Strategic Plan

2015-2020

49 Hornet Rd.
Fishersville, VA 22939
540-245-5088

Lee Ann Whitesell, Director
whitesell@svgs.k12.va.us
www.svgs.k12.va.us

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Introduction

History

SVGS, which opened its doors to ninety-three students in the fall of 1993 under the name "Central Shenandoah Valley Regional Governor's School (CSVRGS)," had been eight years in the planning. Originally conceived in 1985 as an Advanced Learning Center (ALC) for Augusta County high school students, the proposal evolved into a concept for a regional Governor's School serving Staunton, Waynesboro and Augusta County high school juniors and seniors. In 2001, planning began to expand program offerings to the arts. In the fall of 2002, 32 students entered the Arts and Humanities program. In August, 2002 the school's new name, Shenandoah Valley Governor's School (SVGS), was instituted. The school continues to be housed in the Valley Career and Technical Center, with satellite studios for theatre and visual arts throughout the community. Over 1,100 students have been served by the high school program since its inception. Over 13,000 elementary and middle school student visits have been made as part of SVGS's very successful outreach program.

Context

There are often critical moments which invite or facilitate change. The past five years represent the biggest transitions in the school's history. Since 2010, SVGS has experienced:

- over 50% turnover in staff due to retirements/career change
- new director (2nd in school's history)
- 26% increase in enrollment (no increase in staff, two classrooms added)
- 20% decrease in funding per student
- technology infrastructure upgrade in July 2013

This is an opportunity for us to be deliberate and systematic in setting a course for 2020 and establishing a process which ensures continuous improvement well beyond.

Vision

SVGS will be nationally recognized as an exemplary regional program capitalizing on partnerships and practical and professional student experiences that enhance talent development for high achievers, gifted learners and creative thinkers in the Shenandoah Valley.

Mission

We provide a supportive and challenging environment for area gifted students to nurture and develop their talents, expand their knowledge and improve their critical thinking skills while fostering their sense of personal and social responsibility.

Goals

- SVGS will provide a comprehensive, intellectually challenging program for advanced learners that extends and enriches their education.
- SVGS will identify advanced learners from the participating school divisions in grades eleven and twelve and provide appropriate opportunities for intellectual and personal growth.
- SVGS will facilitate partnerships between SVGS and parents, community members, colleges and businesses that expand students' knowledge of and interest in science and technology, the humanities, and the arts.

Overview of Planning Process

Reviewing, Reinvesting and Reimagining

SVGS is passionate about student learning - learning not for the moment but learning to apply, think, and create in preparation for a future of unimagined possibilities. We are committed to and driven by that passion – by taking informed risks and learning from the results, surrounding ourselves with people who will challenge us to grow, looking frankly at our deficiencies and seeking to remedy them and celebrating our strengths and seeking to enhance them. Our quest for relevancy and a continual improvement and reconnection with stakeholders has prompted this planning process.

Building a Shared Vision for the Future

During the fall of 2014, Shenandoah Valley Governor's School (SVGS) began developing a strategic plan for 2015-2020. As part of our planning process, stakeholders were asked to provide input through a community survey. In addition, insights and data were collected through focus groups for parents, students and local school personnel. Focus groups were facilitated and assessed by a representative of James Madison University's Center for Faculty Innovation. Four regional planning teams were then formed with representatives of colleges and universities, school divisions and the community. Each team was assigned one of the following areas: curriculum and instruction, student development, resources and community partnerships. Representatives from the SVGS strategic planning committee participated on teams in each area. Each team met a minimum of twice and submitted a report of recommendations for consideration in planning.

Guiding Principles

As a result of these planning activities, SVGS will observe the following principles:

- We will ensure our decisions and activities align with our mission.
- We will promote equity in access to our program.
- We will provide the resources necessary to support a program which serves our students and adheres to our mission.
- We will continue to nurture relationships with K-12 students having high potential in grades by collaborating with local schools.
- We will leverage opportunities for community partnerships.
- We will provide evidence of our progress.
- We will remain committed to continuous improvement through a purposeful, comprehensive and systematic process.

Moving Forward

This document is the culmination and summary of this process. The document was submitted to the SVGS Steering Committee for approval in September 2015. Implementation will begin in 2015-16. Status updates on progress will be reported to the steering committee annually in May.

Curriculum and Instruction

SVGS will provide a comprehensive, intellectually challenging program for gifted and potentially gifted students in a *community of learners* setting by:

- Building on strengths of the existing program and current curricular offerings.
- Enhancing and creating opportunities to best prepare students for post-secondary education and professional life in a rapidly and constantly changing society.
- Fostering a culture of learning and growth.

Strategy 1

SVGS will offer rigorous courses that meet and exceed Virginia Standards of Learning objectives, that prepare students for academic success in college, and that use effective teaching strategies.

How will SVGS do it?

1. **Expand and revise offerings in engineering, computer science/technology, applied mathematics and life/health sciences.**
2. **Develop a humanities strand in the Arts and Humanities program.**
3. **Support and provide professional development in both content and pedagogy for staff.**
4. **Define and implement a plan for professional development which supports school goals and individual staff needs.**
5. **Support and facilitate the use of current technologies (i.e. mobile technology) to provide a differentiated, in-depth and complex curriculum.**
6. **Develop and use alumni survey tools to provide data for post-secondary success.**

Why does SVGS need to do this?

Academic course work with intensive, focused and specific experiences will help a diverse student body prepare for post-secondary education and professional success.

How will this make SVGS distinctive?

While students have many opportunities for advanced coursework, SVGS is an academic program which provides challenge and enrichment through intensive experiences to promote intellectual and personal growth.

How will SVGS know it has succeeded?

- SVGS will use student participation/enrollment, course evaluations and program surveys and alumni surveys to assess student academic experiences and preparation for postsecondary education.
- SVGS will survey staff to gauge the impact of professional development opportunities on their teaching.

Who will be responsible?

- SVGS Director, SVGS Staff

Strategy 2

SVGS will provide rich, deep, learning experiences to foster skills and habits of mind necessary to living successful lives.

How will SVGS do it?

1. **Define student learning outcomes.**
2. **Review and revise current curriculum for alignment with defined student outcomes.**
3. **Develop and implement a plan to assess student learning outcomes.**
4. **Use assessment results to refine and improve curriculum and instructional practices as needed.**
5. **Develop a curriculum for senior capstone work and restructure format of current capstone as a class for high school credit.**
6. **Align curriculum for senior capstone with program goals to provide assessment on learning outcomes.**

Why does SVGS need to do this?

Enriched curriculum, individualized experiences and work with SVGS staff and mentors who are scholars, artists, scientist or other professionals assist students in setting priorities among multiple interests and developing career goals.

How will this make SVGS distinctive?

SVGS prepares students for success in postsecondary education and professional life in arts and sciences.

How will SVGS know it has succeeded?

- SVGS will use student participation/enrollment, course evaluations and program surveys, and alumni surveys to assess student academic experiences and preparation for postsecondary education.
- SVGS will have an increased number of students working with mentors outside the school.
- SVGS will reflect increased quality and meaningfulness of senior capstone.
- SVGS will have an increased number of scholars, artists, scientists and other professionals working with students through individual/group experiences.

Who will be responsible?

- SVGS Director, SVGS Student Experience Coordinator, SVGS Staff

Strategy 3

SVGS will provide opportunities for students to showcase their intellectual and artistic skill and talents through presentations, exhibits, competitions, student conferences and performances.

How will SVGS do it?

1. **Increase the variety and number of opportunities for students to connect, compete and collaborate with their peers and professionals in all disciplines.**
2. **Create a juried SVGS publication to showcase outstanding work of SVGS students.**

Why does SVGS need to do this?

Research shows high achievers, gifted learners and creative thinkers need interaction with their peers and like-minded adults to nurture their talents, to engage in intensive critical thinking and to develop intellectual and personal skills.

How will this make SVGS distinctive?

SVGS fosters a culture of intellectual and personal growth by providing students opportunities to transfer their skills in practical and competitive contexts.

How will SVGS know it has succeeded?

- SVGS will measure student participation, recognition and achievement in experiences beyond the classroom and assess satisfaction with these opportunities through course evaluations and program surveys.

Who will be responsible?

- SVGS Director, SVGS Staff

Student Development

SVGS will identify advanced learners from the participating school division and provide appropriate opportunities and support for intellectual and personal growth by:

- Building on strengths of existing program.
- Facilitating environments that support trust among diverse learners.
- Creating a safe and welcoming climate to assist students in enhancing their self-knowledge and to development their talents.
- Providing specific intervention for students who are underachieving and are now recognizing their talents and potential.
- Facilitating a successful transition to postsecondary education and professional careers.

Strategy 1

SVGS will collaborate with school divisions to ensure a comprehensive, sequential and developmental process for identifying and serving all students having potential for exceptional academic and creative productivity.

How will SVGS do it?

1. **SVGS will work with school division gifted directors to develop a plan to monitor, track and support gifted students for grades 4-10.**
2. **SVGS will review the format of middle school outreach activities to provide more intensive and focused experiences to help students further define their interests and develop talents.**
3. **SVGS will coordinate with school division gifted directors to plan for several community events outside of the school day for elementary/parents and students to attend.**

Why does SVGS need to do this?

Research shows early intervention and engagement in enriched arts and sciences experiences nurtures the development of both interest and talents.

How will this make SVGS distinctive?

Few academic year governor's schools systematically provide enrichment activities for younger students or have extensive coordination with school divisions.

How will SVGS know it has succeeded?

- SVGS will measure student participation and assess recruitment/applicant statistics.

Who will be responsible?

- SVGS Director, SVGS Staff, School Division Gifted Directors/Coordinators/Differentiation Specialists

Strategy 2

SVGS will collaborate with school divisions to develop specific intervention strategies for underachieving and underrepresented students with potential for exceptional academic and creative productivity.

How will SVGS do it?

1. **SVGS will assist school divisions in identifying students with transportation issues and work with the school divisions to accommodate school transportation as appropriate.**
2. **SVGS will work with school divisions to assist with early identification, assess student needs and develop a systematic intervention plan for underrepresented students with outstanding potential.**

Why does SVGS need to do this?

Attracting underrepresented students and student diversity remains a concern.

How will this make SVGS distinctive?

By explicating addressing diversity issues in gifted education, SVGS will distinguish itself from area gifted programs.

How will SVGS know it has succeeded?

- SVGS will measure student participation, diversity of student applicants and achievement.

Who will be responsible?

- SVGS Director, School Division Gifted Directors/Coordinators/Differentiation Specialists

Strategy 3

SVGS will develop a career development program which capitalizes on relationships with school divisions, colleges and universities, community partners and SVGS alumni.

How will SVGS do it?

1. **SVGS will institute a program such as "brown bag" career symposium inviting area professionals to have lunch with students and discuss pathways to their career and what they do.**
2. **SVGS will continue and expand the use of alumni as guest speakers in all disciplines to assist students with college transition, college selection and selection of area of study.**
3. **SVGS will continue and expand participation in college/university student conferences and guest lectures.**

Why does SVGS need to do this?

A specific focus on developing career goals will help students reach their fullest potential

How will this make SVGS distinctive?

With a specific plan, SVGS will become a model of exemplary career development.

How will SVGS know it has succeeded?

- SVGS will measure student participation and assess satisfaction with these opportunities through course evaluations and program surveys.

Who will be responsible?

- SVGS Director, SVGS Staff

Resources

SVGS will:

- provide appropriate facilities, modern resources, technology and personnel necessary to meet the instructional needs for advanced learners
- promote efficient allocation, investment, and cultivation of resources consistent with program goals

Strategy 1

SVGS will explore options, develop a plan to acquire larger, more instructionally accommodating and flexible site to meet current needs and long-range goals.

How will SVGS do it?

1. **Conduct a professional facility study to provide the school and its participating systems with options and recommendations for an improvement plan for a facility.**
2. **Coordinate with superintendents to develop long range plan for funding options to improve facilities.**

Why does SVGS need to do this?

The current space and facility limits instructional and is increasing critical due to safety and storage issues.

How will this make SVGS distinctive?

This will address critical needs.

How will SVGS know it has succeeded?

SVGS will have a plan to address facility needs and means for funding.

Who will be responsible?

SVGS Director ,Superintendents, Steering Committee

Strategy 2

SVGS will implement plan to incrementally lower the student-teacher ratio to the VDOE standard of 15:1 (current average, 18:1).

How will SVGS do it?

1. **Use adjunct staff to add classes beyond current staff's expertise and recruit guest artists & other professionals.**
2. **Add staff with any additional enrollment to lower ratio to 15:1.**

Why does SVGS need to do this?

By using teaching resources in specialized areas, students will enhance their intellectual skills with relevant experiential learning.

How will this make SVGS distinctive?

SVGS will nurture the cognitive, social and emotional development of each student.

How will SVGS know it has succeeded?

Student-teacher ratios are lowered to 15:1.

Who will be responsible?

- SVGS Director

Strategy 3

SVGS will build in a revenue stream for capital project and technology upgrades on a scheduled basis.

How will SVGS do it?

1. **Use a variety of funding sources – localities, grants, donations and sponsorships.**

Why does SVGS need to do this?

A revenue stream would allow SVGS to maintain a consistent funding for acquiring, maintaining and updating technology resources on a specific schedule.

How will this make SVGS distinctive?

SVGS will be able to update and maintain current technology for an advanced arts and science program.

How will SVGS know it has succeeded?

Facilities and technology will be current, workable and comparable to other advanced high school programs in arts and sciences.

Who will be responsible?

SVGS Director , SVGS Network Engineer

Partnerships

SVGS will facilitate partnerships between parents, community members, colleges and businesses that expand students' knowledge of and interest in science and technology, the humanities, and the arts by:

- Providing students with practical and professional learning opportunities outside the traditional classroom.
- Facilitating mutually beneficial partnerships with community, business/industry and colleges and universities.

Strategy 1

SVGS will create a staff position with the job responsibilities of coordinating student experiences outside classroom by developing working relationships with local businesses, industries, institutions and schools.

How will SVGS do it?

1. **Add a staff position for a student experience coordinator to assist with placement for experiences outside of school (ex. mentorship, individual research, etc.), to support individual project development and to foster community relationships to support opportunities for students.**

Why does SVGS need to do this?

By having an individual dedicated to recruiting mentors and matching them with students, students will gain a more valuable and significant experience in

How will this make SVGS distinctive?

This is formal program to assist college bound students in exploring careers and developing professional skills.

How will SVGS know it has succeeded?

- SVGS will add a position.

Who will be responsible?

- SVGS Director

Strategy 2

SVGS will create a community advisory board.

How will SVGS do it?

1. **Nurture and cultivate relationships with active community and organizational leaders.**
2. **Identify potential board members who are positive messengers, vested leaders in the business, educational and local community and/or member of trusted community networks for underrepresented group.**
3. **Develop a name, mission, operating procedures and method for communicating the board's work and timeline for implementation.**
4. **Explore options to plan for incentives to keep local talent in the area.**

Why does SVGS need to do this?

The VDOE full site evaluation in 2009 recommended the development of an advisory board. Most importantly, this endeavor serves to reconnect with our community and to promote exceptional programming and student experiences with external support.

How will this make SVGS distinctive?

The goal is to capitalize on the valuable community resources which support student learning through coordination and partnership development.

How will SVGS know it has succeeded?

- SVGS will create a community advisory board which productively assists the school in its mission.

Who will be responsible?

- SVGS Director

Strategy 3

SVGS will develop formal partnerships with local businesses, industries and institutions.

How will SVGS do it?

1. Increase participation in regional organizations (i.e. Shenandoah Valley Technology Council, Shenandoah Valley Partnership for Economic Development, local chambers)
2. Increase participation in local service organizations (i.e. Rotary, Lions, Kiwanis)
3. Increase collaboration and develop formal memos of understanding with local institutions (i.e. Mary Baldwin College (arts/sciences), Murphy Deming(life sciences, biotechnology), BRCC(mechatronics), MBC/JMU/UVA (scientific research/ arts/humanities))
4. Develop and nurture partnerships with business and industries for student experiences, service learning and research.

Why does SVGS need to do this?

By building partnerships that are beneficial to both school and community, we promote a shared vision to prepare students to compete in a global economy.

How will this make SVGS distinctive?

By leveraging existing community resources, SVGS and the community will develop mutually beneficial, innovative and synergized partnerships.

How will SVGS know it has succeeded?

- SVGS will measure its participation and contact with community organizations and number of student experiences with community partners.

Who will be responsible?

- SVGS Director, SVGS staff

Strategy 4

SVGS will develop an alumni program to maintain contact with SVGS alumni, collect graduate data and promote lifelong engagement with SVGS.

How will SVGS do it?

1. **Identify former and current student leaders and alumni who wish to reconnect with SVGS and elicit their assistance in developing alumni database, communication format and alumni program.**
2. **Develop an alumni survey to assess program student learning outcomes.**
3. **Develop a plan for alumni to assist in promoting and provide financial investment.**

Why does SVGS need to do this?
SVGS can share their personal and professional success with current students and reconnect with our SVGS alumni.

How will this make SVGS distinctive?

SVGS will play a formal role in the school's program.

How will SVGS know it has succeeded?

- SVGS will measure alumni participation, development of alumni survey and increase in resources linked to alumni.

Who will be responsible?

- SVGS Director, SVGS Staff, SVGS Students

SHENANDOAH VALLEY GOVERNOR'S SCHOOL STRATEGIC PLAN 2015-2020 - OVERVIEW

		Annual Objectives	
Focus Area	**Strategies**	**2015-16**	**2016-17**
Curriculum and Instruction	*CI 1. SVGS will offer rigorous courses that meet and exceed Virginia Standards of Learning objectives, that prepare students for academic success in college, and that use effective teaching strategies.*	*Develop Engineering II curriculum and align Engineering I/II curriculum objectives	*Revise and update Advanced Technology course curriculum to focus on digital communications, collaboration and creative production
		*Develop Advanced Scientific Research as independent study	*Expand Advanced Scientific Research curriculum with community partners
			*Explore options for developing a humanities strand in the Arts and Humanities program.
		*Develop comprehensive plan for professional development	*Implement a comprehensive plan for staff development
		*Coordinate professional development with outside facilitator on general instuctional strategies which promote student engagement and depth of understanding	
		*Continue in-house professional development with instructional technology (mobile devices, 3D printing, Ardunio, Adobe Creative Suite)	
		*Develop an alumni survey to provide data regarding preparation for secondary success	*Implement an annual alumni survey
	CI 2. SVGS will provide rich, deep, learning experiences to foster skills and habits of mind necessary to living successful lives.	*Review the purpose and procedures for science and mathematics laboratory activties to improve students critical thinking and understanding of concepts through inquiry and problem based instruction	
		*Map existing curriculum to defined student outcomes for program	*Align curriculum with desired student learning outcomes
		*Define student learning outcomes	*Develop program assessment
		*Develop senior capstone curriculum	*Implement senior capstone class for credit
	CI 3. SVGS will provide opportunities for students to showcase their intellectual and artistic skills and talents through presentations, exhibits, competitions, student conferences and performances.	*Refine and revise plans for SVGS Open House	*Refine and revise plans for SVGS Research and Engineering Symposium
		*Create a SVGS research and engineering journal	*Create a juried SVGS publication to showcase outstanding work of students in all arts and humanities
		*Increase participation in robotics team, electric vehicle team and international exchange program	*Increase participation in student conferences and collaboration with college/university activities

2017-18	2018-19	2019-20
	*Review, revise and update STEM curricular offerings as needed	
*Explore different ways to enhance student preparation for health/medical careers through curricular offerings	*Implement components which enhance student preparation for health/medical careers through curricular offerings	
*Develop Digital Humanities course	*Implement Digital Humanitites course	*Review, revise and update AH curricular offerings as needed
*Continue to support professional development		
*Use resulting data in curriculum and instructional planning		
*Continue to align curriculum with desired student learning outcomes	*Use assessment results to refine and improve curriculum and instructional practices as needed	*Use assessment results to refine and improve curriculum and instructional practices as needed
*Implement program assessment		
*Refine and revise plans for showcasing student work at 25th aniversary celebration	*Showcase student work at 25th aniversary celebration	
*Create a juried SVGS publication to showcase outstandig work of all students	*Maintain a juried SVGS publication	
*Increase participation variety and number of opportunities for students to compete against their peers and interact with professionals regionally and state-wide	*Increase participation variety and number of opportunities for students to compete against their peers and interact with professionals nationally and internationally	*Maintain participation variety and number of opportunities for students to compete against their peers and interact with professionals

SHENANDOAH VALLEY GOVERNOR'S SCHOOL STRATEGIC PLAN 2015-2020 - OVERVIEW

		Annual Objectives	
Focus Area	**Strategies**	**2015-16**	**2016-17**
Student Development	*SD 1. SVGS will collaborate with school divisions to ensure a comprehensive, sequential and developmental process for identifying and serving all students having potential for exceptional academic and creative productivity.*	*Review the format of middle school outreach and consider alternative formats or experiences	Implement changes to middle school outreach or formats as needed
	SD 2. SVGS will collaborate with school divisions to develop specific intervention strategies for underachieving and underrepresented students with potential for exceptional academic and creative productivity.	*Work collaboratively with division gifted supervisors to identify specific issues for this region's underacheiving and underrepresented gifted students such as transportation or tutoring *Develop a systematic intervention program for underachieving SVGS students	*Work collaboratively with division gifted supervisors to develop a systematic plan to address specific issues for this region's underacheiving and underrepresented gifted students *Implement a systematic intervention program for underachieving SVGS students
	SD 3. SVGS will develop a career development program which capitalizes on relationships with school divisions, colleges and universities, community partners and SVGS alumni.	*Expand participation in college/university student conferences and guest lectures	*Expand use of SVGS alumni speakers in all disciplines to assist students with college transition, college selection and selected area of study

2017-18	2018-19	2019-20
Work with school division gifted supervisors to develop a plan to track, monitor and support talent development of gifted students for grades 4-10	Implement a plan to track, monitor and support gifted students for grades 4-10	Implement a plan to track, monitor and support gifted students for grades 4-10
Plan one community event outside of the school day for elementary/parents and students to support talent development and promote interests in the arts and sciences in coordination with division gifted supervisors	Plan several community events outside of the school day for elementary/parents and students to support talent development and promote interests in the arts and sciences	
*Work collaboratively with division gifted supervisors to implement a systematic and developmental plan to address specific issues for this region's underacheiving and underrepresented gifted students	*Assess benefit of systematic intervention program for underachieving SVGS students	*Assess benefit of systematic and developmental plan to address specific issues for this region's underacheiving and underrepresented gifted students
*Develop a formal plan for career exploration through a variety of interactions and experiences with professionals in arts and sciences such as guest speakers, off site visits, job shadowing and mentorships	*Implement a formal plan for career exploration through a variety of interactions and experiences with professionals in arts and sciences such as guest speakers, off site visits, job shadowing and mentorships	

SHENANDOAH VALLEY GOVERNOR'S SCHOOL STRATEGIC PLAN 2015-2020 - OVERVIEW

		Annual Objectives	
Focus Area	**Strategies**	**2015-16**	**2016-17**
Resources	*R1. SVGS will explore options, develop a plan to acquire larger, more instructionally accommodating and flexible facilities/site to meet current needs and long-range goals.*	Conduct a facility study to provide the school and its participating systems with options and recommendations for an improvement plan for a facility Coordinate with superintendents and steering committee to develop long range plan for funding options to improve facilities	Develop options for improving facilitaties including timeline, initial and recurring costs Coordinate with superintendents and steering committee to develop long range plan for funding options to improve facilities
	R2. SVGS will implement plan to incrementally lower the student-teacher ratio to the VDOE standard of 15:1 (current average 18:1).	Explore options for adjunct instructors/distance learning to enhance curriculum offerings to meet individual student needs and provide professional expertise	Develop and implement options for adjunct instructors/distance learning to enhance curriculum offerings as needed
	R3. SVGS will build in a revenue stream for capital projects and technology upgrades on a scheduled basis.	Develop a five year plan for technology maintenance and upgrades, classroom and lab equipment upgrades and maintenance and capital projects other than faciltities	Develop a variety of funding sources – localities, grants, donations and sponsorships

2017-18	2018-19	2019-20
Begin implementation of a plan for improving facilitites	Continue implementation of facilities plan as needed	Continue implementation of facilities plan as needed
Coordinate with superintendents and steering committee to develop long range plan for funding options to improve facilities	Coordinate with superintendents and steering committee to develop long range plan for funding options to improve facilities	Coordinate with superintendents and steering committee to develop long range plan for funding options to improve facilities
Coordinate with superintendents and steering committee to develop long range plan for developing a revenue stream for capital projects		

SHENANDOAH VALLEY GOVERNOR'S SCHOOL STRATEGIC PLAN 2015-2020 - OVERVIEW

		Annual Objectives	
Focus Area	**Strategies**	**2015-16**	**2016-17**
Community Partnerships	*CP 1. SVGS will create a staff position with the job responsibilities of coordinating student experiences outside classroom by developing working relationships with local businesses, industries, institutions and schools.*	*Add a 1/2 staff position for a student experience coordinator to assist with placement for experiences outside of school (ex. mentorship, individual research, etc.), to support individual project development and to foster community relationships to support opportunities for students	
	CP 2. SVGS will create a community advisory board.	*Nurture and cultivate relationships with active community and organizational leaders	*Identify potential board members who are positive messengers, vested leaders in the business, educational and local community and/or member of trusted community networks for underrepresented group
	CP 3. SVGS will develop formal partnerships with local businesses, industries and institutions.	*Increase SVGS participation in and interaction within local service organizations (i.e. Rotary, Lions, Kiwanis)	*Increase SVGS participation in and interaction with regional organizations (i.e. Shenandoah Valley Technology Council, Shenandoah Valley Partnership for Economic Development, local chambers)
	CP 4. SVGS will develop an alumni program to maintain contact with SVGS alumni, collect graduate data and promote lifelong engagement with SVGS.		*Identify former and current student leaders and alumni who wish to reconnect with SVGS and elicit their assistance in developing alumni database, communication format and alumni program

2017-18	2018-19	2019-20
*Add a staff position for a student experience coordinator to assist with placement for experiences outside of school (ex. mentorship, individual research, etc.), to support individual project development and to foster community relationships to support opportunities for students		
*Develop a name, mission, operating procedures and method for communicating the board's work with small focus group of community partners	*Create a community advisory board	
*Develop and nurture partnerships with business and industries for student experiences, service learning and research		*Increase collaboration and develop formal memos of understanding with local institutions (i.e. Mary Baldwin College (arts/sciences), Murphy Deming(life sciences, biotechnology), BRCC(mechatronics),MBC/JMU/UVA (scientific research/ arts/humanities))
		*Develop a plan for alumni to assist in promoting SVGS and providing financial investment

Appendix

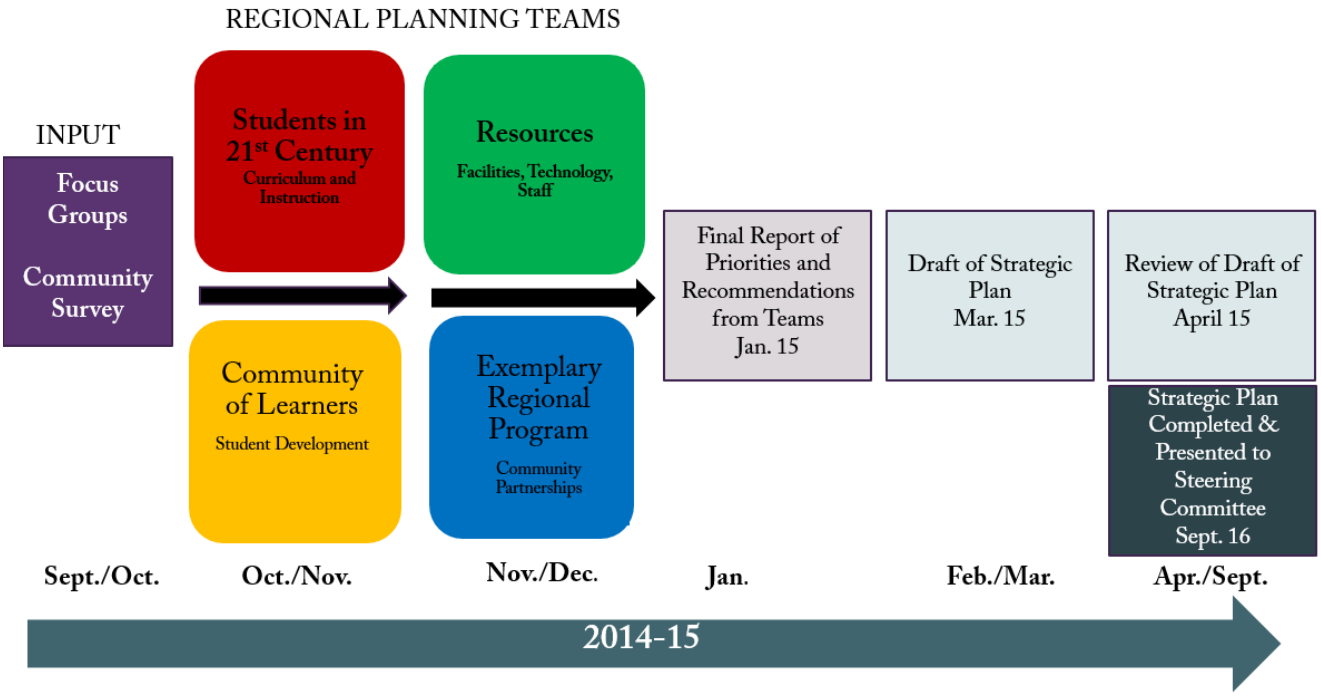
Matrix of Mission, Goals, Vision, Principles and Strategies

STRATEGY BY FOCUS AREA

	CURRICULUM AND INSTRUCTION			STUDENT DEVELOPMENT			RESOURCES			PARTNERSHIPS			
Vision, Mission, Goals, Principles	Course Offerings/Instruction	Development of transferable skills/habits of mind	Apply and show knowledge and skills	Outreach and recruitment	Equity in access	Career development	Facilities	Student/Staff ratio	Funding Stream	Student Experience Coordinator	Community Advisory Board	Formal partnerships	Alumni Relations and Database
VISION													
Capitalize on community partnerships										x	x	x	x
Practical/professional student experiences			x			x	x			x		x	
Talent development for gifted students		x		x	x		x						
MISSION													
Challenging and supporting environment	x	x	x	x			x	x	x			x	
Develop knowledge and critical thinking	x	x	x										
Foster personal and social responsibility		x		x		x		x		x		x	
GOALS													
Challenging, supportive, enhanced and enriched education	x	x	x	x		x	x	x	x	x			

Identification and support of personal and intellectual growth		x		x	x	x		x		x			
Partnerships to promote interests and experiences in arts and sciences						x				x	x	x	x
PRINCIPLES													
Align with mission	x	x	x	x	x	x	x	x	x	x	x	x	x
Equity in access to program				x	x		x						
Resources							x	x	x	x	x	x	x
Relationships with schools				x	x	x	x						
Community partnerships										x	x	x	x
Evidence of progress	x	x	x	x	x	x	x	x	x	x	x	x	x

Timeline for Strategic Planning Process



Regional Planning Team Members

Regional planning teams were composed as follows:

Team 1: STUDENTS IN THE 21ST CENTURY(Curriculum and Instruction)

John Almarode*
James Madison University
Interim Dept. Head, Educational Foundations and Exceptionalities
Asst. Professor

Dymph De Wild
Local Artist
SVGS Guest Artist
JMU Adjunct

Judy Dilts
James Madison University
Assoc. Dean, College of Science and Mathematics
Professor, Biology

James Groves
University of Virginia
Asst. Dean for Research and Outreach
Professor, Engineering

Anne Jeffrey
SVGS Instructor
Humanities

Susan Jenny
SVGS Instructor
Mathematics, Engineering

Fletcher Linder
James Madison University
Director and Professor of Interdisciplinary Liberal Studies

John Matherly
Augusta County Schools
Director of Instruction

Diane Stewart
Local Artist
SVGS Guest Artist

Dori Walk
Staunton City Schools
Executive Director of Instruction

Team 2: Community of Learners(Student Recruitment, Retention, Support and Transition)

Tina Bowersox
Augusta County Schools
Asst. Principal
Stuarts Draft Elementary School

Linda Jones
Waynesboro City Schools
School Board

Ann McMillan
Augusta County Schools
Guidance Coordinator
Fort Defiance High School

Dave Urso
Blue Ridge Community College
Dean of Life Sciences and Human Services

Maggie Van Huss*
Waynesboro City Schools
Director of Student Services

Carla Vandevander
Staunton City Schools
Differentiation Specialist, Shelburne Middle School and Robert E. Lee High School

Cassy Maxton- Whitacre
SVGS Instructor
Theatre

Team 3: RESOURCES (Facilities, Staff, Technology, Etc.)

Eric Bond
Augusta County Schools
Superintendent

Jeff Cassell
Waynesboro City Schools
Superintendent

Kathy Garber
Meddius
Software Interface Analyst

Lee Godfrey
Augusta County Schools
School Board

Jody Grogan*
Staunton City Schools
School Board

Bob Kolvoord
James Madison University
Dean, College of Integrated Science and Engineering
Professor, ISAT

Dietrich Maune
James Madison University
Assoc. Dean, College of Arts and Letters
Professor, Media Arts and Design

Alf Zhu
SVGS Instructor
Mathematics, Research

Team 4: EXEMPLARY REGIONAL PROGRAM(Community Partnerships)

Vincent Daw
SVGS Instructor
Science, Engineering

Greg Godsey
Union First Market Bank
Senior Vice President and Commercial Market Executive

Jenny Groh*
Augusta County Schools
Curriculum Supervisor, Science
Mentorship Coordinator

Jo-el Nelson
SVGS Instructor
Science, Technology

Dan O'Conner
Augusta Health
Vice President of Human Resources

Rod Owen
Mary Baldwin College
Professor, Philosophy

Linda Reviea
Staunton City Schools
Superintendent

Linda Seestedt-Stanford
Murphy Demming College of Health Sciences. Marry Baldwin College
Vice President, Health Sciences

Tim Swortzel
Augusta County Schools
School Board

Results and Summary of

SVGS Community Survey for Strategic Planning

October 5, 2014

The summary of data presented in this document was collected through an on-line community survey.

Data was collected from September 10 – October 5, 2014. Two hundred and six surveys were completed.

An invitation to participate in this survey was sent to local elected boards and governing bodies in Augusta County, Staunton and Waynesboro, all current student and parents.

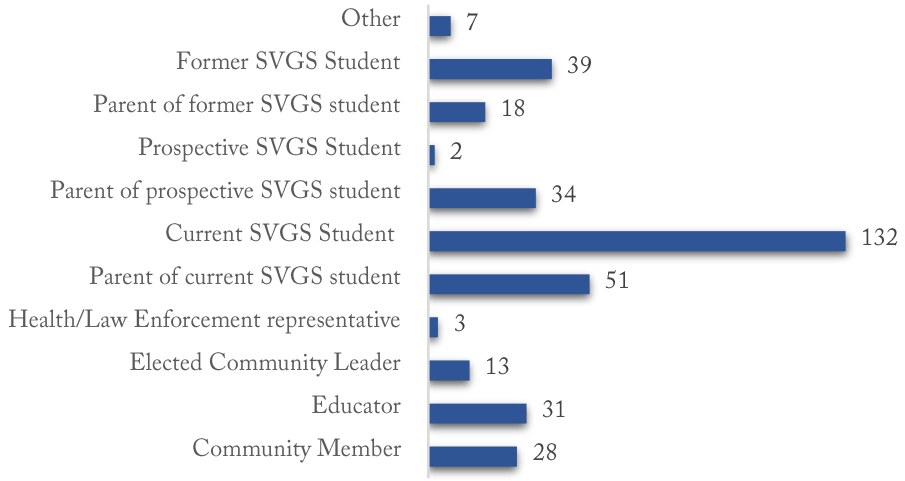
In addition, links to the survey were posted on the SVGS website, Facebook page and Twitter feed. Staunton and Waynsboro schools linked the survey on their respective division website.

An invitation to all community members was published in the News Leader, News Virginian and was posted on WHSV's community board.

A copy of the survey is included in the appendix.

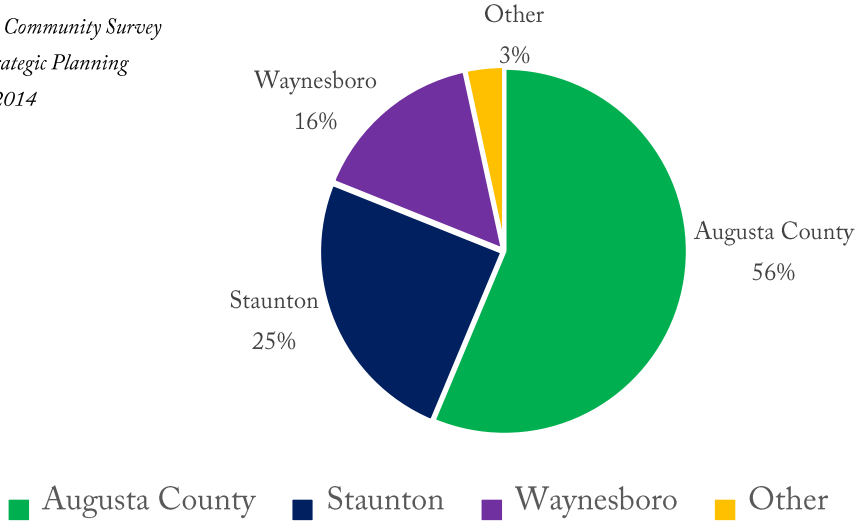
Number of Survey Participants by Stakeholder Group

SVGS Community Survey for Strategic Planning
Fall, 2014



% Survey Participants by School District

SVGS Community Survey
fro Strategic Planning
Fall, 2014



Q3: From your perspective, rank the challenges you believe SVGS will face over the next five years. Please drag the following and rank (1 – most challenging to 6 – least challenging).

The graphic below represents the % of responses in each stakeholder group where the respondent ranked the item with a 1, 2 or 3.

	% Most Challenging (ranked 1,2 or 3 out of 6)					
	Former Students	Current Students	Current Parents	Prospective Parents	Elected	Total of All Participants
n=	29	96	39	25	8	
Facility and equipment	50%	66%	61%	66%	44%	62%
Up to date with technology, hardware, software	72%	64%	52%	59%	44%	61%
Current economic conditions	72%	55%	57%	37%	89%	57%
Recruitment and retention of qualified teachers	56%	43%	76%	72%	67%	56%
Curriculum development	28%	43%	48%	53%	44%	43%
Community partnerships	22%	29%	7%	12%	11%	21%

Q4: Please rate the relevant importance of each of the skills, abilities and understandings listed below that students must master to be prepared for advanced study and successful professional careers with 10 most important and 1 being the least important.

		Total	Educators	Former Students	Current Students	Current Parents	Prospective Parents	Elected
Question	Count	Average						
13	Self-reliance, independence and personal responsibility	9.24	9.30	8.93	9.23	9.53	9.30	9.22
5	Communication Skills (public speaking, listening, etc.)	9.03	8.95	8.83	8.87	9.51	9.07	9.11
16	Initiative and self-direction	8.96	8.75	8.67	8.87	9.33	9.04	9.00
11	Ability to be a creative, analytical and critical thinker	8.94	9.25	8.90	8.60	9.67	9.30	9.11
1	Reading and writing	8.92	9.89	9.03	8.34	9.62	9.59	9.56
17	Ethics and integrity	8.89	9.30	8.73	8.47	9.42	9.67	9.89
12	Ability to collaborate and work productively with others	8.84	8.80	8.77	8.76	9.07	9.26	8.44
15	Flexibility and adaptability to change	8.74	8.60	8.63	8.50	9.13	8.89	8.33
6	Ability to use technology for further learning	8.70	8.55	8.93	8.33	9.24	9.37	9.44
14	Ability to work with people from different backgrounds	8.58	8.40	8.50	8.45	8.82	8.89	8.67
2	Mathematics	8.39	8.05	7.97	8.15	9.16	9.07	9.22
3	Science and Engineering	7.81	7.65	7.83	7.48	8.32	8.67	8.75
9	Consumer and personal financial management	7.34	6.65	7.23	6.98	8.11	7.89	8.22
10	Community service, volunteerism and civic responsibility	6.74	6.25	6.50	6.53	7.04	7.19	7.89
4	Social Science and History	6.18	7.05	5.43	5.84	6.52	7.63	7.56
7	Learn languages other than English	6.03	7.20	6.40	5.18	6.60	7.59	6.22
8	The arts (fine, performing, etc.)	5.12	6.65	4.77	4.33	5.27	6.78	6.78
	Average	8.03	8.19	7.89	7.70	8.49	8.66	8.55

Q5: What should the curricular priority for SVGS be for the next five years? Please rank from 1 - highest priority to 4 - lowest.

Below is a power ranking of the items noted as priorities. (The top power ranking is 15.)

15 Add coordination MENTORSHIPS and other placements for PROFESSIONAL and CAREER EXPERIENCES
14 Maintain the current STEM program
14 Expand the STEM program in HEALTH/LIFE SCIENCES
14 Expand the STEM program in COMPUTER SCIENCE, NETWORKING and PROGRAMMING
13 Expand the STEM program in ENGINEERING
10 Expand the STEM program in ENVIRONMENTAL SCIENCES
9 Maintain the current Arts and Humanities program
8 Expand the current STEM (science, technology, engineering and mathematics) program to GRADE 10
7 Add a GLOBAL STUDIES program (language, economics, international studies, quantitative literacy)
6 Expand the STEM program in SCIENTIFIC RESEARCH
5 Combine ARTS and HUMANITIES and STEM programs focusing on creativity, innovation and problem solving in arts and sciences
3 Expand the current STEM (science, technology, engineering and mathematics) program to GRADE 9
2 Expand the Arts and Humanities program in other areas of fine arts such as DIGITAL MEDIA
2 Expand the Arts and Humanities program in other areas of humanities such as LITERATURE, WRITING or PHILOSOPHY
1 Add a BUSINESS/ENTREPRENEURSHIP program
1 Add a SOCIAL SCIENCE program (education, psychology, quantitative literacy and research)

Community Survey for Shenandoah Valley Governor's School Strategic Planning 2015-2020, October, 2014

	Range of Values: *1 = High Priority, 2 = Priority, 3 = Low Priority , 4 = Not a Priority*					
	Average of All Participants	**Former Students**	**Current Students**	**Current Parents**	**Prospective Parents**	**Elected Officials**
N=	*199*	*29*	*96*	*41*	*25*	*8*
Maintain the current STEM program	1.68	1.60	1.61	1.78	2.08	1.13
Add coordination MENTORSHIPS and other placements for PROFESSIONAL and CAREER EXPERIENCES	1.74	1.56	1.72	1.88	1.84	1.75
Expand the STEM program in HEALTH/LIFE SCIENCES	1.87	1.68	1.92	1.80	2.08	1.75
Expand the STEM program in ENGINEERING	1.88	1.56	1.89	1.88	2.24	1.75
Expand the STEM program in COMPUTER SCIENCE, NETWORKING and PROGRAMMING	1.93	1.64	2.09	1.78	1.92	1.88
Maintain the current Arts and Humanities program	1.99	2.04	1.80	2.15	2.63	1.25
Add a GLOBAL STUDIES program (language, economics, international studies, quantitative literacy)	2.07	2.04	1.95	2.32	2.16	2.13
Expand the STEM program in ENVIRONMENTAL SCIENCES	2.07	1.92	2.11	2.08	2.21	1.75
Expand the STEM program in SCIENTIFIC RESEARCH	2.19	1.75	2.35	2.12	2.24	2.13
Expand the current STEM (science, technology, engineering and mathematics) program to GRADE 10	2.24	1.58	2.46	2.39	2.08	1.75

Expand the Arts and Humanities program in other areas of humanities such as LITERATURE, WRITING or PHILOSOPHY	2.28	2.36	2.29	2.22	2.16	2.38
Expand the Arts and Humanities program in other areas of fine arts such as DIGITAL MEDIA	2.28	2.29	2.33	2.18	2.24	2.38
Add a BUSINESS/ENTREPRENEURSHIP program	2.30	2.28	2.22	2.38	2.38	2.71
Combine ARTS and HUMANITIES and STEM programs focusing on creativity, innovation and problem solving in arts and sciences	2.34	2.32	2.35	2.59	2.00	2.13
Add a SOCIAL SCIENCE program (education, psychology, quantitative literacy and research)	2.35	2.40	2.19	2.60	2.42	2.63
Expand the Arts and Humanities program in other areas of performance such as DANCE or MUSIC	2.64	2.75	2.46	2.88	2.79	2.75
Expand the current STEM (science, technology, engineering and mathematics) program to GRADE 9	2.72	2.08	2.96	2.88	2.40	2.25
Expand the current Arts and Humanities program to GRADE 10	2.84	2.71	2.95	3.02	2.36	2.63
Expand the current Arts and Humanities program to GRADE 9	3.22	3.00	3.41	3.37	2.60	3.00

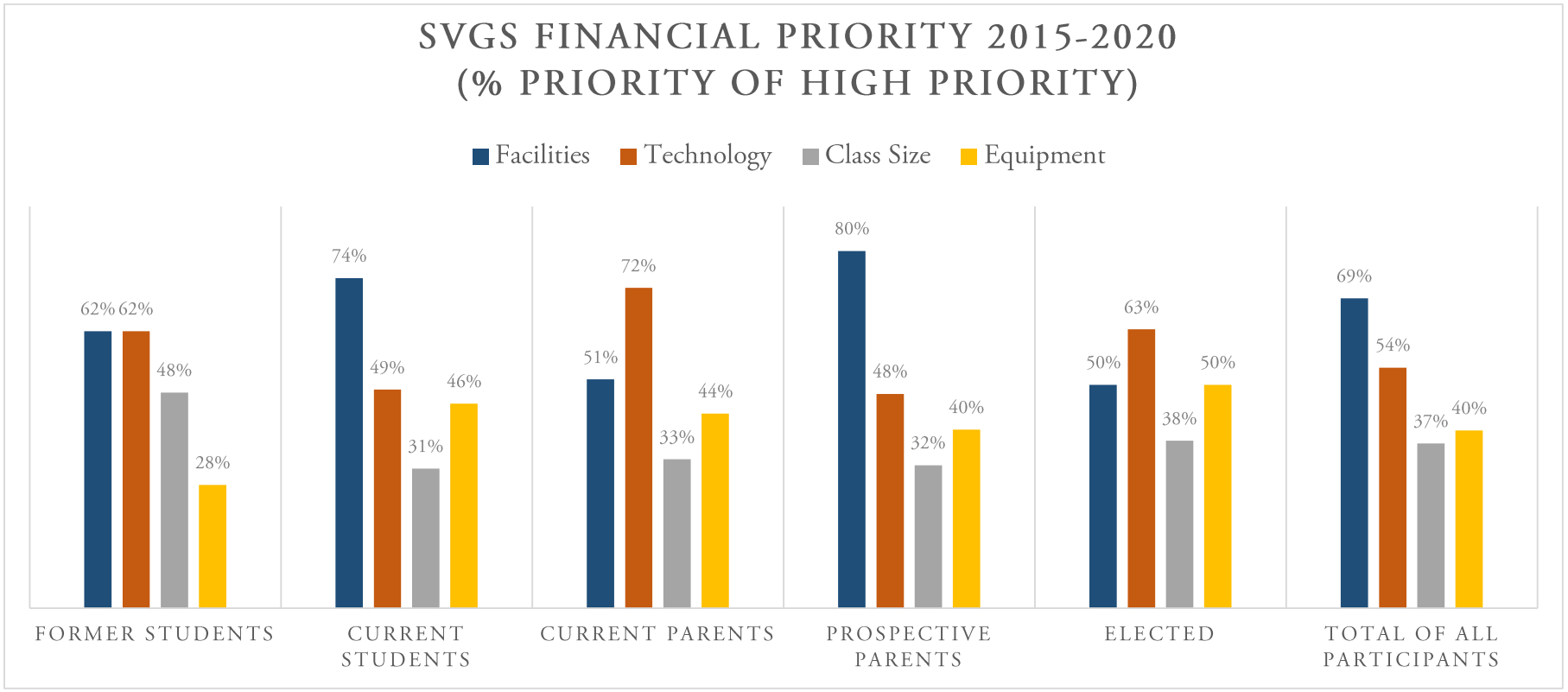
Q6: What should the financial priority for SVGS be for the next five years? Please rank from 1 - highest priority to 4 - lowest.

Provide sufficient facilities to support an advanced academic program in arts and sciences

Provide up to date computer technology (infrastructure, software, hardware) for students

Maintain smaller class sizes

Ensure students have quality up to date equipment and materials



FOCUS GROUP SUMMARY

Prepared by **Megan Good Rodgers**,
Doctoral Candidate- Assessment and Measurement
Assessment Intern- Center for Faculty Innovation
James Madison University

Executive Summary

Four focus groups were conducted in September. Each focus group was scheduled for 90 minutes and each group consisted of different Shenandoah Valley Governor's School (SVGS) stakeholders (specifically, home school representatives, parents, students, and community representatives). The focus group data were analyzed across groups for independent emergent themes. The results are depicted below.

	Home School Representative	Parent Group	Student Group	Community Representative
Skills/Traits				
Interpersonal Skills	X	X	X	
Independence	X	X	X	
National Trends				
Push for STEM	X	X	X	
Recommendations				
More Crossover	X	X	X	
More Community Outreach	X	X	X	
Reduce Tension with Home Schools	X	X	X	
Reduce Elitist Mindset	X		X	
Increase Diversity	X	X		
More College Guidance		X	X	
More technology		X	X	X

In addition to common themes across groups, the data within each group were also analyzed. Unique themes emerged within each group:

- **Home School Representatives-** The home school representatives recommended that the SVGS target and support low SES and minority students.
- **Parents-** The parent group was overwhelmingly positive and happy with the SVGS. Generally, they feel that their students do not get the attention they need through K-12 public education, and SVGS fills this need.
- **Students-** The student group brought up many day-to-day issues. Students frequently mentioned the issue of transitioning from their home school to SVGS in terms of workload and stress. They also noted that they do not want the rigor to be reduced.
- **Community Representative-** The community representative recommended the SVGS keep up with technology advancements and expose students to opportunities beyond the Shenandoah Valley.

Method

The Shenandoah Valley Governor's School sought to conduct focus groups to gather information for their strategic planning committee. Specifically, Ms. Whitesell created 8 questions (see Appendix A). Four focus groups were conducted:

- **Home School Representatives:** A total of six people attended this focus group, representing different home schools in the district
- **Parents:** Eight parents of SVGS students attended this focus group
- **Students:** Ten students, representing both the Humanities and STEM programs, attended this focus group. There was also a mixture of juniors and seniors.
- **Community Representatives:** One community representative attended this focus group.

Each focus group was scheduled for 90 minutes; with the exception of the community focus group, all focus groups went the full length of time. Megan Good, a doctoral candidate at James Madison University facilitated the four focus groups. Ms. Connor attended all four focus groups and took notes.

The notes from each focus group are appended as follows:

- Appendix B- Home School Representative Notes
- Appendix C- Parents Notes
- Appendix D- Student Notes
- Appendix E- Community Representative Notes

The data were analyzed two ways:

- **Between group analysis:** Across all data, the themes that independently emerged are noted and summarized
- **Within group analysis:** Within each group, the focus group notes are summarized below. The notes in the appendix will provide a more comprehensive listing of the issues that emerged during a focus group.

Results

Between Group Summary

Focus group notes were analyzed across groups. These findings are summarized in the matrix below.

	Home School Representative	Parent Group	Student Group	Community Representative
Skills/Traits				
Interpersonal Skills	X	X	X	
Independence	X	X	X	
National Trends				
Push for STEM	X	X	X	
Recommendations				
More Crossover	X	X	X	
More Community Outreach	X	X	X	
Reduce Tension with Home Schools	X	X	X	
Reduce Elitist Mindset	X		X	
Increase Diversity	X	X		
More College Guidance		X	X	

More technology		X	X	X

Theme Summary

- **Interpersonal Skills**
  - Home school representatives and students noted that interpersonal skills are important for the future. Parents indicated that listening skills are important skill for students to have to be successful. Home school representatives and parents were concerned about the younger generations ability to communicate interpersonally.
- **Independence**
  - Home school representatives fear that today's advanced learners lack independence. Parents appreciate that SVGS helps students become more independent, and students believe that it is important to be independent to be a successful student.
- **Push for STEM**
  - Home school representatives, parents, and students all brought up the national push for STEM in the United States. This trend made all three groups concerned about losing the value of the Humanities. Students and the home school representatives mentioned that this national trend causes students to perceive STEM as more valuable because there are more job prospects. Students aren't aware of the possibilities of what you can do after the Humanities program. The groups all independently recommended that SVGS better communicate the value of the Humanities program.
- **More Crossover**
  - The home school representatives, parents, and student groups all independently mentioned that they would like more crossover between the STEM and Humanities programs.
- **More Community Outreach**
  - With the exception of the community representative, all groups discussed a desire for more community outreach. For the home school representatives, this outreach was in the form of connecting with younger students. The parents mentioned engaging the whole community, and were especially happy with the Senior Service Project. The students wanted the opportunity to apply their knowledge and skills in the community (e.g., Humanities students performing in the community).
- **Reduce tension with Home Schools**
  - Three of the four focus groups mentioned a tension between the home schools and the SVGS students. It appears that while many teachers at the home school are supportive of SVGS, others are rather negative.
- **Reduce the Elitist Mindset**
  - Home school representatives and students indicated that some students have an elitist mindset about being a part of SVGS. This creates a further divide between SVGS students and home school students.
- **Increase Diversity**
  - The home school representative group and the parent group suggested the SVGS increase the diversity of the student population. Specifically, more minority and low SES students would be beneficial to the program.
- **More College Guidance**
  - Parents and students feel they lack sufficient college guidance from their home schools. They wish they had more support in this area.
- **More Technology**
  - Parents, students, and the community representative recommended more advanced technology for the STEM program.

Shenandoah Valley Governor's School
Full-Site Evaluation
November 10-12, 2014

Introduction

The Virginia Department of Education sponsored a full-site evaluation of Shenandoah Valley Governor's School in Fishersville, Virginia, November 10-12, 2014. The evaluation team consisted of the following members: Team Leader Brian Pace, Director, Piedmont Governor's School for Mathematics, Science, and Technology; Sherry Pugh, Assistant Director and Mathematics Instructor, Southwest Virginia Governor's School;
Dr. Cheryl Lindeman, Assistant Professor of Education, Randolph College (and former Biology/Research Instructor and Partnership Coordinator at Central Virginia Governor's School); Dr. Andrea Warren, Director, Governor's School for the Arts; Victor Frailing, Visual Arts Department Head, Governor's School for the Arts; and DOE Evaluation Coordinator Alix Smith, former (retired) Supervisor of Gifted Services, Stafford County Public Schools.

Evaluation activities consisted of classroom observations and interviews with Director, faculty, and students. Interviews were also conducted with parents, School Board members, Superintendents, Directors of Instruction and Pupil Personnel, and high school guidance counselors from the participating school divisions.

Shenandoah Valley Governor's School currently serves 219 juniors and seniors from five high schools within Augusta County, one in Staunton City, and one in Waynesboro City. There are 142 students from Augusta County, 38 from Waynesboro City, and 39 from Staunton City.

SVGS was last evaluated in April, 2009.

Evaluation Procedures

The evaluation team convened in the conference room at Shenandoah Valley Governor's School on Monday, November 10, 2014, at 5:00 p.m., for introductions and an organizational meeting with Director LeeAnn Whitesell. Following dinner, Staff Committee Chairs presented an overview of the SVGS program to the team, and Ms. Whitesell led the team on a tour of the facility. From 7:00 to 7:45 p.m., team members interviewed parents and students representing all of the participating school divisions. Following those interviews, the team returned to the hotel.

On Tuesday, November 11, the team arrived at SVGS at 7:10 a.m. to set up in the conference room, have continental breakfast, and be ready to observe classes at 7:45 a.m. All Governor's School teachers and classes were observed between 7:45 and 10:55 a.m. Team members noted the presence of tenth grade "Spend A Day" students shadowing current Governor's School students and participating in some activities to introduce them to SVGS. Members of the Evaluation team were also able to observe

Outreach activities organized for gifted elementary students in the region in the afternoon. Teachers were individually interviewed following classes and Outreach. At 3:15 p.m., evaluation team members interviewed School Board members, Superintendents, Curriculum Directors, and several high school counselors. From 4:00 p.m. until about 7:45 p.m., with a short dinner break, the team worked on the evaluation rubrics. At 8:00 p.m., the team returned to the hotel for the night.

On Wednesday, November 12, the team arrived at SVGS at 7:15 a.m. Observations were conducted in certain lab, Studio, and Crafts and Skills classes. At 9:30 a.m., the team convened to complete work on the rubrics. At 11:30 a.m., the team completed its preliminary report, and the findings were presented to Director LeeAnn Whitesell by Team Leader Brian Pace.

History, Program of Studies, and Demographics

Shenandoah Valley Governor's School opened as Central Shenandoah Valley Regional Governor's School in 1993 after eight years of study and planning. Augusta County's Schools' original idea of an Advanced Learning Center to serve high school juniors and seniors was expanded in 1989 to include the school divisions of Staunton City and Waynesboro City, and then evolved into the concept of a regional Governor's School to be located in the Valley Vocational Technical Center in Fishersville. Linda Newbern Cauley was hired to be the first Director of CSVRGS. For its first ten years, the Governor's School offered advanced classes in math, science, engineering and technology (STEM) in a half-day program. The initial STEM enrollment of 95 grew to 115 students, and currently stands at 170 students.

During the spring of 2000, a committee began discussing the addition of an arts and humanities component to the Governor's School. A plan was written and presented to the Virginia Board of Education in October 2001, and it was approved on first reading. In the fall of 2002, 18 Theatre and 14 Visual Arts students were enrolled in the new program to be implemented by three additional instructors (Theatre, Visual Arts, and Humanities). The name of the Governor's School was also changed in 2002 to Shenandoah Valley Governor's School. Since its opening, the Arts and Humanities program has enrolled between 44 and 50 students each year. In 2014-15, the number of Humanities students is 49.

At the close of the 2010-2011 school year, Linda Cauley retired, and LeeAnn Whitesell, who had served on the SVGS mathematics faculty since 2006, was hired as Director. During the fall of 2014, under Ms. Whitesell's leadership, SVGS began developing a strategic plan for 2015-2020. As part of the planning process, stakeholders were asked to provide input through a community survey. Insights and data were also collected from focus groups of parents, students, local school personnel, and business/industry representatives. A member of James Madison University's Center for Faculty Innovation facilitated and assessed the various focus groups. Four regional planning teams were developed based on the following themes: Students in the 21st Century (Curriculum and Instruction); Community of Learners (Student Recruitment, Retention, Support, and Transition); Resources (Facilities, Staff, Technology); and Exemplary Regional Program (Community Partnerships.) The timeline developed

by the planning teams indicates that team reports will be presented in January, 2015; the draft Strategic Plan developed by March 15; and the final plan presented May 20.

Shenandoah Valley Governor's School is governed by a Board consisting of one School Board member from each participating school division, the three Superintendents, and an Advisory Committee composed of Instructional Directors from the school divisions. They meet concurrently a minimum of four times a year. Only the School Board members vote. Augusta County serves as the fiscal agent.

The faculty of SVGS consists of a Director, an Administrative Assistant, and 12 full time instructors. Of these, 11 are Caucasian, and 1 is Asian, 5 are male and 7 are female. One instructor has a Bachelor's degree, ten have Masters degrees, and one holds a Doctorate. All are licensed to teach in Virginia and meet the requirements for teaching dual enrollment courses as necessary. Four faculty members, including the Director, possess the endorsement in Gifted Education. In experience, they range from one faculty member who has been with the school since its inception to a second year instructor who graduated from the SVGS program.

The Governor's School continues to be housed in about a dozen creatively named rooms/areas within the Valley Vocational Technical Center, which is centrally located in Augusta County between Waynesboro and Staunton. The school also uses some outside spaces for the Arts programs, such as theatre space within the Woodrow Wilson Rehabilitation Center, which is within walking distance on the same campus.

SVGS is a half-day program, with classes meeting from 7:45 a.m. to 10:55 a.m. On Mondays, Tuesdays, and Fridays, the schedule consists of four forty-five minute "lecture" blocks. On Wednesdays and Thursdays, there are two ninety minuteblocks to accommodate lengthier lab, studio, and other activities. Transportation is not provided from the school divisions to the Governor's School, but students may ride the vocational buses back to their high schools if they wish. Because most students drive themselves, they are often at the school earlier and later. Teachers also take turns keeping the building open two evenings a week for assistance, research, and group project work.

The mission of SVGS is "to provide an environment in which community members are inspired and empowered to learn, create, and serve." To that end, students complete challenging coursework in either the STEM or Humanities strand, engage in a variety of co-curricular opportunities, and complete a Capstone project where they can apply and demonstrate their learning. The STEM curriculum consists of advanced level courses in science, mathematics, engineering, and technology, most of which offer the students the opportunity to earn Advanced Placement and/or Dual Enrollment credit from Blue Ridge Community College, James Madison University, Radford University, or the University of Virginia. Among the Dual Enrollment course offerings are Molecular Biology, Environmental Chemistry, Geospatial Information Systems, and Engineering II, which would be considered beyond the scope possible in most Governor's Schools. Humanities students may earn BRCC Dual Enrollment credit for Humanities, which meets their English 11 and 12 requirements. They expand their foundation and talent in theatre or visual arts with courses such as Dual Enrollment Art History, Drama Theory and Criticism, Crafts and Skills,

Acting I and II, and Studio I and II. Further, they have the opportunity to work with guest artists over an extended period of time. In both strands, students who choose to receive dual enrollment credit must pay the tuition rate.

The Senior Capstone Project is a still evolving concept, encouraging students to demonstrate learning within a curriculum area but outside the confines of the classroom. Students are expected to complete a major project in their senior year, which may involve a major independent study project, service project, or mentorship/internship. The goals of the Capstone Project are to develop the skills of organizing a long-term project; complex problem-solving; finding resources; evaluating and synthesizing research; communicating; collaborating; managing time wisely; using technology; and presenting orally. Students present their Capstone Projects to each other as a senior activity.

Both STEM and Humanities students at SVGS have the opportunity to engage in a variety of co-curricular activities, including FIRST Robotics, Electric Vehicle competition, Literary Magazine, art shows, theatrical productions, and international student exchanges. These activities contribute to the sense of community at SVGS; it is not unusual to find STEM students involved in the theatrical productions, for example.

While SVGS has no counselor position, the Director holds an endorsement in Secondary School Counseling and served as a high school counselor for fourteen years. She meets with accepted students individually to develop two-year academic plans. SVGS also contracts with a college counselor who meets with students individually and in two group meetings with parents and students about college admissions. The director and teachers work closely with parents and home school counselors when students are having difficulties in Governor's School.

The following chart highlights the ethnic and gender breakdown of students in the Governor's School:

Ethnicity	**Shenandoah Valley Governor's School**
American Indian or Alaska Native	1
Asian	4
Black, not of Hispanic origin	1
Hispanic	1
White, not of Hispanic origin	212
Native Hawaiian or Pacific Islander	0

Non-Hispanic, two or more races	0
Total	**219**
Gender	
Female	122
Male	97
Total	**219**

Increasing student diversity is a concern of Governor's School stakeholders, and is being addressed within the strategic planning process.

The student selection process is administered in each participating school division using multiple criteria. Interested students may opt to shadow a Governor's School student for a day. For the Arts and Humanities program, selection criteria include teacher and counselor recommendations, GPA and transcript, PSAT score, experience and training information, and an adjudication or portfolio assessment. Selection criteria for the STEM program include teacher and counselor recommendations, PSAT scores, information about activities, training, and activities, and GPA/transcript. Final selection is reviewed and approved by a regional selection committee. The selection process is competitive, with approximately 70% of STEM applicants and 74% of Humanities applicants accepted. Incoming students attend a summer orientation session.

A unique component of SVGS is its Outreach program for gifted upper elementary and middle school students. Outreach activities are offered two to three days a week following Governor's School classes from 12:30 to 2:00 p.m. Instructors utilize interdisciplinary STEM and Arts activities to challenge students and introduce them to the Governor's School. At least 1600 students are served yearly through SVGS Outreach activities.

SVGS has an active Parent Student Advisory Committee which supports the school. Also, in 2012, a student-led effort raised $50,000 in honor of the past Director. Now called the Director's Fund and administered by a Foundation, the money is used to fund scholarships and trip support.

Findings, Commendations, and Recommendations

The rubrics in this report summarize the commendations and recommendations made by the visiting team. Based on the evidence presented, the evaluation team concluded that SVGS serves an important and valued role for gifted students in the region it serves. It continues to work toward its mission to "to provide an environment in which community members are inspired and empowered to learn, create, and serve" in the areas of STEM, Visual Arts, and Theatre powered by the thoughtful leadership of its Director and the accessible and energetic guidance of its faculty. The Governor's School also has the solid support of parents, school division personnel, Superintendents and governing School

Board members. Cooperation with institutions of higher learning and the community promote advanced curricular opportunities for students.

As noted in the rubrics, the visiting committee felt that the Governor's School could take more advantage of partnerships in the Shenandoah Valley region and thereby expand formal research, mentorship, internship, and service opportunities for students completing their Capstone projects. Such partnerships would also expand career exploration experiences for students. The committee also recommended that SVGS seek ways to connect the two Governor's School strands through interdisciplinary activities. Finally, and most critically, there are continuing and increasing issues regarding the Governor's School's space, including safety and storage issues, and its ability to maintain and update its equipment, materials, and software. It is noted that all of these issues are being addressed in the strategic plan process.

The Evaluation team recommends that the Virginia Department of Education continue its support of Shenandoah Valley Governor's School.