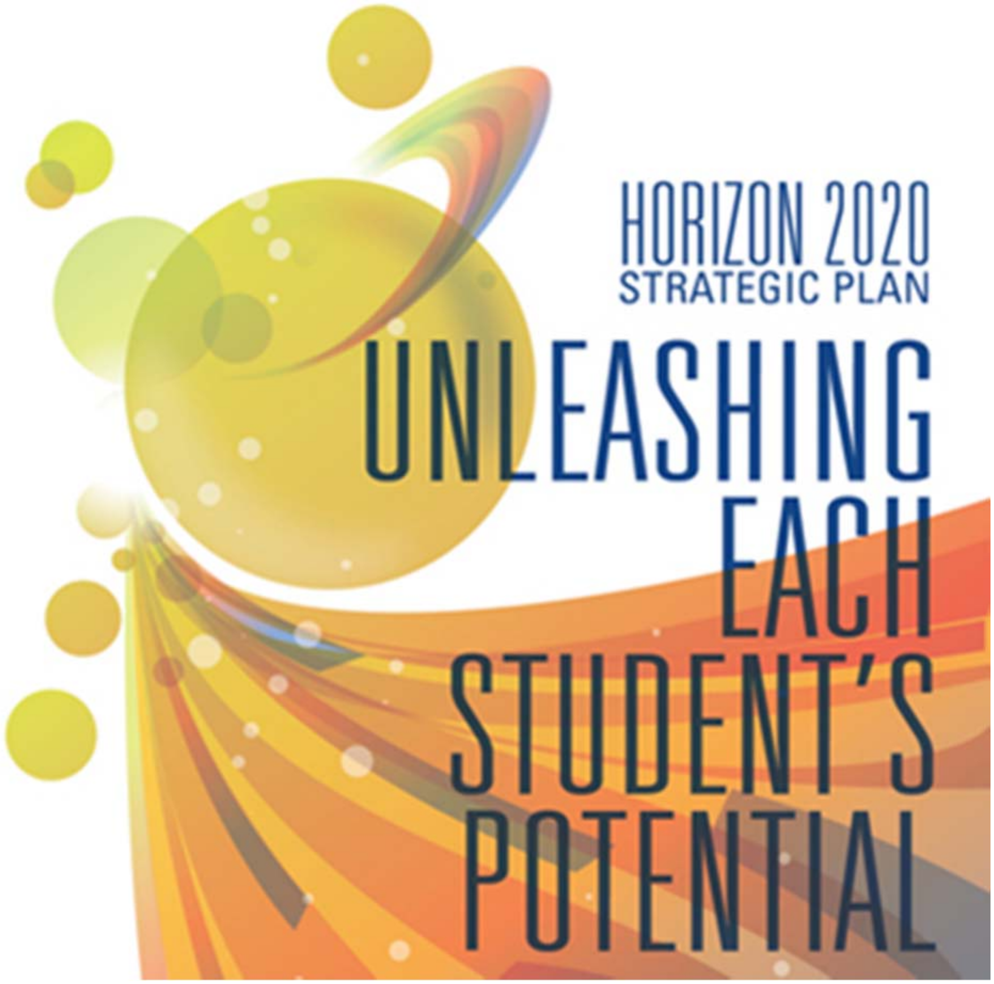
BOARD PRIORITIES STATUS REPORT EOY 2013-14



6/6/2014

EOY 2013-14 DRAFT2

Summary review of progress on the biennial board priorities at the end of year one. Both subjective and objective data is included to provide a balanced perspective.

Other supporting documentation includes but is not limited to:

- VDOE Report Card
- State of the Division Report
- School Climate Report

Evaluation Process

This status report is prepared to support the ACPS School Board in evaluating the progress made toward implementing each priority. This is the end of **year one** for these bi-annual Board Priorities.

Some data (SOL, School Climate, On-Time Graduation Rate) for the 2013-2014 school years will not be available until mid-summer and therefore are not included as Correlative Evidence. *

Use the following continuum scale to provide a progress rating for each priority.

5	Transformation / Innovation	Results show Transformation / Innovation of the Priority across the Division. Strong evidence exists that the division has implemented the core of its vision, goal, and this priority. Evidence exists to show that the Division is experiencing a demonstrable change in paradigm and outcomes as a result of this priority. (*Evidence of Impact)*
4	Integration	Results show Integration of the Priority across the Division. Considerable evidence exists for attention to the priority both in terms of outputs for teaching and learning and for operations. Implementation of the division's vision through purposeful, systemic implementation of this priority is well documented. *(Evidence of Output)*
3	Application	Results show Application of the Priority across the Division. **Considerable** evidence of attention exists for this priority, particularly in the area of planning. There appears to be a foundation of **broad** implementation and execution through inputs that will impact outcomes for teaching, learning, and operations. *(Evidence of Input)*
2	Development	Results show Development of the Priority across the Division. **Adequate** evidence of attention exists for this priority, particularly in the area of planning. There appears to be a foundation of **variable** implementation and execution through inputs that will impact outcomes. *(Evidence of Input)*
1	Development	Results show Absence of Development of this Priority across the Division. Evidence does not exist to indicate systemic attention to planning or execution for this priority across the Division that will impact outcomes for teaching, learning, and operations. *(No Evidence)*

*Supporting data has been pulled from various reports and consolidated into a Division Scorecard for ease of use.

1.0 We will engage every student.

Priority 1.1
Define, develop, and implement effective teaching practices that maximize rigor and meaningful engagement for all students.

Albemarle County has focused on effective teaching practices supported through professional development. In 2012-13, seven themes were identified as professional learning pathways for teacher development. These pathways focus upon instructional pedagogy, interactive learning technologies, and planning and project-problem based learning.

Two 2013-14 strategic areas of focus for this priority include: 1) development of digital learning resources to support implementation of secondary curricular applications through effective use of interactive technologies in support of lifelong learning competency acquisition (research, information text accessibility, communication, project-based learning, virtual coursework, etc.) and 2) continued implementation and monitoring of the Teacher Performance Appraisal revised to align with Virginia Department of Education guidelines and adopted for use in 2012-13

1) An "Innovation Team" has been established to step outside the box of their day to day work to think creatively and innovatively on how to embed these pathways and supportive technologies into the operations of day to day Division work.

Sixty-six teachers with digital content expertise worked in teams this spring to identify, evaluate and vet digital resources to be included for use in 31 core courses for grades 6-12. These digital resources will be used by teachers in all secondary schools in 2014-15 to support instruction that increases active engagement of learners as they work on projects and problems in core courses. In July and August 2014-15 school year staff will be trained in the use of these resources. Based on current research documenting the engagement impact of digital resources and effective teaching practices, it is expected that an increase in student engagement will be observed by staff and reported by students as measured by attendance increase, learning walk observations, and student self-reporting.

2) The Division adopted the practice of performing Learning Walks in 2005; a practice that provides principals and teachers with a process to together analyze and reflect upon strategies used to support students in learning content, acquiring skills associated with lifelong learning competencies, assessment of teacher-student and student-student interaction, and student engagement. The current Learning Walk Tool was implemented in 2007 and has been periodically revised to be consistent with evidence-based practices and learning research. Administrator's feedback has been instrumental in making the tool easier to use and establishing standard look fors so data monitoring is consistent and correlations between teaching practices and student engagement can be formulated. The tool is a key component of

the Teacher Performance Appraisal used by principals to monitor and collect evidence documenting the use of teaching practices that increase student engagement as well as assessment of student engagement.

1.1 Correlative Evidence

If we implement the above we expect to see:	I/O	2011-12	2012-13	2013-14
Increase in # of courses with digital resources	I	N/A	N/A	31
Increase # of Learning Walks Completed - ES	I	2362	1907	2848
Increase # of Learning Walks Completed - MS	I	1039	1320	2627
Increase # of Learning Walks Completed - HS	I	2458	2480	2427
Increase in Attendance	O	93.3%	94.2%	94.0%
Decrease % of Students reporting "School is Boring" – ES	O	22.5%	22.5%	TBD July
Decrease % of Students reporting "School is Boring" – MS	O	51.0%	52.5%	TBD July
Decrease % of Students reporting "School is Boring" – HS	O	62.0%	62.0%	TBD July
Increase in Student Engagement – Learning Walks - ES	O	62.1%	57.1%	62.7%
Increase in Student Engagement – Learning Walks - MS	O	37.8%	39.2%	31.1%
Increase in Student Engagement – Learning Walks - HS	O	52.7%	48.8%	48.4%

1.1 Effective Teaching Practices Summary Analysis:

2013-2014 effort has been focused on getting teachers to adopt and implement effective teaching practices. We have baseline Input data for the # of courses with digital resources and expect that number to grow over the next year. There has been a marked increase in the number of learning walks performed at the Elementary and Secondary levels indicating an integration of the reflective tool and thought processes behind implementing effective teaching practice.

The Outcome data has remained relatively flat over the last few years however it is expected to trend positively as the Courses with digital resources become more available to students and teachers become more adept at implementing the 7 pathways in their classrooms.

Priority 1.2
Develop a division-wide master framework for contemporary professional development and training that optimizes our workforce and addresses the essential competencies needed by teachers, administrators, and classified staff.

Professional development in Albemarle County is anchored by Seven Learning Pathways, Instructional Coaching Model, and CAI & Summer PD. The focus this year is on inputs to improve professional learning processes and outcomes.

1) The seven pathways for professional learning that will transform pedagogy were identified and all professional development opportunities offered by the Division are being mapped to these pathways. The pathways were included as instructional competencies in the Teacher Performance Appraisal for 2013-14 and school-based professional development occurred throughout the school year to support implementation of Design 2015 using the pathways framework. Seven pathways for professional development have been identified to provide a conceptual frame to support contemporary teaching and learning through focus on best practice use of pedagogy, learning environments, technology learning tools, project- and problem-based learning and curricular access. The pathways align teacher competencies in the use of curriculum, assessment, instruction, and learning resources to lifelong learning competencies that students develop as they move from entering school to graduation.

2) The instructional coaching model supports teachers in each school to develop and extend teaching skills through job-embedded professional development. We have 24 instructional coaches organized in 6 networked clusters. Each time a coach interacts with a teacher; this interaction is recorded and coded as to the nature of the interaction (planning, project-based, integrated technology, assessment, etc.). For some projects, teachers work with a coach for more than just one interaction. We believe that when teachers work with coaches on long-term projects, then their teaching evolves to include new strategies and other ways of thinking about teaching and learning. The instructional coaching evaluation process helps in the alignment of expected outcomes for staff through performance appraisal goal-setting, data collection, and analysis of impact on teaching and leadership practices. A digital based portfolio is being developed for all licensed staff in support of the Performance Appraisal program.

3) The annual 3-day Curriculum, Assessment, and Instruction Institute (CAI) with a focus on job-embedded training and development in the use of competency-based learning and performance assessment. This alignment has been assessed in the planning phases for professional development opportunities including the digital integration project involving secondary educators this spring and planned for July. Summer 2014 PD program is focusing on integrating digital curriculum and the implementation of 1:1 technology in pilot schools/grades.

Ongoing professional development opportunities and required training available for division staff at http://www2.k12albemarle.org/dept/instruction/arc/PD/Pages/default.aspx

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1.2 Correlative Evidence:

If we implement the above we expect to see:	I/O	2011-12	2012-13	2013-14
Increase in PD Opportunities	I	199	341	366
Increase in PD Attendance	O	1508	2082	1647
Increase in Summer PD Attendance	O	169	370	TBD Aug
Increase in CAI Attendance	O	217	193	TBD July
Increase # of Learning Walks Completed - ES	O	2362	1907	2848
Increase # of Learning Walks Completed - MS	O	1039	1320	2627
Increase # of Learning Walks Completed - HS	O	2458	2480	2427
Increase # of Coach/Teacher Interactions	O	N/A	N/A	4170*
Increase # of Coach/Teacher Projects demanding multiple interactions (long term)	O	N/A	N/A	1036*
Increase # of Teachers utilizing Coaching services	O	N/A	N/A	723*
Increase in 1:1 grade levels per school	O	2 / 1	3 / 1	6 / 4

*Data as of April 2014

1.2 Professional Development Summary Analysis:

Funding for professional development continues to decrease; a 5% budget decrease will impact division support for building level professional development and teacher requests for funding related to professional learning opportunities such as course work and conference attendance. The elimination of the professional development director position and reassignment of its responsibilities to the Educational Technology Director’s position has reduced the impact of that position on planning and implementation of full service professional development for all staff, particularly classified staff. Restoration of that position was not funded in the budget as proposed. Central staff including the superintendent will continue to focus on increasing efficiencies and effectiveness of professional development through shared responsibilities for tasks associated with improving professional learning.

The increase in Professional Development opportunities has also seen an increase in Teacher attendance. The continued focus on the 7 pathways and technology integration has inspired teachers with a desire to grow. Evidenced by the increase in Learning Walks and use of Instructional Coaching both Teachers and Administrators are seeking feedback on how they have applied their learning to students.

Priority 1.3
Integrate the use of contemporary learning spaces and supportive technologies into the instructional program delivery.

The Division's integration of contemporary learning spaces and supportive technologies has taken a multi-path implementation roadmap.

1) Contemporary Learning Space renovations began in 2011-12 with Libraries and Media Centers which later expanded to classrooms and Cafeterias in 2012-13. In spring of 2013 each school submitted a grant application for a Design Thinking integration project called Design 2015. During that summer and the following school year the Design 2015 projects were carried out. Each project was a prototype of various methodologies. A summary report for each project along with digital portfolios will be available by the end of August. Baseline data metrics will be established by the Innovation Team for analysis in 2014-15 showing impact of contemporary learning space implementation on student performance.

2) As our buildings age and the needs of students evolve, learning spaces must be updated and renovated. In order to begin a rigorous and equitable integration of contemporary learning spaces, we first needed to understand our starting point. In April 2014 an evaluation was completed of the entire division (865 classrooms). The results of the evaluation indicate that the majority of spaces are not meeting the design imperatives of contemporary learning spaces: transparency, sustainability, flexibility, mobility/interactivity, making everywhere, problem/project/passion based learning, choice & comfort, and learning inside/outside of school buildings. These imperatives are integral to the success of the curriculum, teaching methodologies and work of the 21st century student.

Ultimately, our goals for learning spaces are as follows:

- Create learning spaces that inspire, encourage and compel students to become designers, developers, producers and creators who participate in the learning process in ways that ensure the engagement of higher-order thinking.
- Create spaces that provide cross-curricular and multi-age opportunities that leverage natural learning patterns.
- Create environments that foster contagious creativity, cross cultural boundaries, and bring groups together.
- Offer choice in workspace comfort.
- Offer choice in learning activities such as project topics and formats.

A Capital Improvement Project request to modernize and provide equity among schools will be submitted in the next CIP cycle. This will be a significant capital investment over a number of years.

The final report of the Evaluation Survey and the CIP Project recommendations will be provided to the Board at the June 26 Work Session.

1.3 Correlative Evidence:

If we implement the above we expect to see:	I/O	2011-12	2012-13	2013-14
Increase # of School Design Projects Initiated / Implemented	I	5 / 5	26 / 0	12 / 26
Funding support for School Design and Modernization Projects (includes professional development, learning tools and resources, and space redesign)	I	$90K	$1.1M	$276K
Decrease Division Student / Technology Ratio	I	3:1	3:1	2.5:1
Decrease in # of Instruction Portables (cottages)	I	35	27	23

1.3 Contemporary Learning Spaces Summary Analysis:

In 2009-10, staff began to research the impact of space design in school environments on learning. Staff have compiled and analyzed research studies and determined that the quality of lighting, access to natural light, furniture ergonomics, and color palettes used in classrooms and other school spaces all impact student learning attention, behavior and physical health. In addition, the increased focus on using technology tools for research, writing, lab work, projects, and informational text led to examination of both furniture design and electrical access necessary for students to effectively accomplish assigned work. In 2010, the Board engaged in a work session to discuss with librarians, principals, and teachers to ascertain the instructional impact of contemporary learning spaces and a strategic priority was established so that each school would develop a model contemporary learning space. The Design Project proposals developed by teacher teams were solicited in 2012-13 to redesign learning environments across schools to include classrooms, flexible areas, libraries and cafeterias so that all spaces in a school could be maximized as learning areas.

In 2013-14, using both teacher feedback and educational facilities research documenting the impact of buildings and built environment resources upon student learning we have begun to establish a definition for contemporary learning spaces that addresses both modernization of older facilities, equity and parity, and increased flexibility of built environments. This is a starting point for building a long-term plan to address all school environments so that students receive the benefit of quality space modernization and resources regardless of the school they attend.

As we have invested in the development of more efficient and effective use of spaces and technology we have seen a moderate reduction in the use of Instruction Portables.

2.0 We will implement balanced assessments.

Priority 2.1
Define and communicate the Division's specific measures for mastery of lifelong-learning competencies (LLC) and student success.

<http://www2.k12albemarle.org/acps/division/Pages/Lifelong-Learner-Competencies.aspx>

A balanced assessment system is a prerequisite for ensuring that teachers are able to use information about students for formative assessment as well as summative assessment purposes. A balanced assessment system represents learning inputs and outputs so that data can be used to inform decisions about standards, curricula, professional development, student services, and improvement processes at the teacher, principal, central instructional and Board/Superintendent levels.

In 2011-12 the Division piloted 40 Performance Tasks with *some* students. In 2012-13 29 of the Performance Tasks were revised and implemented with *all* students. In 2013-2014 the 29 Performance Tasks were revised again and implemented with all students.

At the Curricula Assessment Instruction Institute (CAI) in June 2014 all Performance Tasks administered this year will be scored (over 13,000) against the Lifelong Learning Competency (LLC) Assessment matrix and rubrics. This will establish baseline data for student progress on LLCs and will be available for reporting at the School level this fall as part of the State of Division Report. This will also provide a framework for establishing student portfolios (Priority 2.2). Planning work was accomplished this year so that in 2014-15 individual students will have a LLC profile available to parents.

While students at every grade level participate in performance-based assessment based on the Lifelong-Learner Competencies, the competencies are differentiated across grade levels and subject areas so that students experience a variety of tasks that integrate more than one subject. One student sample can be evidence of multiple performance tasks not just knowledge of a specific subject/course. School teams not just content teams will be scoring the Performance Tasks.

Every content area in the curriculum has a vertical team comprised of teachers from the school that are responsible for communicating with staff expectation for LLCs as measured by performance tasks. 8 teams, 26 teachers per team that meet quarterly in addition approx. 250-300 attend CAI and are responsible as teacher leaders for working with departments and grade levels in each school. Each principal is responsible for setting expectations and providing PD and monitoring that LLC are being implemented through PLC planning, use of Learning Walks, and assessment monitoring. All schools have teachers who have been trained and are implementing project- based learning.

2.1 Correlative Evidence:

If we implement the above we expect to see:		2011-12	2012-13	2013-14
Increase in # Students who have completed Performance Tasks	I	1200	13,000+	13,000+
Increase % Students who Agree – "At school I *Plan and Conduct Research*" – Secondary	O	N/A	49.3%	TBD July
Increase % Students who Agree – "At school I *Plan and Conduct Research*" – Elementary	O	N/A	77.7%	TBD Sept
Increase % Students who Agree – "At school *I Explore & Express Ideas*" – Secondary	O	N/A	39.9%	TBD Sept
Increase % Students who Agree – "At school I *Explore & Express Ideas*" – Elementary	O	N/A	76.6%	TBD Sept
College Workforce Readiness Assessment *	O	N/A	1074	N/A

*CWRA is administered every 3 years to capture cohort growth from 9^{th}-12^{th} grade

2.1 Define & Communicate Measures of LLC Summary Analysis:

Performance tasks for each content area and grade level have been developed and administered. Scoring rubrics for each performance task has been aligned with the LLCs. During the 2014 CAI administrators and teacher leaders will train on the process of scoring and capturing student performance on each Task.

Providing performance tasks for students in Kindergarten through twelfth grade is a means by which we are attempting to provide valuable activities for students while simultaneously measuring what we say we value in student learning through the *Framework for Quality Learning* (FQL) and our *Life Long Learning Competencies* (LLLC). The dramatic increase in completed performance tasks in 2012-13 and in 2013-14 is due to increased capacity and activity among vertical team leaders in their schools and fidelity to the strategic goal. Having said that, we are deliberately providing a counter balance to the high stakes accountability testing provided to measure student exposure to the Standards of Learning (SOLs).

During the 2012-13 school year, high schools piloted the use of the College and Work Readiness Assessment. The College and Work Readiness Assessment (CWRA) is a major initiative of the Council for Aid to Education. Along with its postsecondary counterpart—the Collegiate Learning Assessment (CLA)—the CWRA offers a constructed-response approach to the assessment of higher-order skills, such as critical thinking and written communication. Hundreds of institutions and hundreds of thousands of students have participated in the CLA or CWRA to date. We are providing this assessment as an external, nationally normed, benchmark assessment for the higher order thinking skills and behaviors we seek to develop in our students through implementation of the *Framework for Quality Learning.*

Compared to college freshmen participating in the CWRA, our seniors performed better on average in terms of higher order thinking skills. When compared to high school seniors in participating schools, our seniors performed slightly below the average and not as well as expected when their academic ability was taken into account. Finally, both our 9^{th} graders and our seniors performed slightly below the average of comparative groups in the national sample on the four subscores of the assessment: analytical reasoning and evaluation, writing effectiveness, writing mechanics, and problem solving.

For more information about the CWRA including a sample report to help with interpreting the scores, please use these links.

- **Council for Aid to Education**
- **Description, Participation, and FAQ**
- **Teaching to a Test Worth Teaching To**
- **Assessing Critical Thinking, Analytical Reasoning, Problem-Solving and Writing in High School**
- **Sample Report**

Process analysis of Performance Based Assessments will occur during the summer CAI institute and in debriefing the institute after it is completed. Data will be reported to the Board in the State of the Division Report in September. These measures for LLCs will continue to be reviewed through implementation (2.2) and revised as needed.

Priority 2.2
Implement performance-based assessments/tasks and grading practices to create a balanced learning system that measures ACPS outcomes for student success.

Building from the baseline data established at CAI a school level report will be established for each LLC in and included in the Fall 2014 State of the Division Report. This work is in progress and it is anticipated that an electronic student profile on acquisition of lifelong learning competencies will be available in spring 2015 to parents and students.

Creating a matrix of student assessment structures which align with our Lifelong Learning Competencies (LLC) requires advances in technology design, professional learning support, and leadership development. This matrix must also support and encourage those pedagogies that are aligned with division Performance Tasks, allowing the easy upload of documentation of project and “making” work, and the individualization of portfolios that embed the concepts of Universal Design for Learning through which all students access the division curricula and instruction, regardless of disability or intervention support needs.

Student portfolio development and assessment support is being embedded in the job performance of all levels of division leadership. Administrators will be integrated into portfolio assessment scoring teams at CAI and within school level PLCs. Building leadership will be responsible for ensuring the development of portfolios for every student.

Prototype Student Portfolio Containers have been developed for each grade level. Proofs of Concept Prototypes have been developed by Monticello High School 9th graders, CTE students, and Cale Elementary School 5th graders.

Student Portfolio implementation will move from pilot projects to full K-12 use and faculty support for these portfolios. Portfolio assessment by faculty will be built on data established at CAI 2014 for each LLC. Rubrics have been developed for each of the Lifelong Learning Competencies. Performance Tasks Rubrics have been aligned with LLC Rubrics and professional learning support – at both division and individual school levels – will be designed to build both faculty competency and inter-rater reliability.

Digital portfolio implementation is being advanced through improvements in Google Drive and Google Sites usage to assist students in creating effective portfolios with both transferability upon separating from the school division, and eventually a credentialing system for use with an Albemarle diploma seal.

2.2 Correlative Evidence:

If we implement the above we expect to see:	I/O	2011-12	2012-13	2013-14
Improved Student Performance*	O	N/A	N/A	TBD Sept
Increase in On-Time Graduation Rate	O	93.0%	93.4%	TBD July
Increase in Industry Certification Rate	O	82.2%	61%	TBD July
PALS - % meeting benchmark	O	89.8%	86.6%	TBD July
QRI - % meeting benchmark	O	N/A	76.2%	TBD July
MAPS Reading - % meeting benchmark	O	72.3%	72.3%	TBD July
MAPS Math- % meeting benchmark	O	63.8%	65.3%	TBD July
# of portfolios developed	I	N/A	N/A	TBD July

*Baseline data being collected this year at CAI.

2.2 Implement Performance –Based Assessments Summary Analysis:

The implementation of the alignment of the Division's assessment matrix to the Lifelong Learning Competencies will require increased PD opportunities for balanced assessment and performance task administration and scoring. It is anticipated that as students engage in more active learning than currently occurs, data on performance assessments will show student progress at high levels of learning – application, analysis, evaluation and creative. Currently, students are finalizing portfolios and those will not be scored in time for this report. However, teachers will score performance assessments and participate in portfolio scoring professional activities.

During the 2014-15 school year assessment philosophy and policies will be updated to include the implementation of Performance Task Assessments.

3.0 We will improve opportunity and achievement.

Priority 3.1
Prepare all students for successful transition to the next grade in their PK-12 experience.

Standard Transition Activity plans are being framed under the three areas of Guidance: Academic, Personal/Social, and Career. At this time, every elementary school has a key summer opportunity (kindergarten academy/camp) for entering kindergarten students. For transitioning between levels, elementary to middle, and middle to high, events are implemented to ensure students success. To date, these events have occurred for students and parents.

Teams of counselors, coaches, and teachers are in process of developing time lines, standard operating procedures and satisfaction surveys. Surveys will be sent to 5th, 6th, 8th, and 9th grade teachers as well as 6th and 9th grade students at the end of the first quarter of 2014-215 school years. This data will reflect satisfaction with our current transition activities and coupled with the Balanced Scorecard will guide strategies for improvement next year.

A recent transitional opportunity at Monticello High School (Mustang Academy: A Fresh Start) has been developed to ensure a smooth academic and social transition from the middle schools (Walton and Burley). Early data (discipline, academic success, and anecdotal evidence) suggests that this transition program has been successful. Monticello has begun to collect this data to determine success. In addition to transitions from level to level, students also transition within schools. Schools will begin to determine key transition conversations and events for both students and families.

3.1 Correlative Evidence:

If we implement the above we expect to see:	I/O	2011-12	2012-13	2013-14
Improved Transition Satisfaction Rates 6th & 9th grade	O	N/A	N/A	TBD 2015
Increase % of 9th Graders have 6 or more credits	O	94.98%	94.8%	TBD July
Increase in Attendance	O	93.3%	94.2%	94.0%
College Credits Enrollment (unduplicated) (DE/DC/AP)	O	N/A	N/A	1642
College Credits Earned (total)	O	TBD July	TBD July	TBD July
Decrease in #Students reporting being victims of Bullying ES	O	15.2%	14.2%	TBD July
Decrease in #Students reporting being victims of Bullying MS	O	4.6%	5.7%	TBD July
Decrease in #Students reporting being victims of Bullying HS	O	3.5%	3.3%	TBD July
Decrease dropout rate	O	3.93%	3.17%	TBD July

3.1 PK-12 Transitions Summary Analysis:

Schools engage in a variety of strategies to prepare students for successful transitions. They offer parent meetings both group and individual. Summer transition academies have been created for students entering school for the first time (kindergarten camp), as well as between levels. These summer transition academies will be expanded to include 2 middle schools and 2 high schools in summer 2014. In addition, staff works with students prior to entering a new school by offering school visits, Skype opportunities, student and family nights, and orientation activities once school has started. These practices are reinforced in literature and journal articles shared among counselors and other staff who work with transition activities. This team effort represents significant time investment by staff to offer activities, meet with students and their families.

Students' experiences in their first year of high school often determine their success throughout high school and beyond. Nevertheless, more students fail ninth grade than any other grade. Students who make it to tenth grade but who are ―off track‖ to graduate from high school—as indicated by failed grades, a lack of course credits, or poor attendance during their ninth grade gateway year—may have already missed the opportunity to get on track for high school graduation.

As indicated in Table 3.1, for the past two years, 94.8% of our ninth graders earn enough credit to matriculate to 10th grade. This bodes well for continued improvement in our graduation rate, which rose to 93.4% for 2013. Further, after a slight rise in 2012, our dropout rate fell down to 3.17% for 2013. As our main goal is for students to graduate having actively mastered the lifelong-learning skills they need to succeed as the 21st century learners, works, and citizens, we believe that improved transition processes will continue to increase our division attendance rates along with enrollment in college level classes (both AP and Dual Enrollment).

Beginning in 2013-14, we will measure transition program satisfaction along with other climate indicators to supplement student reports of bullying, assurance that adults at school care about and are connected with them, and that they find school to be an engaging place.

Priority 3.2
Implement a robust, Division-wide PK-12 World Languages Program.

A Pilot Dual Language Program has been initiated at Cale Elementary School. However, due to funding limitations in the 2014-2015 ACPS Budget, there will not be further expansion to other schools or feeder patterns at this time.

For the 2013-14 school year, Cale Elementary integrated an additional 1.5 FLES (Foreign Language at the Elementary School) teachers to work directly with Kindergarten and First Grade students and teachers to provide 120 minutes per week of content (math and science) in Spanish. In addition to the direct work with students, these teachers developed curriculum aligned to the math and science standards. Both primary assessment and anecdotal evidence suggests academic success.

If we implement the above we expect to see:	I/O	2011-12	2012-13	2013-14
Increase in # Students participating in World Language Program	I		112 K students	223 K/1st grade
WIDA (language development) assessment	O			TBD 2014

3.1 PK-12 Transitions Summary Analysis: This priority was identified as an initiative in the 2014-15 funding request to the Board of Supervisors. The School Board supported funding of the initiative for Cale Elementary after reductions were made in other areas to balance final budget expenses to available revenues. Cale Elementary has a Hispanic-Latino population approaching 50%. In 2011-12, the principal, staff and parents identified development of a program to provide dual language instruction as of value to both children who are native Spanish speakers and to students who are native English speakers. Considerable research has been analyzed to determine why learning a second language in elementary grades can provide critical support for literacy development and lifelong educational, health and economic benefits to dual language speakers. Cale Elementary is influencing other school staffs to consider how to provide some Spanish language instruction and at least one other elementary school will begin to offer 90 minutes of Spanish each week to kindergartners. Cale Elementary staff will continue the Foreign Language in Elementary Schools (FLES) model which supports some language instruction over the course of a week in support of core content instruction. In addition, Cale Elementary will offer about 50% of the students in each grade level, K-2, the opportunity to participate in a partial immersion program in Spanish and English. Preliminary school registration data suggest that families are moving into the Cale district for this program or are considering residence purchases in the district. Given the enrollment and capacity of Cale, the Board will need monitor the impact of elementary world languages upon student enrollment. Future consideration must be given to expansion of the Cale pilot across more grade levels in terms of cost analysis (staff and resources) as well as the impact this will have on world language curricula and enrollment in the middle schools that Cale students attend.

More robust details will be reported for Board Priorities related to Objective 4 & 5 for review at the June 26th Board Work Session.

4.0 We will create and expand Partnerships.

Priority 4.1
Implement a comprehensive mentorship and internship program and expand field trip opportunities to provide real-world learning experiences for all students' success.

- Data on internship and field trips continues to be gathered.
- A baseline of what learning experiences the division expects for all students will be created.
- Staff will be able to provide a report this summer on current state of learning opportunities across the division.

Due to budget cuts, funding may be an issue at some schools to provide equal access and parity for all students.

If we implement the above we expect to see:	2011-12	2012-13	2013-14
Improved Assessment Rates			
Increase in # partnerships			
Increase in # HS Student Participation in internship programs	91	91	97

Priority 4.2
Invest the full community in supporting student achievement and outcomes for all students' success.

A main key to engaging the community centers on communication without annoyance.

- The Strategic Communication Plan has 13 specific tasks that will improve communications with the community; Employee Newsletter (Compass) has been updated and live Streaming of School Board Work Sessions implemented.
- A central calendar of all internal and external surveying should be complete at the beginning of the 2014-2015 school years. This will help prevent over surveying on similar topics.
- Data collection is underway on existing partnerships that exist at classroom and building level.

If we implement the above we expect to see:	2011-12	2012-13	2013-14
Increase in Division Compass Avg Monthly page views		1071	2757
Increase in # of Facebook Friends			5588
Increase in # of Twitter Followers			3405
Increase in # Partnerships			
Increase in # Volunteer Hours		62287	48672
Increase in responses to surveys			

5.0 We will optimize resources.

Priority 5.1
Ensure the health and safety of the school community.

Budget restrictions have negatively impacted implementation of Safe Schools / Healthy Students practices, Governor’s Safety task force directives and Health services and education.

1) Sustain effective practices from the Safe Schools / Healthy Students Grant.

- Grant funding for the Student Assistance Program (SAP) counselors in the middle and high schools ran out at the end of the 2013-2014 school year. Funding for SAP was not included in 2014-2015 Operational Budgets.
- SAP Counselors saw 1,800 students last year.

2) Enact the Governor’s safety task force directives and policies. Safety Coordinator position was not funded.

- The Police Department continues to perform safety assessment of each school using the Crime Prevention through Environmental Design (CPTED) standards. We have begun implementing CPTED standards.
- All schools have had landscaping changes to address visibility issues.
- Controlled entrance for school project will begin this summer.
- The current CIP funding for security enhancements of $1.5M over 3 years will not be sufficient to address all school entrances. An increased funding amount will be requested during the next CIP cycle.

3) Health services and education for students. Health Advisory Board continuously monitors and develops/recommends improvement initiatives.

- Piloted 2 immunization programs in schools: Tdap and Flu
- Child Nutrition Program meeting and exceeding standards.
- Student Athlete Concussion Policy implemented.
- Launch of virtual Health 1 & 2 courses.

4) Health services & education for employees.

- Lose Well program ongoing
- Health promotion campaigns: New Year’s Resolutions or Not, SPOT skin cancer
- Men’s Four Miler Training
- School Wellness Champions – working on grass-roots initiatives. Finalizing Wellness Grant application which will allocate funding to Champions for specific programs.

- http://bewell.albemarle.org/Pages/default.aspx

If we implement the above we expect to see:	2011-12	2012-13	2013-14
Increase in SAP Counselor usage			
Decrease in Bullying incidents			
Decrease in School Nurse visits			
Decrease in Absenteeism			
Decrease in Employee accident reports			

Priority 5.2
Optimize the use of fiscal resources in support of the Division's strategic plan and operations.

<http://www2.k12albemarle.org/dept/osp/Pages/default.aspx> .

Targeted use of funds to:

- implement Design 2015 projects in every school to better align student learning opportunities and school classroom, library, cafeteria, and exploratory/elective to lifelong learning competencies
- design the curricula and implement phase I science lab renovation for the Western Albemarle Academy for its 2014-15 opening
- partnered with the University of Virginia to implement advanced manufacturing lab school network in 3 middle schools and redesigned Career/Tech Ed Curricula for all middle schools to reflect contemporary workforce skills and tools
- secured funding from Battelle Foundation to expand the middle school CTE curricula and renovate CTE lab spaces in the remaining two middle schools for 2014-15 implementation division-wide
- implemented a grant writing team to secure funding for school and division improvement projects supporting strategic planning priorities

Policies and procedures are in place to ensure alignment of budget to Strategic Plan.

If we implement the above we expect to see:	2011-12	2012-13	2013-14
Increase in # Grant Awards	47	46	47
Increase in $ Value of Grant Awards	$7.2M	$6.9M	$6.2M
Increase in # Partnerships			
Positive Fund Balance			

Priority 5.3
Design the high school of the future.

The Innovation Team is developing a plan with a logic model and budget proposal.

We are not looking to create one “High School of the future”, we are developing pilot programs which will enable us to transition all of our high schools to Highs Schools ready for this Century.

- Participated with a high school and division design team in the VaDOE High School of the Future start-up weekend to research and plan how to begin transforming high schools to reflect contemporary learning and workforce needs.
- Partnered with UVa School of Medicine to support a school-based and division high school design team to participate in medical faculty training in team-based learning strategies at no cost to the division.
- Secured state grant from the VA Secretary of Education to support work in 2014-15 by staff to identify strategies that will impact future work to transform high schools to better prepare students for the workforce and post-secondary education.
    - WAHS – Flexible uses of technology
    - AHS – Flexible Curriculum Structure
    - MoHS – Flexible Space
    - MHS – Flexible Scheduling / Presence in school
    - “Fourth” High School – Conceptual plan / location

If we implement the above we expect to see:	2011-12	2012-13	2013-14