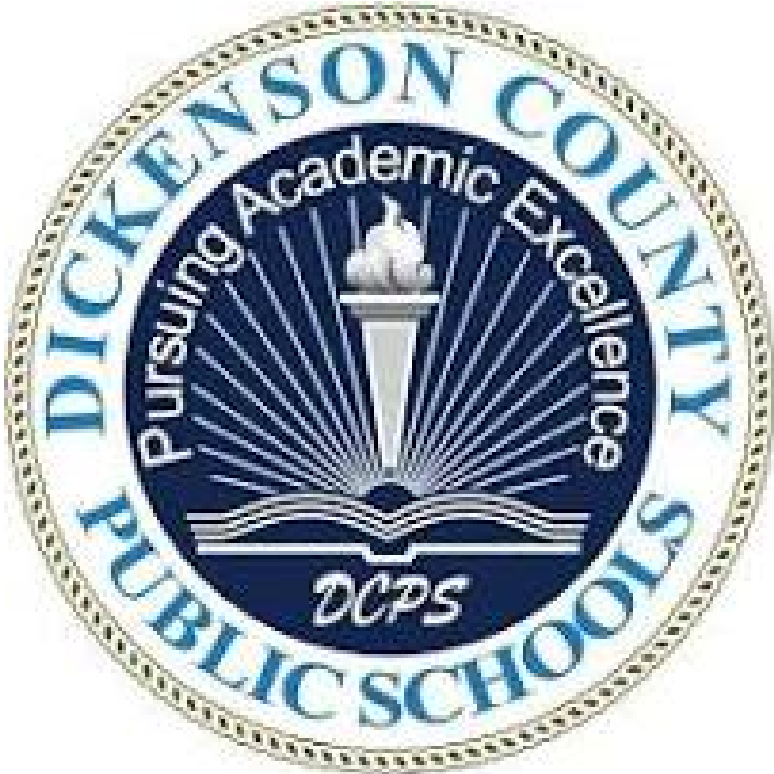


Dickenson County Public Schools

Approved on February 28, 2024



**Division Profile
And
Comprehensive Plan
2024-2030**

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Dickenson County Schools: Providing Education for All Students

Dickenson County can be found in the Appalachian Plateau, nestled within the Cumberland Mountains. It lies in the north-central area of Southwest Virginia and is part of the Cumberland Plateau Planning District. The education system in Dickenson County is strongly devoted to delivering exceptional instruction and ensuring equal prospects for every student, while also acknowledging and embracing their distinctiveness. The schools in Dickenson County are fully committed to granting education to all individuals, guaranteeing that each student is afforded the same chances to acquire knowledge and thrive. The following are a few approaches through which the school division accomplishes this goal:

1. **Inclusive Education:** The school division follows an inclusive education model, which means that students with disabilities are integrated into general education classrooms to the maximum extent possible. This allows all students to learn and grow together, benefiting from the diversity of experiences and perspectives.
2. **Individualized Instruction:** Dickenson County Schools recognize that students have different learning needs and abilities. As a result, they provide individualized instruction to meet the unique needs of each student. This includes differentiated instruction, personalized learning plans, and targeted interventions to support students who may require additional assistance.
3. **Early Childhood Programs:** The school division offers Pre-Kindergarten and Virginia Preschool Initiative programs within their elementary schools. These early childhood programs focus on providing a strong foundation for learning, ensuring that all students start their educational journey on an equal footing.
4. **Support Services:** Dickenson County Schools provide a range of support services to help students succeed academically, socially, and emotionally. These services include counseling, special education services, speech therapy, occupational therapy, and more. The goal is to address any barriers to learning and ensure that all students have the support they need to thrive.
5. **Intervention Programs:** The school division has implemented intervention programs to target students who may be struggling academically or require additional support. These programs aim to close achievement gaps, provide remediation, and offer enrichment opportunities. The All-In tutoring initiative, for example, focuses on helping students in grades 3-8 with grade-level content.
6. **Collaborative Partnerships:** Dickenson County Schools collaborate with community organizations, colleges, and universities to provide additional resources and opportunities for students. These partnerships help expand access to educational programs, career exploration, dual enrollment options, and other initiatives that enhance student learning and development.
7. **Commitment to Continuous Improvement:** The school division is committed to continuous improvement in all aspects of education. They regularly evaluate their programs, policies, and practices to ensure they are meeting the needs of all students.

Through data analysis and ongoing professional development, the school division strives to provide the best possible education for every student.

By implementing these strategies and fostering a culture of inclusivity and support, Dickenson County Schools work towards providing education for all students, regardless of their backgrounds or abilities.

School Campuses and Programs

The educational institutions within Dickenson County Public Schools include the Ridgeview Campus, which accommodates the vocational school, high school, middle school, and elementary school. Additionally, Clintwood Elementary School is situated in the town of Clintwood. The Ridgeview Campus provides Pre-Kindergarten and Virginia Preschool Initiative programs, specifically designed to establish a solid base for young students. These programs are integrated into our elementary school to ensure that all learners are given the chance to cultivate essential abilities at a young stage.

Programs offered in Dickenson County:

Dickenson County Schools offer a variety of programs to support student learning and development. Here are some of the key programs available within the school division:

1. **Gifted Education:** The school division provides programs and services for gifted students to meet their unique learning needs. These programs offer challenging and enriching opportunities, such as advanced coursework, specialized projects, and competitions, to foster the intellectual growth of gifted students.
2. **Distance Learning:** Dickenson County Schools offer distance learning programs that provide students with access to a wide range of courses and learning opportunities. Through these programs, students can take courses that may not be available at their school, allowing them to explore diverse subjects and expand their educational horizons.
3. **Special Education and Student Services:** The school division offers a range of services to support students with disabilities and other at-risk students. These services include individualized education plans, related services (such as speech therapy and occupational therapy), counseling, and other interventions to ensure that students with special needs receive the necessary support to succeed.
4. **Title I Programs:** Dickenson County Schools implement Title I programs to provide supplemental support in early literacy and mathematics. These programs focus on helping students who may be at risk of falling behind academically, providing targeted interventions, and additional resources to ensure their success.
5. **Career and Technical Education (CTE):** The school division offers a variety of career and technical education programs that integrate academic and technical knowledge. These programs provide students with the opportunity to develop industry-specific

skills, earn certifications, and explore career paths in fields such as healthcare, technology, agriculture, and more.

6. **Dual Enrollment:** Dickenson County Schools collaborate with colleges and universities to offer dual enrollment opportunities. Through these programs, high school students can enroll in college-level courses and earn both high school and college credits simultaneously, giving them a head start on their post-secondary education.
7. **Fine Arts and Extracurricular Activities:** The school division recognizes the importance of a well-rounded education and offers a range of fine arts programs, including art, music, chorus, and band. Additionally, a variety of extracurricular activities are available, such as drama, academic competitions, honor societies, and career explorations, to provide students with opportunities for personal growth and enrichment.

These programs, among others, contribute to the comprehensive educational experience provided by Dickenson County Schools. They aim to meet the diverse needs and interests of students, fostering their growth, and preparing them for future success.

Diversity and Student Population

Dickenson County Schools provide education to students from different economic backgrounds. The school community consists of primarily white students (98.2%), with a small minority student population (1.8%). The student body is evenly divided between male (52%) and female (48%) students. Currently, there are 1881 students enrolled in Dickenson County Schools. The schools are dedicated to catering to the diverse needs of their students by employing different approaches and programs. Here are a few examples of how they promote inclusivity and meet the needs of all students:

1. **Inclusive Education:** The school division follows an inclusive education model, aiming to integrate students with disabilities into general education classrooms to the maximum extent appropriate. This promotes a sense of belonging and ensures that all students have access to the general curriculum and educational opportunities.
2. **Differentiated Instruction:** Teachers in Dickenson County Schools employ differentiated instruction techniques to meet the diverse learning needs of students. They modify teaching methods, materials, and assessments to accommodate different learning styles, abilities, and interests. This approach allows students to engage in meaningful and challenging learning experiences.
3. **Individualized Learning Plans:** Students who require additional support or have specialized learning needs, such as those with disabilities or gifted students, may have individualized learning plans. These plans outline specific goals, accommodations, and instructional strategies tailored to meet the unique needs of each student.
4. **English Language Learner Support:** Dickenson County Schools provide support for English language learners (ELLs) to help them develop proficiency in English and

succeed academically. ELL programs offer language instruction, cultural support, and resources to facilitate language acquisition and academic progress.

5. **Culturally Responsive Teaching:** Teachers in Dickenson County Schools strive to create culturally responsive classrooms. They value and respect students' diverse backgrounds, experiences, and perspectives, incorporating culturally relevant content and teaching strategies. This approach promotes a positive and inclusive learning environment for all students.
6. **Professional Development:** The school division offers professional development opportunities for educators to enhance their knowledge and skills in meeting the needs of diverse learners. This includes training on topics such as inclusive practices, differentiating instruction, supporting English language learners, and cultural competency.
7. **Family and Community Engagement:** Dickenson County Schools recognize the importance of involving families and the community in supporting student success. They foster open lines of communication, encourage parental involvement, and provide resources to help families support their child's education. The school division also collaborates with community organizations to address the unique needs of diverse student populations.

By implementing these strategies and fostering an inclusive and supportive environment, Dickenson County Schools ensure that all students, regardless of their backgrounds or abilities, have equitable access to quality education and opportunities to thrive.

Focus on Student Growth and Achievement

The primary goal of the Dickenson County School Division is to ensure that every student has an equal opportunity to reach their fullest potential. We offer educational programs that promote intellectual, social, emotional, and physical development. Our aim is to provide students with the necessary skills to effectively communicate, excel in their future careers, pursue higher education, and make well-informed decisions.

Unfortunately, the COVID-19 pandemic has resulted in significant academic setbacks for our students. However, we have taken proactive measures to address this challenge. These initiatives include aligning core instruction in Reading and Mathematics, employing specialized Math and Reading experts, and introducing the All-In tutoring program for students in grades 3-8. Additionally, the Virginia Literacy Act mandates that each division create a literacy plan to ensure all students are reading at their appropriate grade level by the third grade. Our commitment lies in supporting student growth and advocating for their overall development. Here are some ways in which our school division fosters student growth:

1. **Personalized Learning:** Dickenson County Schools recognize that each student is unique and has different learning needs. We strive to provide personalized learning

experiences that cater to individual strengths, interests, and areas of growth. This approach allows students to take ownership of their learning, set goals, and engage in activities that promote their growth.

2. Individualized Support: The school division offers individualized support to students who may require additional assistance or have specific learning needs. This includes interventions, targeted instruction, and specialized programs to address academic, social, and emotional growth. The goal is to ensure that every student receives the support they need to reach their full potential.
3. Enrichment Opportunities: Dickenson County Schools provide a range of enrichment opportunities to challenge and inspire students. These opportunities may include advanced coursework, gifted education programs, extracurricular activities, competitions, and partnerships with community organizations and colleges. By offering diverse experiences beyond the core curriculum, students are encouraged to explore their interests and talents.
4. Social-Emotional Development: The school division recognizes the importance of nurturing students' social-emotional well-being. They promote a positive school climate, implement character education programs, and provide counseling and other support services. By addressing students' social and emotional needs, they create an environment conducive to personal growth and academic success.
5. Career and College Readiness: Dickenson County Schools are dedicated to preparing students for future success in college and careers. They offer career exploration programs, college preparation resources, and opportunities for work-based learning experiences. By equipping students with the necessary knowledge and skills, they promote their readiness for the next stage of their educational journey.
6. Data-Driven Instruction: The school division utilizes data to inform instructional practices and identify areas for growth. They analyze student performance data, conduct assessments, and use the information to tailor instruction to meet individual student needs. This data-driven approach ensures that instruction is targeted and responsive to student growth.
7. Professional Development: Teachers and staff in Dickenson County Schools engage in ongoing professional development to stay current with best practices and instructional strategies. Professional development opportunities focus on improving teaching and learning, enhancing student growth, and addressing the evolving needs of students. By investing in the professional growth of educators, the school division supports student growth as well.

By implementing these strategies and creating a supportive learning environment, Dickenson County Schools encourage student growth and empower students to reach their full potential in all areas of their development.

Vision and Mission Statement:

The vision of the Dickenson County School Division is "Every Child, Every Day." This vision steers our comprehensive plan, which establishes a framework for continuous growth in educational programs and services. The plan prioritizes leadership, instruction, student individuality, and the continuous improvement of teaching, learning, and student achievement.

Our vision statement also reflects the school division's commitment to providing a quality education and ensuring that every student has the opportunity to succeed and reach their fullest potential.

The vision of "Every Child, Every Day" is a guiding principle that shapes the goals, strategies, and actions of Dickenson County Schools. It emphasizes the belief that every student, regardless of background, abilities, or circumstances, deserves a high-quality education and the support necessary to thrive academically, socially, and emotionally.

The mission of Dickenson County Public Schools is to provide a safe, nurturing environment to educate and inspire students to become lifelong learners and to encourage intellectual, social, and physical growth in a diverse and changing society

By embracing the vision and mission statements Dickenson County Schools strive to create an inclusive and supportive learning environment. The school division aims to foster a culture of excellence, equity, and continuous improvement, where every student is valued, encouraged, and provided with the necessary resources to achieve their goals. It sets the foundation for the school division's efforts to provide a comprehensive education, promote student growth and achievement, and prepare students for future success in a rapidly changing world.

Core Beliefs and Philosophy

The educational approach of Dickenson County Schools is built upon a set of fundamental principles. These principles serve as a compass that directs our actions and influences the school community. The core principles encompass having high standards for every student, valuing effort and personal development, prioritizing the enhancement of teaching practices, cultivating nurturing relationships, and recognizing the significance of outcomes and data in driving progress. The beliefs that underpin the educational approach of Dickenson County Schools revolve around holding high expectations, continuously striving for improvement, and fostering a supportive and inclusive atmosphere. Here are the key beliefs upheld by our school division:

1. **Expectations Matter:** Dickenson County Schools maintain high expectations for all students. We believe that by setting and communicating high expectations, providing continual encouragement, and offering specific and timely feedback, students can reach district standards when provided with proper support. The school division

recognizes that maintaining high expectations leads to higher levels of student achievement.

2. **Effort Matters:** Dickenson County Schools emphasize that students and staff members succeed at high levels through their efforts, determination, and collective collaboration. We believe that increased effort and personal awareness lead to higher levels of student achievement at all levels. We encourage students to work hard and dedicate themselves to the pursuit of excellence.
3. **Instruction Matters:** Dickenson County Schools value the refinement of teaching practices through ongoing study, action research, observation, and collaboration among colleagues. Teachers are actively engaged and committed to applying proven instructional strategies to reach every student. The school division believes that improving instruction leads to higher levels of student achievement.
4. **Relationships Matter:** Dickenson County Schools prioritize the creation and maintenance of a supportive and respectful environment. We believe in developing caring and supportive relationships between educators, students, and parents. By nurturing the whole child and ensuring that each student has an opportunity to perform at their best, the school division creates a positive and conducive learning environment. We recognize that developing relationships based on respect, trust, and understanding leads to higher levels of student achievement.
5. **Results Matter:** Dickenson County Schools emphasize the importance of measuring progress and using data to inform decision-making. Administrators, teachers, and students are encouraged to analyze student work and data collaboratively to drive continuous improvement. The school division believes that sharing and using results to inform decisions about instruction, resources, curriculum, and program development leads to higher levels of student achievement.

These core beliefs reflect the commitment of Dickenson County Schools to creating a positive and supportive learning environment, promoting high expectations for all students, and continuously improving teaching and learning practices. By embracing these core beliefs, the school division aims to foster student success and ensure that every student has the opportunity to reach their full potential.

Planning, Assessment, and Academic Progress

Effective planning and assessment are essential for the achievement of any school district. The Dickenson County Schools have implemented procedures to guarantee ongoing enhancement and decision-making based on data. The district places importance on the creation and modification of policies, the assessment of student performance data, and the alignment of resources with the district's goals and objectives. The Dickenson County Schools tackle planning, assessment, and academic progress through a comprehensive strategy that emphasizes continual improvement, decision-making based on data, and the alignment of resources and programs. Here are the primary methods in which the school district addresses these areas:

1. **Comprehensive Planning:** Dickenson County Schools develop and implement a Comprehensive Plan that serves as a roadmap for the continuous growth of educational programs and services. The plan outlines specific goals, objectives, and strategies to improve student achievement, instructional practices, and overall school performance. The Plan is reviewed and revised annually to ensure its relevance and effectiveness.
2. **Data Collection and Analysis:** The school division collects and analyzes data from various sources to inform planning and decision-making. This includes analyzing student performance data, conducting needs assessments, and evaluating the effectiveness of instructional programs. By using data, Dickenson County Schools identify areas of strength, areas for improvement, and student needs to guide their efforts.
3. **Curriculum Evaluation and Alignment:** Dickenson County Schools regularly evaluate and revise the curriculum to ensure alignment with state standards and best practices. The curriculum is reviewed to ensure it meets the needs of all students and provides them with the knowledge and skills necessary for success. This ongoing evaluation helps to enhance instruction and ensure that students are receiving a rigorous and relevant education.
4. **Instructional Support Programs:** The school division implements instructional support programs to address the diverse needs of students. These programs include interventions, remediation, and enrichment opportunities that are tailored to individual students or groups. By providing targeted support, Dickenson County Schools aim to ensure that all students have access to high-quality instruction and opportunities for growth.
5. **Professional Development:** Dickenson County Schools offer professional development opportunities for educators to enhance their instructional practices and stay current with research-based strategies. Professional development focuses on areas such as curriculum implementation, instructional strategies, technology integration, and data analysis. By investing in professional development, the school division aims to continually improve teaching practices and enhance student learning.
6. **Accountability and Reporting:** Dickenson County Schools hold themselves accountable for academic progress and regularly report on student achievement, school performance, and progress toward goals. They communicate student, school, and district progress to staff and stakeholders, providing transparency and fostering a culture of continuous improvement.
7. **Resource Allocation:** Dickenson County Schools align resources, including personnel, materials, and technology, to support academic progress. Resources are allocated based on data analysis, identified needs, and priorities outlined in the Comprehensive Plan. The school division strives to ensure that resources are utilized effectively and efficiently to maximize student achievement.

By addressing planning, assessment, and academic progress through these strategies, Dickenson County Schools work towards providing high-quality education, improving student outcomes, and continuously enhancing their instructional programs.

Instructional Leadership and Professionalism

Dickenson County Public Schools places a great emphasis on the leadership of teachers and the professionalism of staff. Our primary objective is to maintain high educational standards and cultivate a collaborative atmosphere that prioritizes student success. To achieve this, we actively work together to reduce chronic absenteeism, enhance and implement assessments, safeguard instructional time, and offer professional development opportunities for continual growth. Our schools in Dickenson County have a strong commitment to fostering effective leadership and professionalism among our staff. We acknowledge that these qualities are crucial in cultivating a positive school culture, advancing student achievement, and promoting a collaborative learning environment. Let's probe into the specific ways in which Dickenson County Schools address and prioritize strong leadership and professionalism

1. **Instructional Leadership:** Dickenson County Schools place a strong emphasis on instructional leadership at all levels. School principals and administrators are provided with the necessary training and support to effectively lead their schools. They are responsible for setting high academic standards, promoting a culture of continuous improvement, and ensuring that teaching and learning are aligned with best practices. By fostering strong instructional leadership, the school division aims to enhance student achievement and create a supportive learning environment.
2. **Professional Development:** Dickenson County Schools offer professional development opportunities for both professional and non-professional staff members. These opportunities are designed to promote continuous growth, enhance instructional practices, and keep educators updated on the latest research and best practices in education. By investing in professional development, the school division supports the ongoing learning and development of its staff, which in turn benefits students.
3. **Collaboration and Networking:** Dickenson County Schools encourage collaboration and networking among staff members. Educators are encouraged to share instructional strategies, practices, and ideas with their colleagues within the district and across schools and divisions. Collaboration helps to build a supportive and cooperative culture, where educators can learn from one another, share resources, and collectively work towards improving student achievement.
4. **Professionalism and Ethical Conduct:** Dickenson County Schools maintain high professional and ethical standards among their staff members. All staff are expected to exhibit professionalism, respect, and a cooperative spirit in their interactions with students, colleagues, parents, and the broader community. The school division fosters an environment where the worth, dignity, and potential of all students are recognized and celebrated.

5. **Mentoring and Support:** Dickenson County Schools provide mentoring programs and support systems to help new and beginning teachers succeed in the classroom. Experienced educators serve as mentors to provide guidance, support, and resources to new teachers. This helps to foster a sense of community, support professional growth, and ensure that all staff members have the necessary tools to excel in their roles.
6. **Evaluation and Feedback:** Dickenson County Schools implement an evaluation process that provides feedback and support for staff members. The evaluation process is designed to assess performance, identify areas for improvement, and recognize strengths. By providing constructive feedback and support, the school division aims to help educators grow professionally and continuously improve their instructional practices.

By prioritizing strong leadership and professionalism, Dickenson County Schools create an environment where educators can excel, collaborate, and continuously improve. This commitment to leadership and professionalism ultimately benefits students by ensuring that they receive a high-quality education and support for their academic and personal growth.

Communication, Community Relationships, and Parental Involvement

Effective interaction and fostering positive connections within the community are vital for the prosperity of any educational institution. At Dickenson County Schools, we put great emphasis on maintaining transparent and two-way communication with our staff, parents, students, and members of the community. We achieve this goal through various channels, including technology-driven methods of parent communication, regularly updated websites, and the utilization of platforms such as Blackboard Connect and Facebook.

Open communication and active community engagement are crucial in promoting the academic success of our students and ensuring the success of our school programs. Establishing strong relationships with the community and encouraging parent participation significantly impact the achievements of Dickenson County Schools. These partnerships cultivate a sense of collective responsibility, enrich the learning experiences of our students, and contribute to the development of a positive school environment. Let's explore the reasons why community relationships and parent involvement hold immense importance:

1. **Support and Resources:** Community relationships provide access to a wide range of support and resources for schools. Collaborating with community agencies, organizations, and businesses can bring valuable expertise, funding opportunities, and additional learning experiences to students. These partnerships enhance the educational offerings and opportunities available to students, allowing them to explore various career paths, engage in community service, and develop essential life skills.

2. **Shared Responsibility:** Building strong community relationships emphasizes that education is a shared responsibility. When schools, families, and community members work together, they create a supportive and nurturing environment for students. This shared responsibility fosters a sense of collective ownership and accountability for student success, as everyone understands their role and actively contributes to creating the best possible outcomes for students.
3. **Enhanced Communication:** Strong community relationships facilitate effective two-way communication between schools and families. Open lines of communication ensure that parents and guardians are well-informed about school activities, policies, and academic progress. Regular communication helps build trust, encourages parental involvement, and allows for timely feedback and input from families. It also enables schools to address concerns, celebrate achievements, and collaborate on strategies to support student learning and well-being.
4. **Volunteerism and Engagement:** Parent involvement and community relationships provide opportunities for families to actively engage and contribute to the school community. Parent volunteers can assist with various activities such as classroom support, school events, and extracurricular programs. Their involvement strengthens the connection between home and school, creates a positive atmosphere, and fosters a sense of belonging for students. Additionally, community members can offer their expertise as guest speakers, mentors, or career advisors, enriching the educational experience for students.
5. **Student Support and Success:** When schools and families work collaboratively, students are more likely to experience academic success and personal growth. Research consistently shows that parent involvement positively influences student achievement, attendance, motivation, and overall well-being. By engaging families and community members, schools can better understand and address the specific needs of students, provide targeted support, and create a supportive network that reinforces positive behaviors and academic progress.
6. **Advocacy and Partnerships:** Community relationships and parent involvement contribute to effective advocacy for educational needs and resources. When parents and community members are actively involved, they become advocates for quality education, ensuring that the voices and concerns of students and families are heard. Collaborative partnerships between schools, families, and community stakeholders can influence policy decisions, secure additional funding, and promote policies that benefit the education and well-being of students.

Ultimately, strong community relationships and parent involvement contribute to a holistic and comprehensive educational experience for students. By working together, schools, families, and communities can create an environment that supports student success, fosters a sense of belonging, and prepares students for a bright future.

Division-Wide Academic Progress and Accountability

Dickenson County Schools have a strong dedication to division-wide advancement and responsibility when it comes to academics. This commitment involves constantly assessing and reviewing the curriculum, making sure it aligns with state and national standards, and fostering student success. The school division works closely with partner institutions to provide dual enrollment options, implement challenging academic and technical courses, and evaluate student progress using a range of assessments and performance measures. Ensuring division-wide accountability and academic progress is crucial for Dickenson County Schools in order to consistently improve and maintain high-quality education. Here is how the school division fulfills this important duty:

1. **Data Analysis:** Dickenson County Schools collect and analyze various data points to assess student achievement and progress. This includes analyzing standardized test scores, benchmark assessments, and other performance indicators. The data analysis helps identify areas of strength and areas for improvement, enabling the school division to make informed decisions to enhance academic outcomes.
2. **Goal Setting:** Based on the data analysis, Dickenson County Schools set clear goals and performance targets aligned with state and federal accountability standards. These goals cover areas such as student achievement, graduation rates, attendance, and other important metrics. The goals are communicated to all stakeholders, providing a clear direction and focus for the school division's efforts.
3. **School Improvement Plans:** Each school within the Dickenson County School Division develops and implements a School Improvement Plan. These plans outline specific strategies and action steps to address areas for improvement identified through data analysis. The plans are regularly reviewed and updated to ensure progress toward goals and to address changing needs.
4. **Monitoring and Evaluation:** The school division monitors and evaluates the progress of schools and the implementation of their improvement plans. This involves regular check-ins, data reviews, and progress monitoring to assess the effectiveness of interventions and strategies. Through ongoing monitoring and evaluation, the school division can provide support and resources where needed, and make necessary adjustments to improve outcomes.
5. **Professional Development:** Dickenson County Schools offer professional development opportunities focused on improving instructional practices and enhancing data literacy among educators. This enables teachers and administrators to effectively analyze data, interpret results, and use the findings to inform instructional decisions. Professional development also helps educators develop strategies to address student needs and improve academic progress.
6. **Communication and Transparency:** Dickenson County Schools maintain open and transparent communication with stakeholders regarding division-wide accountability and academic progress. They provide regular updates on student achievement, school

performance, and progress toward goals. This fosters trust, encourages engagement, and allows for collaboration between the school division and the community.

7. Collaboration and Partnerships: Dickenson County Schools collaborate with various stakeholders, including parents, community organizations, and higher education institutions, to support division-wide accountability and academic progress. These partnerships may involve sharing resources, expertise, and best practices to enhance educational outcomes and provide additional support for students.

By implementing these strategies, Dickenson County Schools actively oversee division-wide accountability and academic progress. This ensures that the school division remains focused on continuous improvement, identifies areas for growth, and provides the necessary support to promote student success.

Safe and Orderly School Environment

Establishing a secure and well-organized school setting is essential for optimal instruction and academic progress. In Dickenson County Schools, the utmost importance is placed on the welfare and happiness of both students and staff. This entails attending to safety issues, enacting emergency protocols, offering pertinent training, and cultivating an ambiance characterized by respect, trust, and empathy. The school environment in Dickenson County is purposely fashioned to create a protected, welcoming, and encouraging atmosphere for students, staff members, and all those involved in the educational process. Here is a summary of what you will find in the school environment:

1. Safe and Orderly: Maintaining a safe and orderly school environment is a top priority for Dickenson County Schools. The school division takes measures to address safety concerns, ensure compliance with state inspection requirements, and develop and update crisis plans. The aim is to create an environment where students and staff can learn and work without disruptions caused by safety issues.
2. Caring and Nurturing: Dickenson County Schools foster a caring and nurturing attitude towards students, with a focus on meeting their needs. The staff is dedicated to creating a supportive and respectful atmosphere where students feel valued and encouraged to succeed. Positive relationships between staff and students are emphasized to promote a sense of belonging and well-being.
3. Positive School Climate: The school division promotes a positive school climate that values respect, trust, and understanding. Efforts are made to create an inclusive and welcoming environment for all students, regardless of their background or abilities. Character education programs, anti-bullying initiatives, and activities that promote empathy and kindness contribute to a positive and accepting school culture.
4. Physical and Emotional Well-being: Dickenson County Schools prioritize the physical and emotional well-being of students. Various programs and services are in place to address students' health needs, including the administration of medication, medical

management of chronic conditions, and support for students' social-emotional development. The goal is to provide a safe and caring environment where students can thrive.

5. **Communication and Collaboration:** Effective communication and collaboration are encouraged within the school environment. Dickenson County Schools utilize various means to keep stakeholders informed, including emails, monthly meetings, and detailed board packets. Open communication channels between staff, parents, students, and the community are maintained to foster positive relationships and ensure transparency.
6. **Parent and Community Involvement:** Dickenson County Schools recognize the importance of parental and community involvement in supporting student achievement. The school division actively promotes and encourages the participation of parents and community members through advisory committees and engagement opportunities. Collaboration between schools and community agencies strengthens school programs and enhances student learning.
7. **Continuous Improvement:** Dickenson County Schools have a culture of continuous improvement. The school division focuses on analyzing data, evaluating instructional practices, and implementing research-based strategies to enhance teaching and learning. Professional development opportunities are provided to staff members to ensure they stay current with best practices and promote continuous growth.

By cultivating a safe, caring, and inclusive school environment, Dickenson County Schools aim to create the optimal conditions for student success, engagement, and overall well-being.

Special Education and Student Services

Dickenson County Public Schools are fully committed to catering to the requirements of students with disabilities and establishing an encouraging atmosphere for learning. We offer specialized educational services, tailored instruction, and relevant support to students with exceptionalities. To ensure equitable opportunities for all students, including those who may be at risk, our school division employs a dedicated team of experts and professionals. We prioritize meeting the needs of at-risk students and providing them with the essential assistance they need to thrive academically, socially, and emotionally. Here are several approaches employed by our school division to address the needs of at-risk students:

1. **Tiered Intervention:** Dickenson County Schools implement a Multi-Tiered Intervention Model (M-TIM) to provide targeted support to at-risk students. This model allows for early identification of students who may require additional assistance and offers a tiered system of interventions based on their needs. The interventions are designed to meet students' specific academic and behavioral needs, providing individualized support.
2. **Special Education Services:** Students with disabilities or special educational needs receive individualized support through the special education services provided by Dickenson County Schools. These services may include individualized instruction,

accommodations, and related services to address their unique learning needs. The school division ensures that students with disabilities have equal access to educational opportunities and receive the support necessary for their success.

3. Title I Programs: Dickenson County Schools utilize Title I funds to implement programs and initiatives that target at-risk students. Title I programs focus on providing additional academic support in reading, mathematics, and other core subjects. These programs often include small-group instruction, tutoring, and intervention services to help at-risk students catch up to their peers and achieve academic success.
4. Early Intervention Programs: The school division offers early intervention programs to identify and support students who may be at risk academically or socially. These programs may include early literacy initiatives, pre-kindergarten programs, and targeted interventions for students in the early grades. By providing early intervention, the school division aims to address learning gaps and promote long-term success.
5. Counseling and Mental Health Services: Dickenson County Schools provide counseling and mental health services to support at-risk students' social and emotional well-being. School counselors and other mental health professionals offer individual and group counseling, crisis intervention, and social skills development. These services help students navigate challenges, build resilience, and promote overall well-being.
6. Community Partnerships: The school division collaborates with community organizations, agencies, and resources to support at-risk students. Partnerships with community-based programs, mentoring initiatives, and support networks provide additional resources and support for students who may face various challenges outside of the school environment.
7. Alternative School Programs: Dickenson County Schools are working toward the development of an effective alternative school program for high school and middle school students who may be at risk academically or behaviorally. These alternative programs provide meaningful instruction and support to ensure that at-risk students receive the necessary educational opportunities without disruptions caused by inappropriate behavior.

By implementing these strategies and providing a comprehensive system of support, Dickenson County Schools strive to meet the needs of at-risk students and ensure their academic success, personal growth, and overall well-being.

Gifted Students:

Dickenson County Schools are committed to addressing the unique needs of their gifted students and providing them with appropriate educational opportunities. Here's how Dickenson County addresses the needs of gifted students:

1. Identification Process: Dickenson County Schools use a comprehensive identification process to identify gifted students. This process involves multiple criteria, including assessments, standardized test scores, teacher recommendations, and other relevant

data. The identification process ensures that gifted students are recognized and provided with specialized programming.

2. Differentiated Instruction: Gifted students in Dickenson County Schools receive differentiated instruction to meet their advanced learning needs. Classroom teachers are trained to modify and enrich the curriculum to challenge and engage gifted students. They provide accelerated content, higher-level thinking tasks, and opportunities for independent research and exploration.
3. Gifted Education Programs: Dickenson County Schools offer specialized programs for gifted students. These programs may include pull-out enrichment classes, advanced placement courses, honors classes, and other accelerated learning opportunities. These programs provide a more challenging and rigorous academic experience for gifted students, allowing them to delve deeper into their areas of interest and develop their talents.
4. Individualized Learning Plans: Gifted students may have individualized learning plans (ILPs) that outline their specific goals, interests, and educational needs. ILPs provide a roadmap for personalized instruction and help ensure that gifted students receive appropriate academic challenges and opportunities for growth.
5. Enrichment Activities and Competitions: Dickenson County Schools encourage gifted students to participate in enrichment activities, competitions, and extracurricular programs. These opportunities may include academic competitions, science fairs, art exhibits, music and drama productions, and other events that allow gifted students to showcase their talents and pursue their passions.
6. Collaboration and Mentorship: Gifted students benefit from collaboration and mentorship opportunities. Dickenson County Schools promote collaboration among gifted students, allowing them to work together on projects, share ideas, and learn from one another. Mentoring programs may also be established to connect gifted students with professionals or experts in their field of interest, providing guidance and inspiration.
7. Professional Development for Teachers: Dickenson County Schools provide professional development opportunities for teachers to enhance their understanding of gifted education and effective instructional strategies for gifted students. Teachers receive training on differentiating instruction, developing higher-level thinking skills, and meeting the unique needs of gifted learners.
8. Parental Involvement: Dickenson County Schools actively involve parents of gifted students in the education process. They provide resources, information, and support to parents, helping them understand the characteristics and needs of gifted learners. Regular communication with parents ensures that they are informed about their child's progress, opportunities, and available resources.

By implementing these strategies, Dickenson County Schools strive to create a supportive and challenging learning environment for gifted students, allowing them to reach their full potential and pursue their passions. The district's focus on identification, differentiated instruction, specialized programs, individualized learning plans, enrichment activities, collaboration, professional development, and parental involvement ensures that gifted students receive the educational experiences they need to thrive.

Technology:

The implementation of technology has had a significant impact on education in Dickenson County Schools, transforming teaching and learning experiences for students and educators alike. Here's how the implementation of technology has made a difference:

1. **Enhanced Learning Opportunities:** Technology has opened up new avenues for learning, allowing students to access a wealth of information and resources beyond the confines of traditional textbooks. Through online platforms, educational software, and digital content, students can engage with interactive materials, multimedia resources, and simulations that make learning more engaging and personalized. This expanded access to information and educational tools has enriched the learning experience and provided students with opportunities to explore and delve deeper into their areas of interest.
2. **Improved Student Engagement:** Technology has proven to be a powerful tool for increasing student engagement in the learning process. Incorporating multimedia elements, interactive activities, and gamified learning experiences has made lessons more dynamic and captivating. Additionally, technology enables educators to differentiate instruction and cater to diverse learning styles and needs. By integrating technology into lessons, educators can create interactive and collaborative learning environments that promote active participation and student-centered learning.
3. **Access to Real-World Connections:** Technology has connected students to real-world contexts and experts, enriching their learning experiences. Through video conferencing, virtual field trips, and online collaborations, students can interact with professionals, experts, and other students from around the world. This exposure expands their understanding of different cultures, perspectives, and industries, fostering global awareness and preparing them for the interconnected world they will enter.
4. **Personalized Learning:** Technology allows for personalized learning experiences tailored to the individual needs and pace of each student. Adaptive learning software and online platforms can assess student progress, identify areas of strength and weakness, and provide targeted feedback and resources. This personalized approach helps students to work at their own pace, focus on areas that need improvement, and develop a deeper understanding of concepts.
5. **Collaboration and Communication:** Technology has revolutionized how students collaborate and communicate with their peers and educators. Online platforms, discussion boards, and collaborative tools facilitate communication and teamwork, even when students are not physically present in the same location. This fosters collaboration, critical thinking, and problem-solving skills, as students learn to work together, share ideas, and provide feedback to one another.
6. **Teacher Professional Development:** Technology has also impacted teacher professional development, providing opportunities for educators to enhance their skills and stay updated on the latest instructional strategies and educational research. Online courses, webinars, and virtual conferences offer convenient and flexible options for professional growth. Furthermore, technology enables teachers to collaborate and share resources

with colleagues across the district, state, and even globally, fostering a culture of continuous learning and improvement.

7. **Data-Driven Instruction:** Technology facilitates data collection and analysis, enabling educators to gather insights into student performance and make data-driven instructional decisions. Learning management systems, online assessments, and data analysis tools provide valuable information on student progress and learning patterns. This data empowers educators to identify areas of improvement, tailor instruction to individual needs, and monitor student growth over time.

Overall, the implementation of technology has revolutionized education in Dickenson County Schools, empowering students, enhancing engagement, and providing educators with tools to personalize instruction and improve learning outcomes. It has opened up new possibilities for collaboration, communication, and access to resources, preparing students for success in a technology-driven world.

Assessment of the learning objectives:

Dickenson County Schools assess learning objectives through a variety of methods to measure student progress and ensure that educational goals are being met. Here are some common assessment practices used in the school division:

1. **Standardized Testing:** Dickenson County Schools administer statewide standardized tests, such as the Standards of Learning (SOL) assessments mandated by the Virginia Department of Education. These tests assess student knowledge and understanding of specific content areas and provide a standardized measure of student achievement.
2. **Benchmark Assessments:** Benchmark assessments are periodic assessments administered throughout the school year to gauge student progress toward learning objectives. These assessments are aligned with the curriculum and provide valuable data on student performance. Benchmark assessments help teachers identify areas of strength and weakness, adjust instruction, and provide targeted support to students.
3. **Formative Assessments:** Formative assessments are ongoing assessments used by teachers to monitor student learning and provide immediate feedback. These assessments can take various forms, such as quizzes, class discussions, projects, and observations. Formative assessments help teachers gauge student understanding and adjust instruction to meet individual needs.
4. **Summative Assessments:** Summative assessments are administered at the end of a unit, semester, or school year to evaluate student achievement and measure learning objectives. These assessments often take the form of tests, projects, presentations, or portfolios. Summative assessments provide a comprehensive picture of student learning and help determine whether learning objectives have been met.
5. **Performance-Based Assessments:** Performance-based assessments evaluate students' ability to apply their knowledge and skills in real-world contexts. These assessments may include projects, presentations, portfolios, or simulations that require students to demonstrate their understanding and problem-solving abilities.

Performance-based assessments provide a holistic view of student learning and assess higher-order thinking skills.

6. **Teacher Observation and Documentation:** Teachers continuously observe and document student progress through daily interactions, classwork, and informal assessments. These observations help teachers gain insights into individual student strengths, challenges, and progress toward learning objectives. Teacher documentation provides valuable qualitative data that complements quantitative assessment results.
7. **Data Analysis and Review:** Dickenson County Schools analyze assessment data at the classroom, school, and district levels to identify trends, patterns, and areas for improvement. This data analysis helps inform instructional decisions, curriculum adjustments, and professional development needs. Ongoing review of assessment data ensures that learning objectives are appropriately aligned and that instructional strategies effectively address student needs.

By employing a combination of standardized testing, benchmark assessments, formative and summative assessments, performance-based assessments, teacher observation, and data analysis, Dickenson County Schools assess learning objectives comprehensively. These assessment practices provide valuable insights into student progress, inform instructional practices, and support continuous improvement efforts within the school division.

Addressing Achievement Gaps:

Dickenson County Schools are committed to addressing achievement gaps and ensuring equitable educational opportunities for all students. Here are some strategies and initiatives implemented by the school division to address achievement gaps:

1. **Data Analysis:** Dickenson County Schools analyze student achievement data, including standardized test scores, benchmark assessments, and other performance indicators, to identify achievement gaps among different student groups. This data analysis helps pinpoint specific areas where gaps exist and informs targeted interventions and instructional strategies.
2. **Targeted Instructional Support:** The school division provides targeted instructional support to students who are struggling academically or at risk of falling behind. This may include additional resources, interventions, or specialized programs aimed at addressing specific learning needs. Individualized education plans (IEPs) and differentiated instruction are utilized to cater to the unique needs of students.
3. **Professional Development:** Dickenson County Schools offer professional development opportunities for teachers to enhance their understanding of and ability to address achievement gaps. These professional development sessions focus on culturally responsive teaching, differentiation strategies, and instructional practices that support diverse learners. By equipping teachers with the necessary knowledge and skills, the school division ensures that educators are prepared to address the needs of all students.

4. **Early Intervention Programs:** The school division prioritizes early intervention programs to identify and support struggling students at an early stage. Programs such as Pre-Kindergarten, Virginia Preschool Initiative, and early literacy interventions aim to provide targeted support to students before they enter formal schooling. By addressing learning gaps at an early age, the school division works to prevent achievement gaps from widening.
5. **Collaborative Partnerships:** Dickenson County Schools collaborate with community organizations, families, and stakeholders to address achievement gaps. Partnerships with local community resources, such as libraries, nonprofits, and businesses, can provide additional support, resources, and opportunities for students. Engaging families in the educational process and fostering strong home-school partnerships are also crucial in addressing achievement gaps.
6. **Culturally Responsive Education:** The school division promotes culturally responsive education practices that honor and value the diverse backgrounds and experiences of students. This includes incorporating diverse perspectives and culturally relevant content into the curriculum, ensuring that students see themselves reflected in their education. By acknowledging and appreciating students' cultural identities, the school division creates a more inclusive and supportive learning environment.
7. **Monitoring and Accountability:** Dickenson County Schools continuously monitor student progress and regularly assess the effectiveness of interventions and strategies implemented to address achievement gaps. This ongoing monitoring allows the school division to make data-informed decisions, adjust interventions as needed, and hold themselves accountable for closing achievement gaps.

By implementing these strategies and initiatives, Dickenson County Schools are working to bridge achievement gaps and provide equitable educational opportunities for all students. The school division's commitment to data analysis, targeted support, professional development, early intervention, collaborative partnerships, culturally responsive education, and accountability helps ensure that all students have the resources and support they need to succeed academically.

Virginia Literacy Plan implementation:

The Virginia Literacy Act will be implemented in Dickenson County Schools and other school divisions throughout Virginia to promote and support literacy development among students. Here's how the Virginia Literacy Act will be implemented in Dickenson County:

1. **Development of a Literacy Plan:** Dickenson County Schools is required to develop a literacy plan that outlines strategies and initiatives to support literacy development for all students. The plan is designed to ensure that students are reading on grade level by the end of third grade, a critical milestone in literacy development.
2. **Alignment with State Standards:** The literacy plans developed by Dickenson County will be aligned with the Virginia Standards of Learning (SOL) for English and Language

Arts. The plan will incorporate research-based instructional practices and strategies to address the specific literacy needs of students.

3. **Comprehensive Approach:** The literacy plan will take a comprehensive approach to literacy instruction, addressing various components of reading, including phonics, phonemic awareness, vocabulary development, comprehension, and fluency. The plan will also consider the needs of diverse learners, including students with disabilities and English language learners.
4. **Tiered Intervention:** The literacy plan will incorporate a tiered intervention approach to provide additional support to students who are struggling with reading. Tiered interventions involve different levels of instruction and intervention based on students' individual needs. This approach will help to ensure that all students receive the necessary support to improve their reading skills.
5. **Professional Development:** Dickenson County Schools will provide professional development opportunities for teachers to enhance their knowledge and skills in literacy instruction. Professional development sessions may focus on evidence-based instructional strategies, assessment techniques, and the use of literacy resources and materials. These sessions will help teachers implement effective literacy instruction in their classrooms.
6. **Collaboration and Resources:** The Virginia Literacy Act encourages collaboration among educators, administrators, and stakeholders to support literacy development. Dickenson County Schools will collaborate with teachers, literacy coaches, reading specialists, and other professionals to share best practices, resources, and strategies. The school division may also utilize reading resources, materials, and programs recommended by the Virginia Department of Education to enhance literacy instruction.
7. **Progress Monitoring and Assessment:** The literacy plan will include provisions for progress monitoring and assessment to track student growth and identify areas where additional support is needed. The school division may use formative assessments, benchmark assessments, and other tools to measure student progress and adjust instruction accordingly.
8. **Reporting and Accountability:** Dickenson County Schools will report on the progress and outcomes of their literacy initiatives as part of their accountability to the Virginia Department of Education. The school division will regularly evaluate the effectiveness of the literacy plan and make adjustments based on data analysis and feedback.

By implementing the Virginia Literacy Act and developing a comprehensive literacy plan, Dickenson County Schools will be working to ensure that all students have the necessary literacy skills to succeed academically and thrive in their future endeavors.

All-In Tutoring Initiative:

Dickenson County Schools have implemented the All-In tutoring initiative to provide additional support to students in grades 3-8. The All-In tutoring program aims to help students focus on

grade-level content and bridge any learning gaps that may have been intensified by the COVID-19 pandemic. Here's how Dickenson County will utilize the All-In tutoring program:

1. **Targeted Grade-Level Support:** The All-In tutoring initiative specifically targets students in grades 3-8. These grade levels are critical for building foundational skills and preparing students for more advanced learning. The program focuses on providing targeted support in English and mathematics.
2. **Individualized Approach:** The All-In tutoring program takes an individualized approach to meet the unique needs of each student. Tutors work closely with students to understand their strengths, weaknesses, and specific areas where they require additional support. This personalized approach allows tutors to tailor instruction and address specific learning gaps.
3. **Small Group Instruction:** The All-In tutoring sessions typically involve small groups of students, allowing for more focused and individualized instruction. This small group setting enables tutors to provide personalized attention and support to each student, ensuring they receive the necessary guidance and assistance.
4. **Alignment with Core Instruction:** The All-In tutoring program aligns with the core instruction provided in the regular classroom setting. Tutors work closely with classroom teachers to understand the curriculum, learning objectives, and areas where students may need additional reinforcement. This alignment helps ensure that tutoring sessions are directly tied to grade-level content and support classroom instruction.
5. **Supplemental Instruction and Practice:** All-In tutoring offers supplemental instruction and practice to reinforce and enhance students' understanding of key concepts. Tutors provide additional explanations, guidance, and practice opportunities to help students master grade-level content. This extra support helps students build confidence, improve their skills, and bridge any learning gaps.
6. **Monitoring and Progress Tracking:** The All-In tutoring program includes monitoring and progress tracking to assess student growth and adjust instruction as needed. Tutors regularly assess students' understanding and progress, which helps them identify areas for improvement and adjust their instructional strategies accordingly. Progress tracking ensures that students are making meaningful progress and receiving the support they need.
7. **Collaboration and Communication:** Dickenson County Schools promote collaboration and communication between tutors, teachers, and parents/guardians. Tutors work closely with classroom teachers to align tutoring sessions with classroom instruction and share insights on student progress. Regular communication with parents/guardians ensures that they are informed about their child's participation, progress, and areas of focus in the All-In tutoring program.

By utilizing the All-In tutoring initiative, Dickenson County Schools provide targeted support to students in grades 3-8, helping them focus on grade-level content and address any learning gaps. The program's individualized approach, small group instruction, alignment with core instruction, and progress monitoring contribute to students' academic growth and success.

Professional Development Plan:

Dickenson County Schools have a comprehensive professional development plan designed to support the continuous growth and development of educators. The plan focuses on enhancing teaching practices, improving student learning outcomes, and addressing evolving student needs. Key components of the professional development plan include:

Needs Assessment:

- Conduct a thorough needs assessment to identify areas of improvement and specific needs of educators.
- Use surveys, data analysis, and input from teachers, administrators, and stakeholders.
- Inform the development of targeted professional development opportunities.

Goal Setting:

- Establish clear and measurable goals based on the needs assessment.
- Align goals with the district's vision, curriculum standards, and instructional priorities.
- Ensure that professional development activities are purposeful and directly tied to strategic objectives.

Relevant and Research-Based Content:

- Incorporate relevant and research-based content for high-quality training.
- Include sessions on instructional strategies, curriculum alignment, assessment practices, classroom management, technology integration, and cultural competency.

Differentiated Professional Learning Opportunities:

- Recognize diverse needs and preferences of educators.
- Offer a range of learning opportunities such as workshops, seminars, conferences, webinars, online courses, collaborative learning communities, and job-embedded coaching.
- Allow educators to engage in professional learning that aligns with individual needs and interests.

Collaboration and Peer Learning:

- Encourage collaboration within schools and across the district.
- Facilitate collaborative learning communities, professional learning networks, and grade-level or content-specific teams.
- Promote sharing of best practices, exchange of ideas, and reflective discussions.
- Encourage peer observations and feedback for continuous improvement.

District and External Partnerships:

- Foster partnerships with external organizations, higher education institutions, and other school divisions.

- Collaborate on joint professional development events, share resources and expertise, and participate in research-based initiatives.
- Expand the range of professional learning opportunities available to educators.

Ongoing Support and Follow-up:

- Emphasize ongoing support through coaching, mentoring, follow-up workshops, feedback cycles, and reflection sessions.
- Ensure educators can apply their learning effectively in the classroom.

Evaluation and Continuous Improvement:

- Regularly evaluate the effectiveness of professional development efforts.
- Collect feedback from participants, conduct surveys, analyze student data, and monitor the impact of professional learning.
- Use evaluation findings to make data-informed decisions and continuously improve the professional development plan.

By implementing our plan, Dickenson County Schools aim to empower educators, enhance instructional practices, and ultimately improve student learning outcomes. The plan's focus on needs assessment, goal setting, relevant content, differentiated opportunities, collaboration, ongoing support, and evaluation ensures that professional learning is meaningful, impactful, and aligned with the district's vision and goals.

Annual Review of the Comprehensive Plan:

Dickenson County Schools have a review plan in place to ensure the continuous improvement and effectiveness of our comprehensive plan. The review process involves regular evaluations and assessments to monitor progress, identify areas of success, and make necessary adjustments. Here are the key components of our review plan:

1. **Annual Review:** We will conduct an annual review of our comprehensive plan. This review involves gathering feedback from various stakeholders, including teachers, administrators, parents, students, and community members. Input is collected through surveys, focus groups, meetings, and other forms of communication. The annual review allows the district to assess the implementation and impact of the comprehensive plan.
2. **Data Analysis:** Data analysis is a crucial part of the review process. We will collect and analyze various data points related to student achievement, school climate, instructional practices, and other relevant factors. Data sources may include standardized test scores, student performance data, attendance rates, graduation rates, discipline data, and surveys. Analyzing data helps identify trends, strengths, and areas for improvement.
3. **Progress Monitoring:** Our review plan includes regular progress monitoring to track the district's progress towards its goals and objectives. Progress is monitored at the district level, as well as at the school and classroom levels. Monitoring may involve the use of data dashboards, progress reports, and ongoing communication between

administrators and staff. Progress monitoring helps identify areas where additional support or adjustments may be needed.

4. **Alignment with State and Federal Regulations:** We will ensure that the comprehensive plan aligns with state and federal regulations. Our plan is reviewed to ensure compliance with all relevant laws, policies, and mandates. This includes reviewing the plan's alignment with the Virginia Department of Education's guidelines and any federal requirements.
5. **Revision and Updates:** Based on the findings from the review process, We will make revisions and updates to the comprehensive plan as necessary. This may involve modifying goals, strategies, action steps, or timelines to better align with the district's evolving needs and priorities. Revisions are made with input from stakeholders and are communicated to the school community.
6. **Continuous Improvement:** The review plan emphasizes a culture of continuous improvement. Dickenson County Schools use the review process as an opportunity to reflect on their practices, celebrate successes, and identify areas for growth. Our district is committed to making ongoing adjustments and enhancements to its comprehensive plan based on the feedback and data collected during the review process.

By implementing our review plan, Dickenson County Schools ensure that the comprehensive plan remains responsive to the needs of students, staff, and the community. The regular evaluation and adjustment of our plan contribute to the district's overall improvement efforts and the achievement of its goals.

Population Trends:

Between 2010 and 2019, the number of students enrolled in K-12 schools in Dickenson County declined by more than 10%. During the same period, there was an increase in the enrollment of students in homeschooling or private schools throughout the state of Virginia. Data from the Weldone Cooper Center indicates that from 2020 to 2022, Dickenson County saw a population decrease of 2.9%, which translates to approximately 400 fewer residents.

School enrollment projections from Weldone Cooper.

Year	Enrollment for k-12 student total	K-5	6-8	9-12
2024-25	1753	731	457	563
2025-26	1668	691	429	549
2026-27	1604	643	400	561
2027-28	1560	633	375	552
2028-29	1551	633	381	538