCPS students who are college, career, and life ready will be critical and creative thinkers, collaborate with others creatively, and ultimately become productive citizens in their community.

#### **Indicators of Success:**

- Over the next five years, the number of preschool classrooms for three and four-year-old children will increase by at least three classrooms.
- Students reading on or above grade level, as measured by meeting Virginia Kindergarten Readiness Program (VKRP) benchmarks, meeting Phonological Awareness Literacy Screening (PALS) developmental ranges, or meeting Standards of Learning (SOL) benchmarks prior to leaving elementary school (PreK-5) and by the end of milestone years (Grades 3, 5, 8, and 11) will increase.
  - [VKRP Indicators of Success](#)
  - [PALS / SOL Scores - Literacy](#)
- Students showing proficiency on mathematical concepts as measured by meeting Virginia Kindergarten Readiness Program (VKRP) benchmarks or meeting Standards of Learning (SOL) benchmarks will increase by the end of milestone years (Grades PK, K, 3, 5, 8, and Algebra I)
  - [VKRP Indicators of Success](#)
  - [Numeracy Indicator of Success](#)
- Increase the number of students achieving a 3 or higher score on the Advanced Placement Coursework exams from 45% to 60% and increase the number of students achieving a 2 or higher score on the Advanced Placement Coursework exams from 76% to 85%.
- Over the next five years, 98% of BCPS students will graduate from high school and all BCPS seniors will demonstrate post-secondary readiness.
- After graduation from BCPS, students will enter the workforce, enlist, or obtain a post-secondary degree. As an indicator of post-secondary readiness, BCPS will monitor student completion of at least two of the following benchmarks:
  - 90% Attendance rate
  - Workplace Learning Experience
  - Industry Credential or Certification
  - Participation in two or more organized co-curricular activities
  - Completion of an Internship, Job Shadowing, or Career Exploration Activity
  - Score a composite score of 20 or higher on the ACT

- Score a composite score of 1020 or higher on the SAT
- Score 3 or higher on an Advanced Placement (AP) exam
- Complete at least 2 dual enrollment or AP courses with a grade of C or higher
- Completion of a CTE sequence
- Earn a scale score of 32 or higher on the ASVAB

### Strategy 1: Preschool / Early Literacy and Social Skills

Expand access to BCPS preschool programs so that students have the opportunity to participate in high quality early learning experiences that strengthen social-emotional and foundational literacy skills, which are essential to school readiness.

Timeline	Resources	Person(s) Responsible	Progress Monitoring	
			Dates	Artifacts
<b>Action Step:</b> Increase the number of preschool opportunities for Bedford County students.				
August 2022	<a href="#">VPI Grant Funding</a>  Preschool Staff  Facilities	<b>Director of Curriculum and Instruction</b>  <b>Director of Special Education</b>	By June - Notification of VPI Grant Funding  By August - Open new preschool classrooms  By August - Assess needs	Number of preschool classrooms
<b>Action Step:</b> Provide professional development for all preschool staff in a) phonological awareness to support early literacy and b) social-emotional skills to promote self-regulation.				
August 2022	PALS Pre-K  VKRP CBRS  <a href="#">Heggerty Phonics Program</a>  HighScope curriculum  Sonday System - Let's Play Learn  Conscious Discipline	<b>Director of Curriculum and Instruction</b>  <b>Director of Special Education</b>  Supervisor of Elementary Special Education  Kindergarten Readiness Facilitator  Principals	Annually during the months of August, September, and October.	Division professional development calendar  Professional development attendance logs
<b>Action Step:</b> Provide systematic and explicit early literacy instruction in the areas of alphabet knowledge, beginning sound awareness, rhyme awareness, print and word awareness, and name writing for all students.				

August 2022 - May 2023	PALS instructional resources <a href="#">Heggerty Phonics Program</a>  Sonday System - Let's Play Learn	<b>Director of Curriculum and Instruction</b>  <b>Director of Special Education</b>  Supervisor of Literacy and Title I  Principals  Classroom Teachers	Review Fall, Mid-Year, and Spring reports  Daily lesson plan reviews  Annually assess needs	Teacher lesson plans  PALS reports
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**Action Step:** Strengthen family and community partnerships by providing resources to support early literacy, social-emotional development, and establishing a family advisory committee.

August 2022 - May 2023	Family Literacy Events  Family and Teacher Facilitator	<b>Director of Curriculum and Instruction</b>  <b>Director of Special Education</b>  Kindergarten Readiness Facilitator  Family and Teacher Facilitator	Twice per semester during 2022-2027	Family event attendance logs  Preschool family website  Family literacy kits  Kindergarten readiness kits  Family advisory committee attendance logs  Community partner attendance logs
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## Strategy 2: Literacy

Adopt and implement an evidence - based, PreK - 12 comprehensive literacy plan, which includes strategies to address opportunity and achievement gaps among student subgroups so that all students attain foundational knowledge and transferable skills that cultivate confident, proficient, lifelong readers.

Timeline	Resources	Person(s) Responsible	Progress Monitoring	
			Dates	Artifacts

<b>Action Step:</b> Create a literacy team to investigate, summarize, publish and communicate Science of Reading and adolescent literacy research to explore the role of explicit and systematic decoding instruction, the most effective format for phonics routines, the role of comprehension and vocabulary progressions to effective literacy and the connection between research and classroom practice in grades PreK-12. Include research on a framework for intervention.				
July - August 2022	<a href="#">Science of Reading Research and Presentations</a>  <a href="#">Scarborough's Reading Rope</a>  Literacy research-presentations for the five elements of reading instruction (phonemic awareness, phonics, fluency, vocabulary, and comprehension).  Heggerty Resources: PreK-2- <a href="#">Early Literacy through Primary</a>  3-5 <a href="#">Primary Extension (Bridge the Gap)</a> for 2-5 intervention)  <a href="#">Why Reading by the End of Third Grade Matters</a>	<b>Director of Curriculum and Instruction</b>  <b>Director of Special Education</b>  Supervisor of Literacy and Title I  Supervisor of Elementary and Secondary Special Education  Principals  Reading Specialists  Reading Coaches	By August 2022, team members meet, develop, and review the plan for the presentation and mode of delivery	Final presentation posted to ELA Canvas course for all ELA teachers  New hire training agendas / attendance logs  Meeting agendas
<b>Action Step:</b> Create, publish, and communicate a PreK - 12 comprehensive literacy framework that integrates evidence - based approaches and strategies in order to provide a consistent structure for teaching and practicing the skills of effective reading and writing.				
Annually, August 2022-2027	Literacy Framework Samples	<b>Director of Curriculum and Instruction</b>  <b>Director of Special Education</b>  Supervisor of Literacy and Title I  Supervisor of Elementary Special Education  Principals	By August of every school year revise the framework, as needed.	Notes from vetted literacy framework samples  Teacher lesson plans



		Reading Specialists		
		Reading Coaches		
<b>Action Step:</b> Adopt and implement evidence - based instructional resources to support the BCPS Literacy Framework districtwide.				
2022-2027	Heggerty Resources: PreK-2- <a href="#">Early Literacy through Primary</a>  3-5 <a href="#">Primary Extension (Bridge the Gap)</a> for 2-5 intervention)	<b>Director of Curriculum and Instruction</b>  <b>Director of Special Education</b>  Supervisor of Literacy and Title I	PD will begin in the 2022-2023 school year and will be given annually	Professional development on new curriculum for ELA K-5 and 6-12  Usage reports / observations  Data from embedded assessments

### Strategy 3: Numeracy

Research, design, and implement a division numeracy framework that focuses on building conceptual understanding and number and number sense so that students gain foundational knowledge that enables them to develop transferable skills, master critical learning phases, and prepare them for future success in algebraic thinking and post-graduation plans.

Timeline	Resources	Person(s) Responsible	Progress Monitoring	
			Dates	Artifacts
<b>Action Step:</b> Create a numeracy team to research numeracy plans that address number and number sense in PK-8 and the implications of number and number sense on algebraic thinking for future outcomes in grades 9-12. Include research on a framework for intervention.				
July - August 2022	Math Diet  <a href="#">C-R-A Framework</a>	<b>Director of Curriculum and Instruction</b>  <b>Director of Special Education</b>  Supervisor of Math	By August 2022, team members meet, develop, and review the plan for the presentation and mode of delivery	Vetted numeracy framework samples  Final presentation posted to math Canvas course for all math teachers
<b>Action Step:</b> Create, develop, and communicate a numeracy framework for PK-12 for numeracy instruction, including intervention.				
Annually, August 2022-2027	Research	<b>Director of Curriculum and Instruction</b>	By August of every school year revise the framework, as needed	Division Numeracy Framework

	Numeracy Framework Samples	<b>Director of Special Education</b> Supervisor of Math Principals		
<b>Action Step:</b> Provide and implement resources and training to support the BCPS numeracy framework for instruction in PK-12.				
Annually, August 2022-2027	BCPS Numeracy Framework PD Calendar	<b>Director of Curriculum and Instruction</b>  <b>Director of Special Education</b> Supervisor of Math Supervisor of Professional Learning	PD will begin in the 2022-2023 school year and will be given annually	Division professional development calendar

#### Strategy 4: Graduation and Post-Secondary Plans

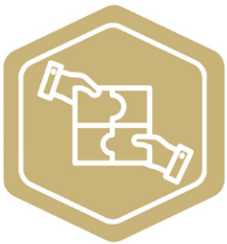
Increase the on-time Graduation Rate from 92.4% during the 2020-2021 school year to 95% for the 2023-2024 school year to over 98% for the 2026-2027 school year so that students demonstrate post-secondary readiness and transferable skills.

Timeline	Resources	Person(s) Responsible	Progress Monitoring	
			Dates	Artifacts
<b>Action Step:</b> Explore interests and pathways to begin developing an Academic & Career Plan in 7th grade. Counselors and staff will continue working with students throughout middle and high school to maximize plans for future coursework to include courses that are aligned with interests and long-term goals. Long-term goals will be developed with the intent of developing college, career, and life ready students by monitoring indicators of post-secondary readiness.				
Annually, October 2022-2027	Major Clarity  <a href="#">National College and Career Readiness Indicators</a>  <a href="#">South Carolina Education: College and Career Ready</a>	<b>Director of Curriculum and Instruction</b>  <b>Director of Special Education</b>  <b>Director of Student Support</b>  Supervisor of Secondary Special Education  Principals	By October each school year	Major Clarity Completion Report

		Counselors		
<b>Action Step:</b> Support students with two or more failing grades in core content areas by ensuring each Middle School develops a <i>Student Support Team</i> which meets weekly to discuss needed support and interventions. Following the conclusion of each school year, middle schools will communicate information to high schools regarding rising ninth grade students who received interventions during middle school.				
Annually, August 2022-2027	Major Clarity  <a href="#">National College and Career Readiness Indicators</a>	<b>Executive Director of School Administration</b>  <b>Director of Curriculum and Instruction</b>  Principals	By August of each school year. Teams will meet at least monthly	Student Support List with Interventions listed
<b>Action Step:</b> Develop a <i>Graduation Support Team</i> specific to supporting students in meeting graduation requirements. The teams will meet regularly to discuss needed support and interventions. In addition to instructional staff, teams should include IDS staff and representatives from the Alternative to Suspension Program.				
Annually, August 2022-2027	Major Clarity  <a href="#">National College and Career Readiness Indicators</a>	<b>Executive Director of School Administration</b>  <b>Director of Student Support</b>  Principals  Counselors	By August of each school year. Teams will meet at least monthly	Student-at-Risk List
<b>Action Step:</b> Identify rising 10th, 11th, and 12th grade students at risk of not meeting graduation requirements on time and communicate this to the <i>Graduation Support Team</i> . As students are identified, progressive interventions will be implemented to support students in graduating on time. The list will include seniors who are in danger of failing classes, lacking a CTE credential and/or verified credits, or lacking any college and career indicators of post-secondary success.				
Annually, September 2022-2027	Major Clarity  <a href="#">National College and Career Readiness Indicators</a>	<b>Executive Director of School Administration</b>  <b>Director of Student Support</b>  Principals  Counselors	By September of each year	Student-at-Risk List with interventions listed

**Action Step:** Submit a list of seniors who are at-risk of not graduating to the Director of Curriculum and Instruction. Administration and the *Graduation Support Team* will work with the student, parent, and teachers to implement interventions. During the fourth quarter, more frequent at-risk list updates will be submitted upon the direction from the Executive Director of School Administration and Director of Curriculum and Instruction. Of those students who do not graduate on time, staff will provide additional support for these students including exploration of alternative programs available in BCPS.

Quarterly, 2022-2027	Alternative Education Center	<b>Executive Director of School Administration</b>  <b>Director of Student Support</b>  <b>Director of Curriculum and Instruction</b>  Principals  Supervisor of the Alternative Education Center  Counselors	At the end of each quarter of each year	Student-at-Risk List with interventions listed
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## GOAL 2: SAFE & SUPPORTIVE LEARNING ENVIRONMENTS

Bedford County Public Schools will provide safe and supportive learning environments, both physically and emotionally, which enable all students to think critically, collaborate, create, communicate, and become productive citizens.

### Rationale for Goal:

It is important that all schools be safe and supportive learning environments. This encompasses the physical learning environment and the protective emotional care that are provided to all students.



Input from surveys, focus groups, and diverse stakeholders indicates a need for building improvements, welcoming and accessible spaces, and improved safety measures. Some BCPS schools have multiple buildings/open campuses and therefore multiple points of entry. In addition to facility attributes, the work of staff in creating and sustaining positive and supportive learning environments is critical. School discipline systems, school culture and climate, and classroom learning environment are key areas for long-range planning and themes reflected in focus group data. Common topics were improving school capacities to address significant disruptive and bullying behavior, using school climate and school discipline data with intention, increasing positive relationships between students and between students and staff, professional development that will emphasize trauma responsive practices and increasing connectedness for students through club activities.

A positive approach to discipline shifts the focus of discipline from punishment to restoration of relationships and restored understanding of and commitment to rules and order. The purpose of discipline then becomes the teaching of civility and interpersonal skills and the reconnection of disconnected students. Preventive methods for defiant or disrespectful responses and re-planned responses to disruption, lays the foundation for positive disciplinary methods to be successful in creating a safe school and the appropriate conditions for teachers to instruct effectively and for students to learn.

**Multi-tiered models of intervention will reduce an over-reliance on punitive methods.** (2019) USDOE Parent and Educator Guide to School Climate Resources; National Center on Safe and Supportive Learning Environments (NCSSL), Office of Safe and Healthy Schools, Office of Elementary and Secondary Education, US Department of Education <https://safesupportivelearning.ed.gov>

Additionally, the Virginia School Survey of Climate and Working Conditions continues to represent significant concerns from students about bullying behaviors on school campuses, reveals negative perceptions of students regarding student-teacher relationships and highlights increasingly complex mental health needs reported by students. National poll data recently collected also highlighted the parents' observation of these concerns with 80% of parents reporting concerns about their child's mental health needs and 85% of Americans agree there is a mental health crisis among youth in the United States today. *American Educational Research Association, March 2021; <https://hopefulfutures.us/research/>*

Specific recent data points indicate a need for BCPS to focus on improving the safety and support levels of our learning environments. These include:

- In the 2020-21 VDOE/DCJS climate survey, student responses averaged 3.32 (5=strongly agree)) in response to the statement, "I feel safe in my classes."
- In the 2020-21 VDOE/DCJS climate survey, student responses averaged 3.09 (5=strongly agree) in response to the statement, "Students belong at this school."

- In the 2020-21 VDOE/DCJS climate survey, when asked, “How does your school’s atmosphere impact your learning?” student responses averaged 3.34 (5=It has a very positive impact).
- In the 2020-21 VDOE/DCJS climate survey, 32.7% of students reported feeling sad or hopeless almost every day for two or more weeks and 10.4% reported seriously considering suicide in the last 12 months. For those students who reported feeling sad or hopeless, only 45.9% felt they had adults they could turn to for help.
- Triennial school safety inspections have given specific feedback to schools and the district maintenance and technology departments regarding concerns on school campuses.

#### **Indicators of Success for Goal 2:**

- Completion of Capital Improvement Plan targets in long-range planning so that students and staff experience safe, comfortable and inviting spaces in school facilities.
- Provisions for systematic review and modifications of existing safety procedures and systems to improve students and staff sense of security while on campus.
- Create more robust expectations for instructive programming for mental health competencies and align school climate assessment and programming to enhance student sense of belonging and strengthen student-teacher relationships.
- Reduce the number of incidents requiring discipline sanction by 10% and enhance services for behavioral intervention through the evaluation of discipline practices and promotion of a school-wide philosophy and practice.
- By promoting teacher well-being and supporting well-managed classrooms, the division would have fewer than 3% of teachers rated as Unsatisfactory or Needs Improvement in Standard 5 (Learning Environment) and Standard 7 (Professionalism).
- Document and articulate a tiered system of mental health and behavior support with an enriched and comprehensive approach to Tier 1/mental health competency and outcome-based models for Tier II/III services.

Strategy 1: Create safe, comfortable, inviting, and modern learning, work, and activity spaces for students and staff.				
Timeline	Resources	Person(s) Responsible	Progress Monitoring	
			Dates	Artifacts
Action Step: Create and update annually a BCPS Capital Improvement Plan for school renovations and other elements that affect learning.				

March 2022-2027	BCPS Capital Improvement Plan (CIP)	<b>Chief Operations Officer</b>  Board Facilities Committee  Board Intergovernmental Affairs Committee  Americans with Disabilities Act Amendments Act (ADAAA) Compliance Checks	Annually in March	Capital Improvement Plan (CIP) BCPS Budget
<b>Action Step:</b> Identify a procedure for the procurement of federal, state, local funds and grants to fully fund the goals of the Capital Improvement Plan (CIP).				
June 2022-2027	BCPS Capital Improvement Plan (CIP)  List of funded projects	<b>Chief Operations Officer</b>  Board Intergovernmental Affairs Committee  Board Facilities Committee	2022-2027	Grant applications  Minutes from the Facility and Intergovernmental Affairs Committees
<b>Action Step:</b> Continually maintain and update current safety practices, equipment, and training.				

June 2022-2027	Security Equipment Grant  School Crisis Plans  Communication drills for school administration/staff  Protocols for threat assessment teams  Reporting apps for students  Traffic Studies by site  Updates to bus security measures	Board Facilities Committee  Chief Operations Officer  <b>Safety Manager</b>  Transportation Supervisor	May 2023 and annual assessment through 2027	Security Equipment Grant documentation Survey of controlled access points by campus  Division review and feedback to Crisis Plans  Training documentation from schools  Documentation of Threat Assessment Team Planning/Review meetings  Analysis of reporting app utilization data and principal survey on campus usage/response  Assessment of wait-time/traffic patterns and any roadway interruptions  Review of Safety Inspection Data  Bus records of equipment installation date/functional capacities
<b>Action Step:</b> Facilitate site-based planning for utilization of and furnishing for a wide range of collaborative learning spaces and labs.				
June 2022-2027	Principal walk-throughs for space utilization and planning  Assessment of electrical access for device charging  Student Focus Groups  Evaluation of playground equipment accessibility under ADA	<b>Chief Operations Officer</b>  Principals  Maintenance Supervisor	May 2023 and annual assessment through 2027	Principal requests/procurements Facility space maps  Percentage of device/electrical access for charging assessed  Focus group data  ADAAA Compliance checks and consultation with special education staff for inclusive materials/equipment
<b>Action Step:</b> Engage students, staff and families in regular messaging about respect and care of campus facilities.				



June 2023	<p>Class and campus jobs connected to students/student groups/clubs</p> <p>Campaigns and messaging about school care and student responsibility for facility</p>	<p><b>Chief Operations Officer</b></p> <p>Principal</p>	August 2023 - June 2025	<p>Service opportunities lists prepared by school sites for division review</p> <p>Approval of group/club campus care activities through division operations channels and consent procedures</p> <p>Copies of announcements, webposts, media announcements or campaign materials by school site</p>
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**Strategy 2:** Establish procedures and practices that utilize student voice in problem-solving, balance dignity with accountability in discipline and provide a tiered system of support for mental health and behavioral needs so that Virginia School Survey of Climate and Working Conditions data shows an improvement of 8% in relevant items over 5 years.

Timeline	Resources	Person(s) Responsible	Progress Monitoring	
			Dates	Artifacts
Action Step: Align purpose, participation, process and student planning of the Mental Health Support Teams across the division.				
May 2023	School Health Assessment and Performance Evaluation System	Director of Student Support Services	August 2022	Team templates with division review and feedback procedures
	Model resources from division	School Administrators MHST Team Leaders	January 2023	Team evaluation templates with division review and feedback procedures
Action Step: Identify, define and map a tiered system of mental health and behavioral support in each school.				
December 2022-2027	School Health Assessment and Performance Evaluation System	Director of Student Support Services	December 2022	Identification and mapping of existing resources
	VTSS resources	School Administrators	May 2023	Needs assessment and map alignment
	Tactical Communications Training	Mental Health Support Teams	August 2023	Division review and feedback to initial map
				May 2023-2027

	Explore substance abuse curriculums / partnerships with Horizon Behavioral Health.			Ongoing annual updates and expansions to map with division review and feedback
<b>Action Step:</b> Expand community outpatient therapy partnerships to at least five elementary schools.				
2022-2027	Horizon Behavioral Health Memorandum of Understanding and Grant Monitoring	<b>Director of Student Support Services</b> Horizon Behavioral Health	At least one additional site per year	Evaluation of referrals, caseloads, and school assignments.
<b>Action Step:</b> Expand Intervention Design Specialist staff by 2 team members at the elementary level				
2023-2024	IDS referral data (intake; service allocation timelines and post-service outcome)  Free Care Medicaid Reimbursement	<b>Director of Student Support Services</b>  Medicaid Coordinator	August 2023	IDS Staffing data IDS Referral data
<b>Action Step:</b> Establish systems for semester, school-wide review and reflection on school discipline and school climate data.				
2022- 2027	Virginia School Survey of Climate and Working Conditions  Student Focus Groups  Internal Survey Data	Chief Operations Officer  <b>Director of Student Support Services</b>  School Administrators  Mental Health Support Teams  School Staff	Each Semester during 2022-2027	Virginia School Survey of Climate and Working Conditions Results  Incident Management Data  School protocol and documentation of activity  Internal Surveys data comparisons on target areas  Division staff review and advisement
<b>Action Step:</b> Develop school-based support positions to (1) analyze discipline data needed for semester review/reflection, (2) monitor Tier II/III interventions and special programs and (3) implement enhanced student collaboration and student-teacher reconciliation or restorative practices in discipline (4) support teacher evaluation in Standards 5 and 6.				
2023-2027	Virginia School Survey of Climate and Working Conditions Results  Incident Management Data	<b>Director of Student Support Services</b>  Chief Learning Officer	December 2022  Spring 2023  June 2023	Review of existing data; needs assessments  Job Description Development  Positions developed for middle school campuses

	Administrator Needs Assessment  Administrator Effectiveness Surveys  Local funding for new positions and/or reevaluation of existing responsibilities within support or administrative roles	School Administrators	June 2024	Positions developed for high school campuses
<b>Action Step:</b> Ensure every campus has at least 6 sessions per semester of counselor-led, in-classroom activities emphasizing mental health literacy and inter/intrapersonal competencies.				
2023-2027	Student Needs Assessments  Virginia School Survey of Climate and Working Conditions Results  School Health Assessment and Performance Evaluation System  Virginia School Counseling Standards / ASCA Mindsets and Behaviors	<b>Director of Student Support Services</b>  School Administrators  School Counselors	2023-2027 by semester	BCPS Skill Maps  Lesson Materials  Counselor Staffing Plans  School counselor provision logs to administrator
<b>Action Step:</b> Establish training opportunities and professional certification for 30 Level I: Digital Health and Wellness Professionals to support students experiencing technology overuse and addiction with ongoing training for instructional staff.				
Summer 2022 then ongoing through 2025	Funding for PESI Training - Tech Addiction and Digital Health in Children and Adolescents for 30 support staff	<b>Director of Student Support Services</b>  School Administrators  Youth & Family Specialists / School Social Workers  School Psychologists  School Counselors	Summer 2022  Back to School 2023/2024	Completed Training and Certification  Teacher Training and training evaluation on topic

**Strategy 3:** Provide all students with relational classrooms and a school culture of acceptance that promotes a sense of belonging and fosters their social and emotional development so that Virginia School Survey of Climate and Working Conditions data shows an improvement of 8% in relevant items over five years.

Timeline	Resources	Person(s) Responsible	Progress Monitoring	
			Dates	Artifacts
<b>Action Step:</b> Establish school-wide blueprints for school-culture and essential classroom systems to align specific professional learning and practices within and across campuses.				
2022-2024	Student Needs Assessments	<b>Director of Student Support Services</b>	December 2022	Blueprint Development
	Virginia School Survey of Climate and Working Conditions Results	School Administrators	Spring 2023	Faculty Self-Assessment with artifacts; growth planning
	National Center on Safe and Supportive Learning Environments	Mental Health Support Teams	Summer 2023	Joint Division/School Leadership Team Review
	Safe and Civil Schools	School Staff	Fall 2023 - Spring 2024	Blueprint Level Entry point established by campuses for Professional Development Planning
	School Quality Profile			School-wide Professional Development Activities coordinated to Blueprint
	VTSS Effective Classroom Systems		Fall 2024	
	Trauma Responsive School Framework			
	VDOE Community School Framework			
<b>Action Step:</b> Create a systematic program of student mentorship through MHST and broaden points of contact and adult support through unassigned duty periods.				
Summer 2022	Mentorship Protocol	<b>Director of Student Support Services</b>	Summer 2022	Protocol and Documentation Log for Mentoring Contacts
		Mental Health Support Teams		



<b>Action Step:</b> Utilize relationship mapping procedures across each secondary campus to ensure that each student is connected to supportive adults through mentoring, case management, clubs, extracurricular activities or internships.				
2024-2027	VTSS Effective Classroom Systems: Relationship Map protocols	<b>Director of Student Support Services</b>  School Administrators  School Staff	Ongoing each Semester	Map/Roster data
<b>Action Step:</b> Align a cross-curricular integration between content studies and Major Clarity (academic and career planning platform) to increase instruction and engagement in post-secondary planning.				
2022-2023	Major Clarity Pacing Guides  Major Clarity Academic and Career Plans  Social Studies Standards of Learning	<b>Director of Student Support Services</b>  Director of Curriculum and Instruction  Supervisor of CTE and Workplace Readiness  Supervisor of History, Fine Arts, & Foreign Languages  School Administrators  School Counselors  Classroom Teachers	Ongoing lessons per quarter	Major Clarity (MC) Pacing Guides  Social Studies Pacing Guides  MC Student Activation Rates  MC Student Return Data  MC Portfolio completion  CTE Completer Survey  School Quality Profile (IHE enrollment data)
<b>Action Step:</b> Expand and clarify sample indicators for evaluation Standard 5: Learning Environment.				
Summer 2024	Virginia School Survey of Climate and Working Conditions Results  National Center on Safe and Supportive Learning Environments	<b>Director of Student Support Services</b>  Executive Director of Human Resources and Talent Development  Executive Director of School Administration	Spring 2023  Summer 2024	Stakeholder Committee Meeting to review sample indicators  Update sample indicators on Formal Classroom Observation template

		School Administrators		
<b>Action Step:</b> Support teacher wellness with expansion of Standard 7: Professionalism to sample indicators of self-assessment/ SEL competencies.				
Summer 2024	CASEL Guide to Comprehensive School-wide SEL  Transforming Education Educator SEL Assessment  AIR Teacher Self-Assessment  Site-selected tools  <u>Onward: Cultivating Emotional Resilience in Educators</u> by Elena Aguilar.	<b>Director of Student Support Services</b>  Executive Director of Human Resources and Talent Development  Executive Director of School Administration  School Administrators	Spring 2023  Summer 2024	Stakeholder Committee Meeting to review sample indicators  Update sample indicators on Formal Classroom Observation template



## GOAL 3: HIGH QUALITY WORKFORCE

Bedford County Public Schools will create an exemplary workforce by recruiting, supporting, compensating, and retaining high quality employees.

**Rationale for Goal:** BCPS must work to actively recruit quality candidates and then retain veteran and novice staff through competitive compensation and a comprehensive network of support. Of the teachers who left Bedford during the 2021-2022 school year, 45% had 0-5 years of experience which highlights the importance of instructional mentoring, new teacher support, and the creation of site based onboarding teams. We currently have 103 teachers that are new to Bedford County Public Schools and 77 of those are new to the profession. This represents 10% of the instructional workforce within the school division. On average, school divisions spend \$20,000 per new hire related to recruitment, hiring, and pertinent training.

We must remain competitive in the local job market for **ALL** staff. During the 2021-2022 school year BCPS had a 6% employee turnover rate within the division. Data indicates that the highest turnover is in the nutrition, paraprofessional, transportation, and teaching classifications. Exit survey results indicate that the top three factors influencing employee turnover within Bedford County are personal reasons (42%), retirement (23%), and salary (19%). While the data details several reasons for staff turnover, it highlights the importance of being committed to offering regionally competitive salaries.

A priority in Bedford County Public Schools is to support each employee in their ongoing growth and development. The goal is for all employees, whether they are a newly hired candidate or a highly skilled veteran employee, to continuously reflect on their professional practice and pursue desired areas of growth. Professional learning must foster autonomy and provide opportunities for professionals to witness best practices, discuss and apply new information, and explore current research. Educators desire professional development that is relevant, job-embedded, and authentic. Professional learning opportunities will allow educators to perfect their craft as they participate in presentations, hands-on workshops, and collaborative discussions.

A staff survey was conducted during 2019-2020 and again in 2020-2021 to determine the professional learning needs of BCPS staff. Staff wanted ownership of their professional growth with training that was flexible and delivered in multiple formats. In addition to the survey, 78 personal interviews were conducted and 21 site-based feedback protocols were instituted to determine how professional growth could be best facilitated. Additionally, we must remain diligent in understanding the current needs and priorities of our staff, nurture school and division climate, and celebrate staff success in order to sustain a healthy and productive workforce.

#### **Indicators of Success:**

- Percentage of properly licensed and endorsed teachers will improve from 96.58% to 98% as indicated by the Instructional Personnel Verification Report.
- The percentage of teachers leaving the county with 0-5 years of experience in Bedford County will decrease by 10%.
- BCPS will achieve a 90% or greater retention rate for certified staff annually.
- BCPS will reduce the turnover rate of classified staff by 20% by 2027.

- 100% of teachers will participate in authentic, relevant professional learning aligning to their desired professional learning pathway.
- The number and variety of professional learning opportunities available in each pathway will increase by 10% annually.

**Strategy 1:** BCPS will recruit qualified candidates, prioritize compensation, cultivate a positive climate, support and retain current staff, so that BCPS transforms into an employer and community of choice for central Virginia promoting positive outcomes for student achievement.

Timeline	Resources	Person(s) Responsible	Progress Monitoring	
			Dates	Artifacts
<b>Action Step:</b> Continuously improve salaries to restore steps and remain competitive in the regional job market.				
2022 - 2027	Funding for salary increases to implement the <a href="#">Classification and Compensation Study - Management Advisory Group</a>	<b>Executive Director of Human Resources and Talent Development</b>  Director of Human Resources	July 2023  Each February from 2022-2027	Full Implementation of the Salary Study as defined by Salary Scales  Regional Salary Comparison Chart - to reevaluate compensations annually with region to remain competitive
<b>Action Step:</b> Enhance recruitment process to contract early and attract a highly qualified, diverse pool of applicants.				
2022 - 2027	Funding for registration and travel to attend job fairs inside and outside of VA.  Funding to attend and participation in <a href="#">American Association of Employment in Education</a> and the AAEE National Working Group for Teacher Retention  Participation in the Virginia Department of	<b>Executive Director of Human Resources and Talent Development</b>  Supervisor of New Teacher Support	June 2022 - June 2027  July, November 2022 - 2027  Each October 2022- 2027  June 2022 - August 2027  August 2022-June 2023	Spreadsheet documenting job fair attendance professional and classified  Spreadsheet of student teacher/intern placements  Spreadsheet with the number of licensure deficiencies  Profile of candidates interviewing - Unified Talent report

	Education Recruitment and Retention Advisory Committee		<p>Each March from 2022-2027</p> <p>August 2024, 2025, 2026, and 2027 recruitment strategies will be re-evaluated and refined</p>	<p>Investigate opportunities for graduates of Susie Gibson Science and Technology Center to obtain employment with Bedford County Public schools and how to support this transition.</p> <p>Letters of intent will be issued for known vacancies and hard to fill positions.</p> <p>Job fairs and success rates will be analyzed. New strategies and market ideas will be identified.</p>
<b>Action Step:</b> Implement processes that enhance employee voice, facilitate a professional atmosphere, and promote a healthy work environment.				
2022 - 2027	<p>Personnel to visit each school</p> <p>Feedback protocol for pulse checks</p> <p>Satisfaction Interview</p>	<p><b>Executive Director of Human Resources and Talent Development</b></p> <p>Supervisor of New Teacher Support</p> <p>Director of Human Resources</p>	<p>Visit all schools by May 2023 for the first pulse check and visit each school each year through 2027</p> <p>January 2023 -Design process for satisfaction Stay Interview</p> <p>March 2023- Implement Stay Interview and continue to implement and revise through 2027.</p> <p>August 2022 - June 2027</p> <p>Investigate staff recognition at the division and school level by May 2023. Increase staff recognition at the division and school level May 2024, 2025, 2026.</p> <p>Monitored Quarterly - 2022-2027</p>	<p>Human Resource Pulse Checks each quarter on site at all 21 schools to garner input from all school based staff</p> <p>Satisfaction/Stay Interview</p> <p>Exit Survey</p> <p>List of employees and reason for recognition.</p>

			<p>Monitor school success using onboarding team - August 2022- June 2023</p> <p>2024-2025</p> <p>2025-2026</p> <p>2026-2027</p>	<p>Number of Active Substitutes monitored since quantity impacts teacher morale and protected planning</p> <p>List of Schools with Onboarding Teams and Events/ Retention at schools with onboarding teams.</p> <p>Onboarding teams will exist at all secondary schools</p> <p>Evaluate effectiveness of HR Pulse Check events and determine additional layers of support to strengthen the relationship between the central support team and the individual schools</p> <p>Elementary schools will explore the introduction of onboarding teams</p> <p>Onboarding teams will be implemented at elementary schools as appropriate</p>
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**Strategy 2:** BCPS will establish a culture of excellence by providing professional learning that facilitates the individual growth of all staff members to broaden job skills and enhance job performance so that students are supported by high quality employees.

Timeline	Resources	Person(s) Responsible	Progress Monitoring	
			Dates	Artifacts
<b>Action Step:</b> Introduce a comprehensive professional learning plan for instructional staff, which promotes ownership through practical, job-embedded training.				
2022 - 2023	<a href="#">BCPS Professional Learning Pathways website</a>	Executive Director of Human Resources and	August 2022  Website completed July 2022	Promotion and advertisement of pathways  Pathway website



	<a href="#">Standards for Professional Learning</a>	Talent Development  <b>Supervisor of Professional Learning</b>	September 2022  October 2022  February 2023	Veteran staff complete “Reflective Inquiry”  Veteran staff complete “Investigate Pathways”  Participate in professional learning offerings that align with the selected pathway
<b>Action Step:</b> Implement the “Establishing Your Role in the Profession” pathway for teachers new to BCPS.				
2022 - 2023	Funding for licensure deficiencies  <a href="#">Title II Grant: Preparing, Training, and Recruiting High Quality Principals and Teachers</a>  Resources to support new hires and mentors from the <a href="#">New Teacher Center</a>  <a href="#">Cultivate Your Emotional Resilience and Thrive</a>	Executive Director of Human Resources and Talent Development  Supervisor of Professional Learning  <b>Supervisor of New Teacher Support</b>	September 2022  October 2022  August 2022 - May 2023  December 2022, May 2023 reviewed	Assignment of mentors for 0 year teachers for the first 2 years  Agendas and presentations for monthly professional development sessions  Infield coaching log each semester  Informal observation log of zero year teachers
<b>Action Step:</b> Ensure full implementation of the professional learning pathways for all licensed, instructional staff.				
2023 - 2027	<a href="#">Title II Grant: Preparing, Training, and Recruiting High Quality Principals and Teachers</a>  Division funding for professional conferences, workshops, and coursework cleared through <a href="#">What Works Clearinghouse</a>  Conferences and workshops offered through	Executive Director of Human Resources and Talent Development  <b>Supervisor of Professional Learning</b>	August 2023 - May 2024  August 2023 - June 2024  October 2023, February 2024 professional development days  August 2023- June 2024  Winter 2024	Website/LTP advertisement of conference/workshop.  Professional Learning Calendar offering training in multiple formats  On division professional learning days sessions will be relevant and content specific. Exit surveys will be monitored.  Weekly professional development updates aligned with the available pathways  Pathway satisfaction survey

	<a href="#">Virginia Association of Supervision and Curriculum Development</a> and <a href="#">Virginia School Consortium for Learning</a>  Offerings will adhere to the <a href="#">Standards for Professional Learning</a>		Spring 2023, Spring 2024, Spring 2025, Spring 2026  June 2024, June 2025, June 2026, June 2027  Fall 2024, Fall 2025, Fall 2026, Fall 2027	Interest survey to identify professional learning needs of instructional staff  Analyze exit surveys from each professional learning offering to ensure future offerings and the overall pathways meet the evolving needs of staff  Actively recruit qualified teachers in BCPS to lead content specific, hands-on training on division professional learning days
<b>Action Step:</b> Investigate routes for classified staff to achieve continued career growth through enhanced career opportunities and the provision of funding for additional certifications.				
2022 - 2027	<a href="#">SHRM Developing Employee Career Paths and Ladders</a>  Partnerships with local colleges and universities for career growth opportunities.  <a href="#">Elementary Education Bachelor's of Individualized Study</a>  Funding for career growth opportunities	<b>Executive Director of Human Resources and Talent Development</b>  Supervisor of Professional Learning	November 2022  January 2023  March 2023  May 2023  August 2023-June 2024  Spring 2025, Spring 2026  Winter 2026  August 2025-June 2027	Interest Survey  Review survey data to outline interest  Research summary of career growth opportunities for classified staff  Summary presentation to department supervisor  Career growth opportunities will be outlined and advertised for classified staff  Satisfaction survey pertaining to current career growth opportunities  Investigate salary incentives for classified staff credentials/licenses  Career ladders will be evaluated and refined based on classified staff feedback



## GOAL 4: MUTUALLY SUPPORTIVE PARTNERSHIPS

Bedford County Public Schools will develop mutually supportive partnerships with families and community organizations to enhance student well-being and broaden opportunities for workforce development.

### **Rationale for Goal:**

Bedford County Schools recognizes the important role families and community partners play in building better futures for students. Input from surveys and twenty-three (23) focus groups including students, families, educators, board members, PTA County Council, and community partners was collected and analyzed. Post entry reflections from the Superintendent, based on community meetings held in 2021, indicates a need for a focus on improved communication and engagement with families and providing equal opportunities to students in all three school zones.

In collaboration with the Demographics Research Group of the Weldon Cooper Center for Public Service at the University of Virginia, the research report [Virginia's Workplace Readiness Skills: Framework for the Future](#) (PDF) has been shared with school divisions. The purpose of this research was to evaluate Virginia's current 21 Workplace Readiness Skills and to make certain they are up-to-date and aligned with the needs of employers. Hundreds of employers throughout the Commonwealth have been interviewed or surveyed to determine the most essential workplace skills for entry-level workers. Based on this data and in collaboration with community work partners, all learning pathways will incorporate workplace skills and on the job training through high school internship opportunities.

Based on the 2020-21 school quality profile, 534 students graduated with one or more Career Technical Education (CTE) credentials. Bedford County Schools offers a variety of CTE courses that also receive dual enrollment credit.

Bedford County Public Schools works with Central Virginia Community College and the University of Lynchburg to offer dual-enrollment programs that provide opportunities for qualifying juniors and seniors to meet high school graduation requirements while simultaneously earning college credit. Dual enrollment courses may be offered on the college campus or on school based campuses. Since these college credits transfer to all Virginia colleges, families can reduce future college tuition costs for students. Based on the 2020-21 School Quality Profile, 12% of Bedford County students in

grades 9-12 are enrolled in at least one dual enrollment course. In addition, only 33% of students in Bedford County continue on to higher education opportunities.

According to the Community College Research Center, participation in dual enrollment can help students succeed in higher education by giving them a realistic idea of what college requires and giving them a head start on college-level work. Research from the Oregon Research Center indicates that dual credit students who go on to college continue to the second year at a higher rate than freshmen who enter college without having earned dual credit. In addition, dual credit participants who continue to the second year of college earn a higher first year GPA.

Data gathered through focus groups indicated that program offerings could be more clearly explained to students and families on our division website, within our Program of Studies, and by hosting additional information sessions. In order to offer equal access, promotional materials and information must reach the students and the families. By combining student interest with workforce needs, Bedford County Schools can offer opportunities for students as soon as they graduate.

A consistent body of research concludes that parents are the first and foremost influence on their child's development and school success. When parents are involved, students get better grades, score higher on standardized tests, have better attendance records, drop out less often, have higher aspirations, and more positive attitudes toward school and homework.

#### **Indicators of Success:**

- Using a survey for high school parents and students, data will be gathered on the ease and access to information from the school division for college or career planning. Data will indicate an increase of 20% in satisfactory access to information, program planning, and options for high school students.
- The number of students successfully completing at least one dual enrollment course will increase from 12% to 32% in 5% increments over the next five years.
- The number of students successfully completing a CTE credential will increase from 534 to 560 over the next five years.
- A list of events/activities held throughout the division with community partners provided annually.

**Strategy 1:** Encourage opportunities for family support and increased communication so that knowledge of student opportunities are enhanced.

Timeline	Resources	Person(s) Responsible	Progress Monitoring	
			Dates	Artifacts
Action Step: Develop a survey for parents/guardians and students grade 6-12 to determine stakeholder access to information.				
April-July 2022	Research surveys	Chief Learning Officer	June 2022 - identify research for surveys  Fall 2022- send survey and analyze results	Sample Surveys  Final survey and data analysis
Action Step: Create a user-friendly information hub for parents on the Bedford County Public School's website.				
Fall of 2023	Funding for new website creation  Survey data	Chief Learning Officer  Technology and Instruction Team	July 2022- December 2022- research website companies and offerings  January 2023-June 2023- web design and transition  Fall 2023- Rollout new website	Research gathered- review of current website and review of survey data  Notes from planning meetings and trainings  New website
Action Step: Enhance and modernize branding materials, websites, and information provided to families regarding all student opportunities.				
2024-25		Chief Learning Officer  Instruction Team	2022-23- Evaluate current information available. Form a team to determine needs.  2023-24- Update materials, create new information videos, brochures, etc.  2024-25- Rollout new informational materials	Meeting notes from the team.  All materials created in print and digital format and updated website with a student and parent friendly information hub.
Action Step: Host a “Focus on Career Week” at the elementary level to engage fifth grade students in opportunities to learn about career pathways offered in BCPS.				
Spring 2023	Community partners to support programs in each school during the week	Chief Learning Officer  Director of Student Support Services	Fall 2022- Develop a planning committee  January 2023- Finalize plans  Spring 2023- Hold first “Focus on Career Week”	Promotional materials, plans for the week, and notes from committee meetings

	Funds for promotional materials	Supervisor of CTE and Workplace Development  School Counselors		Pictures and video of students participating and reflecting on the experience to share on social media.
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Strategy 2: Expand dual enrollment and CTE offerings so that students are prepared for post-secondary opportunities.				
Timeline	Resources	Person(s) Responsible	Progress Monitoring	
			Dates	Artifacts
Action Step: Reexamine current CTE course offerings to meet community workforce needs and target in demand careers based on job growth.				
Ongoing annually	Major Clarity  PD on Major Clarity use  Survey	<b>Supervisor of CTE and Workplace Readiness</b>  Director of Student Services  School Counselors	August annually- complete an interest survey in course offerings connected to information from Major Clarity  Annually in the fall	Major Clarity reports Survey data  Program of Studies update, new course requests and offerings
Action Step: Implement a process whereby all students graduating with a standard or advanced diploma will receive an admission letter to Central Virginia Community College (CVCC).				
2024-25		<b>Chief Learning Officer</b>  Director of Curriculum and Instruction	2022-23- Investigate steps to fulfill this action step by meeting with CVCC.  2023-24- Planning meetings to identify specific requirements  2024-25- Rollout	Meeting notes  MOU with CVCC  Acceptance letters
Action Step: Require all students working towards an advanced or standard diploma to take one dual enrollment course.				
2024-25	Program of Studies  Survey  Funding for PD and DE credits	<b>Chief Learning Officer</b>  Director of Curriculum and Instruction  Supervisor of HR and Talent Development	2022-23- investigate steps to fulfill this action step and determine course, requirements, and staff training  2023-24- PD and trainings for teachers, work with counselors to determine students that would need a course	Meeting notes and data from high schools on current number of students completing DE courses  Professional development sign in sheets and presentation materials Student course needs and request lists  Program of Studies



	Funding for teacher required coursework		2024-25- Rollout with incoming freshman class with new DE course requirement	
<b>Action Step:</b> Modernize and update the Susie G. Gibson Science and Technology Center to make an innovative, state of the art facility that is appealing to students.				
2026-27	Funding for Capital Improvement	<b>Executive Team and Superintendent</b>	Facility committee Board of Supervisors	Planning session agenda, committee minutes, sign-in sheets and communication documents
<b>Action Step:</b> Explore more CTE and job skill training opportunities for students with disabilities.				
2023-24	Funding for course opportunities that are added	<b>Supervisor of Secondary Special Education</b>  Supervisor of CTE & Workplace Readiness	2022-23- look at transition plan data, Gibson applications, and current course offerings to determine courses that can be offered to meet needs identified  Fall 2023- add courses to the Program of Studies	Notes from planning meetings, applications, transition plan data  Program of Studies

<b>Strategy 3:</b> Solicit community partnerships that enhance learning so that students are provided support and opportunities through community resources.				
Timeline	Resources	Person(s) Responsible	Progress Monitoring	
			Dates	Artifacts
<b>Action Step:</b> Reestablish the CTE Advisory Committee and have a standing quarterly meeting. The committee will include business partners, the Director of Economic Development, the Chamber of Commerce, and BCPS employees.				
Fall 2022	Meeting location	<b>Supervisor of CTE &amp; Workplace Readiness</b>	July 2022- set dates and locations of meetings and send out invitations to identified participants  September 2022- first meeting of CTE Advisory that will continue quarterly	Notes  Notes from meetings, agendas
<b>Action Step:</b> Solicit the support of the Chamber of Commerce to offer a Career Expo for all 7th graders prior to starting their Academic Career Plan in Major Clarity.				
Fall 2023	Major Clarity  Funding for Expo shirts.	<b>Supervisor of CTE &amp; Workplace Readiness</b>	Fall 2022- start planning for Career Expo in coordination with Chamber of Commerce	Meeting notes

	bags, promotional items  transportation	Susie G. Gibson counselor and MS school counselors	Spring 2023- Ordering materials, advertising to families, find business partners  August 2023- Confirm partners, finalize plans  October 2023- First Career Expo	Flyers, notes from meetings, planning session information, invites to business partners, etc.
<b>Action Step:</b> Facilitate an on-site tour of the Susie G. Gibson center for 9th grade students to showcase course offerings.				
2022-23	Transportation	<b>Susie G. Gibson Counselor</b>  HS counselors	Fall 2022- communicate and schedule visits with high schools and plan tour with Gibson staff  Spring 2023- Tour	Notes Flyers and brochures CTE programs will give students something to represent their class  Current students in the programs will talk to 9th graders
<b>Action Step:</b> Hold a Workforce Summit with community partners.				
Fall 2023	Possible funding needs- promotional items, food, will be assessed in planning year	<b>Supervisor of CTE &amp; Workplace Readiness</b>	2022-23 Bedford County Schools will work with the Bedford County Economic Development Office, the Bedford Chamber of Commerce, the Bedford Board of Supervisors, and Bedford County employment partners to plan a Workforce Planning Summit.  Fall 2023- Host Workforce Summit	Notes from ongoing meetings and planning.
<b>Action Step:</b> Advocate with community partners and the Board of Supervisors to expand broadband coverage so that all students can access the internet from home and in the community.				
2026-27  Ongoing		<b>Director of Technology</b>	Attendance at meetings with community to discuss plans for expansion and completion of project.  Ongoing advocacy based on family needs in the community.	Monitor Powerschool enrollment to determine continued technology needs in our student community.