

**4 February 2015**  
**Draft-Strategic Plan-Draft**  
**WORKING COPY**

**COMMITTEE MEMBERSHIP**

<p>Mr. Kevin Hazzard, School Board (Goochland)          Dr. Eric Jones, Superintendent (Powhatan)          Ms. Virginia Chambers, Student (Henrico)          Ms. Julia Kinder, Student (New Kent)          Mr. Alessandro Ragazzi, Student (Richmond)          Mr. Ben Wong, Student (Henrico)          Mr. Doug Scheibe, Foundation (Chesterfield)          Ms. Laura O'Brien, PTSA (Henrico)          Ms. Chamie Valentine, School Advisory Council (Richmond)</p>	<p>Ms. Amy Nisenson, Facilitator          Mr. Bryce Lyle, Alumni          Ms. Megan Rainey, Staff          Ms. Joy Davis, Counseling          Mr. Matt McGuire, Teacher          Ms. Tinsley Pollard, Teacher          Dr. Jeff McGee, Director          Dr. Wendy Ellis, Assistant Director          Mr. Phil Tharp, Assistant Director</p>
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**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

**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.

**VISION**

**COMMITTEE AFFIRMED VISION**

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

**FORMER VISION**

Students of the Governor’s School for Government and International Studies will be analytical learners who construct meaning from ideas and concepts and who apply these principles to changing situations in their own lives. They will be citizens who seek to serve their communities, local, national, and international, with wisdom; they will be tolerant people of strong character who understand and celebrate diversity in the global community of the twenty-first century.

**MISSION**

**COMMITTEE AFFIRMED 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.

**FORMER MISSION**

The mission of the Maggie L. Walker Governor’s School for Government and International Studies is to provide broad-based educational opportunities that develop gifted students’ understanding of world cultures and languages as well as the ability to lead, participate and contribute in a rapidly changing global society.

**CUSTOMERS**

**SERVICES**

High ability high school learners and their families  
Public School Districts  
Universities-dual enrollment/matriculation  
Mentoring sites  
*Community service sites*  
*Alumni*

Public education tailored to the needs and post-secondary educational aspirations of high ability learners and their families.

- Rigorous/broad academic curriculum
  - University credit/dual enrollment
  - AP Courses—expansive offerings
  - *Specialty courses*
  - *Affective needs of high ability learners (social/emotional balance)*
  - *Community of honor and trust*
- Expansive co/extracurricular program
- Comprehensive college admissions counseling

## BELIEFS

The mission of Maggie L. Walker Governor's school 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 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.

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>By 2018, Maggie Walker will develop and implement a recruitment plan to increase the diversity of the applicant pool.</p> <hr/> <p>By 2018, Maggie Walker will develop and implement academic and social supports for students to reduce attrition.</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 course selection (AP, dual-enrollment and independent study).</p> <hr/> <p>Develop a systematic approach to support social, emotional, physical, and intellectual 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> <hr/> <p>Annually capture and categorize data relevant to reasons for attrition.</p>

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>	<p>Identify 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 an LMS course section specifically devoted to the development of new dual enrollment course proposals.</p>	<p>Increased offerings of university-level dual enrollment and Advanced Placement courses as reflected in the MLWGS course catalog and on the course offering form used for registration purposes.</p>
	<p>Analyze extant courses at partner universities for potential inclusion in MLWGS dual-enrollment program.</p>	<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>	
	<p>Analyze Advanced Placement (AP) courses currently not included in MLWGS's repertoire for potential addition to the MLWGS AP course ledger.</p>	<p>Create an LMS course section specifically devoted to the development of new dual enrollment course proposals.</p>	

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>

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 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>

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> <p>Expand international travel, international exchange, and international communication opportunities in both instructional and co-curricular settings.</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>

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>	<p>Benchmark salary and benefits against salary scale and benefit schedule of most generous participating school district.</p>	<p>MLWGS salary and benefit schedules (min, mid, max).</p>
	<p>Maximize professionalism between and among all employees.</p>	<p>Require annual professional development targeted toward professionalism.</p>	<p>% of faculty and staff rated @ highest level of professionalism via performance evaluation (Uniform Performance Standard 6).</p>
	<p>Maximize the effectiveness of teachers' instructional skills.</p>	<p>Require annual professional development targeted toward instructional delivery (Uniform Performance Standard 3)</p>	<p>% of faculty rated @ highest level via performance evaluation (Uniform Performance Standard 3)</p>
	<p>Recruit a diverse team to maximize achievement of our gifted learners.</p>	<p>Expand recruitment to include state and national search platforms.</p> <p>Implement best hiring practicing aligned with EEOC standards.</p>	<p>Benchmark student demographic against faculty demographic.</p> <p>% of faculty possessing masters, masters +30, or doctorate.</p>
	<p>Enhance professional growth opportunities for support staff.</p>	<p>Incentivize continuing education of staff by offering tuition reimbursements and compensation adjustments for earned associate and bachelor degrees.</p> <p>Incentivize continuing education of staff by offering compensatory time for professional development hours in excess of 9.</p>	<p>% of staff currently pursuing or possessing earned accredited degrees.</p> <p>% of staff who exceed required 9 hours of professional development.</p>
	<p>Maintain high employee morale and job satisfaction.</p>	<p>Identify targeted areas of improvement based on climate and culture survey results.</p>	<p>Benchmark culture and climate survey results against HCPS and GCPS High Schools.</p>



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 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.</p> <hr/> <p>Update and approve the capital improvement plan annually.</p>

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 in order to further the goals and objectives of the school (i.e., strategic plan).</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 personnel needs of a Governor’s School, especially considering the specific classroom instruction and support needed for activities of MLWGS. The overall per pupil allocation will provide opportunities beyond those normally available to gifted students’ home schools. This includes non-traditional teaching and learning techniques, college-level coursework, small-group instruction, hands-on-experiences, research, field studies, realistic or artistic productions, interaction with mentors or guests instructors from business or industry, and special professional support for faculty and staff.</p> <p>The portion of the allocation provided by the local school divisions will be based on assessment of the needs of the school with regard to gifted education along with documented consideration of the per student high school allocation of operations and capital in the local school divisions. The portion of the allocation provided by the local school divisions will be evaluated and aligned with non-arbitrary factors such as the rate of inflation, VRS requirements, increases in energy costs and other financial pressures in order to provide stability in budgeting and planning for the school while enabling and equitable and predictable means for the participating divisions to collectively determine their costs.</p> <hr/> <p>The foundation, booster groups, and PTSA may raise money for enhancements to support the school that align with the missions of their respective 501 (c) (3) organization.</p> <p>The school may pursue federal, state, or local grant programs that further the goals and objectives of the school.</p>	

GOAL #9: FINANCE	OBJECTIVES	INITIATIVES	OUTCOME MEASURES
Students will engage in gifted education programming which is appropriately funded by the Virginia General Assembly.	Students will benefit from the inclusion of Governor's School funding proposals in legislative agendas of each participating school division.		