



STRATEGIC PLAN

2018 - 2023

Charles City County Public Schools
10035 Courthouse Road
Charles City, VA 23030
(804) 652-4612

School Board Chair
Helen Payne-Jones

School Board Members

E. Preston Adkins
Steve Fuhrmann, Ed.D.
Herbert J. Johnson
Martha M. Harris

Superintendent
David W. Gaston, Ed.D.

Strategic Planning Leadership Team

Dr. DeJuanna Parker,
Lead Consultant – Strategic Planning and Rural Education
Dr. Patricia Moore Shaffer,
Consultant – Strategic Planning and Education Evaluation
Dr. Kristi Wagner,
Consultant – Strategic Planning and Education Evaluation
Dr. Lynda Byrd-Poller,
Former Director - Human Resources,
Strategic Planning & Professional Learning

Strategic Planning Steering Committee

Mrs. Stacy Dixon
Dr. Steve Fuhrmann
Mrs. Cheryl Ghee
Mr. Herbert Johnson
Rev. James Johnson
Mrs. Stephanie Leek
Mr. Floyd Miles, Sr.
Ms. Melissa Paul
Ms. Kristi Redcross
Dr. Yvonne Smith

Table of Contents

Contributors	2
Table of Contents	3
Message from the School Board	4
Message from Superintendent	5
District Profile	6
Graduation Data	6
Standards of Learning	6
Enhancing the Educational Experience in CCPS	7
After-school Program	7
Gifted Education	7
Balanced Literacy	8
Description of the Process for Development and Adoption of the Strategic Plan	8
Development Model	8
Stakeholder Involvement	9
Long-term Implementation Process	10
Charles City County Schools Vision and Mission	11
Vision	11
Mission	11
Core Values	12
The Strategic Plan	13
The First Pillar - Educate	14
Alignment of Strategic Plan with Performance Measures	15
The Second Pillar - Engage	20
Alignment of Strategic Plan with Performance Measures	21
The Third Pillar - Empower	23
Alignment of Strategic Plan with Performance Measures	24
Bibliography	27

Message from the School Board

The strategic planning process has been enlightening - a “wake-up call” - to all of us who have the success of every Charles City Public School Division student in our hearts and on our minds. The process has brought a diverse group of community members, educators, and students together around this common goal. We have confirmation that our students are examining closely what we say and what we do, and are holding us accountable to be good stewards over the education we provide for them; for they too, are mindful of their own success. In the long term, we are getting a better picture of where resources and time need to be directed.

This Strategic Plan serves as the guiding document in the development of policies, procedures, culture, and climate through the intentional consideration of district goals and objectives. The plan establishes not only a clear direction toward the District’s goals, but also the measurements needed to assess our progress in the pursuit of those goals. This document is the result of countless hours of research and analysis by individuals drawn from the student population, parents, teaching and administrative staff, Steering Committee, and the public-at-large. The School Board wishes to thank each and every one of these stakeholders for being committed to providing a comprehensive, high quality and challenging educational experience that and enables each student to develop and maximize his or her potential.

This Strategic Plan will not be relegated to collecting dust on a shelf, but will take its place as a living document to be used for the betterment of our district, our faculty and staff, and most importantly, our students.

Yours in Education,

Helen Payne-Jones

School Board Chair

Message from Superintendent

Dear Charles City County Students, Faculty, Staff and Families,

There is much to celebrate in this division and the potential continues to ripen. Over the last four years, we have worked to restructure and retool our school division for 21st century success. Through the onboarding of a dynamic team of leaders and other professionals, our division has focused on the academic achievement of all students. Our mission has been to provide the tools, skills, and confidence that our students need to be successful beyond the boundaries of Charles City County Public Schools.

Our implementation of the one-to-one technology initiative has been one of many exceptional projects to improve teaching and learning in this county. We have increased the time and delivery of relevant instruction; developed written curriculum that provides rigor and accountability; increased our training and teaching of literacy and numeracy skills; and improved programs for students that focus on workplace readiness. While we recognize that there is still work to be done, the challenges we face only underscore the significance of a strategic plan.

A strategic plan is vital to the success of an organization; it provides direction for the organization, accountability and serves as the agenda for organizational activities. A strategic plan is the document that identifies the division's priorities and the strategies to reach goals. Finally, key performance indicators are used to measure and communicate performance outcomes.

Over the next five years, this plan will serve as our flight plan, navigating us to new heights and boundless possibilities for our students, faculty and staff. While many significant challenges persist in our county, our strategic plan encourages us as a school division and community to work together to pursue and achieve excellence as we educate, engage, equip and empower our school community.

Sincerely,

David W. Gaston, Ed.D.

Superintendent

District Profile

Charles City County is located in Central Virginia, approximately 30 miles from Richmond, our state capital, and 25 miles from Colonial Williamsburg. Founded in 1619, Charles City County is bounded on the south by the James River and on the east by the Chickahominy River.

The Charles City School District is led by Superintendent, Dr. David W. Gaston. The stability the district enjoys under Dr. Gaston's leadership encourages adherence to a high level of standards. Charles City Elementary School and Charles City High School have been fully accredited by the Southern Association of Colleges and Schools and are fully accredited by the Commonwealth of Virginia according to the Standards of Accreditation at the time that this strategic plan was developed.

Charles City Schools serves a population of 316 elementary students and 316 high school students at 2 school sites. Of these students, 30.5% are White; 57.6% are Black; 6% are American Indian; and the remaining 5.9% are Multi-racial, Hispanic, Asian and Native Hawaiian. Approximately 13.4% of students are identified as exceptional education students, and only 1.6% is limited English proficiency. Approximately 68.2% of students are economically disadvantaged, and less than 1% is considered migrant (School Quality Profiles).

Graduation Data

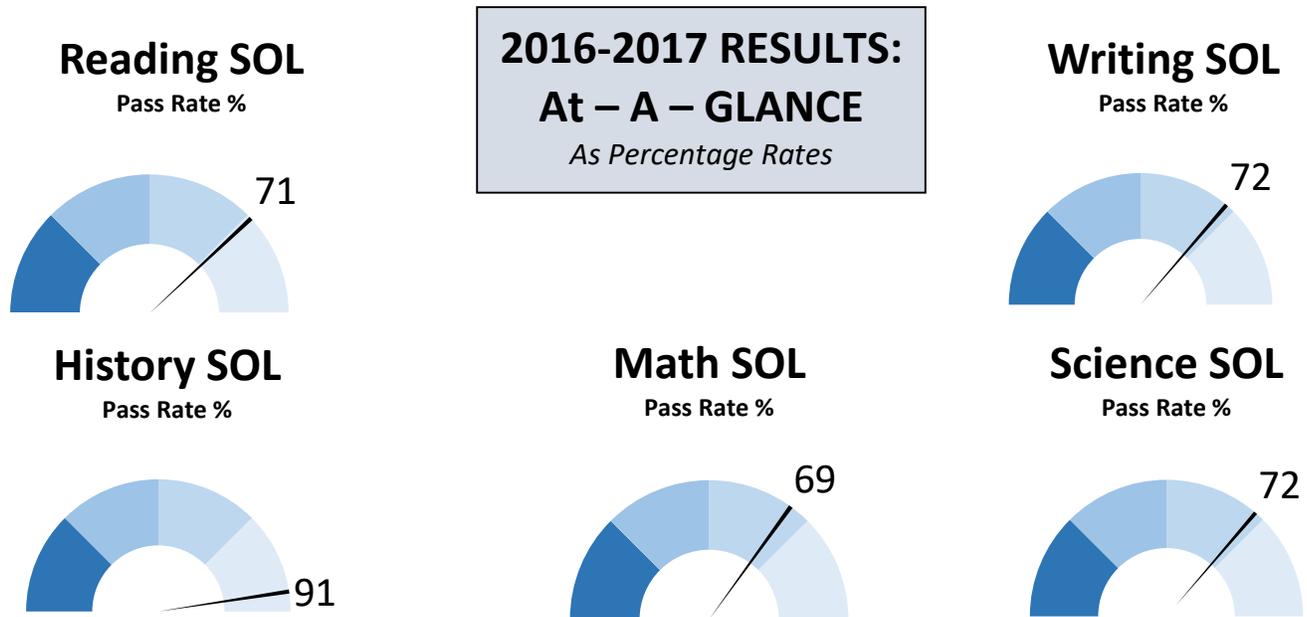
The graduation rate increased 3% from 2014 to 2016. The 2014 graduation rate was 89%, which is higher than the state average of 85%. CCPS garnered a graduation rate of 98.7% in 2015, which was the third highest rate of any school division in the state of Virginia. The 2016 graduation rate was 92%, which remains higher than the state average of 87%. Students are encouraged to participate in advanced and college preparatory coursework, which is evidenced in the percentage (51.9%) of high school students graduating with an advanced diploma.

Standards of Learning

The Standards of Learning (SOL) for Virginia Public Schools establish the Commonwealth's minimum expectations for student learning and achievement in grades K-12 in English, math, science, history/social science. These standards represent a broad consensus of what parents, classroom teachers, school administrators, business and community leaders believe schools should teach and what students should know and be able to do at the end of each grade or course in English, math, science, history/social science and other subjects.

Each SOL is assessed on a scaled score range from 0-600 with the following achievement and performance level descriptors: Pass/Advanced (scales scores of 500-600), Pass/Proficient (scaled scores of 400-499), and Fail/Does Not Meet, Fail/Basic, or Fail/Below Basic (for scaled scores less than 400). (Algebra II uses Advanced/College Path as the descriptor for Pass/Advanced scaled scores

The figure below demonstrates the success rates of all CCPS students on the 2016-17 results in Reading, Writing, History, Math and Science.



CCPS Student Achievement Report (2016)

Enhancing the Educational Experience in CCPS

After-school Program

Through funding from the 21st Century grant, Charles City has offered an after-school program, the REALM Academy, for students in grades 3-12 in 2015-2016 and 2016-2017. REALM is the acronym for Recreation, Engineering, Art, Literacy, and Mathematics, which represents the different areas of focus in the program. More specifically, within these areas, the program provides for building academic skills in reading and math as well as enrichment classes and family engagement activities. The county did not receive funding in the 2017-2018 school year and after-school programs ended.

Gifted Education

As part of the overall vision and mission to provide excellence in teaching and learning to all students, CCPS strives to recognize and identify diverse gifted learners and provide the educational services and opportunities to meet their unique needs and potential. The Gifted Program has assertive goals, including providing a comprehensive continuum of services to address the needs of students who are gifted and talented in English and/or Mathematics; implementing use of appropriately differentiated curricula for push-in, pull-out, and self-contained Talent Pool and gifted classes as well as rigorous curricula for use

with all students for screening; and informing parents and the community about the opportunities for Talent Development in CCPS and providing them with ways to support their child's gifted potential.

Balanced Literacy Framework

Balanced literacy begins in Preschool and continues through all grades and across all curricular areas. It provides explicit instruction in reading comprehension, utilizing guided practice, and modeling. This provides an opportunity to learn how to make sense of the text before, during and after reading. Teachers and staff initiate the building of learning communities engaged in higher levels of critical thinking by reading critically, predicting, inferring and sequencing.

Examining components of the Charles City Public School division profile offers a simplistic look into a complex organization whose goal it is to deliver quality educational opportunities to its students, professional opportunities to its faculty, and relationship-building opportunities for the community. Thus, engaging in a strategic planning process is an essential element of maintaining and improving the health and direction of the school division.

Description of the Process for Development and Adoption of the Strategic Plan

Charles City County Public Schools currently has a district strategic plan that was created in 2012 and developed as a planning document for a five-year cycle ending in 2018. The purpose of this strategic plan is to construct long-term goals with measurable objectives that will provide continuity and focus for all CCPS employees. Strategic plans provide alignment vertically and horizontally across the organization and provides a visual structure of the educational plans for all external stakeholders.

Development Model

The strategic plan was developed using the theoretical and research lens of Systems Thinking in Organizational Learning, Organizational Change Management, and Community Coalition.

Organizations consist of many independent parts with members who fulfill a variety of different functions. In effective organizational structures, each part contributes to the success of the whole through shared understandings and system thinking. Systems thinking in organizations is seen in the coordinated thinking and behavior of all members; it can be heard in the shared language of a single focus. Systems thinking is grounded in the work of Peter Senge and is important to strategic planning because it provides the method of examining how all the parts of the organization fit together.

Change is a reality of all organizations, and that change is constant and inevitable. Change pushes upon the organization from external forces and causes transformation within the organization. Organizational change management is a lens that allows stakeholders to understand healthy processes of change management and supports all efforts of successful integration of change. A Strategic planning solicits and structures organizational change and acts as a tool to guide and record organizational responses to accomplish strategic change efforts.

Community Coalition is an approach designed to bring people together to focus on a problem of community concern, in this case, the education of its children. The Community Coalition approach

maximizes results and multiplies available resources beyond what the school division could accomplish alone (Butterfoss & Kegler, 2002). This approach was important to incorporate because the citizens of Charles City County are invested in the school division, and work to support its success. A goal of this strategic plan is to strengthen this relationship; therefore, it seemed necessary to find an approach to strategic development that would encourage community participation.

The methodology described above was selected to engage multiple stakeholders in the conversation around our driving question:

How can we create and sustain a high quality, high yield system of education for children in Charles City County Public Schools?

The school division began a self-assessment process in 2015 under the leadership of Dr. David Gaston and in partnership with Panorama Education. Each spring, the school division surveyed its stakeholders to assess its performance and rate the experiences that stakeholder groups had with the school division. The results of these surveys along with focus group discussions were used to capture input from the greater school community.

The strategic planning process used an iterative method to examine and analyze the systemic change needed to produce long-lasting and sustainable results. The leadership team, led by Dr. DeJuanna Parker, used the scholarly work of Bryson (2011), *Strategic planning for public and non-profit organizations*. The work began with a review of the values, vision, and mission of the current strategic plan followed by a SWOC analysis to examine the Strengths, Weaknesses, Opportunities and Challenges of the change process and helped the division identify its Critical Success Factors (CSFs). According to Bryson (2011), CSFs are actions the division must take, or standards it must meet in order to be considered successful in the eyes of its key stakeholders.

Throughout the strategic planning process, the team followed Bryson's model and worked to:

1. Document and discuss the environment in which we exist and operate, and explore the factors and trends that affect the way we do business and carry out our roles.
2. Clarify and frame the issues or challenges facing our organization.
3. Clarify organizational goals, and articulate a vision for where the organization wants to be.
4. Develop strategies to meet the many mandates, fulfill our missions, and create public value by reexamining and reworking organizational mandates, mission and values, student achievement, and customer service level.

Stakeholder Involvement

A stakeholder is any person or group that contributes or participates in function of the organization and affected by its output. Specific individuals were invited to participate in each group listed below but all members of the community were welcome to participate and contribute to the process. Each group had a specific purpose and perspective. We divided the stakeholders into the following groups:

Steering Committee – Selected individuals who helped guide the development and communication of the plan and its process. This smaller group worked directly with the Strategic

Planning Consultant and Director of Human Resources, Strategic Planning and Professional Learning to complete the task of developing the plan.

Division Leadership Focus Group – This team of individuals examined the strategic plan from the perspective of leadership and management. Looking at division-level data, systems and strategies, this group provided the insight on fiscal, physical and human resources needed to advance the school division.

Academic Focus Group – This team included all teachers, instructional support staff, and professional support staff. This group provided insight on the wide array of instructional practices needed to ensure that students are successful and productive graduates. This group also provided insight on what actions and behaviors will make this an educational organization for which professionals aspire to work.

Student Focus Group – The students were asked to participate because they have first-hand, real-time experience in the effectiveness and efficiency of our work. They were the active consumers of the work and are in the best place to inform us about how to make improvements moving forward. Moreover, through this process, we were training students to be civic-minded and engaged in a process that improves their lives and this community.

Parent/Family Focus Group – Like the students, our parents are consumers of the educational systems and worked with us to provide their perspective. Together, we identified what was working and what areas needed improvement.

Community Focus Group – Community members were asked to participate in order to provide insight regarding how to better serve the community, collaborate with community partners, and sustain an excellent educational program that brings promise and pride to the community.

Long-term Implementation Process

The effectiveness of a strategic plan can be determined through the development of key performance indicators (KPIs) that measure the degree to which each goal and objective is accomplished. The purpose of a strategic plan is to help guide an organization in its efforts in a continuous improvement process and ensure that the plan is data-driven. The Shaffer Evaluation Group was contracted to help provide an external means of accountability. During Phase 2 of the development process, the Shaffer Evaluation Group will work with the steering committee to determine the KPI's and subsequent methods of communicating the progress each year of the strategic plan.

Charles City County Schools Vision and Mission

Vision

One of the first activities of this process was to review the current vision statement and to develop a vision sketch that represented each stakeholder group. During discussions with focus groups, participants shared that they wanted CCPS to be a place where we genuinely educate the whole child; where we provide cost effective educational opportunities that produce self-sufficient graduates; and where students are exposed to cultural activities that enhance and give meaning to their academic knowledge. CCPS employees envisioned a place where professionals work collaboratively and cooperatively to successfully develop and deliver instruction. Employees want a working environment that has structure, stability and exhibits respect for all. External stakeholders envisioned a school division that worked to be transparent, as it provided a high-quality education for all students.

All stakeholder groups envisioned a school division whose culture was centered around teaching and learning - a learning organization, “a compelling vision of an organization made up of employees skilled at creating, acquiring, and transferring knowledge” (Garvin, Edmondson & Gino, 2008, p. 2). A learning organization has a culture that appreciates diversity; encourages innovation and is receptive to new ideas; promotes analysis and reflection on performance; and utilizes learning practices that focus on big ideas with real world meaning. Stakeholders envisioned a learning environment that prepared its students and staff to be productive contributing citizens.

Based on the collective vision sketches, our vision statement is:

Charles City County Public Schools will be an exemplar model of rural education where collaboration, critical thinking, communication and creativity are practiced to develop adults who contribute positively to the global society.

Mission

Bryson (2011) tells us that a mission statement is a statement of organizational purpose. The mission of an organization answers the question, *what are we here to do and why?* The mission is action oriented and acts to remind everyone of the core reason we exist. For Charles City County Public Schools, the education of its children was at the core of our work; but the committee quickly began to understand that CCPS also is here to develop its employees and sustain healthy working alliances with community stakeholders.

There were other thoughts about our duty that reached beyond that of the students, but ultimately supported student achievement. From the stakeholder groups, this organization is here to provide a service to the community as well as its employees. Our schools serve three distinct groups of stakeholders – our students, our employees, and our community. Ultimately, the success of our students depends on the tightly woven threads of education, engagement, development, and empowerment of our students, employees and community.

From all stakeholder groups, it was clear that we wanted to be known for our work to educate the whole child. We believed we were here to provide each student with academic, social-emotional, and workforce

skills. We wanted the most effective and expert employees, no matter their role, who worked effectively to contribute to the education of our students. We believed we were here to develop and support our employees in their efforts toward continuous improvement. Finally, we wanted the type of community support that advocated for school improvement in collaboration with the educators charged to deliver the service. We believe that through stronger community relations, more effective communication and increased engagement, our schools could sustain excellence.

We were here to educate, engage, and empower our students, employees and community; therefore, our mission is *to develop self-sustaining, responsible and educated adults who can contribute and work to improve their community and the world.*

Core Values

Culture resides within the behavioral patterns and norms of an organization (Watkins, 2013). It is not easily seen, but its existence over time shapes our thoughts and actions. Organizational culture is influenced by the collection of beliefs and values of its stakeholders, and it is these values which drive how and why certain actions are taken and how the work of the organization is performed.

Bryson (2011) suggests that organizational core values answer the questions: *How do we want to conduct business? How do we want to treat our key stakeholders? What do we really care about?* From our conversations with stakeholder groups we came to learn that CCPS believes in the fundamental nature of family, traditions, and heritage. Faith, commitment, honesty, knowledge and learning are valued here. We desire professionalism, effective communication and structure.

The core values that were consistent across stakeholder groups were:

Integrity – *the quality of being honest, transparent and operating with virtue and ethics*

Heritage – *honoring the cultural traditions and history of the past, acknowledging and observing cultural traditions*

Learning – *the acquisition of knowledge, skills and insight through formal and informal opportunities of teaching, research, and enlightenment*

Communication – *the effective exchange of ideas, information, feelings and news between stakeholders*

Respect – *the mutual space where courtesy is shown, honor is given, obedience is practiced, and objectivity exercised with an open*

The Strategic Plan

Charles City County Schools will focus on three pillars to achieve the goals and objectives of the strategic plan. These pillars represent the three key components of the mission of the division.



Strategies – The plan incorporates strategies that will assist the division in meeting objectives expressed in the Strategic Plan. Strategies are described in the following manner:

- *Immediate* indicates implementation during the first and second years of the plan;
- *Mid-range* indicates implementation during the third and fourth years of the plan;
- *Long-term* indicates implementation in the fifth year of the plan, which can become initial strategies for the first year of the next strategic planning cycle, if applicable.
- *Ongoing* strategies are designed to be developed and implemented throughout the life of the strategic plan.



The First Pillar - Educate

Description. Through the learning process, CCPS endeavors to educate its students, faculty, and staff; thereby, equipping them for the purposes of teaching, learning, and becoming successful participants in the school division, as well as the local and global communities. Learning organizations are designed to educate, train, and instruct members of the organization; school divisions function as learning organizations for students and faculty/staff alike. Education is a process of learning and demonstrating that which is learned. Within this process, the learner is equipped with the resources and mental wherewithal to accomplish his or her purpose. With advances in technology, instruction, and training, “education” has been structurally and philosophically redesigned. Because of these shifts in our society, learning organizations must shift mind-set, approaches, and practices. Opportunities for a variety of learning experiences and environments ensure instructional delivery is flexible for diverse populations of learners.

Goal 1: Provide a rigorous and meaningful educational experience that results in post- secondary skills valuable in academic pursuits and in the workplace.

Objective 1: Utilize technology tools to enhance learning and provide meaningful opportunities to develop academic and workplace skills.

Immediate:

- Develop learning activities requiring broader use of programs in the Microsoft Suite, beyond Word and PowerPoint.
- Develop lesson plans that infuse technology tools aimed to increase student engagement, differentiation, and overall mastery of content curriculum.
- Continue the One-to-One Initiative.

Mid-Range:

- Integrate online learning platforms to reinforce student-centered learning - allowing the learner to master content in an individual way, in and outside of the brick and mortar classroom.
- Integrate synchronous and asynchronous e-learning tools with effective traditional methods of instruction.
- Ensure access to a robust technology network with updated software.

Long-Term:

- Provide virtual and distance learning opportunities and courses for credit or enrichment.

ALIGNMENT OF STRATEGIC PLAN WITH PERFORMANCE MEASURES

The First Pillar: EDUCATE		
Goal 1: Provide a rigorous and meaningful educational experience that results in post- secondary skills valuable in academic pursuits and in the workplace.		
Objective 1: Utilize technology tools to enhance learning and provide meaningful opportunities to develop academic and workplace skills.		
PM 1: The percentage of students enrolled in flexible learning opportunities through virtual and distance course offerings.		
PM 2: The percentage of classroom lessons that include instructional technology tools and resources.		
	Strategies	Year Implemented
1.1	Develop learning activities requiring broader use of programs in the Microsoft Suite, beyond Word and PowerPoint.	1-2
1.2	Develop lesson plans that infuse technology tools aimed to increase student engagement, differentiation, and overall mastery of content curriculum.	1-2
1.3	Continue the One-to-One Initiative.	1-2
1.4	Integrate new technology platforms to reinforce student-centered learning - allowing the learner to master content in an individual way, in and outside of the brick and mortar classroom.	3-4
1.5	Integrate synchronous and asynchronous e-learning tools with effective traditional methods of instruction.	3-4
1.6	Ensure access to a robust technology network with updated software.	3-4
1.7	Provide virtual and distance learning opportunities and courses for credit or enrichment.	5

Objective 2: Revise and implement a curriculum scope and sequence to prepare students for academic success and workplace readiness.

Strategies

Immediate

- Improve higher order critical reading, writing and math skills as measured through standard assessments, performance-based measures, and certifications.

Mid-Range

- Review and revise core and CTE courses and curricula to ensure current marketplace trends are reflected.
- Incorporate Vertical Teaming opportunities to ensure instructional staff demonstrate understanding of content progressions across grade levels in order to enhance their ability to assess student strengths and identify gaps in knowledge or skills.

Long-Term

- Implement problem-based instruction to develop student skills in collaboration, critical thinking, problem-solving, decision-making and time management.

ALIGNMENT OF STRATEGIC PLAN WITH PERFORMANCE MEASURES

The First Pillar: EDUCATE		
Goal 1: Provide a rigorous and meaningful educational experience that results in post- secondary skills valuable in academic pursuits and in the workplace.		
Objective 2: Revise and implement a curriculum scope and sequence to prepare students for academic success and workplace readiness.		
PM 3: The division and schools exceeding the state average for all students, and subgroups, in mathematics, English, History/Social Science, Science and the federal graduation index.		
PM 4: The percentage of students meeting grade level benchmarks in reading and mathematics at the close of Grade 3.		
PM 5: The percentage of students earning one or more CTE credentials (NOCTI, state licensure, industry certification, workplace readiness).		
PM 6: The percentage of teachers participating in vertical teaming opportunities.		
PM 7: The percentage of classroom lessons that include problem-based instruction.		
Strategies		Year Implemented
2.1	Improve higher order critical reading, writing and math skills as measured through standard assessments, performance-based measures, and certifications.	1-2
2.2	Continue to utilize the Balanced Literacy Framework in K-6 classrooms.	1-2
2.3	Review and revise core and CTE courses and curricula to ensure current marketplace trends are reflected.	3-4
2.4	Incorporate Vertical Teaming opportunities to ensure instructional staff demonstrate understanding of content progressions across grade levels in order to enhance their ability to assess student strengths and identify gaps in knowledge or skills.	3-4
2.5	Implement problem-based instruction to develop student skills in collaboration, critical thinking, problem-solving, decision-making and time management.	5

Objective 3: Engage students in planning for post-secondary college and career opportunities.

Strategies

Immediate

- Provide academic advisement and career counseling that promotes attainable post-secondary pathways to adult employability and informs students of all academic and career-oriented options.

Mid-Range

- Sponsor College visits to a diverse offering of public and private colleges and universities.
- Deploy a robust marketing campaign for Advanced Placement and Dual Enrollment course opportunities.
- Create and develop a transition program for elementary students preparing for high school, and high school students preparing for college.

Long-Term

- Develop a career readiness program for high school students in grades 9-11 where local business representatives conduct resume’ reviews, interviews, and provide feedback for student participants.

Ongoing

- Build coalitions among PK-20 education and workforce development leaders locally and throughout Virginia to meet the needs of students planning to attend college, and those who desire to pursue a more direct career path.
-

ALIGNMENT OF STRATEGIC PLAN WITH PERFORMANCE MEASURES

The First Pillar: EDUCATE		
Goal 1: Provide a rigorous and meaningful educational experience that results in post- secondary skills valuable in academic pursuits and in the workplace.		
Objective 3: Engage students in planning for post-secondary college and career opportunities.		
PM 8: The percentage of students enrolled in Advanced Placement (AP) or and Dual Enrollment (DE) courses.		
PM 9: The percentage of graduates earning an advanced studies diploma.		
PM 10: The percentage of 8 th grade students earning high school credit.		
PM 11: The percentage of students accepted or intending to enroll in postsecondary study.		
PM 12: The percentage of students engaged in college and career readiness planning.		
Strategies		Year Implemented
3.1	Provide academic advisement and career counseling that promotes attainable post-secondary pathways to adult employability and informs students of all academic and career-oriented options.	1-2
3.2	Sponsor college visits to a diverse offering of public and private colleges and universities.	3-4
3.3	Deploy a robust marketing campaign for Advanced Placement and Dual Enrollment course opportunities.	3-4
3.4	Create and develop a transition program for elementary students preparing for high school, and high school students preparing for college.	3-4
3.5	Build coalitions among PK-20 education and workforce development leaders locally and throughout Virginia to meet the needs of students planning to attend college, and those who desire to pursue a more direct career path.	Ongoing

Objective 4: Develop and retain highly effective and competent employees to advance academic achievement through rigorous instruction.

Strategies

Immediate

- Employ meaningful cross-curricular teacher collaboration
- Provide professional training and resources to support teachers in the inclusion of a variety of instructional techniques that engage culturally diverse student groups

Mid-Range

- Create a formalized and meaningful teacher mentoring program to promote retention by utilizing the wisdom and expertise of the division's veteran teachers.

Long-Term

- Incentivize faculty attainment of advanced degrees, national board and dual enrollment certification to promote continuous learning and enhance employee retention.

Ongoing

- Offer sustained in-house and off-site professional development that is differentiated by content area, grade level, or experience.

ALIGNMENT OF STRATEGIC PLAN WITH PERFORMANCE MEASURES

The First Pillar: EDUCATE		
Goal 1: Provide a rigorous and meaningful educational experience that results in post- secondary skills valuable in academic pursuits and in the workplace.		
Objective 4: Develop and retain highly effective and competent employees to advance academic achievement through rigorous instruction.		
<p>PM 13: The percentage of certified staff reporting satisfaction with CCPS professional development opportunities.</p> <p>PM 14: The percentage of certified school staff with advanced degrees, National Board Certification, or dual enrollment certification.</p> <p>PM 15: The percentage of teachers reporting confidence in engaging and educating all students.</p>		
Strategies		Year Implemented
4.1	Employ meaningful cross-curricular teacher collaboration	1-2
4.2	Provide professional training and resources to support teachers in the inclusion of a variety of instructional techniques that engage culturally diverse student groups	1-2
4.3	Create a formalized and meaningful teacher mentoring program to promote retention by utilizing the wisdom and expertise of the division’s veteran teachers.	3-4
4.4	Incentivize faculty attainment of advanced degrees, national board and dual enrollment certification to promote continuous learning and enhance employee retention.	5
4.5	Offer sustained in-house and off-site professional development that is differentiated by content area, grade level, or experience.	Ongoing



The Second Pillar – Engage

Description. Engagement is the reciprocal commitment to connect, collaborate, and participate cooperatively in the educational process. To engage, one needs to be knowledgeable about what is occurring in the schools, and be committed to contributing to the growth and advancement of the entire division over time. Stakeholder engagement refers to the process by which the school division communicates and interacts with its stakeholders in order to achieve division goals and promote accountability.

Goal 2: To grow stakeholder interaction in the educational process through focused collaboration and effective communication.

Objective 1: Promote positive interactions between and among students, staff, and the community

Strategies

Immediate

- Host a variety of school-based events to share successes of students and staff with all community stakeholders.

Mid-Range

- Use current social media platforms (Facebook, Instagram) regularly to strategically disseminate important information related to the school division and encourage feedback from users.
- Create a School-Community Networking Team to support the work of the strategic plan by the transparent sharing of information related to the implementation of the strategic plan with the community-at-large.

Long-Term

- Create Elementary and high school Community Involvement Groups, consisting of business and church leaders, and other community organizations, as a resource for the schools, especially at times when the schools have unmet needs.

Ongoing

- Invite and encourage community members to volunteer in the schools, based on school needs and community members' interests, skills, and experience.

ALIGNMENT OF STRATEGIC PLAN WITH PERFORMANCE MEASURES

The Second Pillar: ENGAGE		
Goal 2: To grow stakeholder interaction in the educational process through focused collaboration and effective communication.		
Objective 1: Promote positive interactions between and among students, staff, and the community		
PM 16: The number of participating community partners and volunteers at school and division events.		
PM 17: The percentage of families expressing satisfaction with events, programs, and resources provided by schools or the division.		
PM 18: Number of stakeholder responses posted on division social media accounts.		
Strategy		Year Implemented
1.1	Host a variety of school-based events to share successes of students and staff with all community stakeholders.	1-2
1.2	Use current social media platforms (Facebook, Instagram) regularly to strategically disseminate important information related to the school division and encourage feedback from users.	3-4
1.3	Create a School-Community Networking Team to support the work of the strategic plan by the transparent sharing of information related to the implementation of the strategic plan with the community-at-large.	3-4
1.4	Create Elementary and high school Community Involvement Groups, consisting of business and church leaders, and other community organizations, as a resource for the schools, especially at times when the schools have unmet needs.	5
1.5	Invite and encourage community members to volunteer in the schools, based on school needs and community members' interests, skills, and experience.	Ongoing

Objective 2: Assist stakeholders in becoming more informed about, and involved in school division activities, actions, and plans.

Strategies:

Immediate

- Develop building-level communication initiatives at Charles City Elementary School and Charles City High School
- Appoint a Parent Liaison(s) to share information from school board meetings and PTA proceedings with the community.

Mid-Range

- Reconfigure the school division's website to include a "Community" link, which would make content related to school activities, actions, and plans available.

Long-Term/Ongoing

- Develop and implement a division-wide stakeholder communication plan, aligned with organizational objectives, that incorporates formal and informal methods of communicating with stakeholders.

ALIGNMENT OF STRATEGIC PLAN WITH PERFORMANCE MEASURES

The Second Pillar: ENGAGE		
Goal 2: To grow stakeholder interaction in the educational process through focused collaboration and effective communication.		
Objective 2: Assist stakeholders in becoming more informed about, and involved in school division activities, actions, and plans.		
PM 19: Percentage of staff, community, parents, and students reporting satisfaction with school and division communication.		
Strategy		Year Implemented
2.1	Develop building-level communication initiatives at Charles City Elementary School and Charles City High School	1-2
2.2	Appoint a Parent Liaison(s) to share information from school board meetings and PTA proceedings with the community.	1-2
2.3	Reconfigure the school division’s website to include a “Community” link, which would make content related to school activities, actions, and plans available.	3-4
2.4	Develop and implement a division-wide stakeholder communication plan, aligned with organizational objectives, that incorporates formal and informal methods of communicating with stakeholders.	5



The Third Pillar – Empower

Description. When one is empowered, he or she is strong and confident, especially when feeling in control of certain aspects of his or her life. At CCPS, it is important for our students and teachers to feel empowered to make decisions and follow paths they believe to be beneficial on personal, professional, academic, and organizational levels. Empowerment is a result of a culture and climate that allows individual strength to emerge through effective communication, participation, and inclusion.

Goal 3: To enable stakeholders to understand their vital role in the success of the school division by leveraging their position as esteemed members of the educational community.

Objective 1: Foster an active, vibrant, highly effective, and engaged Community of Practice for faculty to enhance the quality of professional life.

Strategies

Immediate

- Provide opportunities for teachers to have input regarding professional development activities and programs.

Mid-Range

- Involve teachers in the decision-making process regarding implementation of programs and initiatives at the building and division levels.

ALIGNMENT OF STRATEGIC PLAN WITH PERFORMANCE MEASURES

The Third Pillar: EMPOWER		
Goal 3: To enable stakeholders to understand their vital role in the success of the school division by leveraging their position as esteemed members of the educational community.		
Objective 1: Foster an active, vibrant, highly effective, and engaged Community of Practice for faculty to enhance the quality of professional life.		
PM 20: The percentage of teachers participating in school or division committees to provide teacher input and voice.		
	Strategy	Year Implemented
1.1	Provide opportunities for teachers to have input regarding professional development activities and programs.	1-2
1.2	Involve teachers in the decision-making process regarding implementation of programs and initiatives, at the building and division levels.	3-4

Objective 2: Promote student participation in divisional, regional, and statewide opportunities for leadership growth and development, and academic advancement

Strategies

Immediate

- Continue to offer students opportunities to participate in School Board meetings.

Long-Term

- Create a student leadership program that provides students opportunities to interact with business, government, and non-profit entities to learn leadership principles.

ALIGNMENT OF STRATEGIC PLAN WITH PERFORMANCE MEASURES

The Third Pillar: EMPOWER		
Goal 3: To enable stakeholders to understand their vital role in the success of the school division by leveraging their position as esteemed members of the educational community.		
Objective 2: Promote student participation in divisional, regional, and statewide opportunities for leadership growth and development, and academic advancement.		
PM 21: The percentage of high school students engaged in leadership-focused activities.		
	Strategy	Year Implemented
2.1	Continue to offer students opportunities to participate in School Board meetings.	1-2
2.2	Create a student leadership program that provides students opportunities to interact with business, government, and non-profit entities to learn leadership principles.	5

Objective 3: Reinforce stakeholder participation and involvement with the school division.

Strategies:

Immediate

- Provide recognition for community members who exhibit sustained involvement in, and support of the schools at the building and/or division levels.

Mid-Range

- Promote positive advocacy of the School Board to encourage continuous community engagement with external stakeholders.

Ongoing

- Ensure diverse participation on school committees and advisory boards from all stakeholder groups to assure that relevant issues are addressed equitably and impartially.

ALIGNMENT OF STRATEGIC PLAN WITH PERFORMANCE MEASURES

The Third Pillar: EMPOWER		
Goal 3: To enable stakeholders to understand their vital role in the success of the school division by leveraging their position as esteemed members of the educational community.		
Objective 3: Reinforce stakeholder participation and involvement with the school division.		
PM 22: The percentage of school committees/advisory boards that include diverse stakeholder groups.		
	Strategy	Year Implemented
3.1	Provide recognition for community members who exhibit sustained involvement in, and support of the schools at the building and/or division levels.	1-2
3.2	Promote positive advocacy of the School Board to encourage continuous community engagement with external stakeholders.	3-4
3.3	Ensure diverse participation on school committees and advisory boards from all stakeholder groups to assure that relevant issues are addressed equitably and impartially.	Ongoing

Bibliography

Bryson, J. M. (2011). *Strategic planning for public and non-profit organizations*. San Francisco, CA: Jossey-Bass.

Bryson, J. M., and Alston, F. K. (2011). *Creating your strategic plan: A workbook for public and nonprofit organizations*. 3rd ed. San Francisco, CA: Jossey-Bass

Foster-Fishman, P. G., Nowell, B., & Yang, H. (2007). Putting the system back into systems change: A framework for understanding and changing organizational and community systems. *American Journal of Community Psychology*, 39(3-4), 197-215.

Parker, D. M. Veteran Teachers' Insights on Achieving Resiliency in the Profession.

Parker, D. M. (2016). *Sustaining teaching careers: Perceptions of veteran teachers in a rural mid-Atlantic school division*. Hampton University.