

MAKING CONNECTIONS

2014 Comprehensive Plan



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School Board of Roanoke County Public Schools

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Tim Greenway, Vice Chairman

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Lori Wimbush

Dr. Linda Wright

Many other staff members in the various departments made significant contributions to this plan.

2014 School PTA / PTSA / PTSO Presidents

ELEMENTARY SCHOOLS

Back Creek	Vikie Hassall
Bonsack	Kim Hylton
Burlington	Susan Lugones
Cave Spring	Erica Carter
Clearbrook	Shelley Clemons
Fort Lewis	Barb Fraticelli
Glen Cove	Gwynn Weaver
Glenvar	Stephanie Butler
Green Valley	Lisa Walters
Herman L. Horn	Kellay Harnish
Mason's Cove	Erin Tice
Mount Pleasant	Michele Dollberg
Mountain View	Amy Foster
Oak Grove	Samantha Getz
Penn Forest	Rebecca Muzzy
W.E. Cundiff	Diane Eades

MIDDLE SCHOOLS

Cave Spring	Jay Glenn
Glenvar	
Hidden Valley	Terry Carico
Northside	Sandy Sloane
William Byrd	Lisa Stover

HIGH SCHOOLS

Cave Spring	Prina McTiegue
Glenvar	Lenora Downing
Hidden Valley	Melissa Puckett
Northside	Christine Hendron
William Byrd	Karen Hanley

School Principals

ELEMENTARY SCHOOLS

Back Creek	Virginia Sharp
Bonsack	Melissa Jones
Burlington	Susan Brown
Cave Spring	Jodi Poff
Clearbrook	Karen Pendleton
Fort Lewis	Cindy Klimaitis
Glen Cove	Dr. Jan Nichols
Glenvar	Lisa Coleman
Green Valley	Ashley McCallum
Herman L. Horn	Peggy Stovall
Mason's Cove	Phyllis Satterfield
Mount Pleasant	Ellen Walton
Mountain View	Leigh Smith
Oak Grove	Kim Bradshaw
Penn Forest	Jean Brammer
W.E. Cundiff	Sherry Bryant

MIDDLE SCHOOLS

Cave Spring	Fiona Hill
Glenvar	Jamie Soltis
Hidden Valley	Mike Riley
Northside	Lori Wimbush
William Byrd	Tammy Newcomb

HIGH SCHOOLS

Burton Center	Jason Suhr
Cave Spring	Steve Spangler
Glenvar	Joe Hafey
Hidden Valley	Rhonda Stegall
Northside	Dr. Daniel Lyons
William Byrd	Dr. Richard Turner



**All Roanoke County students will be empowered to learn through technology and 21st century skills:
*Collaboration, Communication, Creativity,
and Critical thinking.***

OUR MISSION

The mission of Roanoke County Public Schools is to ensure quality learning experiences designed to equip all students with the skills to adapt and thrive in a changing global environment.

OVERVIEW OF ROANOKE COUNTY PUBLIC SCHOOLS

Roanoke County is located in the southwestern part of the Commonwealth of Virginia at the southern tip of the Shenandoah Valley and is surrounded by the Allegheny and Blue Ridge Mountains. With a total area of 248 square miles, it is the suburban hub of the Roanoke Valley and has a provisional population of 92,432 (2012), with 311, 835 in the Roanoke MSA. Roanoke County is within 500 miles – a day's drive -- of two-thirds of the business, economic, and population regions of the United States. Its proximity to major interstate highways, easy airline flight connections, major railway corridor (including forthcoming passenger rail service), cultural amenities, and extensive greenway system make Roanoke County an ideal place to live and do business.

Roanoke County Public Schools is the 17th largest of 132 school systems in the Commonwealth of Virginia. Located in the largest urban area west of Richmond, RCPS is the largest employer in Roanoke County. RCPS has 27 schools: 16 elementary, five middle, five high, and one specialty center. RCPS schools continue to rank among the best in Virginia for student achievement and other measures of success.

Having its schools meet state and federal measures is one important benchmark for student achievement in RCPS. Based on results from the Spring 2013 testing window (the most recent results available), RCPS was one of only approximately 20 school divisions in Virginia in which all schools were fully accredited. RCPS also prides itself on having one of the highest on-time graduation rates in the state at 95.4% for the Class of 2014.

Roanoke County Schools is also known for its outstanding technology program. It is a member of the prestigious League of Innovative Schools, only one of 57 national schools invited to join. As an early adopter of a 1:1 digital learning environment, all high school students are provided laptops to use in school, as well as at home – access to these laptops allows teachers to integrate interactive lessons within their curricula and to personalize learning for each student. High school students access more than 90% of their textbooks from laptops. All Roanoke County Schools also have a 3-D printer and many schools compete in robotics competitions. Promethean boards are in all core classrooms. Also Roanoke County Schools has had a virtual high school program for over 12 years and high school students can take up to two virtual classes during the school year using their Blackboard Learn environment. Roanoke County Schools understands that teaching is more than just preparing students for end-of-year assessment tests. Acting upon feedback gathered from the business and higher education communities the school district is focusing on helping students develop “21st Century Skills”: creativity, collaboration, critical thinking and communication.

For the eleventh year, Roanoke County Public Schools was named as one of the Best Communities for Music Education. This honor is awarded to school districts from across the nation whose commitment to quality music education has enabled them to stand out despite the many pressures on music and arts programs across the country. With testing and accountability requirements, it is becoming increasingly difficult to maintain resources for student access to music education. The schools selected for the list consider music education integral to a quality education and an important part of the learning process.

The Government Finance Officers Association of the United States and Canada (GFOA) awarded a Certificate of Achievement for Excellence in Financial Reporting to Roanoke County Public Schools for its comprehensive annual financial report (CAFR) for the fiscal year ended June 30, 2013. This was the thirteenth consecutive year that the School System has received this prestigious national award recognizing conformance with the highest standards for preparation of state and local government financial reports.

The Association of School Business Officials International (ASBO) awarded a Certificate of Excellence in Financial Reporting to the School System for its CAFR for the fiscal year ended June 30, 2013. This certificate was also awarded for the thirteenth consecutive year. The Certificate of Excellence program is similar to the GFOA Certificate of Achievement program recognizing excellence in the preparation and issuance of school system financial reporting. In order to be awarded a Certificate of Achievement or a Certificate of Excellence, a school system must publish an easily readable and efficiently organized comprehensive annual financial report, whose content conforms to the standards of both programs. A Certificate is the highest form of recognition awarded in the fields of governmental financial reporting and school system specific financial reporting.

Two schools in Roanoke County, Cave Spring High School and Hidden Valley Middle School, earned the 2014 Board of Education Excellence Award for advanced learning and achievement. The VIP incentive program recognized schools and divisions that exceed minimum state and federal accountability standards and achieve excellence goals established by the governor and the Board of Education. Also, eight schools earned the Board of Education's Distinguished Achievement Award. This award recognized schools and divisions that have met all state and federal benchmarks for at least two consecutive years and are making progress toward VIP objectives that reflect the goals of the governor and the board.

Three Roanoke County high schools were named to the U. S. News and World Report best high schools. Hidden Valley High School (28th in Virginia and 693 in the nation); Cave Spring High School (29th in Virginia and 793 in the nation); and Glenvar High School (47th in Virginia and 1,916 in the nation) all made the list for 2014. This is the third year Cave Spring and Hidden Valley high schools were included in the Best High Schools list and the second year for Glenvar High School. All three schools earned Silver medals. Schools are evaluated on overall student performance on state-mandated assessments, as well as how effectively schools educated their black, Hispanic and economically disadvantaged students. Performance on Advanced Placement and



International Baccalaureate exams was then used to determine the degree to which schools prepare students for college-level work.

Northside Middle School joined more than 380 exemplary middle-grades schools across the nation as “Schools to Watch” as part of a recognition and school improvement program developed by the National Forum to Accelerate Middle-Grades Reform. Northside Middle was selected for its academic excellence, its responsiveness to the needs and interests of young adolescents, and its commitment to helping all students achieve at high levels. In addition, the school has strong leadership, teachers who work together to improve curriculum and instruction, and a commitment to assessment and accountability to bring continuous improvement. Northside joins Hidden Valley Middle School as two of only a handful of schools in western Virginia that have been recognized as Schools to Watch.

Masons Cove Elementary school was awarded a Gold LEED Certification by the U. S. Green Building council (USGBC). LEED is the most recognized certification program for green buildings in the United States. Masons Cove is the only school in the western half of Virginia to receive a Gold LEED certification.



Roanoke County Schools is on the move and its employees believe excellence should be the norm.

DESCRIPTION OF THE PLANNING PROCESS

The Standards of Quality for Public Schools in Virginia require that each local school board adopt a division-wide comprehensive, unified, long-range plan. Beginning with the 2011 Leadership Retreat with RCPS division and school administrators, Superintendent Dr. Lorraine Lange articulated a forward-thinking vision for what learning should look like for students in Roanoke County. With support from the School Board, the superintendent challenged school leaders to continue promoting student success on state tests, but to also move beyond knowledge-based assessments by focusing on the 21st century skills and mindset that prepare students for their future.

In Spring 2013, the work began to incorporate this vision into a revision of the RCPS Comprehensive Plan. A committee was formed with representation from the elementary, middle, high school, and division levels to develop a plan that would (1) implement the overall vision and mission of the school division, and (2) be produced in a streamlined format to promote clarity, transparency, actionability. Using an envisioning process that has also been done in various ways with stakeholder groups such as County Council of PTAs, business leaders, teachers, and administrators, the committee brainstormed ideas about what students should know and be able to do as a result of being in RCPS classrooms. Ideas were also generated about related topics such as what school and classroom environments should be like and what support tools and services are needed to create the desired environments and learning outcomes. A research-based coding process was used to synthesize the ideas and identify common themes from which descriptive statements could be generated. The committee further developed the descriptive statements and produced a draft of a foundational document called the Digital C-Change Strategic Framework, reflecting the C's of 21st century skills and the emphasis on technology articulated by the RCPS Vision Statement. To help with branding and clear messaging of the central ideas of the Strategic Framework, committee members developed a logo symbolizing the centrality of the 21st century skills to the idea of deeper, innovative learning as well as the supporting conditions needed to sustain this balanced approach to learning. The design of the logo with the connecting C's and RCPS seal, are reminiscent of a dogwood flower, symbolizing the mountain flora surrounding Roanoke County.

In Summer 2013 and throughout the 2013-2014 school year, school and division leaders began working with the ideas expressed by the Strategic Framework. The rationale of the Digital C-Change Strategic Framework and its implications for instructional technology use were shared with the School Board in June 2013. The Digital C-Change ideals were also presented to the Roanoke County Council of PTAs and the various principals groups in Fall 2013. Along the way, feedback was sought and welcomed leading to further iterations of the document to improve clarity. During the 2013 Leadership Retreat, administrators began to develop an understanding of the Strategic Framework by practicing and modeling design challenges. This work expanded through the ongoing implementation of the Elementary Engineering Plan and the initiation at the secondary level of cohorts of teachers

within each school to make meaning of the Strategic Framework and support its implementation through sustainable, grassroots professional development. Recognizing the need for accountability and valid assessments to measure and evaluate 21st century learning, these agents of change (informally known as “C-Change Agents”) at the secondary level began developing rubrics to help teachers and administrators understand the extent to which teachers’ lesson design and delivery help students demonstrate 21st century skills. School and division leaders also connected with likeminded school systems across Virginia and the United States for additional support and collaboration.

With an understanding of the principles of the Strategic Framework continuing to develop and take root, school and division leaders acknowledged the need to revise the internal system of strategic accountability known as the Roanoke County Accreditation Process (RCAP). With the emphasis of the Strategic Framework on classroom-level learning and teachers working together, school and division administrators began developing a revised process for aligned, systems-based accountability reflective of industry standards in organizational management and quality control. In Summer 2014, staff in each division-level department developed strategic plans with specific goals aligned with the Strategic Framework and measurable strategies to achieve the goals. These Department Strategic Plans were designed to guide and support the performance of the school division and each of the twenty-seven schools within the school division. In Fall 2014, the Strategic Framework Development Committee reconvened to review the Department Strategic Plans and provide feedback. This feedback was used to further revise the plans which are presented here as a major component of the 2014 RCPS Comprehensive Plan, along with the Strategic Framework and the other required elements of the comprehensive plan. RCPS schools will use the 2014 RCPS Comprehensive Plan to develop School Strategic Plans in such a way to maintain system-wide alignment while meeting the individual needs of the school.

The 2014 RCPS Comprehensive Plan will be presented to the community for public comment and feedback via school PTA/PTO organizations, the Salem-Roanoke County Chamber of Commerce, the RCPS website, and a hearing of the School Board.

The School Board approved the 2014 Comprehensive Plan at its meeting on December 18, 2014.

RCPS Digital C-Change Strategic Framework

A long-time leader in instructional technology, RCPS is again leading the way among K-12 school districts by undergoing a *sea change* in the way instructional planning, digital resources, and technology are leveraged to transform the learning experience of students in all RCPS classrooms toward *deeper learning*. By shifting the learning focus toward a balance between content knowledge and the equally important process of developing 21st century skills, RCPS affirms its mission to ensure students are equipped with collaborative problem-solving skills and are able to think and communicate creatively about their experiences. In this paradigm, providing access to digital resources and technology is neither the end game nor is it limited to passive tasks such as taking online tests or accessing information. Students use a variety of technology tools as consumers as well as producers of information.

None of this happens within a vacuum; rather, students will successfully achieve within a carefully cultivated climate and culture conducive to learning and with educators and support staff fully prepared to collaboratively meet the needs of each student.

For RCPS, the sea change toward deeper learning means leveraging technology in meaningful ways to focus on the C's of 21st century learning --Collaboration, Communication, Creativity, and Critical thinking—while continuing to ensure that every student has appropriate resources to achieve along the path to graduation and beyond.

DIGITAL C-CHANGE STRATEGIC FRAMEWORK



DEEPER LEARNING is at the heart of the Strategic Framework. What does *deeper learning* look like?

- Deeper learning is **learning that is engaging and purposeful**.
- Deeper learning includes content knowledge as well as **the development of 21st century skills**: Collaboration, Communication, Creativity, and Critical thinking.
- Deeper learning is student-centered, personalized, and differentiated to meet the individual **needs of students**.
- Deeper learning is produced through the purposeful use of a **variety of instructional strategies**. Strategies that engage students in authentic problem solving (e.g. inquiry-based learning, project-based learning, and design challenges) should be a regular part of the instructional mix.
- Deeper learning produces **innovative** students who are college and career ready.
- Deeper learning is catalyzed when **technology** is used to activate the 21st Century skills C's.



What are the components and conditions needed to sustain deeper learning?

- **Balance**
 - ✓ The school community strives for an instructional balance between preparing students for standardized tests and developing 21st century skills that are equally crucial to their future success.
 - ✓ A variety of assessments is used to measure student achievement; including rubrics, performance-based assessments, and traditional assessments such as Standards of Learning tests.
 - ✓ The curriculum provides for a whole-child approach to learning across a variety of disciplines.
- **School and Classroom Climate**
 - ✓ The school community cultivates a physically, emotionally, and intellectually safe environment in which students experience a sense of belonging.
 - ✓ Schools are positive, welcoming communities built on a foundation of mutual respect and social equity.
 - ✓ Students exhibit a high standard of citizenship in both face-to-face and online interactions.
 - ✓ Students and staff exhibit collaboration and communication skills that contribute to a positive school climate.
- **Professional Growth**
 - ✓ Professional growth is developed through active participation of each staff member within a professional learning community.
 - ✓ Division and school leaders commit to staff professional growth through planning, funding, and program evaluation.
 - ✓ Multiple delivery modes and differentiation are employed to meet individual needs of staff.

- **Professional Growth (continued)**

- ✓ Professional development incorporates job-embedded approaches such as instructional coaching and professional learning communities.
- ✓ School and division professional development priorities are aligned with the teaching and learning goals of the division.
- ✓ Building for teaching capacity involves a personal commitment to a deep understanding and demonstration of content knowledge, best practice pedagogy, and skill with engaging use of technology.
- ✓ Professional development builds staff capacity to meet current as well as future challenges.

- **Support Tools and Services**

- ✓ School facilities and operations support environments in which children thrive.
- ✓ Staff exercises ethical and transparent stewardship of public funds and resources.
- ✓ Technology services support the instructional program and business functions of the school system.

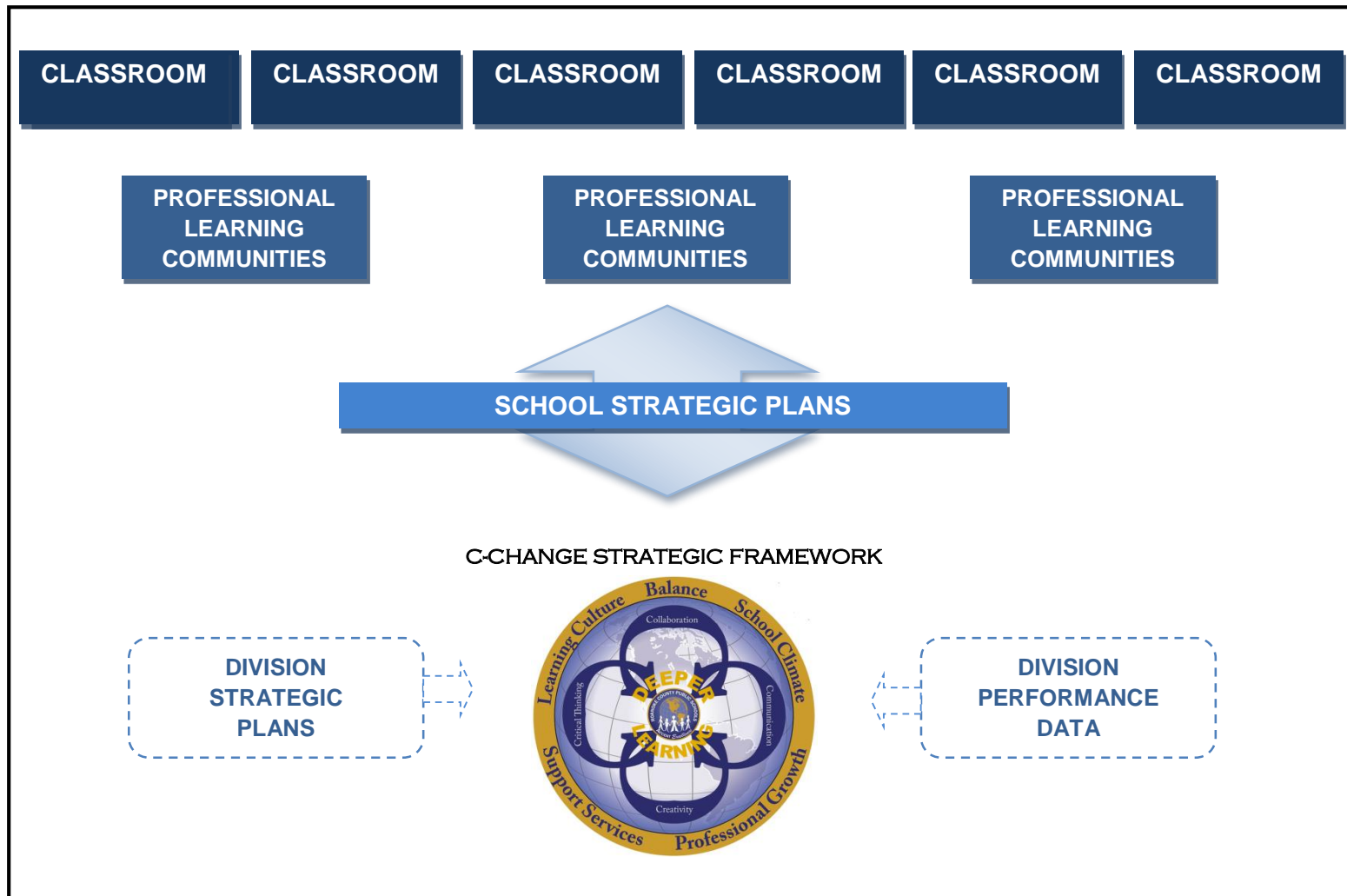
- **Learning Culture**

- ✓ Leadership is team-oriented and visionary.
- ✓ Student and school success are celebrated.
- ✓ Resilience toward problem solving is fostered by viewing failure as a learning opportunity.
- ✓ Collaboration through communities of learning is a primary conduit for skill growth for students and adults.
- ✓ Adults exhibit a positive attitude and optimistic expectations regarding student potential.
- ✓ Intellectual curiosity is modeled by adults and cultivated in students.
- ✓ Opportunities are created for continuous learning.
- ✓ Adults and students practice evidence-based decision making.
- ✓ Adults and students are accountable to themselves and the learning community for their contribution to student achievement.



RCPS Organizational Model for Implementation of the Strategic Framework

The Strategic Framework serves as the primary focus for school growth and student achievement within the RCPS Comprehensive Plan. The following graphic and accompanying explanation describe the interconnectivity among the school division, schools, and classrooms within this model. The vehicle for implementation of the model within the schools is the RCPS Strategic Planning Process.



The **Digital C-Change Strategic Framework** identifies specific outcomes associated with the learning focus articulated by the Vision and Mission statements. These outcomes describe the types of deeper learning experiences that should be readily evident in every classroom, in every school within the school division. Every RCPS student deserves the opportunity to learn from educators who are committed to preparing, planning, creating, implementing, and evaluating for these outcomes. The Digital C-Change Strategic Framework also articulates five essential components and conditions that must be nurtured and developed in order for the outcomes to become reality in each classroom: Balance, School and Classroom Climate, Professional Growth, Support Tools and Services, and Learning Culture.

The Digital C-Change Strategic Framework is effective and meaningful in promoting consistent, sustained improvement only to the extent that it leads to change in schools, cohorts of teachers and staff, and individual classrooms. RCPS believes that reform relies on the work done individually and collaboratively by teachers, staff, and leaders in each school to put into practice the ideals of the Digital C-Change Strategic Framework through goals adopted at the school and classroom level. Individual teachers and staff understand the nature of 21st century **classrooms** and accept responsibility for the professional growth needed to make it happen. Teachers and staff then join together within **professional learning communities**¹ (PLC) to develop common goals and plans and mutually support their implementation within the PLC. The collective work of teachers within PLCs serves as the primary conduit of change implementation required by the overall School Strategic Plan which is developed through the continuous assessment of needs within the school in alignment with the Digital C-Change Strategic Framework. The Strategic Planning Process represents the cycle of continuous improvement expected at each school and is an internal and external means of accountability to stakeholders, including accountability within the Roanoke County Strategic Planning process.

RCPS is a system of individual schools and central departments aligned to a common vision and mission. Just as individual schools are accountable to stakeholders for continuous improvement, so, too, is RCPS accountable to stakeholders as a **school division**. Each RCPS department develops standards of excellence and short-term goals in support of the learning focus of the school division and the individual schools. These standards and goals include every aspect of the operation of the school system including instruction, nutrition, human resources, facilities, technology, student services, administration, and finance. Performance goals and evidence of achievement are reported regularly to the School Board, the Virginia Department of Education, and other accrediting agencies, and are made public to RCPS stakeholders through various media.

¹ See DuFour and Fullan (2013) to learn more about the importance of PLCs and how to use them to change and sustain school learning culture.

RCPS Strategic Planning Process

School divisions and local schools are required by the Code of Virginia to adopt comprehensive, long-range plans for continuous growth and improvement. In RCPS, the Comprehensive Plan and its various components described within this document are designed to meet the state requirement. At the school level, the School Strategic Plan serves as the required blueprint for long-range continuous improvement. The School Strategic Plan and the district Comprehensive Plan, however, also serve a second purpose. The continuous cycle of study, implementation, and evaluation of these plans provide evidence to our stakeholders and outside accrediting agencies of our purposeful planning, data-based decision making, and accountability for student achievement and organizational effectiveness. This process of internal and external accountability is known as the **RCPS Strategic Planning Process**.

Although the School Strategic Plan for each school aligns with the overall goals of the school division as articulated by the Digital C-Change Strategic Framework, the RCPS Strategic Planning Process is designed to allow for a degree of differentiation among the 27 schools within RCPS. Since evidence collected at each school is likely to reveal strengths and concerns particular to that school, each school' strategic plan goals should reflect priority areas for growth to be addressed by the plan until sustainability is reached in the priority area or new evidence suggests the need to change priorities.

The integrity and credibility of RCPS Strategic Planning Process is maintained internally at each school though shared responsibility for the evidence-based identification of priorities, the development and implementation of action plans, the evaluation of progress, and ongoing revisions to the plan. The Strategic Planning Process is guided by engaged school leaders, but is only effective in realizing growth to the extent that stakeholders are meaningfully involved and the focus of change remains on individual classrooms within learning communities of professionals working collaboratively. The strategic plan for each school is a more than a document that is created but only reviewed every three years, it provides much of the day-to-day, purposeful focus for identified areas of growth. As such, the School Strategic Plan goals should be reviewed and revised at least annually based on evidence collected as measures of ongoing progress.

The integrity and credibility of RCPS Strategic Planning Process is also maintained though a review process that is external to each school. Each year, school leadership works with a liaison from central administration to review the planning and implementation process that the school has followed during the school year, as well as progress the school has made toward achievement of the chosen goals. The role of the liaison is to serve as a catalyst for reflection and a resource for suggestions and support. In the third

year of the school improvement cycle, the principal of the school should schedule dates for a visit from a review team that is external to the school, but comprised of a principal and staff member from designated schools as well as the central administration liaison. The purpose of the visit is to allow the visiting team to meet with school leadership and stakeholder representatives to review the school's data, goals, and improvement process. Empirical and anecdotal evidence of progress toward meeting the chosen goals should be presented along with plans for future direction. The review team will be especially interested in observing a clear alignment of school goals with the Digital C-Change Framework, what data were used to identify priorities, how the staff was organized to implement the School Strategic Plan, and how the School Strategic Plan resulted in change within individual classrooms to produce student achievement. The review team will provide feedback, including commendations and recommendations for strengthening the school continuous improvement process.



DEPARTMENT STRATEGIC PLAN INSTRUCTION

KEY PERFORMANCE INDICATORS	ACHIEVEMENT SUMMARY
GOAL 1 Students will attain a high level of knowledge and skills as assessed by multiple measures of achievement that reflect a balance between SOL and performance-based formats.	2015 All RCPS schools were accredited for 2015-2016 school year based on SOL assessments. All students in grades 3, 6, and 7 participated in performance-based assessments for which skills are demonstrated. 2016 2017 2018
GOAL 2 RCPS students in grades K-12 will progressively develop the skills needed to be college and career ready upon graduation.	2015 All students taking high school Personal Finance earned an industry credential in the 2014-15 school year with all 2017 graduates now on track to earn a credential. 2016 2017 2018
GOAL 3 RCPS students and staff will demonstrate effective 21st century skills (communication, collaboration, creativity and critical thinking) to achieve learning and instructional goals.	2015 RCPS schools made gains in implementing strategies to meet this goal. The timeline for extensive curriculum and assessment revision and development has been established. 2016 2017 2018

GOAL ACTION PLAN

GOAL 1: Students will attain a high level of knowledge and skills as assessed by multiple measures of achievement that reflect a balance between SOL and performance-based formats.

RATIONALE / EVIDENCE OF NEED: *Please describe the evidence used to identify this goal as a priority. Your description should include empirical data and a brief explanation of how the data was collected.*

- State and federal mandates require school districts to ensure student achievement, especially that of at-risk students.
- Students need to pass SOL tests to earn verified credits to graduate with a standard or advanced studies diploma.
- Assessment balance is necessary to equip students with the skills that make them college and career ready.
- Balanced assessments support RCPS Digital C-Change Strategic Framework.
- Assessment practice has been overwhelmingly dominated by multiple-choice format, which lacks real-world application.
- Balancing assessment to include tasks such as essays, performance and project-based components promotes deeper learning.

DIGITAL C-CHANGE STRATEGIC FRAMEWORK TARGET: *Please indicate which area of the Digital C-Change Strategic Framework is targeted by this goal by typing a "X" in the appropriate box. To verify alignment with the Strategic Framework, please refer to the descriptive statements listed under each element in the Strategic Framework.*

x	The "C's" of 21 st century learning	x	Balance	x	Learning Culture	x	Support Services and Tools
x	Deeper Learning	x	School and Classroom Climate	x	Professional Growth		

ANTICIPATED OBSTACLES: *Please briefly state anticipated obstacles or threats to accomplishing this goal.*

1. Pressure to achieve on traditionally structured state and federally mandated assessments.
2. Fear of change.
3. Teachers will need professional development in order to be able to design assessments reflective of 21st Century Skills and deeper learning.
4. Time constraints for teachers on creation, delivery and evaluation.
5. Parents need to understand how student achievement is measured and how data may be interpreted.

KEY PERFORMANCE INDICATORS: *Please describe how performance will be measured, the research or professional resources used to guide the development and implementation of an action plan, and strategies adopted within the action plan. The action plan should include a timeline for implementation with benchmarks, a description of who is facilitating the strategies, and how progress will be reported and evaluated.*

ACTION PLAN	TIMELINE	REFERENCES	FACILITATOR	BUDGET	EVALUATION	ANNUAL PROGRESS DATA
STRATEGY 1.1 All schools will meet state accreditation benchmarks for student achievement.	Annually	Virginia accreditation benchmarks	Director of Testing and Remediation Directors of Instruction	Operating budget	Student assessment results	2015: All RCPS schools were accredited for 2015-2016 based on Spring 2015 results.
STRATEGY 1.2 Whole group and subgroup achievement of RCPS students will meet or exceed that of other Virginia school divisions with similar demographics.	Annually	Division report cards	Director of Testing and Remediation Directors of Instruction	Operating budget	Student assessment results	2015: RCPS monitors progress with nine other peer school divisions. RCPS has top scores in 6 of 28 SOL tests and ranks in the top 5 in 26 of 28 SOL tests.

<p>STRATEGY 1.3 Create and implement professional development resources for training on best-practice remediation and intervention strategies.</p>	<p>Fall 2014 to Spring 2015</p>	<p>"Instructional Interventions That Have Proven to Be Successful with Low-Achieving Students" from VDOE</p>	<p>Directors of Instruction Director of Testing and Remediation Director of Special Education</p>	<p>Operating Budget</p>	<p>PD module available in Blackboard PD and support meeting documentation</p>	<p>2015: The RCPS Instruction and Intervention Toolbox was developed in Spring and Summer 2015. PD was provided to all principals in July 2015. PD will be provided to all teachers by Spring 2016. The PD module is available in the Learning Resource Zone in Blackboard for all staff.</p>
<p>STRATEGY 1.4 All teachers will participate in professional development for building 21st century instruction and assessments.</p>	<p>Summer 2014 to Spring 2019</p>	<p>RCPS Strategic Framework P21 EdLeader21</p>	<p>Directors of Instruction</p>	<p>Operating budget</p>	<p>Professional development documentation</p>	<p>2015: PD completed:</p> <ul style="list-style-type: none"> • All 3rd grade science teachers on use and scoring of performance assessments • All 21 art teachers at Taubman Museum on smart phone apps for photography • All 21 art teachers on children's engineering and art shows • PD on social studies performance for all 3rd, 6th and 7th grade ss teachers • PD for 26 librarians on how libraries need to change • All 16 elementary PE teachers on children's engineering • All 30 secondary PE teachers on unpacking the new SOL • Children's engineering for all 16 elementary music teachers • All 9 secondary band teachers on raising music standards in 7th and 8th grade • All 5 secondary choir teachers on raising music standards for 6th and 7th grade • All 32 world language teachers on performance and proficiency assessments • PD for 24 Algebra 1 and 10 Math 8 teachers on digital resources • Livescribe Pencasts created and made available to all Geometry teachers • PD for all 1st grade teachers on revised Literacy Plan implementation

						<ul style="list-style-type: none"> • PD for all 6th grade English teachers on Literacy Plan implementation • SOL alignment PD provided in English at 5 elementary schools, 3 middle schools, and 1 high school.
<p>STRATEGY 1.5 Create and administer an annual survey of teachers to measure progress towards balanced assessment practices.</p>	<p>Baseline administration February 2016</p> <p>Repeated annually each Spring with alternating groups of participants</p>	RCPS Strategic Framework	<p>Director of Testing and Remediation</p> <p>Instructional Coordinators</p> <p>Directors of Instruction</p>	Operating budget	Survey instrument and results	2015: Timeline for gathering of baseline data postponed with a new target date of February 2016 to correspond with Curriculum and Assessment review and revision.
<p>STRATEGY 1.6 Reduce the percentage of teachers who self-identify as lacking the necessary skills to balance assessment by 50% by 2019.</p>	Spring 2016 – Spring 2019	RCPS Strategic Framework	<p>Director of Testing and Remediation</p> <p>Instructional Coordinators</p> <p>Directors of Instruction</p>	Operating budget	Survey results	2015: Baseline administration of survey postponed until February 2016 to correspond with Curriculum and Assessment review and revision.
<p>STRATEGY 1.7 Increase the percentage of 3rd grade students reading on grade level to 83%.</p>	Fall 2014- Spring 2019	<p>Virginia Index of Performance bonus criteria</p> <p>RCPS Literacy Plan</p> <p>Baseline performance in Fall 2013 was 78%</p>	<p>Coordinator of English</p> <p>Director of Elementary Instruction</p> <p>Associate Director of Testing and Remediation</p>	Operating budget	<p>Fountas & Pinnell data collection from schools each May</p> <p>On grade level identified as $\geq M$</p>	2015: The percentage of 3 rd grade students reading on grade level in Fall 2014 was 75% as measured by F&P assessments. With the 2015 revised Literacy Plan, reading levels are now based on a more objective measure: Scholastic Reading Inventory. Fall 2015 baseline data indicates a new baseline of 50% of 3 rd grade students reading on grade level. This remains an area of primary focus in the Literacy Plan.

<p>STRATEGY 1.8 Increase the proficiency rate on statewide assessments for students with disabilities for English/reading.</p>	<p>Annually</p>	<p>Special Education Performance Plan (Indicator 3: Participation and Performance on Statewide Assessments)</p>	<p>Director of Special Education and Pupil Personnel Services Associate Director of Testing and remediation</p>	<p>Special Education Operating Budget</p>	<p>Student assessment results State Performance Plan results of Indicator #3: Participation and Performance on Statewide Assessments</p>	<p>2015: 2013-2014 Division Performance (based on data from 2012-2013) State Target- >42% RCPS Performance- 58% Met/exceeded state target- Yes</p>
<p>STRATEGY 1.9 Increase the proficiency rate on statewide assessments for students with disabilities for math.</p>	<p>Annually</p>	<p>Special Education Performance Plan (Indicator 3: Participation and Performance on Statewide Assessments)</p>	<p>Director of Special Education and Pupil Personnel Services Associate Director of Testing and remediation</p>	<p>Special Education Operating Budget</p>	<p>Student assessment results State Performance Plan results of Indicator #3: Participation and Performance on Statewide Assessments</p>	<p>2015: 2013-2014 Division Performance (based on data from 2012-2013) State Target- >49% RCPS Performance- 60% Met/exceeded state target- Yes</p>

GOAL 2: RCPS students in grades K-12 will progressively develop the skills needed to be college and career ready upon graduation.

RATIONALE / EVIDENCE OF NEED: Please describe the evidence used to identify this goal as a priority. Your description should include empirical data and a brief explanation of how the data was collected.

- The Virginia College and Career Readiness Initiative requires college and career readiness skills be taught in every classroom.
- The Virginia Standards of Accreditation (SOA) require that students in the cohort beginning 9th grade in 2011-12 and beyond earn an industry certification as a requirement for a standard diploma.
- The Virginia SOA require that students be CTE completers if they are using Computer Math as their third math course for earning a standard diploma.
- Students will need information to prepare them for the changes occurring in Spring 2016 in college entrance exams such as SAT.
- Providing students opportunities to complete college-level work through AP and dual enrollment continues to be a state and national trend.
- Students in the cohort beginning 9th grade in 2013-14 and beyond are required to successfully complete a virtual course and modern academic, workplace, and social environments increasingly require digital competence.
- Input from CTE General Advisory Committee.
- Federal Carl D. Perkins Career and Technical Education Improvement Act of 2006
- Virginia Career Pathways Initiative

DIGITAL C-CHANGE STRATEGIC FRAMEWORK TARGET: Please indicate which area of the Digital C-Change Strategic Framework is targeted by this goal by typing a "X" in the appropriate box. To verify alignment with the Strategic Framework, please refer to the descriptive statements listed under each element in the Strategic Framework.

x	The "C's" of 21 st century learning	x	Balance	x	Learning Culture		Support Tools and Services
x	Deeper Learning	x	School and Classroom Climate	x	Professional Growth		

ANTICIPATED OBSTACLES: Please briefly state anticipated obstacles or threats to accomplishing this goal.

- Stakeholders may need education to understand the 21st century economic and occupational outlook.
- There may be a lack of a common definition and understanding of college and career readiness.
- There may be financial constraints with regard to test fees.
- Measuring college and career-ready skills effectively may be challenging and may rely on proxy data points and anecdotal evidence.

KEY PERFORMANCE INDICATORS: Please describe how performance will be measured, the research or professional resources used to guide the development and implementation of an action plan, and strategies adopted within the action plan. The action plan should include a timeline for implementation with benchmarks, a description of who is facilitating the strategies, and how progress will be reported and evaluated.

ACTION PLAN	TIMELINE	REFERENCES	RESPONSIBILITY	BUDGET	EVALUATION	ANNUAL PROGRESS DATA
STRATEGY 2.1: All students earning a standard diploma will earn an industry credential.	Fall 2014 to Spring 2019	Virginia SOA Virginia College and Career Initiative	Coordinator of School Counseling Coordinator of CTE	Operating budget	Student data from SIS	2015: This is a requirement beginning with Class of 2017. All students who took Personal Finance class in 2014-2015 took the Workplace Readiness Skills exam. This exam will change to the WISE Exam for 2015-2016.

STRATEGY 2.2: Increase the percentage of graduates having taken one or more AP or dual enrollment course by 3%.	Spring 2019 Results from 2014-15 will be used as baseline.	College Board Virginia College and Career Initiative	Coordinator of School Counseling Director of Secondary Instruction	Operating budget	Student data from SIS	2015: Of the 1,118 graduates in June 2015, 1,966 AP classes were taken and 1,227 dual enrollment courses. Data analysis to determine baseline percentage is underway and will be completed by January 2016.
STRATEGY 2.3: Increase the percentage of Advanced Placement exams with scores of 3 or higher to 75% by 2017.	Spring 2019	AP Institute, professional development, College Board resources 2014 baseline score is 67.6%	Coordinator of School Counseling Director of Secondary Instruction	Operating budget	College Board score data	2015: In Spring 2015, 67.7% of students scored a 3 or higher on AP exams. AP courses will be part of the planned Curriculum and Assessment review.
STRATEGY 2.4: Meet or exceed student performance on SAT and ACT relative to Virginia school divisions with similar demographics.	Spring 2019	AP Institute, professional development College Board resources	Coordinator of School Counseling Director of Secondary Instruction	Operating budget	College Board and ACT score data	2015: SAT and ACT average performance for 2015 graduates was above the national average and on par with the average for Virginia graduates.
STRATEGY 2.5: All K-5 students will participate in learning activities in accordance with the Elementary Engineering Plan.	Fall 2014 to Spring 2019	RCPS Elementary Engineering Plan RCPS Strategic Framework	Director of Elementary Instruction	Operating budget	Principal documentation	2015: All K-5 teachers are required to implement 8 design briefs per year which ensures the opportunity for extensive participation for all students. Design briefs are submitted to principals, with representative samples sent to Dr. Wright for posting on Blackboard.
STRATEGY 2.6 All middle and high school students will participate in deeper learning activities as articulated in the RCPS Strategic Framework.	Fall 2014 to Spring 2019	RCPS Strategic Framework	Director of Secondary Instruction	Operating budget	Principal documentation Student survey data	2015: Principals report that deeper learning activities have started to become a focus in many schools. Survey data of students and teachers is being conducted in Fall 2015 to gather baseline data for this area.

<p>STRATEGY 2.7 Develop and implement a uniform RCPS senior exit survey designed to collect college and career data.</p>	<p>Development 2014-15 Implementation begins 2015</p>	<p>Virginia College and Career Readiness Initiative</p>	<p>Coordinator of School Counseling Directors of Instruction</p>	<p>Operating budget</p>	<p>Exit survey instrument</p>	<p>2015: A means of collecting this data is under development with the goal of having a survey instrument ready for June 2016.</p>
<p>STRATEGY 2.8 Track the percentage of students who intend to pursue STEM-related fields after graduation.</p>	<p>Spring 2015 to Spring 2019</p>	<p>Virginia College and Career Readiness Initiative</p>	<p>Coordinator of School Counseling Directors of Instruction</p>	<p>Operating budget</p>	<p>Exit survey data</p>	<p>2015: A means of collecting this data is under development with the goal of having a survey instrument ready for June 2016.</p>
<p>STRATEGY 2.9 All students will complete an academic and career plan in grades 8 and 11.</p>	<p>Fall 2014 to Spring 2019</p>	<p>Virginia SOA Virginia College and Career Readiness Initiative</p>	<p>Coordinator of School Counseling</p>	<p>Operating budget</p>	<p>Student data from SIS</p>	<p>2015: All students completed academic and career plans in 2014-15.</p>
<p>STRATEGY 2.10 Conduct a comprehensive evaluation of the RCPS K-12 curriculum and recommend changes to improve alignment with college and career-readiness skills.</p>	<p>Fall 2015 to Spring 2019</p>	<p>Virginia College and Career Readiness Initiative P21 Framework RCPS Strategic Framework</p>	<p>Directors of Instruction</p>	<p>Operating budget</p>	<p>Committee report</p>	<p>2015: A Curriculum and Assessment Leadership Team was established in October 2015 and planning has begun in the Instruction Department. Three primary products will be developed: a profile of a graduate; a robust curriculum resource including SOL analysis, exemplar lessons and materials, and assessments; and student portfolios for which students will collect evidence of deeper learning skills.</p>

<p>STRATEGY 2.11 To increase the percent of youth with Individualized Education Plans graduating from high school with a regular diploma.</p>	<p>Annually</p>	<p>Special Education Performance Plan (Indicator 1: Graduation)</p>	<p>Director of Special Education and Pupil Personnel Services</p>	<p>Special Education Operating Budget</p>	<p>Student data from SIS State Performance Plan results of Indicator #1: Graduation to exceed the state target each year</p>	<p>2015: 2013-2014 Division Performance (based on data from 2012-2013) Target- >54.21% RCPS Performance- 62.94% Met/exceeded state target- Yes</p>
<p>STRATEGY 2.12 To reduce the number of students with disabilities in grades 7-12 who drop out of school.</p>	<p>Annually</p>	<p>Special Education Performance Plan (Indicator 2: Dropouts)</p>	<p>Director of Special Education and Pupil Personnel Services</p>	<p>Special Education Operating Budget</p>	<p>Student data from SIS State Performance Plan results of Indicator #2: Graduation to exceed the state target each year</p>	<p>2015: 2013-2014 Division Performance (based on data from 2012-2013) Target- <1.9% RCPS Performance- 1.73% Met/exceeded state target- Yes</p>
<p>STRATEGY 2.13: Teach Workplace Readiness Skills as delineated in CTE course competencies</p>	<p>Fall 2015 to Spring 2020</p>	<p>Virginia CTE Resource Center Virginia College and Career Initiative</p>	<p>Director of Career and Technical Education</p>	<p>Operating budget</p>	<p>Student data from Student Competency Records (via SIS in future)</p>	<p>Newly-added strategy for 2015.</p>
<p>STRATEGY 2.14: Collaborate with Virginia Western Community College to offer dual enrollment as an option in all CTE programs</p>	<p>Fall 2015 to Spring 2020 Results from 2014-15 will be used as baseline.</p>	<p>Virginia College and Career Initiative</p>	<p>Director of Career and Technical Education</p>	<p>Operating budget</p>	<p>Student data from SIS</p>	<p>Newly-added strategy for 2015.</p>

<p>STRATEGY 2.15: Offer state-approved certifications aligned with RCPS courses in high-demand, high-skill career pathways</p>	<p>Fall 2015 to Spring 2020</p>	<p>Virginia College and Career Initiative</p>	<p>Director of Career and Technical Education</p>	<p>Operating budget</p>	<p>Student data from SIS</p>	<p>Newly-added strategy for 2015.</p>
<p>STRATEGY 2.16: Provide staff and administrative professional development opportunities on emerging technologies that relate to current RCPS CTE course offerings</p>	<p>Fall 2015 to Spring 2020</p>	<p>Carl D. Perkins CTE Act of 2006</p>	<p>Director of Career and Technical Education</p>	<p>Operating budget</p>	<p>Staff travel records</p>	<p>Newly-added strategy for 2015.</p>
<p>STRATEGY 2.17: Conduct annual evaluation of equipment and technological needs based on industry and stakeholder feedback for each CTE content area</p>	<p>Fall 2015 to Spring 2020 Results from 2014-15 will be used as baseline.</p>	<p>Carl D. Perkins CTE Act of 2006 RCPS CTE General Advisory Committee</p>	<p>Director of Career and Technical Education</p>	<p>Operating budget</p>	<p>General Advisory Feedback VDOE approval of Perkins Plan</p>	<p>Newly-added strategy for 2015.</p>

GOAL 3: RCPS students and staff will demonstrate effective 21st century skills (communication, collaboration, creativity and critical thinking) to achieve learning and instructional goals.

- RATIONALE / EVIDENCE OF NEED:** *Please describe the evidence used to identify this goal as a priority. Your description should include empirical data and a brief explanation of how the data was collected.*
- 21st century skills are foundational to multiple areas of the strategic framework affecting student learning as well as instructional staff performance.
 - Wagner (2013) and others cite 21st century skills as critical for creating students who are innovators.
 - 21st century skills are components of authentic problem-solving activities such as Challenge-Based Learning, Problem-Based Learning and Project-Based Learning.
 - Maintaining a positive school and classroom climate hinges on student and staff communication, collaboration, creativity, and critical thinking.
 - Professional growth requires job-embedded, collaborative approaches such as instructional coaching and professional learning communities (PLCs).
 - Building a learning culture that values student and staff use of 21st century skills is affirmed in the strategic framework.
 - Preliminary learning walkthrough data suggests that the quality of student collaboration in classrooms is 3.6 on a scale of 1-10 with 10 being the highest quality.

DIGITAL C-CHANGE STRATEGIC FRAMEWORK TARGET: *Please indicate which area of the Digital C-Change Strategic Framework is targeted by this goal by typing a "X" in the appropriate box. To verify alignment with the Strategic Framework, please refer to the descriptive statements listed under each element in the Strategic Framework.*

x	The "C's" of 21 st century learning	x	Balance	x	Learning Culture		Support Tools and Services
x	Deeper Learning	x	School and Classroom Climate	x	Professional Growth		

- ANTICIPATED OBSTACLES:** *Please briefly state anticipated obstacles or threats to accomplishing this goal.*
- Measuring the ability of students and adults to employ 21st century skills effectively will be challenging.
 - Metrics should generate quantifiable data regarding the frequency as well as quality of use of 21st century skills.
 - There may be discrepancies in the data collected by multiple observers due to the use of subjective measures (inter-rater reliability).

KEY PERFORMANCE INDICATORS: *Please describe how performance will be measured, the research or professional resources used to guide the development and implementation of an action plan, and strategies adopted within the action plan. The action plan should include a timeline for implementation with benchmarks, a description of who is facilitating the strategies, and how progress will be reported and evaluated.*

ACTION PLAN	TIMELINE	REFERENCES	FACILITATOR	BUDGET	EVALUATION	ANNUAL PROGRESS DATA
STRATEGY 3.1 Develop and implement a valid district performance-based rubric to measure student achievement of collaboration and communication skills to accomplish learning tasks.	Development Fall 2014 Implementation Fall 2014- Fall 2019	VA Standards of Learning for English VA Standards of Learning for Computer Technology VA College and Career Ready Performance Expectations RCPS Strategic Framework	Directors of Instruction	Operating Budget Title II-A Grant	Product: RCPS performance-based rubric	2015: Rubrics to measure lesson planning and student performance in the 4 C's areas were developed in Fall 2014 and are available to schools in the Learning Resource Zone on Blackboard. The rubrics are in use in some schools and the C-Change Steering Committee will make recommendations by Spring 2016 regarding implementation.

<p>STRATEGY 3.2 Train instructional coordinators, school-based personnel in instructional coaching roles, and at least one principal/AP per school in the use of RCPS data collection tools.</p>	<p>Fall 2014 – Fall 2019</p>	<p>VA Standards of Learning for English VA Standards of Learning for Computer Technology VA College and Career Ready Performance Expectations RCPS Strategic Framework</p>	<p>Directors of Instruction</p>	<p>Operating Budget Title II-A Grant</p>	<p>Professional learning log</p>	<p>2015: School-based staff at the secondary level, including administrators, participated in the development of the 4 C's rubrics. Work will continue in 2015-16 through the C-Change Steering Committee to determine data collection tools to be developed.</p>
<p>STRATEGY 3.3 Establish benchmark of student achievement of 21st century skills via RCPS data collection tools.</p>	<p>Fall 2014 – Spring 2015</p>	<p>VA Standards of Learning for English VA Standards of Learning for Computer Technology VA College and Career Ready Performance Expectations RCPS Strategic Framework</p>	<p>Directors of Instruction</p>	<p>Operating budget Title II-A Grant</p>	<p>Empirical data from RCPS Learning Walkthrough Tool, performance-based rubrics, and surveys</p>	<p>2015: Survey data at the school level will be collected and aggregated by January 2016. Work will continue in 2015-16 through the C-Change Steering Committee to determine data collection tools to be developed. 2015 3rd grade science performance assessment responses used to develop anchor sets for work around inter-rater reliability.</p>
<p>STRATEGY 3.4 Students will increase median skill attainment by one level as measured by RCPS performance-based rubrics for 21st century skills.</p>	<p>Spring 2019</p>	<p>VA Standards of Learning for English VA Standards of Learning for Computer Technology VA College and Career Ready Performance Expectations RCPS Strategic Framework</p>	<p>Directors of Instruction</p>	<p>Operating budget</p>	<p>Empirical data from RCPS performance-based rubrics</p>	<p>2015: Not yet complete. This strategy will be re-evaluated by the C-Change Steering Committee.</p>

<p>STRATEGY 3.5 Students will increase median skill attainment by 30% as measured by learning walkthrough data for 21st century skills.</p>	Spring 2019	<p>VA Standards of Learning for English</p> <p>VA Standards of Learning for Computer Technology</p> <p>VA College and Career Ready Performance Expectations</p> <p>RCPS Strategic Framework</p>	Directors of Instruction	Operating budget	Empirical data from RCPS Learning Walkthrough Tool	2015: Not yet complete. This strategy will be re-evaluated by the C-Change Steering Committee.
<p>STRATEGY 3.6 Students and teachers will report a median increase of 30% 21st century skills as reported by survey data.</p>	Spring 2019	<p>VA Standards of Learning for English</p> <p>VA Standards of Learning for Computer Technology</p> <p>VA College and Career Ready Performance Expectations</p> <p>RCPS Strategic Framework</p>	Directors of Instruction	Operating budget	Survey data	2015: Survey data aggregated from schools will be available by January 2016. The C-Change Steering Committee will make recommendations regarding additional survey data that may be needed.
<p>STRATEGY 3.7 All staff in instructional coaching roles will participate in high quality professional development to improve instructional coaching skills relative to 21st century skills.</p>	Fall 2014-Spring 2019	<p>RCPS Strategic Framework</p> <p>VA Uniform Performance Standards for Teachers and Principals</p>	Directors of Instruction	Operating budget	Professional learning log	2015: All Instructional Technology Resource Teachers participated in PD on instructional coaching in 2014. All middle school instructional coaches and high school remediation coordinators will participate in instructional coaching PD in 2016. All elementary reading specialists participated in PD on improving coaching skills.
<p>STRATEGY 3.8 All schools will report a minimum of "entry" level implementation</p>	Fall 2014-Spring 2019	<p>RCPS Strategic Framework</p> <p>VA Uniform Performance</p>	Directors of Instruction	Operating budget	Observation log Report data	2015: All middle and high school principals will be trained by April 2016 on leadership for PLC's, including the administration of PLC development rubrics. Some baseline data

of the collaboration and communication principles of professional learning communities within the school as measured by a selected PLC rubric.		Standards for Teachers and Principals				from teachers will available by January 2016 via surveys. By December 2016, baseline data based on rubrics will be available for analysis.
STRATEGY 3.9 At least half of schools will report a minimum of “developing” level of implementation of the collaboration and communication principles of professional learning communities within the school as measured by a selected PLC rubric.	Fall 2014- Spring 2019	RCPS Strategic Framework VA Uniform Performance Standards for Teachers and Principals	Directors of Instruction	Operating budget	Observation log Report data	2015: All middle and high school principals will be trained by April 2016 on leadership for PLC’s, including the administration of PLC development rubrics. Some baseline data from teachers will available by January 2016 via surveys. By December 2016, baseline data based on rubrics will be available for analysis.
STRATEGY 3.10 All district instructional staff will model online collaboration and communication by conducting meetings and professional development via online delivery modes as appropriate	Fall 2014- Spring 2019	RCPS Strategic Framework VA Uniform Performance Standards for Teachers and Principals	Instruction Dept Instructional Staff	Operating budget	Meeting and professional development log	2015: The Learning Resource Zone in Blackboard has been established as a primary PD and communication hub for teachers. Video tutorials have been posted in the LRZ on the following topics: Discovery Education, assessment alignment, the writing rubric, science alternative assessments, science fair, music techniques, and the Literacy Plan. Distance learning PD was provided to all dual enrollment teachers via Jabber in August 2015. Gotomeeting, Microsoft Mix, Google Hangout and Skype are regularly used for online collaboration and communication.



DEPARTMENT STRATEGIC PLAN

ADMINISTRATIVE SERVICES

KEY PERFORMANCE INDICATORS	ACHIEVEMENT SUMMARY
GOAL 1 RCPS will maintain a safe, disciplined and Healthy Environment that nurtures physical and mental well-being of students and staff.	2015 All goals in this area are ongoing and will continue to be a major focus for this department.
	2016
	2017
	2018
GOAL 2 Review, develop, and implement policies and administrative procedures to provide guidance and consistent support for instruction.	2015 All goals in this area are ongoing and will continue to be a major focus for this department.
	2016
	2017
	2018

GOAL ACTION PLAN

GOAL 1: RCPS will maintain a safe, disciplined and healthy school environment that nurtures physical and mental well-being of students and staff.

RATIONALE / EVIDENCE OF NEED: *Please describe the evidence used to identify this goal as a priority. Your description should include empirical data and a brief explanation of how the data was collected.*

- A safe and disciplined school environment enhances the students’ ability to focus and is conducive to learning.
- The Code of Virginia and federal mandates require that school systems prepare for and have plans in place to address emergency situations in schools.

DIGITAL C-CHANGE STRATEGIC FRAMEWORK TARGET: *Please indicate which area of the Digital C-Change Strategic Framework is targeted by this goal by typing a “X” in the appropriate box. To verify alignment with the Strategic Framework, please refer to the descriptive statements listed under each element in the Strategic Framework.*

	The “C’s” of 21 st century learning		Balance		Learning Culture		Support Tools and Services
	Deeper Learning	X	School and Classroom Climate		Professional Growth		

ANTICIPATED OBSTACLES: *Please briefly state anticipated obstacles or threats to accomplishing this goal.*

- Maintaining effective communication between RCPS and incident response agencies such as Police, Fire and Rescue departments.
- Maintaining constant awareness and diligence in adherence to safety and security plans.
- Funding restraints when considering major facility renovation.

KEY PERFORMANCE INDICATORS: *Please describe how performance will be measured, the research or professional resources used to guide the development and implementation of an action plan, and strategies adopted within the action plan. The action plan should include a timeline for implementation with benchmarks, a description of who is facilitating the strategies, and how progress will be reported and evaluated.*

ACTION PLAN	TIMELINE	REFERENCES	FACILITATOR	BUDGET	EVALUATION	PROGRESS DATA
STRATEGY 1.1 Document Safety/Crisis Plan development and updates with input from emergency response agencies.	On-going	Va Code §22.1-279.8	Deputy Superintendent for Administrative Services Principals	Operating Budget	Va. School Safety Audit Annual School Safety Inspection School Board Crisis Plan Certification	2015: Schools update crisis plans every summer. State law requires that crisis plans are presented to the School Board for their review and approval by August 31 each school year.

<p>STRATEGY 1.2 All school staff will demonstrate knowledge and skills with crisis management through successful completion of required skills.</p>	On-going	Va Code §22.1-279.8	Deputy Superintendent for Administrative Services Principals School Board	Operating Budget	Va. School Safety Audit Annual School Safety Inspection	2015: Schools must complete the Va. School Safety Audit each school year. Prior to each school year state law requires that local law enforcement complete a safety inspection for each school in the district.
<p>STRATEGY 1.3 School administrators will demonstrate knowledge of procedures by interaction with emergency response personnel in "emergency situation table-top exercises".</p>	On-going	RCPS Security Task Force Ro. Co. Unified Hostile Incident Committee	Deputy Superintendent for Administrative Services Principals Emergency Response Agencies	Operating Budget	Va. School Safety Audit Annual School Safety Inspection	2015: Table top exercises were provided for assistant principals and new principals this school year. In the past, table top exercises were only for principals. We will continue table top exercises in the future.
<p>STRATEGY 1.4 District and school teams will analyze school climate data (i.e. surveys, attendance, discipline) and implement strategies to address needs.</p>	On-going	Va. Department of Criminal Justice Services (DCJS) RCPS School Board Policies	Deputy Superintendent for Administrative Services Principals	Operating Budget	Va. School Safety Audit Annual School Safety Inspection School Board Crisis Plan Certification	2015: Schools must complete the Va. School Safety Audit each school year. Prior to each school year state law requires that local law enforcement complete a safety inspection for each school in the district.

GOAL 2: Review, develop, and implement policies and administrative procedures to provide guidance and consistent support for instruction.

RATIONALE / EVIDENCE OF NEED: *Please describe the evidence used to identify this goal as a priority. Your description should include empirical data and a brief explanation of how the data was collected.*
 The School Board’s policies provide definition to the school system’s philosophy, rules, regulations and procedures. It allows for the organization’s own government, management of its official business, and for the supervision of schools, including but not limited to the proper discipline of students.

DIGITAL C-CHANGE STRATEGIC FRAMEWORK TARGET: *Please indicate which area of the Digital C-Change Strategic Framework is targeted by this goal by typing a “X” in the appropriate box. To verify alignment with the Strategic Framework, please refer to the descriptive statements listed under each element in the Strategic Framework.*

	The “C’s” of 21 st century learning	X	Balance	X	Learning Culture	X	Support Tools and Services
X	Deeper Learning	X	School and Classroom Climate	X	Professional Growth		

ANTICIPATED OBSTACLES: *Please briefly state anticipated obstacles or threats to accomplishing this goal.*
 Constantly changing community and state standards, State and Federal requirements, and social change.

KEY PERFORMANCE INDICATORS: *Please describe how performance will be measured, the research or professional resources used to guide the development and implementation of an action plan, and strategies adopted within the action plan. The action plan should include a timeline for implementation with benchmarks, a description of who is facilitating the strategies, and how progress will be reported and evaluated.*

ACTION PLAN	TIMELINE	REFERENCES	RESPONSIBILITY	BUDGET	EVALUATION	PROGRESS DATA
STRATEGY 2.1: Regular review and revision of RCPS School Board policies.	On-going	Va Code §22.1-78 §22.1-79.3 RCPS Policy Manual	Deputy Superintendent for Administrative Services Directors of Instruction	Operating Budget	VSBA policy review and suggestions	2015: Policies are reviewed throughout the school year based on VSBA recommendations. Every May the Director of Administration attends a VSBA policy workshop to review policy revisions and changes.



DEPARTMENT STRATEGIC PLAN

BUDGET AND FINANCE

KEY PERFORMANCE INDICATORS	ACHIEVEMENT SUMMARY
<p>GOAL 1</p> <p>RCPS will develop financial policies, promote and model good stewardship in financial matters, and prepare financial reports that reflect the financial plans and position of the school division using best practices and compliance with generally accepted accounting procedures and applicable legal regulations.</p>	<p>2015 Budget and actual financial results are documented in an easily readable format, published on the web site, and submitted for national review to ensure that the highest standards of reporting are in place at RCPS. Both GFOA and ASBO (national organizations for government accounting and reporting) have awarded the School Budget and the CAFR with the highest honors for excellence in reporting.</p>
	<p>2016</p>
	<p>2017</p>
<p>GOAL 2</p> <p>RCPS will balance providing appealing and nutritious daily meal choices to students and staff and the operation of a financially self-supporting school nutrition program that complies with state and federal school lunch regulations.</p>	<p>2018</p>
	<p>2015 The school nutrition program has transitioned from a three-year deficit to a profit in FY14-15 and restored the fund balance to the state recommended amount. Significant changes have been made in the delivery of breakfast to students in a way that is more accessible and more desired by students. Work continues to improve the quality and choice of menu options to meet the desires of students within the regulations imposed by the federal and state government on school food.</p>
	<p>2016</p>
<p>2017</p>	
<p>2018</p>	

GOAL ACTION PLAN

GOAL 1: RCPS will develop financial policies, promote and model good stewardship in financial matters, and prepare financial reports that reflect the financial plans and position of the school division using best practices and compliance with accounting and legal regulations.							
RATIONALE / EVIDENCE OF NEED: <i>Please describe the evidence used to identify this goal as a priority. Your description should include empirical data and a brief explanation of how the data was collected.</i> <ul style="list-style-type: none"> Financial policies ensure consistent and accurate application in practice. Stewardship in financial matters allows limited resources to be optimally applied to highest priorities of the school division. Communication of financial plans and position provides stakeholders with evidence of stewardship, progress toward goals, and accountability for taxpayer assets. 							
DIGITAL C-CHANGE STRATEGIC FRAMEWORK TARGET: <i>Please indicate which area of the Digital C-Change Strategic Framework is targeted by this goal by typing a "X" in the appropriate box. To verify alignment with the Strategic Framework, please refer to the descriptive statements listed under each element in the Strategic Framework.</i>							
	The "C's" of 21 st century learning		Balance		Learning Culture	X	Support Tools and Services
	Deeper Learning		School and Classroom Climate	X	Professional Growth		
ANTICIPATED OBSTACLES: <i>Please briefly state anticipated obstacles or threats to accomplishing this goal.</i> <ul style="list-style-type: none"> Significant changes in governmental accounting regulations create a constant need for reassessment of existing practices and development of new and compliant practices and reporting mechanisms. Funding constraints continue to impact school division ability to adequately budget for School Board priorities. 							
KEY PERFORMANCE INDICATORS: <i>Please describe how performance will be measured, the research or professional resources used to guide the development and implementation of an action plan, and strategies adopted within the action plan. The action plan should include a timeline for implementation with benchmarks, a description of who is facilitating the strategies, and how progress will be reported and evaluated.</i>							
ACTION PLAN	TIMELINE	REFERENCES	FACILITATOR	BUDGET	EVALUATION	PROGRESS DATA	
STRATEGY 1.1 Prepare Annual Budget plan that meets and/or exceeds regulatory requirements and best practices to communicate financial plan for the following year with stakeholders.	September – June of each year	Annual Budget published to RCPS web site http://www.rcs.k12.va.us/budget/documents/2014-15AnnualBudget.pdf	Assistant Superintendent of Finance	All School Budgets	National review of Annual Budget by Association of School Business Officials (ASBO) and award of certificate of excellence	2015 Annual Budget adopted, published, and submitted for national recognition.	

STRATEGY 1.2 Prepare annual Comprehensive Annual Financial Report (CAFR) that meets and/or exceeds regulatory requirements and best practices to communicate financial results of the previous year with stakeholders.	June – November of each year	Annual CAFR published to RCPS web site http://www.rcs.k12.va.us/budget/documents/2013CAFR.pdf Governmental Accounting Standards Board regulations	Assistant Superintendent of Finance	All School Budgets	National review of CAFR by Association of School Business Officials (ASBO) and Governmental Finance Officers Association (GFOA) and award of certificates of excellence	2015 CAFR pending final audit opinion. GASB Standards 67 and 68 implemented in FY14-15 CAFR. Two additional awards earned for 2013-14.
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GOAL 2: RCPS will balance providing appealing and nutritious daily meal choices to students and staff and the operation of a financially self-supporting school nutrition program that complies with state and federal school lunch regulations.							
RATIONALE / EVIDENCE OF NEED: <i>Please describe the evidence used to identify this goal as a priority. Your description should include empirical data and a brief explanation of how the data was collected.</i> <ul style="list-style-type: none"> Several studies show that nutritional status can directly affect mental capacity among school-aged children. Because improvements in nutrition make students healthier, students are likely to have fewer absences and attend class more frequently. Every student has the potential to do well in school. Failing to provide good nutrition puts them at risk for missing out on meeting that potential. 							
DIGITAL C-CHANGE STRATEGIC FRAMEWORK TARGET: <i>Please indicate which area of the Digital C-Change Strategic Framework is targeted by this goal1 by typing a "X" in the appropriate box. To verify alignment with the Strategic Framework, please refer to the descriptive statements listed under each element in the Strategic Framework.</i>							
	The "C's" of 21 st century learning		Balance		Learning Culture	X	Support Tools and Services
	Deeper Learning	x	School and Classroom Climate		Professional Growth		
ANTICIPATED OBSTACLES: <i>Please briefly state anticipated obstacles or threats to accomplishing this goal.</i> <ul style="list-style-type: none"> Impact of Healthy and Hunger Free regulations on foods that can be sold to students. Enticing students to purchase healthier food items for school breakfast and lunch. Rising costs out pacing current sales as a result of regulatory changes in menu options. 							
KEY PERFORMANCE INDICATORS: <i>Please describe how performance will be measured, the research or professional resources used to guide the development and implementation of an action plan, and strategies adopted within the action plan. The action plan should include a timeline for implementation with benchmarks, a description of who is facilitating the strategies, and how progress will be reported and evaluated.</i>							
ACTION PLAN STRATEGY 2.1: RCPS will provide appealing and nutritious breakfast and lunch menus daily to encourage students to purchase meals and be better prepared for learning activities.	TIMELINE Fall 2014 – Spring 2015	REFERENCES Monthly menus USDA school food regulations State Nutrition regulations	RESPONSIBILITY Assistant Superintendent of Finance	BUDGET School Nutrition Budget	EVALUATION Increase in student participation in the school breakfast and lunch programs	PROGRESS DATA 2015 Menus simplified this year to improve efficiency and provide student-friendly options. Feedback from each cafeteria is accumulated and changes are made in next menu cycle.	

<p>STRATEGY 2.2: RCPS will bring "breakfast to go" programs to more schools which will bring breakfast to the students at the door thereby removing the physical boundary for participating in the school breakfast program.</p>	<p>Fall 2014 – Spring 2015</p>	<p>USDA school food regulations State Nutrition regulations</p>	<p>Assistant Superintendent of Finance</p>	<p>School Nutrition Budget</p>	<p>Increase in student participation in the school breakfast program</p>	<p>2015 Implemented multiple breakfast on the go programs in 2015 and added two high school breakfast programs. All schools now serve breakfast to students.</p>
<p>STRATEGY 2.3: School Nutrition program will generate revenues at least equal to the cost of operating the program thereby keeping the focus of operational budgets on classroom programs.</p>	<p>Fall 2014 – Spring 2015</p>	<p>Annual CAFR published to RCPS web site http://www.rcs.k12.va.us/budget/documents/2013CAFR.pdf</p>			<p>Monthly and annual review of profit and loss to evaluate self-supporting status and make adjustments.</p>	<p>FY14-15 financial results reflect operating profit of \$506,000 and elimination of three year deficit. Fund balance restored to state recommended amount.</p>



DEPARTMENT STRATEGIC PLAN HUMAN RESOURCES

KEY PERFORMANCE INDICATORS	ACHIEVEMENT SUMMARY
<p>GOAL 1</p> <p>By September 2015, the HR department will recruit and hire highly qualified employees to meet the academic needs of PK-12 students.</p>	<p>2015 All positions filled as of September 2015; Provisional Licenses: 10% of new hires required provisional license; 90% of new hires fully licensed.</p>
	<p>2016</p>
	<p>2017</p>
	<p>2018</p>
<p>GOAL 2</p> <p>By September 2016, the HR department will retain and develop engaged employees who will meet the academic needs of PK-12 students.</p>	<p>2015 Summer of 2015 formed a committee to address employee engagement and culture of respect issue. Committee will develop a plan during 2015-16 to implement in Sept. 2016. Committee may also be involved vetting plan after compensation study completed.</p>
	<p>2016</p>
	<p>2017</p>
	<p>2018</p>

GOAL ACTION PLAN

GOAL 1: By September 2015, the HR department will recruit and hire highly qualified employees to meet the academic needs of PK-12 students.

RATIONALE / EVIDENCE OF NEED: *Please describe the evidence used to identify this goal as a priority. Your description should include empirical data and a brief explanation of how the data was collected.*

- According to the VDOE, "The Elementary and Secondary Education Act (also known as No Child Left Behind) requires all teachers of core academic subjects to be "highly qualified." The federal law defines a highly qualified teacher as a teacher who is fully licensed by the state, has at least a bachelor's degree and has demonstrated competency in each subject taught. Virginia's licensure regulations – with their emphasis on content knowledge – require new teachers to far exceed the federal highly qualified standard."
- Instructional Assistants providing instruction in Title I schools must also meet the criteria to be deemed highly qualified.
- Highly qualified teachers and IAs are essential personnel in raising student achievement.
- Teacher quality includes the following: content knowledge, licensure and certification.

DIGITAL C-CHANGE STRATEGIC FRAMEWORK TARGET: *Please indicate which area of the Digital C-Change Strategic Framework is targeted by this goal by typing a "X" in the appropriate box. To verify alignment with the Strategic Framework, please refer to the descriptive statements listed under each element in the Strategic Framework.*

x	The "C's" of 21 st century learning	x	Balance	x	Learning Culture	x	Support Tools and Services
x	Deeper Learning	x	School and Classroom Climate	x	Professional Growth		

ANTICIPATED OBSTACLES: *Please briefly state anticipated obstacles or threats to accomplishing this goal.*

- Shortage of teacher applicants in CTE, Foreign Languages, Mathematics, and Special Education.
- Budgetary constraints to support teachers becoming highly qualified and /or content area experts.
- Budgetary constraints to support IAs in becoming highly qualified.
- Time needed for teachers and IAs to complete requirements to become HQ.

KEY PERFORMANCE INDICATORS: *Please describe how performance will be measured, the research or professional resources used to guide the development and implementation of an action plan, and strategies adopted within the action plan. The action plan should include a timeline for implementation with benchmarks, a description of who is facilitating the strategies, and how progress will be reported and evaluated.*

ACTION PLAN	TIMELINE	REFERENCES	FACILITATOR	BUDGET	EVALUATION	PROGRESS DATA
STRATEGY 1.1 The HR Department will hire highly qualified instructional staff to meet the academic needs of PK-12 students in all Roanoke County Schools.	Jan-August 2015	HR Documentation of newly hired staff	Director of Human Resources	HR Budget	Spreadsheet identifying licensure requirements of new employees	2015 : Provisional Licenses: 10% of new hires required provisional license; 90% of new hires fully licensed.

<p>STRATEGY 1.2 The HR Department will hire highly qualified Instructional Assistants to meet the academic needs of PK-23 students in all Roanoke County Public Schools.</p>	<p>Jan-August 2015</p>	<p>HR Documentation of newly hired staff</p>	<p>Director of Human Resources</p>	<p>HR Budget</p>	<p>Spreadsheet identifying licensure requirements of new employees</p>	<p>2015: As of Sept. 2015, all IAs hired are highly qualified.</p>
<p>STRATEGY 1.3 Identify all personnel that lack HQ status and schedule a time to meet to create an individual plan.</p>	<p>August 2015</p>	<p>HR Documentation</p>	<p>Director of Human Resources</p>	<p>HR Budget</p>	<p>Baseline numbers identifying employees not HQ.</p>	<p>2015: Developed a plan with Special Ed (Spring 2015) to address provisionally licensed SE teachers and a firm path to reach HQ status.</p>
<p>STRATEGY 1.4 Create an individual plan for employees who need to reach HQ status and required VDOE licensure requirements.</p>	<p>September 2015</p>	<p>HR Documentation</p>	<p>Director of Human Resources</p>	<p>HR Department</p>	<p>Established plans /written documentation of requirements</p>	<p>2015: Spring 2015; all identified individuals are on a plan.</p>
<p>STRATEGY 1.5 Create a Special Education cohort in conjunction with Radford University to provide graduate level courses to special education teachers not HQ.</p>	<p>January 2015</p>	<p>HR Documentation</p>	<p>Director of Human Resources Director of Special Education</p>	<p>Special Education Grant Title IIA</p>	<p>Finalized document of course requirements</p>	<p>2015: Will modify this strategy to state that RCPS' Special Education Department will implement Professional Development seminars to address issues encountered by provisionally licensed special education teachers. Each teacher must receive 15 hours of additional training through the SPED department.</p>

GOAL 2: By September 2016, the HR department will retain and develop engaged employees who will meet the academic needs of PK-12 students.

RATIONALE / EVIDENCE OF NEED: *Please describe the evidence used to identify this goal as a priority. Your description should include empirical data and a brief explanation of how the data was collected.*

- Employee engagement is “a workplace approach designed to ensure that employees are committed to their organization’s goals and values, motivated to contribute to organizational success, and are able at the same time to enhance their own sense of well-being.” (Engage for Success, 2014; <http://www.engageforsuccess.org/about/what-is-employee-engagement>)
- According to ECS Teaching Quality Research Reports, beginning teachers (those with 5 or less years) are at risk of leaving the profession.
- Attrition of probationary teachers occurs at a greater rate at the secondary level (high school) than at the elementary level (ECS Teaching Quality Research)
- According to Gallup (2013), 30% of the US workforce is engaged, meaning that 70% (employees) are not engaged and not contributing to their full potential. Need to survey staff to determine employee engagement!
- Compensation issues may impact retention; research suggests working conditions may trump salary (ECS Teaching Quality Research).

DIGITAL C-CHANGE STRATEGIC FRAMEWORK TARGET: *Please indicate which area of the Digital C-Change Strategic Framework is targeted by this goal by typing a “X” in the appropriate box. To verify alignment with the Strategic Framework, please refer to the descriptive statements listed under each element in the Strategic Framework.*

X	The “C’s” of 21 st century learning	X	Balance	X	Learning Culture	X	Support Tools and Services
X	Deeper Learning	X	School and Classroom Climate	X	Professional Growth		

ANTICIPATED OBSTACLES: *Please briefly state anticipated obstacles or threats to accomplishing this goal.*

- Difficulty recruiting special education teachers who are HQ.
- School System budgetary constraints.
- Possible resistance to survey completion
- Time to implement train/share information to build staff motivation.

KEY PERFORMANCE INDICATORS: *Please describe how performance will be measured, the research or professional resources used to guide the development and implementation of an action plan, and strategies adopted within the action plan. The action plan should include a timeline for implementation with benchmarks, a description of who is facilitating the strategies, and how progress will be reported and evaluated.*

ACTION PLAN	TIMELINE	REFERENCES	RESPONSIBILITY	BUDGET	EVALUATION	PROGRESS DATA
STRATEGY 2.1: Determine employee engagement by surveying all employees to establish a baseline.	Spring 2016	HR Documentation	Director of Human Resources	HR Budget	Survey Results	2015: Change timeline to reflect Spring of 2016

<p>STRATEGY 2.2: Disaggregate data by school level to determine engagement levels of teachers.</p>	<p>Aug. 2016</p>	<p>Survey Results</p>	<p>Director of Human Resources</p>	<p>HR Budget</p>	<p>Disaggregated results from survey</p>	<p>2015: Change timeline to reflect August 2016 to allow committee time to review compensation study and determine best plan for employee engagement /baseline behaviors for employees and employer.</p>
<p>STRATEGY 2.3: Develop “engagement plans” based on data disaggregated from survey.</p>	<p>Aug. 2016</p>	<p>HR Documentation of disaggregated data from survey</p>	<p>Director of Human Resources</p>	<p>HR Budget</p>	<p>Engagement plans</p>	<p>2015: Change timeline to reflect August 2016 to allow committee time to review compensation study and determine best plan for employee engagement /baseline behaviors for employees and employer.</p>
<p>STRATEGY 2.4: Revise mentoring program as needed to address possible concerns from survey.</p>	<p>Aug. 2015</p>	<p>HR Documentation of disaggregated data from survey</p>	<p>Director of Human Resources</p>	<p>HR Budget</p>	<p>Final Mentoring program developed for the 15-16 school year (new teacher handbook)</p>	<p>2015: Revised mentoring program for 2015-16 school year by including 4 professional development days to provide new hires and new employees to teaching with an overview of expectations (Sept. 28, 2015) and Meeting the Needs of Diverse Learners (November 2015 and January 2015); as well as an additional training in March.</p>



DEPARTMENT STRATEGIC PLAN OPERATIONS

KEY PERFORMANCE INDICATORS	ACHIEVEMENT SUMMARY
<p>GOAL 1</p> <p>RCPS will perform preventative maintenance on HVAC systems to insure reliability, maintain our BACnet controls system, and analyze our annual utility consumption for efficiency in order to maintain a physical environment conducive to learning.</p>	<p>2015 We are continually monitoring the BACnet controls, and several of our schools are being upgraded with software. An annual report card has been shared with the schools in hopes of improving their energy conservation.</p> <p>2016</p> <p>2017</p> <p>2018</p>
<p>GOAL 2</p> <p>RCPS will consolidate bus stops to reduce fuel consumption, explore alternate fuel sources for our buses, and improve on-time performance of bus arrivals.</p>	<p>2015 We have upgraded our routing software program to Transfinder, and we are piloting Propane fueled buses.</p> <p>2016</p> <p>2017</p> <p>2018</p>

GOAL ACTION PLAN

GOAL 1: RCPS will perform preventative maintenance on HVAC systems to insure reliability, maintain our BACnet controls system, and analyze our annual utility consumption for efficiency in order to maintain a physical environment conducive to learning.

RATIONALE / EVIDENCE OF NEED: *Please describe the evidence used to identify this goal as a priority. Your description should include empirical data and a brief explanation of how the data was collected.*

- Commissioning HVAC ensures a dependable performance from the equipment
- BACnet controls allows us to regulate the hours of operation within our schools & save money on utility consumption
- Including our staff members in the use of our infrastructure will promote education & awareness

DIGITAL C-CHANGE STRATEGIC FRAMEWORK TARGET: *Please indicate which area of the Digital C-Change Strategic Framework is targeted by this goal by typing a "X" in the appropriate box. To verify alignment with the Strategic Framework, please refer to the descriptive statements listed under each element in the Strategic Framework.*

	The "C's" of 21 st century learning		Balance		Learning Culture	X	Support Tools and Services
	Deeper Learning	x	School and Classroom Climate	X	Professional Growth		

ANTICIPATED OBSTACLES: *Please briefly state anticipated obstacles or threats to accomplishing this goal.*

- With the large amount of HVAC equipment, it is challenging to commission everything
- BACnet is a relevant software today, but may become out dated with time
- Changing staff behavior to conserve energy must be reinforced by building administrative staff

KEY PERFORMANCE INDICATORS: *Please describe how performance will be measured, the research or professional resources used to guide the development and implementation of an action plan, and strategies adopted within the action plan. The action plan should include a timeline for implementation with benchmarks, a description of who is facilitating the strategies, and how progress will be reported and evaluated.*

ACTION PLAN	TIMELINE	REFERENCES	FACILITATOR	BUDGET	EVALUATION	PROGRESS DATA
STRATEGY 1.1 Maintenance staff will commission & perform preventative maintenance.	Annually	School Dude maintenance software	Maintenance Supervisor	Operations	Examination of building logs	2015: Our maintenance staff is performing preventative maintenance & we are developing a long term maintenance schedule for several key areas.
STRATEGY 1.2 Annual consumption of utilities will be reviewed.	Annually	Annual Report from Energy Manager for building performance	Energy Manager	Operations	Examination of Utility Bills Long-term evaluation of decade of utility of efficiency	2015: Our principals are being involved in helping us to save energy through education & best conservation practices.

GOAL 2: RCPS will consolidate bus stops to reduce fuel consumption, explore alternate fuel sources for our buses, and improve on-time performance of bus arrivals.

RATIONALE / EVIDENCE OF NEED: Please describe the evidence used to identify this goal as a priority. Your description should include empirical data and a brief explanation of how the data was collected.

- Less buses on the road saves RCPS money on fuel, maintenance, and wages
- Alternate fuels may be more efficient & cause less pollution.

DIGITAL C-CHANGE STRATEGIC FRAMEWORK TARGET: Please indicate which area of the Digital C-Change Strategic Framework is targeted by this goal by typing a "X" in the appropriate box. To verify alignment with the Strategic Framework, please refer to the descriptive statements listed under each element in the Strategic Framework.

	The "C's" of 21 st century learning		Balance		Learning Culture	X	Support Tools and Services
	Deeper Learning	x	School and Classroom Climate	X	Professional Growth		

ANTICIPATED OBSTACLES: Please briefly state anticipated obstacles or threats to accomplishing this goal.

- Parents are always concerned about changes bus routes & consolidation of multi-grade levels on the same bus
- Alternate fuels buses may not be cost effective because of the increased up-front costs of purchase

KEY PERFORMANCE INDICATORS: Please describe how performance will be measured, the research or professional resources used to guide the development and implementation of an action plan, and strategies adopted within the action plan. The action plan should include a timeline for implementation with benchmarks, a description of who is facilitating the strategies, and how progress will be reported and evaluated.

ACTION PLAN	TIMELINE	REFERENCES	RESPONSIBILITY	BUDGET	EVALUATION	PROGRESS DATA
STRATEGY 2.1: Bus routes will be examined for efficiency.	Annually	Bus Routes on RCPS website	Supervisor of Transportation	Transportation Budget	Year-end balance to be analyzed	2015: We have adopted Transfinder in hopes of making our routes more efficient.
STRATEGY 2.2: Request for Proposals will be issued to compare traditional buses using diesel versus buses using alternate fuels.	Annually	Specification of RFP	Director of Operations	Capital bus replacement fund	Energy savings versus consumption	2015: The School Board purchased 10 propane fueled buses for a pilot program to determine their efficiency in the Roanoke Valley.
STRATEGY 2.3: Schools will report bus arrival times to ensure students have sufficient time for instruction.	Annually	Building schedules and RCPS calendar	Supervisor of Transportation	Transportation Budget	Evaluation of bus arrival times over entire academic year	2015: We have monitored student arrivals with the cooperation of the building administrators, and made adjustments in routes as necessary to ensure students are not late to school.

COMMUNITY INPUT AND FAMILY INVOLVEMENT

Effective communication involves informing as well as listening. RCPS uses various media such as RVTV, the RCPS website, family instant alert system, newsletters, and social media to inform the community about events in our schools; more importantly, though, RCPS seeks to listen to its stakeholders. In addition to the monthly opportunities afforded citizens to speak at School Board meetings or Board member-initiated community meetings, RCPS regularly employs the practice of seeking community and family input via surveys and school-based meetings such as PTA meetings. Parents, students, and employees have been invited to complete surveys, for example, regarding homework practices, a superintendent search, and technology usage. Parents, students, and employees are also surveyed regularly as part of the strategic planning process to gather input regarding important topics such as school climate and academic performance.

Students, parents, business leaders, employees and community members actively participate on a variety of advisory committees to provide input into decision making and RCPS programs. The Student Advisory Committee (SAC) is made up of middle and high school student representatives that meet monthly with an advisor, the superintendent, and members of the School Board to provide input and make recommendations about a variety of topics. Stakeholders participate on two advisory panels required by the Code of Virginia: special education and career and technical education. The School Board and superintendent have established advisory committees to provide input on a number of other topics: Gifted Education, School Health Advisory Board, Technology, STEM Academy, Engineering Specialty Center, Diversity, and Employee Advisory. The RCPS School Health Advisory Board, for example, is organized by the Coordinator of Health services and consists of representation from parents, students, health professionals, educators and others. The Board assists with the development of health policy in the school division and the evaluation of the status of school health, health education, the school environment and health services.

Family and parental involvement is a valued component of the school community and each student's success. Parents and families are encouraged to be active participants in the life of the school through volunteerism, attendance at school functions, service on advisory committees, fundraising, and involvement in PTA/PTO. For students in programs such as Gifted, Special Education, Title I, and English Language Learners (ELL), parental input is critical to the process of ensuring students' needs are met.

Title I is a federal grant the funds for which are used to provide supplemental services to qualified schools and parent activities for parents of Title I-eligible students. These sessions are designed to increase parent engagement in their child's education and topics are derived from surveys of parents to identify needs. Parenting workshops, for example, such as the "Love and Logic" program have been provided as one way to support family involvement. Title III is a federal grant that supports English Language Learners and immigrant students and families. These families are invited to participate in the family involvement programs offered through Title I. In addition, parent outreach is conducted through programs like the Bilingual Backpack program.

Family involvement is also accomplished through the Partnering for the Privilege Safe Teen Driving program, a parent/teen educational initiative for the RCPS Driver Education program. It is a cooperative effort between the Roanoke County Public Schools,



the Roanoke County Police Department and the Allstate Foundation. The purpose of this program is to develop and improve safe driving habits for our teen drivers, increase parental involvement in the education of our teen drivers, create awareness of the parent's responsibilities in the student's driver education and licensing process, create opportunities for better partnerships between teens and their parents in developing responsible drivers, and develop a better understanding of the impact of driver behavior on the community. This program includes parent/teen meetings for each of the five high schools with the potential of reaching over 1200 students and their families.

RCPS provides several technology-related services to families to encourage strong connections between home and school. Parent access to student assignments and grades at the secondary level through Blackboard and Synergy help parents monitor the academic progress of students. Parents are able to see current and upcoming assignments, access instructional materials, and view current grades. Sessions are offered through the schools to help parents understand how to access this information. For those families unable to attend high school graduation ceremonies, Graduation Live provides live streaming of the ceremonies via the internet.

The Prevention Council of Roanoke County has close ties to RCPS and serves as an important vehicle for family involvement. The Prevention Council partners with school, business, law enforcement, faith, and other community leaders as well as parents and youth to provide information on the risks and challenges facing Roanoke County families and brings community members together who have a stake in healthy futures for our youth. The RCPS Student Assistance Program (SAP) works closely with the Prevention Council.

The School Counseling program likewise values active involvement from families to work together for student success. This is especially important during the transitional years between school levels as students prepare for the next phase. Orientation meetings for kindergarteners, fifth graders preparing for middle school, and eighth graders preparing for high school include time for parents to not only get to know new faces and new buildings, but also how parents can understand and assist children as they continue to grow and develop. Programs such as sessions on financial aid, College Night, and college applications assist parents through the culminating transition as seniors prepare for graduation.

APPENDIX A

Student Membership and Enrollment Projections

Student Enrollment Projection Methodology

The School System uses the standard Grade Progression Method for projecting enrollment. Under this method, the number of students in each grade is assumed to equal the number of students in the previous grade during the previous year. For example, the number of twelfth-graders in 2014 is equal to the number of eleventh-graders in 2013.

Although the Grade Progression Method gives an indication of the future grade structure of school enrollment, it does not account for net migration or for students who fail or drop out. It also does not account for first-graders who do not attend kindergarten in the School System.

The data derived from the Grade Progression Method is then used to compare to information provided by each School Principal. The Principals typically have more detailed information on potential students and parents who have contacted the school about enrolling for the following year as well as the new kindergarten registrations.

The enrollment projections resulting from the above steps are then compared to the Department of Education estimate (provided by the Weldon-Cooper Center). While the results of these various tools typically differ, they provide a range of possible enrollment projections. Staff presents the various projections to the School Board and together, a decision is reached keeping in mind the significant budget impact if enrollment is over-projected. With approximately 50% of the school budget funded by state aid for education tied to the average daily membership, severe budget implications would be incurred mid-year if the projected enrollment exceeded the actual number of students that enroll for the year. See Figure 1.

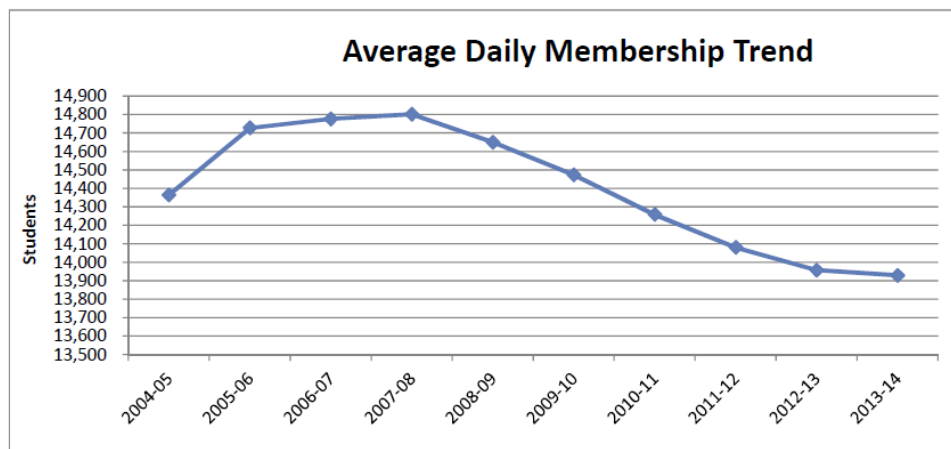


Figure 1: Average Daily Student Membership Trend

Student Enrollment

Fiscal Year	Method	September Enrollment ¹	Average Daily Membership ¹	Annual Growth	Special Education Enrollment ²	ESL Enrollment ³
2004-05	Actual	14,508	14,365	0.6%	2,329	194
2005-06	Actual	14,842	14,728	2.5%	2,331	254
2006-07	Actual	14,891	14,777	0.3%	2,222	271
2007-08	Actual	14,931	14,802	0.2%	2,218	327
2008-09	Actual	14,742	14,650	-1.0%	2,223	336
2009-10	Actual	14,583	14,474	-1.2%	2,192	401
2010-11	Actual	14,389	14,259	-1.5%	2,152	407
2011-12	Actual	14,157	14,081	-1.2%	2,164	397
2012-13	Actual	14,102	13,958	-0.9%	2,181	381
2013-14	Actual	14,054	13,929	-0.2%	2,159	352
2014-15	Forecast		13,801	-0.9%		
2015-16	Forecast		13,708	-0.7%		
2016-17	Forecast		13,616	-0.7%		
2017-18	Forecast		13,524	-0.7%		

¹ Source: Deputy Superintendent of Administration (ADM based on average through March 31)

² Source: Office of Special Education and Pupil Personnel Services

³ Source: Office of English and ESL Services

APPENDIX B

Regional Programs and Services

RCPS recognizes the benefit and increased efficiencies inherent to regional cooperation with neighboring school divisions. RCPS staff members meet monthly with their counterparts in Region VI to share information and consider areas of cooperation. These regional meetings include meetings of Region VI superintendents, instructional leaders, special education directors, CTE directors, finance directors, and human resources directors. Informal regional cooperation among school districts occurs frequently through mutual site visits to programs and schools within neighboring school districts. RCPS leaders have toured, for example the CEED Center in Franklin County Public Schools, while middle school teachers from Franklin County have completed site visits in RCPS middle schools. Similar informal site visits have been conducted between RCPS sites and sites in Botetourt County, Roanoke City, and Montgomery County.



On a more formal basis, RCPS meets the needs of individual, exceptional students on both ends of the academic spectrum through placements in regional programs. For students with high achievement in math and science, RCPS funds participation in the Roanoke Valley Governors School for Math and Science (RVGS). A member of the School Board and the superintendent sit on a governing board for RVGS along with representatives of neighboring school districts. Other students benefit from participation in regional academies offered by Virginia Western Community College, with whom RCPS also has a formal agreement to offer dual enrollment courses in our high schools.

As deemed appropriate by IEP teams, some students with low-incident disabilities may be placed in programs offered regionally through neighboring school divisions. These programs include a program for the hearing impaired offered through Roanoke City Schools and specialized programs for students with emotional disabilities. In previous years, RCPS has formally partnered with neighboring school divisions to provide regional programs jointly, but RCPS currently is able to meet its students' needs more effectively within the school division.

During the 2012-13 school year, a group of fourteen health PE teachers from Roanoke County were invited to participate in five full days of professional develop with the Salem City Schools as part Salem's implementation of the federal Carol E. White Physical education Program Grant. The training focused on the delivery of content based physical education curriculum called *Five for Life*.

Cooperation with the neighboring Salem City Schools division also extends to their inclusion in a regional consortium with RCPS to apply for and manage allocations for the Title III federal grant. The Title III grant consortium supports the education of English Language Learners in RCPS and Salem. Adult learners are included through ESL services offered through a partnership between Adult Education programs in RCPS and Salem.

APPENDIX C

Plans and Reports for Specific Areas

Current plans and reports for the following specific areas may be access on the RCPS website.

Annual Budget	http://www.rcs.k12.va.us/budget/default.shtml
CTE-Perkins Grant Plan	http://www.rcs.k12.va.us/voced
Local Gifted Plan	http://www.rcs.k12.va.us/gifted
School Counseling Program	http://www.rcs.k12.va.us/guidance/comp_dev.shtml
Special Education Performance Report	http://www.doe.virginia.gov/special_ed/reports_plans_stats/special_ed_performance/division/2012-2013/roanokeco.pdf
Technology Plan	http://www.rcs.k12.va.us/technology/techplan.shtml

APPENDIX D

STATE ASSESSMENT PERFORMANCE

Roanoke County Public Schools Standards of Learning Test Scores Comparison – Elementary and Middle School Students

ASSESSMENT	2004		2005		2006		2007		2008		2009		2010		2011		2012		2013	
	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE
Grade 3 English RLR	75	71	78	77	88	84	92	80	90	84	90	86	87	83	94	83	95	86	78	72
Grade 3 Mathematics	92	87	89	88	91	90	95	89	94	89	94	89	96	92	96	91	73	64	73	65
Grade 3 History	88	87	90	89	92	91	95	92	95	93	95	93	97	93	91	85	90	87	90	87
Grade 3 Science	90	86	92	89	92	90	93	88	94	88	92	89	95	91	96	90	94	90	87	84
Grade 4 English RLR	n/a	n/a	n/a	n/a	91	86	91	87	93	88	91	89	94	88	93	87	94	88	81	70
Grade 4 Mathematics	n/a	n/a	n/a	n/a	83	77	83	81	92	84	92	86	93	88	93	89	83	70	84	74
VA Studies	90	86	86	85	89	85	86	83	87	83	94	88	92	87	95	87	95	89	93	87
Grade 5 English RLR	90	85	90	85	91	87	91	87	92	89	96	92	93	90	94	89	93	89	86	73
Grade 5 English Writing	89	88	94	91	94	89	92	89	89	87	91	86	90	88	90	87	92	87	79	87
Grade 5 Mathematics	82	78	86	81	88	83	90	87	93	88	97	90	95	90	95	89	80	67	82	69
Grade 5 Science	89	84	90	81	91	85	93	88	92	88	95	88	95	88	93	87	95	88	85	75
Grade 6 English RLR	n/a	n/a	n/a	n/a	93	83	88	84	89	85	91	86	93	88	94	87	95	89	83	73
Grade 6 Mathematics	n/a	n/a	n/a	n/a	66	51	64	60	74	68	72	73	77	77	85	73	89	74	91	77
Grade 6 US History I	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	77	74	81	74	83	78	91	81	89	81	91	83
Grade 7 English RLR	n/a	n/a	n/a	n/a	90	81	90	82	92	86	94	88	91	90	94	89	94	88	83	74
Grade 7 Mathematics	n/a	n/a	n/a	n/a	68	44	70	55	79	65	78	71	81	75	89	77	86	58	86	61
Grade 7 US History II	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	94	92	94	92	91	91	89	85	88	84	89	82
Grade 8 English RLR	79	72	82	76	86	78	83	79	91	83	92	87	93	90	94	80	95	89	84	71
Grade 8 English Writing	82	77	81	74	95	91	92	86	91	87	92	89	92	91	90	88	92	88	78	71
Grade 8 Mathematics	86	78	90	81	92	76	86	77	91	83	93	85	93	87	89	82	74	60	76	61
Grade 8 Civics	n/a	83	n/a	82	n/a	78	n/a	80	92	84	94	84	92	86	91	89	91	84	93	85
Grade 8 Science	95	88	95	87	95	87	94	89	94	90	94	90	96	92	95	92	97	92	92	76

This chart compares Roanoke County Public School elementary SOL scores against the state average. Source: Office of Testing and Remediation

Roanoke County Public Schools Standards of Learning Test Scores Comparison – High School Students

COURSE	2004		2005		2006		2007		2008		2009		2010		2011		2012		2013	
	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE
End of Course English RLR	94	89	93	85	96	90	95	94	97	94	97	95	95	94	96	94	95	94	95	89
End of Course English Writing	92	87	93	88	96	89	97	92	97	92	98	92	95	92	97	93	96	93	90	70
Algebra I	82	80	90	84	95	81	90	92	95	93	97	94	98	94	97	94	86	75	88	76
Algebra II	84	86	89	87	85	82	79	88	93	90	94	91	96	91	97	91	68	69	83	76
Geometry	86	87	92	81	91	76	86	86	93	87	95	87	92	88	92	87	83	74	89	76
Earth Science	86	71	86	75	89	77	87	84	91	86	94	87	94	88	94	89	94	90	93	83
Biology	89	80	91	79	90	79	89	87	93	88	92	88	94	89	93	90	96	92	91	83
Chemistry	91	86	91	86	95	85	85	91	93	92	95	93	95	93	97	93	96	93	87	86
World History to 1500	90	83	94	82	92	79	95	89	96	91	92	93	98	93	94	81	98	84	98	84
World History from 1500	90	83	97	86	97	84	95	92	96	92	98	93	95	92	85	82	88	85	92	85
World Geography	84	71	85	70	90	67	85	83	96	84	91	86	87	86	n/a	n/a	n/a	n/a	n/a	n/a
US History	90	87	94	88	96	90	90	93	96	94	97	97	96	95	92	83	88	85	93	86

This chart compares Roanoke County Public School elementary SOL scores against the state average. Source: Office of Testing and Remediation