Montgomery County Public Schools
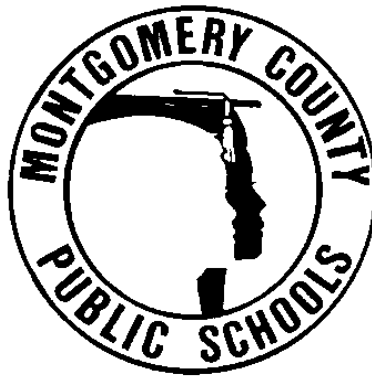
Excellence in Education:
Realizing Student Success

Comprehensive Plan
2008-2014

Table of Contents

Approvals

Approved by Superintendent of Schools

Signature: _____ Date: _____

Approved by MCPS Board of Education

Signature: _____ Date: _____

Montgomery County Public Schools
Division Leadership

School Board Members
B. Wendell Jones, Chair
David G. Dunkenberger, II, Vice Chair
Phyllis T. Albritton
Jamie M. Bond
Penny J. Franklin
W. Wat Hopkins
Joseph T. Ivers, Jr.

Superintendent
Tiffany Anderson, Ed. D.

Leadership Team
Walt Shannon, Assistant Superintendent-Operations
Dan Berenato, Director of Facilities
Christina Gilley, Director of Special Education
Harvey Goodwin, Director of Technology
Lois Graham, Director of Elementary Education
Mark Pasier, Director of Human Resources
Nelson Simpkins, Director of Secondary Education

Comprehensive Plan Design Team
Lois Graham, Director of Elementary Education
Judy Barylske, Lead Curriculum Supervisor
Amy French, Technology Coordinator
Carol Jennings, Assessment Coordinator
Danny Knott, Principal, Blacksburg Middle School
Claude Miles, Technology Coordinator
Rochelle, Supervisor of Literacy Programs
Laura Williams, Grant Writer
Paula Wilder, RODC, Ed. D., Wilder Consulting, Blacksburg, VA

Many individuals contributed to this plan in addition to Division Leadership. Montgomery County Public Schools greatly appreciates the participation, passion, and commitment of all stakeholders.

Montgomery County Public Schools
Mission and Vision

<u>Mission</u>

The mission of Montgomery County Public Schools (MCPS) is to be a community of excellence that develops each student's full potential to be a lifelong learner and a productive global citizen.

<u>Vision</u>

MCPS values a high performing learning culture, one that places "Students First" by:

- Cultivating positive relationships based on mutual trust, respect, and open communication among all stakeholders;

- Holding high expectations for achievement and accountability through effective practices which actively engage students and staff and instill enthusiasm for learning and teaching;

- Sustaining a nurturing environment that ensures the physical safety and emotional well-being of all individuals within the learning community; and

- Valuing continuous learning and providing growth opportunities for staff, students, and members of the community.

Comprehensive Planning Process

In Fall 2007, a Design Team consisting of representatives from leadership, curriculum, assessment, and technology was formed to guide the Division in the development of a new comprehensive plan. The team worked with an external consultant to develop a process that would engage stakeholders in creating a meaningful and valuable document. Additionally, the team sought to incorporate the seven standards from the Southern Association of Colleges and Schools/Council on Accreditation and School Improvement (SACS/CASI) since the Division is working toward achieving accreditation through this process.

The Design Team began by adopting a strengths-based approach to emphasize a focus on the Division's assets, opportunities, and aspirations. The team also elected to use the Guiding Principles which were created during Montgomery County's 2007 leadership retreats. These principles provided a foundation throughout the process.

An initial leadership meeting was held to present the strengths-based approach, gather ideas, and train participants to conduct future meetings. This meeting included School Board members, principals, central office staff, and representatives from each school and department. A corresponding meeting was held with assistant principals in December 2007. Supervisors were trained in the process so they could partner with school leaders to facilitate these meetings. Each school replicated the process by holding meetings with their staffs and communities. Likewise, Division departments conducted meetings with their staff members. The Design Team also hosted a community meeting in January 2008. More than 370 invitations were sent to business leaders, community organizations, and other community members in order to encourage input. Through this series of meetings, information was gathered to begin developing a comprehensive plan.

In February 2008, during a two-day retreat, the Design Team incorporated data from all the meetings into a planning document. Team members sought to identify and prioritize objectives and developed an alignment with the SACS/CASI standards. Beginning in March, the Design Team met weekly to develop specific strategies. Drafts were shared with revisions made throughout the process.

The team presented a final document for the Board's approval on July 11 at the MCPS School Board retreat.

Comprehensive Plan Development/Implementation/Review Cycle

SY2007-08
2007 - 2008:   Information gathered and Comprehensive Plan developed
May 2008:   School reports on progress of Continuous Improvement Plans reviewed
July 2008:   Comprehensive Plan presented to School Board for input and approval

SY2008-2009
November 2008:   Division and school plans updated, revised, and presented to School
                 Board, Superintendent reports on Division progress to School Board
March 2009:   Mid-year monitoring of Division and school plans
July 2009:   School reports on progress of Continuous Improvement Plans due

SY2009-2010
November 2009:   Division and school plans updated, revised, and presented to School
                 Board, Superintendent reports on Division progress to School Board
March 2010:   Mid-year monitoring of Division and school plans
July 2010:   School reports on progress of Continuous Improvement Plans due

SY2010-2011
November 2010:   Division and school plans updated and revised
March 2011:   Mid-year monitoring of Division and school plans
July 2011:   School reports on progress of Continuous Improvement Plans due

SY2011-2012
November 2011:   Division and school plans updated, revised, and presented to School
                 Board, Superintendent reports on Division progress to School Board
March 2012:   Mid-year monitoring of Division and school plans
July 2012:   School reports on progress of Continuous Improvement Plans due

SY2012-2013
November 2012:   Division and school plans updated and revised
March 2013:   Mid-year monitoring of Division and school plans
July 2013:   School reports on progress of Continuous Improvement Plans due

SY2013-2014
November 2013:   Division and school plans updated, revised, and presented to School
                 Board, Superintendent reports on Division progress to School Board
                 Begin development of new Comprehensive Plan
March 2014:   Mid-year monitoring of Division and school plans
July 2014:   School reports on progress of Continuous Improvement Plans due
                 Present new plan to School Board

Montgomery County Public Schools Profile

Montgomery County is located in the Appalachian region of Southwest Virginia in an area known as the New River Valley. The County covers an area of 393 square miles and is home to a population of approximately 86,000. Montgomery County's largest population centers are the towns of Christiansburg (the county seat and retail center) and Blacksburg (home to Virginia Tech, the state's largest university and one of the nation's leading research institutions). In addition, Montgomery County includes the rural communities of Price's Fork, Riner, Plum Creek, Belview, Shawsville, Elliston, and numerous others. The Montgomery County Public School District (MCPS) serves 9,700 students in grades K-12. There are 22 schools in the county's four attendance areas, including 12 elementary, four middle, four high, and two secondary alternative schools.

Student Population

Population by Ethnicity:

	2004-2005	2005-2006	2006-2007	2007-2008
American Indian	0.4%	0.4%	0.4%	0.4%
Asian	3.2%	3.4%	3.6%	3.4%
Black	5.6%	5.7%	5.8%	6.0%
Hispanic	1.6%	1.7%	2.1%	2.3%
White	88.2%	87.6%	86.4%	86.1%
Unspecified	0.9%	1.2%	1.6%	1.8%
Hawaiian	0.0%	0.0%	0.0%	0.0%
Total Population	9405	9487	9625	9752

Population by Specialty Groups:

	2004-2005	2005-2006	2006-2007	2007-2008
Disabilities/504	15.3%	16.0%	16.8%	14.0%
Gifted	12.8%	12.6%	12.0%	10.3%
Limited English Proficiency	2.4%	2.3%	2.8%	2.6%
Disadvantaged	31.7%	32.2%	33.0%	29.7%

Free and Reduced Lunch Percentages
March 31, 2008

School	Students Receiving Free or Reduced Price Lunch
Auburn Elementary	49.31%
Belview Elementary	73.11%
Christiansburg Primary	43.87%
Christiansburg Elementary	46.03%
Ellliston-Lafayette Elementary	68.95%
Falling Branch Elementary	46.64%
Gilbert Linkous Elementary	17.52%
Harding Avenue Elementary	20.33%
Kipps Elementary	36.65%
Margaret Beeks Elementary	36.21%
Price's Fork Elementary	45.28%
Shawsville Elementary	66.24%
Auburn Middle	37.91%
Blacksburg Middle	23.71%
Christiansburg Middle	46.50%
Shawsville Middle	58.17%
Auburn High	35.18%
Blacksburg High	18.71%
Christiansburg High	33.40%
Eastern Montgomery High	47.63%
Division	**38.18%**

Division Enrollment Projections

Following is the MCPS ten-year projected enrollment based on most recent historical trends, birth data, and housing information. According to this projection, Montgomery County's enrollment will increase over the next ten years from 9,557 students in 2006-07 to 10,798 students in 2016-17, for a gain of 1,241 students.

Montgomery County Public Schools
Projected Enrollment - Most Likely

Grade	2006-07 Actual	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
K	807	745	795	803	795	794	794	794	794	794	794
1	772	815	751	801	827	808	807	807	807	807	807
2	709	751	792	729	803	812	792	792	792	792	792
3	708	717	758	799	764	817	824	806	806	806	806
4	696	704	712	752	817	765	815	823	803	803	803
5	694	712	719	726	790	840	785	837	846	827	825
K - 5 Total	4,386	4,444	4,527	4,610	4,796	4,836	4,817	4,859	4,848	4,829	4,827
6	718	699	714	721	752	802	852	797	850	858	840
7	716	732	709	727	755	767	819	870	813	869	877
8	721	724	737	715	757	768	783	834	886	828	884
6 - 8 Total	2,155	2,155	2,160	2,163	2,264	2,337	2,454	2,501	2,549	2,555	2,601
9	864	810	813	826	833	858	871	888	945	1,003	936
10	762	780	730	734	768	756	778	790	806	857	909
11	738	703	719	671	701	719	706	727	739	752	800
12	638	703	668	682	659	677	689	681	702	712	725
9 - 12 Total	3,002	2,996	2,930	2,913	2,961	3,010	3,044	3,086	3,192	3,324	3,370
Ungraded	14										
Grand Total	9,557	9,595	9,617	9,686	10,021	10,183	10,315	10,446	10,589	10,708	10,798

Source: DeJONG-HEALY

Montgomery County Public School
Projected Enrollment - Most Likely
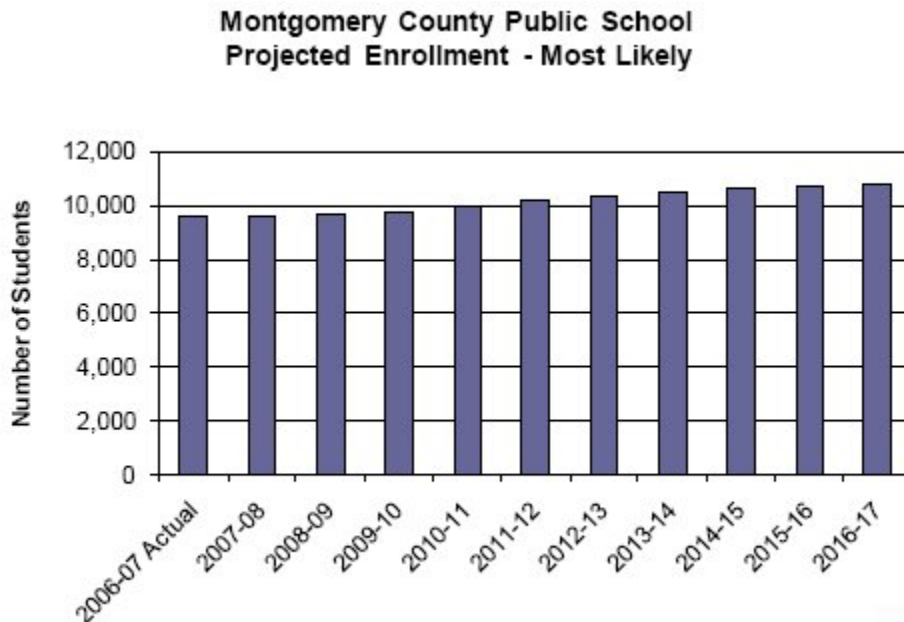
Attendance

	Attendance 2002-2003	Attendance 2003-2004	Attendance 2004-2005	Attendance 2005-2006	Attendance 2006-2007	Attendance 2007-2008
Benchmark	**94.00%**	**94.00%**	**94.00%**	**94.00%**	**94.00%**	**94%**
Division Attendance by NCLB Subgroups						
All Students	95.10%	95.20%	95.36%	95.05%	94.75%	94.86%
Black	94.44%	94.52%	95.30%	94.39%	94.61%	94.76%
Hispanic	95.73%	95.39%	95.25%	94.88%	95.57%	94.76%
White	95.07%	95.17%	95.31%	95.03%	94.64%	94.81%
Limited English Proficiency	95.79%	95.64%	95.73%	96.15%	96.05%	95.80%
Disadvantaged Students	93.38%	92.92%	93.22%	92.93%	92.23%	92.65%
Students w/Disabilities	92.61%	93.10%	93.31%	93.09%	92.70%	92.57%

Conclusion: Student attendance remains relatively consistent. MCPS will strive to improve attendance among disadvantaged students and students with disabilities.

Dropout Rates

	MCPS Dropout Count	MCPS Dropout Percentage
2004-2005	58	1.33%
2005-2006	206	4.65%
2006-2007	110	2.48%
2007-2008	103	2.33%

Conclusion: The current dropout rate in MCPS is higher than the state average of 1.9%.

Promotion Rates

	2004-2005	2005-2006	2006-2007	2007-2008
Kindergarten	95.6%	96.7%	96.5%	96.9%
1st Grade	97.3%	96.2%	95.8%	98.0%
2nd Grade	98.6%	98.9%	98.6%	99.7%
3rd Grade	99.3%	99.3%	99.3%	98.4%
4th Grade	99.7%	100%	99.9%	99.5%
5th Grade	100%	99.9%	99.9%	100%
6th Grade	98.2%	98.6%	98.5%	96.0%
7th Grade	99.1%	98.9%	91.5%	94.7%
8th Grade	99.6%	98.8%	95.6%	93.8%
9th Grade	88.4%	87.6%	87.1%	88.9%
10th Grade	91.4%	91.4%	91.5%	93.6%
11th Grade	93.6%	93.3%	94.8%	95.9%
12th Grade	96.4%	95.8%	97.3%	93.0%

Note: Promotion rate includes students receiving any type of diploma: IEP, Modified Standard, Standard, and Advanced Studies.

Conclusion: Since the lowest promotion percentage exists among ninth-grade students, MCPS will explore strategies to increase this percentage.

MCPS 2006-2007
Graduating Seniors

	GED	IEP Diploma	Modified Standard Diploma	Standard Diploma	Advanced Studies Diploma	Total Graduates	Senior Class Totals	Percent Graduating
AHS	0	6	1	29	24	60	63	95.24%
BHS	13	10	3	73	181	280	285	98.25%
CHS	1	12	10	99	117	239	255	93.73%
EMHS	3	3	2	28	38	74	76	97.37%
Division Total	17	31	16	229	360	653	679	96.20%
Division Percent	3%	4.75%	2%	35.07%	55.13%	96.2%		

Note: The data in the table above is reported by individual schools, and the graduation percentage includes all diploma types as listed.

Conclusion: When alternative options are included, the MCPS graduation percentage is much higher than the state-defined percentage which is based on the number of students who receive standard or advanced studies diplomas. MCPS will strive to increase the number of students receiving standard or advanced studies diplomas.

Program Completion Information

	Count/Percentage		
Credential Type	**2004-2005**	**2005-2006**	**2006-2007**
Advanced Diploma	306/49.2%	346/55.45%	359/53.74%
Certificate of Completion	<	<	<
GED	<	<	<
GED/ISAEP	27/4.34%	34/5.45%	28/4.19%
Modified Standard Diploma	<	12/1.92%	16/2.4%
Special Diploma	21/3.88%	17/2.72%	28/4.19%
Standard Diploma	251/40.35%	207/33.17%	226/33.83%
Key: <=A group below state definition for personally identifiable results			

High School General Educational Development (GED®)

Year	Students Enrolled	Students Passing	Percentage Passing
2002-2003	73	34	46.58%
2003-2004	80	30	37.50%
2004-2005	88	32	36.36%
2005-2006	94	38	40.43%
2006-2007	78	37	47.44%
2007-2008	83	32	39.02%

Career and Technical Education

		Count			
		2004-2005	**2004-2005**	**2006-2007**	**2007-2008**
NOCTI Assessments	Division	0	0	30	10
	State	559	1008	1917	
State Licensures	Division	27	28	19	13
	State	1100	1172	1039	
Industry Certification	Division	1	16	93	162
	State	4678	7935	10369	
CTE Completers	Division	238	260	313	271
	State	28420	29399	31042	

Advanced Program Information

	Advanced Placement			
	Academic		**Other**	
	Courses	**Students**	**Courses**	**Students**
2003-2004	41	817	4	32
2004-2005	47	889	2	23
2005-2006	58	1027	3	28
2006-2007	72	1075	2	23
2007-2008	60	1009	5	21

	Virtual Advanced Placement (Virtual Virginia)	
	Courses	**Students**
2003-2004	*	*
2004-2005	*	*
2005-2006	12	19
2006-2007	13	36
2007-2008	8	21

*MCPS did not participate in Virtual Education

	Dual Enrollment Course Information								
	Academic			Governor's School			Career & Tech Ed		
	Courses	Sections	Students	Courses	Sections	Students	Courses	Sections	Students
2003-2004	8	8	104	0	0	0	25	41	306
2004-2005	8	8	101	0	0	0	28	45	290
2005-2006	8	4	64	54	10	27	33	30	310
2006-2007	8	4	67	58	31	68	42	30	246
2007-2008	10	6	76	61	11	13	43	30	273

Advanced Placement Test and Enrollment Information

	Count/Percentage			
Program Type	**2004-2005**	**2005-2006**	**2006-2007**	**2007-2008**
Advanced Placement Test Taken	562/19.56%	531/18.12%	570/18.99%	
Advanced Placement Course Enrollment	562/19.56%	531/18.12%	592/19.72%	
Dual Enrollment Courses Taken	313/10.89%	362.12.35%	472/15.72%	

Note: The percentage of students enrolled in advanced programs is a key indicator of school quality at the secondary level.

Participation in MCPS Virtual Courses

School	2006-2007	2007-2008
Auburn High School	3	6
Blacksburg High School	7	7
Christiansburg High School	3	14
Eastern Montgomery High School	22	22
Blacksburg Middle School	N/A	9
Total	35	58

Phonological Awareness Literacy Screening (PALS)

Percent Identified for Remediation:

Grade Level	Fall 2003	Spring 2004	Fall 2004	Spring 2005	Fall 2005	Spring 2006	Fall 2006	Spring 2007	Fall 2007	Spring 2008
K	24%	19%	23%	18%	19%	14%	15%	17%	19%	15%
1st	28%	19%	27%	21%	23%	19%	27%	25%	21%	19%
2nd	21%	18%	22%	19%	18%	15%	28%	21%	26%	19%
3rd	20%	16%	27%	18%	15%	16%	35%	34%*	19%	41%*

Note: PALS scores will continue to be used to identify students needing remediation.
*Virginia did not require all students to be tested which resulted in inaccurate data.

Conclusion: MCPS will require all third grade students who did not meet the PALS benchmark in the fall to be tested in the spring.

Standards of Learning (SOL)
Adequate Yearly Progress (AYP)

Reading

	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Benchmark	61.00%	61.00%	65.00%	69.00%	73.00%	77.00%
Division Results by Subgroups						
All Students	73.54%	71.84%	77.18%	81.27%	83.38%	86.08%
Black	53.73%	51.67%	62.23%	67.92%	67.77%	71.47%
Hispanic	79.41%	72.97%	71.73%	82.50%	78.88%	83.01%
White	73.97%	72.68%	77.91%	81.90%	84.37%	86.88%
Limited English Proficient	72.00%	71.05%	76.08%	83.33%	87.15%	85.95%
Disadvantaged	54.88%	51.70%	58.18%	66.78%	68.26%	73.89%
Students w/Disability	43.88%	43.60%	46.02%	55.42%	57.50%	67.77%

Math

	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Benchmark	59.00%	59.00%	63.00%	67.00%	71.00%	75.00%
Division Results by Subgroups						
All Students	67.63%	75.33%	79.03%	69.67%	75.33%	82.43%
Black	52.50%	52.23%	70.61%	52.86%	57.36%	68.33%
Hispanic	67.12%	73.58%	67.74%	*70.78%	*73.36%	81.42%
White	67.76%	75.88%	79.14%	70.37%	76.26%	82.98%
Limited English Proficient	83.87%	88.88%	81.42%	77.55%	84.48%	85.46%
Disadvantaged	51.86%	57.94%	64.12%	52.55%	57.81%	69.33%
Students w/Disability	36.48%	46.79%	49.56%	40.86%	50.39%	61.81%
*Three-year rolling average						

Science

	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Benchmark	70.00%	70.00%	70.00%	70.00%	70.00%	70.00%
Division Results by Subgroups						
All Students	78.41%	83.11%	82.59%	85.73%	85.73%	85.76%
Black	56.34%	60.50%	64.01%	71.54%	68.82%	68.51%
Hispanic	79.66%	77.08%	75.00%	85.24%	86.30%	90.78%
White	79.27%	84.20%	83.45%	86.49%	89.07%	86.72%
Limited English Proficienct	70.00%	80.43%	87.69%	80.82%	91.17%	86.90%
Disadvantaged	62.78%	69.56%	67.11%	72.23%	73.62%	74.66%
Students w/Disability	53.40%	60.36%	55.84%	60.34%	67.24%	66.47%

History

	2002-2003	**2003-2004**	**2004-2005**	**2005-2006**	**2006-2007**	**2007-2008**
Benchmark	70.00%	70.00%	70.00%	70.00%	70.00%	70.00%
Division Results by Subgroups						
All Students	71.80%	70.30%	75.80%	80.50%	84.10%	86.46%
Black	58.10%	52.80%	58.60%	65.30%	70.00%	73.71%
Hispanic	75.00%	69.40%	71.80%	79.50%	86.00%	82.90%
White	72.30%	71.00%	76.60%	81.10%	84.90%	87.19%
Limited English Proficiency	60.60%	70.00%	84.10%	73.80%	86.80%	81.25%
Disadvantaged	51.94%	49.41%	54.86%	62.57%	68.91%	74.81%
Students w/Disability	43.20%	44.60%	55.50%	56.00%	63.40%	68.74%

	Writing					
	2002-2003	**2003-2004**	**2004-2005**	**2005-2006**	**2006-2007**	**2007-2008**
Benchmark	70.00%	70.00%	70.00%	70.00%	70.00%	70.00%
Division Results by Subgroups						
All Students	77.00%	78.20%	82.50%	89.90%	85.91%	84.19%
Black	60.70%	61.90%	73.80%	71.70%	73.28%	75.39%
Hispanic	88.00%	96.00%	92.90%	91.70%	80.00%	78.94%
White	77.80%	78.80%	82.70%	84.20%	87.03%	84.38%
Limited English Proficiency	75.00%	81.80%	100.00%	78.40%	86.20%	79.48%
Disadvantaged	58.21%	59.13%	69.75%	71.33%	71.93%	68.50%
Students w/Disability	43.10%	47.20%	50.60%	53.70%	55.80%	52.24%

Conclusion: MCPS will strive to increase scores of black students, disadvantaged students, and students with disabilities to meet the AYP benchmark.

Scholastic Aptitude Test (SAT)

	Division Mean SAT				
	Verbal*	Math	Total	Writing	Number of Seniors
2002	525	526	1051		372
2003	536	537	1073		379
2004	530	527	1057		387
2005	544	538	1082		355
2006	523	524	1047	512	393
2007	543	537	1080	526	394
*Name changed to "Critical Reading" in 2006					

Note: The Division's average SAT scores are consistently higher than the state's.

Conclusion: The Mean SAT scores continue to increase as does the number of students taking the test.

Staffing Information

Year	Percent of Staff Highly Qualified
2003-2004	97%
2004-2005	98.04%
2005-2006	97.74%
2006-2007	99.07%
2007-2008	99.9%

Conclusion: MCPS will strive to maintain a highly-qualified staff.

Year	Number of National Board Certified Teachers
2004-2005	7
2005-2006	8
2006-2007	11
2007-2008	15

Teacher Education Attainment				
Degree Type	2004-2005	2005-2006	2006-2007	2007-2008
Bachelor's Degree	44%	44%	46%	
Master's Degree	54%	54%	52%	
Doctoral Degree	1%	1%	1%	

Southern Association of Colleges and Schools/Council on Accreditation and School Improvement (SACS/CASI) Standards

MCPS strives to achieve the SACS/CASI standards through the Comprehensive Plan. The following statements reflect what MCPS aspires to achieve for each standard.

Standard 1 – Vision and Purpose

MCPS values a high performing learning culture, one that places Students First, by:
- Cultivating positive relationships based on mutual trust, respect, and open communication among all stakeholders;
- Holding high expectations for achievement and accountability through effective practices which actively engage students and staff and instill enthusiasm for teaching and learning;
- Sustaining a nurturing environment that ensures the physical safety and emotional well-being of all individuals within the learning community; and
- Valuing continuous learning and providing growth opportunities for staff, students and members of the community.

Focus Points

- All students will enter school ready to learn.
- MCPS will be adequately and responsibly funded and supported by the citizens of Montgomery County.
- Optimal educational achievement will be prompted for all individuals regardless of ability, creed, gender, geographic location, national origin, race, sexual orientation, or socioeconomic status.
- All students will understand and use the latest technologies and information sources. All schools will serve as community centers.
- Volunteerism will be encouraged and supported so that all citizens may be involved in the education of Montgomery County youth.
- All students will learn to live and work in a community that uses its diversity as a strength.
- All students will develop an appreciation for the arts and their relationship to academics and community life.
- All students graduating from the MCPS will be employable, will have the knowledge and skills to begin a productive and satisfying career, and will be prepared for a life of continued learning.
- MCPS will be a cornerstone for economic development in Montgomery County.

Standard 2 – Governance and Leadership

Governance (School Board and Policies): The governing structure in MCPS engages in effective procedures and practices for making decisions that achieve the Division's vision.

Leadership (Division Leaders):   MCPS is committed to developing and implementing strong, positive, and consistent leadership practices by promoting:

- A culture of continuous improvement
- High expectations and clear accountability for all
- Clear educational goals
- Innovation and flexibility
- Collegiality, collaboration and team building
- Effective resource management

Standard 3 – Teaching and Learning

Teaching: MCPS educators demonstrate the highest levels of professionalism. They:
- Maintain high expectations for themselves and their students
- Enthusiastically engage and inspire students to reach their full potential
- Prepare each student to succeed in a diverse, changing world through instruction and school experiences
- Coach students to actively participate in learning

Learning: In MCPS, learning is valued as a continuous process. All students are:
- Actively engaged
- Invested in the learning process

All teachers and staff are:
- Highly motivated
- Exploring new ways to develop effective and innovative strategies for learning.

Standard 4 – Documenting and Using Results

Teachers and staff have timely access to integrated data* that they can use to inform:
- Instruction and curriculum selection
- Career guidance
- Diversification of programs of study
- Staff selection
- Resource needs
- Facilities planning

  *Integrated Data = Benchmark Tests, SOL, grades, attendance, demographics, career interests, discipline records, school nutrition records, transportation information, portfolio, VGLA, VAAP, VSEP, PALS, achievement records, etc.

<u>Standard 5 – Resources and Support Systems</u>

MCPS is responsibly proactive in overseeing resources to support:

- State of the art facilities
- Current technology
- Highly qualified staff
- Resources for staff
- Fiscal responsibility

<u>Standard 6 – Stakeholder Communication & Relationships</u>

MCPS utilizes and promotes positive and effective communication to foster trusting relationships through:
- Ongoing recognition of accomplishments
- Recognizing and supporting aspirations, efforts, and talents of staff
- Facilitating collaboration
- Celebrating diversity
- Striving for social justice
- Developing community and parental involvement

<u>Standard 7 – Commitment to Continuous Improvement</u>

MCPS achieves high levels of success and excellence through a highly progressive learning system that:
- Allows risk taking
- Inspires excellence in all areas
- Provides ongoing, meaningful professional development

Comprehensive Plan – Focus Areas

Focus Area A: Student Achievement

MCPS values continuous learning and holds high expectations for achievement and accountability through effective practices that actively engage educators and students while instilling enthusiasm for teaching and learning.

Goal A-1:   Students will demonstrate increased academic performance as measured by NCLB, State Accreditation benchmarks, and division standards.
- **Increase the percentage of students who meet or exceed Virginia Accreditation Standards**
- **Increase the percentage of students included in NCLB subgroups who meet or exceed NCLB benchmarks to close achievement gaps**
- **Increase attendance rates for NCLB subgroups not meeting the benchmark**

Strategy	Person(s) Responsible	Resources	Timeframe/Documentation
Use school and Division data to create a common understanding of and response to student achievement gaps • Provide Division support for schools struggling to meet state and federal benchmarks • Report student performance in NCLB subgroups, regardless of group size of 50, and use data to update continuous improvement plans • Track cohorts of students defined as NCLB subgroups and their progress from year to year in order to assess the effectiveness of instruction and intervention programs	Directors of Elementary and Secondary Education	High Schools that Work/Making Middle Grades Work Teach First Reading First Academies Response to Intervention Alternative Educational Programs	**2008-2009** • Use NCLB subgroup data to revise schools' continuous improvement plans and set goals • Determine Division support strategies needed to assist struggling schools • Provide time during elementary and secondary principals' meetings to share effective practices • Initiate Response to Intervention (RtI) coordinator position and realign special education staff to support RtI • Initiate RtI in self-nominated schools • Provide opportunities for administrators to attend professional development that addresses data and increased academic performance • Ensure collaboration between principals and Student Intervention Coordinators (SIC) to address attendance issues

Strategy	Lead Person Responsible	Resources	Timeframe/Documentation
			2009-2010 • Expand number of schools implementing RtI • Evaluate implementation of RtI and plan continued expansion of RtI
Use alternative and intervention programs to address gaps in student achievement • K-12 Summer Academy • Rivendell • Independence Secondary • Phoenix • Reading Recovery • Title I	Directors of Elementary and Secondary Education Director of Special Education		**2008-2009** • Increase enrollment opportunities for alternative programs • Identify and implement best instructional practices for intervention and remediation **2009-2010** • Determine increase in pass rates (SOL and PALS) for students in alternative programs • Explore alternative placements for elementary students
Provide staff development to address research-based instructional strategies for subgroups identified by NCLB legislation	Lead Curriculum Supervisor	Staff Development Materials	**2008-2009** • Continue to offer Ruby Payne's Framework for Understanding Poverty workshops • Expand Kansas University Content Enhancement workshops • Provide behavior support training **2009-2010** • Focus workshops on Collaborative Teaching Models **2011-2014** • Expand research-based staff development
Develop calendars and schedules that provide time for staff to address professional requirements including data analysis and staff development	Director of Human Resources		**2008-2009** • Evaluate Division calendar • Explore scheduling models

Strategy	Lead Person Responsible	Resources	Timeframe/Documentation
Administer formative assessments • Create and administer division-wide benchmark assessments that align with SOL tests in reading and mathematics grades 3-5 and 6-8 • Explore teacher-created formative assessments using benchmark application • Explore inquiry and project-based assessments in science and social studies	Directors of Elementary and Secondary Education Lead Curriculum Supervisor Director of Technology	Benchmark Assessment Application Bandwidth	**2008-2009** • Continue to build grades 3-5 reading and mathematics assessment item bank • Implement electronic administration of benchmark assessments in grades 3-5 reading and 3-8 mathematics • Create initial grades 6-8 reading assessment item bank and pilot electronic administration **2009-2010** • Continue to build grades 3-8 reading and mathematics electronic assessment item bank • Refine electronic implementation of grades 3-8 reading and mathematics benchmark assessments • Initiate teacher-created assessments using benchmark software application • Determine if additional grade levels should participate in benchmark assessments
Provide easy and timely access to student achievement data in order for educators to plan and implement instruction that addresses the core curriculum, remediation/acceleration initiatives, and enrichment engagements	Director of Technology Directors of Elementary and Secondary Education Assessment Coordinator	Student Information System/Data Warehouse	**2008-2009** • Explore student information system/data warehouse options • Develop a Division calendar that includes time for elementary teachers to enter and analyze data **2009-2010** • Provide staff development for principals and teachers in data analysis and instructional practices

Strategy	Lead Person Responsible	Resources	Timeframe/Documentation
Maintain low pupil-teacher ratio	Directors of Elementary and Secondary Education Director of Facilities and Planning	Staff Facilities	**2008-2014** • Reduce pupil-teacher ratio to 1:15 in grades K-3 and not exceed an average of 1:18 in any grade K-3 class. • Reduce pupil-teacher ratio to 1:20 in grades 4-5, and not exceed a maximum of 1:24 students in any grade 4-5 class. • Reduce pupil-teacher ratio to 1:20 in grades 6-8, and not exceed a maximum of 1:22 in any grade 6-8 class. • Reduce pupil-teacher ratio to 1:22 in grades 9-12. • Maintain student numbers in CTE classrooms to comply with state mandates

Goal A-2: **Students will increase literacy and numeracy achievement.**
- **Increase the percentage of students reading on grade level as measured at grades 1, 3, 5, 6, and 8.**
- **Increase the percentage of students achieving Pass and Pass Advanced scores on SOL Writing Assessment as measured at grades 5, 8, and 11.**
- **Increase the percentage of students achieving Pass and Pass Advanced scores on SOL Mathematics Assessment as measured at grades 3-8 and in the courses of Algebra and Geometry.**

Strategy	Person(s) Responsible	Resources	Timeframe/Documentation
Work collaboratively to ensure 4-year-olds are ready to enter kindergarten with the skills they need to succeed • Increase number of MCPS preschools serving at-risk students • Coordinate with federal, state, and private preschool programs	Supervisor of Preschool Director of Elementary Education	Facilities Preschool Teachers Instructional Aides	**2008-2009** • Evaluate and prioritize elementary schools' needs for additional preschools • Explore possibility of adding one preschool • Evaluate the single point of entry process for preschool **2009-2010** • Explore possibility of adding one preschool
Develop and implement a division-wide literacy plan that identifies: • Essential literacy components • Brain-based learning strategies • Assessment practices to consistently measure reading achievement • Methods to sustain a balanced literacy program	Supervisor of Language Arts Directors of Elementary and Secondary Education	Literacy Action Team Materials	**2008-2009** • Establish Literacy Action Team • Publish Essential Literacy Components K-5 document • Evaluate existing reading achievement assessment practices K-3 • Create reading achievement assessment plan K-3 • Add Action-Based Learning Lab to at least one elementary school and provide staff development for teachers • Evaluate impact of literacy coach • Train Reading Recovery® Teacher Leader • Ensure that special educators and English as a Second Language (ESL) teachers participate in staff development for balanced literacy instruction

Strategy	Lead Person Responsible	Resources	Timeframe/Documentation
			2009-2010 • Provide K-3 staff development regarding literacy components and reading achievement plan • Implement consistent reading achievement assessment K-3 • Examine Essential Literacy Components 6-8 • Review reading assessments for grades 4-8 • Evaluate impact of Action-Based Learning Labs • Add Action-Based Learning Labs to additional schools as appropriate based on evaluation results **2010-2011** • Publish Essential Literacy Components 6-8 • Implement consistent reading achievement assessment 4-8
Support schools in delivering effective writing instruction during language arts/English K-12 classes and across content classes	Language Arts Supervisor		**2008-2009** • Provide staff development for grades K-2 and 3-5 in *Lucy Calkins' Units of Study* or research-based programs • Provide staff development for grades 4-8 in *Four Square* writing model or research-based programs **2009-2010** • Provide protocol and staff development to enable middle school English departments to conduct direct writing assessments • Increase time students spend writing in middle school • Implement direct writing assessment in middle school **2010-2014** • Provide staff development for grades 6-8 in writing across the curriculum

Strategy	Lead Person Responsible	Resources	Timeframe/Documentation
Develop and implement Division-wide mathematics vertical alignment plan that identifies: • Essential mathematical concepts and skills • Key instructional models for those concepts and skills as they develop across grade bands • Effective formative assessment practices to monitor student achievement	Supervisor of Mathematics Directors of Elementary and Secondary Education	MCPS Mathematics Vertical Alignment Team Materials Instructional Models	**2008-2009** • Establish Mathematics Vertical Alignment Team • Identify essential Computation and Number Sense concepts and skills • Identify key instructional models • Analyze current instructional practices across grade bands: K-2, 3-5, 6-8, 9-12 • Evaluate impact of mathematics specialist **2009-2010** • Develop and publish Computation and Number Sense Concept and Skill Development document **2010-2011** • Provide elementary and secondary staff development on utilizing the Computation and Number Sense Concept Development document • Provide elementary and secondary staff development on utilizing effective formative assessment practices **2011-2014** • Publish concept development documents for remaining strands • Provide continuing elementary and secondary staff development related to concept development and formative assessment

Goal A-3: Students will be prepared to succeed in a diverse, changing world through curricula designed to respect the relevance of student lives and experiences and to meet students' future needs as productive citizens.

Strategy	Lead Person Responsible	Resources	Timeframe/Documentation
Review and revise curriculum documents in academic core, fine arts, student wellness, media services, and career and technical education to: • Align with standards: SOL or state competencies/industry specifications • Provide guidance for differentiation, and representation of diverse cultures • Include integration of technology and cross-curricular engagements • Focus on learning as a process	Lead Curriculum Supervisor	Existing Curriculum Documents VDOE Standards VDOE Curriculum Resources Teacher Curriculum Teams	**2008-2009** • Publish a curriculum calendar that includes the schedule for curricular areas to revise and publish division documents • Provide staff development in newly-revised curriculum documents **2008-2014** • Implement revisions based on curriculum calendar • Implement staff development in newly revised curricula • Update calendar biennially and revise as needed to align with VDOE updates
Manage school and Division textbook, library, and instructional resources through an automated system	Lead Curriculum Supervisor Director of Technology	Software Staff Development	**2008-2009** • Publish updated adoption calendar **2009-2010** • Review textbook, library, and instructional resources management automation systems **2010-2011** • Implement automated management system and provide staff development in use of system
Create and implement a plan to expand the use of shared courseware allowing teachers to electronically share lesson plans, instructional engagements, resources, course syllabi, and assessments	Lead Curriculum Supervisor Director of Technology	Shared Courseware Action Team	**2008-2009** • Provide staff development on existing software application (Moodle) **2009-2010** • Create shared courseware action team to evaluate existing software and recommend a plan to expand electronic sharing

Strategy	Lead Person Responsible	Resources	Timeframe/Documentation
			2014 • Implement fully shared courseware actions plan • Implement initial actions to expand the use of shared courseware as recommended by shared courseware action team

Goal A-4: All students will graduate and be prepared for further education or to enter the workforce.

- **Increase the percentage of students earning Standard and Advanced Studies diplomas to meet or exceed Adequate Yearly Progress (AYP) benchmarks.**
- **Increase promotion rate of 9th grade students.**
- **Increase the percentage of students who successfully complete their IEP Plan to earn IEP or Modified Standard diplomas.**
- **Increase the percentage of students who successfully earn their GED.**
- **Increase the percentage of students who have completed a career/technical certification program obtaining industry certification.**
- **Increase the percentage of students who have completed a career/technical licensure program obtaining a Virginia license.**

Strategy	Person(s) Responsible	Resources	Timeframe/Documentation
Implement academic/career paths for students • Create and establish academic/career paths for students that meet their educational and career goals. • Improve specialized transition planning for students with disabilities and students earning GED	Supervisor of Career and Technical Education Directors of Secondary and Elementary Education Guidance Counselors	Funding and Instructional Materials Post-Graduation and Workforce Data Programs such as On-Campus Transition, High School High Tech, TTAC Transition Project, ISAEP	**2008-2009** • Monitor Virginia Department of Education (VDOE) progress in implementing new Standards of Accreditation (SOA) regarding individual career plans • Conduct professional development to build understanding regarding career pathways, career development, and individual career pathways • Collect and analyze student data regarding Early College Scholars program **2009-2010** • Develop an outline for K-12 career awareness and preparation model **2010-2011** • Develop grade-specific documents and tools for career awareness and pathways • Disseminate grade-specific tools and provide staff development in their use • Explore need for additional guidance staff and testing coordinators

Strategy	Lead Person Responsible	Resources	Timeframe/Documentation
Review, revise, and implement a plan to expand online course opportunities for students	Technology Coordinator for Virtual Education Instructional Supervisors Principals	Research Data Textbooks and Materials Course Management Software Curriculum Development, Technology Equipment, and Staff Positions	**2008-2009** • Evaluate student success in implemented online courses • Explore the need for a virtual high school **2009-2011** • Expand the number of virtual education centers to include one in each secondary school

Strategy	Lead Person Responsible	Resources	Timeframe/Documentation
Review, revise, and/or expand course offerings and programs such as: • Dual enrollment and AP • Keyboarding and technology instruction in elementary schools • Southwest Virginia Governor's School	Directors of Elementary and Secondary Education Supervisor of Career and Technical Education Principals Teachers	Keyboarding Materials	**2008-2009** • Implement course proposal, scheduling, and staffing cycle • Conduct study regarding expansion of dual enrollment and AP opportunities • Develop plan to implement keyboarding and technology curricula in elementary schools • Create and conduct a Southwest Virginia Governor's School needs survey and evaluate success of the program **2009-2010** • Create a plan for the systematic expansion of dual enrollment and AP opportunities • Introduce keyboarding in elementary schools **2010-2011** • Explore adding foreign language enrichment programs in elementary schools
Analyze school structures including time and location to improve student success. • Increase instructional opportunities in fine arts and physical education by reducing travel time for elementary itinerant teachers • Provide fine arts instruction for preschool students • Develop strategies to increase the 9th grade promotion rate	Directors of Elementary and Secondary Education Director of Facilities and Planning Instructional Supervisors Supervisor of Transportation	CTE Advisory Committee School Buses and Drivers	**2008-2009** • Explore ways to increase student time in core, fine arts, physical education, and elective classes • Review and revise School Board Policy regarding credit for online and off-campus courses **2009-2010** • Explore ways to increase the amount of time GED students receive instruction from GED teachers • Explore student travel options to participate in CTE courses needed to complete a plan of study • Determine feasibility of establishing a CTE facility **2010-2014** • Determine possible physical locations and facilities design for a new CTE facility • Seek increased staffing for fine arts instruction for preschool students

Strategy	Lead Person Responsible	Resources	Timeframe/Documentation
Expand educational opportunities for adults in Montgomery County	Adult Education Coordinator Instructional Supervisors		**2008-2009** • Expand the number of adult basic education/GED classes **2009-2010** • Increase the number of GED testing sites and GED testing sessions • Expand courses offered in the GED program to include math and science • Work with local businesses and community organizations to target individuals who could benefit from adult basic education/GED classes • Explore ways for adult ESL program to collaborate with the K-12 ESL program in family literacy **2009-2014** • Increase the number of adult English Language Learners (ELL) served

Focus Area B: Leadership and Communication

MCPS is committed to developing and implementing strong, positive, consistent leadership and communication practices.

Goal B-1: MCPS will encourage positive relationships and efficient operations through a system of open communication.

Strategy	Person(s) Responsible	Resources	Timeframe/Documentation
Develop funding projections and recommendations to support MCPS priorities	Assistant Superintendent for Operations		**2008-2009** • Determine highest priorities and funding requirements for goals of the Comprehensive Plan through 2014
Clarify and examine organizational structures and resources to provide efficient communication avenues: • Disseminate Division and departmental organizational charts • Define roles and responsibilities • Enhance collaboration opportunities in and between all departments and schools • Maintain a directory of organizations that are resources for schools • Promote site-based management with clear guidelines	Superintendent Directors Principals	Policy Manual Input from Schools and Departments	**2008-2009** • Add Director of Secondary Education • Engage in vertical meetings • Publish organizational charts • Utilize the directory of resource organizations **2009-2014** • Update guidelines and forms to enhance site-based management
Expand and promote the use of communication avenues among: • Division, schools, and community • Teachers and parents	Director of Technology Principals	Division website Email	**2008-2009** • Update school web pages • Publish newsletters • Hold parent meetings **2010-2012** • Implement parent portal component of student information system

Strategy	Lead Person Responsible	Resources	Timeframe/Documentation
Create efficient operations: • Develop continuous improvement plans that support the Division's Comprehensive Plan for administrative, instructional, and support departments • Continue to create and implement school improvement plans • Obtain resources for replacement of computers and technology equipment • Increase technology staff to support demand for service and maintenance • Extend systematic tracking of staff development for certified and classified employees through Electronic Registrar Online (ERO) • Automate and integrate Human Resource services such as employee and substitute data, contracts, and benefits • Purchase school buses to comply with the state's average bus age recommendations • Renovate transportation maintenance facility	Directors Instructional Supervisors Principals	Six-Year Comprehensive Plan Efficiency Study Report	**2008-2009** • Develop or revise and implement plans according to department cycles • Hold administrative assistant staff development in Electronic Registrar Online (ERO) • Train self-selected principals and teachers in ERO application to track school and individual staff development records **2009-2010** • Expand number of principals and teachers using ERO to track staff development records **2010-2014** • Train all employees in the use of ERO to track staff development • Explore renovation of transportation maintenance facility

Goal B-2: MCPS will promote community involvement to enhance division programs.

Strategy	Person(s) Responsible	Resources	Timeframe/Documentation
Build positive, systematic, and sustaining partnerships with businesses, public and private non-profit organizations, recreational programs, and universities and colleges	Superintendent Directors Principals	Advisory Boards Partner Organizations	**2008-09** • Partner with universities to add training for student teachers • Expand partnerships and determine how to enhance existing partnerships **2010-2012** • Create a mechanism for continuously renewing mutually beneficial partnerships
Expand meaningful and relevant partnerships with parents: • Provide educational opportunities • Provide volunteer opportunities • Invite participation on committees	Superintendent Directors Principals	Survey Results Parent Teacher Associations/ Organizations (PTA/PTO)	**2008-2009** • Document parental participation • Offer *Parents as Educational Partners* for parents with limited English proficiency **2009-2010** • Create, distribute, and analyze survey

Goal B-3: MCPS will foster a knowledgeable, competent, and productive Division workforce.

Strategy	Person(s) Responsible	Resources	Evaluation within Specific Plans
Develop strategies to increase staff morale: • Implement three-year plan to reach state salary average for administrators • Continue three-year plan to reach state salary average for teachers • Continue efforts to increase salaries of support staff • Increase staff recognition activities	Superintendent Directors Instructional Supervisors Principals PTO/PTA groups	Competitive Salary and Benefits Package Desirable Working Environment Climate and Benefits Survey Results Newsletters Appreciation Events	**2008-2009** • Revise salary and step scales • Offer wellness activities as detailed in Goal C-1 • Consider data from survey **2009-2010** • Complete comparison studies • Expand ways to show support for staff
Review and refine hiring, mentoring, and evaluation practices: • Emphasize Comprehensive Plan's goals and objectives in recruiting highly-qualified employees. • Maintain a workforce that reflects the diverse population of the Division • Review and revise evaluation systems to create an ongoing evaluation process which provides meaningful and consistent feedback for staff • Develop compensation plan to attract and retain highly-qualified employees	Directors Lead Curriculum Supervisor	Job Fairs Online Application System University and Business Partnerships	**2008-2009** • Expand student teacher reception, mock interviews, and professional development opportunities • Strive to increase diversity of employees through recruitment • Revise salary and step scales • Revise evaluation process and instruments • Provide staff development for school-based mentors of new teachers **2009-2010** • Complete comparison studies • Publish mentorship handbook

Strategy	Lead Person Responsible	Resources	Timeframe/Documentation
Enhance the quality of the MCPS mentorship program for beginning teachers and administrators.	Lead Curriculum Supervisors	VDOE Stepping Stones	**2008-2009** • Select mentorship program leader • Review and revise current MCPS model • Identify mentor leaders • Train mentor leaders **2009-2011** • Publish mentorship handbook **2009-2014** • Implement revised model
Provide professional growth opportunities to develop leaders in instruction and administration.	Superintendent Directors of Elementary and Secondary Education	Colleges and Universities Leadership Programs Professional Organizations	**2008-2009** • Continue leadership academy for new administrators • Collaborate with universities to develop program opportunities • Continue and expand social justice training **2009-2010** • Explore ways to offer additional leadership opportunities

Focus Area C: Safety and Wellness

MCPS sustains a nurturing environment that ensures the physical safety and emotional well-being of all individuals within the learning community.

Goal C-1: Maintain and enhance a child-centered, safe, welcoming physical and emotional environment for students and staff.

Strategy	Person(s) Responsible	Resources	Timeframe/Documentation
Maintain and improve existing buildings and grounds, build new facilities to meet Division needs, and dispose of unused buildings	Director of Facilities and Planning	Facilities Plan	**2008-2009** • Prepare preventive and replacement maintenance plan for each school • Complete Tier 2 of air conditioning plan • Plan for construction of new school facilities • Plan for disposition of unused buildings **2009-2010** • Develop a plan to maintain and improve grounds **2010-2011** • Develop plan for relocating Central Office staff to Montgomery County Government Center
Continue installation and upgrade of security and communication equipment: • Security cameras • Network communication • Telephone systems • Radio communication systems	Director of Technology	Security Camera Systems Fiber optic (WANS) Gigabyte and Power over Ethernet (POE) Local Area Network (LAN)	**2008-2009** • Install security cameras at elementary schools **2009-2010** • Install additional security cameras at elementary secondary schools **2008-2014** • Install additional cameras as needed • Evaluate and replace phone systems as needed • Systematically plan bandwidth upgrade • Upgrade LAN

Strategy	Lead Person Responsible	Resources	Timeframe/Documentation
Ensure effective crisis/disaster plans • Schools • Transportation Department • Central Office • Support Departments • Health Services	Superintendent Directors Principals	Law Enforcement and Emergency Services Departments Health Department	**2008-2009** • Develop guidelines for consistent plans • Develop plan for addressing pandemic flu **2009-2014** • Evaluate and update crisis plans following the guidelines established
Participate in programs to enhance safety and well-being with an emphasis on appropriate behavior and discipline such as: • Bullying Prevention • Gang Awareness • Internet Safety • Threat Assessment • Character Education • Mental Health/Student Assistance Programs • Substance Abuse Prevention	Superintendent Directors Principals	Counseling Programs Olweus Surveys PRIDE Survey Data New River Valley Community Services Other Community Agencies	**2008-2009** • Support schools in developing positive discipline frameworks • Provide gang awareness training for staff • Provide training for administrators in Threat Assessment • Establish school Threat Assessment teams **2009-2010** • Create advisory team to address student safety and well being **2009-2014** • Evaluate and revise established programs
Provide school environments that • Promote and protect students' health, well-being, and ability to learn by supporting healthy eating habits and physical activity • Enhance morale and provide for health and wellbeing of staff	Superintendent Supervisor of Science, Health, and Physical Education Supervisor of School Nutrition Programs	MCPS Wellness Policy School Health Advisory Board Exercise Facilities Nurses	**2008-2009** • Increase amount of time nurses are in all schools to full day • Continue improvements to school-provided meals in accordance with USDA guidelines • Provide wellness services in collaboration with Anthem **2009-2010** • Evaluate possibilities for employing full-time nurses Division wide • Provide staff development in medical issues