

CHARLES CITY COMMUNITY SCHOOLS

STRATEGIC PLAN AND GOALS



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THE CHARLES CITY COMMUNITY SCHOOLS

WAY OF LIFE



OUR VISION

To ENGAGE, INSPIRE, and EMPOWER students and staff in order to maximize learning.

OUR MISSION

Regardless of who you are or what your story is, you can learn and be loved here.

OUR CORE VALUES

We do what is BEST FOR ALL KIDS
We are FAMILY
We are COMMITTED LEADERS
We are PASSIONATE
We are INVITATIONAL

OUR FAMILY COMMITMENTS

Honor the family
Keep calm and teach!
Keep the main thing the main thing
Assume positive intent
No surprises
Be vulnerable



ORGANIZATIONAL CHART

PURPOSE
STUDENTS



↑
Vision
Critical

↓
Sustainability
Critical



SENIOR LEADERSHIP



Legal and Ethical

Vision/Mission/Our DNA/Our Commitments

Live in this box. Live on the edge

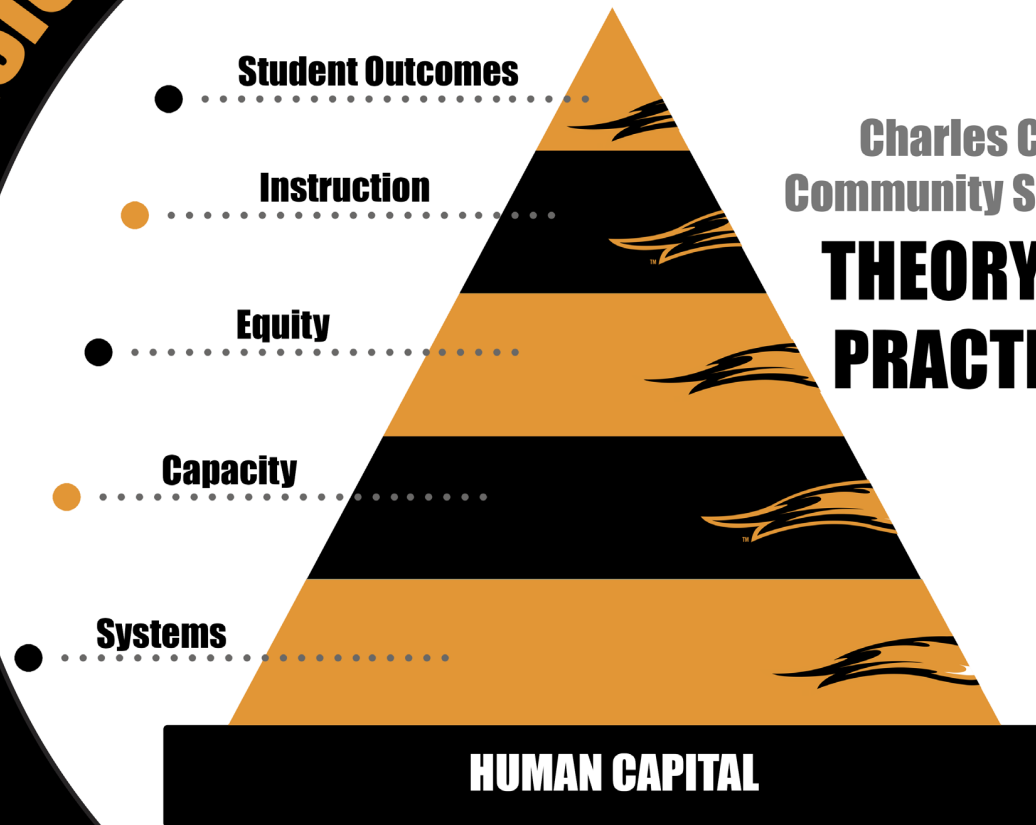
INSTRUCTIONAL DIRECTION TEAM

StratOp Goal Execution Process



VISION

MISSION



Charles City
Community Schools
**THEORY OF
PRACTICE**



VALUES

Plan on a Page



WHY WE ARE HERE:

Mission: Regardless of who you are or what your story is, you can learn and be loved here.

Vision: Engage, Inspire, and Empower

Values:

We do what is best for ALL kids
Family
Leadership
Invitational

HOW DO WE DO IT?

- Student Leadership
 - Our family needs the best version of you
 - Our kids learn to go forward and make the world a better place
- Student Engagement
 - The ones doing are the ones learning
 - Learning that meets the needs of our kids' futures
- Student Equity
 - Regardless of who you are or what your story is, you can LEARN here
 - We focus on diversity, cultural competency, and social justice

WHAT DO WE TEACH?

In order to meet our vision, mission, and values, we focus on teaching:

- Rigorous Core Curriculum Aligned with Adopted Standards
- Defined Essential Competencies
 - Communication
 - Effective interactions with people
- Adaptability
 - Work well in a changing world
- Learner's Mindset
 - Be curious and possess a want to learn
- Empathy
 - Awareness and respect for others' feelings and cultures
- Integrity
 - Following a set of core values through positive choices and actions
- Critical Thinking
 - A problem solver that finds solutions

WHO DO WE SERVE?

- Our primary customer is always kids.
- Our secondary customers are staff and parents.
- Our tertiary customers are community stakeholders.

AROUND HERE WE DO WHAT IS BEST FOR ALL KIDS.



CHARLES CITY COMMUNITY SCHOOLS

2019-2020

STRATEGIC GOALS AND PROGRESS REPORT CARD

(AMENDED VERSION DRAFT)

JANUARY 13, 2020



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CHARLES CITY COMMUNITY SCHOOLS

2019-2020 STRATEGIC GOALS AND PROGRESS REPORT CARD

(AMENDED VERSION DRAFT)

JANUARY 13, 2020

Equity and Achievement Goal

1. Equity for all Students (Regardless of who you are or what your story is, you can learn and be loved here.)
 - a. Provide leadership around systems to develop equitable outcomes for all students regardless of their circumstances
 - b. Improve academic and behavior outcomes for traditionally underserved students
 - c. Reduce the subgroup gap in achievement and behavior traditionally underserved students
 - d. Provide rigorous and relevant professional learning to staff around equity and cultural competency
 - e. Develop and implement K-12 student leadership roles to improve engagement
2. Student Engagement (The ones doing are the ones learning)
 - a. Enhance and improve student academic engagement outcomes through our essential competencies
 - b. Develop and implement Signature Programming that is regionally unique at Washington Elementary
3. Leadership (We need you to be the best version of yourself.)
 - a. Create a culture of student leadership at all grades and levels that is embedded into the teaching and learning



CHARLES CITY COMMUNITY SCHOOLS

2019-2020 STRATEGIC GOALS AND PROGRESS REPORT CARD

(AMENDED VERSION DRAFT)

JANUARY 13, 2020

Culture and Climate Goal

1. Provide leadership for the district goal of assessing and improving culture, climate, and learning environments for the students and staff.
 - a. Provide clarity and consistent message to all stakeholders around our vision, mission, values, and strategies
 - b. Create a culture of highly engaged staff leaders that promotes distributed leadership and ownership of the work and learning
 - c. Pilot and implement a signature program at Washington Elementary that attracts and engages new families
 - d. Improve and implement high-quality communication and community engagement strategies to create a unique and invitational school culture

Facilities and Infrastructure Goal

1. Provide leadership for the district to achieve its goal of ensuring 21st-century facilities for learning and extracurricular environments.
 - a. Enhancement of the current facilities planning committee/team
 - b. Enhancement of a long-range facilities master planning
 - c. Initiate action on High School Improvements



CHARLES CITY COMMUNITY SCHOOLS

DEC 11, 2019

AIP RECOMMENDATIONS



AIP #1: CC LEADERSHIP

Objective: Develop a system to create opportunities for our students/staff to be the best version of themselves by stepping into many levels of leadership. Teach three tiered levels of leadership in our district from base level of “Our family needs the best version of you” to developing leaders of leaders.

Success Results Expected:

Success Criteria:

Students will...

- help create and dissect leadership roles available in their respective schools/classrooms/community
- engage in leadership roles at some point through the year
- 80% of our student body will be involved in some form of a student leadership role before June 1st.

Teachers will...

- help create and dissect leadership roles available in their respective schools/classrooms/community
- Lesson for our leadership definition and 3 levels of leadership is taught to all staff members by June 1st
- develop a dialogue and framework for our students to realize the leadership roles that are available
- document when a student engages in a leadership role
- share these positive experiences with peers, parents, community, and staff



AIP #1: CC LEADERSHIP

Key Deliveries

Success

1. Success Criteria & Metrics	Complete
2. Professional learning around three levels of leadership and definition of leadership	Targeted to deliver by 4/20
3. List of leadership roles stemming from the 3 levels of leadership in connection with schools/classrooms/community	Targeted to deliver by 5/20
4. Documentation tool for student leadership completed	Targeted to deliver by 5/20
5. Monthly/Bi-Monthly leadership training sessions for staff and students. Focus centered on our 3 levels of leadership.	Targeted to deliver by 5/20

Results, Wins & Milestones to Celebrate!

- **Site visit Takeaways and Steps**
 - Leadership Enrichment 8th Grade - Hoefer
 - Monthly/BiMonthly Leadership Session set for January 31
- **Comet Clean Up Challenge**
 - 6th grade lunch cleaners
 - Least number of Minors during 6th period
 - Minors dropped by 75% (6th period)
- **Flag Pole Leadership (MS)**
- **Social Committee (MS)**
 - Dance Numbers???

AIP Recommendation:

- AIP remains on the wheel



AIP #2: STUDENT ENGAGEMENT

Objective: Increase the intentional levels of connected student engagement through purposeful teacher learning, planning, collaboration, and reflection.. **“The Ones Doing Are the Ones Learning”**

Success Results Expected:

Success Criteria:

Teachers will...

- Understand and be able to articulate the definition of student engagement by April 2020
- Identify the level of engagement that is happening during their lessons and units
 - High vs Low (April 2020)
- Reflect with peers, coaches and administration on ways to increase engagement (Jan 2021)
- Plan and teach standards-based lessons with increased levels of student engagement (end of 2020-21)
- Build empathy for students by shadowing a student for ½ day. (2020-21)

Administration and Coaches will...

- Clearly communicate and promote the definition of student engagement.. Visible in each classroom. (2020)
- Plan embedded professional development around student engagement (Fall 20-21).
 - Standard/Learning Targets/Success Criteria/Formative Assessment
 - Levels of engagement/techniques
 - Essential Competencies/Concept-Problem Based Learning
- Provide reflective questions on engagement to each teacher weekly (2nd Sem 19-20) per feedback tool.
- Provide time and leadership for teams to collaborate, plan and reflect around student engagement weekly. (Fall 20-21) per leadership calendar
- Provide opportunities for teachers to shadow students by providing coverage (2020-21)



AIP #2: STUDENT ENGAGEMENT

Key Deliveries

Success

1.	Success Criteria & Metrics	Complete
2.	Create levels of engagement flow chart	Complete
3.	Professional learning around definition of student engagement and level of engagement in current lessons	Targeted to deliver by 2/20
4.	District/Building IDL teams engage in professional learning around standards / learning targets/success criteria/formative assessment	Targeted to deliver by 3/31
5.	Master Schedule w/ time for teams to weekly collaborate, plan, and reflect around student engagement	Targeted to deliver by 8/20
6.	Embedded professional learning for teacher around standards /learning targets/ success criteria/formative assessment	Targeted to deliver during 2020-2021 school year

Results, Wins & Milestones to Celebrate!

- **Created definition of Student Engagement**
- **Systems in place to ask reflective questions around SE**

AIP Recommendation:

- AIP remains on the wheel



AIP #3: EQUITY

Objective: Regardless of who you are or what your story is, you can learn and be loved here.

Success Results Expected:

Students will...

- have an understanding of empathy and its impact on: (authentic)
 - Self
 - Others
- understand different cultures and cultural norms (all subgroups)
- feel like they are part of the Charles City Family
- receive support to ensure they are prepared for their post-secondary goals
- engage in curriculum that provides diverse perspectives

Teachers will...

- have an understanding of empathy and its impact on:
 - Self
 - Others
- understand who are students are and what their stories are
- understand different cultures and cultural norms of our students (all subgroups)
- create an environment that is invitation to all students
- have an understanding of achievement/outcome data by subgroup and any disparities present
- create/implement curriculum that provides students with diverse perspectives
- create/implement systemic strategies to support the learning of all students

Senior Leadership will...

- recruit and retain effective, high-quality educators from diverse backgrounds
- evaluate all subgroups and create/implement strategies to resolve disparities



AIP #3: EQUITY

Key Deliveries

Success

1. Success Criteria & Metrics	Complete
2. Professional learning focusing on who our students are and what their stories are - different cultures and cultural norms (all subgroups)	Targeted to deliver by 2/20
3. BLIDLT dive into data and outcomes by subgroup	Targeted to deliver by 6/20
4. BLIDLT identify and implement curriculum and strategies to educate all students on empathy and its impact on self/others	Targeted to deliver by 6/20
5. Professional learning focusing on empathy and its impact on self and others	Targeted to deliver by 6/20
6. Recruit and retain effective, high-quality educators from diverse backgrounds	Targeted to deliver by 7/20

Results, Wins & Milestones to Celebrate!

- **We finally have a plan!**

AIP Recommendation:

- AIP remains on the wheel



AIP #4: SIGNATURE PROGRAMMING

Objective: Choose a themed Magnet School with high quality innovative programs that promote choice, equity, diversity and academic excellence for all students and is attractive to prospective families and students

Success Results Expected:

Success Criteria:

The Task Force will...

- Complete site visits to magnet schools by December 31, 2019.
- Discuss site visit results by January 31, 2020.
- Update the school board at board meeting by January 31, 2020.
- Hold forums to gather feedback on magnet school theme(s) by February 28, 2020.
- Debrief and summarize feedback results and all other data by Feb, 28 2020.
- Make recommendation of theme to the school board by March 31, 2020.

The Instructional Directional Leadership Team will...

- Collaborate with director/coordinator/support for implementation of Magnet School theme by April 30, 2020.
- Create professional development plans, and monitoring and evaluation plans by June 2020.

The Teachers will...

- Will understand educational goals, objectives and strategies of the magnet school theme by June 2020
- Engage in initial stages of professional learning aligned with the Magnet School theme by August 31, 2020.



AIP #4: SIGNATURE PROGRAMMING

Key Deliveries

Success

- | | |
|--|--------------------------------|
| 1. Success Criteria & Metrics | Complete |
| 2. Task force will complete site visits to magnet schools and debrief results to narrow theme to no more than 2 choices. | Targeted to deliver by 1/31/20 |
| 3. Task force will hold forums to gather feedback on magnet school theme(s) and analyze feedback | Targeted to deliver by 2/28/20 |
| 4. Make recommendation of the theme for the magnet school | Targeted to deliver by 3/31/20 |

Results, Wins & Milestones to Celebrate!

- **Environmental pride**
- **Site Visits started**

AIP Recommendation:

- AIP remains on the wheel



STATE-REPORTED COMPREHENSIVE SCHOOL IMPROVEMENT GOALS



LONG-RANGE GOAL

By the year 2021, 85% of students in grades K-4 will score at or above benchmark on the FAST Assessments.

SHORT-RANGE GOAL

In the spring of 2019, 57% of K-4 students scored at or above benchmark on the FAST Assessment. By the spring of 2020, we increase to 70% of K-4 students at or above benchmark on the FAST Assessment.



SUSTAINED SYSTEMS



Systems are structures that produce sustainable and consistent outcomes. They are generally created to solve problems and improve results in a consistent method. These current systems represent former Action Initiative Plans that are now operationalized within our schools and campuses. They are in place, self-sustaining, and drive the work to meet our vision, mission, and values. Once AIPs become self-sustaining, they are moved to this section of the strategic plan.



CURRENT SYSTEMS



- Leadership Institute 2019
- ELL Development and Enhancement 2019
- Preschool Enhancements and Development 2019
- Social Media Response Teams 2019
- Strategic Planning Systems 2019
- Instructional Direction Team 2019
- Comprehensive Communications (Experience, Environment, Digital/Print, and Storytelling) 2019
- Team Leaders (Span of Care and Distributed Leadership) 2018
- Hiring and Selection 2018
- Human Capital Management 2018
- Red Carpet and Invitational Front of House Service 2018
- New Family and Guest Engagement/Experience 2018
- Comprehensive Behavior Response Systems 2018
- Interest-Based Bargaining 2018
- Full-Time Paraeducator Transition 2018
- TLC Daycare Extended Day Program for PK 2018
- Tiered City Bus Shuttles 2018
- Senior Leadership Team 2018
- Strengths-Based Leadership 2018
- Trauma-Informed Instruction 2017
- Calkins Writing 2017
- Inquiry-Based Math 2017
- PBIS 2015



OUR STRATEGIC PLAN IMPROVEMENT ANALOGY



TASK FORCE SYSTEM



The task force system is designed to be responsive to identified needs. Once a need is identified within our schools, a temporary task force will be created to find systemic solutions through distributed leadership. Below are former and current task forces that found solutions to improve the work of the system around our vision, mission, and values.

- Activities Vision Task Force (2020) Current
- Substitute Teacher Shortage Task Force (2020) Current
- Technology Task Force (2019) Current
- Career and Technical Education Task Force (2019) Current
- Metrics and School Report Card Task Force (2019) Current
- Website Rebuild Task Force (2019) Current
- Preschool Improvements Task Force (2018)
- City Shuttle Bus Improvements Task Force (2018)
- Paraeducator Staffing Task Force (2018)
- Calendar Task Force (2018)

