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Poquoson City Public Schools Strategic Plan

Charting the Course: PCPS 2022-2027

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The Poquoson City Public Schools' Strategic Plan acts as a roadmap for our district. It aims to align all stakeholders on a shared vision, common goals, and unified direction for our collective educational efforts to support the diverse needs of all students.

As community-wide involvement is vital to developing an equity-centered strategic plan, we have included opportunities for staff, student, parent, and community feedback as well as the development of cross-functional planning teams. The plan is slated for completion by August 2022.

Measurements for Success: How Will We Know the Strategic Plan is Working

Poquoson City Public Schools' new strategic plan was driven by our community. From the outset, we have been committed to listening to those invested in our schools. We wanted to know what was working, what needed reevaluation, and what was envisioned for the future of PCPS.

In October 2021, we began the process of gathering feedback by facilitating conversations with parents and families, staff, students, and community members through surveys and focus groups. The feedback shared from our community helped outline the priorities in this strategic plan.

Working sessions were held with district leadership where the input from surveys and focus groups were reviewed, coded, and categorized by our objective third-party partner, K12 *Insight*. The identified priorities were then crafted into a strategic plan framework.

From there district leadership and the PCPS School Board considered the stakeholder input and accepted the recommended strategic plan framework, including focus areas, objectives and goals, actions to achieve those goals, and performance indicators to measure success in June 2022.

Our Mission: Preparing ALL students for a successful and meaningful life.

The mission of Poquoson City Public Schools is to educate and prepare all students for success in their future, college and career pursuits, and for responsible citizenship.

Our Vision: A future-focused community with a commitment to lifelong learning.

Poquoson City Public Schools provides a respectful, safe, and caring environment for all students to master content as well as to learn and use the skills of critical thinking, collaboration, and communication. The schools continue the tradition of enjoying strong community and family support. Furthermore, PCPS will meet and exceed student achievement requirements through the provision of:

- Quality instruction that promotes student engagement and reflects teaching innovation, research-based instruction, and effective teaching strategies;
- Highly qualified educators who receive professional development; and
- Continuous student improvement through the implementation of quality programs that meet the needs of all students.

Our Beliefs/Values

- We believe that learning occurs best in a **safe and supportive environment** where **diversity is celebrated.** We are committed to **consistency and accountability** for each student's success and we are committed to **high expectations for all students** for learning, behavior, and citizenship.
- We value **innovation in teaching and learning** that supports and promotes social, emotional, and intellectual well-being. We strive to work on ourselves and **achieve our personal best**. We are committed to creating an academic environment which values **excellence**, **initiative**, and **diversity**.
- We honor our commitment to our community to **create opportunities for students to fulfill their potential.** This includes **meaningful collaboration** with parents, community members, staff, and students' builds strong relationships and increases student achievement. We are committed to **quality communication** and **positive relationships** with all stakeholders.
- We aim to foster **learning and work environments** that encourage **compassion**, **accountability**, and **respect for ourselves and one another**. We are committed to **data-driven decision making**, the use of **best practices**, and a **consistent** and **viable curriculum.**

Our Focus Areas:

Teaching, Learning, and Instruction
> Our students are prepared to select and succeed in their chosen path beyond high school and grow every year toward their goals.

Students' Social & Emotional Well-Being
> Our students demonstrate skills and attributes to cope with life challenges and achieve personal well-being.

District, School, and Staff Effectiveness and Engagement
> Our staff feel valued, are fully invested in students' success, and feel that they receive the support they need to be highly effective employees.

Parent and Community Engagement and Satisfaction
> Our families and community members are valued and collaborative partners in promoting student success.

Finances, Facilities, and Operations
> Our resources are maximized to achieve our strategic goals

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Focus Area 1: Teaching, Learning, and Instruction

- Our students are prepared to select and succeed in their chosen path beyond high school and grow every year toward their goals.
- We are committed to:
  o Providing high-quality and innovative curriculum, instruction, and learning.
  o Ensuring high student achievement and academic growth for all students while reducing achievement gaps through additional interventions and supports.
  o Implementing high-quality instructional strategies in all grade levels with a focus on Collaboration, Real-World Learning (RWL), and Project-Based Learning (PBL) initiatives.
  o Expanding the use of technology as a tool for student learning and be a school division that is known for cutting-edge technology and innovative programs for students.

Objective 1: Assess and enhance a meaningful curriculum with real-world applications for all students (Year 0 – Year 5)

Actions:
- Develop a working definition of meaningful curriculum and real-world applications
- Continue to implement close alignment of the curriculum and continue to emphasize rigorous instruction
- Rebuild and recover from learning interruption caused by the pandemic
- Determine base expectations for academic programming at all levels
- Review and assess existing scope and sequence of all subjects and align current curriculum lessons and units to standards, as well as align curricula vertically for all subjects K-12
- Provide course selections and support for all students to pursue their interests and ambitions which may include higher education, vocational education, military service, and workforce development
- Ensure equity for all students in terms of access to curriculum, classes, and opportunities
- Further develop college and/or career focused programs for secondary students
- Distribute an annual Student Engagement and Readiness Survey to secondary students to gauge perceptions of engagement, and preparedness in academics and non-academic life skills, including SEL components. An abridged version of the survey can also be distributed to higher grade elementary students
- Analyze data to inform instruction and better prepare students for future learning

Performance Indicators:
- Developed working definition of meaningful curriculum and real-world applications
- Developed base expectations for academic programs (K-12)
- Developed common rubrics created for curriculum (K-12)
- Develop common formative assessments
- Percentage of students, staff, and parents feeling lessons/units are meaningful and connected to life beyond school
- Developed recommendations to update and enhance curriculum
- Perceptions of lessons/units tied to real-world applications
- Perceptions of student project-based learning units and performance-based assessments
- Results from annual Student Engagement and Readiness Survey

Data Sources:
- Annual District and School Quality/Environment Survey
- Curriculum
- Walkthroughs and observations
- Curriculum/Instruction Surveys
- Measures of student outcomes

Objective 2: Develop and adopt a collection of highly effective instructional practices with a multidisciplinary focus (Year 0 – Year 5)

Actions:
- Define and develop multidisciplinary lessons and units
- Research highly effective teaching practices
- Develop, share, and implement a district-wide set of research-based highly effective practices
- Identify knowledgeable instructional staff to develop and share proven instructional practices
- Offer a variety of professional development options
- Increase professional development hours on campus during non-class days
- Survey staff on their needs/wants related to professional development, as well on the effectiveness of received professional development

Performance Indicators:
- Developed list of highly-effective instructional practices
- Identify and align practices by subject and grade-levels
- Number of multidisciplinary units
- Percentage of teachers using effective practices
- Percentage of students recognizing use of effective practices
- Number of professional development offerings incorporating effective practices
- Percentage of teachers providing professional development and/or materials
- Percentage of teachers satisfied with professional development offerings
- Percentage of teachers incorporating their learning from professional development into their lessons with students

Data Sources:
- Annual District and School Quality/Environment Survey
- Curriculum
- Walkthroughs and observations
- Curriculum/Instruction Surveys
- Measures of student outcomes
- Walkthroughs/observations
- Research literatures/sources
- Professional development calendar
- Survey of student and teachers
- Professional development catalog

Objective 3: Establish district-wide expectations to implement, integrate, and monitor the use of technology to support and enhance teaching and learning (Year 0 – Year 3)

Actions:
- Evaluate what technology is currently in use
- Assess best practices in other districts
- Determine expectations for postsecondary technology proficiency
- Develop a skill orientation for students and teachers
- Provide professional development for instructional staff
- Determine expectation of teacher technology use
- Develop technology plan by in-house IT department
- Implement consistent practices and expectations with district technology assignments

Performance Indicators:
- Percentage of teachers using technology in instruction
- Ratio of students/devices
- Ratio of teachers/devices
- Creation of assessments/rubrics for technology use
- Developed set of expectations for usage
- Shared technology integration strategies and lessons

Data Sources:
- District resource list
- Shared plans/rubrics
- Peer-to-peer observations
- Annual District Technology Survey

Focus Area 2: Students' Social & Emotional Well-being

- Our students demonstrate skills and attributes to cope with life challenges and achieve personal well-being.
- We are committed to:
  o Providing a safe and inclusive environment that supports and meets the social, emotional, and mental health needs of the whole child.
  o Researching and implementing new programs and opportunities to enhance the overall learning experience of students.

Objective 1: Create a learning environment, inclusive of social and emotional learning, where students advocate for their own success and are provided with the tools to succeed (Year 0 – Year 5)

Actions:
- Research options to increase student access to academics, athletics, activities, and all aspects of students opportunities and programming
- Encourage student led Individual Education Plan meetings
- Expand student council to include more students and more diversity
- Promote learning of life skills
- Showcase course offerings to students prior to scheduling
- Every student, grades 6-12, will complete an Academic and Career Plan
- Distribute an annual Student Engagement and Readiness Survey to secondary students to gauge perceptions of engagement, and preparedness in academics and non-academic life skills, including SEL components. An abridged version of the survey can also be distributed to higher grade elementary students

Performance Indicators:
- Measures of self-efficacy and resourcefulness
- Number of opportunities for students to identify strengths and needs
- Student perceptions
- Results from annual Student Engagement and Readiness Survey
- Number of students involved in extracurriculars
- Develop brochures for course offerings
- Number of completed Academic and Career Plans on file compared to number of students
- Graduation rates
- Dropout rates
- College and/or career pathways

Data Sources:
- Annual Student Engagement and Readiness Survey
- Peer-to-peer observations

Objective 2: Enrich learning and cultivate personal growth for all students through experiences beyond the classroom (Year 0 – Year 5)

Actions:
- Evaluate existing programs and services available to all students
- Increase opportunities for participation in arts & music, sports, clubs, extracurricular
- Increase opportunities for district-wide SEL/mental health focused programs, seminars, and events
- Increase opportunities for small group and/or one-on-one SEL/mental health focused counseling for students
- Encourage community involvement in service hours
- Increase district-wide events (PreK-12) that involve community
- Implement independent study, work study, and/or service learning programs and projects
- Ensure students and their families are aware of the resources and processes for seeking personal help and reporting concerns in a safe manner

Performance Indicators:
- Measures of self-efficacy and resourcefulness
- Student perceptions
- Results from annual Student Engagement and Readiness Survey
- Number of students involved in extracurriculars
- Counselor to student ratios
- Number of students accessing internal/external supports and services
- Community agencies and social service partnerships with the district

Data Sources:
- Annual Student Engagement and Readiness Survey
- Peer-to-peer observations

Objective 3: Incorporate elements of social and emotional learning into instructional and non-instructional programs (Year 0 – Year 5)

Actions:
- Research innovative techniques for social and emotional learning
- Take inventory of what resources there are for social and emotional learning internally and externally
- Examine current programs and curriculum for social and emotional learning components currently in place
- Provide professional development for staff members to establish procedures to address mental health
- Raise awareness of mental health concerns and ways to seek help
- Evaluate existing resources and create an updated list of outside resources for parents

Performance Indicators:
- Measures of self-efficacy and resourcefulness
- Student perceptions
- Number of opportunities for students to identify strengths and needs
- Sample lessons with including SEL activities and learning objectives

Data Sources:
- Annual Student Engagement and Readiness Survey
- Peer-to-peer observations
- District data

Focus Area 3: District, School, and Staff Effectiveness and Engagement

- Our staff feel valued, are fully invested in students' success, and feel that they receive the support they need to be highly effective employees.
- We are committed to:
  o Recruiting, developing, and retaining high-quality, engaged, and diverse administrators, teachers, and staff
  o Developing high-quality professional learning and coaching that further strengthens staff capability and performance.

Objective 1: Develop and implement a hiring program to recruit high-quality staff (Year 0 – Year 3)

Actions:
- Develop and broaden teacher pipeline and recruitment efforts to yield a diverse, culturally competent and effective workforce
- Create relationships with local colleges to entice recent college graduates to apply to work in the district
- Develop a rigorous selection and hiring process that ensures the most effective workforce

Performance Indicators:
- Evaluate hiring needs
- Establish broader recruiting approach
- Education and certifications of newly hired staff
- Employee perceptions
- Results from annual Employee Engagement Survey

Data Sources:
- Annual New Hire Survey
- Annual Employee Engagement Survey

Objective 2: Develop and implement a program to retain high-quality staff (Year 0 – Year 2)

Actions:
- Research and develop a predictable compensation schedule for all employee groups that takes into consideration experience, knowledge, education, and performance
- Further develop a mentoring program for teachers and staff (peer-to-peer)
- Create opportunities for teachers/district administration to meet outside of observations
- Provide processes and adequate resources for staff to effectively fulfill the requirements of their positions
- Target staff compensation in top quartile of comparable districts
- Distribute an annual Employee Engagement Survey to all employees to gauge perceptions of satisfaction, as well as identify areas of strength and areas for improvement related to engagement and satisfaction

Performance Indicators:
- Staff retention rates
- Develop an employee recognition program
- Employee perceptions
- Results from annual Employee Engagement Survey

Data Sources:
- Annual Employee Engagement Survey

Objective 3: Enhance district-wide systems that promote shared accountability, high expectations, and continuous growth for all employees (Year 0 – Year 3)

Actions:
- Develop structures where each employee understands the purpose and value of their role within the district, as well as what define success in that role
- Develop systems to regularly celebrate staff as individuals and teams
- Develop and strengthen systems that increase transparency and encourage effective dialogue and communication to all staff
- Further develop annual employee reviews to provide feedback on individual performance
- Offer a variety of professional development options and develop differentiated pathways of continuous professional learning for all staff
- Increase professional development hours on campus during non-class days
- Survey staff on their needs/wants related to professional development
- Survey staff on the effectiveness of received professional development

Performance Indicators:
- Develop an annual review process for all employees
- Administer annual 360 leadership reviews for district and school administration

Data Sources:
- Annual reviews for all employees
- Annual 360 leadership reviews for district and school administration
- Annual Employee Engagement Survey

Goal 4: Parent and Community Engagement and Satisfaction

- Our families and community members are valued and collaborative partners in promoting student success.
- We are committed to:
  o Strengthening family, district, school, and community partnerships to support student growth.

Objective 1: Enhance opportunities to engage with more families and the community organizations (Year 0 – Year 3)

Actions:
- Further develop district and school parent teacher associations/organizations
- Provide more opportunities for parents to come on-site and volunteer, across all school levels
- Outreach to parent and community groups who are not involved
- Involve community associations in conversations about increasing engagement and two-way communication
- Distribute an annual Stakeholder Perceptions Survey that includes items on family and community engagement to all families to gauge perceptions of satisfaction, as well as identify areas of strength and areas for improvement related to engagement and satisfaction

Performance Indicators:
- Increase liaison groups
- Establish community engagement committee to streamline process
- Enhance community partnerships and engagement
- Results from annual Stakeholder Perceptions Survey
- Attendance at district and school events

Data Sources:
- Annual Stakeholder Perceptions Survey
- District data
- Event attendance data

Objective 2: Expand and enrich active partnerships between the district, families, and community organizations (Year 0 – Year 5)

Actions:
- Create a district-wide "Welcome Program" for all new families
- Develop an annual Open House for business owners, residents, and organizations to tour facilities and learn about the district
- Expand opportunities for students to explore local businesses through job sharing, internships, and community services.
- Explore communication tools and efforts to communicate with community members not directly affiliated with the district

- Distribute a monthly newsletter with district and school events
- Involve community associations in conversations about increasing engagement and two-way communication

Performance Indicators:
- Increased involvement of families and the community and district events
- Enhanced community partnerships and engagement
- Results from annual Stakeholder Perceptions Survey
- Attendance at district and school events
- Development of monthly newsletter(s)/podcast(s)
- Development of brochures/program for new families

Data Sources:
- Annual Stakeholder Perceptions Survey
- District data
- Event attendance data

Objective 3: Engage and support the use of multiple communication methods among and between parents, students, and district and school staff (Year 0 – Year 2)

Actions:
- Develop and implement shared expectations for communication with parents across schools, grades, and subjects
- Utilize various methods of communication
- Ensure communication materials reach the most people (translations available, visually impaired options, hearing impaired)
- Explore district and school-level communication channels and effectiveness
- Formalize outreach to community service groups
- Further develop and foster a presence on social media
- Enhance communication effectiveness to community, staff, and students

Performance Indicators:
- Streamlined communication methods across the district
- Enhance community partnerships and engagement
- Results from annual Stakeholder Perceptions Survey
- Increased social media presence

Data Sources:
- Annual Stakeholder Perceptions Survey
- District data

Goal 5: Finances, Facilities, and Operations

- Our resources are maximized to achieve our strategic goals.
- We are committed to:
  - Effective use of resources to provide efficient operations, systems, and services.
  - Ensuring the school division remains fiscally responsible and financially sound.
  - Continuing to invest resources in new and existing facilities.

Objective 1: Streamline district organization processes and procedures to enhance efficiency and effectiveness (Year 0 – Year 5)

Actions:
- Define efficiency & effectiveness
- Measure effectiveness of district and school programs
- Develop ongoing reviews of programs to evaluate effectiveness and remove inefficient programs
- Examine current costs and align budget items to goals within the strategic plan
- Create understandable financial communications and make annual financial documents accessible on the district website
- Further develop systems to communication budget and spending to all stakeholders
- Set goals and outcomes before placing new systems in each department
- Expand capacity to pursue increased grant funding to assist in innovation and improved learning and support programs.

Performance Indicators:
- Program assessments
- Assess staffing levels in all areas
- Determine guidelines for organizational functions
- Evaluate and streamline systems for functionality
- Stakeholder perceptions
- Results from annual Stakeholder Perceptions Survey

Data Sources:
- Annual Stakeholder Perceptions Survey
- District efficiency data
- Program evaluation

Objective 2: Provide safe, properly equipped, well-maintained, updated facilities and infrastructure that support our mission, strategic plan, and educational programs (Year 0 – Year 5)

Actions:
- Ensure innovative practices to be at the forefront of technology & facility design to facilitate student success.
- Conduct facility, service, and technology needs assessment for all buildings

- Update the Facilities Master Plan, including educational specifications and conditions assessment
- Gather feedback from all stakeholders on their perceptions of quality of district and school buildings and facilities

Performance Indicators:
- Capital improvement priorities
- Facilities and services audit and needs assessment
- Construction updates
- Stakeholder perceptions
- Results from annual Stakeholder Perceptions Survey

Data Sources:
- Annual Stakeholder Perceptions Survey
- District data

Objective 3: Evaluate emergency plans and procedures to exceed Virginia State guidelines and improve perceptions of safety (Year 0 – Year 2)

Actions:
- Evaluate emergency plans and procedures
- Develop an alert or app to keep students, families, and staff aware of emergencies in school
- Create an identification system to get into the schools to make students feel safer

Performance Indicators:
- Revised emergency plans and procedures
- Implementation of an identification system to enter schools
- Results from annual Stakeholder Perceptions Survey

Data Sources:
- Annual Stakeholder Perceptions Survey
- District data