

CCPS Strategic Plan 2018-2023 Performance Measures

The Shaffer Evaluation Group was contracted by the Charles City County Public Schools (CCCPS) to identify appropriate performance measures for its proposed 2018 strategic plan. Specifically, CCCPS sought support in the development of outcome-focused performance measures to assess progress toward accomplishing its strategic goals and objectives. During a consultation held in June 2018, members of the School Board also expressed interest in monitoring implementation of the CCCPS strategic plan. The proposed performance measurement strategy was designed to address these aims.

Table 1 presents the proposed performance measures and associated data sources. The performance measures are closely aligned with the strategic plan goals and objectives, as demonstrated in Table 2, to ensure that progress toward accomplishing the plan's goals and objectives can be demonstrated. The performance measures utilize when possible existing data sources but also require some new data collection, including classroom observations and counseling data, that will ensure that strategic objectives are met. New data collections were discussed with CCCPS senior staff to ensure that these measures were viable.

While the performance measures focus on the plan's outcomes, members of the School Board expressed interest in approaches to monitoring the plan's implementation. Figure 1 is a sample strategic objective action plan that should be replicated for each strategic objective associated with the new strategic plan. The action plan is used to monitor the status of activities supporting strategic objectives and identifies key performance indicators associated with each activity. The Superintendent and School Board are advised to utilize this approach for monitoring, and ensuring accountability for, strategic plan implementation.

Following School Board approval of the strategic plan, the next step is to finalize new data collection procedures as needed and to identify and/or collect baseline data. The first performance report on execution of the strategic plan will be scheduled in the fall of 2019.

Table 1. Comprehensive set of performance measures with associated data sources

	Performance Measures	Data Source
PM1	The percentage of students enrolled in flexible learning opportunities through virtual and distance course offerings.	CCPS Student Information System (SIS)
PM2	The percentage of classroom lessons that include instructional technology tools and resources.	CCPS Classroom walkthrough form
PM3	The division and schools exceeding the state average for all students, and subgroups, in mathematics, English, and the federal graduation index.	Virginia Standards of Learning Assessments
PM4	The percentage of students meeting grade level benchmarks in reading and mathematics at the close of Grade 3.	STAR Reading and Mathematics, Grade 3
PM5	The percentage of students earning one more CTE credentials (NOCTI, state licensure, industry certification, workplace readiness).	CCPS Student Information System (SIS)
PM6	The percentage of teachers participating in vertical teaming opportunities.	PD records or teacher climate survey (add question to PD section)
PM7	The percentage of classroom lessons that include problem-based instruction.	CCPS Classroom walkthrough form
PM8	The percentage of students enrolled in Advanced Placement (AP) or and Dual Enrollment (DE) courses.	CCPS Student Information System (SIS)
PM9	The percentage of graduates earning an advanced studies diploma.	CCPS Student Information System (SIS)
PM10	The percentage of 8 th grade students earning high school credit.	CCPS Student Information System (SIS)
PM11	The percentage of students accepted or intending to enroll in postsecondary study	CCPS Counseling office records
PM12	The percentage of students engaged in college and career readiness planning	CCPS Counseling office records or student climate survey (add question)
PM13	The percentage of certified staff reporting satisfaction with CCPS professional development opportunities.	CCPS Climate Survey, Questions TBD
PM14	The percentage of certified school staff with advanced degrees, National Board Certification, or dual enrollment certification.	Human Resources Records
PM15	The percentage of teachers reporting confidence in engaging and educating all students.	CCPS Teacher Climate Survey,

		Educating all students scale
PM16	The number of participating community partners and volunteers at school and division events.	CCPS documentation (event sign-in sheets, registration records)
PM17	The percentage of families expressing satisfaction with events, programs, and resources provided by schools or the division.	CCPS Climate Survey, questions TBD
PM18	Number of stakeholder responses posted on division social media accounts.	Social media analytic data
PM19	The percentage of staff, community, parents, and students reporting satisfaction with school and division communication.	CCPS Climate Survey, questions TBD
PM20	The percentage of teachers participating in school or division committees to provide teacher input and voice.	CCPS Documentation (committee membership, agendas, sign-in sheets)
PM21	The percentage of high school students engaged in leadership-focused activities.	CCPS School-based records or student climate survey (add question)
PM22	The percentage of school committees/advisory boards that include diverse stakeholder groups.	Checklist developed in alignment with CCPS guidance on committee membership.

Table 2. Demonstrated alignment of performance measures with strategic goals and objectives

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.		
<i>Strategies</i>		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.		
PM 3: The division and schools exceeding the state average for all students, and subgroups, in mathematics, English, 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.		
<i>Strategies</i>		
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.		
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.		
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.		
PM 13: The percentage of certified staff reporting satisfaction with CCPS professional development opportunities.		
PM 14: The percentage of certified school staff with advanced degrees, National Board Certification, or dual enrollment certification.		
PM 15: The percentage of teachers reporting confidence in engaging and educating all students.		
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		
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.		
<i>Strategy</i>		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.		
PM 19: Percentage of staff, community, parents, and students reporting satisfaction with school and division communication.		
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		
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.		
<i>Strategy</i>		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.		
PM 21: The percentage of high school students engaged in leadership-focused activities.		
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.		
PM 22: The percentage of school committees/advisory boards that include diverse stakeholder groups.		
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

Fig. 1. Sample Strategic Objective Action Plan for monitoring strategic plan implementation

Pillar: Educate

Goal: 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.

Timeframe: 2018-2020

Strategy	Activity	Staff Responsible	When is this task due?	Status	Key Performance Indicator
Develop learning activities requiring broader use of programs in the Microsoft Suite, beyond Word and PowerPoint.	Provide training session to teachers and school administrators on the use of Microsoft Suite in instruction; assign teachers to prepare or update two lesson plans utilizing Microsoft Suite programs other than Word and PowerPoint	Director of Teaching, Learning & Accountability	Dec 2018	<i>In progress</i>	% of teachers trained, by school
	School administrators observe each teacher implement a lesson in classroom	School Administrators	Mar 2019	<i>Planned</i>	% of teachers observed, by school
	Offer booster training to teachers and school administrators on the use of Microsoft Suite in instruction	Director of Teaching, Learning & Accountability	Aug 2019	<i>To be planned</i>	% of teachers trained, by school
	School administrators observe each teacher implement a lesson in classroom	School Administrators	Nov 2019	<i>Planned</i>	% of teachers observed, by school