



Building on Strength

IWCS Five Year Strategic Plan

2016-2021

Dr. Jim Thornton, Superintendent

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Revised: June 2018

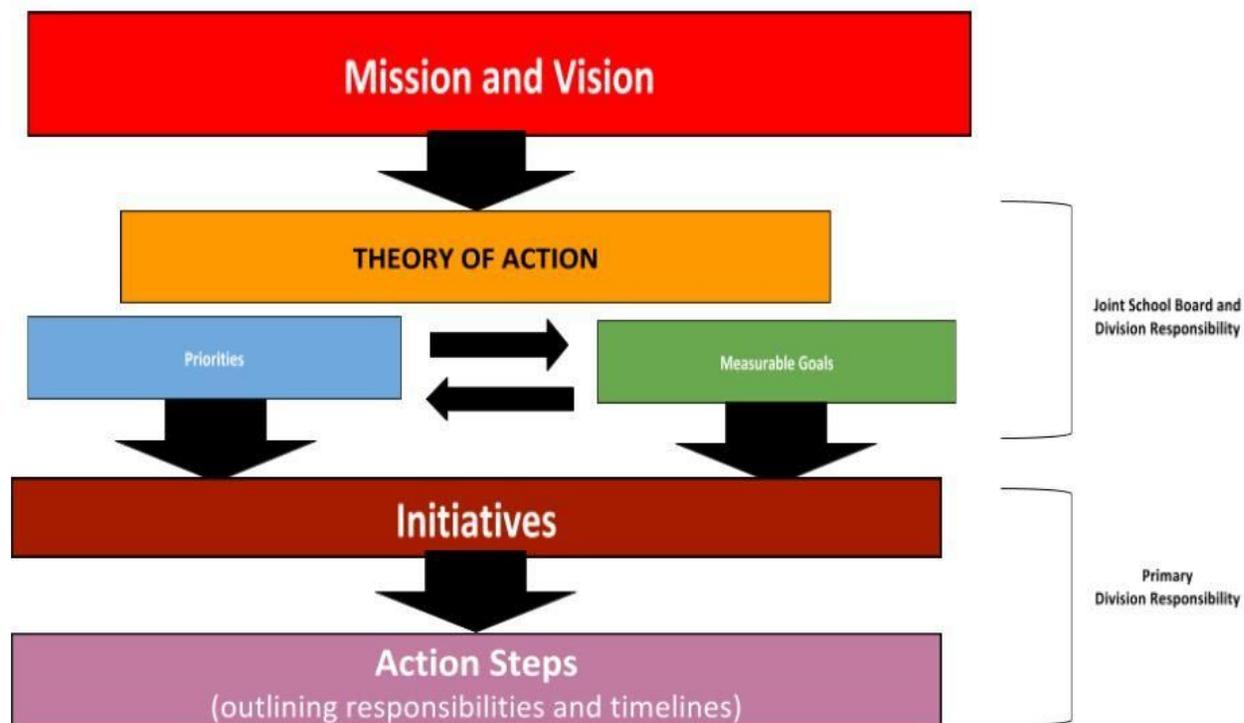
As a result of researching an effective strategic plan design, we have chosen the District Management Council's framework for planning. This framework connects a broad vision for the division with concrete goals and implementation tactics that are aligned and interconnected. Our Theory of Action (TOA), Priorities, and Measurable Goals have been defined after extensive investigation and research. My team and I have had the privilege of visiting over 300 classrooms prior to developing this plan. We have met with students, parents, school board members, focus groups, community leaders, and community businesses to assist with the development of this strategic plan. Defining the Initiatives and Action Steps are the work of the instructional team and the school level teams. This work is very fluid and takes a great deal of time and thought. Our principals have written their school's strategic plan based on the Theory of Action. They submitted several drafts for review from a committee made up of their fellow principals, assistant principals, and central office instructional team. Each draft provided greater focus and has ensured that they have a cohesive and actionable plan.

As you review the framework, please keep in mind that the Priorities is a short list of broad thematic areas of focus that will propel the division to achieving its vision and mission. It should be noted that identifying early literacy as a Priority does not mean math is unimportant; rather, this Priority signifies that the division will pay special attention to literacy. Together with the Theory of Action, this Priority says that the school leaders can determine how best to serve their communities, but the division will be providing guidance and support to focus on early literacy.

This draft of the strategic plan is not a "one and done" deal. This document will reflect the changing needs of the division.

Documents used in support of the plan include the [2018-2027 Capital Improvement Plan](#), the [IWCS Student Yield and Subdivision Analysis Report](#), [DMG School Board Update](#), and the [IWCS Educational Technology Plan](#).

Strategic Planning Framework



DEFINITIONS:

Mission and Vision: Long-term division aspirations

Theory of Action: Fundamental belief about what will lead to long-term success in the division

Priorities: Broad areas of focus to support the Theory of Action

Measurable Goals: Specific and measurable targets related to division **Priorities**

Initiatives: Specific projects related to **Priorities** that help to achieve the **Measurable Goals**

Action Steps: An articulation of what steps need to occur, by when, and by whom

Vision:	To create a learning environment that will enable every child to discover his or her unique gifts and talents.	
Mission:	To enhance and expand on each child's unique gifts and talents to ensure every child is college, career and life ready.	
THEORY OF ACTION	<p>If IWCS exposes students to a rigorous curriculum that provides the foundation for entry into any college as well as the world of work:</p> <ul style="list-style-type: none"> • Schools recognize the value of deeper learning and the integration of projects and the value of all students working together, and • Schools recognize the value of teachers and students given voice and choice as they pursue their interests, and • Schools recognize the value of students connecting their studies to the world beyond school, and • There is ongoing research and design to provide appropriate guidance, support, and accountability from the division office. 	<p>Then every student will be able to discover and expand upon his or her unique gifts and talents and have the foundation to be college, career and life ready.</p>

<p>Priorities</p>	<ol style="list-style-type: none"> 1. The division will focus on literacy, particularly in early grades, to build a strong foundation for academic success across all grade levels. 2. The division will articulate common expectations for learning the value of the 5 C's: collaboration, communication, creativity, critical thinking and citizenship 3. The division will focus on deeper learning opportunities for all children. 	<ol style="list-style-type: none"> 4. The division will focus on multiple career pathways and strategies for students. 5. The division will focus on enhancing the learning environments in schools. 6. The division will equip staff with knowledge and tools necessary to effectively engage with students, families, partners and community.
<p>Measurable Goals: New or Continuing with Revisions</p>	<p><i>By 2018, 90% of students and staff will indicate full knowledge of growth mindset as defined by the GRIT focus document in each school (survey and informal questioning). (New)</i></p> <p><i>By 2018-2019, IWCS will have a long range facility plan in place that addresses increased enrollment and minimum standards for all school facilities. (Revised completion date)</i></p> <p>By 2019, students will create and exhibit work for a variety of wider audiences and venues (presentations of learning, student led parent conferences, and curation of work in schools). (Revised completion date)</p> <p>By 2021, the division will finalize the expansion of the Career and Technical Education program <i>which will include new course offerings, increased certifications, flexible class schedules and enhanced partnerships with business and industry. (Revised to identify specific outcomes)</i></p> <p>By 2021, all students will have access to makerspaces, music studios, green rooms and a variety of learning spaces. Five grade levels will receive new furniture to support a collaborative learning environment. All high school students will have laptops to take home and utilize in class daily.</p>	

Measurable Goals: Ongoing	<p>By 2018, 90% of students and staff will indicate full knowledge of the 5 C's as defined by the Profile of an IWCS Graduate focus document (survey and informal questioning).</p> <p>By 2018, 90% of students and staff will indicate full knowledge of Citizenship as defined by the GREAT focus document in each school (survey and informal questioning).</p> <p>By 2020, internships will be created with local businesses in connection with career pathways.</p> <p>By 2020, 100% of students will be reading on grade level by the end of third grade as measured by IRLA.</p> <p>By 2021, 90% of school-based staff (principals and teachers) will indicate knowledge and effectively implement deeper learning strategies with students (observations).</p> <p>By 2021, 90% of students will take the PSAT and SAT.</p> <p>By 2021, IWCS will close the achievement gap by 10% between subgroups and the overall pass rate.</p>
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INITIATIVES and ACTION STEPS by Priority

<p>Priority 1: The division will focus on literacy, particularly in early grades, to build a strong foundation for academic success across all grade levels.</p>
<p>Initiatives</p>
<p>a. <i>In fall 2018, the division will implement the ARC framework in 4th grade and special education classes in elementary, middle and high school will continue training and implementation of IRLA. Accelerate program in ninth grade will utilize the ARC program. NEW</i></p>
<p>b. In September 2016, the division will implement the new comprehensive balanced literacy framework from American Reading Company that was researched by the elementary instructional team and teachers throughout the division. COMPLETE</p>
<p>c. In the Fall 2016, the division will implement the new reading framework and incorporate an activity in which students in kindergarten, first and second grades will "Read Across Isle of Wight County." COMPLETE</p>

- d. In September 2017, the division will implement the ARC framework in third grade. Special education classes in elementary, middle and high school will begin using the Independent Reading Level Assessment (IRLA), which is part of the ARC framework. **COMPLETE**
- e. In Spring 2018, schools will use *One Book, One District* as a program designed to create a shared reading experience for elementary and middle schools. **COMPLETE (continuing with elementary schools in 2019)**

Action Steps

- *Train teachers and administrators in grade levels on ARC that will be implementing the literacy program for the first time. Train new grade level teachers, administrators, and SPED teachers who will be using ARC with their students. NEW*
- Continue the central office reading initiative in which all staff reads once a week to two children in grades K-2. **ONGOING**
- Train 3rd grade teachers, new K-3 teachers and administrators, and middle/high school SPED teachers in the new literacy program (ARC). To be completed in August and September 2017 **COMPLETE**
- Continue new reading framework and incorporate an activity in which students in kindergarten, first, second and third grades will “Read Across Isle of Wight County.” **COMPLETE**
- A classic novel will be chosen; every family in elementary and middle schools will receive a copy; and every family in our elementary and middle schools will read the same book at the same time. Activities at school will coordinate, promote, and enrich the shared learning experience. **COMPLETE**

Priority 2: The division will articulate common expectations for learning the value of the 5 C’s-- collaboration, communication, creativity, critical thinking and citizenship--*along with authentic experiences, workplace readiness skills and deeper learning to develop students who are college, career and life ready.* (REVISED)

Initiatives

- a. *By the 2018-2019 school year, counselors will work with the Director of Accountability to develop a plan to increase career and readiness skills for students at the middle and high school level. REVISED*

b. Schools will implement advisory groups during the school day to promote a culture of shared beliefs and give students a sense of belonging. Teachers will engage students in team building activities that foster and promote the 5 C's with a strong emphasis on citizenship. ONGOING
c. <i>All students will complete Presentations of Learning during the school year to measure career, college, and life skills (the 5 C's).</i> REVISED/ONGOING
d. In September 2016, all schools will develop and implement lesson plans with the 5 C's embedded in all curriculum. COMPLETE
e. <i>In September 2017, the division will implement and provide training on the Profile of an IWCS Graduate focus document. The Profile of an IWCS Graduate focus document describes the knowledge, skills, experiences and attributes the students must attain in order to be successful in college or the workforce and to be life ready in a world characterized by rapid change.</i> NEW/COMPLETE
f. By September of 2017, all schools will provide training in the GRIT, GREAT, and Critical Thinking focus documents. COMPLETE
Action Steps
<ul style="list-style-type: none"> ● <i>Provide professional development on GRIT and GREAT for all division staff. To be completed by September 2018.</i> NEW
<ul style="list-style-type: none"> ● <i>Create a rubric of key components for Presentations of Learning and provide training to teachers and students on Presentations of Learning to ensure consistent expectations throughout the division. To be completed by June 2019.</i> NEW
<ul style="list-style-type: none"> ● Administration and counselors will take the initial work of their committee from 2016-17 and develop a plan for counselors and a budget with the intent to implement in 2019. (Revised completion date)
<ul style="list-style-type: none"> ● <i>Provide ongoing training throughout the year to support oral communication skills needed for Presentations of Learning. To be completed by June 2019.</i> NEW
<ul style="list-style-type: none"> ● In September of 2017, all schools will develop a plan with their staff to make the focus documents GRIT and GREAT come alive in their building. COMPLETE/ONGOING
<ul style="list-style-type: none"> ● Banners will be displayed in all buildings with the GRIT and GREAT theme. Individual posters will be displayed in all classrooms to reinforce and assist in building a culture of growth and citizenship. COMPLETE
<ul style="list-style-type: none"> ● Provide professional development at the building level on IWCS focus documents: GRIT, GREAT, Deeper Learning Lessons, PBL Units, Critical Thinking and Instructional Framework. To be completed by September 2017 COMPLETE

Priority 3: The division will focus on deeper learning opportunities for all children.

Initiatives

- a. Teachers will implement one integrated project *annually* as one strategy to expose students to deeper learning opportunities. *Emphasis will be placed on integrating the project within the standards and timeframe traditionally designated for the topic, as well as providing opportunities for all levels of students.* **REVISED/ONGOING**
- b. *In the 2018-2019 school year, instructional staff will participate in continued training on the Instructional Framework with an expectation to fully implement the framework, including opportunities for student work time that includes with emphasis in student work time that includes collaboration and critical thinking.* **NEW**
- c. *By September 2018, Instructional Coaches, Principals, and Assistant Principals will implement coaching rounds in a systemic fashion to ensure proper implementation of the instructional framework.* **NEW**
- d. *By 2021, all students will access learning a variety of learning spaces to develop the knowledge, skills and experiences necessary to be college, career and life ready.* **NEW**
- e. *In the 2017-18 school year, coaching rounds will be utilized to support teachers in the implementation of the Instructional Framework. Principals, Assistant Principals, and Instructional Coaches will serve as coaches in this model.* **NEW/COMPLETE**
- f. In the 2017-18 school year, all instructional coaches and teachers will implement deeper learning opportunities through a project based approach. **COMPLETE/ONGOING**
- g. In September 2017, all schools will provide training in the Deeper Learning Lessons, PBL Units, Critical Thinking, and Instructional Framework focus documents. **COMPLETE**
- h. In the 2017-18 school year, the division will implement the best practices for special education students and all struggling learners identified by the study conducted by the District Management Group, including service delivery models and staffing alignment. **COMPLETE/ONGOING**
- i. In September 2017, high schools will implement either Agile Mind of Cortez math for Algebra I to compare results. **COMPLETE/ONGOING**

j. In the 2017-18 school year, instructional coaches will implement exemplar projects with a teacher in their building and curate it during an expo. COMPLETE/ONGOING
k. In September 2016, high schools will implement the Agile Mind programs into their math and science curriculum. COMPLETE/ONGOING
Action Steps
<ul style="list-style-type: none"> In August 2017, training for Agile Mind and Cortez Math programs will be conducted. COMPLETE
<ul style="list-style-type: none"> In September of 2017, all schools will develop a plan with their staff to make the focus documents Deeper Learning Lessons, PBL Units, Critical Thinking, and Instructional Framework focus documents come alive in their building. COMPLETE/ONGOING
<ul style="list-style-type: none"> In the 2017-18 school year, instructional coaches will research an exemplar project at established PBL institutes and refining the project with a teacher to meet the Virginia standards. COMPLETE
<ul style="list-style-type: none"> Implement project based learning in all classrooms, using the PBL Focus Document guidelines. COMPLETE/ONGOING
<ul style="list-style-type: none"> Teachers who received project based learning training in June or August 2017 will implement at least one PBL unit, while teacher who participated in project based learning training in the summer of 2016 will implement at least one PBL unit <i>annually</i>. To be completed during the 2017-2018 school year. REVISED/COMPLETE/ONGOING
<ul style="list-style-type: none"> All instructional coaches will implement at least one exemplar PBL Unit with a classroom teacher during the 2017-18 school year. COMPLETE/ONGOING
<ul style="list-style-type: none"> Define a vision for success for special needs students and struggling learners and develop an implementation plan, including milestones, goals, action plans, and a monitoring plan. To be completed during the 2017-2018 school year. COMPLETE/ONGOING
<ul style="list-style-type: none"> Adjust the current SPED service delivery model to ensure interventions for students with mild-to-moderate disabilities and other struggling learners are supported by staff with deep content expertise and training. To be completed by June 2018

Priority 4: The division will focus on multiple strategies for students to successfully complete a variety of graduation and career pathways.

Initiatives

- a. *Beginning with the 2018-2019 school year, the Isle of Wight School division will implement an innovative program called Accelerate focused on increasing the number of graduating, underrepresented students from high school who are career and college ready through the implementation of evidence based practices, including relationships, experiences and innovation. **NEW***
- b. *In the 2018-19 school year, instructional staff will create a unique schedule for students enrolled in CTE programs which will alternate weekly between a full week of CTE courses and a full week of core courses. **NEW***
- c. *In September 2019, the global logistics program will open and include a 15,000 square foot warehouse/distribution facility operated by IWCS students. **NEW***
- d. In the 2017-18 school year, schools, in conjunction with the instructional department, will provide training for guidance counselors on school counseling best practices, as well as on future careers in the CTE programs implemented in our schools in order to properly advise students in planning for their future.
- e. In the 2017-18 school year, the division will revise the plan for UpLift Academy to accommodate all students who may benefit from a variety of programs, including credit recovery, GED preparation, online courses, and support for students assigned to the center due to disciplinary infractions.
- f. In September 2018, manufacturing, culinary arts, mechatronics and engineering, and the nursing lab will open in the SHS Career Building.
- g. In the 2018-19 school year, school leaders, in conjunction with guidance counselors, will establish partnerships with area employers to increase awareness, skill building, internships, apprenticeships and employment opportunities.
- h. In 2021, the division will partner with Paul D. Camp Community College to offer an Associate's Degree program utilizing dual enrollment courses.
- i. In September 2016, the division will implement a Certified Nursing Assistant program at Smithfield High School and expand the Agriculture program at Windsor High School. **COMPLETE**

j. In the 2016-17 school year, instructional staff will develop plans for all new career and technical education programs. COMPLETE
k. In September 2017, cosmetology, building trades, agriculture production technology, and agriculture production management will open at Windsor High School. COMPLETE
l. In January 2018, the welding program will open at SHS Career Building, the new JROTC building will open, and programming will open at middle school. COMPLETE
m. In the 2017-18 school year, the division will develop plans for a working farm behind Windsor Elementary School with the assistance of the new farm manager position. COMPLETE
n. In the 2017-18 school year, the division will create a plan for our most vulnerable students entering the ninth grade with the intention of meeting their needs. COMPLETE
Action Steps
<ul style="list-style-type: none"> ● In 2021, the division will partner with Paul D. Camp Community College to offer an Associate’s Degree program utilizing dual enrollment courses.
<ul style="list-style-type: none"> ● Initiate drawings, bids and construction for the JROTC building and SHS Career building. <i>To be completed by September 2018. REVISED</i>
<ul style="list-style-type: none"> ● Initiate drawings, bids, and construction for spaces related to the remaining new Career and Technical Education spaces. <i>To be completed by September 2018. REVISED</i>
<ul style="list-style-type: none"> ● In the <i>2018-2019</i> school year, guidance counselors will visit industries related to their curriculum as well as visiting classrooms in our existing career and technical education programs in order to have a better understanding and to better counsel students about these opportunities. REVISED
<ul style="list-style-type: none"> ● In the <i>2018-2019</i> school year, school leaders, in conjunction with guidance counselors, will establish partnerships with area employers to increase awareness, skill building, internships, apprenticeships and employment opportunities. REVISED

- In 2017-18, administration will form a committee of stakeholders to assist them in the development of a preventative program for our most vulnerable learners. **COMPLETE**
- Oversee construction and program planning for new CTE programs: cosmetology, building trades, agriculture production, welding. **COMPLETE**

Priority 5: The division will focus on enhancing the learning environments in schools.

Initiatives

- a. In *2018*, the sprinkler system will be replaced at Carrollton Elementary. **REVISED**
- b. Throughout the five years of this plan, the mechanical systems study conducted by our consultants will be implemented. **ONGOING**
- c. Throughout the five years of this plan, the roof study conducted by our consultants will be implemented. **ONGOING**
- d. Throughout the five years of this plan, the classroom furniture plan will be implemented. **ONGOING**
- e. Throughout the five years of this plan, the paving plan will be implemented. **ONGOING**
- f. Throughout the five years of this plan, the playground plan will be implemented. **ONGOING**
- g. Throughout the five years of this plan, existing furniture will be replaced with collaborative furniture in media centers, cafeterias and common areas to meet the needs of collaboration. **ONGOING**
- h. Throughout the five years of this plan, the [Capital Improvement Plan](#) will be reviewed annually and updated to manage enrollment. **ONGOING**
- i. By January 2017, the division will conduct a capital improvement facility study that addresses population growth. **COMPLETE**
- j. In 2018, the [IWCS Technology Plan](#) will be revised to align resources in support of new or updated instructional programs and projects.

Action Steps
<ul style="list-style-type: none"> In 2018, the sprinkler system will be replaced at Carrollton Elementary. REVISED
<ul style="list-style-type: none"> Throughout the five years of this plan, the mechanical systems study conducted by our consultants will be implemented. ONGOING
<ul style="list-style-type: none"> Throughout the five years of this plan, the roof study conducted by our consultants study conducted by consultants will be implemented. ONGOING
<ul style="list-style-type: none"> Throughout the five years of this plan, the classroom furniture plan will be implemented. ONGOING
<ul style="list-style-type: none"> Throughout the five years of this plan, the paving plan will be implemented. ONGOING
<ul style="list-style-type: none"> Throughout the five years of this plan, the playground plan will be implemented. ONGOING
<ul style="list-style-type: none"> Throughout the five years of this plan, existing furniture will be replaced with collaborative furniture in media centers, cafeterias and common areas to meet the needs of collaboration. ONGOING
<ul style="list-style-type: none"> Initiate bids and construction for roof replacements Carrsville, Carrollton, Windsor Elementary School, and Central Office. ONGOING
<ul style="list-style-type: none"> Schedule and complete paving at Carrollton and Hardy. To be completed by September 2017. COMPLETE

Priority 6: The division will equip staff with knowledge and tools necessary to effectively engage with students, families, partners, and community.

Initiatives

- i. *By September 2018, Instructional Coaches, Principals, and Assistant Principals will implement coaching rounds in a systemic fashion to ensure proper implementation of the instructional framework. **NEW***
- a. In September 2016, the division will place Instructional Coaches in each school to continue the professional development training started in the summer and to work one-on-one with teachers who have been trained in project based learning. **COMPLETE/ONGOING**
- b. By January 2017, the division will implement twice-monthly pay for employees. **COMPLETE/ONGOING**
- c. In the 2017-18 school year, the division will implement training for school leaders on how to engage teachers, support staff and students through the creation of robust and constructive Professional Learning Communities (PLC's) by utilizing the PLC focus document. **COMPLETE/ONGOING**
- d. Instructional leaders at the division level will evaluate principals based on the skills and competencies of an effective principal, as identified through Virginia Department of Education standards. **COMPLETE/ONGOING**
- e. Building administrators will evaluate teachers with various methods such as formal and informal classroom observations that will be followed-up with reflective and constructive feedback designed to improve and enhance instructional quality. **COMPLETE/ONGOING**
- f. Central office administration will implement plan to monitor and give feedback to school leaders on the implementation of the focus documents and the strategic plan in their buildings. **COMPLETE/ONGOING**
- g. By January 2018, the division will develop a compensation plan for review that considers all positions. **COMPLETE**

Action Steps

- Instructional Coaches will provide professional development training in deeper learning to include project based learning, critical thinking strategies, and expositions of learning. **COMPLETE/ONGOING**

<ul style="list-style-type: none"> ● Building level administration will utilize Personalized Learning Communities (PLC's) to ensure all staff is engaged in the growth of all students. COMPLETE/ONGOING
<ul style="list-style-type: none"> ● Instructional leaders will coach building level administration utilizing data collected at the building level through classroom and building walk-throughs. COMPLETE/ONGOING
<ul style="list-style-type: none"> ● Building administrators will coach teachers with utilizing data collected with various methods. COMPLETE/ONGOING
<ul style="list-style-type: none"> ● The office of human resources will collect data from the region to compare salaries and develop a report that all employees can understand the rankings in the region. COMPLETE

The Six Major Priorities of the Five Year Strategic Plan

Priority 1:

Focus on Literacy: A Strong Foundation

The first priority speaks to high standards and expectations, ensuring that each individual student has access to outstanding classroom instruction in reading. Priority one also addresses the importance of beginning each student's academic life with a strong foundation and how the division can help contribute to developing the whole child. Special attention will be directed to supporting high need areas and ensuring that each child receives strong student supports.

The division selected American Reading Company's core literacy program, with initial implementation at kindergarten, first and second grades. The program is expanding to third grade and will be used with our special needs students at all grade levels. This is a student-centered comprehensive program that engages students in units of study that are aligned to the Virginia standards. These units of study allow students to engage in extensive research projects as well as a variety of writing styles. Students will read a wide variety of authentic texts daily including independent reading, shared reading and above grade level read-alouds. The ARC program also provides a formative assessment framework that allows teachers to establish a baseline for every student, followed by an action plan for each student and a progress monitoring tool to follow progress towards goal. In addition, ARC provides a strong parent

component in which parents read nightly with their students and practice recommended skills. Finally, teachers, school reading coaches, and administrators will receive extensive professional development and ongoing coaching provided by school-based ARC coaches and well as the ARC district coach. Through our partnership with American Reading Company, the division shows its commitment to early literacy and providing students with the tools necessary for success in college, career and life.

Priority 2:

Focus on the 5 C's: Emphasis on Life Skills

The second priority focuses on a school culture that values life skills such as: collaboration, communication, creativity, critical thinking, and citizenship. The school division will value student and teacher voice and choice. Teachers will employ a variety of approaches to meet diverse learners, and recognize the value of all students working together. The IWCS Focus Documents on GRIT and GREAT will serve as resource for developing good citizens at all levels.

Priority 3:

Focus on Deeper Learning:

Priority three focuses on a rigorous curriculum that provides the integration of projects, the merging of academic disciplines and performance based assessments. Students will develop projects, solve problems and present their findings to a wider audience. Teachers will have access to the IWCS Focus Document on Deeper Learning to assist them as they incorporate these opportunities in their classroom.

Priority 4:

Focus on Career Pathways: Adult World Connections

The purpose of Career and Technical Education is to help empower students effectively participate in a global society. CTE programs are designed to contribute to the broad academic achievement of all students by demonstrating the relevance of academic content

through real world application. The division's CTE program will be rigorous, relevant, project-based and focused on preparing students for both post-secondary education and career offerings. Isle of Wight County Schools will periodically evaluate the current course visionary to provide the skills, training, and knowledge that students will need to compete in a global economy. Adjustments will be made to programs based on the evolving job market and student demand.

Priority 5:

Focus on Learning Environments: Infrastructure

Priority five addresses the infrastructure necessary to enable and support a culture of excellence, including the effective management of financial resources that will be essential to achieving our educational goals. The division will leverage its assets and resources to operate efficiently, effectively and professionally, and to ensure a safe, healthy, inviting learning environment for all students. We will also base our actions on sound data and accurate, relevant information.

Priority 6:

Focus on Staff: Engaged Students, Families & Community Partners

Priority six is focused on ensuring that there is an outstanding teacher in each of our classrooms and a highly effective leader at the helm of each of our schools. In addition, priority six incorporates the role of students, parents and the community in achieving our vision. School success translates into increased tax revenues, real estate values and community satisfaction.

The division must recruit, select, induct, develop, support, promote, compensate and retain personnel with a focus on quality and instructional excellence. Appropriate support will be provided to teachers and principals in order for them to effectively do their jobs.

The division acknowledges that these stakeholders are important players in supporting the education of all students and that we must build family educational efficacy and coordinate focused partnerships in order to make that happen. The division plans to fully implement initiatives effectively with parents and the community in order to engage them in the daily lives of students.

Collaborative partnerships with the community, including universities, businesses, parent associations, governmental entities, community groups and nonprofits will help us achieve the comprehensive initiatives set out in this plan.

Why do we need a strategic plan?

Isle of Wight County Schools enjoys a strong history and proud tradition of academic success. We will continue to build on this foundation but also accept that we can do better, and indeed, we must change to meet the new standards. This strategic plan is designed to achieve the mission for Isle of Wight County Schools. It focuses on six key priorities with accountability attached to all activities.

All of the subsequent plans that are developed to implement this plan must also focus on these key areas, with the ultimate goal of preparing students to leave high school ready for a variety of post-secondary opportunities: for college, for career, for life. All initiatives and actions by Isle of Wight County Schools should drive to this goal. We will develop an overarching metric to measure progress toward this goal.

With a staff of over 700 - including 452 certified and 255 support staff – and a student body of 5,400 students, it is imperative that we adopt a plan to strategically allocate and use our resources to positively impact student learning and reach our targets.

How will parents be supported through this plan?

The Isle of Wight County Schools, students, parents and extended families must partner in the education of our children. Schools and educators cannot go it alone. It is the obligation of the school division to provide parents with opportunities and tools to be meaningfully engaged in the education of their children.

Specifically, parents will be guided through the system, informed about academic requirements and supported through certain transitions in their child's educational experience. We will provide a resource document made accessible at every school and on the website with grade-specific requirements and expectations for parents.

The division will continue and strengthen the Parent Advisory Committee to nurture a school culture dedicated to enhancing family engagement in education. To bridge the gap between parents and schools, the school division will provide professional development

opportunities to explore methods of developing parent and staff relationships. The division will also create a family and community engagement function within the central office to provide focus and direction to this important work.

How can the community support this plan?

Just as students and parents are critical collaborators in our educational efforts, community partners, businesses, higher education institutions, citizens and taxpayers are important players in supporting our instructional efforts. Local businesses will become a vital part of our strategic plan as internships become integral to our students' experience in the future.

The division will examine the viability and possible implementation of a centralized system to coordinate with local businesses, community, organizations or nonprofit organizations to identify volunteer opportunities in schools, and to situate qualified volunteers in schools to meet needs identified by the school or the school division. This will be a user-friendly system that places the right person in the right place to best help students and teachers.

Together, the community and the school division must coordinate its partnerships and provide direction to achieve the maximum return on each investment in our schools. The Isle of Wight Education Foundation Partnership will continue as a local education fund focused on education improvement. The ultimate benefit to the community will be a skilled and knowledgeable workforce prepared for a variety of post-secondary opportunities.

How will we measure progress?

Accountability measures will be tracked annually, monthly, weekly and sometimes daily. The school division will expand its use and management of data to inform its decisions and review results in all aspects of instruction and operations. To measure the progress and performance of the school division in meeting the goals of this strategic plan, a series of performance targets will be developed. Measuring division-wide performance against these outcome targets will be the primary means of evaluating our success.

At a more granular level, to gauge the efficacy of our efforts in achieving each "Strategic Priority" explained in the plan, we have identified and will monitor a variety of indicators signaling individual student progress, program effectiveness, cost justification, and other valuable assessments of our work. Indicators have been separated into two groups: performance and context. Performance

indicators show how we have in fact performed. Context indicators give us detail about the environment or situation related to the performance of a particular specific initiative.

The following are examples of both types of indicators:

Common Performance Indicators

- Student performance scores (SOLs, SATs, CRCs, etc.)
- Various survey results
- Student attendance
- Student discipline rates
- Post-secondary enrollment
- Teacher retention

Common Context Indicators

- Internship numbers
- Teacher attendance
- Resource allocations
- Student demographics
- Student interventions received
- Volunteer activity

How are we using our resources wisely?

Isle of Wight County Schools is committed to maximizing the resources we have and ensuring that every dollar spent supports student academic development and achievement. We plan to create and use a school level operating cost model during the annual budgeting process and, in the near future, develop “cost-center accounting” that will enable us to determine the costs incurred in the operation of each of our schools. We will then evaluate the alignment of resources with instructional processes, and the efficiency of school operations based upon academic outcomes. At that point, we will be able to identify and provide for the unique needs of each school.

Isle of Wight County Schools also plans to re-tool our human resources operation to maximize efficiency and provide a high level of professional support. Similarly, we will improve administrative and operational functions and processes throughout the division for greater productivity and efficiency, and to better enable and support student learning.

There is a lot in this plan. Are we adding to teachers' workloads?

We expect to accomplish many great things through this plan, including many activities intended to reduce the workload of our staff and instead allow them to focus on their most central concern: student learning. Over the next year, for instance, teachers will have access to data and information in a quicker and more useable manner than ever before, which will allow them to more effectively teach their students. Undoubtedly, teachers will be challenged in the coming years due to higher state standards and raised expectations for student achievement. The division is committed to providing additional supports to teachers to enable them to continually improve their skills and ultimately prepare students for life beyond the classroom.

This is an ambitious plan – how and when are you going to do all of this?

We do not expect to accomplish all of these goals and activities in the first year of this plan. We have been careful to prioritize issues in year one and have distributed the remaining important tasks throughout the following four years. Department and school plans must be developed to include tactical elements to bring this division plan to life, including resources required, lead persons accountable and timelines. Budget planning will reflect our priorities in this strategic plan.

Extra-curricular activities and the arts are important to a successful curriculum. Where do they fit into the plan?

We recognize that students become more actively engaged when they are challenged with activities that broaden their horizons and stretch their creative and leadership capabilities. Students' best prepared to focus on new challenges and innovation will be the leaders of the 21st century. The school division will continue to provide and expand access to a wide variety of developmental outlets such as athletics, JROTC, art and music.

Strategic Plan Information

Please visit: www.iwcs.k12.va.us to view the plan.

Email us your feedback at: strategicplan@iwcs.k12.va.us

Or send a letter to: Strategic Plan Feedback
Isle of Wight County Schools
820 West Main St.
Smithfield, VA 23430

How to Make Your Voice Heard

- Get involved with your local school's PTA.
- Sign up to work with teachers and students needing your expertise in science, technology, engineering, math, etc.
- Attend open houses, school board meetings and other school or division forums.
- Mentor students through a variety of community organizations.

IWCS Staff

Dr. Jim Thornton, Superintendent

Mike Lombardo, Assistant Superintendent for Curriculum and Instruction

Susan Goetz, Executive Director of Curriculum and Instruction

Mark Mabey, Executive Director of School Administration and Operations

Cheryl Elliot, Executive Director for Human Resources

Rachel Yates, Executive Director for Budget and Finance

Thomas Chelgren, Director of Special Education

Eric Coopridger, Director of Information Technology

Lynn Briggs, Director of Community and Media Relations

Marty Calendar, Director of Support Services

Tracey Reutt, Administrative Assistant to the Superintendent