



STRATEGIC PRIORITIES UPDATE

MAY 24, 2018



TONIGHT'S PURPOSE

- To provide information to the Board so that informed decisions can be made when rating the impact of our strategic priorities.

GOAL AND OBJECTIVES


- ***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.***
- Engage Every Student
- Implement Balanced Assessments
- Improve Opportunity & Achievement
- Create & Expand Partnerships
- Optimize Resources

OUR PRIORITIES

- Create a culture of high expectations for all.
- Identify and remove practices that perpetuate the achievement gap.
- Ensure that students identify and develop personal interests.

SOURCES OF INPUT FOR EVALUATION

- Strategic Priorities Update Report
 - Division Highlights
 - Division Metrics
 - School Strategic Improvement Plans
- Strategic Priorities in our Schools



Albemarle County Public Schools

Crozet Elementary School
Gwedette Crummie,
Principal

High Expectations for All


- **Green Ribbon School**—Each grade level has integrated Crozet's quest to maintain Green Ribbon School status into their classrooms. Examples include the first grade kindness campaign and the fifth grade stream health study.
- **Literacy Support**—Crozet has adopted the Fountas and Pinnell Literacy program that provides assessment, classroom resources and intervention materials to help individualize literacy programs for all students in the school.

Eliminate Barriers that Perpetuate the Achievement Gap

- **WICOR strategies**—fifth grade teachers are implementing WICOR strategies with their students to ensure that all students develop the skills they need to be successful learners in elementary school and beyond.
- **Field Experiences**—The school has increase the number of learning experiences that take place outside of the classroom to help build cultural knowledge for all kids.

Allow students to identify and develop their personal interests


- **Genius Hour**—Third and fourth grade students have time built into their schedule to pursue personal interest projects. Examples of these include film making, building marble runs, and clay animation projects.
- **EDEP redesign**—A new EDEP director at the school has developed high-interest enrichment activities for students including STEM/Maker projects, farm visits, gardening and visits from wildlife centers.



"Crozet Elementary is like an old friend who is familiar and who is there for you when you need them."—Crozet Fifth Grade Student

School highlight

P-based learning—Crozet's P-based learning experiences revolve around their school theme of "Building community through curiosity and wonder." Every student at each grade level participates in at least one PBL experience each year. Examples include the first grade kindness project in which students send secret positive messages throughout the Crozet community, and the RIFFLE project in fifth grade in which students build sensors to measure the health of local streams and share their work with local government agencies.



5

Transformation/Innovation

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.

4

Integration

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.

3

Application

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.

2

Development

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.

1

Absence

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.

DIVISION HIGHLIGHTS—HIGH EXPECTATIONS

- Program Evaluations
- Strategic Communications
- Collective Efficacy Survey
- Screening Interviews

DIVISION HIGHLIGHTS—REMOVING BARRIERS

- Speech-to-Text Software
- Summer Meals Program
- Elimination of School Fees
- STEP Program
- Academy Transportation

DIVISION HIGHLIGHTS—PURSUING PERSONAL INTERESTS

- Freshman Seminar
- Naviance
- Albemarle Tech
- Community Use of Facilities

GRADUATE SURVEY

- Piloting a graduate survey this year
- Provides feedback on
 - Lifelong Learning Competencies
 - World Languages
 - Strengths/Improvement areas of school
 - Post-graduation plans

STRATEGIC PRIORITY EVALUATION

- No scores assigned tonight
- Discuss priorities with your work session group and report back to the board
- Using the information provided tonight and included in your board packet, each board member provides an individual score for each priority using the impact rubric between now and June 2
- Prior to the June 9 board meeting, board members will be provided with compiled scores and comments
- Further discussion around the impact scores and possible revision of the priorities will take place at the June 9 meeting

BREAKOUT GROUPS

Group One

Michele Castner—
Facilitator

Kate Acuff

Jason Buyaki

Katrina Callsen

Dean Tistadt

Pam Moran

Group Two

Jay Thomas--Facilitator

Steve Koleszar

Graham Paige

Jonno Alcaro

Dave Oberg

Matt Haas

Debbie Collins

BREAKOUT GROUP PROTOCOL

- Individually brainstorm indicators for each of the three priorities—five minutes
- Share our indicators with the group—three minutes
- Read through *Strategic Priorities in our Schools* and highlight examples of our priorities. Use a different color highlighter for each priority—fifteen minutes
- Debrief with your group—What pleased/surprised/gave you pause you about your findings—ten minutes
- Return to the large group to report out on what you heard

RECAP

- Share two-three highlights of your small group discussion with the full board.

NEXT STEPS

- Submit scores to Jennifer Johnston by June 6
- Complete board self-evaluation by June 6
- Follow-up report on June 14