



FY2014 -2019 Strategic Plan Executive Summary

Updated: February 2018

SYSTEMIC NAVIGATION TO

2019

Together - we prepare our students for their future.



FY2014-2019 Strategic Plan Executive Summary

Publication Update: February 2018

Spotsylvania County Public Schools

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Fredericksburg, VA 22407

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SUPERINTENDENT'S FOREWORD

“Vision without action is merely a dream. Action without vision just passes the time. Vision with action can change the world.”

Joel A. Barker



The FY2014-2019 strategic plan serves as our school division's road map to the future. Intentionality in design, implementation and evaluation ensures that we increase our system capacity to achieve, on purpose and at a high level, the goals outlined in the plan. Moreover, it supports the greater probability that “together”, we will indeed create and shape the future of education for our students. Focused and initiated through considerable leadership transition at the division and school board level, the revision and development phase as well as the on-going implementation and evaluation of results has been the business of not only central leadership, but the broader stakeholder community.

Spotsylvania County Public Schools takes pride in the comprehensive process and specific contents of the plan, including the targeted balanced scorecard. Yet while the contents are noteworthy, they serve primarily as a compass and guide for current and future action. The more critical endeavor and ultimate challenge remains in the authentic implementation and systematic assessment of the plan. It should be evident internally and externally that the strategic plan compels the system toward effective action. As a school division, we subscribe to one plan that includes clear, measurable priorities as the primary tool in support of highly effective leadership and governance. Keeping the “main thing, the main thing”, the continuous improvement process in the area of teaching and learning is aligned and supported in other areas such as budget development, employee evaluation, professional learning, recruitment and retention, community engagement and safety and security.

We face significant challenges as public education leaders and stakeholders, but we are also blessed with extraordinary opportunity and daily inspiration...making a profound difference in the life of each child we are fortunate enough to serve. To that end, plan and process represent our sincere commitment toward reaching the high expectations in support of our students.

The Spotsylvania County School Board and I thank the many staff and community volunteers who have actively participated throughout this process. These individuals, as well as many others, will continue to be actively involved as daily we bring the plan to life!

Sincerely,

S. Scott Baker, Ed.D.
Superintendent of Schools

Spotsylvania County School Board

Fredericksburg, Virginia



Left to right: Dawn Shelley (Chancellor District – Vice-chairman); Erin Grampp (Chairman - Berkeley; Lisa Phelps (Lee Hill District); Bill Blaine (Salem District); James Meyer (Courtland District); Baron Braswell (Battlefield District); Kirk Twigg (Livingston District)

EXECUTIVE SUMMARY

Public education is a complex and forever changing field. The enormity of the contemporary challenges and often daunting nature of the required interventions are incredibly formidable for educators. To effectively remain focused and poised to meet the total needs of all students, it is critical that school divisions routinely reflect, look into the future and analyze the horizons to make sure they are providing the best education possible. In Spotsylvania County, the interest is not just in student achievement, but in establishing a competitive advantage that exceeds all others.

In February 2012, the superintendent deployed the strategic planning steering committee and charged it with reviewing the existing FY2008-2014 strategic plan and building upon the division's noteworthy accomplishments. The steering committee was comprised of 44 cross sectional educators and community stakeholders and worked diligently for about fourteen months on the development of the new FY2014 – 2019 strategic plan.

The collaborative work of the steering committee, staff and the community yielded the following strategic direction:

Mission Statement:

Together, we prepare our students for their future.

Vision Statement:

Spotsylvania County Schools is a *leading school division* that inspires and empowers *all* students to become creative thinkers, problem solvers and effective communicators by:

- Ensuring an engaging and supportive learning environment
- Providing a broad spectrum of innovative opportunities
- Building lasting partnerships with the community to educate our students

Core Values:

- STUDENT CENTERED
- LEADERSHIP
- ACCOUNTABILITY
- CULTURAL PROFICIENCY
- EXCELLENCE
- EFFECTIVE COMMUNICATION
- TEAMWORK
- CITIZENSHIP

The strategic plan is comprised of three broad overarching goals to be achieved by the end of FY2019 (June 30, 2019):

GOAL 1.0 TEACHING & LEARNING

Prepare all students to be college and career ready.

GOAL 2.0 COMMUNITY ENGAGEMENT & PARTNERSHIPS

Family, students, staff and the entire community actively engage to seek resources and to develop opportunities that meet future educational challenges and workforce needs.

GOAL 3.0 ORGANIZATIONAL CLIMATE & SCHOOL SAFETY

The learning and working environment is safe, caring, healthy and values diversity.

Implementation and Monitoring:

A set of 15 objectives and several strategies were developed to provide a framework for operationalizing the three goals. The strategic plan was officially implemented in July 2013. Under the leadership of three strategic goal lead facilitators, department heads and directors, action planning teams were deployed and began implementing annual action plans that function to ensure the achievement of the vision by the end of FY2019. The action planning teams developed specific quantitative measures for the respective goals and objectives. The quantitative measures are captured in a division wide balanced scorecard. This scorecard is the division's performance management system which is used as follows:

- To align all activities to the vision and goals of the organization
- To improve internal and external communications
- To monitor organizational performance against the strategic goals; it is a measurement system; it provides "evidence/proof" of growth and achievement of goals and objectives

Annual accountability reports and updates are completed by all schools, departments and offices.

In accordance with the systems strategic management model, all activity is monitored on an ongoing basis. Process adjustments, as well as the planning content, are modified as deemed necessary to optimize outcomes and performance excellence in all areas.

OVERVIEW OF STRATEGIC PLAN

Strategic Planning / Management Model:

An adapted version of Stephen Haines' Systems Strategic Management Model (Haines, 2005) was selected as the process for developing, implementing and monitoring the strategic plan. The

imbedded continuous organizational improvement framework focuses on planning, leadership, people and change. See Appendices (page 26) for an illustration of the model. The six year strategic plan and subsequent action plans are *living and breathing* documents that are subject to review and modification as deemed necessary to optimize organizational performance and attainment of the division's vision by the end of FY2019.

2017-2018 Division Profile:

(As of October 1, 2017)

Budget & Operations:

- County Population (US Census Bureau 2014 Estimate) 131,305
- FY 2016-2017 Operating Budget* \$271M
- FY 2016-2017 Budgeted Per Pupil Expense - \$11,700
- FY 2016-17 Operating Budget \$276M
- FY 2016-2017 Budgeted Per Pupil Expense \$11,700
- Number of School Meals Served Daily 16,900
- Number of Miles Buses Travel Daily 25,928

**Operating Budget Defined by County includes Debt Service and excludes Food Services, CIP, and Fleet Services*

Enrollment & Class Size:

- Student Enrollment (pre-K through 12): 23,814
- Grades K-2 Average Class Size: 20.9
- Grades 3-5 Average Class Size: 22.7
- Grades 6-8 Average Class Size**: 24.1
- Grades 9-12 Average Class Size**: 22.1

*** Based on core classes and PE*

Student Body Makeup:

- 52% male; 48% female
- 56% white; 18% black; 16% Hispanic; 3% Asian; 7% other
- Gifted education students: 11 %
- Special education students: 13%
- ESOL students: 5%
- Languages spoken: 72
- Students Receiving Free or Reduced Priced Meals: 36%

School Facilities & Technology:

- 17 Elementary Schools (pre-K through 5)
- 7 Middle Schools (6-8)
- 5 High Schools (9-12)
- 1 Alternative Learning Center
- 1 Career Technical Center
- All Buildings Wi-Fi Accessible

Staff:

- Teachers: 1,739
- 98.6% of teachers are appropriately licensed and endorsed through VDOE
- 57% of teaching staff holds advanced degrees
- Average years of experience: 13
- Administrative and support staff: 1,368
- 80% of staff reside in Spotsylvania County
- 41 National Board Certified Teachers

Academic Statistics:

Based on 2017 Graduates

- AP & Dual Enrollment courses offered 29
- Students earning a passing score on AP Exams 55.8%
- Advanced Studies Diploma 61%
- ACT Composite Score 23.1
- Graduates Pursuing Higher Education 82%
- Average Reading & Writing SAT Score 554
- Average Math SAT Score 523
- Overall SAT Score 1077
- On-Time Graduation Rate 90.4%
- Dropout Rate: 5.9%
- *All Schools Accredited by Virginia DOE
- District Accredited by AdvancED

Top 10 Most Critical External Issues:

The external critical issues were derived through a process called future external environmental scanning, which essentially involves *forecasting* in specific areas. An external critical issue is defined as an extremely important situation, factor or condition in the school district's "external" environment that may impact its' performance and ultimate success. The critical issues are in essence "a call for action." SCPS must respond proactively to the respective issues. The goal is to leverage needed action to overcome or minimize any adverse impacts and to position the agency to establish and maintain a competitive advantage.

The critical issues were derived by surveying both internal and external stakeholders. Out of hundreds of data entries, the following were ranked as the top ten most critical to SCPS:

| Critical Issue (Scanning category / forecast area) | Prediction / Expected Development (Next 5-7 years) |
|---|---|
| ECONOMICS | 1) Significant reductions in funding; the ever-changing and unknown funding at the federal, state and local level create difficulty in long-range budget planning and delivery of educational services. |
| POLITICAL-REGULATORY | 2) A growing lack of understanding and/or agreement among local governing boards, politicians and legislators regarding the correlation between education and the country's ability to remain globally competitive and economically strong. |
| EDUCATIONAL TRENDS | 3) Movement toward increased student-based learning (more individualized and small group learning); greater expectation for implementing some type of structured "tiers of instructional intervention" (e.g., Response to Intervention - RtI) |
| SOCIO-DEMOGRAPHICS | 4) Continued increase in the number of homeless students and other economically disadvantaged students and families. |
| POLITICAL-REGULATORY | 5) Changes in NCLB and IDEA create difficulty for the district to meet standards. |
| EDUCATIONAL TRENDS | 6) 21st century learning will become more and more technologically centered. |

| | |
|-----------------------------------|--|
| TECHNOLOGICAL - SCIENTIFIC | 7) Continued, rapid changes and advancements in technology. |
| SOCIO-DEMOGRAPHIC | 8) Increase in the number of students found eligible for special education in the area of autism spectrum disorders. |
| CUSTOMER-CITIZENS | 9) Greater anti-tax sentiments by community stakeholders. |
| SOCIO-DEMOGRAPHICS | 10) Increase in the number of non-English speaking students and Ethnic diversity within the community. |

The critical issues were used as a resource to help facilitate discussion and to guide decisions regarding the development of the overall strategic plan and are, likewise, considered when devising annual action plans.

MISSION, VISION & CORE VALUE STATEMENTS

MISSION

Together, we prepare our students for their future.

VISION

Spotsylvania County Schools is a leading school division that inspires and empowers all students to become creative thinkers, problem solvers and effective communicators by:

- Ensuring an engaging and supportive learning environment.
- Providing a broad spectrum of innovative opportunities.
- Building lasting partnerships with the community to educate our students.

CORE VALUES

STUDENT CENTERED

We provide all students with the essential learning experiences that enable them to optimize their success with postsecondary experiences.

LEADERSHIP

We commit to building visionary leaders who embrace change and new possibilities.

ACCOUNTABILITY

We provide quality services to students, use resources efficiently and engage the community as viable partners.

CULTURAL PROFICIENCY

We exhibit attitudes, skills, behaviors, and organizational practices that support the interests of a diverse population.

EXCELLENCE

We pursue the highest standards of organizational performance and academic achievement through innovative, research based practices.

EFFECTIVE COMMUNICATION

We support and utilize a variety of communication methods to connect parents, staff and the entire community.

TEAMWORK

We depend upon and are accountable to one another to achieve our common purpose.

CITIZENSHIP

We believe in honor, integrity and community service.

STRATEGIC GOALS, OBJECTIVES & STRATEGIES

GOAL 1.0 TEACHING & LEARNING

Prepare all students to be college and career ready.

Rationale Statement: *The economic vitality, democratic health and future of our communities, state, and nation depend upon the capacity of today's students to become tomorrow's extraordinary leaders, high performance workforce, and contributing citizens. SCPS' focus is on optimizing the individualized potential of ALL students. High performing organizations, likewise, value diversity and support a framework for inclusivity of all individuals. As a whole, these practices give way to a favorable culture (i.e., the way things are done) and a positive organizational climate (i.e., the way people feel about the culture).*

OBJECTIVES:

- 1.1** Students will demonstrate the skills necessary to meet college and career readiness standards.

Strategies:

- 1.1.1** Develop and implement an innovative multidisciplinary guaranteed viable curriculum (content).
- 1.1.2** Expand program opportunities to enrich college and career readiness for all students.
- 1.1.3** Enhance connections between pre-K, K-12, and postsecondary experiences to improve college and career readiness through professional learning communities.
- 1.1.4** Use evidence-based teaching and learning models that meet the individualized needs of diverse students.
- 1.1.5** Implement a balanced assessment that accurately measures student performance (assessment).
- 1.1.6** Support college and career readiness through action plans that maximize professional learning networks, effective planning and high quality designs.
- 1.1.7** Implement technologies and integrated instructional strategies as action plans that support college and career readiness.

- 1.2** Provide support services that optimize the physical and mental well being of all students, staff and families.

Strategies:

- 1.2.1** Expand professional learning designs to include follow up and extension for families and student support services.
 - 1.2.2** Redefine the purpose of school social workers in aligning targeted services to support the needs of students and families.
 - 1.2.3** Enhance the roles of counselors to maintain a focus on rigor, relevance and relationships to close the achievement gap.
 - 1.2.4** Expand the role of school psychologists to support students with mental health and prevention.
 - 1.2.5** Explore a technological network of support to increase awareness, information, and services to students and their families.
 - 1.2.6** Build organizational capacity to support inclusive practices.
- 1.3** Provide human resources services that support a diverse and talented work force that is aligned to ensure maximum performance in all areas.

Strategies:

- 1.3.1** Provide ongoing high quality professional development and training for all employee groups to build capacity, promote professionalism and optimal service, as well as increase employee safety.
- 1.3.2** Recruit and retain exemplary employees with highly qualified levels of expertise.
- 1.3.3** Enhance a collaborative culture and communication through an integrated systems model.
- 1.3.4** Enhance compliance with local, state and federal laws and regulations.

- 1.4** Execute exemplary financial practices that maximize the organization's return on investment in all areas.

Strategies:

- 1.4.1** Revise the budget development process to involve greater input from stakeholders, including principals and department heads.
- 1.4.2** Systematically engage the community to raise awareness of student needs and resources needed.
- 1.4.3** Automate purchasing, payroll, accounts payable and other fiscal functions to optimize efficiency.
- 1.4.4** Re-engineer accounting practices to maximize effectiveness.
- 1.4.5** Implement a state-of-the-art integrated Finance and HR system for data management.
- 1.4.6** Implement relevant and meaningful professional development opportunities to enhance productivity and to build leadership capacity of SCPS clerical support staff.
- 1.5** Enhance the food services program by providing exceptional nutrition and healthy meal alternatives in an enjoyable atmosphere with satisfaction by all consumers.

Strategies:

- 1.5.1** Use multiple mediums of communication with students, parents and staff members to educate and reinforce healthy food messages and quality dieting.
- 1.5.2** Increase full price breakfast participation rates.
- 1.5.3** Increase full price lunch participation rates.
- 1.5.4** Offer a variety of age appropriate, healthy and appealing menu items that are palatable to students and meet federal and state guidelines.
- 1.5.5** Increase customer satisfaction in all areas of service.

- 1.6** Provide school based health care services that optimize the physical well being of students.

Strategies:

- 1.6.1** Improve the overall health services school delivery model.
 - 1.6.2** Strengthen the division's collaboration with parents, health care providers and community partners on environmental, health and wellness matters.
 - 1.6.3** Remove health related barriers to learning for students.
 - 1.6.4** Recruit and retain an innovative and diverse nursing staff.
- 1.7** Enhance maintenance of the division's investment in buildings and grounds to ensure alignment with future educational needs.

Strategies:

- 1.7.1** Increase student safety with architectural improvements to K-12 facilities for enhanced visitor access control and positive visitor identification.
- 1.7.2** Improve energy management and reduce electrical consumption by adding digital building automation controls and upgrading the existing older pneumatic controls.
- 1.7.3** Provide architectural and landscape improvements to enhance accessibility for improved ADA compliance for buildings, playgrounds, stadiums and athletic fields.
- 1.7.4** Develop and implement an ongoing capital maintenance projects plan that preserves and protects the county's investment in our K-12 facilities.
- 1.7.5** Enhance the provision of a multi-talented maintenance staff to keep pace with technological advances in the building maintenance industry.

GOAL 2.0 COMMUNITY ENGAGEMENT & PARTNERSHIPS

Family, students, staff and the entire community actively engage to seek resources and to develop opportunities that meet future educational challenges and workforce needs.

Rationale Statement: *The academic and postsecondary success of our students requires the collective effort of the entire Spotsylvania County community. It is imperative that we not only work harmoniously together to support students, but that we also share the accountability for their success.*

OBJECTIVES:

2.1 Implement a comprehensive communications plan and strategy.

Strategies:

2.1.1 Evaluate communications with key stakeholders on annual basis.

2.1.2 Create efficiencies and ease of information sharing for communications.

2.1.3 Communicate communications plan and strategy to stakeholders.

2.2 Strengthen productive partnerships for education and workforce needs.

Strategies:

2.2.1 Increase organization's involvement with employers and expand student opportunities.

2.2.2 Identify and develop business relationships that support initiatives.

2.2.3 Expand relationships with local and national organizations to provide resources and support to students and staff.

2.3 Enhance outreach and communication tools for student families.

Strategies:

2.3.1 Increase two-way multi-lingual communication by creating an infrastructure supporting multilingual capability at all schools and buildings.

2.3.2 Improve program awareness of disability resources.

2.3.3 Create efficiencies and ease of use for parent and community access to programs, services and resources.

2.4 Increase visibility of school programs and needs with all stakeholders.

Strategies:

2.4.1 Improve advocacy for public education.

2.4.2 Enhance overall marketing of the school division and its accomplishments.

2.4.3 Expand marketing of division-wide initiatives and achievements.

GOAL 3.0 ORGANIZATIONAL CLIMATE & SCHOOL SAFETY

The learning and working environment is safe, caring, healthy and values diversity.

Rationale Statement: *A safe and caring educational environment is a prerequisite to establishing and maintaining a conducive environment for learning and working. Supporting and advancing healthy lifestyles is also critical to the students' and the staff's well being and success.*

OBJECTIVES:

3.1 Maximize safety and security by continuously evaluating and refining plans and practices.

Strategies:

3.1.1 Utilize technology for surveillance, monitoring and access control.

3.1.2 Provide on-going professional learning planning including authentic situation awareness and crisis management training.

3.1.3 Adopt FEMA National Incident Management (NIMS) and ICS (Incident Command System) practices.

3.1.4 Strengthen partnerships with law enforcement, Fire/EMS and other first responder agencies.

3.2 Foster/build a positive climate that is conducive for learning.

Strategies:

3.2.1 Coordinate highly structured and supportive processes and provide professional

learning for enhancing school culture.

3.2.2 Coordinate highly structured and supportive processes and provide professional learning for enhancing school climate.

3.3 Optimize the safety and efficiency of transportation and fleet services.

Strategies:

3.3.1 Improve student and personnel safety in all areas of operation for transportation services.

3.3.2 Enhance overall service delivery model for internal and external customers.

3.3.3 Implement professional learning experiences for all personnel that maximize competence and high quality services.

3.3.4 Improve customer satisfaction.

IMPLEMENTATION AND MONITORING

The strategic plan was implemented in July, 2013. Under the leadership of three strategic goal lead facilitators, department heads and directors, action planning teams were deployed to implement annual action plans that function to ensure the achievement of the vision by the end of FY2019. The action planning teams developed specific quantitative measures/targets for the respective goals and objectives.

The quantitative measures are captured in a division wide balanced scorecard. This scorecard is the division's performance management system which is used as follows:

- To align activities to the vision and goals of the organization
- To improve internal and external communications
- To monitor organizational performance against strategic goals - it is a measurement system
- To provide "evidence/proof" of growth and achievement of the goals, objectives and vision.

Annual accountability reports and/or updates are completed by all schools, departments and offices. In accordance with the systems strategic management model, all activity is monitored on an ongoing basis. The model embeds the conventional continuous improvement tenets of Plan, Do, Study and Act (Deming, 1986). Process adjustments, as well as the planning content, is modified as deemed necessary to optimize outcomes and performance excellence in all areas.

References:

Deming, Edward (1986). *Out of the Crisis*. MIT Center for Advanced Engineering Study.

Haines, Stephen (2005). *The systems thinking approach to strategic planning and management*. San Diego, CA: Center for Strategic Management.

APPENDICES

**Spotsylvania County Public Schools
Strategic Planning Steering Committee (FY2014-2019 Plan)**

May 13, 2013

| Name | Position | School / Dept / Community |
|------------------------|--|---|
| 1. Baker, Scott | Superintendent | Office of the Superintendent / Administrative Services |
| 2. Ballard, Cara | Career Counselor | Germanna College |
| 3. Barnes, Elizabeth | Librarian | Lee Hill Elementary School |
| 4. Barnes, Susie | Teacher – English | Courtland High School |
| 5. Binion, Linda | Supervisor of Counseling Services | SCS Dept of Instruction |
| 6. Blaine, William | School Board Representative | Spotsylvania County School Board |
| 7. Blalock, Amanda | School Board Representative | Spotsylvania County School Board |
| 8. Brimer, Lee | Director of Maintenance | SCS Administrative Services |
| 9. Browning, Lee | Principal | Spotsylvania Career & Technical Center |
| 10. Bruce, Don | Supervisor of Data Mining | Dept of Instruction: Office of Strategic Planning & School Improvement |
| 11. Chapman, Devin | Teacher | Parkside Elementary School |
| 12. Cifizzari, Jessica | DD Waiver Case Manager Parent & SEAC Member | Disability Resource Center Fredericksburg, VA |
| 13. Colbert, Michelle | Principal | Smith Station Elementary School |
| 14. Coleman, Elyse | Teacher – Mathematics | Wilderness Elementary School |
| 15. Covert, Stephen | Executive Director of Human Resources | Dept of Human Resources |
| 16. Daniels, Rene | Director of Public Relations | Administrative Services |
| 17. Epling, Teji | Parent / Dalghren Engineer | Community; NSTAR partnership |
| 18. Flenard, Carol | Executive Director of Instruction | SCS Dept of Instruction |
| 19. Floyd, Dale | Teacher – Science | Spotsylvania High School |
| 20. Franzen, Cynthia | Assistant Principal | Chancellor Middle School |

| | | |
|-----------------------------|---|---|
| 21. Gaines, LaShahn | Chief Financial Officer | SCS Dept of Finance |
| 22. Gerstbrein, Tracey | Parent / Library Para-educator | Community / R.E. Elementary School |
| 23. Gill, Terecia | Principal – Alternative Education, GATES & Dropout Prevention | John J. Wright Educational & Cultural Center (SCS) |
| 24. Gordon , Michelle | Director of Human Resources | SCS Department of Human Resources |
| 25. Hildebrand, Linda | Parent / Teacher | Community; Battlefield Middle School |
| 26. Hinzman, Chris | Supervisor of Technology Services | SCS Information Technology & Training Center |
| 27. Hollins, Tarra | Parent and President of the Special Education Advisory Community | Community |
| 28. Jones, Stanley | Executive Director of Instruction | Dept of Instruction |
| 29. Lentz-Johnson, Kristine | Instructional Coordinator ESOL Liason | Courtland High School |
| 30. Lutterbie, Bryan | Instructor – Mathematics | Riverbend High School |
| 31. Lynn, John | Supervisor of School Safety | SCS Dept of Instruction |
| 32. Mann, Susan | Teacher – English | Riverbend High School |
| 33. Martin, Dennis | Steering Committee Facilitator Director of Strategic Planning & School Improvement | SCS Dept of Instruction: Office of Strategic Planning & School Improvement |
| 34. McCall, Venita | Professor | University of Mary Washington |
| 35. Meyer, James | School Board Representative | Spotsylvania County School Board |
| 36. Negley, Katrina | Teacher – Instructional Technology Resource Teacher | Office of Instructional Technology & Professional Learning (Dept. of Instruction) |
| 37. Parsons, Dennis | Director of Career and Technical / Adult Education | Dept of Instruction |
| 38. Pisani, Joe | Principal | Massaponax High School |
| 39. Richardson, Tedra | Director of Special Services | SCS Office of Special Services (Dept of Instruction) |
| 40. Streich, Jan | Director of Instructional Technology and Professional Learning | Office of IT & Professional Learning (SCS Dept of Instruction) |

| | | |
|-----------------------------------|------------------------------------|---|
| 41. Ullrich, Tom | Parent / Business | Community / Retired United States Marines |
| 42. Upperco, Don | Executive Director of Operations | Administrative Services |
| 43. Weiderhold, Susan | Teacher – Mathematics | Ni River Middle School |
| 44. Wolfe, Keith | Principal | Chancellor Middle School |
| 45. Zinnecker, Katherine (Denise) | Instructional Program Assistant II | Office of IT & Professional Learning (SCS Dept of Instruction) |

SCPS STRATEGIC PLANNING DEFINITIONS: COMMON LANGUAGE

1) Action Plan:

- A written set of coordinated strategies and tasks that are required to accomplish a given strategic goal and objective
- As a whole, action plans operationalize a given strategic goal and objective
- Prepared systematically on an annual basis

2) Balanced Scorecard:

A strategic planning and performance management system that is used:

- To align activities to the vision and goals of an organization
- To improve internal and external communications and
- To monitor organizational performance against strategic goals - it's a measurement system

3) Core Values:

- A collection of written commitments that reflect how the organization must “behave” in order to create the organization that will achieve its mission and vision
- Philosophically, they convey “valued beliefs” that guide professional behavior

4) Key Performance Indicator (KPI):

- A measure used to define and evaluate how successful an organization is performing
- Typically expressed in terms of making progress towards its long-term organizational goals
- Specified by data calculations that are reported at specific time intervals (e.g, annual, quarterly, etc.)
- Help you understand how you are doing against your objectives; provides **evidence / proof**

5) Lagging Indicator:

A measure that focuses on the specific outcome or outcome performance at the end of a time period (e.g., end of FY2019). It is also referred to by some as a *key results indicator* (KRI).

6) Leading Indicator:

A measure that “drives” or lead to the performance of lag measures; normally measuring intermediate outcomes or performance that are progressive over time (e.g., FY2015 – 2019)

7) Mission Statement:

- A written statement that articulates the fundamental purpose of an organization
- It answers the question, “Why do we exist?”
- In effect, it communicates what one does, clarifies priorities and sharpens focus

8) SMART Key Performance Indicator (KPI):

A key performance indicator (KPI) statement that is written in such a way that it is Specific, Measurable, Attainable, Realistic and Time- bound (SMART).

9) Strategy:

- A *broad action statement* that articulates “how” a specific objective will be achieved
- Objectives generally require “a set” of actions that will be executed over time
- Collectively, strategies provide a road map as to how one achieves the objectives and corresponding goals

10) Strategic Goal:

- A “*broad*” organizational outcome statement that conveys an accomplishment that is required to achieve an organization’s vision.

Characteristics:

- ✓ Requires at least 4-6 years to achieve
- ✓ Aspirational – futuristic; forward reaching
- ✓ Conveys the general “end point” that one wants to reach
- ✓ Written as an outcome reflecting a future state / condition

11) Strategic Objective:

- A more “*specific*” organizational outcome statement that is required for the achievement of a given goal.

Characteristics:

- ✓ It is an intermediate step / milestone for accomplishing a goal
- ✓ In effect, objectives detail the collective set of outcomes required to achieve a broad goal
- ✓ A strategic / long term goal generally requires a minimum of 3 objectives

12) Strategic Plan:

- A “written” document that generally details an organization’s mission statement, vision statement, a set of core values, goals, objectives and strategies. Specific measures may or may not be included in the document.

13) Strategic Planning (Process):

- The process of clarifying the purpose of an organization, where the organization wants to be in the future and how it is going to get there (McNamara, 2003).

14) Target:

- A target is a numerical value that one has pre-determined as indicators of success.
- For the SCPS' strategic plan scorecard, "targets" are set for FY2014 – FY2019

15) Task:

- A single, discreet action or executed behavior required to accomplish a given strategy satisfactorily
- Generally exists as part of a set of coordinated actions/behaviors that are required to accomplish a specific strategy

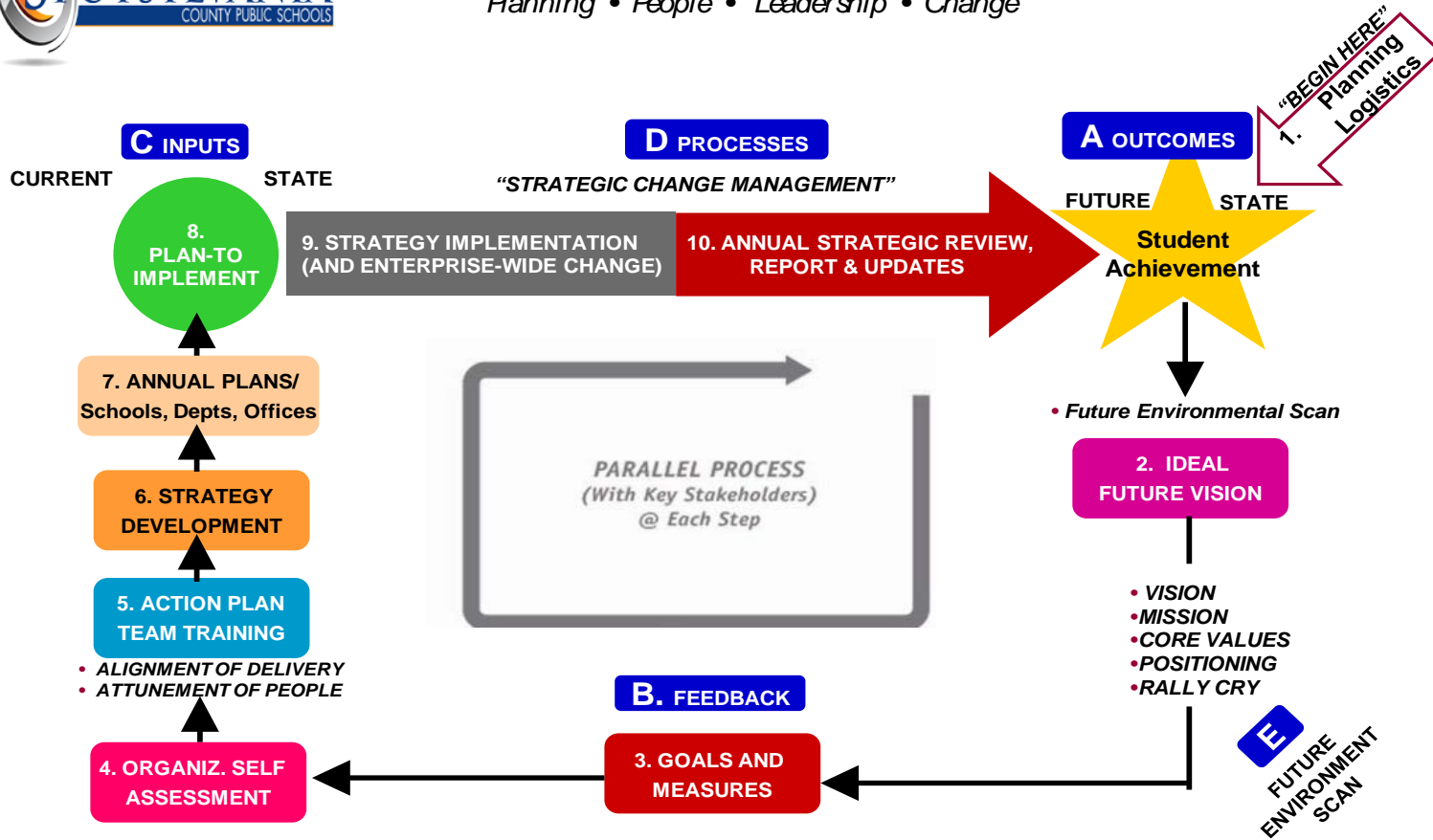
16) Vision Statement:

- A written statement that articulates "what" an organization *must become* in the future to accomplish its' mission
- In effect it gives direction



Division-wide Strategic Management Process

Planning • People • Leadership • Change



Model adapted from Stephen Haines' ABC Systems Thinking Framework
 ©: - Centre for Strategic Management (2005)