



Division Comprehensive Plan 2014–20



Approved by the School Board, May 20, 2014

MISSION STATEMENT

***It is the mission of Frederick County Public Schools
to ensure all students an excellent education.***

To that end, Frederick County Public Schools envisions providing the highest quality, most cost effective education possible by:

- ◆ Increasing students' enthusiasm for learning
- ◆ Promoting individual learning ability
- ◆ Recruiting and retaining excellent personnel
- ◆ Encouraging parental and community support and involvement
- ◆ Fostering an inviting environment
- ◆ Using continual data analysis
- ◆ Emphasizing curriculum renewal
- ◆ Offering a meaningful staff development program
- ◆ Using current technology
- ◆ Requiring efficient operating procedures
- ◆ Evaluating progress and revising goals to achieve this vision

PUBLIC NOTICE OF NON-DISCRIMINATION

In compliance with the Executive Order 11246; Title II of the Education Amendments of 1976; Title VI of the Civil Rights Act of 1972; Title IX Regulation Implementing Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; and all other Federal and State laws and school policies and regulations, Frederick County Public Schools does not discriminate on the basis of race, color, national origin, religion, sex, age, political affiliation, disability, or veteran status in the education program and activities, or employment and provides equal access to the Boy Scouts and other designated youth groups.

It is the intent of Frederick County Public Schools to comply with both the letter and spirit of the law in making certain that discrimination does not exist in its policies, regulations, and operations. Grievance procedures, for Title IX and Section 504, have been established for students, their parents, and employees who feel discrimination has been shown by the school division.

All students attending Frederick County Public Schools may participate in education programs and activities, including but not limited to health and physical education, music, career and technical education. Educational programs and services will be designed to meet the varying needs of all students and will not discriminate against any individual for reasons of race, color, national origin, sex, religion, age, political affiliation, disability, or veteran status.

Questions concerning the application of this non-discrimination policy may be made to:

Mr. John Linaburg
Director of Human Resources/
Title IX Coordinator
1415 Amherst Street
Winchester, VA 22601
540-662-3888

Mrs. Lynette Johnson
Director of Special Instructional Services
504 Coordinator
1415 Amherst Street
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Armel Elementary

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AIMEE NUWER

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Orchard View Elementary

JULIE ANN CROWLEY

Redbud Run Elementary

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AMY SHEPLEY

Admiral Byrd Middle

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Frederick County Middle

JENNY GROOMS

James Wood Middle

STEPHEN BEALL

Robert E. Aylor Middle

REBECCA ARNETTE

James Wood High

JULIE WALTON

Millbrook High

SIAN OHLSON

Sherando High

JENNIFER MYERS

NREP

Adapted from the 2013 Virginia Standards of Quality, as amended.

§ 22.1-253.13:6. Standard 6. Planning and public involvement.

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

The divisionwide comprehensive plan shall include, but shall not be limited to, (i) the objectives of the school division, including strategies for first improving student achievement, particularly the achievement of educationally at-risk students, then maintaining high levels of student achievement; (ii) an assessment of the extent to which these objectives are being achieved; (iii) a forecast of enrollment changes; (iv) a plan for projecting and managing enrollment changes including consideration of the consolidation of schools to provide for a more comprehensive and effective delivery of instructional services to students and economies in school operations; (v) an evaluation of the appropriateness of establishing regional programs and services in cooperation with neighboring school divisions; (vi) a plan for implementing such regional programs and services when appropriate; (vii) a technology plan designed to integrate educational technology into the instructional

programs of the school division, including the school division's career and technical education programs, consistent with, or as a part of, the comprehensive technology plan for Virginia adopted by the Board of Education; (viii) an assessment of the needs of the school division and evidence of community participation, including parental participation, in the development of the plan; (ix) any corrective action plan required pursuant to § 22.1-253.13:3; and (x) a plan for parent and family involvement to include building successful school and parent partnerships that shall be developed with staff and community involvement, including participation by parents. A report shall be presented by each school board to the public by November 1 of each odd-numbered year on the extent to which the objectives of the divisionwide comprehensive plan have been met during the previous two school years.

C. Each public school shall also prepare a comprehensive, unified, long-range plan, which the relevant school board shall consider in the development of its divisionwide comprehensive plan.

THE PLANNING PROCESS

The Division Comprehensive Plan is the primary planning document for Frederick County Public Schools. All other plans are subsidiary to the comprehensive plan and serve to implement the broad goals outlined within the division plan. Guided by the principles of Professional Learning Communities, work toward meeting the unique needs of students is completed collaboratively. School and division leadership actively encourage attention to data; results orientation; focus on mission, vision, values and goals; alignment of curriculum, instruction and assessment; and professional conversation among employees. Professional learning communities encourage action through specific steps taken by employees to foster, promote and assure student success.

Each Frederick County Public School has an established school improvement team. Each team assesses the quality of school climate, student achievement, community involvement, and professional development, and develops a three-year plan to address identified areas for

improvement. Plans are reviewed and revised at the school level, presented to division leadership and are approved each year by the superintendent.

Additionally, curriculum study teams staffed by teacher leaders and led by division instructional supervisors develop, implement, and monitor long-range plans that include instructional goals and objectives. Curriculum improvement plans are annually reviewed and approved by the assistant superintendent for instruction.

Long-range planning documents including enrollment projections, capital improvement planning, an annual capital projects plan, and a staffing projection plan are prepared and reviewed annually by the school board, superintendent, and the assistant superintendent for administration. All of these planning documents are developed under the umbrella of the Division Comprehensive Plan.

The 2014–20 Division Comprehensive Plan was developed during the 2013-14 school year. A parental focus group was organized and forums held to seek citizen input to establish priority goals and strategies. The Comprehensive Plan Steering Committee identified goals and provided feedback, clarity, and purpose to early drafts of the comprehensive plan.

The Frederick County School Board received two reports on the development of the plan and provided their input to the draft document prior to public hearing in May 2014. A public hearing to solicit public comments was held on May 20, 2014. The plan was adopted by the school board on May 20, 2014.

REGIONAL PROGRAMS

Frederick County Public Schools participates in four regional education programs.

Regional Special Education

Students with disabilities have access to services provided at the Northwestern Regional Education Program (NREP). Approximately 140 Frederick County students are served in grades pre-K through 12 at the Northwestern Regional Education Program. NREP is governed by the superintendents of Frederick, Clarke, and Winchester Public Schools. Frederick County

Public Schools serves as the fiscal agent for NREP.

Academic Year Governor's School

Students identified as academically talented may apply for enrollment at the Mountain Vista Governor's School (MVGS) located at Lord Fairfax Community College. Approximately forty Frederick County students attend the Mountain Vista Governor's School. The MVGS governing board is comprised of school board members appointed by each of the participating school boards. Each superintendent of the participating divisions serves on the governing board. Member school divisions include Fauquier County, Warren County, Frederick County, Culpeper County, and Winchester Public Schools. Fauquier County Public Schools serves as the fiscal agent for MVGS.

Summer Programs and Governor's Schools

Performing and Visual Arts Northwest (PAVAN) provides cultural experiences for students in grades 4–12. Summer experiences are offered to students in five school divisions. Representatives of the participating school divisions serve on a governing board that provides guidance to this program.

Students in grades 5–8 may also apply for participation in the Blue Ridge Environmental Studies Regional Summer Governor's School. This program, serving 75 students, provides opportunities for gifted children to work on real problems in environmental management. Participating school divisions include Shenandoah County, Page County, Warren County, Clarke County, Frederick County and the City of Winchester. Shenandoah County serves as the fiscal agent for this program.

ENROLLMENT FORECAST AND CONSIDERATIONS FOR MANAGING GROWTH

Enrollment is the number of students registered for school. Seats must be provided for membership (those who actually attend). To protect against overcrowding, changes in the enrollment growth cycle must be identified and carefully examined. Projected membership and the projected increase for 2013–19 are provided

on page 12. Enrollment projections are statistically computed using actual past data to project three-, five- and ten-year enrollment patterns. Enrollment projections are made using a cohort survival method with a three year rolling factor application. Kindergarten enrollment is projected using live birth data from the Virginia Department of Health with a survival factor.

Managing enrollment includes modernizing and enlarging facilities, building new facilities, and improving instructional design features in existing schools. The process results in a School Capital Improvement Plan, approved by the school board, and is submitted each year to the Board of Supervisors. Implementation of all plans is subject to funding. After completion of annual membership projections, a staffing template is employed to project needed personnel for instruction and support areas. Staffing needs are incorporated into budget recommendations for review by the superintendent and the school board.

PURPOSE

The County School Board of Frederick County, Virginia, and all employees of Frederick County Public Schools are committed to excellence. Professional staff provide high quality learning experiences for all children. Students are actively engaged in their learning. All employees work collaboratively to provide effective educational services to all students. The Board has deliberately established a six-year comprehensive plan to guide efforts to be a premier school division.

The Board is committed to seeking and providing resources to ensure all students an excellent education in a cost-effective and efficient manner. To that end, the Board employs a division comprehensive plan identifying primary goals necessary to continuously improve teaching and learning. The Board plans for the orderly growth of the school division through accurate enrollment projections that drive the development of a Capital Improvements Program intended to maintain, construct or modernize educational facilities necessary for teaching and learning.

The Board further recognizes the comprehensive plan serves as a guiding document for financial forecasting and as a guide for

the various school and division improvement plans necessary to increase student academic achievement. School and division level improvement plans are considered subsidiary yet integral to the comprehensive plan. The comprehensive plan provides general direction while subsidiary plans identify specific goals, strategies and assessment measures that are unique to the school, department or program.

Innovation is a hallmark of Frederick County Public Schools. Best practices are sought and applied in classroom settings. Current technologies are employed not only to provide engaging learning experiences but also to efficiently manage facilities and support operations.

Appropriate data are collected and assessed to determine trends, patterns and areas of success or those needing improvement. The division supports cycles of continuous improvement, making progressive changes determined to be beneficial to teaching and learning. Improvements are monitored for effectiveness, revised as necessary, and implemented appropriately as conditions require.

Frederick County Public Schools strives to be a premier school division in the Commonwealth of Virginia. Teachers and staff maintain high expectations for students so the children of Frederick County are equipped with the necessary knowledge, skills and competencies to be successful in their chosen career and life goals. Therefore, students

1. Demonstrate their understanding of essential knowledge,
2. Apply concrete and abstract concepts to real-world experiences,
3. Develop communication, literacy, and mathematical reasoning skills necessary to be successful in the community and workplace,
4. Learn principles of good citizenship, civics and governance,
5. Become prepared to compete for employment or further education in fields that may not yet exist; and,
6. Use and apply those information technologies and technology tools necessary for a rapidly changing global community.

ACCOUNTABILITY AND STUDENT ACHIEVEMENT

A tenacious approach to school improvement ensures that the students, staff, and community of Frederick County support and are supported by a premier school division in which all schools maintain state accreditation and routinely exceed state and federal requirements. All students leave Frederick County Public Schools prepared to achieve and surpass their life goals as they become valued contributors to their community.

Frederick County Public Schools educators expect students to stretch their learning potential and reach achievement levels that exceed their own expectations. Students will not just read or view, but analyze text, images and symbolic representations to interpret and evaluate their meaning. They will communicate their analysis and interpretation to authentic audiences both orally and through the written word. From this experience, they develop a deep understanding of concepts and the ability to critically analyze and evaluate new information independently.

Educators are innovative thinkers and doers. Through research, professional development, and collaborative discourse, teachers have a vision of excellence and relevant learning opportunities for their students. From this innovation, initiatives are developed, monitored, evaluated, and adjusted to ensure their effectiveness. Students mirror this innovative approach with learning experiences facilitated by teachers that allow for real-world connections, promoting creative problem solving in our community, region, state, country, and world. Teachers allow for and encourage a global learning approach, where students use technology to move beyond the four walls of the classroom to learn from and connect with any appropriate resource.

Teachers, administrators, counselors, paraprofessionals, and other staff work together to enhance their own learning, and students are given the same opportunities. Peer-to-peer and student-to-adult learning experiences are the expectation and the norm. Through continuous feedback, assessment and strong relationship building, teachers know their students as learners and as people, and they use that quantitative and qualitative information to design meaningful learning experiences. Flexible grouping to meet

the learning needs of all students and appropriate assessments that enable both teachers and students to evaluate progress ensure continuous growth.

Student learning results from collaborative teams designing intentional experiences that honor all students as learners. Frederick County Public School educators embrace a culture of innovation, collaboration, and positive relationships, making student success the only option.

1. Students will demonstrate functional and critical thinking skills.
 - a. Read, interpret, and evaluate text, visual and symbolic images, and other representations
 - b. Communicate meaningfully through oral and written language
 - c. Make connections through relevant and meaningful problem solving
 - d. Create innovative solutions to real-world problems
2. Students will be engaged in relevant learning experiences through high quality instruction.
 - a. Benefit from instruction that applies research-based instructional methods aligned to Virginia Standards and the division curriculum
 - b. Transition seamlessly from one grade level to the next
 - c. Use appropriate tools, including technology, to gain knowledge, develop skills, and extend capabilities
 - d. Demonstrate workplace readiness skills including communication, collaboration, and problem solving
3. Use data to make instructional decisions to meet individual needs of all students.
 - a. Design strategic, ongoing data collection methods that collect evidence of student progress
 - b. Align student assessments with curriculum and instruction
 - c. Analyze, interpret, and evaluate qualitative and quantitative evidence to guide instructional decision-making and to improve student learning

- d. Use data and knowledge of learner characteristics to design and provide targeted and appropriate instruction
 - e. Monitor and evaluate student progress, achievement and mastery to support and guide continual growth
4. School and division improvement teams will develop and implement instructionally focused improvement plans to increase academic rigor and student achievement.
- a. Identify, analyze, interpret and evaluate qualitative and quantitative data to guide and focus improvement indicators and strategies
 - b. Align division and school improvement plans to maximize opportunities and resources, and to promote student progress, growth or mastery
 - c. Division and school improvement teams will monitor and evaluate the effectiveness of strategies, revising as necessary to ensure positive impact on student performance

Outcome: When fully implemented, students will be cognitively engaged in their learning experiences. Collaborative Learning Teams and students share responsibility for ensuring continuous growth as measured by ongoing and summative assessments.

EDUCATOR PROFESSIONALISM

Educators in Frederick County Public Schools are committed to continuous improvement for the benefit of improved student learning. Such a commitment requires reflective people who use appropriate data to monitor student progress, assess student learning, and make sound instructional decisions.

Employees are active participants in professional learning communities. These learning communities share responsibility for student learning and align their goals with those of the school and division. Teachers and administrators work together to learn together through job-embedded professional development designed to engage educators in inquiry, action research, and data analysis to improve performance.

Shared leadership is a hallmark of organizations and communities committed to professional learning. Leaders at all levels in Frederick County work to enhance leadership skills in all who work with and for students. Collaboration drives the work of the school and the division. Teams, committees, and departments recognize the link between their own learning and practices and that of improved student performance, which drives these groups to search for evidence-based approaches to teaching and learning that match the high expectations of the organization.

1. All employees are active participants in professional learning communities committed to continuous improvement, collective responsibility, and goal alignment to increase educator effectiveness and improve student progress, mastery or achievement.
 - a. Learning communities support and refine systemic decision-making models to meet the needs of all students
 - b. Learning communities share responsibility for the learning of all students within the team, grade level, department, school, and school community
 - c. Instructional leaders create, support and protect time for teachers and staff to work in professional learning communities
 - d. Instructional leaders provide job embedded professional development and support continuous improvement for implementation of school and division-wide initiatives
 - e. Learning communities align goals with school and division initiatives to increase educator effectiveness and student achievement
2. Learning communities apply cycles of continuous improvement to engage in inquiry, action research, data analysis, planning, implementation, reflection, and evaluation.
 - a. Learning communities identify shared goals for student and educator learning
 - b. Professional learning extends educators' knowledge of content, content-specific pedagogy, how students learn, and management of classroom environments

- c. Learning communities select and implement appropriate evidence-based strategies to achieve student and educator learning goals
 - d. Instructional leaders facilitate and support learning communities at each worksite
 - e. Instructional leaders promote, advocate, and create support systems for professional learning for all staff
 - f. Students, teachers, and administrators maintain Information and Communication Technologies (ICT) literacy
3. Professional learning increases educator effectiveness and achievement for all students by using a variety of information to plan, assess, and evaluate the impact of professional learning on student progress, achievement and mastery.
 - a. Technology supports data based decision making for evaluation and improvement of teaching and learning
 - b. Meaningful and appropriate data determine student and educator learning needs
 - c. Learning communities identify shared learning goals for students and educators
 - d. Learning communities use evidence to monitor and refine implementation and evaluate results
 - e. Learning communities evaluate professional learning to increase quality and effectiveness
 4. Appropriate data are used to monitor and assess progress against established benchmarks in order to drive school improvement and inform instructional decisions.
 - a. Technology supports data based decision making for evaluation and improvement of teaching and learning
 - b. Learning communities use ongoing data analysis to inform and support cycles of continuous improvement
 - c. Learning communities engage in analyzing, interpreting, and responding to data for student achievement and school improvement
 5. Skillful leaders develop capacity, advocate and create support systems to increase educator effectiveness and achievement for all students.
 - a. Leaders engage in constructive conversations about the alignment of student and educator performance
 - b. Leaders create, support and protect time for teachers and staff to work in professional learning communities
 - c. Leaders clearly articulate the link between educator professional learning and increased student learning
 - d. Leaders plan, design, and implement learning opportunities to increase student progress, achievement and mastery
 - e. Leaders develop and sustain a culture based on norms of high expectation, shared responsibility, and mutual respect and trust
 - f. Shared leadership is recognized and promoted within the division, and leaders from all levels of the organization are supported
 - g. Leaders work collaboratively with all stakeholders to cultivate a vision for academic success and set clear goals for student progress, achievement and mastery based on student and educator learning data
- Outcome: When fully implemented, leaders align vision, educator performance and student achievement to engage learning communities in targeted professional learning focused on continuous improvement for educators resulting in increased student progress, achievement, and mastery.

COMMUNITY ENGAGEMENT

Involvement and support from all parents and community stakeholders are critical to school improvement efforts that focus on student achievement. Frederick County Public Schools recognizes that timely and meaningful communication with parents and community members encourages partnerships that support student learning. The school division works to expand modes of communication that are effective, efficient, and respectful of the diverse

needs of parents, students, and community members.

Partnerships with community employers and agencies provide opportunities for students to apply knowledge acquired in the classroom to real world situations. These partnerships also allow students to access community resources and support networks needed as they transition out of the educational environment into the adult world. The opportunity for students to establish relationships with community resources while in school promotes healthy lifestyle choices that carry-over into adulthood. Frederick County Public Schools is committed to expanding and sustaining positive relationships with community partners that result in improved student progress, achievement and mastery, and student adoption of healthy lifestyles.

1. All educators engage in effective communication with students and their families.
 - a. Prepare timely and meaningful reports of student progress easily understood and interpreted by parents and students
 - b. Exhibit professionalism when preparing oral and written communication
 - c. Use a variety of communication options that meet the diverse needs of students and their families, engaging them in the school community and encouraging them to be active partners in the learning process
 - d. Establish opportunities to solicit input from parents and community representatives
2. Provide students with opportunities for relevant learning experiences in school and the community
 - a. Expand community partnerships to increase opportunities for student participation in business or community-based learning experiences
 - b. Promote and expand partnerships with businesses and the community to support instruction and address resource needs
 - c. Increase participation of community partners on advisory committees
 - d. Provide safe, flexible, and effective learning environments for all students
 - e. Expand opportunities for students to develop workplace readiness skills and participate in relevant experiences through which these skills may be applied.
3. Develop lifelong community support networks for students and their families
 - a. Partner with community agencies to promote healthy lifestyles, and to increase the physical and emotional wellness of students and their families
 - b. Expand connections with post-secondary institutions, employers, and members of the community to prepare students for continued learning
 - c. Provide opportunities for students and families to establish connections with community services/agencies so that they may access community resources and self-advocate for their needs
 - d. Actively promote partnerships with community resources to provide support services to students and families
 - e. Increase the participation of community agencies and resources in the development of IEPs to reflect consideration of students' strengths, preferences, interests and needs that lead to future opportunities in employment, post-secondary education, training, independent living and community participation

Outcome: When fully implemented, school staff and community partners work together to provide relevant educational opportunities and services resulting in students' adoption of healthy lifestyles and their transition to independent living as valuable, contributing members of the community.

CONTEMPORARY LEARNING FACILITIES

Frederick County Public Schools believes educational facilities are an integral part of the learning process. Warm, inviting spaces equipped with appropriate learning tools including current technology and laboratory equipment encourage students to explore and understand concepts and critical knowledge necessary to be successful.

Facilities are designed to stand the test of time yet are flexible enough to adapt to changing conditions.

Students, teachers and staff deserve to learn and work in high quality facilities. Contemporary learning facilities are energy efficient, employ natural lighting and provide properly conditioned spaces conducive to work. Facilities provide spaces for collaborative learning and work, individual classrooms for discreet teaching and laboratory experiences, and public spaces shared with the community.

Schools are places that students perceive as welcoming, inspiring, energizing and safe. Students will be able to stand anywhere in a school and know that the facility was designed for them. Finally, schools are a reflection of and a resource for the community they serve.

Educational facilities represent a lasting investment in the future by the citizens of Frederick County. Facilities are designed for a life cycle of 25 years or longer before substantial renovation and/or upgrades. Care is taken in the design of schools to be certain that each reflects current understanding of teaching and learning, architecture, student and staff safety, and have attractive and well-maintained grounds.

1. Students and staff attend schools that are attractive, well-maintained, and at or below program capacity
 - a. Sustain a capital improvement plan that maintains elementary school enrollment at or below 750, middle school enrollment at or below 950, and high school enrollment at or below 1,250 students
 - b. Design into school renovation projects appropriate facilities for special needs populations
 - c. Provide for renovation of existing facilities through the capital improvement plan
2. Students and staff learn and work in buildings that are conducive to learning, cost-effective and energy efficient
 - a. Design facilities for flexibility and adaptability. Schools and equipment keep pace with student learning needs and evolve as circumstances dictate

- b. Facilities are designed for student centered-learning and able to accommodate multiple modes of learning
- c. Schools are designed from a student perspective to foster academic, physical and social development
- d. Schools incorporate programs, spaces and places that help students to develop critical thinking, collaboration and communication skills necessary for success
- e. Science, Technology, Engineering, and Health Services (STEM-H) facilities are considered for inclusion in middle and high school instructional programming
- f. Improve safety and security in all buildings and acquire necessary technologies or complete renovations in support of this effort
- g. School facilities display their stewardship of the environment and sustainability features

Outcome: When fully implemented, students and staff will learn and work in inviting facilities that are energy efficient, secure and conducive to learning.

EFFECTIVE AND EFFICIENT SUPPORT SERVICES

School divisions are very complex organizations focused on providing high quality educational services to children and the community. Schools are often the center of the community inviting students, parents and citizens to engage in activities that bolster civic pride. School support services operate largely in the background, seldom seen by the public.

Support services provide transportation for children, assure buildings are properly cleaned and well maintained, and manage human and financial resources needed for school operations. Students benefit from meals offered by school nutrition services, and health services provided by highly qualified nursing professionals. Children and their families are properly supported by family services staff including social workers, homebound instruction services, school psychologists and counselors.

Support services must be effective and

efficient. The School Board is committed to investing in teaching and learning, and recognizes that appropriate supports must be provided in a cost-effective manner. The division is committed to the wise use of fiscal resources provided by the community. The division continually seeks to adopt operational strategies that reflect best practice.

1. Focus on business practices that enable instructional leaders to focus on student learning
 - a. Provide useful, accurate information and statistical analysis for sound decision-making
 - b. Identify new and emerging technologies to improve workflow and efficiencies
 - c. Consider financial and business practices that make best use of the community's investment in education
2. Seek to improve efficiency of support services
 - a. Continue efforts to improve energy efficiency of facilities
 - b. Identify best practices that improve building maintenance
 - c. Allocate adequate resources to upgrade and enhance safety and security
3. Recruit and support highly qualified individuals in all job classifications
 - a. Provide for attractive compensation and benefits
 - b. Implement ongoing training and professional development to further strengthen the workforce
 - c. Continue to expand new employee mentoring programs to retain qualified staff
 - d. Plan for expansion of professional and non-licensed staff in areas of high need
4. Provide for student and family needs through effective systems of support
 - a. Review staffing of student support services to ensure social, emotional and educational needs of students are met
 - b. Provide for appropriate health services in all buildings
 - c. Expand opportunities for alternative education for select students
5. Promote healthy lifestyles through nutrition and health and wellness
 - a. Expand access to subsidized school nutrition program eligible children
 - b. Promote healthy lifestyles among students, employees, and their families
 - c. Continue emphasis on employee wellness through health benefits program

Outcome: When fully implemented, students and staff will benefit from high quality support services provided to the community.

ENROLLMENT HISTORY AND PROJECTIONS

Using housing forecasts from Frederick County, Fannie Mae, Freddie Mac, the National Association of Homebuilders, and the U.S. Census Bureau; student generation rate forecasts using data from Frederick County and Demographic Intelligence; and, for kindergarten, live birth data from the Virginia Department of Health.

	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19
High School									
12	1,022	949	967	927	1,015	960	930	1,100	1,071
11	908	914	902	970	918	897	1,060	1,024	972
10	1,037	978	1,010	994	940	1,094	1,056	994	1,077
9	1,144	1,192	1,097	1,078	1,226	1,155	1,087	1,169	1,182
High School Total	4,111	4,033	3,976	3,969	4,099	4,107	4,132	4,288	4,302
Percent Change from Previous Year	-1.9%	-1.9%	-1.4%	-0.2%	3.3%	0.2%	0.6%	3.8%	0.3%
HS Program Capacity w/out Modulators	4,050	4,050	4,050	4,050	4,050	4,050	4,050	4,050	4,050
(Over) Under Program Capacity	(61)	17	74	81	(49)	(57)	(82)	(238)	(252)
Middle School									
8	995	988	994	1,081	1,049	994	1,067	1,072	1,105
7	991	997	1,076	1,047	984	1,053	1,056	1,082	1,072
6	990	1,085	1,040	980	1,044	1,040	1,064	1,047	1,107
Middle School Total	2,976	3,070	3,110	3,108	3,078	3,087	3,187	3,200	3,285
Percent Change from Previous Year	0.9%	3.2%	1.3%	-0.1%	-1.0%	0.3%	3.2%	0.4%	2.6%
MS Program Capacity w/out Modulators	3,280	3,280	3,280	3,280	3,280	3,280	3,450	3,450	3,450
(Over) Under Program Capacity	304	210	170	172	202	193	263	250	165
Elementary School									
5	1,063	1,019	989	1,030	1,032	1,064	1,046	1,098	1,031
4	1,011	972	1,004	1,012	1,033	1,011	1,060	988	943
3	954	984	1,012	1,017	997	1,051	978	927	918
2	992	1,015	992	990	1,027	946	896	880	866
1	1,012	972	1,004	1,021	941	901	883	864	858
K	924	964	979	898	858	840	820	809	793
Elementary School Total	5,956	5,926	5,980	5,968	5,889	5,813	5,683	5,566	5,409
Percent Change from Previous Year	1.0%	-0.5%	0.9%	-0.2%	-1.3%	-1.3%	-2.2%	-2.1%	-2.8%
ES Program Capacity w/out Modulators	7,054	7,054	7,054	7,054	6,656	6,656	6,656	6,656	6,656
(Over) Under Program Capacity	1,098	1,128	1,074	1,086	767	843	973	1090	1247
GRAND TOTALS									
Total, September 15	13,043	13,029	13,066	13,045	13,066	13,007	13,002	13,054	12,995
Change from Previous Year	8	(14)	37	(21)	21	(60)	(4)	52	(58)
Percent Change from Previous Year	0.06%	-0.11%	0.28%	-0.16%	0.16%	-0.46%	-0.03%	0.40%	-0.45%
Budgeted for September 30	13,161	13,115	13,156	13,150					
Over (Under) Budget	(118)	(86)	(90)	(105)					
Percent Over/Under Budget	-0.9%	-0.7%	-0.7%	-0.8%					

Frederick County Public Schools Capital Improvements Plan 2015-2020

Adopted November 18, 2013

Priority	Project Title	7/1/2013-6/30/2014	Year 1 7/1/2014-6/30/2015	Year 2 7/1/2015-6/30/2016	Year 3 7/1/2016-6/30/2017	Year 4 7/1/2017-6/30/2018	Year 5 7/1/2018-6/30/2019	Year 6 7/1/2019-6/30/2020	Years Beyond CIP	Estimated Project Cost*	
	Plan for Alternative Use of the Existing FCMS Building		Study								
	LAND ACQUISITION										
	5th Middle School								30 acres		
	12th Elementary School								15 acres		
	13th Elementary School								15 acres		
		Two land proffers exist that could potentially be used as land for these two schools. The proffers exist at Snowden Bridge and Villages at Atrip. To meet the proffer at Snowden Bridge, the land can be acquired, engineering and architectural completed, a disturbance permit obtained, and grading completed less than ten years in advance of school construction.									
1	Replacement Frederick County Middle School	Approval & Appropriation Begin Construction April 2014			Open July 2016					\$49,500,000	
2	Robert E. Aylor Middle School Addition and Renovation		Approval & Appropriation	Begin Addition Nov. 2015	Begin Renovation July 2016	Open July 2017				\$25,000,000	
3	4th High School		Approval & Appropriation	Begin Construction Sept. 2015			Open July 2018			\$70,000,000	
4	Sherando High School Parking Lot and Softball Field Improvements		Approval & Appropriation	Begin Construction June 2016	Open December 2016					\$5,000,000	
5	James Wood High School Upgrades				Approval & Appropriation	Begin Construction July 2017		Open July 2019		\$10,000,000	
6	12th Elementary School	Land Acquisition or Proffered Property									TBD
7	Armel Elementary School Addition						Approval & Appropriation	Begin Construction July 2019	Open July 2020	TBD	
8	Apple Pie Ridge Elementary School Phase 2 Renovation					Approval & Appropriation	Begin Construction June 2019		Open July 2020	TBD	
9	Joint Administrative Office Complex	The timing of this project is TBD.									TBD
10	Bass-Hoover Elementary School Phase 2 Renovations						Approval & Appropriation	Begin Construction June 2020	Open July 2021	TBD	
11	Indian Hollow Elementary School Addition and Renovations							Approval & Renovation	Open July 2022	TBD	
12	5th Middle School	Land Acquisition or Proffered Property									TBD
13	13th Elementary School	Land Acquisition or Proffered Property									TBD

Land Acquisition
 Approval and appropriation up to awarding bid
 Construction
 Out of CIP range
 Opening

* - Project costs are estimated. These estimated costs will vary over time as the costs of design, materials, labor, and overhead change. Program capacity may be adjusted as necessary to meet instructional or budgetary needs, and as a result, school facility capacities may increase or decrease. See School Board regulation 409R-A.



**Frederick County Public Schools
Department of Instruction**