



Charlottesville City Schools
2011-2017 Strategic Plan
(Approved June 16, 2011)

Vision Statement:

Personal and Academic Excellence

Inspired by a Collaborative and Innovative Learning Environment

Goal 1: All students will graduate prepared for post-secondary education and active participation in society.

Goal 2: Our schools will be partners with families and the community to meet the academic, physical, social, and emotional needs of every student.

Goal 3: Our schools will be optimal teaching and learning environments, places of excellence and equity for all.

Goal 4: Charlottesville City Schools will be an exemplary workplace that attracts and supports the best-qualified teachers, administrators, and staff members.

Goal 1: All students will graduate prepared for post-secondary education and active participation in society.

Strategy 1.1 Embed critical and strategic thinking, problem solving, collaboration, creativity, and multimedia communication into instruction at all levels.

Objective 1.1.1 By August 2014, establish one performance or project-based assessment as part of the common curriculum for each grade level and/or course. Each assessment will incorporate a sequence of higher-level thinking, problem-solving, collaboration, and multimedia skills appropriate to the grade level. The sequence will include at least 6 field-based experiential learning projects. At grades 5, 8 and 10, students will be required to present their work to a panel that includes community members.

2011-12			2012-13			2013-14			2014-15			2015-16			2016-17		
F	W	S	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S

In Spring 2012, Winter 2013 and Winter 2014, the Board will receive progress reports on this project. In Fall 2014, the Board will receive samples of the assessments. Each spring thereafter, the Board will receive data showing student performance on these assessments

Strategy 1.2 Provide a rigorous, relevant curriculum through quality instruction that challenges students at all levels in deep conceptual understanding and robust academic skills.

Objective 1.2.1 By August 2013, revise GPS documents and non-core curriculum guides to ensure the inclusion of 21st Century skills and higher-level thinking strategies (as defined by Costa’s Three-story Intellect, for example) in each unit of instruction. * see appendix A

2011-12			2012-13			2013-14			2014-15			2015-16			2016-17		
F	W	S	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S

In Winter and Fall 2012, the School Board will receive progress reports on this project, with final documents to be presented by the spring of 2013.

Objective 1.2.2 Beginning in school year 2013-14, each student will create an electronic portfolio of work products that document achievement of higher-level skills, conceptual understanding, and technology integration across content areas.

2011-12			2012-13			2013-14			2014-15			2015-16			2016-17		
F	W	S	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S

Beginning in Spring 2014, the School Board will receive progress reports on this project, including sample work products from a range of grade levels.

Objective 1.2.3 By 2017, 100% of students will be on grade level in reading and math by the end of third grade as determined by SOL, MAP, ULA, and other applicable assessments.

The Board will receive these data each fall as part of the annual report on student achievement.

Objective 1.2.4 By Winter 2013, a comprehensive and concentrated intervention approach will be implemented for children whose reading and math performance is below grade level.

2011-12			2012-13			2013-14			2014-15			2015-16			2016-17		
F	W	S	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S

In Winter 2012 and 2013, the Board will receive reports on the development and implementation of this intervention approach.

Strategy 1.3 Establish a school and community culture in which transition from high school graduation to post-secondary education is an expectation for all students

Objective 1.3.1 By June 2017, 100% of CCS students will graduate and enroll in post-secondary educational opportunities.

2011-12			2012-13			2013-14			2014-15			2015-16			2016-17		
F	W	S	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S

The Board will receive graduation rate data annually in the report of on-time graduation rate, NCLB graduation rate, and Virginia’s Graduation-Completion index. Additional data from earlier grades which is known to correlate with graduation rate will also be reported, to include (1) reading levels of ninth graders, (2) proportion of students enrolled in Algebra I prior to ninth grade, (3) proportion of ninth graders earning five or more high school credits in their first year of high school, and (4) attendance and suspension data in grades 1-8.

Objective 1.3.2 By August 2012, have a written plan in place that includes activities at each level (K-12) designed to encourage post-secondary studies.

2011-12			2012-13			2013-14			2014-15			2015-16			2016-17		
F	W	S	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S

In Spring 2012, the plan will be presented to the School Board. A report on implementation of the plan will be made in Spring 2013.

Strategy 1.4 Expose all students and their families to a range of social, cultural, academic, and post-secondary opportunities.

Objective 1.4.1 Engage a panel of community members to develop a catalog of community involvement opportunities for students and families, updated annually. Students will record activities they participate in each year, and those who participate at high levels will be recognized. The School Board will also recognize community partners according to their level of participation.

2011-12			2012-13			2013-14			2014-15			2015-16			2016-17		
F	W	S	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S

In Fall 2012 and each fall thereafter, the catalog will be presented to the School Board along with data on student participation at each level.

Objective 1.4.2 Student participation in community service and community engagement activities will increase annually. By 2017 and every year thereafter, every graduating student will have at least two community service activities from each level of schooling documented in his or her portfolio.

2011-12			2012-13			2013-14			2014-15			2015-16			2016-17		
F	W	S	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S

In Fall 2012 the School Board will receive a summary of activities from the previous year by level (elementary, middle school, high school). Annual reports including trend data will begin the following fall.

Objective 1.4.3 Provide a comprehensive program of extracurricular activities (including athletics, fitness and academic enrichment) at all schools and increase the number of students participating in the activities annually over the period between Winter 2012 and Winter 2017.

2011-12			2012-13			2013-14			2014-15			2015-16			2016-17		
F	W	S	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S

In Winter 2012 and each winter thereafter, data will be reported that describes the activities available (from the You Guide) and provides a profile of participants.

Objective 1.4.4 All schools will meet or exceed all state and federal accountability targets. The School Board will receive these data as part of the annual fall report on student achievement.

Goal 2: Our schools will be partners with families and the community to meet the academic, physical, social, and emotional needs of every student.

Strategy 2.1: Provide access to high-quality, research-based preschool programs for three- and four-year olds.

Objective 2.1.1 Work with community partners to annually increase the number of preschool children served in three- and four- year- old programs.

2011-12			2012-13			2013-14			2014-15			2015-16			2016-17		
F	W	S	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S

In Winter 2012 and each winter thereafter, data on number of preschool programs and enrollments in these programs will be reported.

Objective 2.1.2 Ensure that each preschool classroom is a model of rich curriculum and instructional practices in language, reading readiness, mathematical understanding, scientific process, arts, and social development.

2011-12			2012-13			2013-14			2014-15			2015-16			2016-17		
F	W	S	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S

By Winter 2013, a research-based rubric for assessing quality preschool programs will be selected and presented to the School Board. Each winter thereafter, aggregated data gathered using this rubric will be reported.

Strategy 2.2 Encourage healthy activities and behaviors for students and staff.

Objective 2.2.1 By Spring 2012, implement policies and regulations related to nutrition standards for schools.

2011-12			2012-13			2013-14			2014-15			2015-16			2016-17		
F	W	S	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S

By Spring 2012, staff will present policies and regulations to the School Board for adoption.

Objective 2.2.2 Beginning in Fall 2011, all schools will show annual increases in positive climate indicators as measured by the annual SSHS Climate Survey.

2011-12			2012-13			2013-14			2014-15			2015-16			2016-17		
F	W	S	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S

Safe Schools survey data will be reported to the School Board annually each spring and will include longitudinal data with the 2010-11 school year as the baseline.

Goal 3: Our schools will be optimal teaching and learning environments, places of excellence and equity for all.

Strategy 3.1 Create a school culture that values diversity and learning, and holds high expectations for all.

Objective 3.1.1 Decrease achievement gaps between subgroups.

The Board will receive these data as part of the annual fall report on student achievement.

Objective 3.1.2 Increase enrollment and success rates of underrepresented groups in Honors, Advanced Placement, and Dual Enrollment classes.

2011-12			2012-13			2013-14			2014-15			2015-16			2016-17		
F	W	S	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S

The School Board will receive these data each winter in a report that shows longitudinal trends in course enrollments and completions, including Honors, AP, DE, and AVID.

Objective 3.1.3 Increase the number of students entering ninth grade with two or more high school credits.

See Objective 3.1.2; the Board will receive these data as part of the course enrollment/completion report. The report will include middle school credit-bearing courses as well as AVID courses at the middle and upper elementary school levels.

Objective 3.1.4 By Spring 2013, ensure that all faculty and staff have participated in diversity training designed in collaboration with community-based organizations.

See Objective 4.1.2; beginning in Fall 2012 this process will be included in the report on professional development offerings.

Strategy 3.2 Ensure that each school building reflects a culture of collaboration, respectful relationships and teamwork among staff and students

Objective 3.2.1 Increase the degree to which teachers and students report high levels of efficacy and collaboration in their school cultures.

2011-12			2012-13			2013-14			2014-15			2015-16			2016-17		
F	W	S	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S

By Winter 2013, a research-based survey for assessing these factors will be selected and presented to the School Board. Each winter thereafter, aggregated data gathered using this survey will be reported on the same reporting schedule as the Safe Schools data.

Strategy 3.3 All students and teachers will have access to a variety of blended and virtual learning environments.

Objective 3.3.1 By the end of the 2011-2012 school year, enroll students in a virtual high school program to create opportunities for integration of in-school and online learning.

2011-12			2012-13			2013-14			2014-15			2015-16			2016-17		
F	W	S	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S

In Winter 2012, the School Board will receive a status report on virtual and blended courses. Each winter thereafter, the Board will receive a report of the number and profile of students participating in these courses, as well as annual updates on program expansion and revision.

Objective 3.3.2 By the beginning of the 2013-14 school year, use virtual learning as an opportunity to redefine school schedule, location and attendance.

See Objective 3.3.1; these data will be included in these reports.

Objective 3.3.3 By the beginning of the 2014-15 school year, virtual learning experiences will be available at all grade levels to support and augment in-class learning.

See Objective 3.3.1; these data will be included in these reports

Strategy 3.4 Renovate and maintain school facilities that support best practices in teaching and learning.

Objective 3.4.1 By the beginning of the 2014-15 school year, renovations will be completed to allow the opening of K-5 and reconfigured middle schools.

Once renovation has begun, the Board will receive monthly progress reports.

Objective 3.4.2 By the beginning of the 2015-16 school year, renovations will be completed to allow the opening of HALC, the Adult Education Center, and administrative offices in their new locations.

Once renovation has begun, the Board will receive monthly progress reports.

Objective 3.4.3 An annual assessment of maintenance needs will drive the allocation of resources to upgrade and care for existing facilities.

The Board will monitor maintenance needs through reporting of the CIP process to ensure quality and equity of school facilities.

Goal 4: Charlottesville City Schools will be an exemplary workplace that attracts and supports the best-qualified teachers, administrators, and staff members.

Strategy 4.1 Maintain high teacher retention rates by offering attractive professional growth opportunities.

Objective 4.1.1 Offer an attractive employment package that attracts, supports and retains the best-qualified staff.

2011-12			2012-13			2013-14			2014-15			2015-16			2016-17			2017-18		
F	W	S	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S

In Spring 2012, the School Board will receive a summary of the employment package and recruitment strategies for the upcoming year. Each spring thereafter, the Board will receive information on updates to this package and these strategies.

Objective 4.1.2 Provide a variety of professional development options, including but not limited to conferences, PLCs, coaching/mentoring, on-line courses, etc.

2011-12			2012-13			2013-14			2014-15			2015-16			2016-17			2017-18		
F	W	S	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S

In Fall 2011, the School Board will receive a copy of professional development offerings for the 2011-12 school year. Each fall thereafter, the Board will receive updates to this package.

Objective 4.1.3 By June 2012, implement a process whereby professional learning networks in digital environments become an accepted component of teachers’ annual professional development requirements.

See Objective 4.1.2; beginning in Fall 2012 this process will be included in the report on professional development offerings.

Objective 4.1.4 By the beginning of school year 2012-13, implement a teacher evaluation system that includes elements related to strategic plan goals.

2011-12			2012-13			2013-14			2014-15			2015-16			2016-17		
F	W	S	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S

By Spring 2012, a revised teacher evaluation instrument will be presented to the School Board for approval.

Strategy 4.2 Develop innovative strategies for recruitment and retention of a diverse staff.

Objective 4.2.1 Increase teacher retention rate for teachers with less than 5 years experience with Charlottesville City Schools annually between the 2012-13 and 2016-17 school years.

2011-12			2012-13			2013-14			2014-15			2015-16			2016-17			2017-18		
F	W	S	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S

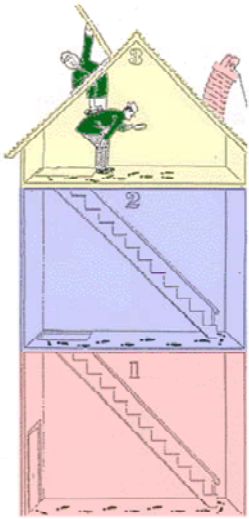
These data will be reported in the teacher recruitment report, which is presented to the School Board each fall

Appendix A: 2011-2017 Reporting Schedule

Objective	SCHEDULE OF REPORTS																	
	2011-12			2012-13			2013-14			2014-15			2015-16			2016-17		
	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S
1.1.1			✓		✓			✓		✓		✓			✓			✓
1.2.1		✓		✓		✓												
1.2.2								✓				✓			✓			✓
1.2.3	✓			✓			✓			✓			✓			✓		
1.2.4		✓			✓													
1.3.1	✓			✓			✓			✓			✓			✓		
1.3.2			✓			✓												
1.4.1				✓			✓			✓			✓			✓		
1.4.2				✓			✓			✓			✓			✓		
1.4.3		✓			✓			✓			✓			✓			✓	
2.1.1		✓			✓			✓			✓			✓			✓	
2.1.2					✓			✓			✓			✓			✓	
2.2.1			✓															
2.2.2		✓			✓			✓			✓			✓			✓	
3.1.1	✓			✓			✓			✓			✓			✓		
3.1.2		✓			✓			✓			✓			✓			✓	
3.1.3		✓			✓			✓			✓			✓			✓	
3.1.4	✓			✓			✓			✓			✓			✓		
3.2.1					✓			✓			✓			✓			✓	
3.3.1		✓			✓			✓			✓			✓			✓	
3.3.2					✓			✓			✓			✓			✓	
3.3.3								✓			✓			✓			✓	
3.4.1					✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3.4.2								✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3.4.3		✓			✓			✓			✓			✓			✓	
4.1.1			✓			✓			✓			✓			✓			✓
4.1.2	✓			✓			✓			✓			✓			✓		
4.1.3				✓			✓			✓			✓			✓		
4.1.4			✓															
4.2.1	✓			✓			✓			✓			✓			✓		

Appendix B: The Three Story Intellect

Inspired by Oliver Wendell Holmes, Adapted for education by Art Costa



There are one-story intellects, two-story intellects, and three-story intellects with skylights.

All fact collectors who have no aim beyond their facts are one-story people.

Two-story people compare, reason, generalize, using the labor of fact collectors as their own

Three-story people idealize, imagine, predict— their best illumination comes from above through the skylight.

Oliver Wendell Holmes

The first story involves gathering and recalling information, the *input* levels of thinking. Students do things such as define, identify, list, scan, describe, complete, and observe.

The second story involves making sense of information, the *processing* levels of thinking. Students do things such as compare, contrast, organize, analyze, infer, explain, and experiment.

The third story involves using information in a novel or hypothetical situation, the *output* levels of thinking. At this level, students are using what they know to create their own ideas. Students do things such as evaluate, forecast, hypothesize, speculate, create, imagine, judge, and extrapolate.