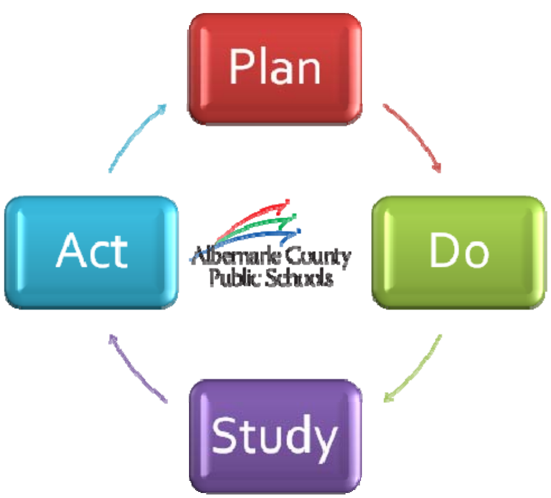
2011-2012

Strategic Planning Q1 Balanced Scorecard and Progress Summary



For more information:

http://www.k12albemarle.org/strategicplanning

http://www.k12albemarle.org/improvement

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Report Guide and Legend

At-a-Glance Stoplight Report - This one-page report is designed to give the reader a quick indication of trends. The *At-a-Glance Stoplight Report* gives a summary of overall progress on Division-level KPIs using visual indicators, as follows:

Operational Measures ***Generally quantitative in nature, these measures represent progress on work that is already operationalized within the Division***	**Stoplight Symbol**	**Developmental Measures** ***Generally qualitative in nature, these measures indicate progress on work that is new or under development. Planning, information gathering, and baselining of data may be underway.***	**Stoplight Symbol**
Meets Expectations		*Action Plan, Project or Process is on-time or ahead of schedule and meets all quality expectations. May be in the planning stages or gathering baseline data.*	
Improving but Needs Focus		*Action Plan, Project or Process is moving forward, but some deadlines have been missed and/or deliverables not met. Overall project scope has not been compromised, but some areas of concern have been identified and must be addressed to avoid failure.*	
Not Meeting Expectations		*Action Plan, Project or Process is not progressing at all or failure is imminent.*	
Complete		*Project or process is complete*	
Not Applicable	**N/A**	*Not Applicable*	**N/A**

NOTE: *Empty Blank = No Data Reported*

A date column has been added to the stoplight report. The checkmark indicates the school year in which the KPI is anticipated to be completed or modified from a developmental metric to an operational one.

Report of Progress on Division Goals

This multi-page section of the report gives additional detail about the information provided in the *At-a-Glance Stoplight Report.* The *Report of Progress on Division Goals* presents graphs for elementary, middle, and high schools with a breakdown of school-level progress on Division KPIs for each quarter. Each KPI includes a *Rationale*, *Target* and, where applicable, also includes a *To Learn More* link. In addition, each KPI includes a brief narrative status update and PDSA indicator in the following format:

Quarter	PDSA Stage	Brief Status Update
Q1		
Q2		
Q3		
Q4		

Report of Progress on Department Goals

This multi-page section of the report provides departmental progress updates using visual indicators for:

- Operations and Systems Planning
- Department of Instruction

For More Information

To review *individual school and department improvement plans*, please visit the central Improvement Planning site at:

http://www.k12albemarle.org/improvement

At-a-Glance Stoplight Report

2011-12 Overall Division Progress by KPI

			Q1	Q2	Q3	Q4	2011-12 Target	2012-13 Target
KPI	1.11a	80% of students in grades 3 through 12 will report being given regular opportunities to work on the Lifelong-Learner standards.	○					√
KPI	1.11b	90% of all K-12 classroom teachers will report regularly incorporating opportunities for students to work on the Lifelong-Learner standards.	△					√
KPI	1.11c	80% of learning walks will report evidence of students working on the Lifelong-Learner standards.	△					√
KPI	1.11d	66% of learning walks will report evidence of all students in grades K-12 being engaged in student learning.	●					√
KPI	1.11e	Establish baseline data for the % of K-12 classroom teachers at the Applies, Integrates, and Innovates level on the Planning, Delivery, and Assessment of Instruction domain of the Teacher Performance Appraisal (TPA) to inform future professional development decisions.	△				√	
KPI	1.11f	100% of schools will identify and/or establish at least one classroom that represents a contemporary learning space that fosters lifelong learning work in students by the end of the 2012-2013 school year.	○					√
KPI	2.11a	The Department of Instruction will coordinate the development and pilot testing of performance tasks for assessments.	●				√	
KPI	2.12a	Establish a baseline and increase the number of teachers using performance tasks for assessments aligned to essential standards.	○				√	
KPI	2.13a	Develop and implement a process to establish and maintain strategic partnerships to enhance students' citizenship/workforce/college readiness.	○					√
KPI	3.11a	Establish a baseline to determine the number of applications received from 21st century approaches to recruitment to inform future recruitment efforts.	○				√	
KPI	3.11b	Increase the ratio of minority hires to minority exits for teaching positions.	○					√
KPI	3.11c	Increase the ratio of minority hires to minority exits for supervisory/leadership positions.	○					√
KPI	3.11d	Establish baseline levels of workforce engagement and satisfaction through the use of an employee climate survey.	○					√
KPI	3.11e	Review exit survey data and create action plans to address improvement in key areas using the Plan-Do-Study-Act model.	○					√

At-a-Glance Stoplight Report

2011-12 Overall Division Progress by KPI

			Q1	Q2	Q3	Q4	2011-12 Target	2012-13 Target
KPI	3.12a	Develop and implement a plan to review and update the Teacher Performance Appraisal (TPA)	○					√
KPI	3.12b	100% of employees will complete a professional development needs assessment survey in order to inform the Division's overall professional development plan.	○					√
KPI	3.12c	100% of employees will complete staff development training on key organizational knowledge.	○					√
KPI	3.12d	100% of deadlines outlined in the PD Planner project charter will be met on time.	○					√
KPI	4.11a	100% of employees will complete an online training program designed to increase understanding of how their job contributes to the Vision, Mission, and Goals.	○					√
KPI	4.12a	Develop and publish a crosswalk document that explains how the Baldrige Criteria relate to other Division initiatives.	○				√	
KPI	4.13a	100% of Division metrics will be reported as valid through an annual process of internal review.	○					√
KPI	4.13b	100% of Division metrics will be reported as aligned to Board goals and priorities through an annual process of internal review.	○					√
KPI	4.21a	Identify and define the Division's key stakeholder groups.	○				√	
KPI	4.21b	Establish and implement Division's strategic communications plan.	○					√
KPI	4.21c	Develop a standard operating procedure for receiving, organizing, and acknowledging stakeholder input regarding Board initiatives.	○				√	
KPI	5.11a	Develop a transparent system to conduct program evaluation, audits, and valuation indicators of existing and proposed programs.	○					√
KPI	5.11b	80% of identified instructional programs will undergo a program evaluation by the end of the 2012-13 school year.	○					√
KPI	5.11c	The Department of Accountability, Research, and Technology (DART) will complete a departmental efficiency review.	●				√	
KPI	5.21a	100% of deadlines outlined in the Student Information System (SIS) charter will be met on time.	●				√	

2011-12 Strategic Planning Q1 Review

Goal	1	Prepare all students to succeed as members of a global community and in a global economy.
Priority	1.1	Develop Lifelong-Learner (LLL) competencies in all students.
KPI	1.11a	80% of students in grades 3 through 12 will report being given regular opportunities to work on the Lifelong-Learner standards. ***Measure =*** *% of students responding on an annual survey that they are given regular opportunites to work on Lifelong-Learner standards* ***Target*** *= 80%, Cumulative*
Rationale		In order for students to develop Lifelong-Learner competencies, learning opportunities must be flexible enough to accommodate diverse learners and broad enough to maximize students' learning styles. Student learning (the learning work) is supported by the use and designe of the learning space. The Planning, Delivery, and Assessment of Instruction domain of the Division's Teachers Performance Appraisal focuses on instructional strategies, curricular approaches, and assessment techniques that are identified as best practies for improving student learning.
To Learn More		Click here to learn more about the Lifelong-Learner (LLL) Competencies

% of Students Reporting That They Have Regular Opportunites to work on Lifelong-Learner Standards

Q1	Q2	Q3	Q4
○			

Quarter	PDSA Stage	Brief Status Update
Q1	Plan	This KPI will be reported annually as an addition to the School Climate Survey. The survey will be administered in the spring and reported with fourth quarter metrics.
Q2		
Q3		
Q4		

2011-12 Strategic Planning Q1 Review

Goal	1	Prepare all students to succeed as members of a global community and in a global economy.
Priority	1.1	Develop Lifelong-Learner (LLL) competencies in all students.
KPI	1.11b	90% of all K-12 classroom teachers will report regularly incorporating opportunities for students to work on the Lifelong-Learner standards. ***Measure =*** *% of K-12 classroom teachers reporting that they regularly incorporate opportunities for students to work on Lifelong-Learner standards. These data will be collected quarterly through surveys of teachers. Teachers will only respond once a year because the survey is designed for one quarter of teachers to respond each quarter.* ***Target*** *= 90%, Cumulative*
Rationale		In order for students to develop Lifelong-Learner competencies, learning opportunities must be flexible enough to accommodate diverse learners and broad enough to maximize students' learning styles. Student learning (the learning work) is supported by the use and designe of the learning space. The Planning, Delivery, and Assessment of Instruction domain of the Division's Teachers Performance Appraisal focuses on instructional strategies, curricular approaches, and assessment techniques that are identified as best practies for improving student learning.
To Learn More		Click here to learn more about the Lifelong-Learner (LLL) Competencies

% of K-12 Teachers Reporting That They Regularly Incorporate Lifelong-Learner Standards

Q1	Q2	Q3	Q4
△			

Quarter	PDSA Stage	Brief Status Update
Q1	Plan	A cross functional group has met to discuss questions and survey strategy. A survey for this has not yet been administered and being revisited as a strategy in light of other teacher surveys.
Q2		
Q3		
Q4		

2011-12 Strategic Planning Q1 Review

Goal	1	Prepare all students to succeed as members of a global community and in a global economy.
Priority	1.1	Develop Lifelong-Learner (LLL) competencies in all students.
KPI	1.11c	80% of learning walks will report evidence of students working on the Lifelong-Learner standards. ***Measure =*** *% of learning walks reporting evidence of students working on the Lifelong-Learner standards. Measures will only reflect quarterly amounts. A cumulative measure will be supplied, in addition, at the end of the 4th quarter.* ***Target*** *= 80%, Cumulative*
Rationale		In order for students to develop Lifelong-Learner competencies, learning opportunities must be flexible enough to accommodate diverse learners and broad enough to maximize students' learning styles. Student learning (the learning work) is supported by the use and designe of the learning space. The Planning, Delivery, and Assessment of Instruction domain of the Division's Teachers Performance Appraisal focuses on instructional strategies, curricular approaches, and assessment techniques that are identified as best practies for improving student learning.
To Learn More		Click here to learn more about the Lifelong-Learner (LLL) Competencies

% of Learning Walks Reporting Evidence of Students Working on the Lifelong-Learner Standards

Red – 0%-68%
Yellow – 69%-79%
Green – 80%-100%

Q1	Q2	Q3	Q4
△ 73%			

Quarter	PDSA	Brief Status Update
Q1	Do	As leaders conduct learning walks, we are in a state of norming our data and associated processes. Numbers may refluctuate as we work through this process.
Q2		
Q3		
Q4		

2011-12 Strategic Planning Q1 Review

Goal	1	Prepare all students to succeed as members of a global community and in a global economy.
Priority	1.1	Develop Lifelong-Learner (LLL) competencies in all students.
KPI	1.11d	66% of learning walks will report evidence of all students in grades K-12 being engaged in student learning. ***Measure =*** *% of learning walks reporting evidence of students being engaged. Measures will only reflect quarterly amounts. A cumulative measure will be supplied, in addition, at the end of the 4th quarter.* ***Target*** *= 66%, Cumulative*
Rationale		In order for students to develop Lifelong-Learner competencies, learning opportunities must be flexible enough to accommodate diverse learners and broad enough to maximize students' learning styles. Student learning (the learning work) is supported by the use and designe of the learning space. The Planning, Delivery, and Assessment of Instruction domain of the Division's Teachers Performance Appraisal focuses on instructional strategies, curricular approaches, and assessment techniques that are identified as best practies for improving student learning.
To Learn More		Click here to learn more about the Lifelong-Learner (LLL) Competencies

% of Students Reporting That They Have Regular Opportunites to work on Lifelong-Learner Standards

Red – 0%-54%
Yellow – 55%-65%
Green – 66% or Higher

Q1	Q2	Q3	Q4
● 71%			

Quarter	PDSA	Brief Status Update
Q1	Do	This is a continuation of our work last year. We are working to norm data collection processes.
Q2		
Q3		
Q4		

2011-12 Strategic Planning Q1 Review

Goal	1	Prepare all students to succeed as members of a global community and in a global economy.
Priority	1.1	Develop Lifelong-Learner (LLL) competencies in all students.
KPI	1.11e	Establish baseline data for the % of K-12 classroom teachers at the Applies, Integrates, and Innovates level on the Planning, Delivery, and Assessment of Instruction domain of the Teacher Performance Appraisal (TPA) to inform future professional development decisions. (NOTE: Baseline data will be captured in Year 1. Q1 data will be reported by teachers; Q2 data will be reported by principals; No data will be reported in Q3; Q4 data will again be reported by teachers to show the change.) ***Measure =*** *% of K12 classroom teachers in each level. Three numbers will be reported - 1 for Applies, 1 for Integrates, and 1 for Innovates* ***Target*** *= Increased percentages in Integrates and Innovates*
Rationale		In order for students to develop Lifelong-Learner competencies, learning opportunities must be flexible enough to accommodate diverse learners and broad enough to maximize students' learning styles. Student learning (the learning work) is supported by the use and designe of the learning space. The Planning, Delivery, and Assessment of Instruction domain of the Division's Teachers Performance Appraisal focuses on instructional strategies, curricular approaches, and assessment techniques that are identified as best practies for improving student learning.
To Learn More		Click here to learn more about the Lifelong-Learner (LLL) Competencies

% of K12 Classroom Teachers at the Applies, Integrates, Innovates Level on *Planning, Delivery, and Assessment of Instruction* TPA Domain

Q1	Q2	Q3	Q4
△			

Quarter	PDSA	Brief Status Update
Q1	Plan	A cross functional group has met to discuss content and data-collection strategy. Data-collection has not yet begun and is under consideration in light of other teacher surveying initiatives.
Q2		
Q3		
Q4		

2011-12 Strategic Planning Q1 Review

Goal	1	Prepare all students to succeed as members of a global community and in a global economy.
Priority	1.1	Develop Lifelong-Learner (LLL) competencies in all students.
KPI	1.11f	100% of schools will identify and/or establish at least one classroom that represents a contemporary learning space that fosters lifelong learning work in students by the end of the 2012-2013 school year. ***Measure =*** *Red – 0-18 school buildings, Yellow – 19-23 school buildings, Green – 23-25 school buildings, Complete – 25 school buildings* ***Target*** *= 25 School buildings, cumulative, by end of 2012-13 school year*
Rationale		In order for students to develop Lifelong-Learner competencies, learning opportunities must be flexible enough to accommodate diverse learners and broad enough to maximize students' learning styles. Student learning (the learning work) is supported by the use and designe of the learning space. The Planning, Delivery, and Assessment of Instruction domain of the Division's Teachers Performance Appraisal focuses on instructional strategies, curricular approaches, and assessment techniques that are identified as best practies for improving student learning.
To Learn More		Click here to learn more about the Lifelong-Learner (LLL) Competencies

% of School Buildings with Identified Contemporary Learning Space

Q1	Q2	Q3	Q4
○			

Quarter	PDSA	Brief Status Update
Q1	Plan	A Board Work Session was held with input from multiple stakeholder groups to inform our direction and definition of *contemporary learning space.* A summary of information from the work session will be used to inform future work.
Q2		
Q3		
Q4		

2011-12 Strategic Planning Q1 Review

Goal	2	Eliminate the Achievement Gap.
Priority	2.1	Prepare all students for workforce/college readiness.
KPI	2.11a	The Department of Instruction will coordinate the development and pilot testing of performance tasks for assessments. ***Measure*** *= Progress on pilot testing performance tasks for assessments.* ***Target*** *= 150 available tasks, cumulative by the end of year 1*
Rationale		In order to determine students' citizenship, workforce, and college readiness, balanced assessment models that move beyond the Standards of Learning (SOL), multiple-choice tests will be required. Performance tasks begin with an ill-structured, sometimes incomplete, problem. Students must analyze the problem, select an appropriate path for solution, draw conclusions, and support those with evidence. They build on earlier content knowledge, process skills, and work habits and are strategically placed in the lesson or unit to enhance learning as the student "pulls it all together."
To Learn More		[Click here to learn more about the Balanced Assessment Model in the Framework for Quality Learning]()

Progress on Pilot Testing of Performance Tasks

Q1	Q2	Q3	Q4
●			

Quarter	PDSA	Brief Status Update
Q1	Do	A target of 60 performance tasks was set for Q1. 60 different performance tasks were administered across K-12 and all content areas.
Q2		
Q3		
Q4		

2011-12 Strategic Planning Q1 Review

Goal	2	Eliminate the Achievement Gap.
Priority	2.1	Prepare all students for workforce/college readiness.
KPI	2.12a	Establish a baseline and increase the number of teachers using performance tasks for assessments aligned to essential standards. ***Measure*** *= # of teachers using performance tasks for assessments* ***Target*** *= 300 teachers*
Rationale		As the Division moves towards a balanced assessment model, changes in practice will be required. These changes need to be supported by professional development for teachers and administrators in order to increase the number of teachers using the balanced assessment model.
To Learn More		Click here to learn more about the Balanced Assessment Model in the Framework for Quality Learning

Teachers Using Performance Tasks for Assessments

Q1	Q2	Q3	Q4
○			

Quarter	PDSA	Brief Status Update
Q1	Do	250 teachers, who attended CAI and/or are members of a vertical team, are working on developing and refining performance tasks for use over the course of the year. All content area vertical teams are participating. It is our goal to have tasks ready for use by teachers not on vertical teams in the 2012-2013 school year.
Q2		
Q3		
Q4		

KPI 2.12a - Establish a baseline and increase the % of teachers using performance tasks for assessments aligned to essential standards.

2011-12 Strategic Planning Q1 Review

Goal	2	Eliminate the Achievement Gap.
Priority	2.1	Prepare all students for workforce/college readiness.
KPI	2.13a	Develop and implement a process to establish and maintain strategic partnerships to enhance students' citizenship/workforce/college readiness. ***Year 1 Measure*** *= Progress towards completion of a baseline audit of existing partnerships.* ***Year 2 Measure*** *= Progress towards development of a systematic approach to managing current and future partnerships.* ***Target*** *= 100%, Cumulative*
Rationale		Business and community partnerships provide expanded opportunities for students to develop citizenship/workforce/college readiness through collaborative efforts such as internships and mentoring programs as well as through access to resources that support a variety of learning styles.
To Learn More		Click here to learn more about the benefits of Business Partnerships.

Progress on Audit of Strategic Partnerships

Q1	Q2	Q3	Q4
O			

Quarter	PDSA	Brief Status Update
Q1	Plan/Do	A draft master list of partnerships has been established and is under review by an internal review team. Plans are underway to acknowledge partnership through the Division's web site.
Q2		
Q3		
Q4		

2011-12 Strategic Planning Q1 Review

Goal	3	Recruit, retain, and develop a diverse cadre of the highest quality teaching personnel, staff, and administrators.
Priority	3.1	Improve the organization's capacity to build and maintain a high-quality workforce.
KPI	3.11a	Establish a baseline to determine the number of applications received from 21st century approaches to recruitment to inform future recruitment efforts. (NOTE: As this is a new initiative, Year 1 will focus on establishing a baseline. In the future, we will consider reporting the relationship between the number of channels, number of views, number of applicants, and number of resulting hires for each approach) ***Measure*** *= Number of applications that indicate they were referred to the Division using 21st century recruitment strategies* ***Target*** *= TBD after baselines are established*
Rationale		In today's competitive environment, school divisions must systematically use a variety of contemporary approaches to build and maintain a high-quality workforce. In order to do this, a comprehensive plan is required.
To Learn More		Click here to access the Annual Report for the Department of Human Resources

Number of Applications Received from 21st Century Recruitment Efforts

Q1	Q2	Q3	Q4
○			

Quarter	PDSA Stage	Brief Status Update
Q1	Plan	Identification of 21st century approaches that will be utilized, resources for tracking this specific source for applications, and establishing a baseline upon which to project future efforts.
Q2		
Q3		
Q4		

2011-12 Strategic Planning Q1 Review

Goal	3	Recruit, retain, and develop a diverse cadre of the highest quality teaching personnel, staff, and administrators.
Priority	3.1	Improve the organization's capacity to build and maintain a high-quality workforce.
KPI	3.11a	Increase the ratio of minority hires to minority exits for teaching positions. ***Measure*** *= The cumulative number of minority teachers who leave will be compared, as a ratio, with the number of new hires. The growth of this ratio will be monitored relative to the cumulative number from the previous year.* ***Target*** *= Ratio greater than 1.0*
Rationale		In today's competitive environment, school divisions must systematically use a variety of contemporary approaches to build and maintain a high-quality workforce. In order to do this, a comprehensive plan is required.
To Learn More		Click here to access the Annual Report for the Department of Human Resources

Ratio of Minority Hires to Exits - Teaching Positions

Q1	Q2	Q3	Q4
O			

Quarter	PDSA Stage	Brief Status Update
Q1	Do	Continue *building relationships* work to improve number of minority hires. Develop, monitor and improve retention efforts. Track progress toward minority hires. Utilization of exit data to note and correct trends contributing to turnover.
Q2		
Q3		
Q4		

2011-12 Strategic Planning Q1 Review

Goal	3	Recruit, retain, and develop a diverse cadre of the highest quality teaching personnel, staff, and administrators.
Priority	3.1	Improve the organization's capacity to build and maintain a high-quality workforce.
KPI	3.11a	Increase the ratio of minority hires to minority exits for supervisory/leadership positions. ***Measure*** *= The cumulative number of minority administrators and supervisors who leave will be compared, as a ratio, with the number of new hires. The growth of this ratio will be monitored relative to the cumulative number from the previous year.* ***Target*** *= Ratio greater than 1.0*
Rationale		In today's competitive environment, school divisions must systematically use a variety of contemporary approaches to build and maintain a high-quality workforce. In order to do this, a comprehensive plan is required.
To Learn More		Click here to access the Annual Report for the Department of Human Resources

Ratio of Minority Hires to Exits - Supervisory/Leadership Positions

Q1	Q2	Q3	Q4
O			

Quarter	PDSA Stage	Brief Status Update
Q1	Do	Monitor and improve retention efforts currently in place while closely tracking progress towards minority hires. Utilization of exit data to note and correct trends contributing to turnover should occur throughout the year. Cumulative data is being tracked for both hires and exiting employees for end of year summary.
Q2		
Q3		
Q4		

2011-12 Strategic Planning Q1 Review

Goal	3	Recruit, retain, and develop a diverse cadre of the highest quality teaching personnel, staff, and administrators.
Priority	3.1	Improve the organization's capacity to build and maintain a high-quality workforce.
KPI	3.11d	Establish baseline levels of workforce engagement and satisfaction through the use of an employee climate survey. (NOTE: Year 1 will be used to establish a baseline for workforce engagement and job satisfaction.) ***Measure*** *= Level of workforce engagement based on survey results.* ***Target*** *= TBD*
Rationale		In today's competitive environment, school divisions must systematically use a variety of contemporary approaches to build and maintain a high-quality workforce. In order to do this, a comprehensive plan is required.
To Learn More		Click here to access the Annual Report for the Department of Human Resources

Level of Workforce Engagement

Q1	Q2	Q3	Q4
○			

Quarter	PDSA Stage	Brief Status Update
Q1	Plan	Identification of survey in progress as well as method to deploy
Q2		
Q3		
Q4		

2011-12 Strategic Planning Q1 Review

Goal	3	Recruit, retain, and develop a diverse cadre of the highest quality teaching personnel, staff, and administrators.
Priority	3.1	Improve the organization's capacity to build and maintain a high-quality workforce.
KPI	3.11e	Review exit survey data and create action plans to address improvements in key areas using the Plan-Do-Study-Act model. ***Measure*** *= # of Action Plans* ***Target*** *= TBD*
Rationale		In today's competitive environment, school divisions must systematically use a variety of contemporary approaches to build and maintain a high-quality workforce. In order to do this, a comprehensive plan is required.
To Learn More		Click here to access the Annual Report for the Department of Human Resources

Action Plans Resulting from Survey Data

Q1	Q2	Q3	Q4
O			

Quarter	PDSA Stage	Brief Status Update
Q1	Plan	Developing plan to address most significant areas identified in exit interviews with business partners.
Q2		
Q3		
Q4		

2011-12 Strategic Planning Q1 Review

Goal	3	Recruit, retain, and develop a diverse cadre of the highest quality teaching personnel, staff, and administrators.
Priority	3.1	Improve the organization's capacity to build and maintain a high-quality workforce.
KPI	3.12a	Develop and implement a plan to review and update the Teacher Performance Appraisal (TPA) ***Measure*** *= % of project charter deadlines met on time* ***Target*** *= 100%, Cumulative*
Rationale		The TPA is the Division's systematic structure for ensuring professional growth in teachers. Virginia's Board of Education has released new guidelines and standards for educator evaluation systems. The Division's TPA will be updated to address these new guidelines and standards.
To Learn More		Click here to access the Annual Report for the Department of Human Resources

On-Time Completion of Deadlines for TPA Update Project Charter

Q1	Q2	Q3	Q4

Quarter	PDSA Stage	Brief Status Update
Q1	Plan	TPA Update Team has met twice to give input and a Division-wide feedback survey of all teaching staff was conducted during the 1st week of November. Feedback from the team and survey will inform the project charter. A draft of the charter will be presented to the Division PMOC in December.
Q2		
Q3		
Q4		

2011-12 Strategic Planning Q1 Review

Goal	3	Recruit, retain, and develop a diverse cadre of the highest quality teaching personnel, staff, and administrators.
Priority	3.1	Improve the organization's capacity to build and maintain a high-quality workforce.
KPI	3.12b	100% of employees will complete a professional development needs assessment survey in order to inform the Division's overall professional development plan. ***Measure*** *= % of employees completing a professional development survey* ***Target*** *= 100%, Cumulative*
Rationale		In order to develop and maintain a high-quality workforce, employees must be supported by a comprehensive approach to professional development that is aligned with the Division's Vision, Mission, and Goals.
To Learn More		Click here to access the Annual Report for the Department of Human Resources

% of Employees Completing a Professional Development Needs Assessment

Q1	Q2	Q3	Q4
○			

Quarter	PDSA Stage	Brief Status Update
Q1	Plan	An interdisciplinary team has met to plan for a coordinated series of staff surveys. Following Making Connections, 296 educators completed exit slips which will be used to inform future PD planning.
Q2		
Q3		
Q4		

2011-12 Strategic Planning Q1 Review

Goal	3	Recruit, retain, and develop a diverse cadre of the highest quality teaching personnel, staff, and administrators.
Priority	3.1	Improve the organization's capacity to build and maintain a high-quality workforce.
KPI	3.12c	100% of employees will complete staff development training on key organizational knowledge. ***Measure*** *= % of employees completing staff development on key organizational knowledge.* ***Target*** *= 100%, Cumulative*
Rationale		In order to develop and maintain a high-quality workforce, employees must be supported by a comprehensive approach to professional development that is aligned with the Division's Vision, Mission, and Goals.
To Learn More		Click here to access the Annual Report for the Department of Human Resources

% of Employees Completing Staff Training on Key Organizational Knowledge

Q1	Q2	Q3	Q4
O			

Quarter	PDSA Stage	Brief Status Update
Q1	Plan	A cross-functional team has met to discuss content and strategies for this initiative. Initially, the focus will be on the Division's Vision, Mission, and Goals as the key organizational knowledge. This work is connected to the PD, Workforce Engagement, and Communications initiatives.
Q2		
Q3		
Q4		

2011-12 Strategic Planning Q1 Review

Goal	3	Recruit, retain, and develop a diverse cadre of the highest quality teaching personnel, staff, and administrators.
Priority	3.1	Improve the organization's capacity to build and maintain a high-quality workforce.
KPI	3.12d	100% of deadlines outlined in the PD Planner project charter will be met on time. ***Measure*** *= % of project charter deadlines met on time* ***Target*** *= 100%, Cumulative*
Rationale		PD Planner is a comprehensive professional development management system designed to support streamlined administration of record-keeping related to PD and educator recertification.
To Learn More		Click here to learn more about the Virginia licensure renewal process.

On-Time Completion of Deadlines for PD Planner Project Charter

Q1	Q2	Q3	Q4
○			

Quarter	PDSA Stage	Brief Status Update
Q1	Plan	A draft of the project charter was presented to the Division PMOC in November for feedback. It is under revision and will be brought back before the Division PMOC in December.
Q2		
Q3		
Q4		

2011-12 Strategic Planning Q1 Review

Goal	4	Achieve recognition as a world-class educational system.
Priority	4.2	Promote strategic alignment with the Vision, Mission, and Goals throughout the organization.
KPI	4.11a	100% of employees will complete an online training program designed to increase understanding of how their job contributes to the Vision, Mission, and Goals. ***Measure*** *= Percentage of employees who complete Vision, Mission, Goals training.* ***Target*** *= 100% by the end of 2012-13*
Rationale		While the Vision, Mission, and Goals are published on posters and on the Division web site, feedback from an independent review process based on the Baldrige criteria suggests that employees throughout the organization may not have a clear understanding of how their individual job connects to these guiding tenants and how their work aligns to the overall strategic plan.
To Learn More		Click here to view the Division's Vision, Mission, and Goals

% of Employees Completing Vision, Mission, Goals Training

Q1	Q2	Q3	Q4
○			

Quarter	PDSA Stage	Brief Status Update
Q1	Plan	Members of the Quality Council are gathering information to bring back for consideration at their December meeting.
Q2		
Q3		
Q4		

2011-12 Strategic Planning Q1 Review

Goal	4	Achieve recognition as a world-class educational system.
Priority	4.1	Promote strategic alignment with the Vision, Mission, and Goals throughout the organization.
KPI	4.12a	Develop and publish a crosswalk document that explains how the Baldrige Criteria relate to other Division initiatives. ***Measure*** *= Progress towards completing and publishing crosswalk document.* ***Target*** *= 100%, Cumulative*
Rationale		The Baldrige Criteria are recognized internationally as a standard for performance excellence. When Goal 4 was originally established, the Baldrige Criteria were identified as the foundation for the Division's continuous improvement model. While many employees have *heard* the term "Baldrige," they may not have an understanding of what it is or how it relates to current work and to individual, school, and division improvement efforts. The Baldrige Criteria support the importance of promoting strategic alignment with the Vision, Mission, and Goals throughout the organization.
To Learn More		Click here to learn more about use of the Malcolm Baldrige Criteria in Education.

Progress towards Completion of Baldrige Crosswalk Document

Q1	Q2	Q3	Q4
○			

Quarter	PDSA Stage	Brief Status Update
Q1	Plan	A draft crosswalk is underway and will be analyzed by the Quality Council in December. The crosswalk will be adjusted using Quality Council analysis and feedback.
Q2		
Q3		
Q4		

2011-12 Strategic Planning Q1 Review

Goal	4	Achieve recognition as a world-class educational system.
Priority	4.1	Promote strategic alignment with the Vision, Mission, and Goals throughout the organization.
KPI	4.13a	100% of Division metrics will be reported as valid through an annual process of internal review. ***Measure*** *= % of Division metrics reviewed and reported as valid* ***Target*** *= 100%, Cumulative*
Rationale		The Division uses indicators within the Balanced Scorecard to systematically measure progress on important operational and strategic work. In order to ensure that the things measured are aligned to Board Goals and Priorities, the Division will implement a review and validation process.
To Learn More		Click here to access the Division's Strategic Planning web site.

% of Division Metrics That Have Undergone a Validity Review

Q1	Q2	Q3	Q4
O			

Quarter	PDSA Stage	Brief Status Update
Q1	Plan/Do	The review process is currently being tested with members of the Quality Council who are reviewing indicators for Goal 4.
Q2		
Q3		
Q4		

2011-12 Strategic Planning Q1 Review

Goal	4	Achieve recognition as a world-class educational system.
Priority	4.1	Benchmark Division performance against Baldrige National Quality Criteria, aligning or creating structures, systems, and processes to support continuous improvement
KPI	4.13b	100% of Division metrics will be reported as aligned to Board goals and priorities through an annual process of internal review. ***Measure*** *= % of Division metrics reviewed and reported as aligned* ***Target*** *= 100%, Cumulative*
Rationale		The Division uses indicators within the Balanced Scorecard to systematically measure progress on important operational and strategic work. In order to ensure that the things measured are aligned to Board Goals and Priorities, the Division will implement a review and validation process.
To Learn More		[Click here to access the Division's Strategic Planning web site.]()

% of Division Metrics That Have Undergone an Alignment Review

Q1	Q2	Q3	Q4
○			

Quarter	PDSA Stage	Brief Status Update
Q1	Plan/Do	The review process is currently being tested with members of the Quality Council who are reviewing indicators for Goal 4.
Q2		
Q3		
Q4		

2011-12 Strategic Planning Q1 Review

Goal	4	Achieve recognition as a world-class educational system.
Priority	4.2	Expand two-way communication with and outreach to our stakeholders.
KPI	4.21a	Identify and define the Division's key stakeholder groups. ***Measure*** *= Progress towards identification and definition of the Division's key stakeholder groups within the Strategic Communications Plan.* ***Target*** *= 100%, Cumulative*
Rationale		Clear communication is vital to the work of the Division. In order to strategically and thoughtfully meet the communications needs of all stakeholders, the Division must develop systematic approaches, grounded in best practices, to reviewing, analyzing, and improving communications.
To Learn More		Click here to learn more about the Division's Communications and Media Relations.

Progress Towards Completion of Stakeholder Inventory

Q1	Q2	Q3	Q4
O			

Quarter	PDSA Stage	Brief Status Update
Q1	Plan	The Division has hired a new Public Affairs and Strategic Communications Officer who has been meeting with stakeholders throughout the Division in preparation for development of the strategic communications plan.
Q2		
Q3		
Q4		

2011-12 Strategic Planning Q1 Review

Goal	4	Achieve recognition as a world-class educational system.
Priority	4.2	Expand two-way communication with and outreach to our stakeholders.
KPI	4.21b	Establish and implement the Division's strategic communications plan. ***Measure*** *= Progress towards completion of the strategic communications plan* ***Target*** *= 100%, Cumulative*
Rationale		Clear communication is vital to the work of the Division. In order to strategically and thoughtfully meet the communications needs of all stakeholders, the Division must develop systematic approaches, grounded in best practices, to reviewing, analyzing, and improving communications.
To Learn More		Click here to learn more about the Division's Communications and Media Relations.

Progress Towards Completion of Communication Plan

Q1	Q2	Q3	Q4
○			

Quarter	PDSA Stage	Brief Status Update
Q1	Plan	The Division has hired a new Public Affairs and Strategic Communications Officer who has been meeting with stakeholders throughout the Division in preparation for development of the strategic communications plan.
Q2		
Q3		
Q4		

2011-12 Strategic Planning Q1 Review

Goal	4	Achieve recognition as a world-class educational system.
Priority	4.2	Expand two-way communication with and outreach to our stakeholders.
KPI	4.21c	Develop a standard operating procedure for receiving, organizing, and acknowledging stakeholder input regarding Board initiatives. ***Measure*** *= Progress towards completion of standard operating procedure* ***Target*** *= 100%, Cumulative*
Rationale		Clear communication is vital to the work of the Division. In order to strategically and thoughtfully meet the communications needs of all stakeholders, the Division must develop systematic approaches, grounded in best practices, to reviewing, analyzing, and improving communications.
To Learn More		Click here to access the School Board's web site.

Progress Towards Completion of Board SOP

Q1	Q2	Q3	Q4
○			

Quarter	PDSA Stage	Brief Status Update
Q1	Plan	The Board is forming a communications committee and will be working on in conjunction with the Division's Public Affairs and Strategic Communications Officer.
Q2		
Q3		
Q4		

2011-12 Strategic Planning Q1 Review

Goal	5	Establish efficient systems for development, allocation, & alignment of resources to support the Division's vision, mission, & goals.
Priority	5.1	Identify opportunities for improved efficiencies in operational departments and instructional programs.
KPI	5.11a	Develop a transparent system to conduct program evaluation, audits, and valuation indicators of existing and proposed programs. ***Measure*** *= Cumulative progress towards completion of a program evaluation system reported through a status update.* ***Target*** *= 100% by the end of 2012-13.*
Rationale		As the Division plans for the future amidst continued revenue uncertainty, it is necessary to identify a systematic method for collecting, analyzing, and using data to inform decision-making around our resources. We must be able to assess the contribution each program and department makes to our student' achievement and the value it brings to our stakeholders for a sustainable future.
To Learn More		Click here to read information from the U.S. DOE about program evaluation.

Progress Towards Completion of a Program Evaluation System

Q1	Q2	Q3	Q4
○			

Quarter	PDSA	Brief Status Update
Q1	Plan/Do	A program evaluation template has been developed and will be piloted with 5 instructional programs. (See Department of Instruction's Improvement Plan @ http://www.k12albemarle.org/improvement for additional details).
Q2		
Q3		
Q4		

2011-12 Strategic Planning Q1 Review

Goal	5	Establish efficient systems for development, allocation, & alignment of resources to support the Division's vision, mission, & goals.
Priority	5.1	Identify opportunities for improved efficiencies in operational departments and instructional programs.
KPI	5.11b	80% of identified instructional programs will undergo a program evaluation by the end of the 2012-13 school year. ***Measure*** *= Cumulative number of program evaluations completed for key instructional programs identified by the Department of Instruction.* ***Target*** *= 8 by the end of the 2012-13 school year.*
Rationale		As the Division plans for the future amidst continued revenue uncertainty, it is necessary to identify a systematic method for collecting, analyzing, and using data to inform decision-making around our resources. We must be able to assess the contribution each program and department makes to our student' achievement and the value it brings to our stakeholders for a sustainable future. Each year, the Department of Instruction will identify key instructional programs to undergo evaluation.
To Learn More		Click here to read information from the U.S. DOE about program evaluation.

Progress on Completion of Program Evaluations for Key Instructional Programs

Q1	Q2	Q3	Q4
○			

Quarter	PDSA	Brief Status Update
Q1	Plan/Do	The Department of Instruction has identified 5 programs for evaluation by the end of year 1. 2 are scheduled to be evaluated by the end of first semester and an additional 3 by the end of the second semester.
Q2		
Q3		
Q4		

2011-12 Strategic Planning Q1 Review

Goal	5	Establish efficient systems for development, allocation, & alignment of resources to support the Division's vision, mission, & goals.
Priority	5.1	Identify opportunities for improved efficiencies in operational departments and instructional programs.
KPI	5.11c	The Department of Accountability, Research, and Technology (DART) will complete a technological services audit. ***Measure*** *= Progress on completion of a technological services audit.* ***Target*** *= 100% completion of a departmental audit.*
Rationale		As the Division plans for the future amidst continued revenue uncertainty, it is necessary to identify a systematic method for collecting, analyzing, and using data to inform decision-making around our resources. We must be able to assess the contribution each program and department makes to our student' achievement and the value it brings to our stakeholders for a sustainable future.
To Learn More		Click here to read the CIO's operational review and findings.

Progress on Completion of a Technological Services Audit

Q1	Q2	Q3	Q4
●			

Quarter	PDSA	Brief Status Update
Q1	Do	The Chief Information Officer will present the DART departmental efficiency review to the School Board on 12/08/2011.
Q2		
Q3		
Q4		

2011-12 Strategic Planning Q1 Review

Goal	5	Establish efficient systems for development, allocation, & alignment of resources to support the Division's vision, mission, & goals.
Priority	5.2	Implement the Division's Student Information System (SIS) and Parent Portal
KPI	5.21a	100% of deadlines outlined in the Student Information System (SIS) project charter will be met on time. (NOTE: Future KPIs will reference a charter for the Parent Portal) ***Measure*** *= % of deadlines met on time.* ***Target*** *= 100%, Cumulative*
Rationale		The SIS is a critical tool in the day-to-day operations of the Division. To address core student information management needs for the 2011-2012 school year and beyond, the Division is implementing a new SIS. The deployment is detailed in a project charter which outlines deliverables, action steps, and projected completion dates.
To Learn More		Click here to learn more about the Division's Student Information System. Click here to view the SIS status report presented to the School Board on 10/13/2011.

On-Time Completion of Project Deadlines for Student Information System

Red – 0%-80%
Yellow – 81%-95%
Green – 96%-100%

Q1	Q2	Q3	Q4

Quarter	PDSA	Brief Status Update
Q1	Do	The SIS project charter has been monitored by the Division's Project Management Oversight Committee and the Chief Information Officer has provided periodic updates to the Board. Project deadlines have been met.
Q2		
Q3		
Q4		

Operations & Systems Planning

	Q1	Q2	Q3	Q4
Building Services				
Prior to June, 2012, analyze the building capacity of each of the 26 school buildings.	**40%**			
Reduce building water usage by 5% for the 2011/12 School Year, as compared to the 2010/11 School Year.	**↓8%**			
Prior to June, 2012, build a database system to contain Facility Condition Assessment data and pilot on 12 buildings.	**3 out of 12**			
Prior to June, 2012, build a database system to contain grounds (athletic/playground) assessment information and pilot on 12 buildings.	**3 out of 12**			
95% of custodians will receive a satisfactory rating on their bimonthly inspections	**85%**			
All Building Services employees will complete an average of 4 professional development training hours per year.	**4** ***2-hr classes held***			
Child Nutrition Services				
The accumulative measure of elementary school students participating in the lunch program will be 59%. (Cumulative)	**61%**			
The accumulative measure of middle school students participating in the lunch program will be 47%. (Cumulative)	**50%**			
The accumulated measure of high school students participating in the lunch program will be 40%. (Cumulative)	**41%**			

Nutrition and Wellness Programs will result in 10% increase in student selection of the promoted items (e.g., promotion of milk, fruit/ vegetables, whole grains, legumes). (Quarterly)	◆ **↓5%**
100% of County cafeterias will average a total score of 85%or greater on their five star quality & performance inspection. (Quarterly)	◆ **71%**

Transportation Services

All buses, cars, and vans to arrive at school in the morning on time 98% of the time during each 9-week quarter. (Quarterly)	● **97.9%**
Reduce unplanned (requested less than 5 days in advance and not for FML-compliant leave, bereavement, jury duty, or Workman's Compensation) Driver and Assistant absenteeism to 2% or less. (Cumulative)	△ **2.2%**
Reduce workplace accidents which result in days missed from work 75% from the 2010-1011 level. (Cumulative)	● **0** **accidents**

2011-12 Strategic Planning Q1 Review

Department of Instruction

	Q1	Q2	Q3	Q4
Dept of Instruction				
By June 2011, develop logic maps for 10 key instructional programs to undergo an evaluation. (Cumulative)	○			
Lead Coaches will provide semi-annual updates to School Board on progress of implementing performance tasks. (Semi-Annually)	●			
Lead Coaches will communicate with internal stakeholders on progress of implementing performance tasks. (Quarterly)	●			
Title I				
70% of Title I students in K-1 will pass the Spring PALS assessment. (Reported Annually in Q4)	**N/A**	**N/A**	**N/A**	
80% of Title I students in 2nd through 5th grade will show more than a year's growth according to fluency benchmarks. (20 CWPM) (Reported Annually in Q4)	**N/A**	**N/A**	**N/A**	