

Strategic Plan Priority Scoring

Q1. Priority 1.1 Effective Teaching Practices					
1 - Absence	2 - Development	3 - Application	4 - Integration	5 - Transformation/ Innovation	Total
0	0	2	4	0	3.67
0%	0%	33.33%	66.67%	0%	

Q2. Priority 1.2 Professional Development					
1 - Absence	2 - Development	3 - Application	4 - Integration	5 - Transformation/ Innovation	Total
0	0	1	5	0	3.83
0%	0%	16.67%	83.33%	0%	

Q3. Priority 1.3 Contemporary Learning Spaces & Instructional Technologies					
1 - Absence	2 - Development	3 - Application	4 - Integration	5 - Transformation/ Innovation	Total
0	0	1	5	0	3.83
0%	0%	16.67%	83.33%	0%	

Q4. Comments on Priority 1

Response Text

This is a tremendous priority. It maintains our hedgehog concept that improving teaching and learning is the key to improving academic performance. The student engagement data was impressive. It also tells us that we have a problem in our middle schools, which need to be addressed in our new priorities. (Is this difference in level real or could it be a inter rater reliability issue?) In staff development we have to come to grips with our inability to adequately fund our coaching model and staff development. Maybe we need to look at our calendar and find a way for more release time for staff to hone their craft. I use to believe that time on task was the most critical. I now tend to believe that the quality use of existing time is more important. The increase in workshops and coaching interactions is impressive. I am concerned that this is mostly voluntary with teachers. While most are participating eagerly, how many are only complying or not participating?

On 1.3 I think this is a mind set and an increasing number of teachers are embracing the concepts of comfort, choice and technology. Vince has done a phenomenal job in providing 1:1 without additional cost. Also our emphasis on teacher training before implementation has made a real impact.

Generally we are doing a good job integrating effective teaching practices into professional development opportunities. While I see improvement engaging every student through effective teaching practices, I would feel a lot better if the percentages of engagement were higher. I think we may be hampered in this endeavor because we cannot modernize out learning spaces fast enough.

This priority is key and I hope we continue to find ways to support our teachers and persuade the BOS on the importance of contemporary learning spaces.

Q5. Priority 2.1 Performance-Based Assessments					
1 - Absence	2 - Development	3 - Application	4 - Integration	5 - Transformation/ Innovation	Total
0	1	5	0	0	2.83
0%	16.67%	83.33%	0%	0%	

Q6. Comments on Priority 2

Response Text

I think we have made good progress on balanced assessments. But we have a long way to go. When we establish our student performance expectations in the fall would be a good time to enhance the concept of balanced assessments. I would still like us to create an Albemarle seal to put on our diploma which would show the kind of alternate assessments that we value.

Honestly, I'm not sure what we have achieved in this area. It is hard to make a judgment based on the data provided.

These Performance Task Assessments have the potential to uproot the SOLs be a significantly more robust tool to measure student learning. The challenge, of course, is juggling these as well as the SOLs at the same time. Also, I am very interested in seeing the CWRA results at the end of the 2015-16 school year. I know ACPS will have three year data to self-assess but is this test broadly used in Virginia? Nationally? I favor continued development of Performance Task Assessments.

Q7. Priority 3.1 Transitions					
1 - Absence	2 - Development	3 - Application	4 - Integration	5 - Transformation/ Innovation	Total
1	0	1	4	0	3.33
16.67%	0%	16.67%	66.67%	0%	

Q8. Priority 3.2 World Language Program					
1 - Absence	2 - Development	3 - Application	4 - Integration	5 - Transformation/ Innovation	Total
0	4	2	0	0	2.33
0%	66.67%	33.33%	0%	0%	

Q9. Comments on Priority 3	
Response Text	
The data shown does not show the impact of our transition strategies. The number of overage 9th graders, would be a good data point to determine the effectiveness of our 9th grade transition. What would be a good measure for middle school? I think that expanding our elementary world language program is critical for the success of our kindergartners when they graduate and enter the world of college, employment and citizenship. We must secure adequate funding over the next few year to implement this program county wide.	
We seem to have significant improvements in our transition programs with the creation and implementation of events at all transition levels. I don't believe this much activity has existed for all students at transition levels in the past. I think we are on the right track with our implementation of the world language program at Cale. Unfortunately, our hands are tied by budget issues.	
Clearly, the AVID program is effective. I wonder whether all students who could benefit from AVID are actually in AVID. Of the 18 seniors from AHS, all were accepting into college but, with 24% of students characterized as disadvantaged, of a class of around 440 who graduated (somewhere around 105), who did not participate in AVID? And, assuming many were not first generation to go to college and some were more interested in tech or other skills leading to jobs, the number still seems low. From what I know about the World Languages at Cale, it is doing very well with the enthusiastic support of students, parents, and teachers. At issue here is expanding the program to other schools,. Although I am persuaded of its importance, and the costs of actually implementing this beyond Cale is relatively modest, I think continued work on the middle school pacing is warranted.	

Q10. Priority 4.1 Work Based Learning & Field Trips					
1 - Absence	2 - Development	3 - Application	4 - Integration	5 - Transformation/ Innovation	Total
0	6	0	0	0	2.00
0%	100.00%	0%	0%	0%	

Q11. Priority 4.2 Community Support					
1 - Absence	2 - Development	3 - Application	4 - Integration	5 - Transformation/ Innovation	Total
0	4	2	0	0	2.33
0%	66.67%	33.33%	0%	0%	

Q12. Comments on Priority 4	
Response Text	
This priority had been very disappointing. Though I think it could be transformational, we don't have the resources and the will to make it work and it should be dropped. I am hopeful that the new leadership team at CATEC can implement some of this on a small scale. If they are successful perhaps we can return to it at a later time. Work-based learning is still under-development, probably not for lack of trying, but more for lack of community support and budgeting for field trips. Looks like this Priority is evolving, with different metrics at each of the high schools, insufficient opportunities, etc. Also, what to middle and elementary school field trips look like? I'd like to connect students as early as possible to a range of workplace professionals and experiences. I think ACPS are working hard to get the word out about the great work the schools are doing and, particularly, with their efforts to engage parents. I believe the SB also did a better job communicating with the BOS on school policy and priorities but that more work needs to be done here. Additionally, I think, the SB must continue to work to engage the broader community in the importance of quality schools on the economic development and well being of the entire community. This is particularly needed if we go forward with a referendum.	

Q13. Priority 5.1 School Community Health/Safety					
1 - Absence	2 - Development	3 - Application	4 - Integration	5 - Transformation/ Innovation	Total
0	0	4	2	0	3.33
0%	0%	66.67%	33.33%	0%	

Q14. Priority 5.2 Optimize Fiscal Resources					
1 - Absence	2 - Development	3 - Application	4 - Integration	5 - Transformation/ Innovation	Total
0	0	5	1	0	3.17
0%	0%	83.33%	16.67%	0%	

Q15. Priority 5.3 High School of the Future					
1 - Absence	2 - Development	3 - Application	4 - Integration	5 - Transformation/ Innovation	Total
0	4	2	0	0	2.33
0%	66.67%	33.33%	0%	0%	

Q16. Comments on Priority 5	
Response Text	
We need to think of positive school climate more than safety. Are we doing enough since we lost the Safe Schools Healthy Students grant. Program evaluations are a critical piece of continual self improvement. We need to continue the attention to that in the next biennial cycle. We need to clarify our thinking on the high school of the future.	
Health and Safety as well as optimizing fiscal resources have been priorities of this board for many years. I think we are still at the application stage in terms of broad execution of our goals in these areas. As regards the High School of the Future--I'm not sure any of us know what we really want that to be yet. We all have ideas, but in my opinion, they are hampered again, by budget issues.	
The Safe Schools utilization data showed the impact of having counselors on hand and it is lamentable that we could not continue funding at the same level after the grant was over. Also, it is concerning that only one of five middle schools has a resource officer. I'm no longer clear what we're even talking about here. We are already focused on redesigning spaces, doing Performance Assessments, implementing virtual learning, enhancing work based field trips and internship experiences, doing project based/maker learning, establishing academies at all three schools, focusing on lifelong learning skills, and even CATEC is working to redesign its curriculum to be more innovative. It's already the future.	