

2014-2015 STRATEGIC PRIORITIES UPDATE

June 12, 2015

This status report is prepared to assist the ACPS School Board in evaluating the progress made toward the implementation of each biennial Strategic Priority in support of the ACPS Horizon 2020 Strategic Plan (Appendix A). This report details activities to date and Staff evaluation impact score at the conclusion of year two.

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Overview

One Student Centered Goal

All Albemarle County Public Schools students will graduate having actively mastered the lifelong-learning skills they need to succeed as 21st century learners, workers and citizens.

The capstone of every year is our high school graduations. It's worth noting that our on-time graduation rate of 95 percent is not only well above the Virginia statewide average, but is better than the statewide average of each one of the 50 states.

That's quite a meaningful tribute to each and every colleague in our division, for the road to graduation begins early in a student's academic life and is a broad one. Every member of our team, from our school and central office staff and administrators, to our teachers and teaching assistants, to our bus drivers, food and building service professionals, prepares our students for a successful academic career.

The Division's Strategic Priorities provide the foundation on which all effort and resources are focused. Appendix B provides some media highlights of our Objectives in action.

The Superintendent's Cabinet has evaluated the Strategic Priorities against the ***Impact Rubric*** (Appendix C) and provides this report to detail progress and actions that support their score. The information contained in this report is provided to assist the School Board in their [Impact Assessment](#) of the Division's Strategic Priorities.

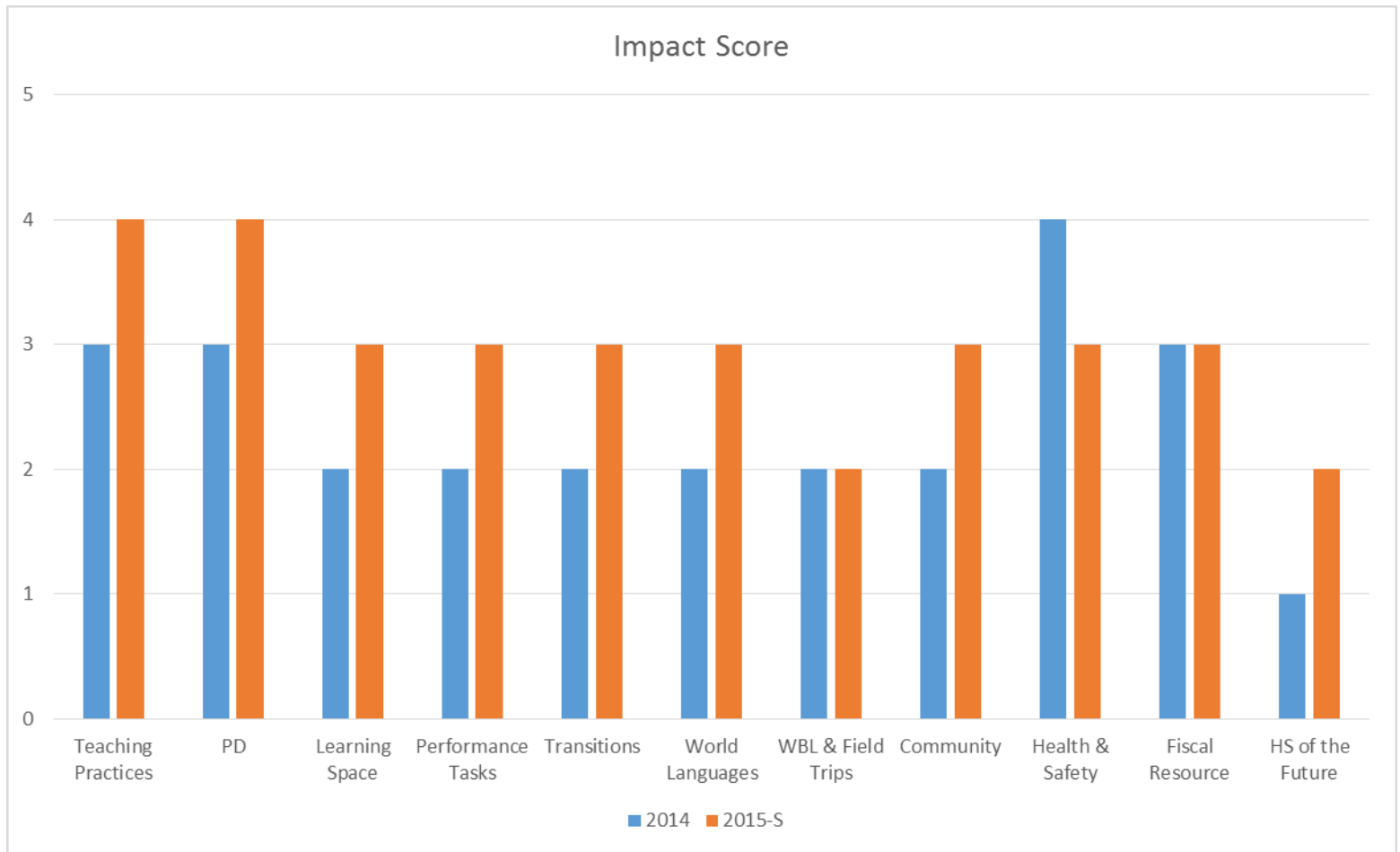
Each Priority Update addresses the following components:

- Strategies: what we are doing to move toward the Priorities' objective.
- Performance: how we tell if our strategies are working and if we are positively impacting students.
- Analysis: what the data tells us
- Next Steps: what we are going to do about what the data tells us.

As this is the end of the second year for these Strategic Priorities, it is appropriate for the Board to reflect on the scope of each priority—*what is the objective of this priority? What does it look like when we get there? What are we trying to change?* Based on the answers to these questions the Board may choose to Adjust / Adopt / Abandon a Priority or any portion of it to meet the One Student Centered Goal.

Staff have reviewed the Priority updates and have provided a preliminary Impact Score for each. The scores are displayed in comparison with the Board's July 2014 Scores in the graphic below.

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In the coming year, work will begin to develop a new division-level Dashboard. The Dashboard will serve as a quick glimpse at leading data indicators. The Dashboard will not be comprehensive but will allow for the School Board and school community to quickly summarize the health and fitness of the school division.

The Dashboard will then transition into the much more detailed State of the Division Report. While many aspects of the State of the Division Report will be reported in real time, the purpose of the State of the Division report will be to review a complete year of data.

Engage Every Student

ACPS will engage every student in meaningful, authentic and rigorous work through the use of instructional best practices and supportive technologies that will motivate students to be self-directed and inquisitive lifelong learners.

Priority	Strategies	Staff Impact Score
1.1 Effective Teaching Practices	Digital Learning Project Reflective Practice	4
1.2 Professional Development	Instructional Coaching CAI Reboot Ed Making Connections New Administrator Academy SCOPE	4
1.3 Contemporary Learning Spaces & Instructional Technologies	Learning Space Modernization Integrated Technology (1:1)	3

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1.1 Effective Teaching Practices

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

The Division's effective teaching practices have been defined and framed by the [Framework for Quality Learning \(FQL\)](#) and are focused around the "[Seven Pathways](#)" of: Maker-Infused Curriculum; Interactive Technologies; Choice and Comfort; Universal Design for Learning, Connectivity; Project-Problem-Passion-Based-Learning; and Instructional Tolerance.

STRATEGIES & PERFORMANCE

During 2014-15, the Innovation Team continued to identify creative, novel approaches to embedding these professional learning pathways and supportive space concepts and technologies into the Division's work. **The Digital Learning Project (DLP)** marked an important step in the identification and creation of quality digital learning resources for our middle and high school students. In spring 2014, 66 teachers with digital content expertise worked in teams to identify, evaluate and vet digital resources included in 31 core courses for grades 6-12. In July and August 2014, school staff received training on the use of these resources, and teachers in all secondary schools used them during 2014-15 to support instruction that increased active engagement of learners as they worked on projects and problems in core courses. The project team established maintenance / curation protocols for the DLP to support teachers' use of resources and contributions to DLP. Teachers' integration of these resources extends the continuum of learning opportunities available to students, providing learners with a variety of tools to accomplish their work.

ACPS uses a system of **Reflective Practices** to provide principals and teachers with a process to 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 levels of student engagement. To systematically examine our progress we draw from two primary sources: Learning Walks and the Student Climate Survey. Our definition of engagement, as outlined in the [ACPS Learning Walks Template](#), is closely aligned to the work of [Schlechty Center](#), and typically calls for two or more "engaging qualities" to be clearly present and impactful in an observation. These engaging qualities include:

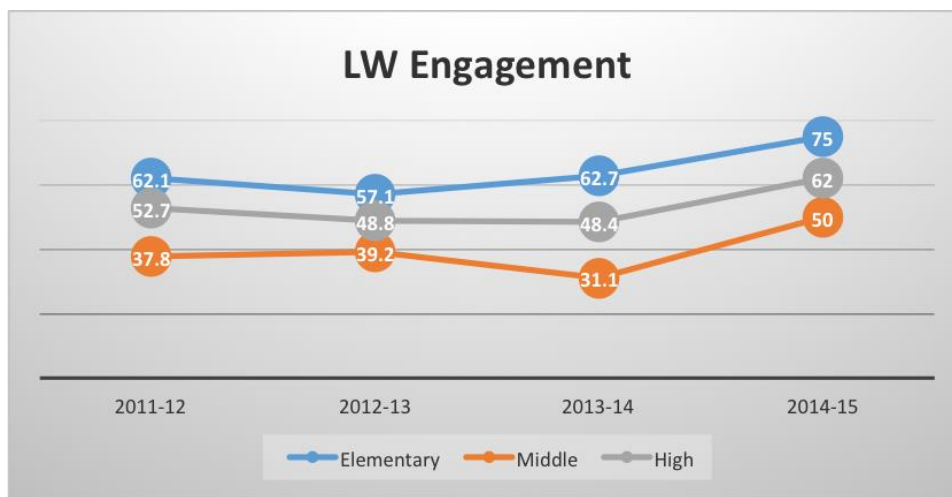
- Personal Response – More than one right answer
- Clear/Modeled Expectations – Student knows what success "looks like"
- Emotional/Intellectual Safety – Freedom to take risks
- Learning with others (Affiliation) – Learning has a social component
- Sense of Audience (Affirmation) – Student work is shared
- Choice – Students have meaningful options
- Novelty and Variety – Learning experiences are unusual and unexpected
- Authenticity – Work has meaning and significance to student.

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The Learning Walk tool is a key component of the Teacher Performance Appraisal used by principals to monitor and collect evidence documenting teaching practices that increase student engagement and support the closing of opportunity gaps. We have updated the tool to support teachers and principals in reflecting on the implementation and outcomes of effective teaching practices based on the Seven Pathways.

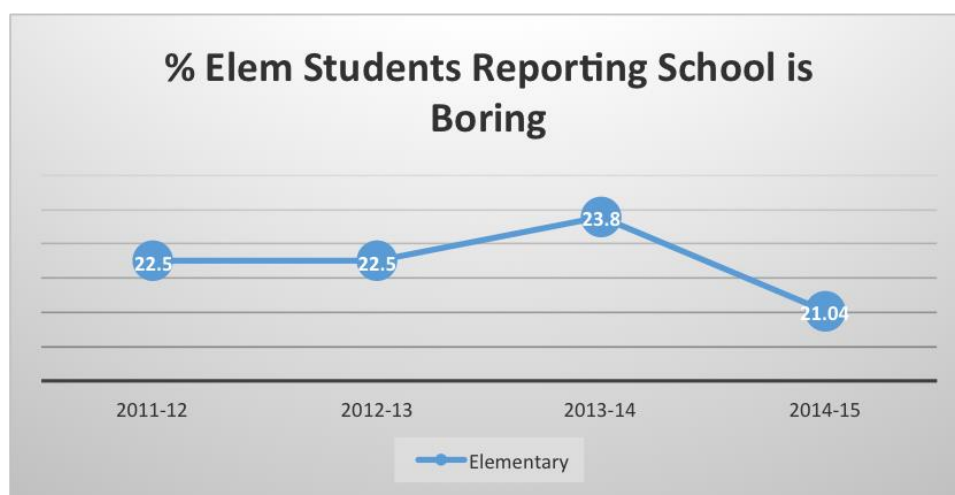
The annual Student Climate Survey gives us direct feedback from students about their interactions with teachers and their learning experiences. Administered in spring at the elementary and secondary levels, this annual survey probes for students' perspectives on their interests, engagement, and interactions in school.

For 2014-15, Learning Walk data revealed increases in student engagement at elementary, middle, and high school levels, with the most significant gains realized in middle schools. The percentage of Learning Walks where two or more engaging qualities were noted or the classroom was described as "Engaged" increased to 50% from 31.1% the previous year, a gain of 18.9 percentage points in the Division's middle schools.



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We utilized K12Insight to gather input from our elementary school students in spring 2015 on the Student Climate Survey. Elementary student feedback contributed by 2,776 students this year reveals the lowest percentage of students reporting “school is boring” in four years.



We partnered with the [National Center for School Leadership](#) this year to administer the middle and high school Student Climate Survey using their validated survey instrument. This shift empowered us to not only gather feedback from our own students, but to also compare their responses against national benchmarks. A preliminary review of the data gathered during this baseline year revealed favorable responses above the national averages in several key areas. For the Spring administration of this survey the total population was 331,125.

Middle School – % of Favorable Responses

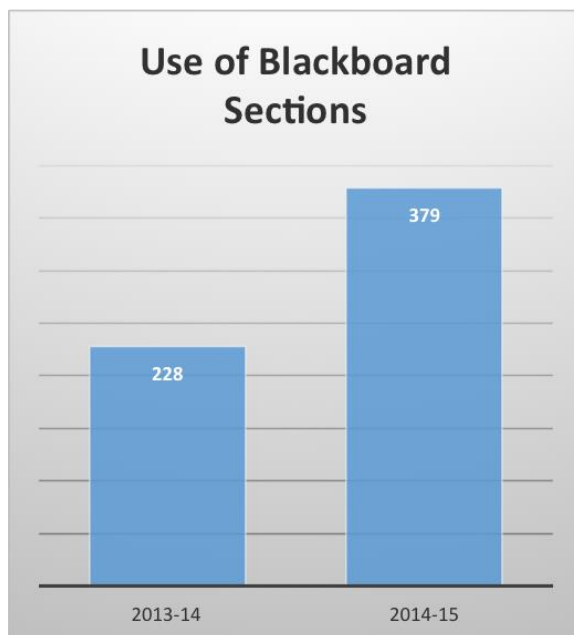
Survey Question	ACPS	National
My school work consists of hands-on examples as part of learning	40%	35%
The work I do challenges me to think	66%	65%
Teachers require students to do more than memorize facts and figures	66%	65%
Students in my classes are engaged in learning	36%	30%

High School – % of Favorable Responses

Survey Question	ACPS	National
My school work consists of hands-on examples as part of learning	34%	27%
The work I do challenges me to think	64%	58%
Teachers require students to do more than memorize facts and figures	57%	53%
Students in my classes are engaged in learning	34%	24%

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Use of Blackboard sections in secondary schools increased by 151 to 379 this year, a shift directly related to initiation of the Digital Learning Project.



Based on both Learning Walk and Student Climate output data; student engagement has increased since focusing effective teaching practices around instructional technologies. To further integrate this Priority across the Division the following support structures are being put in place.

ANALYSIS & NEXT STEPS

DART has reallocated staffing to create new *Learning Technology Integrator* positions. These *Learning Technology Integrators* will collaborate with instructional staff and administration within assigned schools to innovate and integrate contemporary learning tools and pedagogies. They will assist teachers with the integration of technology in the classroom by planning, co-teaching, modeling, and coaching digitally-infused instructional strategies.

Over 50 professional development courses designed to support the Digital Learning Initiative have been developed and published in the online Opportunities catalog for summer 2015. All licensed instructional staff will participate in at least 2 three-hour sessions in the Digital Learning Initiative (DLI) portion of the catalog prior to returning for the 2015-16 school year. The Innovation Team will continue to refine processes to support expansion of the Division's digital learning resources and to promote ongoing professional learning aligned to this priority.

1.2 Professional Development

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.

The ACPS master framework for contemporary professional development is aligned to the our [performance appraisal system](#) and anchored by (1) the Seven Pathways for professional learning, (2) our Instructional Coaching Model, (3) CAI, (4) our ReBootED offerings, (5) our annual Making Connections conference, (6) New Administrator Academy, and (6) SCOPE.

STRATEGIES & PERFORMANCE

In 2012-13, ACPS identified the [Seven Pathways](#) for professional learning as central learning pathways for teacher development, and professional development opportunities offered by the Division are mapped to these pathways. The pathways focus on pedagogical design, contemporary learning technologies, learning environments, and universal design, and they align teacher competencies in the use of curriculum, assessment, instruction, and learning resources to lifelong-learner competencies that students develop as they move from entering school to graduation.

The [Instructional Coaching](#) model supports teachers in each school to develop and extend teaching skills through job-embedded professional development. We see that when teachers work with our coaches on long-term projects, 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. In the 2014-15 school year, we had 22 instructional coaches organized into six network clusters.

The annual 3-day [Curriculum, Assessment, and Instruction Institute \(CAI\)](#) is a core professional learning opportunity for our educators with a focus on job-embedded training and development in the use of competency-based learning and performance assessment.

Our [ReBootEd](#) offerings (i.e., Digital Learning Initiatives) are focused on the Seven Pathways as well as fully integrating digital curriculum and implementing our 1:1 technology across all secondary schools and in selected elementary environments (Priority 1.3).

Our annual educator-led [Making Connections](#) conference is another way in which the Division leverages the deep expertise of our teachers by bringing them together in the fall of each school year to teach and learn from one another.

We know school leaders play a significant role in the organizational conditions that impact student success, and we must build leadership capacity to help us achieve our strategic goals. To support the development of our novice and new principals, we have developed a **New Administrator Academy** based on a three-year cohort approach where each novice is assigned a mentor who holds a similar role in the Division. Novice principals are required to complete a structured, comprehensive Transition Plan,

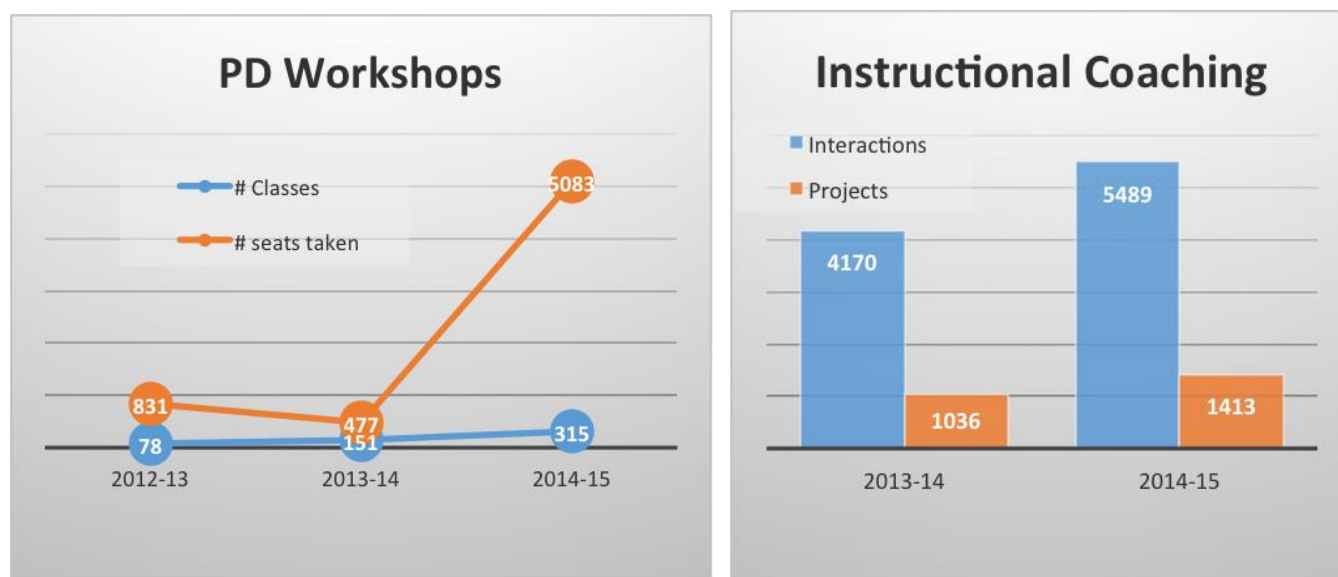
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and participate in New Administrator Workshops. During the 2014-15, we also held six New Administrator Workshops for cohort members. Our Assistant Director of Educator Quality serves as a novice administrator coach, meeting with each new administrator on a regular basis.

In addition to these internally managed strategies, the Division participates in ***Statewide Communities of Practice for Excellence (SCOPE)***, a two-year professional development program for high performing school leaders sponsored by the University of Virginia. In the past three years, approximately 15 administrators have entered a SCOPE cohort, with another 4 planning to enter in the upcoming year. Participation is only limited by funding.

Professional development offerings, workshop attendance, and utilization of the Instructional Coaching model have drastically increased this year. In an effort to meet a variety of contemporary professional learning needs, we expanded the number of workshops and classes offered in 2014-15 to 315, up from 151 in 2013-14. These additional offerings had a positive impact, with the number of seats taken in professional development workshops increasing more than ten times from the number of seats taken the prior year, up to 5,083 from 477.

The Instructional Coaching model continued to thrive in support of our teachers as is evidenced by increases in the number of coaching interactions and the types of interactions with teachers and coaching projects. The number of coaching interactions with teachers grew to 5,489 -- up from 4,170 last year. During the 2014-15 school year, coaching projects expanded to 1,413 -- up from 1,036 in 2013-14. In all, 883 teachers engaged in coaching interactions with our 22 instructional coaches, with 606 teachers engaging three or more times on coaching projects.



The program for Making Connections 2014 featured over 160 sessions and workshops, including a Maker Faire and EdCamps, a new innovative approach to professional learning that is spontaneous, interactive, and based on the expressed interests of the participants. The depth and scope of sessions offered at Making Connections 2014 is a testament to the willingness of Division teachers to share and

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work together. Since its inception in 2003 Making Connections sessions have consistently ranged between 140-170 sessions; limited only by space.

The Professional Development Framework is established around the Seven Pathways. The increased offerings and resultant participation rates are evidence of inputs that will impact outcomes for teaching and learning.

ANALYSIS & NEXT STEPS

At the annual Leadership Team Summer Retreat, administrators will come together to reflect, collaborate, share successes, and focus on our next level of learning work. Five high-performance learning areas have been drafted as focus areas for 2015-16, and leaders will give input on enabling strategies and resources for these focus areas, which include:

- Digital Integration
- 7 Pathways
- Mathematical Thinking
- Relevant and Challenging Teaching and Learning
- Students' Communication of Learning Across the Curriculum.

The PD team is currently recruiting master teachers to offer courses in the fall Opportunities catalog around these five focus areas. Anchored by the core tenants of our professional development framework and informed by our ongoing needs assessment processes, we will continue to align and refine our professional development offerings in order to optimize our workforce. As the Division's strategic work moves forward in support of effective teaching practices (Priority 1.1), use of contemporary learning spaces (Priority 1.3), and performance assessments (Priority 2.1), we will continue to expand the professional opportunities in these areas.

1.3 Contemporary Learning Spaces & Instructional Technologies

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

ACPS has worked to shift our students' daily experiences from the traditional structures of the 20th Century classroom to contemporary learning environments incorporating contemporary technologies and interactive pedagogies. These changes are reflected in [individual school profiles](#) shared in the FY 2015-16 division budget book.

STRATEGIES & PERFORMANCE

The average age of the original portions of our schools is 45 years. As our buildings age and the needs of students evolve, learning spaces must be maintained, updated and modernized to meet the needs of our 21st Century Learners. Contemporary learning spaces must be active learning environments that provide flexibility and mobility to adapt to the students' needs.

An evaluation of all of our school buildings indicates that the majority of instructional 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, inside/outside. These imperatives are integral to the success of the curriculum and work of the 21st century student.

The ***Learning Space Modernization*** strategy aims to systematically fund needed improvements to instructional spaces at ALL schools including existing classrooms, libraries, and other elective and support areas. Modifications will include furniture and renewal work including updating finishes, casework, lighting and connections to adjacent spaces.

Research has proven that student learning is affected by the use and design of the learning space. This includes proper furniture, presence of daylighting, and many other characteristics of the space (see Appendix D).

The modifications can be broken down by the following key areas:

- ***Classroom Furniture Upgrade***
Update furniture to create a flexible & comfortable learning environment. This includes ergonomic seating choice, work surfaces that vary in height & size but are all mobile, & adequate storage.
- ***Classroom Modernization***
Renovate classroom spaces to update all finishes, casework, & lighting. Improve transparency & connection to adjacent spaces, including the outdoors if feasible.
- ***Media Center Modernization***
Renovate media centers to be flexible hubs of congregation, collaboration, & creation. This includes updating furniture, shelving, and accessory spaces. There are 24 media centers. To date: 6 have received major renovations (Brownsville, Cale, Hollymead, Jouett, Walton &

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Monticello); 5 have received minor renovations (Broadus Wood, Meriwether Lewis, Yancey, Henley, Albemarle).

- ***Cafeteria Modernization***

Update cafeteria finishes & furniture to offer choice and comfort as well as help students learn real world social dining skills. These spaces should be envisioned not just a place to eat, but rather dynamic spaces that can be used throughout the day.

- ***Specialty Classroom Modernization***

Renovate existing spaces to create state-of-the-art science labs, music, art, CTE & other specialty rooms. Create dedicated maker spaces.

- ***Day Lighting***

Add day lighting to spaces with no or minimal natural light. Update blinds or shades in spaces with natural light to better control the light.

Technology integration in our Division is driven by learning expectations and a need to eliminate opportunity gaps. The Division's expectation lies in technology "redefining" classroom work through available contemporary technology and then moving beyond to "re-imagination" where technology allows structure of schools and pedagogies that were previously inconceivable.

The ***2015-2018 ACPS Educational Technology Plan*** (Appendix E) drives the integration of supportive technologies into the instructional program delivery. The School Board approved 2015-2018 Plan has been submitted to VDOE for approval. This plan expands upon the work of the past five years, which provided ubiquitous device and broadband internet access for our students.

We have moved from a 3:1 student to device ratio to ALL secondary students having a personally managed and controlled device as of August 2015.

ANALYSIS & NEXT STEPS

The limited funding in this year's capital program will be used to support projects that will demonstrate modernization work and benefits. Staff is developing a stronger advocacy model that will support the necessity for this project and strengthen the School Board's funding request for School Modernization during this year's Capital Improvement Program allocation cycle.

By the start of the 2015-16 School year all middle and high schools will be 1:1 and each elementary school will be 3:1 or better.

Implement Balanced Assessments

ACPS will implement a balanced assessment system that accurately reflects student demonstration and mastery of our Lifelong-Learner Competencies.

Priority	Strategies	Staff Impact Score
2.1 Lifelong Learner Competency Assessments	Performance Tasks CWRA	3

2.1 Performance-Based Assessments

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

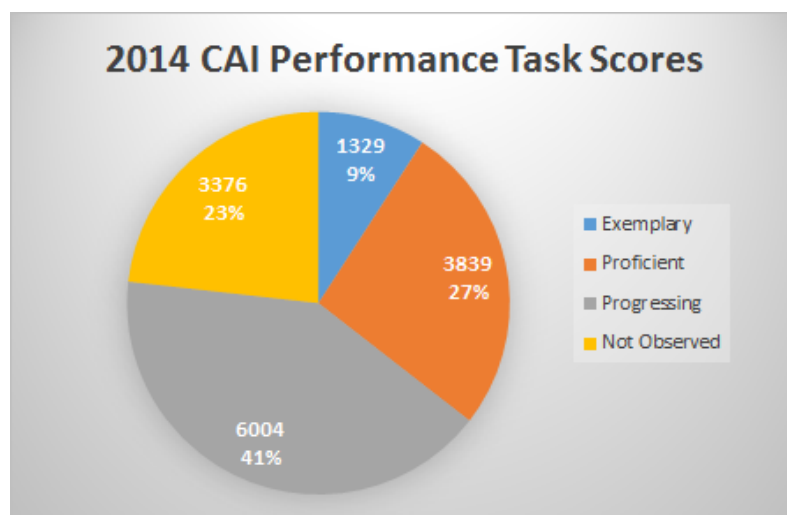
A balanced assessment system is a prerequisite for ensuring that teachers are able to use information about students for formative as well as summative assessment purposes. Further, a balanced assessment system represents learning inputs and outputs so that data can be used to inform decisions about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

STRATEGIES & PERFORMANCE

ACPS Performance Tasks are the tasks or activities that our Division has identified for students to perform to apply specific knowledge, concepts, or skills through demonstration or creation of a product. Our annual, division-level administration of ACPS Performance Tasks provides information on student development of the [skills and understandings needed to be a Lifelong Learner](#) across grade levels and content areas. Performance Tasks provide a balance to the high stakes accountability testing provided to measure student exposure to the Standards of Learning (SOLs). This element of student performance brings balance to the overall [ACPS assessment matrix](#) and guarantees that all students are assessed on skills and understandings beyond the Virginia Standards of Learning by measuring [ACPS Lifelong Learner Competencies](#).

One of the biggest shifts in the implementation of ACPS Performance Tasks for 2014-15 was that tasks were scored within schools this year by school-based teams. Given several targeted parameters from the central development team, school leadership developed site-based plans to unite the school community around assessing lifelong learning during CAI 2014. While each of these plans had some fundamental commonality across schools, the opportunity for autonomy ensured that the solutions would meet the school community's needs. Those scoring processes should be completed at each school by July 2015, and results will be available in fall 2015 as part of the State of the Division Report.

Twenty-eight ACPS Performance Tasks were implemented across the Division in the 2014-15 school year for the purpose of assessing movement toward developing students as lifelong learners at different checkpoints within their K-12 career. For the first time, schools are scoring the performance tasks this year. The school-level scoring process is underway, and results will be included in the State of the Division report in fall 2015, comparing them to those presented for the 2013-14 administration.



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Like our ACPS Performance Tasks, the [College and Work Readiness Assessment \(CWRA\)](#) provides balance to the Division's overall assessment system. The CWRA is a major initiative of the Council for Aid to Education, offering a constructed-response approach to the assessment of higher-order skills, such as critical thinking and written communication. The CWRA is administered every three years to evaluate the growth of a cohort. The 2012-2013 CWRA results established a baseline for which we expect to see an improvement upon the next CWRA assessment in the 2015-16 school year.

ANALYSIS & NEXT STEPS

In order to learn from each other such that these processes implemented this year can be adopted, adjusted, or abandoned for 2015-16, principals and selected staff members from their schools will compare and contrast their practices for *communication*, *administration*, and *scoring* of Performance Tasks at a debrief session on June 12 at Sutherland Middle School. The intended outcomes of this time together will be that each school leaves the session with a plan for communication, implementation, and scoring for 2015-2016 that has been informed by the successful practices of colleagues, with the division having fostered continued alignment in assessment practices between and among schools.

Performance Task scores will be collected by school and as a division and reported. Each school will analyze their data and address areas of concern as part of their School Strategic Improvement Plan.

Improve Opportunity & Achievement

ACPS will improve lifelong-learning opportunity and achievement for all students and enrollment groups.

Priority	Strategies	Staff Impact Score
3.1 Transitions	Transition Activities AVID	3
3.2 World Language Program	World Language Program serves as a strategy for Effective Teaching Practices (1.1)	3

3.1 Transitions

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

STRATEGIES & PERFORMANCE

The development of **standard transition activities** and events across the Division is a major step toward meeting the needs of students, as well as parents, providing the necessary supports to maintain and improve student achievement and engagement at critical points in their education.

An integrated team of school counselors, intervention specialists, and community engagement staff has established an accessible calendar of all major transition activities at the elementary, middle, and high school levels to ensure all students are receiving similar transition support. This has improved collaborative efforts throughout schools to focus on the needs, and timing of those needs, of students and families.

Kindergarten:

- Orientation events for students and families
- Pre-assessment for correct placement, enrichment, and intervention.
- Partial day, summer kindergarten camps
- Continuing services throughout the school year

5th – 6th Grade

- Student visits to middle schools
- Small group counseling sessions to discuss study/organizational skills, time management skills, social issues, internet safety
- Fifth grade teachers meet with school counselors to develop “watch-list” to share with 6th grade team, middle school counselors and support staff
- Collaborative course selection meeting
- Summer programs for students identified as “high-risk”
- Mentoring opportunity for students who transfer after the first day of school to help with transition.

8th – 9th Grade

- Middle school students attend ½ day visit at high schools
- Monthly 9th grade student monitoring meetings
- Quarterly cohort meetings to identify struggling students who are high-risk for retention

School Specific Programs

- TOPS (WAHS) – student-led orientation activities for the first two weeks of school.
- Mustang Morning (MoHS) - mentorship and Mustang Academy
- Patriot Academy (AHS) – summer transition academy for all students

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- Core+ (WAHS and AHS) – Intervention class for students who are high risk for retention to improve study/organizational skills.

The Division's participation in the ***Advancement Via Individual Determination (AVID)*** college readiness system is making a difference in the lives of ACPS graduates. AVID trains teachers in the use of established teaching practices to prepare students, especially those typically underrepresented in college, for college and career success. Notably, 100% of the Division's 42 AVID seniors achieved college acceptance, and the AVID graduating class included a distinguished Emily Couric Scholar.

2014-15 AVID Seniors	# of AVID Seniors	% of College Acceptance
Albemarle High	18	100%
Monticello High	17	100%
Western Albemarle High	7	100%
TOTAL	42	100%

In all, our AVID Seniors were awarded acceptance to the following 46 colleges and universities:

- Ashland University
- Averett University
- Bluefield College
- Bridgewater College
- Borough Manhattan Community College/St. Francis College (New York)
- Christopher Newport University
- Clemson University
- College of William & Mary
- Colorado State University
- DePaul University
- Eastern Mennonite University
- Emory & Henry University
- Georgia State University
- George Mason University
- Hampden Sydney College
- Hampton University
- Hollins University
- Hood College
- James Madison University
- Johnson & Wales University
- Liberty University
- Lincoln University
- Longwood University
- Lynchburg College
- Manchester University
- Mary Baldwin College
- Mary Washington University
- Old Dominion University
- Piedmont Virginia Community College
- Pikes Peak Community College
- Radford University
- Randolph College
- Randolph-Macon College
- Richard Bland College
- Roanoke College
- Shenandoah University
- Southwestern University
- University of Virginia
- University of Virginia - Wise
- Virginia Commonwealth University
- Virginia State University
- Virginia Union University
- Virginia Wesleyan College
- West Virginia University
- Xavier University

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ANALYSIS & NEXT STEPS

Develop a standard transition survey for students to take at the end of their first semester to gather feedback on their transition, suggestions for future transitional supports, and perception of personal progress.

Suggestions from individual schools:

- Focus on positive behavior supports
- Mentorship programs
- Study and organizational skills
- Expand social-media awareness/safety activities to grades 6-12.
- Expand the transitional supports to all grade levels and continue to monitor progress/collect data to evaluate effectiveness. There is a strong emphasis on 5-6 and 8-9 transition with several grade levels losing that support after their transition.

Albemarle High School will pilot a special transition program next year for 9th grade students, developing indicators to identify students that may struggle with the transition from middle to high school. This will allow a more proactive approach to providing additional academic and social supports along with an interdisciplinary, project-based curriculum.

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3.2 World Languages

Implement a robust, Division-Wide PK-12 World Languages Program

In its [work session in on September 29th, 2014](#) the Board defined a robust world languages program as one that begins in kindergarten and continues through middle school. The Board supported using both immersion programs in schools and pull-out world language, with an ultimate goal of having *some form* of world languages programming available to all Division students in 5 to 7 years.

ELEMENTARY SCHOOLS

Currently, systematic world languages instruction at the elementary level is only offered at Cale Elementary School, though other schools have initiated a variety of informal or pilot programs. All students in kindergarten through 2nd grade at Cale receive pull-out or immersion classes in Spanish. The school has sufficient staffing in the recurring budget to continue the program's expansion to 5th grade by the 2017-18 school year. Cale began its [two-way immersion program](#) in 6 classrooms from kindergarten to 2nd grade and expanded its pull-out language program to 2nd grade this year. Planning continues to support expansion to 5th grade by the 2017-18 school year. In addition, the Bright Stars classrooms at Cale also began to offer lessons in Spanish. Teachers in the pull-out program built a Spanish curriculum for [kindergarten](#) and [1st grades](#).

To expand the work at Cale to additional schools, the school board allocated \$20,000 for a planning year to 2 elementary schools that wish to pilot world languages programs. The Department of Instruction created an application process (see Appendix F) by which schools may show readiness to move forward with a world languages pilot, and they will implement this process in the 2015-16 school year. Human resources has begun screening applicants for languages and notably over half of all new, novice teachers hired last year had high proficiency in at least one language in addition to English.

SECONDARY SCHOOLS

In school year 2014-15, ACPS continued its efforts to build a robust K-12 world languages program. The vertical team for world languages completed its revision of the [secondary language curriculum](#) to build more interactive lessons around themes in the sciences and humanities. The team also built [a sample pacing guide](#) with digital resources and began to curate the myriad digital resources useful for language study into digital collections accessible by ACPS teachers. Secondary teachers piloted and scored the first division-level performance task for World Languages and have implemented the second round of the task in 2015. Middle school principals and teachers agreed on a plan to expand language offerings to 6th grade in a conversation course and to offer Levels 1 and 2 in 7th and 8th grade, respectively. The timeline on implementation remains uncertain while a larger conversation around redesigning middle school schedules continues.

2014-2015 Strategic Priorities Update

Quantitative indicators and qualitative observations show that our world languages programs are improving by offering students more context-rich instruction through the adoption of instructional strategies such as [Teaching Proficiency through Reading and Storytelling \(TPRS\)](#) and interactive digital technology. The Division will continue to support greater emphasis on teaching all four domains of language across all levels of proficiency and moving beyond simply learning a language to learning in a language through cooperative, project-based, interactive, and immersive classrooms.

ELEMENTARY SCHOOLS' QUANTITATIVE INDICATORS FOR 2014-15

- Approximately 110 students at Cale Elementary School began receiving [immersion education](#).
- Approximately 70 additional students at Cale Elementary School began receiving pull-out Spanish instruction.
- Overall, 363 students at Cale Elementary School are participating in the world languages program.
- Over half of new, novice teachers hired for 2014-15 spoke a language other than English with advanced proficiency.

As anticipated in last year's Strategic Priorities Comprehensive Report, we did see increases in the number of students participating in the World Languages Program based on our actions in the 2014-15 school year.

If we implement the above, we expect to see:	I/O	2012-13	2013-14	2014-15
Increases in # Students participating in World Languages Program	I	112 students K only	223 students K-1	363 students K-2

WORLD LANGUAGES NEXT STEPS

Milestone next steps for the elementary initiative include identifying two piloting schools by fall 2015; providing professional and development and materials to those schools in school year 2015-2016; and implementing a world languages program at those schools in fall of 2016. In addition, Cale Elementary School plans to expand its immersion and pull-out programs to 3rd grade and include more students in kindergarten and 1st grade in immersion education. As a result of expanding elementary world languages programs in elementary school, we expect enrollment in these programs to increase, achievement scores on target language assessments to improve, and achievement scores on English assessments to improve for native language speakers in later grades.

Milestone next steps for secondary world languages will be to continue to develop sample pacing guides with digital resources and a timeline for the development and implementation of a 6th grade conversation course.

Create & Expand Partnerships

ACPS will create and expand partnerships with parents, community and business leaders to fulfill their essential roles as actively engaged partners in supporting student achievement and lifelong-learning outcomes for student success.

Priority	Strategies	Staff Impact Score
4.1 Work Based Learning & Field Trips	Work Based Learning Field Trips	2
4.2 Community Support	Communications Partnerships	3

4.1 Work Based Learning & Field Trips

Implement a comprehensive Work Based Learning program and expand field trip opportunities to provide real-world learning experiences for all students' success.

A comprehensive, effective program will integrate Lifelong Learning Competencies with external learning opportunities such as field work and Work Based Learning. This will require continuous identification of real world experiences that can be used enrichment tools to daily instructional practices.

The initial objectives are to:

- Gather data on mentorships, internships and field trips
- Analyze current state and determine a baseline of learning experiences currently provided throughout the division and the relevance to our goal of engaging all students, while providing equity and parity in services and opportunities across schools.
- Consider a system of formalizing partnerships.
- Consider establishing a standard concept of Field Trips by school level and grade band.
- Develop structural paradigm which ensure that these experiences reach every student no matter physical location of school or socio-economic status of the school's students.

STRATEGIES & PERFORMANCE

The Office of Instruction has adopted the Virginia Department of Education guidelines and terminology as a framework for our **Work Based Learning (WBL)** initiative.

The Work Based Learning website was developed to detail the differences in learning experiences and how interested community partners can get involved.

<http://www2.k12albemarle.org/dept/instruction/work-based-learning/Pages/default.aspx>

The Career Specialist job description has been evaluated and revised to reflect an increased role in the Work Based Learning initiative, allowing them to be champions of the efforts in each high school. The career specialists have evaluated tools and established a process for data collection that will go in place over the summer of 2015.

The internship course description was rewritten to bring consistency in implementation across the Division with the Career Specialist being assigned to manage the Internship program at each High School.

Starting in Summer 2016, students will have the opportunity to complete the Internship course for credit during the summer, which will be managed and supported by the Career Specialists at each High School.

Career Specialists will establish procedures in each building to capture Work Based Learning experiences that are occurring that may otherwise go unrecognized.

2014-2015 Strategic Priorities Update

Career and Technical Education teachers will begin in 2015-16 strategically establishing Work Based Learning opportunities, such as Mentorship and Job Shadowing, as a guaranteed opportunity for children enrolled in the course, with support from the Career Specialists.

Verified data, organized by WBL categories, will be included in the State of the Division Report.

WBL 14-15 *unverified	AHS	WAHS	MoHS	MuHS
Job Shadowing	97	202	140	
Mentorship	43	52	114	
Internship (not in course)	22	55	0	2
Service Learning	695	166	415	
Clinical Experiences		17	13	
Apprenticeship				
Internship (in course)	39	7	61	
Cooperative Education	0	3	5	

Transportation and DART worked together to survey schools on the number and type ***field trips and field work*** experiences that took place. It was discovered that each school used different methodology to request and track these experiences.

ANALYSIS & NEXT STEPS

The data provided in the table above was collected this spring through roundtable discussions with school counseling teams based on their anecdotal student records. We did this for two purposes: to spur conversations among counselors about student experiences that constituted the various types of Work-Based Learning, and to prime them for reporting next year. During the 2015-16 school year, school-based career counselors will track all forms of WBL during the school year through Power Schools. WBL data will be collected during the summer of 2016; based on the updated definitions and implementation and data collection system. A School Board work session on Work Based Learning is planned for the late fall/early winter.

As part of the Field Trip survey, school staff were asked to identify one strategy they and / or the school system will implement over the coming school year to improve the number and type of field trip and work experiences for their students. Strategies included: working with teachers on field trips available within walking distance of the school; sharing field trip experiences among PLC's and vertical teams; and researching "virtual" field trip options.

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Transportation staff will work with schools to ensure that a consistent field trip application, approval and reporting method is in place which requires staff to identify the Life Long Learner Competencies targeted with the experience provided for students. Baseline data will be reported in Summer 2016.

Additional resources will be developed and disseminated through the [Compass](#) on virtual field trips and external funding options for field trip and field work experiences, such as grants and partnerships.

4.2 Community Support

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

Effective community engagement is essential to our success in developing 21st century learners, workers, and citizens. A comprehensive outreach program that informs the school board, school division staff, parents, media, and the general public about Albemarle County Public Schools' plans, needs, programs and activities will improve organizational effectiveness while advancing the division's strategic objectives.

STRATEGIES & PERFORMANCE

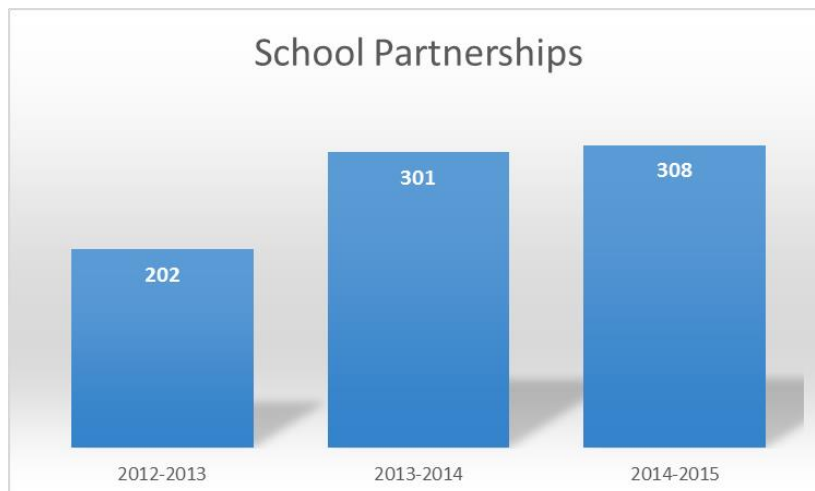
Communications

An established two-way system of communication allows the division to share information with internal and external stakeholders while gathering input and feedback on important policies and practices.

- The Office of Strategic Communications finalized an improved communications plan, including a comprehensive listing of [tools and tactics](#) to share with school staff.
- Two electronic town hall sessions were held in conjunction with the Board of Supervisors this year to gather feedback during the budget season, in addition to the development of a joint budget website to share pertinent information with the community.
- We rely on community input throughout the year through surveys on the school calendar, budget priorities, and other important topics. A survey calendar has been created to ensure consistency in the frequency and timing of community surveys.

Partnerships

- Each school has created a webpage to highlight the [community partners](#) providing support to students, staff, and parents. [Learn about Burley Middle School's partners here.](#)
- The annual We Notice employee recognition program included a partnership component this year, where schools could nominate a community partner to be formally acknowledged as part of the program.



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ANALYSIS AND NEXT STEPS

Communications

- Redesign and updates to the School Board webpage will be ongoing. Staff will work with board members to identify an alternative to the quarterly report to the community which is no longer in use.
- Plan to facilitate more joint School Board- Board of Supervisor electronic town halls in the next year and identify additional opportunities for joint board communications.

Partnerships

- A partnership team will identify additional methods of partnership recognition to include media opportunities and create a plan to publicize partnerships via our website and social media regularly.

Optimize Resources

ACPS will optimize fiscal, tangible and human resources to proactively support student achievement.

Priority	Strategies	Staff Impact Score
5.1 Health & Safety	CPTED Surveys Health Advisory Board	3
5.2 Optimize Fiscal Resources	Program Evaluations Grants	3
5.3 High School of the Future	Culminating Assessments (2.1) Individualized Learning Options (4.1) High School Learning Spaces (3.1)	2

5.1 Health & Safety

Ensure the health and safety of the school community.

By addressing health, mental health, and safety issues, schools can improve students' academic performance today and contribute to their increased longevity and productivity long after they leave school.

STRATEGIES & PERFORMANCE

Crime Prevention Through Environmental Design (CPTED) Surveys

- School entrances have been updated for better security and control. Seventeen of twenty-six schools have controlled entrances. Two additional schools will have controlled entrances constructed before the start of the 2015-2016 school year.
- The Police Department continues to conduct CPTED surveys of our schools. All schools will be completed by 2016.
- CPTED survey results are being acted upon such as trimming bushes and trees to improve visibility.

Health Advisory Board

From wellness to serious illness, a student's mental health status is integral to how they think, feel, interact, behave, and learn. Decades of research and experience have laid a solid foundation and framework for effectively providing mental health services in schools that protect student well-being, promote learning, reduce stigma, and improve access. Providing mental health services, ideally in a multitiered system of supports, is good for students, their families, educators, the community, and society at large.

When the Safe Schools / Healthy Students grant was initially implemented in 2009, a full cadre of eight (8) Student Assistance Program (SAP) counselors was funded by the grant and provided by Region 10: one counselor for each high school and middle school. After a slow start in 2009, numbers of student referrals jumped from the 500's into the 900's and stayed there for three consecutive years, even with the reduction in counselors provided during the no-cost extension year of 2013-14, when the middle school counselors were reduced to two (2) to cover all five schools. This data represents an increased value placed on referrals for mental health services for students as well as an unmet need in all prior years. In other words, approximately 1/13 or 7% of our students will always be in need of mental health services regardless of whether we meet that need.

ANALYSIS AND NEXT STEPS

We will continue to implement recommendations contained in the CPTED surveys to the extent practicable. We will be expanding crisis plan test exercises in schools to enhance their abilities to handle emergency events. Staff intends to implement strategies to enhance collaboration between the various advisory committees, to include the Health Care Advisory, to better coordinate their work.

5.2 Optimize Fiscal Resources

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

This year we saw the full implementation of the strategy to align the Budget and the Division's Strategic Plan through the formation of policy, procedure, and partnerships. To continue the work of good stewardship for the Division's resources we are turning our focus on instituting regular **Program Evaluations** to ensure that project meet desired fiscal and student impact expectations and pursuing **Grant** opportunities to supplement the Division's Budget to meet the needs of our teachers and students.

STRATEGIES & ACTIONS

Program Evaluations

Program evaluations will be conducted to determine actual costs and program efficacy. The finding from these evaluations will inform decisions regarding resources. The first evaluation was presented to the School Board on December 11, 2014. A work group is being formed to refine fidelity measures (KPI) for both operational and student achievement impact of programs. A schedule of program evaluations will be developed in the fall of 2015.

Grants

A grant writing team has been implemented to secure funding for school and division improvement projects supporting strategic planning priorities. Over the last three years the Division has averaged 47 Grants valued at \$6.7M per year.

ANALYSIS & NEXT STEPS

While these strategies are not new to the Division they are not standardized, repeatable, or have systematic methods of data collection for decision making. Establishing definitions, procedures, and methods will be the next steps for each of these strategies.

5.3 High School of the Future

Design the high school of the future.

The redefined High School of the Future priority is no longer about the design of a school building, but identifying, piloting, and evaluating the high quality practices that reflect a future vision of the high school experience. The High School Council identifies significant issues relevant to the high schools, and researches and make recommendations for potential systematic implementation in partnership with the Innovation Team. These recommendations are in direct support of various Strategic Priorities.

STRATEGIES & ACTIONS

Culminating Assessments

The High School Council has focused on the development of alternative culminating assessments in direct support of Priority 2.1 to develop Balanced Assessment of Lifelong Learning Competencies.

A culminating assessment at the end of a course provides students the opportunity to reflect on the content of the curriculum by synthesizing, applying, and analyzing course material. The culminating assessment will count as the exam grade in the course.

Teachers participated through the completion of an application process that began prior to the start of the school year, and had the flexibility to determine the format of the culminating assessment, appropriate to the course content of their classes as well as the level of their students.

Culminating assessments were completed by students in 206 different classes for the 2014-15 School Year.

Students and staff also completed a survey concerning their experience with the Culminating Assessment. The survey feedback will be analyzed over the summer by the members of the High School Task Force to determine the best path forward for continued implementation in 2015-2016.

2014-15 Culminating Assessments	
Content Discipline	# Courses
AVID	4
CTE	38
English	17
ESOL	9
Fine & Performing Arts	63
Health/PE	1
Mathematics	5
Science	27
Social Studies	22
Special Education	1
World Languages	19
Grand Total	206

Individualized Learning Options

In the era of mass customization, it's important that the high school of the future provides students access to learning opportunities that support individual passions and interests.

In the High School of the Future, learning opportunities will occur year round without being limited by the school calendar. Summer learning options, such as the [Summer Fine Arts Academy](#) and the CoderDoJo computer programming sessions, along with the work based learning experiences like internships planned under priority 4.1, are extending the impact of the traditional school year.

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In addition, each high school now offers an academy model, virtual courses, arts pathways, and extended learning opportunities to engage with community through service learning projects, internships, and volunteer activities. Libraries in all comprehensive high schools are in transformative focus from simply being archives of printed resources to offering multiple formal and informal learning spaces that allow students to search virtually and in current archives, connect with experts and seek expertise, communicate in a variety of forms of media, and make projects in response to personal interests and course directions. In 2015, Monticello High School received the NSBA Magna Award as a model learning commons model for libraries across the United States.

Improvements planned for work based learning opportunities will provide additional individualized learning options for students. One improvement of note is the implementation phase of CATEC in which the current and new programs are being revised into an academy model to include Information Technology, Skilled Trades, Health and Medical, and Customer Service/Tourism and Recreation.

High School Learning Spaces

Work under the High School of the Future priority is closely tied to efforts under 1.3- Learning Space Modernization, as we focus on developing the learning spaces that match the needs of 21st century learners, workers, and citizens in our high schools. Each high school is making reutilizations of learning spaces to match current needs and interests of students. [Summer learning space modernizations](#) in each of the three comprehensive high schools are designed to incorporate the vision of the High School of the Future priority.

ANALYSIS & NEXT STEPS

Both the High School Council and the Innovation Team produce recommendations and support for multiple Strategic Priorities. With the redefinition of the High School of the Future and the resultant formation of the High School Council it is recommended that this no longer remain as a standalone Priority but rather as a source of Strategies to move other Strategic Priorities forward such as LLC Balanced Assessments, Work Based Learning, and Contemporary Learning Spaces.

Summary & Recommendations

The School Board's leadership and collaboration with the Superintendent has resulted in acceptable, measurable division wide progress based on the strategic plan. The School Division is committed to excellence in education, equality of educational opportunity, and the recognition of each student's individuality. Inasmuch as students differ in their rate of physical, mental, emotional, and social growth and vary in their needs and abilities, learning opportunities shall be provided that are consistent with personal development and potential.

This **Essential Links** table on the next page visually represents all the links or ingredients for a Board priority to find its way from inception to success. The priority begins with a vision, followed by strategy and clear expectations developed through study and refinement. Once expectations are set, staff organize to act and seek / attend to professional development to learn and apply the skills necessary to carry out the strategy. Resources must be allocated, and the execution of the strategy should be monitored and evaluated.

Depending on the degree to which the essential links are established, the team working to achieve the priority is in various stages of the leadership action matrix: forming, norming, conforming, and performing.

The third leg of the matrix describes the team frame of mind or temperament if one of the essential links are missing during the process. For example, if there is no clear strategy or expectations then there would be false starts and no followers.

For analysis, priorities have been distributed across the essential links depending on the development of each through provision of essential links. For example, Board Priority 1.3, Contemporary Learning Spaces, is in the performing stage of action because all essential links for success have been provided, with the exception of resource, monitoring, and evaluation. While the priority has a clear vision, strategy, expectations, organization and professional development opportunities it does not have the resources behind it to move it to the next level.

In order to improve our probability of success in the coming year we must review each strategic priority through this lens in order to identify and mitigate any gaps or risk for accomplishment.

2014-2015 Strategic Priorities Update

Development Impact	Essential links in the chain of successful performance. If one link is missing the chain will fail.								Team Temperament
									
<u>Performing</u> Impact Level 4 - 5	Vision	Strategy	Clear Expectations	Organization	Professional Development	Resources	Monitoring	Evaluation	Success
↑	Vision	Strategy	Clear Expectations	Organization	Professional Development	Resources	Monitoring		Closure
<u>Conforming</u> Impact Level 3 - 4	Vision	Strategy	Clear Expectations	Organization	Professional Development	Resources	1.1	Evaluation	No Closure
↑	Vision	Strategy	Clear Expectations	Organization	Professional Development	2.1, 3.1, 3.2, 4.2, 5.1, 5.2	Monitoring	Evaluation	Frustration
↑	Vision	Strategy	Clear Expectations	Organization	1.2, 1.3	Resources	Monitoring	Evaluation	Anxiety
<u>Norming</u> Impact Level 2 - 3	Vision	Strategy	Clear Expectations	5.3	Professional Development	Resources	Monitoring	Evaluation	No Coordination
↑	Vision	Strategy	4.1	Organization	Professional Development	Resources	Monitoring	Evaluation	No Followers
↑	Vision		Clear Expectations	Organization	Professional Development	Resources	Monitoring	Evaluation	False Starts
<u>Storming</u> Impact Level 1 - 2		Strategy	Clear Expectations	Organization	Professional Development	Resources	Monitoring	Evaluation	Confusion

Appendix

- A. [ACPS Strategic Plan 2013-2020](#)
- B. [Our Strategic Objectives in the News](#)
- C. [Impact Rubric](#)
- D. [UK Study on Contemporary Learning Spaces](#)
- E. [ACPS Educational Technology Plan 2015-2018](#)
- F. [Elementary School Application for World Languages Expansion](#)