

2007-09 Board/Superintendent Goals and Priorities
Status Update
May 22, 2008

Board/ Superintendent	Strategic Goal	Goal 1: Prepare all students to succeed as members of a global community and in a global economy.
	Board/ Superintendent Priority	1.1 The Framework for Quality Learning, the Division's curriculum, assessment, and instruction model, is implemented in all classrooms.
Superintendent/ Assessment Staff	Yearly Measurement Indicators	Classroom learning walk data will show use of essential understandings, essential questions, and key concepts in all classrooms in 90% of thevisitations recorded. (Goal) Classroom walkthrough data from the first half of the year indicate that 27.4% of classrooms have examples of enduring understandings, 8.2% have essential questions, and 32.9% have concepts.
		Assessment data (quarterly benchmarks and standardized) will show increased levels of performance. Problem solving data in grade 4 mathematics will increase from 15.6% meeting the standards to 50%, and 8th grade from 37.3% to 50% (The Division will establish baseline data using rubrics tomeasure achievement on high-quality, open-ended and constructed response items.) (Goal) With the discontinuance of the NSRE, the Division is working to build assessments of critical thinking and problem solving, as well as the associated rubrics. This work should be finished in the fall of 2009 for use across the Division.
		90% of all students will pass the SOL tests in mathematics, language arts, science and social studies. (Goal) The Division achieved 90% pass rates on 21 subject-specific tests on the spring 2008 SOL assessments.
		Teachers will develop, implement and evalute a minimum of one high-quality Framework for Quality Learning unit of instruction. (Priority) The initial loading of the curriculum module is scheduled to be completed in June 2009.
		SchoolNet is populated with high quality open-ended and constructed response items mapped to the Division's concept-centered standards-based curriculum. (Priority) Approximately 25% of the roughly 16,000 items in SchoolNet are open-ended and constructed response items.
Superintendent/Staff	Division-level High-yield Strategies July 2008 - June 2009 Status	
	Teachers use the revised concept-centered standards-based curriculum frameworks in language arts, social studies, mathematics and science to plan units, construct assessments and demonstrate instructional strategies consistent with the FQL.	The Board has approved the final Division curriculum frameworks in language arts, social studies/history, science, and mathematics. TPA goal-setting have been aligned and implemented to support this strategy.
	Develop, share, and use rubrics that ensure high-quality Framework for Quality Learning units of instruction.	State and Division curriculum standards have been loaded into SchoolNet. While teachers currently share units of instruction within their grade levels/schools, the deployment of the curriculum module(ALIGN) in SchoolNet will help facilitate this across the Division. The initial loading of the curriculum module is scheduled to be completed in June 2009.
	Develop and use high-quality assessments within SchoolNet (including performance assessments) to benchmark student achievement and inform instructional practice and intervention in all content areas.	Approximately 669 assessments have been developed and administered in schools using SchoolNet to benchmark student achievement and inform instructional practice in mathematics, language arts, social studies/history, and science. All individual assessment items were vetted by coordinator-led teacher teams.Schools have used data to indentify students who need additional assistance to meet benchmarks and what interventions to provide.
	Continue the development of the revised concept-centered standards-based curriculum frameworks in all content areas (e.g. world languages, health and physical education, career and technical education).	The Board has approved the final Division curriculum frameworks in language arts, social studies/history, science, and mathematics. The curriculum will be available to all teachers through SchoolNet in August.
	Principals expand teacher participation in the summer CAI Institute with a focus on teachers who have not attended to date.	In lieu of the summer CAI institiue for Summer 2009, Division-funded school-based grants have been awarded to each school for individualized professional development and work associated with implementation of FQL. Additionally, approximately 180 teachers will participate in EduStat University 2009 to be held July 19-22 at Monticello High School.

Board/ Superintendent	Strategic Goal	<i>Goal 1: Prepare all students to succeed as members of a global community and in a global economy.</i>
	Board/ Superintendent Priority	1.2 All students embrace rigorous learning through high-level, student-centered work representative of the Division's Lifelong Learning Standards.
Superintendent/ Assessment Staff	Yearly Measurement Indicators	All schools and the Division make AYP. (Goal) Data are not available for 2008-09. In 2007-08, the Division and 21 schools made AYP.
		School pass rates in mathematics and language arts SOL tests reach 90%. (Goal) <i>At this time, final SOL pass rates for 2008-09 are not available. Preliminary elementary SOL writing pass rates range from 65% to 99%, with 9 of 16 elementary schools having preliminary pass rates of 90% or higher. Preliminary middle school SOL writing pass rates range from 86% to 95%, with 3 of the 5 middle schools scoring 90% or higher. Preliminary high school SOL writing pass rates range from 88% to 96%.</i>
		100% of student portfolios selected for review show evidence of applications of Lifelong Learning Standards. (Goal) <i>While there was evidence of the application of Lifelong Learning Standards in all reviewed portfolios, considerable variance in the level of rigor existed, particularly at the middle and elementary school levels.</i>
		Survey information from current and former students, parent and staff survey information indicates high levels of engagement and rigor. (Priority) <i>The Division implemented its first community and parent survey to be delivered in spring of 2009.</i>
Superintendent/Staff	Division-level High-yield Strategies July 2008 - June 2009	
	Full implementation of the Framework for Quality Learning with emphasis on the development of performance-based assessments consistent with content discipline habits of mind and life-long learner standards.	<i>The Division's concept-centered curriculum is being loaded into SchoolNet and will be available by June 2009. Performance-based assessments have been developed and loaded into SchoolNet for mathematics, social studies, and language arts. Work continues on performance-based assessments for science.</i>
	Review and revise the division curricular frameworks to encompass citizen responsibilities, integrate career education and soft skills programming, service learning projects, internships, job shadowing experiences, increased opportunities for authentic learning experiences, business partnerships, world language experiences, and grade-level competencies aligned to Virginia Workplace Readiness Skills.	<i>Life-long Learner Standards cross referenced to Virginia Workplace Readiness Skills were introduced to CAI participants during CAI 2008. Career specialists in each high school worked closely in conjunction with teachers to update student portfolios resumes, and served as a resource for developing workplace skills. Additionally, Commonwealth of Virginia Plans of Study are being developed to create career pathways grade 6-community college. Thus far, Albemarle County has developed a plan of study for the Health Science, Business, Management and Administration, Architecture and Construction (Engineering and Architectural Drawing) and this year the Teachers for Tomorrow (dual enrolled at PVCC). Students who have identified their career paths have the opportunity to pursue specialized technical training at CATEC, including developing Virginia Workplace Readiness Skills and Entrepreneurship.</i>
	Professional learning communities (school-based and division-level) will review and analyze samples of student work assigned to see evidence of rigor, and application of life-long learner standards.	<i>PLCs have been implemented in all schools using the DuFour structured model. Principals have worked to develop a deeper common understanding of highly effective PLCs through observation and review of shared PLC videos.</i>
	Research and continued development of models for rigorous/relevant curricular programs such as AVID, Speciality Centers, International Baccalaureate, and virtual schools that prepare student for success in a global economy, develop 21st century skills and competencies, and the attitudes and knowledge needed for world citizenship.	<i>The Board continues to support development/implementation of the the Division's speciality center model including continued support for AVID, research and development funding for IB and virtual schools, as well as support for a math/science/engineering academy. The Division's second charter school, an arts-infused middle school opened in Fall 2009.</i>

Goal 1

Artifact Portfolio Materials

Include:

Annual Progress Report