

# **MAGGIE L. WALKER GOVERNOR'S SCHOOL**

## ***FOR GOVERNMENT AND INTERNATIONAL STUDIES***

### **FIVE -YEAR STRATEGIC PLAN**

**July 1, 2015 through June 30, 2020**

#### **Regional School Board**

The Regional School Board of the Maggie L. Walker Governor's School is composed of one school board member from each participating school district. Its primary purpose is to set policy, which guides the Maggie L. Walker Governor's School, and represent and interpret the objectives, goals, programs and needs of the Maggie L. Walker Governor's School.

Mr. W. Kevin Hazzard (Chair), Goochland County Schools  
Mr. John Axselle III (Vice-Chair), Hanover County Schools  
Ms. Cora Armstrong, King and Queen County Schools  
Ms. Valarie Ayers, Powhatan County Schools  
Ms. Sarah Grier Barber, New Kent County Schools  
Ms. Barbara Crawley, Charles City County Schools  
Ms. Kimberly Gray, City of Richmond Schools  
Dr. Deborah Marks, Hopewell City Schools  
Ms. Michelle Ogburn, Henrico County Schools  
Mr. Kenneth Pritchett, City of Petersburg Schools  
Ms. Dianne Smith, Chesterfield County Schools  
Mr. Jerry Warren, Prince George County Schools

#### **Superintendent's Steering Committee**

The Steering Committee is composed of the Division Superintendent of each participating school district, or the superintendent's duly appointed designee.

Dr. James Lane, (Chair) Superintendent of Goochland County Schools  
Janelle Wilson, (Vice-Chair) Superintendent of Hanover County Schools  
Dr. Dana Bedden, Superintendent of City of Richmond Schools  
Dr. Bobby R. Browder, Superintendent of Prince George County Schools  
Dr. David Gaston, Superintendent of Charles City County Schools  
Dr. John Fahey, Superintendent of City of Hopewell Schools

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Dr. Eric Jones, Superintendent of Powhatan County Schools  
Dr. Stanley Jones, Superintendent of King and Queen County Schools  
Dr. Patrick Kinlaw, Superintendent of Henrico County Schools  
Dr. Joseph Melvin, Superintendent of City of Petersburg Schools  
Dr. Marcus Newsome, Superintendent of Chesterfield County Schools  
Dr. David A. Myers, Superintendent of New Kent County Schools

**School Leadership**

Dr. Jeffrey McGee, Director  
Dr. Wendy Ellis, Assistant Director for Curriculum and Instruction  
Mr. Philip Tharp, Assistant Director for Operations

**Policy Authority: Regional School Board Policy No.: 0013**

The MLWGS Regional School Board will adopt a comprehensive strategic plan. The plan will be developed by the MLWGS staff with community involvement and will include, or be consistent with, recognized standards in international education and all other plans required by state and federal laws and regulations. The Regional School Board shall review the plan biennially and adopt any necessary revisions. Prior to the adoption of the plan or revisions thereto, the Regional School Board will post the plan or revisions on the school's internet website if practical and make a hard copy of the plan or revisions available for public inspection and copying and will conduct at least one public hearing to solicit public comment on the plan or revisions.

**Strategic Planning Team**

A 17-member representative group of MLWGS' leadership, students, staff, faculty, counseling, Regional School Board, Superintendents Steering Committee, PTSA, School Advisory Council, Foundation, and Alumni.

Mr. Kevin Hazzard, Chair, Regional School Board  
Dr. Eric Jones, Superintendent of Powhatan County Schools  
Dr. Jeff McGee, Director  
Dr. Wendy Ellis, Assistant Director, Curriculum and Instruction  
Mr. Phil Tharp, Assistant Director, Operations  
Ms. Julia Kinder, Student (New Kent)  
Ms. Virginia Chambers, Student (Henrico)  
Mr. Alessandro Ragazzi, Student (Richmond)  
Mr. Ben Wong, Student (Henrico)  
Ms. Joy Davis, Counseling

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Mr. Matt McGuire, Teacher  
Ms. Tinsley Pollard, Teacher  
Ms. Megan Rainey, Staff  
Ms. Laura O' Brien, PTSA (Henrico)  
Mr. Doug Scheibe, Foundation (Chesterfield)  
Ms. Chamie Valentine, School Advisory Council (Richmond)  
Mr. Bryce Lyle, Alumni

**Strategic Planning Process**

MLWGS' strategic planning process began in August 2014 when Dr. Jeff McGee, Director gathered together an 17-member representative group of MLWGS' staff leadership, faculty, students, a member of the Regional School Board, a member of the Superintendents Steering Committee, and other stakeholders together to begin work on a five-year strategic plan. The staff, faculty and other stakeholder groups had been working for more than a year on annual plans and it was decided to take information from the annual plans and put together a five-year plan. Consultant Amy Nisenson was hired to work with Dr. McGee, other school leadership, and the Strategic Planning Team to create the strategic plan.

The GOALS of the project were for Amy Nisenson to work over an eleven-month period (June 2014 –April 2015) to:

- Serve as consultant and facilitator for MLWGS's planning process and retreats
- Prepare the final document
- Present results to the Board
- Work with MLWGS staff to provide an implementation plan

Deliverables of the Project were:

- Work with Jeff McGee to convert annual plan into draft template
- Work with steering committee to create a plan to go to the School Board for approval.
- Complete the final plan for approval in March 2015
- Work with Jeff and staff to create an implementation plan.

Facilitated Meetings and Timeline:

- Series of one-to-one meetings with Dr. McGee to convert existing data from annual plan work into draft strategic plan template.

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- Two half day meetings to review draft template with steering committee in August 2014 to affirm the mission, vision, values, customers, services and the gaps found in the needs assessment against the seven standards MLWGS operates under.
- Seven 3-hour meetings with steering team to flush out the plan from September to February, which involved setting goals, objectives, initiatives, and outcome measures. The steering committee broke into small groups outside of the 3-hour meetings to fully flush out the plan and bring the information to the team for approval during the process.
- Town Hall meeting with School community in March 2015 to share plan and get feedback
- Two 3 hour informal meetings to create an implementation plan.

**Strategic Plan**

The Strategic Plan created by MLWGS addresses the following goal areas: Student Recruitment and Retention; Curriculum and Instruction; Faculty and Staff; Facility; and Finance. The Standards for Excellence provided a framework for improvement planning and for the strategic plan. In addition, the strategic planning team brainstormed about critical issues that the MLWGS faced over the last few years, and this framed the goal areas. The final plan will be presented to the Regional School Board for a “first read” in April 2015 and scheduled to be voted on at the May 21, 2015 meeting.

**TENTATIVE APPROVAL TIMELINE (\*MAY CHANGE)**

1. 19 MARCH 2015--COMPLETE PLAN DELIVERED TO BOARD AND SUPERINTENDENTS
2. \*24 MARCH 2015—TOWN HALL TO RECEIVE COMMUNITY FEEDBACK
3. \*16 APRIL 2015—PRESENTED TO BOARD FOR “FIRST READ”
4. \*21 MAY 2015--REQUEST VOTE FOR APPROVAL

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**STANDARDS FOR EXCELLENCE**  
**(A framework for improvement planning)**

1. **Mission and Purpose:** MLWGS maintains, communicates and commits to a shared direction and purpose.
2. **Governance and Leadership:** MLWGS operates under governance and leadership that promote and support student and staff performance, school effectiveness, and mission accomplishment.
3. **Teaching and Learning:** The MLWGS curriculum, instruction, assessment practices, and learning experiences are progressive, rigorous, and aligned with the school's mission.
4. **Access to Teaching and Learning:** MLWGS provides and coordinates learning support services to meet the unique learning needs of students.
5. **Faculty and Support Staff:** Highly qualified professional and support staff are sufficient in number to fulfill the roles and responsibilities necessary to accomplish the MLWGS mission.
6. **Culture and Partnerships:** MLWGS is a model public-private partnership that involves relevant public personnel and aligns relevant external stakeholders in common pursuit of mission accomplishment.
7. **Operational Systems:** MLWGS maintains modern facilities, services, furnishings, and equipment to provide a safe, clean, and healthy environment that is aligned with the learning needs of its students.

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**VISION**

Maggie L. Walker Governor's School for Government and International Studies (MLWGS) will develop life-long learners who embrace the responsibility of citizenship, the value of ethical leadership, and the richness of diverse cultures.

**MISSION**

Our mission is to provide comprehensive educational opportunities that advance gifted students' understanding of world cultures and languages. Our diverse and supportive community develops students' character and ability to contribute, collaborate, and lead.

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CUSTOMERS	SERVICES
High ability high school learners and their families Public School Districts Universities-dual enrollment/matriculation Mentoring sites <i>Community service sites</i> <i>Alumni</i>	Public education tailored to the needs and post-secondary educational aspirations of high ability learners and their families. <ul style="list-style-type: none"> <li>• Rigorous/broad academic curriculum                             <ul style="list-style-type: none"> <li>○ University credit/dual enrollment</li> <li>○ AP Courses—expansive offerings</li> <li>○ <i>Specialty courses</i></li> <li>○ <i>Affective needs of high ability learners (social/emotional balance)</i></li> <li>○ <i>Community of honor and trust</i></li> </ul> </li> <li>• Expansive co/extracurricular program</li> <li>• Comprehensive college admissions counseling</li> </ul>

**BELIEFS**

The mission of MLWGS is based on the beliefs that:

1. Our success is fueled by the unique geographic footprint of our students who share diverse ideas and perspectives from a wide range of Central Virginia School divisions.
2. Gifted students benefit from special academic programs designed to meet their unique educational needs.
3. By cultivating a family-like, nurturing community of students, supported by our staff of professional and dedicated teachers, our school is an effective, proven platform for limitless personal and academic development.
4. A rigorous, exciting education that is responsive to the emotional, social, physical and intellectual needs of each student prepares them to reach their goals for higher education, define their academic passions, and to cultivate their talents.
5. Our school’s deep-rooted heritage of liberal arts curricula, infused with an emphasis on government and international studies, inspires our students to embrace the responsibility of citizenship, the value of effective government and the richness of diverse cultures.
6. The pursuit of excellence in interdisciplinary, collaborative, and experiential academic studies prepares students to contribute productively to society and to compete successfully in the workplace.
7. Because our students have a wide array of curricular, co- and extra-curricular interests, including history, sciences, arts, technology, music, literature, mathematics, athletics, and more, we inspire our students to find their own unique path.
8. Honor, integrity, character, and mutual respect are fundamental to our school’s tradition of lifelong, remarkable friendships and our track record of nationally recognized academic excellence.

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GOAL #1: STUDENT RECRUITMENT AND RETENTION	OBJECTIVES	INITIATIVES	OUTCOME MEASURES
<p>MLWGS students will attend a diverse high school that is representative of the gifted populations of the participating school divisions.</p>	<p>Develop and implement a recruitment plan to increase the diversity of the applicant pool.</p> <hr/> <p>Develop and implement academic and social supports for students to reduce attrition that includes school psychological support.</p>	<p>Engage the planning committee to determine the representation of the gifted populations in the participating school divisions.</p> <hr/> <p>Counsel students pertinent to academic stress associated with rigorous course selection (Advanced Placement (AP), dual-enrollment, and independent study).</p> <p>Develop a systematic approach to support social, emotional, physical, intellectual, and mental health needs of our gifted students.</p>	<p>Annually compare applicant pool to prior year and regional data.</p> <hr/> <p>Annually capture data regarding per capita number of AP, dual-enrollment, and independent study.</p> <p>Annually capture and categorize data relevant to reasons for attrition.</p>

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GOAL #2: CURRICULUM AND INSTRUCTION	OBJECTIVES	INITIATIVES	OUTCOME MEASURES
<p>Students will be provided with expanded opportunities to participate in university-level coursework for MLWGS credit.</p>	<p>Align current MLWGS course offerings with extant courses at partner universities for potential inclusion in MLWGS dual-enrollment program.</p> <hr/> <p>Analyze extant courses at partner universities for potential inclusion in MLWGS dual-enrollment program.</p> <hr/> <p>Analyze AP courses currently not included in MLWGS's repertoire for potential addition to the MLWGS AP course ledger.</p>	<p>Identify Virginia Commonwealth University (VCU) departments through which MLWGS currently offers dual enrollment courses; undergo the new dual enrollment course development process for those courses within said departments that reflect curricular alignment with current MLWGS non-dual enrollment courses.</p> <p>Identify VCU departments through which MLWGS currently does not provide dual enrollment offerings but that do offer courses reflecting curricular alignment with current MLWGS non-dual enrollment courses. Undergo the new dual enrollment course development process for said courses.</p> <p>Create a Learning Management System (LMS) course section specifically devoted to the development of new dual enrollment course proposals.</p> <hr/> <p>Within VCU departments through which MLWGS currently offers dual enrollment options, identify those courses that support the mission of the school and/or provide heretofore unmet curricular opportunities for MLWGS students; undergo the new course development process for said courses.</p> <p>Within VCU departments not currently offering dual enrollment courses at MLWGS, identify those courses that support the mission of MLWGS and/or provide heretofore unmet curricular opportunities for MLWGS students; undergo the new course development process for said courses.</p> <hr/> <p>Create an LMS course section specifically devoted to the development of new AP course proposals.</p>	<p>Increased offerings of university-level dual enrollment and AP courses as reflected in the MLWGS course catalog and on the course offering form used for registration purposes.</p>

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GOAL #3: CURRICULUM AND INSTRUCTION	OBJECTIVES	INITIATIVES	OUTCOME MEASURES
<p>Students will be provided with expanded opportunities to participate in rigorous courses that are created by faculty.</p>	<p>Encourage faculty submissions of new course proposals that enhance the catalogue of rigorous course options.</p> <hr/> <p>Provide assistance to faculty, when necessary, to facilitate the development of new course proposals.</p> <hr/> <p>Incentivize students to take rigorous faculty-developed courses.</p>	<p>Quarterly, devote a portion of each departmental meeting to a discussion of specific needs relative to the expansion of rigorous course offerings, given the particular expertise of department faculty.</p> <hr/> <p>Create an LMS course section specifically devoted to the development of new teacher-made course proposals.</p> <hr/> <p>Study the grading scale and grade weighting of all MLWGS courses (i.e., Honors, Dual-enrollment, and AP) as it pertains to incentivizing students and develop a recommendation to the planning committee, superintendents, and Board.</p> <p>Market all MLWGS electives to students in an equitable manner.</p> <p>Inform students of all rigorous courses, including rigorous faculty-developed courses, during the “Advanced Studies Options” presentations to students.</p>	<p>Increased offerings in rigorous faculty-developed courses as reflected in the MLWGS course catalog and on the on the course offering form used for registration purposes.</p>

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GOAL #4: CURRICULUM AND INSTRUCTION	OBJECTIVES	INITIATIVES	OUTCOME MEASURES
<p>Students will consistently be provided with learning opportunities that integrate meaningful instructional technology across disciplines.</p>	<p>Provide professional development that enables teachers to become progressively more adept at meaningful integration of instructional technology.</p> <hr/> <p>Provide students with ongoing opportunities to use technology to participate in individual learning and collaborative learning with MLWGS, domestic, and international peers.</p>	<p>Develop, implement, and evaluate a long-term program that trains, supports, and positively reinforces teacher use of meaningful, effective, course-specific instructional technology using the LMS environment, MLWGS technology integration team, and experiential opportunities.</p> <hr/> <p>Develop a plan to provide ready access to shared instructional technology such as computer labs, laptop carts, and the planned technology innovation lab for the purpose of individual and collaborative learning across departments.</p> <p>Explore the feasibility of integrating Massive Open Online Courses (MOOCs) into the MLWGS menu of courses.</p>	<p>Lessons, activities, and/or assessments utilizing instructional technology posted on itsLearning course pages across disciplines</p>

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GOAL #5: CURRICULUM AND INSTRUCTION	OBJECTIVES	INITIATIVES	OUTCOME MEASURES
<p>Students will be provided with expanded opportunities to participate in enriched experiential learning.</p>	<p>Encourage and enable faculty to expand the integration of experiential learning into current curricula.</p> <hr/> <p>Advertise and encourage students to participate in the Elective Field Experience (EFE) and Student Generated Curriculum (SGC) courses as appropriate.</p> <hr/> <p>Expand international travel, international exchange, and international communication opportunities in both instructional and co-curricular settings.</p>	<p>Quarterly, devote a portion of each departmental meeting to a discussion of the development of curricula, instruction, and/or assessments that integrate meaningful experiential learning.</p> <hr/> <p>Market EFE and SGC to qualified students early in their MLWGS career for long-range planning purposes.</p> <hr/> <p>Develop a systematic plan to include regular international travel as a core component of each MLWGS department.</p> <p>Develop a systematic plan to include regular student/teacher exchanges as a core component of each MLWGS department.</p> <p>Develop a systematic plan to incorporate international communication as a component of each MLWGS department.</p> <p>Develop a systematic plan to include regular, meaningful international travel within the context of the MLWGS co-curricular program.</p>	<p>Increased student participation in experiential learning activities.</p>

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GOAL #6: FACULTY AND STAFF	OBJECTIVES	INITIATIVES	OUTCOME MEASURES
<p>Students will learn from the best possible faculty and staff.</p>	<p>Offer and maintain a highly competitive salary and benefits package.</p> <hr/> <p>As outlined in the Commonwealth's Uniform Performance Standards for Teachers, maximize professionalism between and among all employees.</p> <hr/> <p>As outlined in the Commonwealth's Uniform Performance Standards for Teachers, maximize the effectiveness of teachers' instructional skills.</p> <hr/> <p>Recruit a diverse team to maximize achievement of our gifted learners.</p> <hr/> <p>Enhance professional growth opportunities for support staff.</p> <hr/> <p>Maintain high employee morale and job satisfaction.</p>	<p>Benchmark salary and benefits against salary scale and benefit schedule of most generous participating school district.</p> <hr/> <p>Require annual professional development targeted toward professionalism (Uniform Performance Standard 6).</p> <hr/> <p>Require annual professional development targeted toward instructional delivery (Uniform Performance Standard 3).</p> <hr/> <p>Expand recruitment to include state and national search platforms.</p> <hr/> <p>Implement best hiring practices aligned with Equal Employment Opportunity Commission standards.</p> <hr/> <p>Incentivize continuing education of staff by offering tuition reimbursements and compensation adjustments for earned associate and bachelor degrees.</p> <hr/> <p>Incentivize continuing education of staff by offering compensatory time for professional development hours in excess of 9.</p> <hr/> <p>Identify targeted areas of improvement based on climate survey results.</p>	<p>MLWGS salary and benefit schedules (min, mid, max).</p> <hr/> <p>% of faculty and staff rated @ highest level of professionalism via performance evaluation (Uniform Performance Standard 6).</p> <hr/> <p>% of faculty rated @ highest level via performance evaluation (Uniform Performance Standard 3)</p> <hr/> <p>Benchmark student demographic against faculty demographic.</p> <hr/> <p>% of faculty possessing masters, masters +30, or doctorate.</p> <hr/> <p>% of staff currently pursuing or possessing earned accredited degrees.</p> <hr/> <p>% of staff who exceed required 9 hours of professional development.</p> <hr/> <p>Measure school climate in odd fiscal years and compare against prior results.</p>

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GOAL #7: FACILITY	OBJECTIVES	INITIATIVES	OUTCOME MEASURES
<p>Students will learn in a safe, well-maintained, state-of-the-art facility.</p>	<p>Create new spaces to accommodate the learning needs and interests of gifted students as well as growth in student enrollment.</p> <hr/> <p>Create a capital improvement plan that is annually approved by the Regional School Board (RSB).</p>	<p>Develop a concept for presentation to students, parents, faculty, and RSB members for facility expansion.</p> <hr/> <p>Annually evaluate facility, including interior and exterior spaces.</p>	<p>Present concept to RSB and advocate for funding.</p> <hr/> <p>Update, approve, and fund the capital improvement plan annually.</p>

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GOAL #8: FINANCE	OBJECTIVES	INITIATIVES	OUTCOME MEASURES
<p>Students will attend a school that is fiscally well-managed and has the sustainable financial means for the most effective achievement of its goals for students, including providing and maintaining facilities, technological resources, highly qualified instructional staff and an advanced, individualized curriculum.</p>	<p>Students will engage in gifted academic and co-curricular opportunities funded by an appropriate allocation made possible by a strong partnership between the participating school divisions, and the Commonwealth of Virginia.</p> <hr/> <p>Supplement funds provided through local and state appropriations with funds from alternative sources to further the goals and objectives of the school and to support the curricular, co- and extra-curricular needs of students without regard to ability to pay.</p>	<p>The allocation provided by the participating local school divisions will include funding the short- and long-term capital needs of the program as driven by a regularly exercised plan accounting or the acquisition, building and maintenance of facilities, grounds, equipment, and other assets.</p> <p>The allocation provided by the participating local school divisions and the Commonwealth of Virginia will account for the unique needs of a Governor’s School, especially considering the specific classroom instruction and support needed for activities of MLWGS.</p> <p>Determine feasibility of pursuing Virginia Public School Authority opportunities relevant to technology and other opportunities.</p> <p>Determine the per student high school allocation of operations and capital in the school divisions represented on the MLWGS finance committee.</p> <hr/> <p>The foundation, booster groups, and Parent Teacher Student Association may raise money for enhancements to support the school that align with the missions of their respective 501 (c) (3) organization and goals outlined in this strategic plan.</p> <p>The school may pursue federal, state, or local grant programs that further the goals and objectives of the school.</p>	<p>Create capital improvement plan to include funding.</p> <p>Codify budget to include operations, enhancements, curricular, co-, and extra-curricular.</p> <p>Regularly evaluate opportunities for Virginia grant funding such as the Virginia Public School Authority (VPSA) technology and security equipment grants.</p> <p>Annual report to the Regional School Board.</p> <hr/> <p>By the end of the current fiscal year (FY16), Foundation, Booster groups, and PTSA work collaboratively on an enhancement plan to support the school and the goals and objectives of this strategic plan.</p>

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GOAL #9: FINANCE	OBJECTIVES	INITIATIVES	OUTCOME MEASURES
<p>Students will engage in gifted education programming which is appropriately funded by the Virginia General Assembly and participating localities.</p>	<p>Students will benefit from the inclusion of Governor’s School funding proposals in legislative agendas of each participating school division.</p>	<p>Develop a systematic approach to engage volunteers to lead advocacy and education efforts pertinent to the programming needs of MLWGS students in the region.</p> <p>The Regional School Board will develop and deliver a legislative agenda to participating local school Boards.</p>	<p>Document description of approach and set baseline for success.</p> <p>Develop and deliver agenda annually prior to fall VSBA conference.</p>