

Charting the Future
Charlottesville City Schools
Strategic Plan 2006-2011

Personal and academic success for all

Acknowledgements

School Board

Julie Gronlund, Chair
Alvin Edwards, Vice-Chair
Louis Bograd
Ned Michie
Dede Smith
Peggy Van Yahres
Muriel Wiggins

Central Administration

Rosa S. Atkins, Incoming Superintendent
Robert W. Thompson, Acting Superintendent
Gertrude A. Ivory, Associate Superintendent, Project Manager

Strategic Planning Advisory Committee

Katrina Baskfield	Gertrude Ivory
Louis Bograd	Julia Lacy
David Brown	ElizaBeth McCay
Wendy Brown	JoAnne McNergney
Vickie Burruss-Jones	Melva Mitchell
Kyle Copas	Carrie Oertel
Emily Dreyfus	Laura Purnell
Harold Folley	Noah Schwartz
Frank Friedman	Dede Smith
Deidre Gilmore	Robert Thompson
Amy Hemenway	Joshua Walton
Beckinwari Idoniboye	

Consultants

MGT of America, Inc.

Strategy Action Plan Teams

- Goal 1** Team Leaders: Gertrude Ivory, Harley Miles
Members: Dorren Brown, Beverly Catlin, Carol Easterlin, Susan Erno, Vada Fallica, Dan Fielding, Nancy Gercke, Maria Lewis, Lacy Peale, James Pierce, Terri Perkins, Judy Rood, Bill Sterrett, Jeff Suling, and Josh Walton
- Goal 2** Team Leader: Beth Baptist
Members: Lee Davis, Renee De Andrade, Dan Fielding, Don Landis, Jeffrey Suling
- Goal 3** Team Leader: Laura Purnell
Members: Kathy Dowd, Susan Erno, Mike Gallahue, ElizaBeth McCay, Hope Payne, Denise Pilgrim, Doris Powell, and Justin Taylor
- Goal 4** Team Leader: Michael Heard
Members: Janice Christy, Jim Henderson, and Malcolm Jarrell
- Goal 5** Team Leader: W. T. Lewis
Members: Kathy Harris, Tim Flynn, and Therese Titus

Writing, Editing, and Designing Team

Louis Bograd
Beverly Catlin
Gertrude Ivory
MGT of America
Harley Miles
Dede Smith

Table of Contents

Introduction

The Charlottesville City Schools (CCS) believes each child deserves an excellent education. It is pleased to present *Charting the Future: Strategic Plan 2006–2011*, which will guide the direction of the school division in the coming years. The document is a comprehensive, long-range plan for improving the achievement of all students by supporting their academic, physical, social and emotional needs. This will be accomplished by:

1. Providing high quality academic programs to all students, tailored to meet their individual needs,
2. Promoting strong home, school and community collaboration,
3. Recruiting and retaining high quality staff and leaders; and
4. Creating environments conducive to learning.

This strategic plan represents the voices of the community. It is a clarion call to the school division. It is built on a thorough analysis of division needs, with stakeholder input, and is designed to attain community goals by identifying strategic actions to be undertaken by school division staff. It is intended as a guide for the new Superintendent, the administration, teachers, and the community. While this community understands that leadership requires flexibility in how to get the job done and choice in setting priorities, so too does it expect CCS to respect and embrace a document created by the stakeholders of the school division.

The strategic plan is important for a number of reasons. First and foremost, it is a public declaration of what is important to the division and the community. It is a statement of the principles for which we stand and the vision that guides our work.

Second, it is a statement of accountability. We are declaring what we consider to be the priorities for our school system, and we are establishing targets for improvement. We expect our schools to align building-level School Improvement Plans with the goals, objectives and strategic actions set forth in this plan. We intend to tie evaluations of the Board, the Superintendent, and the staff to progress under the plan. We expect others to review this document and observe whether we are accomplishing our goals and objectives as they have been stated.

Third, it provides direction for the future. As we developed the plan, we determined how we wanted the Charlottesville City Schools to evolve. The strategic goals, objectives, and strategies were developed with this in mind. At the same time, we do not expect this plan to remain stagnant. It is a living document that will require us to acknowledge where we are as a division and what we have accomplished. It will be revised as needed.

Community Input and Assessment of Division Needs

MGT of America, Inc. was hired in July 2005 to assist the Charlottesville City Schools with the development of a new five-year strategic plan. Representatives from MGT held numerous focus groups throughout the community and the school division to glean feedback from various stakeholders. Participants at each focus group or forum were asked to identify the strengths, weaknesses, opportunities, and threats (SWOT analysis) of the Charlottesville City Schools. In addition, MGT led the groups through an exercise called environmental scanning. In this exercise, participants provided feedback on what they saw as some of the critical factors facing the Charlottesville City Schools in the next five to 10 years. Numerous focus groups were held with parents, community members, clergy, division staff (both school and central office level), School Board members, and students. A complete summary of each focus group was posted on the division's Web site.

In addition, a 24-member Strategic Planning Advisory Committee helped to guide the process through the various strategic planning phases. The committee consisted of division staff, principals, teachers, paraprofessionals, higher education representatives, School Board members, community and business leaders, the Mayor, parents, and students.

An important part of the process was reviewing data for CCS and comparing these data to information on comparison schools divisions. Data to create the division's strategic plan was collected and compiled by division staff and MGT consultants to ensure that the plan would be grounded in the use of accurate data. Current education initiatives call for increased accountability. *No Child Left Behind* mandates have increased the demands on educators to develop more effective, integrated methods for addressing the improvement of student achievement. A data-driven strategic plan is more than an accountability tool; it is a diagnostic tool that permits the division to focus on appropriate goals and strategies. The data used in setting the strategic planning goals can be found on the division's Web site.

Additionally, MGT conducted an electronic survey of division staff to ensure that their input into the planning process was given due consideration. All central office staff, principals, assistant principals, teachers, and paraprofessionals had the opportunity to take the survey. We were pleased that more than one quarter of all school system employees, and nearly one third of all principals and teachers, aided this planning effort by replying to the survey. Complete survey results can be found on the division Web site.

Development of the Strategic Plan

Based on the input received, the Board, school division staff, and the Strategic Plan Advisory Committee worked with our consultants to develop a new mission statement for the school system, a statement of core values, and five broad goals to shape the

strategic plan. We then worked to break goals down into measurable objectives and to identify strategies to fulfill those objectives.

Members of the board and senior staff identified quantifiable benchmarks and data sets to measure progress toward the objectives. The goals, objectives, and strategies included in the Strategic Plan were based on an analysis of available data gathered from a variety of sources, including the knowledge and experience of school division staff, parents, and community members. The data sets were used to develop this plan and will be use to monitor its implementation and define success. Small committees, led by senior staff and principals, developed specific strategies to achieve those goals. Strategy teams brought in other stakeholders, as appropriate, and developed comprehensive strategies. The draft plan was presented to the School Board, MGT, the Strategic Plan Advisory Committee, principals, and the community for review and final input.

The final plan was completed and presented to the School Board for approval in May 2006. A progress monitoring/update system will be instituted to keep the School Board and the community informed about division accomplishments and revised benchmarks.

Alignment of Resources

The budget process must ensure that division goals and priorities are supported and that funding decisions are aligned with the strategic actions in the plan. The implementation of strategic actions may produce cost savings over time that may be used to fund identified initiatives. As the effectiveness of programs and services are evaluated, funds may be redirected to support other school division needs. The Superintendent will ensure that funding needed to implement strategic actions will be proposed in the division's budget for the appropriate fiscal year.

Monitoring the Strategic Plan

Monitoring the achievement of the objectives delineated in the Strategic Plan will take place as an ongoing activity at staff meetings. There will be a mid-year update to indicate the level of achievement of targeted objectives and the status of the strategies. There will be an annual presentation on the accomplishments in meeting the objectives. Biennially, the School Board and the Superintendent will evaluate progress in meeting strategic plan goals.

Conclusion

As a dynamic and living document, the Strategic Plan is only as effective as the leadership that brings life to it, and the community that supports the change necessary to stand by it. The School Board and the school division leadership are committed to the passion and vision that created this plan, and stand ready to seize the opportunity for greatness that lies within our reach. We commit to use this document to guide our work

and to align our resources to accomplish the goals. Central administration will provide updates to the School Board and community twice a year.

The Charlottesville City Schools Strategic Plan provides a comprehensive framework for addressing the goals of the school division. This Strategic Plan must be thoughtfully implemented and regularly updated to realize our mission of personal and academic success for all. The CCS School Board and leadership will closely monitor division progress and changing school division needs so that the plan may be updated and revised accordingly. We will work with the appropriate stakeholders over the next five years to implement, update and revise the plan to ensure the attainment of our goals.

Strategic Plan 2006 – 2011

Mission: *Personal and academic success for all.*

Common Recognition of Values:

The values listed below form the foundation upon which the subsequent components of our strategic plan were developed and will be evaluated. They are the public declaration of our fundamental beliefs. These beliefs informed us as we went through the process.

The Charlottesville City Schools...

- √ believes all students can learn, succeed, and achieve to their maximum potential.
- √ respects each student's unique needs, interests, and strengths.
- √ recognizes learning occurs best in a safe and caring environment.
- √ promotes mutual respect within a common code of civility.
- √ embraces the essential need to parent and community involvement.
- √ appreciates the enriching quality that our diversity brings to the educational experience.
- √ supports the need for accountability in all that it does.
- √ employs and supports highly effective teachers and staff.
- √ values the contributions and talents of all its employees.
- √ holds high expectations for all...students, staff, parents, and the community.

Five Central Goals of the Strategic Plan

- Goal 1** Increase academic achievement for all students and close achievement gaps.
- Goal 2** Support the whole child (physical, social, emotional needs).
- Goal 3** Increase family, school, and community involvement and collaboration.
- Goal 4** Recruit, retain and support diverse and effective leadership, teachers and staff.
- Goal 5** Provide all students and staff with an environment conducive to learning.

Appendices

Calendar and process documents that are on the Website

Glossary

Directory

Charlottesville City Schools
2006–2011 Strategic Plan

Goal #1: Increase academic achievement for all students and close achievement gaps

Like many school divisions, Charlottesville City Schools (CCS) has had varying levels of success in educating students of different demographic groups. In general, it has struggled to meet the educational needs of its African-American students, its economically disadvantaged students, and its students with disabilities. CCS is committed to closing these “achievement gaps” by raising its level of success with underperforming groups while continuing to increase academic opportunities for all children. To measure its success in meeting this goal, CCS has a strategic plan that sets performance targets for the school division as a whole and for distinct demographic subgroups.

To achieve this end, the school division will provide well-articulated, coherent curricula that reflect best practices about the growth, development, and diversity of learners. Curricula will be aligned between schools and across grade levels to ensure all students receive appropriate and consistent instruction. Such curricula will be rigorous and relevant with strategies for intervention and remediation for struggling students, enhancement for advanced students, and enrichment for all students. In support of the curricula, the division will use data to assess student achievement and program effectiveness, to measure student progress, and to inform instruction. The division recognizes that quality professional development is essential to build staff capacity to improve student achievement. These efforts will help students meet and exceed local, state, and federal requirements and become successful in school and life.

Objective	Where We Are Today	Where We Want/Need To Be
1.1 All city schools and the Division will meet state and federal requirements for accreditation and AYP.	7 of 9 schools have met requirements for accreditation and 6 of 9 schools have met requirements for Adequate Yearly Progress (AYP). Division has not met requirements for AYP.	9 of 9 schools meet requirements for accreditation and AYP. Division meets requirements for AYP.

The Virginia Standards of Learning (SOLs) form the foundation of the CCS curriculum. Mastering this core knowledge piece allows students and teachers to broaden and diversify curricula content and expand instructional opportunities. School accreditation under Virginia law and compliance with the requirements for Adequate Yearly Progress under the federal No Child Left Behind act (NCLB) set the minimum standards for satisfactory performance with which all schools must comply.

Strategy	Resources Needed	Position Responsible	Time Frame	Accountability Measure/ Expected Outcomes
Curriculum Strategies				
1.1.1 Revise standards-based curriculum documents in the four core content areas to ensure effective support for instruction using division template and consistent format and training of staff.	Funds for curriculum writing, printing, training on the implementation of the revised documents	Division Coordinators, Associate Superintendent, Curriculum Writing Teams	March 2006–August 2007	Revised curriculum documents
1.1.2 Revise standards-based curriculum to ensure vertical alignment across grade levels.	Funds for writing	Division Coordinators, Associate Superintendent, Curriculum Writing Teams	April 2007–2011	Curriculum documents
1.1.3 Develop Teacher Resource Guide and repository of lesson plans for all core curriculum content areas and make available to all teaching staff.	Funds for developing the Resource Guide	Division Coordinators, Associate Superintendent, Curriculum Writing Teams, Principals & ICAPs, Teachers	August 2007–2011	Resource Guide and access to lesson plan repository
Intervention and Remediation Strategies				
1.1.4 Establish division protocols for identifying and serving underachieving students needing intervention and remediation services.		Associate Superintendent Principals & ICAPs, Division Coordinators, Supervisor of Assessment, Data Analyst	August 2006	Protocol documents
1.1.5 Investigate and adopt inclusion models appropriate to students with special needs.	Funding for inservice and supplemental pay	Director of Special Education & Student Services, Associate Superintendent, Principals & ICAPs, Division Coordinators	July 2007	Report of adopted inclusion models

<p>1.1.6 Modify, eliminate and/or add intervention and remediation services based on the evaluation of their effectiveness.</p>	<p>Funding for inservice and supplemental pay</p>	<p>Associate Superintendent Principals & ICAPS, Director of Special Education & Student Services, Supervisor of Assessment, Division Coordinators, Data Analyst</p>	<p>August 2007</p>	<p>SOL pass rates and participation rates; Achievement data for all NCLB identified subgroups*; Annual reports tracking implementation of interventions Annual decreases in gaps in achievement for all subgroups</p>
<p>1.1.7 Use term assessment data to monitor student progress and inform remediation and intervention services for each child.</p>	<p>In-Service and supplemental pay funding, Software and equipment support</p>	<p>Principals & ICAPS, Division Coordinators, Data Analyst, Teachers</p>	<p>Quarterly 2006–2011</p>	<p>Term assessment reports, Schedule/calendar of teacher/staff conferences; Data analysis accountability documents</p>
<p>1.1.8 Provide in-service for all staff that addresses curriculum, instruction, assessment, intervention and remediation strategies appropriate to all ability levels and subgroup populations.</p>	<p>In-service and supplemental pay funding</p>	<p>Division Coordinators, Principals & ICAPs, Director of Special Education & Student Services, Supervisor of Assessment, Data Analyst</p>	<p>Annually 2006–2011</p>	<p>Calendar of activities; Participant rosters</p>
<p>1.1.9 Train teachers on effective instructional strategies for special needs students in collaborative settings</p>	<p>In-service and supplemental pay funding</p>	<p>Director of Special Education & Student Services Division Coordinators, Principals & ICAPs</p>	<p>Annually 2006–2011</p>	<p>Schedule of training events; Participant rosters</p>
<p>1.1.10 Research and apply for grants and other funding sources that support intervention and remediation for all students and especially students in each identified subgroup.</p>		<p>Grant writer Central and building administration; Professional staff</p>	<p>Annually 2006–2011</p>	<p>List of grant applications and grants awarded; Report of intervention and remediation programs supported through grant funding</p>

Assessment Strategies				
1.1.11 Analyze SOL student performance data to identify areas of strengths and areas of concern.		Principals & ICAPs, Teachers, Division Coordinators, Data Analyst, Supervisor of Assessment	June–August each school year	Data analysis reports; Annual SOL Assessment Report
1.1.12 Use term assessment data to inform instruction at the classroom, school and division levels.	Funds to develop and print	Associate Superintendent, Division Coordinators, Principals & ICAPs, Teachers	September 2005–2011	Increase in assessment gains; Observation of instructional modifications
1.1.13 Evaluate teachers and principals based on improvement in student performance.		Associate Superintendent, Principals & ICAPs	March 2007–2011	Evaluation documents
Professional Development Strategies				
1.1.14 Develop a five-year staff development plan that emphasizes the effective use of curriculum, instruction, and assessment.	Incentives for students	Associate Superintendent, Data Analyst, Division Coordinators, Principals & ICAPs	March 2006–2011	Five-year plan
1.1.15 Train staff on the effective use of research-based instructional strategies: Marzano, differentiation and higher-level thinking.	Funding for materials (books, videos); professional development, conferences	Division Coordinators, Associate Superintendent, Principals & ICAPs	September 2005-2011	Documentation of participation in training
Strategies to Increase Instructional Time				
1.1.16 Study and if necessary modify the allocation of time to instruction within the school day across schools, grade levels, and content areas.	Funding for approved recommendations	Principals & ICAPs, Teachers, Division Coordinators	July 2007–2011	School and classroom schedules; Recommendations for modifying time

1.1.17 Establish protocols for monitoring the allocation of time to instruction within the school day across schools, grade levels, and content areas.		Assistant Superintendent Associate Superintendent, Division Coordinators, Supervisor of Assessment, Principals & ICAPs, Teachers	October 2007–2011	Form developed for review of school schedules; SIP; Academic Review
1.1.18 Develop methods to monitor the frequency and relevance of individual student and whole class interruptions.		Principals & ICAPs, Supervisor of Assessment, Data Analyst	January 2008–2011	List of methods and things to avoid that interrupt instruction; Strategies to protect instructional time
1.1.19 Develop methods to reduce absenteeism	Incentives for students	Principals & ICAPs, Teachers, Director of Special Education & Student Services, Counselors, Attendance Specialists	March 2008–2011	SIP includes strategies to reduce absenteeism; Reports on tardiness and absenteeism
1.1.20 Consider expansion of after-school programs modeled on Walker EDGE program and Burnley-Moran after-school program.	Funding to support expansion of after-school programs	Principals & ICAPs, Teachers	August 2007–2011	Expanded after-school programs in all schools
1.1.21 Research and make recommendations regarding length of school day and length of school year	Funding for approved recommendations	Associate Superintendent, Principals	July 2008–2011	Recommendations from staff and approval from School Board

Objective	Where We Are Today			Where We Want/Need To Be	
1.2 Increase the percentage of students performing at or above grade level in reading and math, grades 1–9.	Reading Percentages	Below	On	Above	Reading — 89% reading on/above grade level for all subgroups Mathematics — 87% performing on/above grade level for all subgroups
	All Students Grades 1–8	34%	36%	30%	
	Male	37%	35%	28%	
	Female	32%	37%	31%	
	African American	45%	39%	16%	
	Caucasian	23%	31%	47%	
	Hispanic	44%	42%	14%	
	Disadvantaged	45%	39%	16%	
	Special Ed	66%	21%	12%	
	LEP	53%	35%	12%	
	Math Percentages – To be determined				

One of the strongest predictors of student success in school is grade-level performance, especially in reading. Given that it is difficult for students to “catch up” once they have fallen significantly behind, it is essential that schools monitor individual student progress and considerably reduce the number of students performing below grade-level. CCS has recently adopted uniform grade-level expectations in reading and is in the process of developing the same for mathematics.

Strategy	Resources Needed	Position Responsible	Time Frame	Accountability Measure/ Expected Outcomes
1.2.1 Set division-wide grade level expectations in reading and math, K–9.		Division Coordinators, Associate Superintendent, Principals & ICAPs, Teachers, Supervisor of Assessment, Data Analyst	April–November 2006	Grade level expectations in reading and math
1.2.2 Administer math and reading assessments to determine grade level achievement for students in grades 1–9 at beginning and end of school year.	Funding to purchase assessment tools	Division Coordinators, Associate Superintendent, Principals & ICAPs, Teachers, Supervisor of Assessment, Data Analyst	November 2006–2011	Assessments administered to all students

<p>1.2.3 Establish, monitor, and evaluate remediation and intervention services as outlined in Objective 1.1.</p>		<p>Associate Superintendent, Principals & ICAPs, Teachers, Division Coordinators, Supervisor of Assessment, Data Analyst</p>	<p>March 2006–2011</p>	<p>Evaluation documentation</p>
<p>1.2.4 Convene a division-wide Literacy Leadership Team to establish a literacy framework for students in grades K-9.</p>	<p>Funding for approved recommendations from the Literacy Leadership Team</p>	<p>Associate Superintendent, Director of Special Education & Student Services, Literacy Coordinator, Principals & ICAPs, Teachers</p>	<p>August 2006–2011</p>	

Objective	Where We Are Today	Where We Want/Need To Be						
1.3 Increase the percentage of students who graduate (earns any type of diploma, except Certificate of Completion).	Graduation Rate 2005 All Graduates 86.55% African American 82.57% Caucasian 88.61% Hispanic 100.00% Disadvantaged 87.88% Special Ed 94.00% LEP 80.00%	Maintain a graduation rate of 92% for all subgroups Increase the percentage of African American and disadvantaged students receiving advanced and standard diplomas						
	High School Dropout Rate, 2004-2005 Fall <table border="1" data-bbox="751 646 1276 711"> <thead> <tr> <th>#Dropouts</th> <th>Membership</th> <th>Rate</th> </tr> </thead> <tbody> <tr> <td>CHS 43</td> <td>1326</td> <td>3.24%</td> </tr> </tbody> </table>	#Dropouts	Membership	Rate	CHS 43	1326	3.24%	Have a high school dropout rate of less than 2.5% per year
#Dropouts	Membership	Rate						
CHS 43	1326	3.24%						
	Percent of 9 th Graders Retained in 2005 All Grade 9 25.44% Male 30.58% Female 20.00% African American 36.32% Caucasian 14.53% Hispanic 14.29% Disadvantaged 39.04% Special Ed 14.00% LEP 18.75%	Reduce retention rate to no more than 10% of first time 9 th grade students						

The ultimate goal of the public school system is to provide students with the knowledge and skills necessary to graduate from high school and successfully move into post-secondary education or employment. As shown by recent studies and press accounts, a child's failure to graduate from high school has severe consequences both for them individually and for our society as a whole. It is therefore critical that we do everything possible to increase the percentage of CCS students who earn a high school diploma. Because definitions of the graduation rate vary widely, the division will focus on three significant measures of high school success: the high school graduation rate as defined by NCLB, the annual high school dropout rate, and the percentage of 9th graders retained in grade, because retention often predicts whether or not a student completes high school.

Strategy	Resources Needed	Position Responsible	Time Frame	Accountability Measure/ Expected Outcomes
1.3.1 Assess and analyze current school cultures, K–12, and develop a plan (address in SIP) to address identified weaknesses.		Principals & ICAPs, Associate Superintendent, Teachers/School Staff, Division Coordinators, Supervisor of Assessment, Data Analyst	May 2006–June 2008	School culture surveys conducted SIP
1.3.2 Study and implement an effective plan for students transitioning from Walker to Buford and from Buford to CHS.		Associate Superintendent Principals & ICAPs, Teachers, Division Coordinators, Data Analyst, Counselors	May 2006–June 2008	Walker/Buford transition plan Buford/CHS transition plan
1.3.3 Study and if appropriate implement alternative structural models (scheduling, reform models, and small learning communities) at the high school level.	Funding for approved alternative models	Principals & ICAPs Associate Superintendent, Director of Special Education & Student Services, Teachers, Division Coordinators, Supervisor of Assessment, Data Analyst	August 2006–2011	Effective structural model at CHS
1.3.4 Assess the effectiveness of the alternative school and the out-of-school suspension center and develop a plan to address identified weaknesses.		Assistant Superintendent, Principals & ICAPs, School staff, Division Coordinators, Supervisor of Assessment, Counselors	January–December 2007	Alternative School and Suspension Center programs modified
1.3.5 Train staff on research-based strategies that address the social, emotional and academic needs of secondary students.	Funding for inservice and supplemental pay	Associate Superintendent Principals & ICAPs, Teachers, Division Coordinators, Supervisor of Assessment, Director of Special Education & Student Services, Counselors	June 2006–2011	Professional Development Documentation Increased Achievement Improved climate

<p>1.3.6 Inform all students, grades K–12, about the requirements for graduating from high school</p>		<p>Principal & ICAPs, Teachers</p>	<p>September 2006–2011</p>	<p>Notification documentation</p>
<p>1.3.7 Develop individual school plans for each 9th grade student to complete high school, based on aspirations, current achievement level, etc.</p>		<p>Principal & ICAPs, Counselors, Teachers</p>	<p>January 2007–2011</p>	<p>Individual plans completed</p>
<p>1.3.8 Implement targeted SOL testing assistance to aid high school students in obtaining verified credits required for graduation.</p>	<p>Supplemental pay for teachers</p>	<p>Principal & ICAPs, Teachers</p>	<p>September 2006–2011</p>	<p>Increase in the number of students earning verified credits; Documentation of assistance received</p>
<p>1.3.9 Develop “second chance” program(s) to encourage dropouts to return to school.</p>	<p>Incentives for returning students; Supplemental pay for “second chance” teachers</p>	<p>Principal & ICAPs, Counselors, Teachers</p>	<p>September 2007–2011</p>	<p>Decrease in dropout rate</p>

Objective	Where We Are Today						Where We Want/Need To Be	
1.4 Increase the number of students advancing to a higher level of coursework.	Grades 9–12						Decrease to no more than 25% the number of students in general and applied classes.	
		Total	Male	Female	Caucasian	African-American		Increase to 18% the number of African American and disadvantaged students taking AP and Honors courses.
	A/P	9.05%	7.97%	10.00%	16.45%	1.22%		
	Honors	13.96%	12.42%	15.32%	24.01%	3.50%		
	Advanced	30.53%	27.73%	32.99%	37.06%	24.36%		
	General	42.46%	46.49%	38.92%	21.08%	64.42%		
	Applied	4.00%	5.39%	2.77%	1.41%	6.50%		
		Hispanic	Asian	Hawaiian	Unspecified	Disadvantaged		
	A/P	8.13%	11.64%	14.29%	7.04%	1.10%		
	Honors	10.00%	14.81%	0.00%	16.90%	2.29%		
	Advanced	27.50%	22.75%	28.57%	31.69%	21.55%		
	General	46.25%	48.15%	57.14%	38.73%	67.49%		
	Applied	8.13%	2.65%	0.00%	5.63%	7.56%		
		Special Ed	LEP					
	A/P	0.55%	2.51%					
Honors	1.37%	4.02%						
Advanced	7.69%	24.37%						
General	74.45%	59.30%						
Applied	15.93%	9.80%						
	Percentage of Students identified for the Quest program in Grades 2–12 as of March 31, 2006.						By 2010, increase to 30% the number of non-Caucasian students identified for Quest; and increase to 18% the number of disadvantaged students identified for Quest (per Local Plan for the Education of the Gifted, 2006–2011).	
	Non-Caucasian — 24.73% Disadvantaged — 14.71%							

To meet the many needs of our student body, CCS offers students a wide array of learning options. Yet the existence of an achievement gap is often evident in classroom composition with low-income, African-American, and disabled students overrepresented in remedial and special education classrooms. CCS is committed to raising expectations for all of our students by ensuring that all children are enrolled in high-level coursework that challenges them intellectually and helps them develop strong critical thinking skills.

Strategy	Resources Needed	Position Responsible	Time Frame	Accountability Measure/ Expected Outcomes
1.4.1 Train staff to identify and nurture student academic potential	Funding for inservice and supplemental pay	Principals & ICAPs, Coordinator of Instruction	November 2006–2011	Student referrals for talent development and gifted education, Data analysis and achievement of Quest and talent development students, Data analysis and achievement in AP and Honors classes
1.4.2 Support student achievement through K-12 talent development opportunities.		Principals & ICAPs, Coordinator of Instruction	August 2006–2011	Talent development data
1.4.3 Establish and refine criteria for determining student placement and monitor that criteria are being utilized properly.		Associate Superintendent, Principals	January 2007 - 2011	Criteria established and communicated
1.4.4 Enroll and support more students in dual enrollment classes.	Funding for dual enrollment classes	Principals, Division Coordinators, Counselors, Teachers	August 2006–2011	Increase in number students enrolled and successfully completing dual enrollment courses
1.4.5 Communicate to parents and community members the criteria for determining student placement.		Principals	February 2007 and annually thereafter	Documentation of parent communication
1.4.6 Train staff on the effective instruction of study skills strategies.	Funding for inservice and supplemental pay	Division Coordinators	February 2007	Professional development documentation Observation

<p>1.4.7 Monitor and evaluate the instruction of study skills strategies.</p>		<p>Principals</p>	<p>March 2007</p>	<p>Observation Teacher Evaluation Protocol</p>
<p>1.4.8 Provide enrichment and acceleration that moves students to higher levels of thinking, comprehending, and applying</p>	<p>Funding for approved initiatives</p>	<p>Teachers Principals & ICAPs</p>	<p>2006–2011</p>	<p>Observation Teacher Evaluation Protocol</p>
<p>1.4.9 Increase the number of underrepresented populations in the Quest program.</p>		<p>Coordinator of Instruction, Principals & ICAPs, Division Coordinators, Teachers</p>	<p>August 2007- 2011</p>	<p>Increased enrollment of underrepresented populations</p>

Objective	Where We Are Today	Where We Want/Need To Be
1.5 Enhance instruction with the integration and utilization of appropriate media/technology.	To be developed	To be developed

Technology plays an important role in the educational process and its careful and appropriate integration into the curriculum enhances instruction and learning. Staff must be trained in the utilization of technology, and the effectiveness of our computer and media services must be evaluated on a regular basis.

Strategy	Resources Needed	Position Responsible	Time Frame	Accountability Measure/ Expected Outcomes
1.5.1 Collaborate with Division Coordinators and teachers to integrate media/technology curriculum documentation and instructional practices.		Coordinator Tech Integration, Coordinator Instructional Media	Annually 2006–2011	Curriculum documents containing media/technology resources
1.5.2 Provide specialized staff development (division wide, at the school level, and teacher to teacher) and utilize external training opportunities (i.e. DOE, SVTC, on-line classes and tutorials, etc.)	Funds for professional development instructors Materials Teacher in-service Extension	Coordinator Tech Integration, Coordinator Instructional Media	Annually, 2006–2011	Calendar for professional development Pre/Post surveys & data collection
1.5.3 Develop and implement a plan for assessing student technology SOL proficiencies and information skills.	Funding for professional development and follow-up sessions	Coordinator Tech Integration, Coordinator Instructional Media, Division Coordinators	Annually, 2006–2011	Plan rubrics

<p>1.5.4 Provide on-line access to lessons, data systems, assessments, and related documents.</p>	<p>Funds for professional development instructors Materials Teacher in-service Extension</p>	<p>Coordinator Tech Integration Coordinator Instructional Media, CCS Webmaster, Network Administrator, Coordinator of Management Information Systems</p>	<p>Annual Updates 2006–2011</p>	<p>Availability</p>
<p>1.5.5 Expand division C&I web pages as a resource for staff, students, parents, and community.</p>		<p>Coordinator Tech Integration, Coordinator Instructional Media, Webmaster, School Content Managers</p>	<p>May 2006–2011</p>	<p>Availability</p>
<p>1.5.6 Increase media/technology diversity and infrastructure resources.</p>	<p>Funds for adequate replacement and innovation</p>	<p>Coordinator Tech Integration, Coordinator Instructional Media, Network Administrator</p>	<p>Annually, 2006–2011</p>	<p>Inventory Surveys Research studies Grants</p>
<p>1.5.7 Establish partnerships for identifying and delivering effective media/technology training to assist educators as they help students achieve high academic standards.</p>	<p>Inservice opportunities Funding for partnerships</p>	<p>Coordinator Technology Integration, Coordinator Instructional Media, Division Coordinators</p>	<p>Annually</p>	<p>Evidence of partnerships</p>
<p>1.5.8 Develop measurable targets for this objective.</p>		<p>Coordinator Technology Integration, Coordinator Instructional Media, Division Coordinators, Instructional Technology Resource Teachers</p>	<p>December 2006</p>	<p>Targets identified</p>

Objective	Where We Are Today	Where We Want/Need To Be
1.6 Evaluate the efficacy of all programs.	In the process of developing an intervention program database	All programs being evaluated on a regular basis based on longitudinal data

CCS is committed to improving education through the careful use of data and research. To ensure that we are utilizing the most effective and cost-efficient programs and strategies, we must carefully examine existing evidence of program effectiveness. We must also continuously engage in a process of self-assessment and improvement by rigorously monitoring and evaluating the efficacy of our programs and strategies. CCS possesses a significant capacity for sophisticated data collection and analysis. We are in the process of refining that capacity to enhance our ability to evaluate our educational programs.

Strategy	Resources Needed	Position Responsible	Time Frame	Accountability Measure/ Expected Outcomes
1.6.1 Complete development of program assessment database.	Funding for research assistant, as may be necessary	Information Systems Manager,	March 2006–2011	Assessment database completed
1.6.2 Establish and implement evaluation protocol for all division programs.		Associate Superintendent, Principals & ICAPs, Teachers	May 2006–2011	Protocol implemented with all programs
1.6.3 Research and implement best practice, research-based curricula, instruction, and assessment strategies that promote high level learning for all students.	Funding for approved strategies, as may be necessary	Division Coordinators, Associate Superintendent, Principals & ICAPs, Teachers	May 2006–2011	Increased student achievement
1.6.4 All proposals to adopt new programs or strategies will include research-based evidence of effectiveness.		Superintendent, School Board	May 2006–2011	Research-based evidence in adopted programs and strategies
1.6.5 No new program or strategy will be implemented without a protocol for assessing its effectiveness.		Superintendent, School Board, Professional Staff	July 2006–2011	Assessment protocols identified in program or strategy

Objective	Where We Are Today				Where We Want/Need To Be
1.7 Include students with special needs in general education classes to the extent possible	Special Education	Self-Contained*	Resource	Total Sp.Ed.	
	Burnley-Moran	18	34	52	
	Clark	15	30	45	
	Greenbrier	15	21	36	
	Jackson-Via	14	41	55	
	Johnson	19	35	54	
	Venable	22	35	57	
	Walker	38	58	96	
	Buford	47	61	108	
	CHS	56	126	182	
Total	244	441	685		
<p>*Self-Contained: Students spending more than 50% of time in a special ed classroom for their primary disability. Beginning with the Dec 1, 2006 Child Count, the actual percentage of time spent by special education students in regular classrooms will be available.</p>					
<p>LEP Students: LEP students spend the majority of their day in regular education classes. Typically level 1 and level 2 students spend 1–2 class periods a day with the ESL teacher; level 3–4 students meet with the ESL teacher no more than 3 times a week; and monitor students do not meet with the ESL teacher. ESL services at each school are designed to meet the students’ English language proficiency and literacy needs and to take into consideration the number of hours an ESL teacher spends at that school. Normally beginning level LEP students at the secondary level have more contact with the ESL teacher than children in the primary and elementary grades.</p>					

Inclusion of students with special needs in classes with the general student population serves not only educational purposes; it also plays an important role in the social development of all our children. Most of our students with disabilities and those with limited English proficiency will ultimately have to function in a world dominated by persons who are able-bodied and fluent in English. It is important for our schools to offer them an opportunity to prepare for this future by experiencing school with their mainstream classmates. And it is equally beneficial for those classmates to get to know and interact with their peers with special needs.

Strategy	Resources Needed	Position Responsible	Time Frame	Accountability Measure/ Expected Outcomes
1.7.1 Develop and implement a plan for expanded inclusion of special education students in general education classes, with appropriate services	Funding for services, Supplemental pay for staff training	Director of Special Education & Student Services, Students services personnel, CCS administrators	2006–2011	Documentation of student participation
1.7.2 Develop and implement a plan for expanded inclusion of LEP students in general education classes, with appropriate services	Funding for services, Supplemental pay for staff training	Director of Special Education & Student Services, Students services personnel, CCS administrators	2006–2011	Documentation of student participation

Charlottesville City Schools
2006–2011 Strategic Plan

Goal #2: Support the whole child (physical, social, emotional needs)

CCS recognizes that a student’s physical, social and emotional well-being has a direct impact on academic achievement. It is important for schools to provide a support system to ensure students are prepared to take advantage of the learning opportunities available to them. Counseling services and instruction in the fine and performing arts, career and technical education, physical education, and health, safety and life skills not only support instruction in the core areas but help prepare students for success in the multiple domains of their lives. The definition of achievement should move into this realm and surpass satisfactory accomplishment in core academic subjects. These requirements exceed minimum State of Virginia Standards of Quality (SOQs) and often require offering services beyond the school day or employing resources outside the school division.

Objective	Where We Are Today	Where We Want/Need To Be
2.1 Utilize division and community resources and agencies to address the physical, social and emotional needs of students	Current collaboration with several agencies providing multiple levels of service	Strengthen and expand as necessary to meet physical, social and emotional needs

Intellectual ability is only one determining factor in a student’s academic performance. Some students suffer from conditions such as emotional instability, lack of family support, poor nutrition, sleep deprivation, and truancy that can impede their academic achievement. The school division must build its capacity to address these conditions and strengthen its collaborations with outside social service agencies and organizations possessing resources that can be used to help address these problems.

Strategy	Resources Needed	Position Responsible	Time Frame	Accountability Measure/ Expected Outcomes
2.1.1 Develop and implement a student support team process for a continuum of student needs.	Examples of research based models Staff development for program adopted	Director of Special Education & Student Services, CCS administrators	Research conducted spring 2006 Program selected and staff development for opening of school 2006–07 Annual analysis of referral and eligibility data	Earlier identification and addressing of student needs with fewer special education referrals and reduced disproportionality

<p>2.1.2 Collaborate with Charlottesville Schools personnel to update internal school division resources for students and families</p>	<p>Staff time for developing the listing of services and updating information.</p> <p>Schedule of meetings to discuss programs, gaps and plans for improvement.</p> <p>Staff development for staff on identification and referral procedures</p>	<p>Director of Special Education & Student Services, Students services personnel, CCS administrators</p>	<p>Compiled resource information by December 2006</p> <p>Updates reviewed annually in December</p>	<p>Comprehensive listing of all programs or services available in Charlottesville City Schools or for CCS families with participation and referral information</p>
<p>2.1.3 Explore models for improving existing collaborations with local social services agencies and other community resources.</p>	<p>Funding to support recommended and approved models.</p>	<p>Director of Special Education & Student Services, Students services personnel, CCS administrators</p>	<p>May 2006–2011</p>	<p>Recommendations on models to implement</p>
<p>2.1.4 Collaborate with Charlottesville/Albemarle Commission on Children and Families to update “Guide to Youth Services for Charlottesville and Albemarle County” to include participation criteria and referral procedures</p>	<p>Staff time for contacting agencies and updating information.</p> <p>Schedule of meetings to discuss programs, gaps, and plans.</p> <p>Staff development for identification and participation procedures.</p>	<p>Director of Special Education & Student Services, CCS representatives</p>	<p>Compiled guide complete by December 2006</p> <p>Updates will be reviewed annually in December</p>	<p>Resource Guide on-line</p> <p>Links to resource guide on web pages of participating organizations</p>

Objective	Where We Are Today	Where We Want/Need To Be
2.2 Promote student health and well-being through research-based health, physical education and nutrition, school safety and prevention programs and activities	Wellness policy is developed, discipline/prevention programs are being examined, and the counseling program is in the initial stages of curriculum design	Work with CCS administrators to implement wellness policy, discipline/prevention programs and counseling curriculum. Coordinate with PE coordinator for PE programs and reduction of obesity issues

The United States faces a crisis of obesity among its youth. Our schools must be part of the solution, not part of the problem. We must not only teach students how to stay healthy and fit, but also help them achieve this goal.

Strategy	Resources Needed	Position Responsible	Time Frame	Accountability Measure/ Expected Outcomes
2.2.1 Develop and implement Wellness Policy for school division	PE coordinator SHAB/COTF and Nutrition Services to write for grant monies to implement policy and regulations	Nutrition Services Coordinator, PE Coordinator, Principals	Adopt a policy by July 2006 Begin implementation by August 2006.	Increased number of students at each grade level who can meet a PE fitness assessment All foods and beverages offered on campus are consistent with the American Dietary Guidelines Increased standardized nutrition education offered in the classroom or educational environment Increased participation of school staff and personnel in wellness training

<p>2.2.2 Develop an obesity screening protocol</p>	<p>Local medical volunteers to assist counselors, nurses and PE teachers at the building levels</p> <p>Training by Health Department/COTF to staff and volunteers to collect data properly and with complete anonymity/privacy</p>	<p>PE Coordinator, Principals, Director of Special Education & Student Services, Nutrition Services Coordinator</p>	<p>2006–2011</p>	<p>Increased number of students by grade level assessed for over weight screening</p> <p>Decrease the number of students identified as at-risk for overweight and who are overweight</p>
<p>2.2.3 Reduce use of candy and other sweets as rewards</p>	<p>Funding for other types of incentives</p>	<p>Principals & ICAPs, Teachers</p>	<p>May 2006–2011</p>	<p>Decrease the number of students identified as at-risk for overweight and who are overweight</p>
<p>2.2.4 Meet compliance for PE/Health Programs</p>		<p>PE Coordinator, PE teachers, Principals</p>	<p>By June 2007</p>	<p>Compliance Report</p>

Objective	Where We Are Today				Where We Want/Need To Be
<p>2.3 Provide students with opportunities to prepare for postsecondary education and employment</p>	<p>Current career development programs exist to prepare students for postsecondary education and employment. (See addendum describing programs)</p>				<p>Career development programs and postsecondary linkages will be strengthened to better prepare students for employment, education and training.</p>
	<p>CATEC Courses</p>	<p>Students</p>	<p>CTE Courses</p>	<p>Students</p>	
	<p>Adv Comp Network</p>	<p>3</p>	<p>ArchDr/CAD</p>	<p>18</p>	
	<p>Anim&Clay</p>	<p>8</p>	<p>Business Law</p>	<p>14</p>	
	<p>Auto Body I</p>	<p>3</p>	<p>Business Managmt.</p>	<p>19</p>	
	<p>Auto Body II</p>	<p>1</p>	<p>Child Dev/Parent</p>	<p>37</p>	
	<p>Auto Tech I (PM)</p>	<p>3</p>	<p>Comp Info Sys</p>	<p>21</p>	
	<p>Auto Tech II (AM)</p>	<p>2</p>	<p>Comp Pro & Applic.</p>	<p>39</p>	
	<p>Barbering I (PM)</p>	<p>9</p>	<p>Eng Drw/CAD</p>	<p>15</p>	
	<p>Barbering II (AM)</p>	<p>2</p>	<p>Fash Design/Merch</p>	<p>36</p>	
	<p>Basic Carp/Woodwk</p>	<p>1</p>	<p>Health & Med Sc I</p>	<p>36</p>	
	<p>Carpentry I</p>	<p>2</p>	<p>Hlth & Med Sci II</p>	<p>9</p>	
	<p>Carpentry II</p>	<p>1</p>	<p>Inter. Marketing</p>	<p>10</p>	
	<p>Computer Network</p>	<p>5</p>	<p>Internet Mkt</p>	<p>25</p>	
	<p>Cosmetology I</p>	<p>7</p>	<p>Marketing</p>	<p>4</p>	
	<p>Cosmetology II</p>	<p>7</p>	<p>Marketing Co-op</p>	<p>10</p>	
	<p>Crm Just I-CATEC</p>	<p>6</p>	<p>MechDr/CAD</p>	<p>41</p>	
	<p>Crim Just II-CATEC</p>	<p>6</p>	<p>Nutrition/Wellness</p>	<p>72</p>	
	<p>Cul Arts I-CATEC</p>	<p>8</p>	<p>Office Adm.</p>	<p>18</p>	
	<p>Cul Arts II-CATEC</p>	<p>3</p>	<p>Pr. Bus. & Mkt</p>	<p>7</p>	
	<p>Early Child Ed I</p>	<p>5</p>	<p>Technology Found.</p>	<p>54</p>	
	<p>Electricity I</p>	<p>2</p>	<p>Technology Transf.</p>	<p>23</p>	
	<p>Emerg. Med. Tech.</p>	<p>6</p>	<p>Word Proc./DTP</p>	<p>21</p>	
	<p>Firefighter I</p>	<p>4</p>	<p>Total CTE Enr.</p>	<p>529</p>	
<p>Masonry II</p>	<p>1</p>	<p>Dual Enrollment</p>	<p>Students</p>		
<p>Nail Technician</p>	<p>1</p>	<p>English 12 DE</p>	<p>18</p>		
<p>Nursing Assist.</p>	<p>15</p>	<p>Enviromental Sci DE</p>	<p>34</p>		
<p>Nursing Assist. II</p>	<p>7</p>	<p>PreCal/ApIcal DE</p>	<p>22</p>		
<p>Total CATEC Enr.</p>	<p>118</p>	<p>Total Dual Enr.</p>	<p>74</p>		

As students move through high school, they make decisions that will influence their options for post-graduate employment or movement into higher education. By helping children understand their options and giving them the tools needed to reach their goals, our schools play a vital role in preparing them for life after graduation.

Strategy	Resources Needed	Position Responsible	Time Frame	Accountability Measure/ Expected Outcomes
2.3.1 Create additional linkages to postsecondary education, training and employment options to enable students to proceed seamlessly after high school into further education and training programs	Full-time career coach/specialist position, Dual enrollment/dual credit options/articulated courses, Continued support of career pathways initiative, Placement test for PVCC, Student participation in career days, job fairs	Administration, 7–12, Counselors, 7–12, Coordinator of Career & Technical Education, CATEC Director, Vocational planner, CTE staff, Career coach, Director of Central VA Tech Prep Consortium	2006-2011	Increased number of CHS students enrolled at PVCC, Increased number of students earning articulated credits/dual enrollment credits, Increased number of students taking Compass Placement Test, Increased number of students completing certification programs at CATEC
2.3.2 Develop or refine career development activities, to provide opportunities for students to develop knowledge of careers, occupational awareness, and types of employment opportunities	Time and compensation for counselors, vocational planner, career counselor and career coach to review and revise K–12 Career Development Model, Interest inventories, career assessment, etc., Work-based learning opportunities	Vocational planner, Career specialist, Career coach, School counselors, Director of Special Education & Student Services	By June 2007 and annually thereafter	Completed K-12 Career Development Model
2.3.3 Develop and refine career and technical education to provide diverse programs that integrate academic and career preparation to enable all students who participate to receive academic, technical and workplace knowledge and skills	Certified CTE teachers, State of the art equipment, Instructional materials and supplies, Curriculum development, Staff development	Coordinator of Career & Technical Education, Vocational planner, CATEC Director, CTE staff	2006-2011	Completed CTE Program Planning Guide, Local plan/application for Career and Technical Education funds, CTE Website
2.3.4 Research and implement the American School Counselors Association model for school counselors	Staff development for counselors, Time for curriculum development	Director of Special Education & Student Services, Student services staff, School counselors	2006-2008	Status Report

Objective	Where We Are Today	Where We Want/Need To Be
<p>2.4 Provide fine and performing arts opportunities to all students</p>	<p>Fine arts opportunities exist for all students through curriculum and current collaborations with local and state organizations (# of students in band, choir, and orchestra by ethnicity; Jackson-Via and Clark students who enter band and orchestra, K-6 art and music time allotments)</p>	<p>Increase opportunities for all students and presence of under-represented populations in fine arts classes and activities</p>

CCS proudly supports its fine and performing arts programs. These programs will continue to be strengthened as we work to expand offerings and encourage greater participation.

Strategy	Resources Needed	Position Responsible	Time Frame	Accountability Measure/ Expected Outcomes
<p>2.4.1 Emphasize to students and parents the importance of the arts in the daily lives of our students and give significance to utilizing leisure time in a constructive way</p>		<p>Fine Arts Coordinator, Fine Arts Teachers</p>	<p>2006–2011</p>	<p>Documentation of public forums for parents and students</p>
<p>2.4.2 Increase presence of under-represented populations to take and remain in fine and performing arts classes by development of after school programs and collaborative efforts with community groups</p>	<p>Staff development</p>	<p>Fine Arts Coordinator, Fine Arts Teachers</p>	<p>2006–2011</p>	<p>Status Report Increased number of students participating</p>
<p>2.4.3 Develop curricula that supports the needs of the diverse group of students participating in ArtQuest classes</p>	<p>Staff development</p>	<p>ArtQuest Specialist, Fine Arts Coordinator, Coordinator of Instruction, Art Teachers</p>	<p>By June 2007</p>	<p>Documentation of curricula</p>
<p>2.4.4 Revise the current Art Education Curriculum Guide</p>	<p>Staff development Adequate funding</p>	<p>ArtQuest Specialist, Fine Arts Coordinator Art Teachers</p>	<p>Draft by June 2007 Final by June 2008</p>	<p>Documentation of curriculum</p>

2.4.5 Research and implement a division-wide arts integration curricular model	Adequate funding	Associate Superintendent, Division Coordinators, Principals & ICAPS	By June 2007	Completed model, as applicable if recommended and approved
2.4.6 Increase the under-represented populations in band and orchestra	Staff development	Fine Arts Coordinator, Fine Arts Teachers	2006–2011	Status Report Increased number of students participating
2.4.7 Maintain or increase K-6 time and staff allotments for exposure to art and music	Adequate funding	Fine Arts Coordinator, Principals, Associate Superintendent	2006–2011	Division-wide equity and teacher stability in elementary schools
2.4.8 Plan additional fine arts assembly programs that expose all students to a wide variety of world-class performances that reflect the diverse population of the student body	Funding for performances	Fine Arts Coordinator	2006–2011	Detailed list of division-wide fine arts assembly programs
2.4.9 Work in partnership with local and state organizations to sponsor above programs	Adequate funding	Fine Arts Coordinator	2006–2011	Programs held

Objective	Where We Are Today	Where We Want/Need To Be
2.5 Maintain a rich variety of sports and extracurricular activities to encourage exploration of individual interests and to engage students in school	CHS: VHSL Athletic Activities (47) CHS: VHSL Academic Activities (6) (See addendum for listing)	

Research shows that students who do not feel engaged by school are unlikely to be successful and are at high risk of eventually dropping out. Interscholastic sports and other student activities play an important role in making school appealing to our students. We are, therefore, committed to maintaining a rich and diverse set of extracurricular offerings for our students.

Strategy	Resources Needed	Position Responsible	Time Frame	Accountability Measure/ Expected Outcomes
2.5.1 Regularly monitor student participation in sports and extracurricular activities		PE Coordinator, PE Teachers, Counselors, Activity Sponsors	2006–2011	Documentation of student participation
2.5.2 Survey students about their satisfaction with current extracurricular offerings		Principals, Counselors, Teachers	2006–2011	Survey results
2.5.3 Consider refining offerings based on survey results	Funding to support new offerings	Principals, Counselors, Teachers	2006–2011	New offerings implemented
2.5.4 Consider partnerships with outside organizations to expand extracurricular opportunities	Funding to support new offerings	Principals, Counselors, Teachers	2006–2011	Collaborative offerings implemented
2.5.5 Consider possible modifications (i.e. scheduling, transportation, subsidies) to reduce barriers to participation	Funding to support participation	Principals, Counselors, Teachers	2006–2007	Support for students with barriers

Charlottesville City Schools
2006–2011 Strategic Plan

Goal #3: Increase family, school and community involvement and collaboration

Schools, families and the general community each have a vested interest in ensuring that all students receive the support they need in order to be held to high standards of academic and personal achievement. Such a supportive environment requires relationships centered on respect and trust. Schools must engage parents and the community in the education of our children. Parents and the community must be willing, involved partners in the process.

Objective	Where We Are Today	Where We Want/Need To Be
3.1 Improve relationships and trust between the school and community	Use climate survey to establish baseline	Improve in key areas noted in the survey by 25%

Successful schools and school divisions focus on developing and maintaining relationships and trust with the families and communities they serve. Positive relationships must be established for great teaching and learning to occur.

Strategy	Resources Needed	Position Responsible	Time Frame	Accountability Measure/ Expected Outcomes
3.1.1 Engage community members in public conversations to build consensus and a common sense of purpose regarding what the community values and what the community expects from the schools	Time and commitment New knowledge, skills and dispositions about teaching for diversity and equity	Superintendent	Summer 2006–2011	Decreased alienation among parents and students Increased participation of parents and community in school processes
3.1.2 Expand use of school facilities as community centers.	Funding for maintenance and security services	Assistant Superintendent for Support Services, Principals	August 2006–2011	Report on community facility use

Objective	Where We Are Today	Where We Want/Need To Be
3.2 Enhance communication among school, home and the community at large	Use climate survey to establish baseline	Increase by 25% in the key areas noted in climate survey results

Good communication builds relationships and trust which are the foundation for strong schools. Communication is the key to developing meaningful partnerships between families, schools and the community.

Strategy	Resources Needed	Position Responsible	Time Frame	Accountability Measure/ Expected Outcomes
3.2.1 Conduct school climate survey to develop baseline data on community perceptions of schools.	Funds to develop or purchase survey	Assistant Superintendent	Fall 2006	Survey completed
3.2.2 Implement new division communication plan.	Funds to support plan	Professional Staff	August 2006–2011	Implementation documentation
3.2.3 Consider accessibility and communications in evaluations of professional staff.		Professional staff	March 2007–2011	Evaluation documentation
3.2.4 Expand information about schools available through CCS website.		Principals, Webmaster	May 2006–2011	Information on CCS website

Objective	Where We Are Today	Where We Want/Need To Be
3.3 Increase opportunities to involve families in their children’s education	Use climate survey to establish baseline	Increase by 25% in the key areas noted in climate survey results

As a community we can expand and clarify our understanding of and expectations for parent involvement with school to include parenting activities that take place outside of the school/school day and parent advocacy especially among traditionally underserved children.

Strategy	Resources Needed	Position Responsible	Time Frame	Accountability Measure/ Expected Outcomes
3.3.1 Implement effective research-based strategies to empower families as advocates for their children’s education	Funding for implementation as may be necessary	Associate Superintendent, Principals & ICAPs	July 2007	Increased communication between the school, home and community, Increased involvement (interviews, school climate surveys), Increased parent participation in school governance and decision-making
3.3.2 Design and implement pilot program to identify and appoint advocates/ombudsmen for individual students whose families need/request support in advocating on behalf of their children.		Assistant Superintendent for Support Services, Director of Special Education & Student Services, Principals & ICAPs, Counselors	August 2007–2011	Advocate program in place

Objective	Where We Are Today	Where We Want/Need To Be
3.4 Expand meaningful partnerships with business, higher education, and community organizations that benefit our students, teachers and schools	Establish how many meaningful partnerships currently exist	Increase meaningful partnerships by 25%

Effective school divisions work in partnership with the communities that they serve, identifying common values and goals, sharing resources, working collaboratively for continuous improvement and finding ways to build capacity.

Strategy	Resources Needed	Position Responsible	Time Frame	Accountability Measure/ Expected Outcomes
3.4.1 Establish a task force including PVCC, CCS, UVA, and local business and community organizations explore joint activities that facilitate division strategic plan goals.	Time and commitment Travel Meeting space	Superintendent	2006–2011	Action Plan Increased institutional capacity for improving student achievement for all students through established networks, processes, projects and resources Over time sharing resources and cross division/organization collaboration should result in cost savings (in Professional Development, time)

Objective	Where We Are Today	Where We Want/Need To Be
3.5 Increase collaboration with other school divisions	Establish how many collaborative partnerships currently exist with other school divisions	Increase by 25% collaborative partnerships with other school divisions

Effective school divisions work in partnership with other school divisions, identifying common values and goals, sharing resources, working collaboratively for continuous improvement and finding ways to build capacity to improve student achievement.

Strategy	Resources Needed	Position Responsible	Time Frame	Accountability Measure/ Expected Outcomes
3.5.1 Propose the creation of a joint City-County task force to explore joint activities that could efficiently and effectively facilitate both school divisions' strategic plan goals.	Time and commitment Travel Meeting space	Superintendent	2006–2011	Action Plan Increased institutional capacity for improving student achievement for all students through established networks, processes, projects and resources Over time sharing resources and cross division/organization collaboration should result in cost savings (in Professional Development, time)

Charlottesville City Schools
2006–2011 Strategic Plan

Goal # 4: Recruit, retain and support diverse and effective leadership, teachers and staff.

The quality of a school division’s instructional staff can have a dramatic effect on student achievement. For this reason, Charlottesville City Schools strive to maintain a talented and effective team of teachers and other instructional personnel. Charlottesville City Schools also believe that students are best served by a diverse group of instructional personnel. Our recruitment efforts should reflect this belief. We must be mindful of providing teachers with a healthy and supportive work environment, as well as better and more frequent opportunities for meaningful professional development.

Objective	Where We Are Today	Where We Want/Need To Be
4.1 Maintain a competitive salary structure and attractive benefits for CCS employees.	Current teacher scale is third highest regionally.	Teacher scale should remain among the top three for the region.

While numerous other factors may influence an individual employment decision, competitive salaries and benefits are critical to Charlottesville City Schools’ ability to attract and retain quality personnel.

Strategy	Resources Needed	Position Responsible	Time Frame	Accountability Measure/ Expected Outcomes
4.1.1 Ensure that all pay scales are competitive to local or state market	HR study	Director of Human Resources	2006–2009	Salary scales
4.1.2 Implement salary adjustments based on the results of the human resources study.	HR study	Director of Human Resources	2006–2009	Salary scales
4.1.3 Regularly review employee benefit offerings and consider expansion of benefits as appropriate and affordable.		Coordinator of Benefits, Director of Human Resources	2006–2011	Benefits package list (including optional benefits)
4.1.4 Conduct a comprehensive review of all compensation every five years.	Funding	Director of Human Resources, Director of Finance	Spring 2011	Comparison report

Objective	Where We Are Today	Where We Want/Need To Be
4.2 Meet all No Child Left Behind requirements for highly qualified instructional staff.	Approximately 94% of classes are taught by highly qualified teachers	100% of classes taught by highly qualified teachers

No Child Left Behind requires that all instructional staff be highly qualified in the fields in which they teach. We strive to ensure that all of our teachers have the training, experience, and skills to meet the needs of our students.

Strategy	Resources Needed	Position Responsible	Time Frame	Accountability Measure/ Expected Outcomes
4.2.1 Identify and focus Professional Development offerings on areas without 100% highly qualified instructional personnel on Instructional Data Collection Report	% of highly qualified teachers Communication HR instructional report Number of staff who take advantage of funding for courses	Director of Human Resources, Licensure Specialist, Tech Support Specialist	2006–2011	Instructional personnel report
4.2.2 Provide Professional Development opportunities for Instructional Staff who are not Highly Qualified	Funding for seminars and increased tuition	Associate Superintendent, Director of Special Education & Student Services	2006–2011	PD documentation Tuition & training reimbursement records
4.2.3 Ensure assignment within building is consistent with license endorsements	VDOE course code guide	Principals & ICAPs	2006–2011	Instructional personnel report School master schedule
4.2.4 Provide ongoing mentor training for teacher mentors and ICAPs	Funding	Associate Superintendent Coordinator of Instruction	2006–2011	Record of training New teacher retention records

Objective	Where We Are Today	Where We Want/Need To Be
4.3 Increase diversity among teaching faculty.	Currently, minority teaching faculty is approximately 17.31 percent of total certified teaching faculty. (76/439)	Increase applicant pool and faculty makeup to reflect adult minority proportion of Charlottesville (approximately 20%)

We want our teachers to reflect the diversity of our schools and of our community. We work actively to increase our pool of teachers from underrepresented groups.

Strategy	Resources Needed	Position Responsible	Time Frame	Accountability Measure/ Expected Outcomes
4.3.1 Provide HBCU's with CCS recruitment literature hard copy and electronically		Admin Tech for Human Resources	2006–2011	Mailing lists
4.3.2 Ensure full participation by all school administrative staff at local and regional recruiting events	Recruiting event invitations to staff and attendance by staff	Superintendent, Director of Human Resources, Associate Superintendent, Director of SPED & SS, Principals	2006–2011	Recruiting event participation lists Hiring recommendations Record of offer letters Annual hiring report to Board
4.3.3 Partner with AATF and have school division personnel on Board of that org		Director of Human Resources, Exec Director of AATF, Associate Superintendent	2006–2011	AATF publications, meeting minutes, etc
4.3.4 Provide monetary hiring incentives for selected, highly desirable candidates (money for site visits, hotel stays, meals, etc.)	Funding	Director of Human Resources, Business partners	2006–2011	List of hiring incentives/benefits List of Business partners
4.3.5 Update recruiting materials	Funding	Director of Human Resources, Coordinator of Personnel, PR coordinator	2006–2011	Recruiting documents and materials Recruiting schedule Lists of recruiting contacts by event
4.3.6 Develop and implement a division-wide teacher retention plan	Funding	Director of Human Resources, Principals	2007–2011	New teacher retention statistics

Objective	Where We Are Today	Where We Want/Need To Be
4.4 Provide support to staff through implementation of systematic and systemic professional development aligned with division’s strategic plan.	Newly created strategic plan and evaluation documents. Baseline data on teacher performance from pilot evaluations	Strategic plan and professional development offerings are consistent Set targets for teacher performance ratings

Effective teaching is a skill that can be learned. Charlottesville City Schools strive to maintain an extensive program of high quality professional development, tailored to meet the needs of our staff and the goals of our strategic plan.

Strategy	Resources Needed	Position Responsible	Time Frame	Accountability Measure/ Expected Outcomes
4.4.1 Create division-wide professional development plan	Funding	Associate Superintendent, Division Coordinators Principals	2006–2011	Professional development plan and annual schedules
4.4.2 Implement new Teacher Evaluation protocol and provide training in its use to school level administrators	Funding	Director of Human Resources, Consultant	Spring 2006 Pilot evaluations during the 2006–2007 school year	
4.4.3 Target professional development on performance areas most frequently identified as needing improvement in teacher evaluations.		Director of Human Resources, Associate Superintendent, Principals, Professional development team	Annually	Create evaluation summary document for certified staff Professional development calendar

Objective	Where We Are Today	Where We Want/Need To Be
4.5 Enhance the division’s human resources services.	Existing infrastructure is inadequate to support a high quality HR operation.	Create policies, procedures and processes to support a high quality HR operation.

Our employees are the Charlottesville City Schools’ most important resource. We will seek to improve the capacity of our human resources department to meet their needs.

Strategy	Resources Needed	Position Responsible	Time Frame	Accountability Measure/ Expected Outcomes
4.5.1 Develop and implement training programs for diversity, safety, etc in the school division.	Funding	Associate Superintendent, Director of Human Resources	2007	Diversity training plan/manual Training documents
4.5.2 Develop and implement health and wellness programs for division employees.	Funding	Coordinator of Benefits	2007–2011	Seminars Insurance claims history
4.5.3 Develop performance management program for classified personnel	Funding	Director of Human Resources, Coordinator of Personnel	2006–2009	
4.5.4 Review and refine hiring processes. Develop and implement online application, tracking process, exit interview and admin training	Funding	Director of Human Resources, Coordinator of Personnel	2006–2009	

HBCU – Historically Black Colleges and Universities
AATF – African American Teaching Fellows
HR – Human Resources
PD – Professional Development

Charlottesville City Schools

2006–2011 Strategic Plan

Goal # 5: Provide all students and staff with an environment conducive to learning.

Learning does not take place in a vacuum. Teachers’ ability to teach, and students’ ability to benefit from that teaching, can depend greatly on conditions in the school and the classroom. Do students feel welcome, safe, and secure? Is the classroom orderly or disruptive? Are the classrooms clean, properly equipped, and comfortable? Are students even in class, ready to learn? The Charlottesville City Schools are committed to ensuring that all of our schools offer an environment that is conducive to learning.

Objective	Where We are Today	Where We Want/Need To Be
<p>5.1 Identify and increase cultural competencies among staff and students.</p>	<p>Two schools have had professional development and discussions around school culture, equity and diversity.</p> <p>One of our professional development focuses for the next five years is school culture, equity and diversity.</p>	<p>The school division will demonstrate respect for diversity through educational programs for teachers, other staff members, and students that emphasize appreciation and understanding of cultural and individual differences.</p>

We live in a diverse community, made up of people from widely varying backgrounds. Our schools mirror this diversity, with students drawn from many different races, ethnic groups, socioeconomic backgrounds and levels of ability. The Charlottesville City Schools not only acknowledge, but celebrate this diversity. We hold the same high level of expectations for all students, regardless of background. And we strive to make all of our students and their families feel welcome in our schools.

Strategy	Resources Needed	Position Responsible	Time Frame	Accountability Measure/ Expected Outcomes
<p>5.1.1 In-service staff on cultural differences, diversity, sensitivity training, social needs, student motivation and home environments. Invite parent representatives from the various communities to participate in the in-service.</p>	<p>Division-wide at professional development days during school year.</p>	<p>Associate Superintendent, Principals & ICAPs, Division Coordinators</p>	<p>2006–2011</p>	<p>Professional development calendar</p>

Objective	Where We are Today	Where We Want/Need To Be
5.2 Refine a consistent, division-wide set of expectations for student conduct and revise the Code of Student Conduct to reflect that policy.	Code of Conduct revised annually	Up-to-date Student Conduct Policy and conforming Code of Conduct

It is important that we set, consistent expectations for our students concerning acceptable conduct. These expectations must be consistent across classrooms, across grade levels, and across schools. The Code of Student Conduct, provided annually to every student and his/her family, must reflect these expectations.

Strategy	Resources Needed	Position Responsible	Time Frame	Accountability Measure/ Expected Outcomes
5.2.1 Meet with parents, community leaders, law enforcement, school personnel to explain, inform and get input regarding rules, regulations and expectations for students outlined in the Code of Student Conduct.	Funds for draft copies of Code for meetings	Assistant Superintendent for Support Services, Law enforcement, School board members, School administrators	2006–2011	Meeting documentation
5.2.2 Develop a consistent, division-wide standard of acceptable student conduct and of appropriate responses to departures from that standard and incorporate them into board policy.		Assistant Superintendent for Support Services, Principals & ICAPs, Teachers	2006–2007	Division-wide standard developed
5.2.3 Train both students and staff in these standards	Professional development, School assemblies, Classroom lesson plans	Assistant Superintendent for Support Services	August–November2006	Documentation of training sessions

Objective	Where We are Today	Where We Want/Need To Be
5.3 Develop and implement systemic strategies to address inappropriate behavior and minimize loss of instructional time	Discipline Referrals School Year 2004–2005 Serious Referrals as defined by School Report Card and/or Reported to Law Enforcement as per Code of Virginia 224 Other Student Referrals 6616 Total Student Referrals 6840 (for details, see addendum)	To be determined
	2004–2005 Total Short-Term (<10 days) Suspensions = 1343	To Be Determined
	2004–2005 Total Long-Term (>10 days) Suspensions = 9	To Be Determined
	2004–2005 Total Expulsions = 1	To Be Determined

Personal accountability for actions and decisions is the cornerstone of a civilized society. Students should be taught – both at home and in schools – informed decision-making processes. Parents, students, the school division, and the community are partners in this endeavor. To this end, an orderly, safe, and secure environment must exist in our schools.

Strategy	Resources Needed	Position Responsible	Time Frame	Accountability Measure/ Expected Outcomes
5.3.1 Review and consider recommendations of Student Conduct Task Force	Funding for approved recommendations	School Board, Assistant Superintendent, Principals, Coordinator of Alternative Education, Information Systems Coordinator, Director of Special Education & Student Services	Summer/Fall 2006	Adoption/Rejection of task force recommendations
5.3.2 Develop and implement consistent definitions and coding for all disciplinary incidents		Assistant Superintendent, Principals, Coordinator of Alternative Education, Information Systems Coordinator, Director of Special Education & Student Services	December 2006	

<p>5.3.3 Identify and implement effective, research-based program(s) to train students in appropriate conduct and to positively reinforce good behavior.</p>	<p>Possible budget implications for fiscal year 2007-08</p>	<p>Assistant Superintendent</p>	<p>December 2006</p>	<p>Recommendation to the Board</p>
<p>5.3.4 Pilot and study restorative justice practices.</p>		<p>Assistant Superintendent</p>	<p>Spring 2007</p>	<p>Report to the Board</p>
<p>5.3.5 Explore increased use of disciplinary sanctions that do not result in loss of instructional time (e.g. after-school and Saturday suspension, school-based community service.</p>	<p>Funding to pay monitors for suspension programs</p>	<p>Assistant Superintendent</p>	<p>August 2007–2011</p>	<p>Recommendation to the Board</p>
<p>5.3.6 Relocate in-school suspension program away from Alternative Education facility.</p>	<p>Funding for alternative site</p>	<p>Assistant Superintendent</p>	<p>August 2006</p>	<p>In-school suspension program relocated</p>
<p>5.3.7 Consider alternative research-based models for Alternative Education program.</p>	<p>Funding for any approved models, as applicable</p>	<p>Assistant Superintendent</p>	<p>2006–2007</p>	<p>Adopted alternative model</p>

Objective	Where We are Today		Where We Want/Need To Be
5.4 Reduce the number of students who are habitually absent or tardy.	SY 2004-2005 Total (See addendum for Average Daily Attendance by School)	% of students with 10 or more absences 35.85% % of students with 10 or more tardies 22.94%	Percentage of students with 10 or more absences: <25% Percentage of students with 10 or more tardies: <15%

Students who are not in school cannot learn. Students who are frequently absent from school quickly fall behind and often find it difficult to catch up. Just as important, frequent absenteeism and/or tardiness can be quite disruptive for other members of the class. Although a certain level of absenteeism is probably unavoidable, we must take steps to reduce the number of students who are habitually absent or tardy.

Strategy	Resources Needed	Position Responsible	Time Frame	Accountability Measure/ Expected Outcomes
5.4.1 Collect and analyze attendance data by school		Assistant Superintendent, Attendance Officers, Director of Special Education & Student Services	July 2006	Data Report
5.4.2 Analyze job descriptions of attendance officers to eliminate duties that other personnel should be performing, i.e. social histories for FAPT.		Director of Human Resources	August 2006	Record of Revised Job Descriptions
5.4.3 Implement effective research-based school-wide programs to reduce student absenteeism and tardiness.	Incentives for students	Attendance Officers, Assistant Superintendent, Social Workers, Principals & ICAPs, Teachers	August 2006–2011	PSIP includes strategies to reduce absenteeism, Reports on tardiness and absenteeism
5.4.4 Contact home by midmorning whenever a child is absent without notification or prior approval.		Attendance Officers, Social Workers, Principals, Teachers	August 2006–2011	Home contact documentation
5.4.5 Meet with parents after 6 unexcused absences		Attendance officers, Social workers, Principals,	As needed	Parental contact documentation

Objective	Where We are Today	Where We Want/Need To Be
5.5 Ensure quality and adequacy of school facilities.		

Effective teaching occurs most readily in classrooms and schools that are clean and comfortable, properly equipped, well-maintained, and not over-crowded. We are fortunate in the Charlottesville City Schools to have school facilities that currently satisfy most of these conditions. Going forward, we must take steps to ensure the continued quality of our educational facilities.

Strategy	Resources Needed	Position Responsible	Time Frame	Accountability Measure/ Expected Outcomes
5.5.1 Identify current and future physical and safety needs of each building/space based on enrollment projections, effective delivery of instructional services to students, and budget considerations.		Assistant Superintendent for Support Services, Architects, Teachers, Principals, Program directors, Director of Finance, Maintenance staff	January 2007	Report
5.5.2 Make sure that all school facilities fully comply with the requirements of the Americans with Disabilities Act.	Funds to support compliance	Assistant Superintendent	May 2006–2011	Compliance
5.5.3 Identify the technological needs for each building/space		Assistant Superintendent for Support Services, Technology Coordinators, Program Directors	October 2007	Report
5.5.4 Extract from the Strategic Plan all areas having implications for school buildings.		Assistant Superintendent for Support Services, School administrators	June 2007	Report

<p>5.5.5 In cooperation with representatives from school staff, city staff, school board and city council, prioritize the recommendations made in the assessment study and incorporate a plan of action to address those recommendations into the division's Capital Improvement Plan.</p>		<p>Capital Projects Committee</p>	<p>October 2007</p>	<p>Report</p>
<p>5.5.6 Periodically reassess current school configurations and facilities in relationship to programs, curriculum, student enrollment, and safety.</p>		<p>Assistant Superintendent for Support Services, Architects, Teachers, Principals, Program directors, Director of Finance, Maintenance staff</p>	<p>August 2006–2011</p>	<p>Report</p>

FAPT = Family and Planning Team