

#### I. Introduction

Williamsburg-James City County (WJCC) Schools' five-year strategic plan, *Elevate: Beyond Excellence*, affirms the division's commitment to creating opportunities for all students to reach their full potential through thoughtful instruction and a rigorous curriculum delivered in a safe and welcoming learning environment. The plan will provide a framework for decision-making and guide the teaching, learning, administration and operations of WJCC Schools through 2023.

#### II. Purpose

Strategic planning is a cyclical process that, through consistent monitoring and realignment with agreed-upon values and goals, is continually implemented, evaluated, and revised in order to improve student achievement and division performance. In March of 2018, Williamsburg - James City County (WJCC) Schools began work developing the division's five-year strategic plan, *Elevate: Beyond Excellence*. The resulting plan is the culmination of the collaborative efforts of division leadership, staff, students, parents, School Board members, community leaders, City of Williamsburg and James City County officials, and stakeholder participants from more than 30 focus groups. The process involved rethinking and reaffirming the WJCC mission, vision and core values, as well as examination of the division's strengths, weaknesses, and opportunities for growth.

The resulting six goals and supporting strategies that follow reflect the value our community places on high-quality public education and its aspirations for all students.

#### III. Goal Area: Academic Achievement/College & Career Readiness

**Goal 1: Transform teaching and learning to prepare students for success in post-secondary education and careers.**

Goal Champion: Scott Thorpe and Cathy Worley, Assistant Superintendents for School Leadership

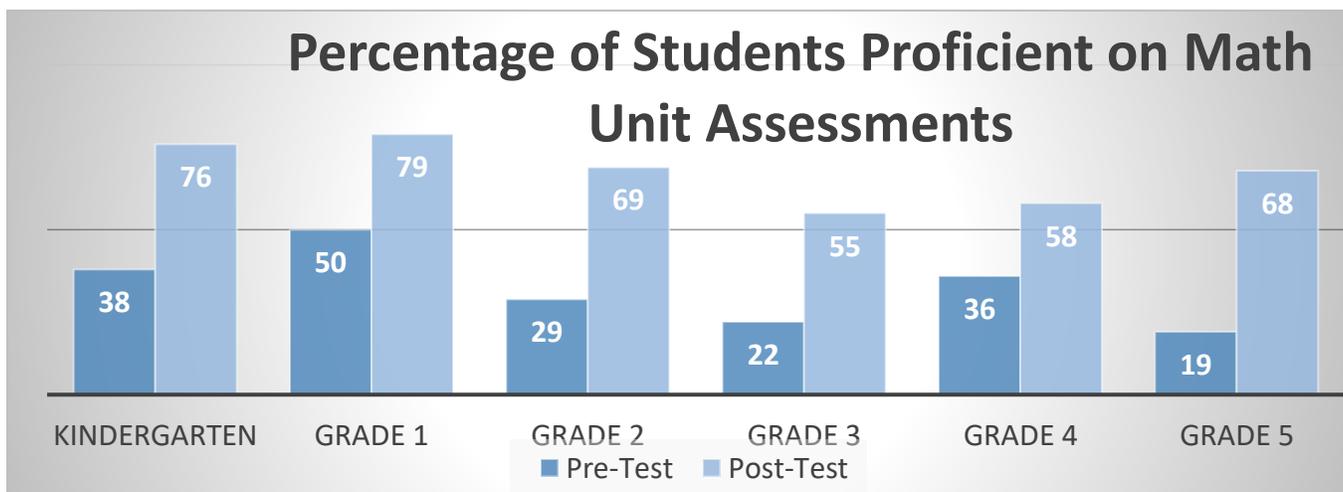
**Strategy 1** – Fully integrate formative assessments to inform instruction, including small-group learning

Action Team Lead: Terri Roettinger, Coordinator of Elementary Mathematics

Action Team Members: Daniel Miani, Valerie DiPaola, Karen Scott, Tracey Jones, Mike Stutt

### Progress

School and division instructional leaders have developed criteria for effective small-group instruction. Elementary teacher groups met to review/revise/align division common assessments and tested students before and after receiving a unit of small group instruction. The chart below details elementary students' growth in math skill proficiency. The gains were an immediate byproduct of providing targeted instruction based on the common pre-assessments.



**Strategy 2** – Use growth assessments to measure student progress and accommodate student goal-setting and differentiated instruction

Action Team Lead: Melissa Bentley, Coordinator of Assessments and Accountability

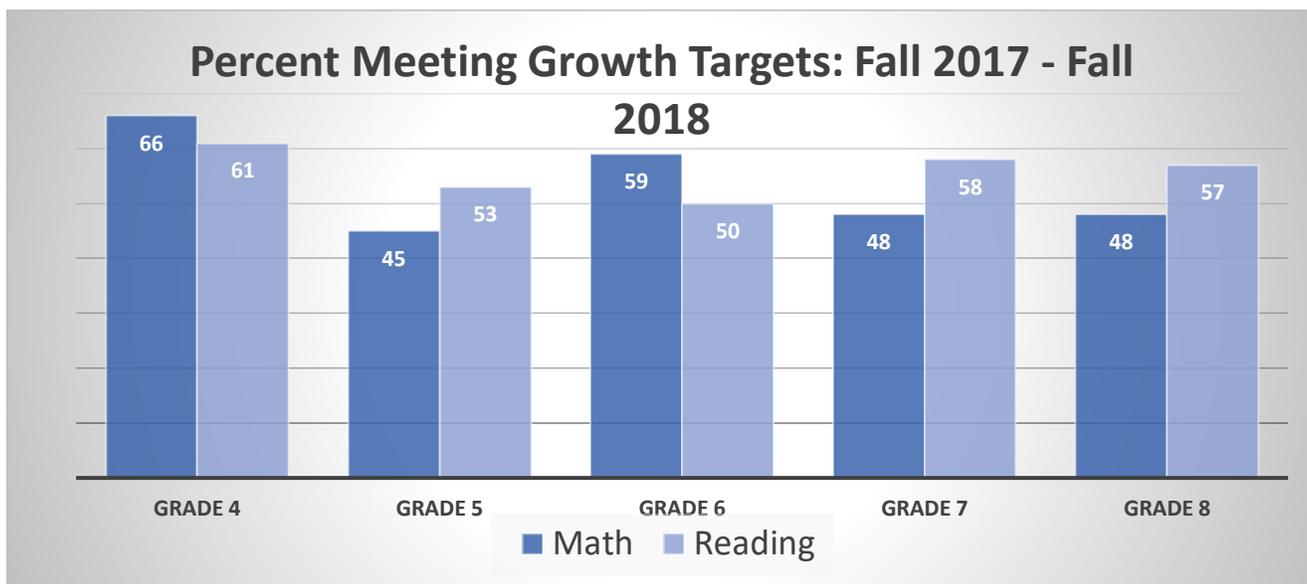
Action Team Members: Valerie DiPaola, Terri Roettinger, Christine Hill, Daniel Miani, Robyn Moore, Robyn Silver, Robin Ford, Jessica Ellison, Scott Thorpe, Cathy Worley

### Progress

School leaders and teachers have been trained on student growth mindset, which is the belief that they can learn more or become smarter if they work hard and persevere. In WJCC Schools, student growth is measured with the Measures of Academic Progress (MAP) assessment. This is a computer-adaptive test assessing student growth in Reading and Math. All students in grades 3-8 take this assessment three times each year. Fifty percent of students are expected to make their growth projection from Fall to Spring. This data will also be used to determine the precise levels at which students will be introduced to a targeted skill throughout the school year.

The following bar graph can be interpreted as the percent of students who made their growth projection from Fall 2017 to Fall 2018 in the areas of both Reading and Math. For instance, 66 percent

of the current fourth-graders who took both last year’s Math MAP and this year’s Math MAP met their growth projection.



All students in Grades K through 8 have set an academic goal with a learning strategy. One example is a student setting the goal to increase his/her reading level and using the strategy *taking notes about the main idea of long paragraphs* to increase understanding. Teachers will be using Winter and Spring MAP data to monitor student growth and adjust students’ goals that they have set for the year. Additionally, teachers are using Fall MAP data to adjust lessons so that first-time instruction is aligned with each student’s readiness to learn the skill.

**Strategy 3** – Implement the components of the Elementary Literacy Model to deliver effective, developmentally appropriate literacy instruction

Action Team Lead: Robyn Moore, Coordinator of Elementary Literacy

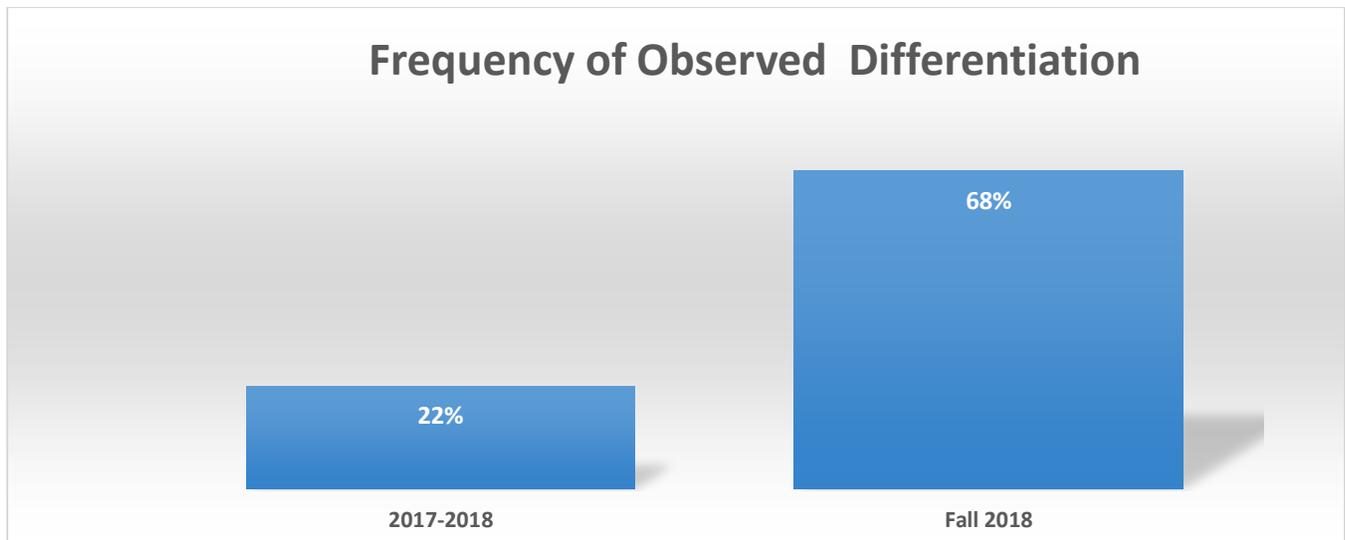
Action Team Members: Christine Hill, Pat Tilghman, Robin Ford, Cathy Vazquez, Laura Estes, Stacia Barreau, Scott Thorpe

### Progress

School leaders and the Elementary Literacy Coordinator identified differentiation as the focus for classroom observations. Division and building administrators collaborated to create a walkthrough form to collect observed evidence on small-group learning. Literacy action teams participated in training to learn how to best utilize the new walkthrough form to support improved teacher practice with small-groups. (see sample)

<b>OBSERVATION “LOOK-FORS”</b>
<b>Indicators for Effective Small-Group Instruction</b>
<b>1. Classroom Environment</b>
The teacher uses a variety of flexible, well-managed instructional arrangements to meet students’ varied readiness, interest, and learning profile needs to facilitate small-group instruction.
The teacher establishes routines and structures to ensure that movement in the classroom is purposeful and students are self-directed.
The instructional learning objectives are clearly defined and visible to all.
The teacher and students share ownership of and responsibility for the classroom.
<b>2. Student grouping</b>
There is evidence that the teacher made decisions about how and when to use various instructional arrangements based on curricular goals and on data gathered through informal or formal formative assessment.
The teacher differentiates work tasks to meet students’ varied readiness, interest, and learning profile needs.
The teacher has created opportunities for students to engage in purposeful collaboration.

As a result of these efforts, the percentage of observed differentiation has increased from 22 to 68 percent in walkthroughs through November 16. (see chart below)



#### IV. Goal Area: Educational Equity

**Goal 2: Foster a learning environment that respects the diversity of students and provides targeted, equitable opportunities for success.**

Goal Champion: Corey Murphy, Chief of Staff

**Strategy 1** – Use the Multi-Tiered System of Supports (MTSS) framework to provide interventions and supports appropriate for each student.

Action Team Lead: Anne Neve, Supervisor of Student Interventions

Team Members: Stephanie Bourgeois, Valerie DiPaola, Anita Swinton, Kara McCulloch, Nick Kier, Rick Bowmaster, Bonnie Griffith, Lindsay Purse, Stacia Barreau, Zebrina Taylor, Holly Sheffield, Courtney Fuller, Johnnie Underwood, Shannon Williams, Felicia Highland, Scott Holland, Howard Townsend, Angel Washington, Tracey Dumphy

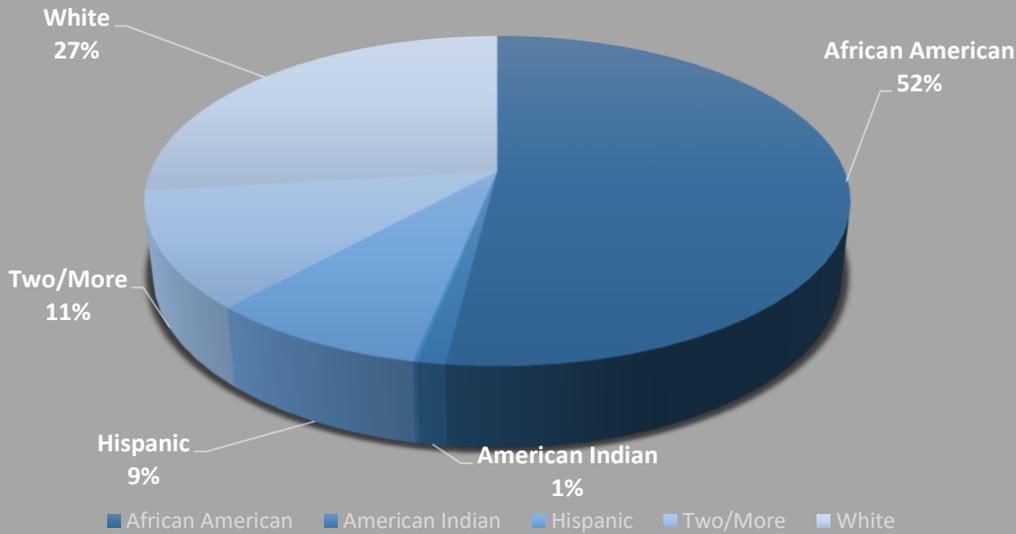
#### **Progress**

Work is underway to ensure all students have access to multiple avenues of success. Implementing MTSS with fidelity will offer both teachers and students the opportunity to reduce the achievement gaps while fostering lasting relationships and trust.

The work with MTSS has spread to every school in the division with three schools already achieving full implementation. The aim is to double that number by the end of this school year. To that end, the year started with the MTSS Action Planning Fall Kick-Off Meeting that led to each school-based team developing an action plan for its building. The teams were comprised of an administrator, school-based implementation coach, and several teachers. The administrator and coach of each team also attended a division-level Community of Practice meeting to reflect on the action plans and share best practices with other WJCC schools.

Work has also begun to reduce the disproportionality of out-of-school suspensions for African-American students and students with disabilities. Quarterly Data Team Meetings are being held with school leaders to review progress. Successful strategies to address non-mandatory suspensions, such as restorative meetings, and use of alternatives to suspensions are also shared.

### Non-Mandatory Suspensions



### Ethnicity Numbers for Division and Secondary Schools

	Division	JHS	LHS	WHS	BMS	HMS	JBMS	TMS
<b>September 2017-2018</b>								
<b>African American</b>	<b>2079</b>	<b>137</b>	<b>242</b>	<b>282</b>	<b>229</b>	<b>112</b>	~	<b>132</b>
American Indian	42	2	3	8	4	4	~	2
Asian	334	40	30	44	22	23	~	17
Hispanic	1436	147	192	114	129	83	~	66
Other Pacific Islander	21	4	4	1	1	0	~	2
Two or More	938	67	71	89	68	76	~	64
White	7569	944	619	849	441	653	~	542
<b>September 2018-2019</b>								
<b>African American</b>	<b>2063</b>	<b>131</b>	<b>234</b>	<b>274</b>	<b>110</b>	<b>154</b>	<b>100</b>	<b>112</b>
American Indian	29	2	3	5	0	4	1	3
Asian	348	37	30	46	19	19	13	15
Hispanic	1543	146	180	132	85	92	88	64
Other Pacific Islander	16	2	3	2	0	0	0	3
Two or More	951	76	68	113	48	57	33	64
White	7464	923	619	833	351	476	313	445

**Strategy 2** – Promote equitable access for underrepresented student populations to rigorous academic courses/programming.

## Mid-Year Progress Update

2018 – 2023 Strategic Plan

December 11, 2018

Action Team Lead: Allison Sheppard, Coordinator for Gifted Education

Team Members: Deanna Nelson, Fallon Dodson, Nat Elliott, Jamie Collins, Korri Williams, Leigh Pottle, Justin Throupe

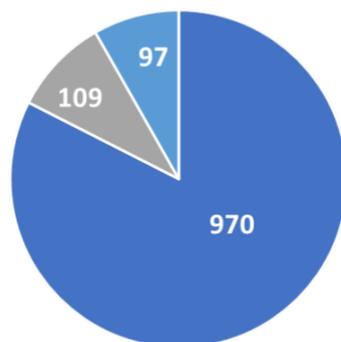
### Progress

On October 8, 2018, all WJCC employees were enrolled in required training on cultural competence. The objective of the training was to help teachers and staff embrace, appreciate, and more clearly understand people from cultures or belief systems different from their own. To date, 1152 employees have completed the training. Updated completion numbers will be monitored throughout the school year.

An Advanced Placement (AP) action team has been organized to review AP practices and implement changes through the school retool process. Historical records have been collected in order to review potential strategies to address disproportionality in course enrollment. In addition, the subcommittee members met to further develop the “AP Hack”, a plan of activities to support struggling AP students.

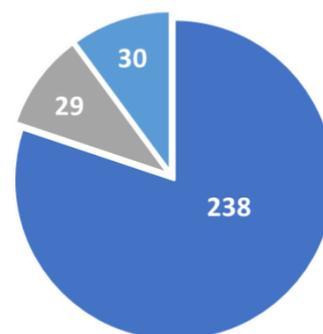
For middle level honors, trend data were drilled down to identify enrollment by subgroups in Honors English 7 and 8 and will be analyzed at the next team meeting.

AP Enrollment



■ White ■ Black ■ Hispanic

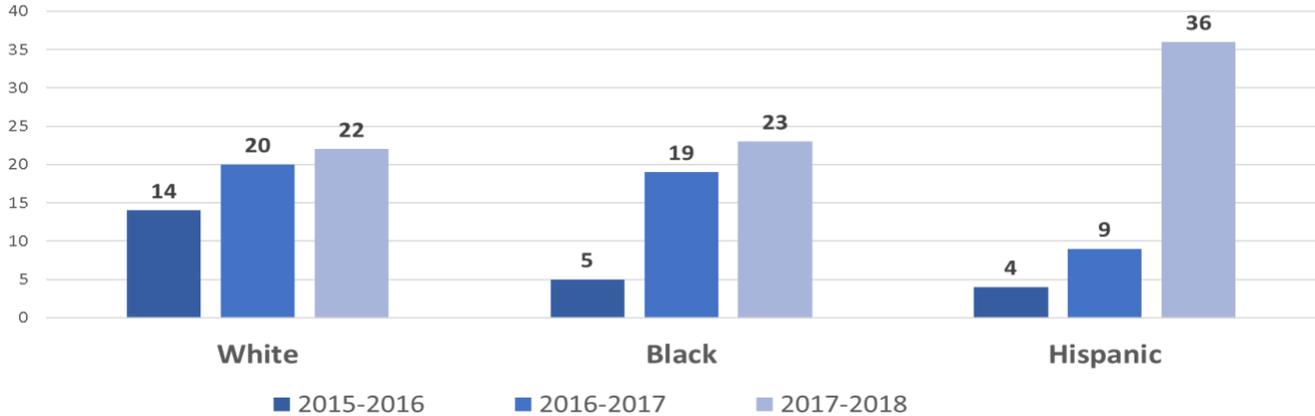
MS Honors



■ White ■ Black ■ Hispanic

Acknowledging that achievement gaps begin long before high school, work continues at the elementary level to monitor the enrollment of underrepresented groups in the Emerging Scholars program. The short-term goal of Emerging Scholars is to identify students who may not be considered for enrichment programs using traditional methods of identification. Long-term, the goal is to nurture high academic potential at an early age so identified students will be prepared to engage in challenging and rigorous coursework and programming. The Emerging Scholars program is currently in place at all WJCC elementary schools.

### Emerging Scholars Enrollment



**Strategy 3** – Ensure all eligible students have access to high-quality preschool education that focuses on the whole child and fosters kindergarten readiness.

Action Team Lead: Amy Gulick, Principal, Bright Beginnings Program

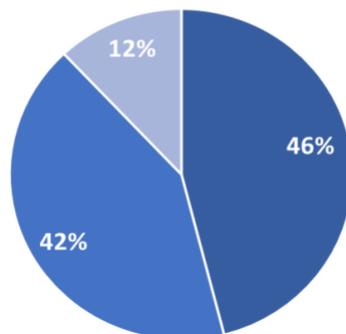
Action Team Members: Scott Thorpe, Renee Savedge, Beth Burkhalter

**Progress**

One of the strategies in Goal 2 is to provide access to high-quality pre-school education programs. To that end, the Bright Beginnings Action Team met weekly to review the wait list and update databases. Currently there are 55 at-risk three- and four-year old students on that list. The database also captures the number of two-year olds that have been referred from Child Development Resources to Bright Beginnings due to having an identified disability. WJCC is required to provide pre-school services to any child identified as needing special education services. Between the CDR referrals and the number of students transferring into WJCC with IEPs, there has been a significant increase in the special education population. Consequently, based on current resources, there is no opportunity to move more children off the wait list.

### Bright Beginnings Enrollment November 2018-2019

■ Gen. Ed ■ SWD Age 3-5 ■ Two-Year Olds



## V. Goal Area: Communication and Engagement

**Goal 3: Cultivate a culture of open and effective communication to inform and engage all stakeholders.**

Goal Champion: Eileen Cox, Senior Director of Communications & Engagement

**Strategy 1** – Develop comprehensive internal and external communications and engagement plans

Action Team Lead: Eileen Cox, Senior Director of Communications & Engagement

Team Members: Felicia Highland, Ronnie Showah, Christie Scott, Adrienne Tatem

### Progress

The initial development of comprehensive internal and external communication and engagement plans included a review of existing plans and the 2017 Communications Audit. Strategies were refined to reflect current priorities and new resources, and communication platforms were identified for immediate and long-term use. For example, a formal weekly principal’s packet was created to share important information and events with school-based administrators. This has improved the timeliness of delivery and consistency in messaging.

The action team made other advancements using this strategy by monitoring and analyzing user traffic and habits on wjccschools.org. This data will be used to develop expectations for school sites. Lastly, the communications team met with the Teacher Forum and Support Employee Forum members in October to gather input on their communication preferences as well as opportunities to highlight their work and achievements. Based on input from staff – specifically the Support Employee Forum – the school division is adding text messaging to the many ways it will notify families and staff of school closures and other important announcements.

Knowing that text messages and social media are quick ways to spread good or urgent news, the division is also expanding its available platforms to include Instagram in addition to Twitter and Facebook and providing training to principals and key staff on the best practices associated with use of these social media tools.

**Strategy 2** – Foster a welcoming culture for internal and external customers by providing ongoing training and resources to schools and departments

Action Team Lead: Eileen Cox, Senior Director of Communications & Engagement

Team Members: Felicia Highland, Ronnie Showah, Christie Scott, Adrienne Tatem

#### Progress

The action team is researching and developing coaching for front office staff on best practices for creating a welcoming environment for parents and visitors. This includes the creation of a rubric and “secret shopper” plan to identify strengths and opportunities for improvement followed by the delivery of face-to-face training and printed materials to support front office staff.

**Strategy 3** – Expand communication tools and resources to more fully engage culturally and linguistically diverse populations

Action Team Lead: Eileen Cox, Senior Director of Communications & Engagement

Team Members: Felicia Highland, Ronnie Showah, Christie Scott, Adrienne Tatem

#### Progress

On November 2, the action team lead participated in a best practices webinar from the National School Public Relations Association. The action team is in the process of forming a focus group of parents whose primary language is not English to gather information about their communication preferences. In the meantime, the action team launched a daily e-tip as a resource for parents. English and Spanish versions of these e-tips are posted to social media every day at noon and offer conversation prompts, activity suggestions and ways that parents can support classroom learning at home.

## VI. Goal Area: Safety & Security

**Goal 4: Ensure a fully-integrated approach to safety and security that encompasses both the physical environment and the social/emotional needs of students.**

Goal Champion: Stephanie Bourgeois, Senior Director of Student Services

**Strategy 1** – Provide students with school-based resources and supports to enhance the development of their social, emotional, and mental health

Action Team Leads: Liz Parker, Coordinator for School Counseling and Janice Fowler, Supervisor for Health Services

Team Members: Louisa Johnson, Beth Vona, Kimberly Nunnally, Jennifer Smethurst, Kendall Pace

#### Progress

For year one, the action teams are beginning work on three strategies. The first focuses on the mental wellness of students. This year’s work is establishing a consistent expectation for direct counseling services by all school counselors as well as identifying trend data for student placement with homebound services based on mental health concerns. The top four referral sources certifying the

## Mid-Year Progress Update

### 2018 – 2023 Strategic Plan

December 11, 2018



WILLIAMSBURG-JAMES CITY COUNTY PUBLIC SCHOOLS

need for homebound instruction due to mental illness were identified, and information regarding WJCC Schools updated policy and regulation was sent out to counselors.

To date, training of all school counselors regarding direct counseling services requirements based on the American School Counseling Association guidelines as well as the use of a tool to effectively track counseling services has been completed. Based on this training, each school had a counselor representative complete an annual calendar; it was determined that for the first marking period, data indicates 34.3 percent of the counselors' time was spent in direct service delivery.

This team has also focused efforts on determining the baseline for the number and percentage of students who received homebound services. Last year, 66 percent of homebound students were provided services for mental health concerns. For the first marking period of this school year, 22 percent of the homebound placements were due to mental health matters.

**Strategy 2** – Develop and implement plans for ongoing assessment and improvement of facility, transportation and campus security

Action Team Lead: Brian Weaver, Supervisor for Building and Security Services

Team Members: Janice Fowler, Stephanie Bourgeois, Jim Falzone, John Lambusta, Mike Hurley, Sgt. Keith Campbell (JCC Police), Chief Ryan Ashe (JCC Fire), Luis Tormaschy (JCC Risk Management)

#### **Progress**

For strategy 2, a safety committee has been created that will analyze the security of WJCC facilities, buses and campus areas. The committee has compiled all of the school safety checklists and initiated a comprehensive review. It is also in the process of creating a Lockdown Drill Rubric to effectively analyze lockdown drill components and standardize practices across all schools. The safety committee is also developing a review tool to align safety audit results with work orders to ensure continuous improvement in the WJCC Schools infrastructure.

**Strategy 3** – Provide training in the area of safety and security for employee groups appropriate for their roles and responsibilities

Action Team Leads: Peter Grabowski and Tratisa Hayes, Special Education Coordinators

Team Members: Lois Delk, Brian Weaver, Tyson Traver, Renee Savedge, Deanna Nelson

The action team for strategy 3 is working to create a master document that will include all training requirements by position. This process began with the identification of all WJCC work groups to ensure all employee positions would be considered.

### VII. Goal Area: Human Capital & Positive Culture

**Goal 5: Recruit high-quality staff and retain the division’s exemplary workforce by creating an environment where transparency and trust are the norm.**

Goal Champion: Tim Baker, Senior Director for Talent Management and Organizational Development

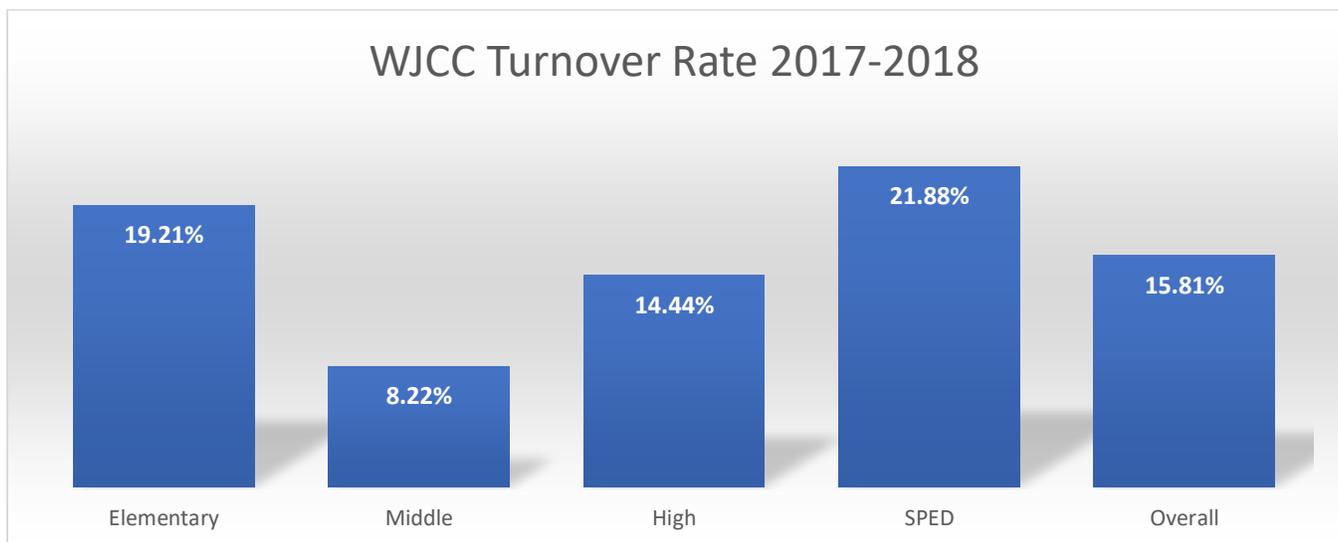
**Strategy 1** – Strengthen recruitment to attract highly qualified and diverse applicant pools

Action Team Lead: Tim Baker, Senior Director for Talent Management and Organizational Development

Team Members: Jon Andre, Emily Haywood

#### Progress

Goal 5 focuses on human capital and positive culture. The first step taken in this area to support recruitment is the use of on-campus visits at historically black colleges and universities, including Norfolk State University and Virginia State University. The action team also analyzed school and department turnover data for SY2017-2018 and shared this information with the assistant superintendents for school leadership.



Currently the action team is researching best practices to develop an exit procedure, including an exit survey, which will assist in capturing critical data about employee retention, engagement and satisfaction.

**Strategy 2** – Develop a five-year total compensation strategy where WJCC Schools leads the region in employee salaries and benefits

Action Team Lead: Tim Baker, Senior Director for Talent Management and Organizational Development

## Mid-Year Progress Update

2018 – 2023 Strategic Plan

December 11, 2018



WILLIAMSBURG-JAMES CITY COUNTY PUBLIC SCHOOLS

Team Members: Jon Andre, Emily Haywood

### Progress

This process began with a comprehensive review of regional compensation data and the senior director for talent management and organizational development provided a comprehensive presentation to the School Board. The presentation detailed WJCC Schools position in the region with starting teacher pay and illustrated several different scenarios for improvement.

WJCC Regional Ranking, Bachelor's Entry Level



**Strategy 3** – Foster a workplace culture where employees feel valued, well-informed and supported professionally

Action Team Lead: Tim Baker, Senior Director for Talent Management and Organizational Development

Team Members: Jon Andre, Emily Haywood

### Progress

The division is leveraging the expansion of employee groups to gather input and feedback on important issues. For example, the use of text messaging as a communication tool is based on input from the Support Employee Forum. School Administration also adjusted the duration of the annual Convocation for this year based on input from both teacher and staff forums. Lastly, the Superintendent surveyed all WJCC staff members about their preference for make-up days after the recent hurricanes. These efforts underscore the leadership's commitment to valuing the voice of all employees.

## VIII. Goal Area: Organizational Efficiency & Effectiveness

### Goal 6: Optimize division effectiveness and efficiency by establishing and strengthening processes and systems.

Goal Champions: Monique Barnes, Chief Financial Officer and Brian Landers, Senior Director of Technology

**Strategy 1** – Implement a strategic management system that provides consistent access to data for use in decision-making

Action Team Lead: Brian Landers

Team Members: Corey Murphy, Monique Barnes, Marcellus Snipes, Jason Pell

#### Progress

The action committee met over the course of two months to identify the requirements for a strategic management system that would provide controlled access to the various data supporting the division's Key Performance Indicators, while also providing for transparent reporting to the community. An RFP was developed, and responses were due the last week of November. The review period is due to begin in January, 2019.

**Strategy 2** – Establish a systematic process for change management that includes all stakeholders

Action Team Lead: Brian Landers

Team Members: Monique Barnes, Marcellus Snipes

#### Progress

A change management process has been created in draft form by the action team. The draft involved creating an initial list of requirements as well as creating and developing a proposed workflow. This draft process will be shared with various stakeholders over the coming months to evaluate its effectiveness for full implementation.

**Strategy 3** – Analyze and improve the effectiveness of business operations processes

Action Team Lead: Brian Landers

Team Members: Monique Barnes, Tim Baker, Emily Haywood, Jon Andre

#### Progress

Stakeholders from finance and human resources have met and documented current workflows that are required to onboard new employees with the intended outcome of making this and related processes more efficient. The senior leadership team met to define the process improvement areas that needed to be addressed. Munis was selected as the enterprise resource planning solution for the

## Mid-Year Progress Update

### 2018 – 2023 Strategic Plan

December 11, 2018



WILLIAMSBURG-JAMES CITY COUNTY PUBLIC SCHOOLS

division in 2017 to implement both finance and human resource processes. Work with the Munis consultant to improve current processes has started and will continue into the spring.

**Strategy 4** – Ensure alignment of budget development with strategic initiatives

Action Team Lead: Monique Barnes

Team Members: Brian Landers, Jason Pell

#### **Progress**

The fiscal year 2020 operating budget is being developed to align with the strategic plan to allow for greater tracking and reporting by strategic initiative. Cost center managers are currently being briefed on this new process as they develop their cost center budget submissions.