

Our
2011-2013
Strategic
Plan

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Vision
Mission
Values
Goals



Our Vision, Mission, Values & Goals

Our Vision

All learners believe in their power to embrace learning, to excel, and to own their future.

Our Mission

The core purpose of Albemarle County Public Schools is to establish a community of learners and learning, through relationships, relevance, and rigor, one student at a time.

Our Core Values

Excellence

We believe in meaningful learning that stretches people to the frontiers and boundaries of their abilities.

Young People

We believe young people deserve the best we have to offer. Each individual child is capable and has the right to safety, mutual respect, and learning.

Community

We believe in our collective responsibility to work together in a cooperative effort to achieve common goals by building communities of practice, establishing a high quality learning community, and listening to the community.

Respect

We believe in treating all individuals with honor and dignity.

Our Strategic Goals

Goal 1: Prepare all students to succeed as members of a global community and in a global economy.

The rapid rise of technology in the late 20th century broke down geographical barriers, creating a global community and economy. In today's information age, students can expect to collaborate, as well as compete, with people around the world for jobs and business. Lifelong learning represents the skills and attitudes needed to succeed in the multi-cultural, fast-changing global community. Developing graduates capable of acquiring new knowledge at all stages of life and applying it is a necessity.

Goal 2: Eliminate the Achievement Gap.

Every child possesses potential but children don't arrive at the public school door with the same level of readiness or support. Gaps in achievement among different groups of students often mirror inequalities in aspects of home circumstances, early life, and school. We must eliminate what factors we can in the school environment to level the playing field so all students have the same chance to pursue their dreams. We are committed to the development of every student's individual interests, potential, and character. Building relationships, setting high expectations for every student, and providing equal access to high quality learning opportunities will lead to elimination of the achievement gap faced by some of our students.

Goal 3: Recruit, retain and develop a diverse cadre of the highest quality teaching personnel, staff, and administrators.

To give students the very best learning experience we can offer, our employees must be the best they can be, whether the employee is the teacher in the classroom or the school bus driver. Attracting and retaining high quality personnel and a commitment to building the quality of our own workforce is essential. Competitive compensation packages, comprehensive staff development opportunities for all employees, and effective strategies for increasing the diversity of the workforce play important roles in bringing and keeping the best people in our classrooms and schools to support students.

Goal 4: Achieve recognition as a world-class educational system.

To be world class means ranking among the foremost in the world through demonstration of best practices in an industry or field. Being among the world's best requires constantly asking what can be done to improve our learning organization and then doing it. Through scrutiny of our performance results and the use of data to make decisions, we will make changes to improve our value to our students and stakeholders. A continuous quality improvement model will be utilized to help us identify world class best practices and put them into action here. The Baldrige National Quality Program Education Criteria for Performance Excellence will be the foundation for our continuous quality improvement model.

Goal 5: Establish efficient systems for development, allocation, and alignment of resources to support the Division's vision, mission, and goals.

Achieving our goals requires us to make an investment in our collective future by strategically funding teaching and learning innovations, and initiatives that help employees conduct the daily business of the school Division. Aligning our resources to our goals will increase our effectiveness. We will continue to take a hard look at our processes and focus our decisions and resources on our mission. This will drive the actions we take to move our vision for students into reality.

Our Lifelong-Learner Competencies

Lifelong learning places emphasis on results. To develop the skills and habits associated with lifelong learning, students must: learn beyond the simple recall of facts; understand the connections to and implications of what they learn; retain what they learn; and be able to apply what they learn in new contexts.

- Plan and conduct research.
- Gather, organize, and analyze data, evaluate processes and products; and draw conclusions.
- Think analytically, critically, and creatively to pursue new ideas, acquire new knowledge, and make decisions.
- Understand and apply principles of logic and reasoning; develop, evaluate, and defend arguments.
- Seek, recognize and understand systems, patterns, themes, and interactions.
- Apply and adapt a variety of appropriate strategies to solve new and increasingly complex problems.
- Acquire and use precise language to clearly communicate ideas, knowledge, and processes.
- Explore and express ideas and opinions using multiple media, the arts, and technology.
- Demonstrate ethical behavior and respect for diversity through daily actions and decision making.
- Participate fully in civic life, and act on democratic ideals within the context of community and global interdependence.
- Understand and follow a physically active lifestyle that promotes good health and wellness.
- Apply habits of mind and metacognitive strategies to plan, monitor, and evaluate one's own work.

2011-2013 Strategies and KPIs for **Goal 1**

Priority 1.1

Develop **Lifelong-Learner (LLL) competencies** in all students.

Strategy 1.11

Improve academic choice for students through increased access to a continuum of high-quality learning opportunities (the learning work) and through the design and use of contemporary learning spaces (the learning spaces) as outlined in the Teacher Performance Appraisal and determined in facilities planning.

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 design of the learning space. The Planning, Delivery, and Assessment of Instruction domain of the Division's Teacher Performance Appraisal focuses on instructional strategies, curricular approaches, and assessment techniques that are identified as best practices for improving student learning.

KPI 1.11a

80% of students in grades 3 through 12 will report being given regular opportunities to work on the Lifelong-Learner (LLL) standards.

KPI 1.11b* *

~~90% of all K-12 classroom teachers will report regularly incorporating opportunities for students to work on the Lifelong-Learner (LLL) standards. **Removed from the Balanced Scorecard on 02/23/2012.~~

KPI 1.11c

80% of learning walks will report evidence of students working on the Lifelong-Learner (LLL) 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.~~ ***Removed from the Balanced Scorecard on 02/23/2012.*

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.

2011-2013 Strategies and KPIs for Goal 2

Priority 2.1

Prepare all students for workforce/college readiness. (NOTE: To reach citizenship/workforce/college readiness, students must be given opportunities to develop the skills, habits, and competencies associated with the Division's Lifelong-Learner Standards.)

Strategy 2.11

Develop and implement an assessment model to determine whether students are acquiring the integrated knowledge and skills necessary to graduate citizenship/workforce/college ready.

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.

KPI 2.11a

The Department of Instruction will coordinate the development and pilot testing of performance tasks for assessments.

Strategy 2.12

Develop and implement a professional development plan to support teachers and administrators in the integration of a rigorous approach to preparing students for and assessing citizenship/workforce/college readiness.

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.

KPI 2.12a

Establish a baseline and increase the number of teachers using performance tasks for assessments aligned to essential standards. (NOTE: Refer to the FQL for more information about essential standards.)

Strategy 2.13

Build partnerships to enhance citizenship/workforce/college readiness.

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.

KPI 2.13a

Develop and implement a process to establish and maintain strategic partnerships to enhance students' citizenship/workforce/college readiness. (NOTE: Year 1 will focus on auditing existing partnerships and categorizing them for deeper analysis. Future years will focus on analyzing the outcomes and value gained through the partnerships.)

2011-2013 Strategies and KPIs for **Goal 3**

Priority 3.1

Improve the organization's capacity to build and maintain a high-quality workforce.

Strategy 3.11

Develop and implement a **comprehensive plan to recruit and retain** the highest quality teaching personnel, staff, and administrators.

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.

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.)

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.

(NOTE: Year 1 will be used to establish a baseline for workforce engagement and job satisfaction.)

KPI 3.11e

Review exit survey data and create action plans to address improvements in key areas using the Plan-Do-Study-Act model.

Strategy 3.12

Implement a **comprehensive professional development system** for classified staff, teachers, and administrators to support strategic Vision, Mission, Goals, and Priorities.

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.

KPI 3.12a

Develop and implement a plan to review and update the Teacher Performance Appraisal (TPA).

(NOTE: 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)

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.~~ **Removed from the Balanced Scorecard on 02/23/2012. See KPI 4.11a.

KPI 3.12d**

~~100% of deadlines outlined in the PD Planner project charter will be met on time.~~
**Removed from the Balanced Scorecard on 02/23/2012.

2011-2013 Strategies and KPIs for Goal 4

Priority 4.1

Promote strategic alignment with the Vision, Mission, and Goals throughout the organization.

Priority 4.2

Expand two-way communication with and outreach to our stakeholders.

Strategy 4.11

Develop and implement a plan **to increase understanding and ownership** of Vision, Mission, and Goals throughout the organization.

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.

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.

Strategy 4.12

Establish a process that includes stakeholder involvement in the **integration of the Baldrige Criteria for Performance Excellence** as the foundation for the Division's continuous improvement model.

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.

KPI 4.12a

Develop and publish a crosswalk document that explains how the Baldrige Criteria relate to other Division initiatives. (e.g. TPA, PDSA, and program evaluation)

Strategy 4.13

Develop a process to **review the validity of the Balanced Scorecard performance indicators** and their alignment with strategic planning.

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.

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.

Strategy 4.21

Develop a process to **review, analyze, and improve communications** with Division stakeholders.

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.

KPI 4.21a**

~~Identify and define the Division's key stakeholder groups.~~ ***Removed from the Balanced Scorecard on 02/23/2012. Will be combined with KPI 4.21b.*

KPI 4.21b

Establish and implement the Division's strategic communications plan.

KPI 4.21c**

~~Develop a standard operating procedure for receiving, organizing, and acknowledging stakeholder input regarding Board initiatives.~~ ***Removed from the Balanced Scorecard on 02/23/2012. Will be combined with KPI 4.21b.*

2011-2013 Strategies and KPIs for **Goal 5**

Priority 5.1

Identify opportunities for improved efficiencies in operational departments and instructional programs.

Priority 5.2

Implement the Division's Student Information System (SIS) and Parent Portal.

Strategy 5.11

Establish a program evaluation system to promote the ongoing review of operational departments, instructional programs, and standard operating procedures.

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 makes to our students' achievement and the value it brings to our stakeholders for a sustainable future.

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.

Strategy 5.21

Monitor the Student Information System (SIS) and Parent Portal charters delivered to the Division's Project Management Oversight Committee (PMOC) for successful implementation.

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. The Parent Portal tool is integrated into the Student Information System (SIS) and will provide parents/guardians and students access to real-time information including attendance, grades and descriptions of assignments. Parents/Guardians and students can actively stay connected to assignments and progress and participate more fully in the educational process. The Parent Portal will facilitate student information management and communication among school administrators, teachers, parents, and students.

KPI 5.21a – COMPLETED IN Q2

100% of deadlines outlined in the Student Information System (SIS) project charter will be met on time.

KPI 5.21b**

~~100% of deadlines outlined in the Parent Portal project charter will be met on time.~~

***Removed from the Balanced Scorecard on 02/23/2012.*

Additional information can be found online at:

<http://www.k12albemarle.org/strategicplanning>