STRATEGIC PRIORITIES UPDATE

OVERVIEW

Horizon 2020, the Albemarle County Public Schools' Strategic Plan, consists of one, overarching goal for our system:

All students will graduate prepared for citizenship, post-secondary education and workforce entry levels as evidenced by multiple indicators of lifelong learning competencies.

Within the Horizon 2020 plan, the Albemarle County School Board has identified five objectives for the school division:

- **We will engage every student**
- **We will implement balanced assessments**
- **We will improve opportunity and achievement**
- **We will create and expand partnerships**
- **We will optimize resources**

Central staff reports on the division's progress toward meeting these goals and objectives multiple times throughout the year, and each biennium the school board reviews, revises and adopts strategic priorities that will push the division toward achieving success and meeting the challenge outlined by the Horizon 2020 motto: "Unleashing Each Student's Potential." In the fall of 2015, the board adopted the following strategic priorities for the 2015-2107 biennium:

- **All students will graduate prepared for citizenship, post-secondary education, and workforce entry levels as evidenced by multiple indicators of lifelong learning competencies.**
- **Increase the number of students accruing college credits and career pathway credentials prior to graduation.**
- **Increase the efficacy of our instructional staff by developing the pedagogical expertise essential to contemporary learning.**
- **Achieve a fully-funded capital and operational budget that meets the school system's needs for learning space modernization, instructional innovation, digitized learning, and competitive recruitment and retention of personnel. Optimize the use of all allocated fiscal resources to meet the goals of the division.**

The biennium for which these strategic priorities have been adopted will end in June, 2017. In the near future, the board should determine what strategic priorities should be continued, modified or adopted for the 2017-2019 biennium. The following report will serve to update the school board on the work that has been undertaken over the past two years to achieve success on each priority, and will report on several formative and summative indicators of our progress to date.

IMPACT RUBRIC

Each year the board rates the progress we have made toward our strategic priorities using the Impact Rubric. The rubric allows board members to assess the degree to which each of our strategic priorities is having a meaningful impact on the progress the school division is making toward our overarching goal. The rubric ranks our priorities on a scale of one to five using the following descriptors:

- **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.
- **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.
- **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.
- **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.
- **5—Transformation/Innovation—**Strong evidence exists that the division has attained or nearly attained the core of its vision and goal via this priority. Evidence exists to show that the division is experiencing a demonstrable change in paradigm and outcomes as a result of this priority.

At the conclusion of the 2015-2016 school year, the board assigned scores to our current strategic priorities at the end of their first year of implementation. The scores assigned by the board at that time were as follows:

Priority	Impact Rating
All students will graduate prepared for citizenship, post-secondary education, and workforce entry levels as evidenced by multiple indicators of lifelong learning competencies.	3.83
Increase the number of students accruing college credits and career pathway credentials prior to graduation.	3.33
Increase the efficacy of our instructional staff by developing the pedagogical expertise essential to contemporary learning.	3.16
Achieve a fully-funded capital and operational budget that meets the school system's needs for learning space modernization, instructional innovation, digitized learning, and competitive recruitment and retention of personnel. Optimize the use of all allocated fiscal resources to meet the goals of the division.	2.5

Using the information provided in this document, each individual board member should again rate each priority based on where they feel we currently stand in the division. Results of board voting will be tabulated and reported back to the board at a future date.

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PRIORITY ONE-- ALL STUDENTS WILL GRADUATE PREPARED FOR CITIZENSHIP, POST-SECONDARY EDUCATION, AND WORKFORCE ENTRY LEVELS AS EVIDENCED BY MULTIPLE INDICATORS OF LIFELONG LEARNING COMPETENCIES.

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DEPARTMENT STRATEGIES/INITIATIVES AND KEY METRICS

INSTRUCTION

HIGH SCHOOL 2022

The conceptual framework for the High School 2022 program has delineated details of the Profile of an Albemarle Graduate, the key operating principles of the program, the key implementation strategies of the program, sample student pathways and an outline of a **ninth grade experience** that will include the implementation of a **Freshman Seminar course, an interdisciplinary instructional program** that combines the English and social studies experience for all ninth grade students, and an **assessment plan that will facilitate the development of individual student learning portfolios**. Teams are now being created to begin making the theoretical framework of this program a reality beginning in the 2018-2019 school year. This process will continue to develop over the next four years until the redesign of the high school experience has been completed. It is anticipated that all students in the class of 2022 will have **many more options for authentic, flexible learning experiences that will better prepare them for life after high school**.

INTERDISCIPLINARY INSTRUCTION

An interdisciplinary instructional approach is designed to synthesize the work of multiple disciplines into one classroom so that students undertake a **more authentic, less isolated approach to learning**. Incorporating interdisciplinary instruction into instructional programs can foster key elements of deeper learning for students including **advanced critical thinking and creative complex problem solving skills, effective communication, and a more authentic learning experience for students**. Over the past two years, Albemarle County Public Schools has seen an increase in the number of opportunities students have for interdisciplinary instruction. In 2015, Albemarle High School introduced the **TEAM19 program** in which students work with a team of core teachers on a fully integrated core academic curriculum. This program has now **expanded to include an additional cohort at Albemarle and a cohort at Monticello High School**. The **American Fusion program** at AHS began this year and **serves some of the school's neediest students in a combined English 11, US. History class with a blended-learning, project-based approach to learning**. This work can also be seen in our elementary schools with **Agnor-Hurt Elementary and Red Hill Elementary developing an interdisciplinary, multi-age approach to learning**. A focus on interdisciplinary learning experiences has also emerged as a key principle of the High School 2022 redesign program, and it is anticipated that this will produce **many more opportunities for students in the future** both in our high schools and in our K-8 instructional program.

ELEMENTARY WORLD LANGUAGE PROGRAM

The study of a world language does more for a student than simply provide them with another way to communicate. Research has shown a **correlation between language learning and improved cognitive abilities, improved problem solving skills, improved verbal and spatial ability, and an improved ability to hypothesize in science.** The world language programs in Albemarle County elementary schools have continued to expand with some schools focusing on a bilingual, immersion model in which students learn core content in two different languages, and others implementing a language acquisition model known as Foreign Language in the Elementary School (FLES) in which second language acquisition is taught independently of content. Cale Elementary School has **entered its third year of immersion and fifth year of a FLES program**, and this year FLES programs **have expanded to Meriwether Lewis Elementary School (French) and Woodbrook Elementary School (Spanish).** The total number of elementary school students who are enrolled in a world language program has **increased from approximately 100 students in the 2012-2013 school year to just over 800 students in the current school year.** Plans are underway to **develop and implement middle school programs at Walton and Burley Middle Schools** so that elementary school students have a pathway to continue their learning in a second language once they enter middle schools. Professional development funds are currently being used to support teachers at Burley and Walton as they make plans for how to serve the needs of students from this program when they arrive in middle school. A budget initiative is planned for the 2018-2019 budget to support the program's expansion to the middle school level, and a school board work session in the 2017-2018 school year will be dedicated to a broader discussion of the K-12 world language program.

OPERATIONS

DESIGNING FOR LEARNING

Interdisciplinary design teams are being formed for all new modernization projects that are taking place within the division. The teams seek to build on the power of multiple voices and perspectives to redesign our classroom environments and provide schools with the best opportunity for reaching our instructional goals. **The teams consist of lead instructional coaches, a member of the educational technology team, a building level administrator, the assistant director of facilities planning, a project manager from building services and members of the architectural design firms**. Each team is devoted to one specific project, and current teams are in place in **Albemarle High School to develop five classrooms into rooms for their TEAM program, at Western Albemarle High School to develop four classrooms into interdisciplinary instructional spaces, and at Jack Jouett and Walton Middle Schools to develop four and three classrooms respectively into science learning labs**. This methodology, which combines voices from several key division departments, **allows for space design, instructional programing and professional development to be created in conjunction with each other as opposed to coming in reaction to one aspect of the project**. These design teams will continue to be a part of our modernization work as we implement the elements of the bond referendum.

STRATEGIC PLANNING AND COMMUNICATIONS

LEGISLATIVE OUTREACH AND PARTNERSHIPS

The Department of Strategic Communications has continued its work over the past two years to **develop strong relationships with local, state, and federal legislators**. In the past few years a concerted effort has been made to develop a legislative outreach program that builds relationships with our lawmakers year-round, not just when the General Assembly is in session. We have been **more proactive inviting legislators to our schools, and we have been more strategic about the programs we highlight for them.** During a recent visit by Delegate Steve Landes, highlighting our AVID program at Jack Jouett Middle School and our TEAM program at Albemarle High **School allowed us to show our lawmakers that as a public institution we have tremendous opportunities for all students to choose programs that best meet their needs as a learner, and that we can accomplish within our district what many advocates of school choice believe can only take place outside of our public schools.** Our strong advocacy and relationship building saw a state budget amendment submitted (which unfortunately did not make it through the budget process) on our behalf with the hopes of supporting broadband internet expansion. Moreover, we can see the voices and values of Albemarle leaders reflected in such state-level work as the SOL Innovation Committee and the Profile of a Virginia Graduate. This year also saw the division engage with our federal lawmakers as a part of VSBA and VASS trips to Washington D.C.

COMMUNITY ENGAGEMENT

TRANSFORMING SOUTHWOOD

Transforming Southwood aligns with the School Board's strategic vision and single, student centered goal. We assume that student achievement is not solely dependent upon income or social status, but rather upon easily attainable and measureable strategies centered on family and community engagement. Here are a few sustainable outreach initiatives:

- Parent academy/advisory groups foster continuous improvement through their engagement with PTO functions, school cultural events, increased enrollment in GED classes, and college exposure with their children, and supporting their children in extra-curricular activities.
- Maker space summer academies engage K -12 participants through project based learning. Research suggests that students lose one month of learning during each summer vacation...low-income and minority students are especially at risk.
- After School Study Club with University of Virginia student volunteers provides tutoring and mentoring for children. Research suggests that when younger students are able to connect with a positive role model, gains will be significant.
- Academic and social issues that impact student learning are being addressed either proactively and or in collaboration with multiple service agencies.
- Qualitative surveys have shown an increase in parental use of school and community resources to their advantage because of strong advocacy connections.

Other Community Outreach Initiatives:

- Statewide equity and diversity initiatives through leadership in the Governor's Virginia Latino Advisory Board (VLAB). Significant conversations with Superintendent Staples on the *Profile of a Graduate* discussing proposed changes to graduation requirements in Virginia and how to best support our changing state demographic.
- Leadership in conversations about cultural competency training for all VDOE employees.
- Design, Make, Launch summer camp engaging the Scottsville and Esmont student community to support our at risk students. This initiative will provide opportunities for credit recovery for our high school students.

DRIVER EDUCATION

Driver Education is a key component in achieving this priority. Automobile crashes are the leading cause of death for teens. Attaining a driver's license is a milestone in the civic lives of our teens, and is a frequent requirement of many employers. Some of our successes during the 2016-17 school year include:

- Successful implementation of the VDOE's updated SOLS and curriculum for Driver Education in all high schools immediately upon release in August 2016.
- Partnership with State Farm Insurance and Chik-Fil-A on a seatbelt use survey at Monticello and Albemarle High Schools.
- Partnership with the Insurance Institute for Highway Safety on the production of "Choosing the Best Vehicle for Your Teen," an educational video for parents of teen drivers featuring students from Albemarle High School, among others.   The video, which is featured on the IIHS website and YouTube channel, has received over 24,000 views to date, and has been incorporated in our Teen Driver Parent Seminars.   http://www.iihs.org/iihs/ratings/vehicles-for-teens
https://www.youtube.com/watch?v=y9n4qp3ZuYE
- Establishment of Albemarle County Public Schools as a participant in the Remote Testing Program, in partnership with the Virginia Department of Motor Vehicles and Virginia Department of Education, enabling us to offer Driving Permit Testing at each of our high schools. We will conduct a pilot test at AHS prior to the end of the school year, with full implementation district-wide this fall.

DART

EDTECH PLAN IMPLEMENTATION

The Albemarle County Educational Technology Plan is built on the belief that **learning the effective uses of contemporary information and communication technologies cannot be a curricular add-on, but is an essential component of all content and a basic part of our division's Life-Long Learning Competencies.** The plan is focused on how the power of technology can be harnessed and personalized to help every student meet division-wide learning targets, pursue their educational passions, and to engage broadly with the world.

The plan has two major metrics as its focus—**improving teachers' ability to transform the student learning experience through the integration of innovative and effective technology practices**, a plan design which relies on the SAMR(R) model to analyze the impact of technology tools along the continuum of Substitution, Augmentation, Modification, Redefinition, and Reimagination, with the

goal being to move teachers to more impactful levels of technology usage in their classrooms. The second focus is the incorporation **of "Tool Belt Theory" in which students develop a strong knowledge and understanding of which types of technology will be most effective for them to use based on the task they need to accomplish, the environment in which they are working, their understanding of their personal skills and capabilities, and their understanding of the affordances offered by different technology tools**. The tools made available to our students on their computers are driven by these ideals, and for every task a student would like to complete, there are multiple tools available to them on their computer.

The impact of Toolbelt Theory and our belief in Universal Design for Learning **may best be seen in the rapid adoption of the software Snap and Read, introduced in early November 2016 as the third "Text-To-Speech" program available to our students, and in some ways, the most supportive of developing literacy. Since its introduction students have read 20,067,928 words using this tool. They have spent a total of 666 days and 22hrs and 34 min accessing content that otherwise may have been out of reach**.

ONE-TO-ONE EXPANSION

Instructional technology allows us to implement our ***Seven Pathways to Lifelong Learning Competencies*** through the use of technology as an interactive tool for curriculum integration to help develop both collaborative project work and user expertise with technology tools. Albemarle County Schools began a one-to-one technology initiative in 2011 with one grade level of students at Walton Middle School. The program has been expanding and improving ever since, and **reached a milestone in the 2015-2016 school year with every secondary student having access to a personal laptop that could travel to and from home and school with them each day.** This year, we have **expanded our one-to-one computer distribution to include all students in grades 4-5, and 3rd grade students in 13 of 16 elementary schools,** in a program where students have an individual device that they use during the day but is not issued to them to take home.

The power of the One-To-One program can be seen in student usage statistics regarding Google Apps for Education and our Blackboard learning management system. Since November, ACPS students have:

- **Created 3,914 Google drawings since the beginning of November for a total of 9,738 currently in our system.**
- **Built 4,891 Google forms since the beginning of November for a total of 22,115 in our system.**
- **Developed 39,226 Google slides since the beginning of November for a total of 122,892.**
- **Set up 10,594 Google spreadsheets since the beginning of November for a total of 56,527.**
- **Written 321,769 Google docs since the beginning of November for a total of 1,037,270.**
- **Uploaded an additional 980, 904 files uploaded since the beginning of November for a total of 3,961,605.**
- **Have shared 409,821 files shared since the beginning of November for a total of 1,361,380.**

- **In this 2016-2017 academic year, ACPS students have worked in 12,564 Blackboard classes. We have 23,616 users in Blackboard (includes students, staff, and parents), with an average of 43,271 page views per day.**

KEY METRIC
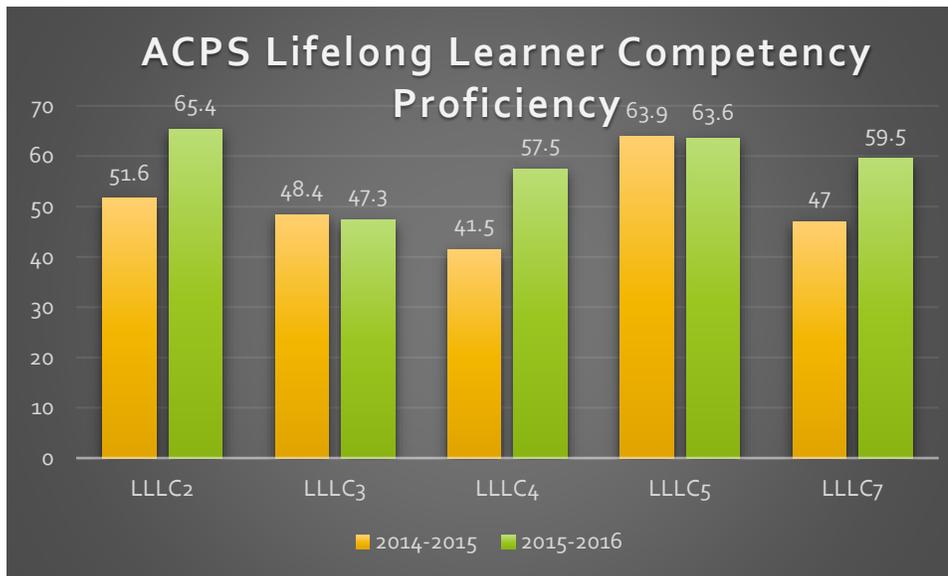
The chart above reflects student results on performance task assignments that have been developed to help to measure our progress toward mastery of the division lifelong learner competencies. Only LLLC's with multiple years of data are shown. Performance tasks are scored using a four point scoring rubric with a score of three or higher considered proficient. The LLLCs for which we have multiple years of division level data are as follows:

LLLC2--Gather, organize and analyze data; evaluate processes and products; and draw conclusions

LLLC3--Think analytically, critically, and creatively to pursue new ideas, acquire new knowledge, and make decisions

LLLC4--Understand and apply principles of logic and reasoning; develop, evaluate, and defend arguments

LLLC5--Seek, recognize, and understand systems, patterns, themes, and interactions

LLLC7--Acquire and use precise language to clearly communicate ideas, knowledge, and processes

PRIORITY TWO-- INCREASE THE NUMBER OF STUDENTS ACCRUING COLLEGE CREDITS AND CAREER PATHWAY CREDENTIALS PRIOR TO GRADUATION.

DEPARTMENT STRATEGIES/INITIATIVES AND KEY METRICS

INSTRUCTION

P-BASED LEARNING

P-based (project, problem, passion) learning opportunities are designed to allow students to **have more relevant, meaningful, student-centered experiences in their classrooms**. P-based learning opportunities seek to develop the skills outlined in the division lifelong learning competencies that are crucial to a student's success once they leave our high schools. At the division's 2016 Curriculum, Assessment and Instruction Institute **approximately 275 county teachers embarked on three days of professional development geared toward the development and implementation of P-based learning** opportunities for our students. In addition to local staff expertise, the work of CAI was supported **by two nationally known experts in the field of P-based learning—High Tech High and the Buck Institute for Education.** Principals have reported on over **eighty newly developed P-based learning experiences** that have been delivered to our students in grades K-12 during the 2016-2017 school year as a direct result of this work. This summer, teachers will return to the CAI institute to share, celebrate, refine and expand their P-based experiences to further enhance our work in this area.

STRATEGIC PLANNING AND COMMUNICATIONS

NAVIANCE

The 2016-2017 school year saw the launch of the Naviance college and career planning tool in Albemarle County Public Schools. Naviance is an online tool that is used with all students beginning in their sixth grade year to assist them with **career exploration and self-discovery, K-12 academic planning, and college and career preparation**. Some long-term benefits that Naviance will provide for the division include a **streamlining of the college application process**, an **interactive tool for academic planning** that could help us determine future needs for work-based learning partners, and the **creation of digital academic plans** for all secondary students. In our first year of implementation, we have **seen 695 students use Naviance to apply to colleges, 1442 students complete the career cluster finder, 791 students complete the career interest profiler, 676 students use the StrenghthsExplorer tool, 399 students complete a SuperMatch college search and 3,173 students create and edit a long-term course plan**. We have recently submitted data that will activate the Naviance alumni tracker tool which will allows us to analyze metrics such as how many of our graduates are completing two- and four-year degree programs.

HOMEWORK POLICY

The 2016-2017 school year saw the implementation of the revised division policy on homework, policy IKB. The goal of the revised policy **included improving the quality of homework assignments as they relate to the levels of creativity, critical thinking, collaboration and communication skills that both teacher and student bring to the learning task; to provide general guidelines for homework**

assignments; and to provide specific time guidelines by grade level and course for the amount of time a student should be spending on their school work outside of the classroom. Through the implementation of this policy **we hope to see students, teachers and parents reporting that assignments completed outside of school are meaningful; that the time spent on homework each night meets the expectations outlined in the policy; and that student stress levels due to their workload are decreasing compared to previous years.** A survey has recently been sent to students, parents and teachers to assess our progress to date toward these goals. Data will be available to the board in the near future to report on our progress.

EQUITY AND ACCESS INITIATIVE

The school board moved forward with supporting our *Equity and Access Initiative*. This was the single budget initiative proposed by division staff this year and is designed to begin to close the opportunity gaps in our county.

The goals of our Equity and Access initiative are three-fold: **to remove the predictability of success or failures that correlate with social or cultural factors; to create inclusive multicultural school environments for adults and children; and to discover and cultivate the unique gifts, talents and interests that every one of us possess.**

Our approach aligns with our core belief that an individualized, student-level focus will yield the most efficient and effective results. The majority of our investment will be devoted to the professional development of our teachers **to increase their skill and impact in reaching at-risk students and to identify and remove the barriers to learning that often result from childhood trauma, family disruption, loss of confidence, and the scarcity of at-home resources.**

To embed and share these best practices across the division, we will **establish a Social-Emotional-Academic Development (SEAD) team for our four urban ring elementary schools**—Agnor-Hurt, Cale, Greer, and Woodbrook. The percentage of economically disadvantaged students at these four schools currently ranges from 44 to 77. The team will be under the direction of our division's senior leadership and will work closely with principals and staff at each school to determine and specifically target needs in such areas as bilingual support, home and school counseling, and assistance with technology learning resources.

This will be a pilot program, providing us with the opportunity to test, evaluate and adjust our approach before expanding SEAD teams to each one of our three feeder patterns. With these approaches to equity and access in place, it is our hope that **we will see higher numbers of underserved students having more opportunities to earn college credit and career credentials prior to graduation.**

DART

TECHNOLOGY TOOLS

To best prepare students for life after high school, we have to ensure as much as possible that the tools they are learning to use are relevant and will be useful after graduation from our schools. To support this mission, **ACPS strives to use industry standard software such as the Adobe Creative Suite and industry standard CAD tools on our computers.** Students who become adept as tools such as these are **preparing themselves to immediately compete for high tech jobs outside of our schools.** The

division engages in continuous strategic analysis of the tools that students are using on their computers to make sure we have developed the most engaging and robust computer image possible. ACPS students work in Computer-Aided Design, in Advanced Manufacturing, in publishing and music production, in coding and application development, in video and Virtual Reality creation, and in health sciences using tools which transfer directly to the world outside our school doors.

In addition to these tools, the division continues to build out our virtual learning opportunities for students. For the first time, nearly all of this summer's summer school offerings will be delivered to students through virtual courses. We currently have 387 virtual enrollments for classes this school year and have 264 signed up as of May 15 for summer courses.

COMMUNITY ENGAGEMENT

M-CUBED AND THE HIGH SCHOOL SCHOLARS PROGRAM

The M-cubed program (Math, Men, Mission) is **designed to improve the academic achievement of African-American male students and encourage them to enroll in higher level math classes**. The program starts with a two-week summer academy for upper elementary and middle school students and extends throughout the year with mentoring and academic support from the 100 Black Men of Central Virginia, a community group. The **program began in 2009 and is currently entering its eighth year of serving students**. To date, approximately **350 students have benefitted from the program** and the majority of students who have taken part in the program have raised their average math grades from a "C" to a "B."

As a continuation of this program at the high school level, the High School Scholars Program is in place at all county high schools as well as several surrounding localities. The program is **designed to ensure that African-American males achieve at high levels in challenging courses and are engaged in meaningful activities that lead them to college acceptance. A goal of the program is to consistently increase the number of African-American males in the program who have a grade-point average of 3.0 or higher.** Students in the program have monthly mentorship meetings with local African-American community and business leaders and this culminates with a yearly recognition breakfast that honors students who have met the 3.0 GPA threshold and also awards scholarships to several students to pursue higher education. **Since the program's inception six years ago, forty seniors have been awarded $43,000 in scholarships.**

HUMAN RESOURCES

DIVERSITY HIRING PRACTICES

A recent article in EdWeek highlighted many reasons having a diverse cadre of teachers is important to our students and to our community. Over the past several years, ACPS has placed a strong emphasis on increasing the diversity seen in our classrooms. The Human Resources department has developed a strong **partnership with the African-American Teaching Fellows and has targeted several recruiting efforts at historically black colleges and universities** including Howard University, Hampton University and Virginia State. During annual staffing meetings with school principals, **HR staff emphasized the importance of diversity in our hiring practices and shared data on hiring trends**

with each individual principal. HR staff has also been **conducting exit interviews with minority teachers** who are leaving the division to determine if there are any areas leading to their departure that we may be able to impact within the division. These efforts have led to positive results in building a more diverse teaching staff with the division moving from a **minority hiring rate of 10.5% in the 2015-2016 school year to a minority hiring rate of 15% in the 2016-2017 school year**.
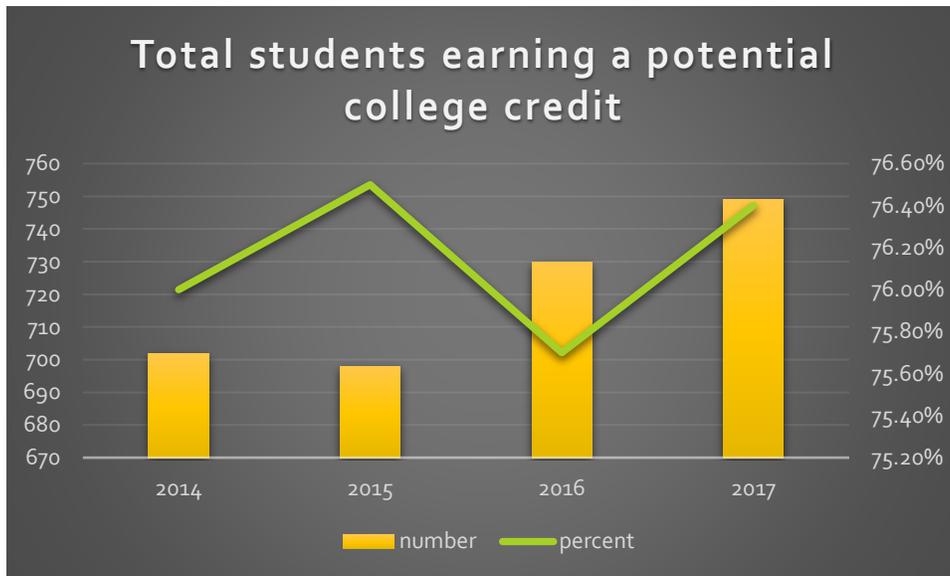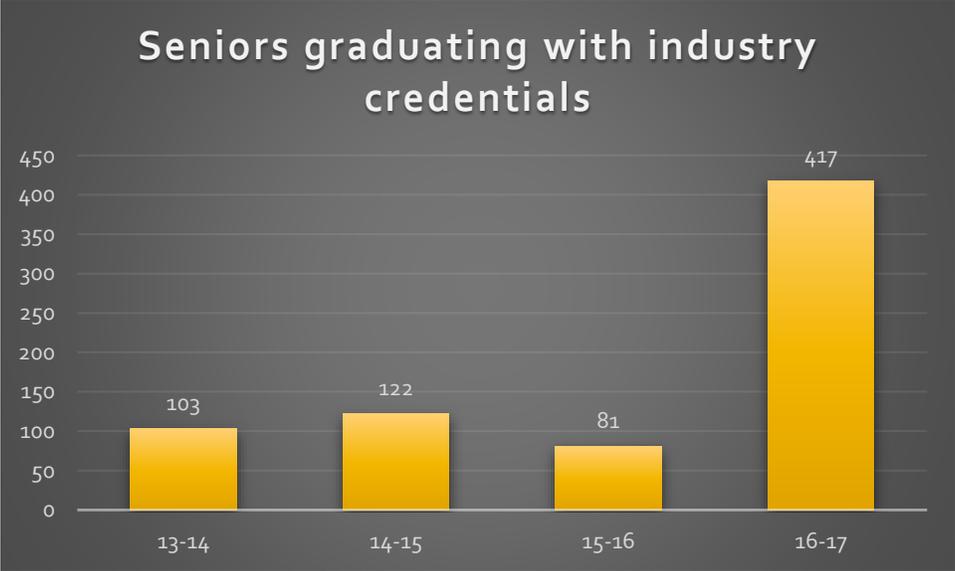
The chart above shows the number of students by year who have earned a potential college credit. This is defined as completing an AP, dual enrollment or dual credit course while in ACPS. The 2017 number includes current enrollments with the assumption that those students will be successful in completing their course work.
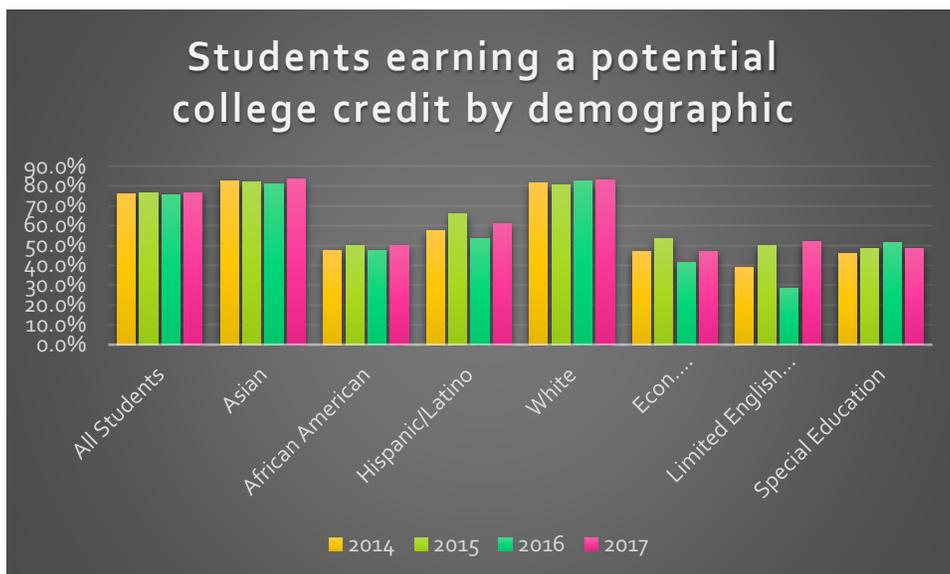
The chart above breaks down the first chart into different demographic categories including race, economic status, English proficiency and special education. This chart is included to show that while we have a high total percentage of students who are graduating with at least one potential college credit, several gaps exist for different student demographic groups.

The above chart shows the number of students who have graduated ACPS with at least one industry credential since 2014. Numbers have spiked with this year's graduating class due to a number of factors. This first is that beginning with this year's graduating class, all students earning a standard diploma are required to have an industry credential to graduate. Also, to improve equity and access to industry credentials, this year all students enrolled in CTE courses as well as all students enrolled in economics and personal finance were given the opportunity to earn a credential. In years past, students would often have to seek these credentials independently.

DEPARTMENT STRATEGIES/INITIATIVES AND KEY METRICS

INSTRUCTION

INSTRUCTIONAL COACHING

Albemarle County Public Schools instructional coaches are teachers working with teachers as collaborative partners to create and deliver high-quality instruction for every student. Instructional coaches **support teachers in designing curricula and assessments, utilizing best practices and classroom management, integrating technology, and finding resources that maximize instruction**. Coaches work with individual teachers, PLCs, grade level teams, and departments as a source of job-embedded professional development to facilitate reflection and action for the continuous improvement of teaching and learning. The model is currently in its seventh year of implementation and there are a total of **23 instructional coaches and nine lead coaches** supporting teachers throughout the school division. So far this school year, a total of **769 teachers have worked with an instructional coach**. Of those teachers, **514 are working with coaches on long-term instructional projects** that will involve at least three meetings with coaches throughout the school year.

PROFESSIONAL DEVELOPMENT

In the 2016-2017 budget, funding for professional development was increased significantly by the board. As a result of this increase in funding, we have been able to enhance our professional development program in numerous ways. We have **increased our ability to send teams of teachers on site visits** to learn and develop best-practices from both national conferences and visits to other school divisions. We have been **able to bring experts** in fields such as visible learning for literacy, responsive classroom, developmental design and project-based learning to the division during our making connections program and during our summer professional development opportunities. We have been able to **boost the reimbursement amounts for teachers** who attend conferences or enroll in college courses through the Professional Development Reimbursement Program (PDRP), and we can support individual school-based teams as they pursue professional development opportunities. Fully funded applications to the PDRP program have **increased from 71% of all applications in the 2014-2015 school year to 100% of applications during the current school year**. We have also seen the total number of PDRP applications **increase from 287 in the 2014-2015 school year to 306 through May 1 of the current school year**.

DART

LEARNING TECHNOLOGY INTEGRATORS

The Learning Technology Integrator program was started in the division during the 2015-2016 school year. There are currently **seven full-time LTIs in the division, five of whom are assigned to support secondary schools and two who support elementary schools**. The primary job of the LTI is to work

with teachers to increase student learning through implementation of the Division's Educational Technology Plan and the expansion of fully engaging and universally accessible instructional practices through the integration of contemporary technology. Since the beginning of the **2015-16 school year the LTIs have facilitated 2,129 educator support meetings**. **Over the past school year, LTIs have worked with more than 500 educators in the school division in more than 1200 different support scenarios with a focus on technology integration and SAMR(R) leve**l. Metrics show that their work is having an impact on the SAMR(R) levels that we are seeing in our classrooms. **Teachers who have collaborated with an LTI are more likely to integrate technology at a higher level on the SAMR(R) scale than those who have not.** We may be looing to expand the LTI program in the future to help us meet the SOQ recommendation of one instructional technology support position for every 1,000 students.

COMMUNITY ENGAGEMENT

CULTURALLY RESPONSIVE TEACHING

In September 2015, the school board amended board policy IGAK—Equity Education—reaffirming the board's commitment to equitable school communities that are inclusive of diversity in race, ethnicity, language, gender, cultural values and family belief systems. An element of this **policy ensures that all staff members receive professional development on equity and diversity to ensure a more culturally relevant experience for all of our students**. One way in which this policy is being implemented is through the division's Culturally Responsive Teaching program. Since the 2015 school year, **over 550 teachers and classified staff have received training in this program**. As an extension of this work, a culturally responsive teaching certification program has been developed by the division. To earn certification, teachers must undertake a rigorous professional development program within the division, implement the practices they have learned about into their classrooms, and submit a portfolio showing not only that they have delivered these practices to their students, but also that there has been a positive impact for students as a result of this work. To date**, twenty-two teachers have begun the process of working toward culturally responsive teaching certification, and four have successfully completed the program**.

EXTENDED DAY ENRICHMENT

As the oversight for the Extended Day Enrichment Programs has transitioned from the Department of Education to the Virginia Department of Social Services (VDSS), the primary focus has been to align Albemarle County Public Schools policy, practice, and procedures with those of VDSS. The sustained and enhanced focus on staff development manifests the intersection of the two and supports the School Board's strategic vision, highlighting the increased efficacy of the EDEP staff. Below are a few staff development opportunities provided in the 2016-2017 school year:

- *EDEP Academy*—one week training for all new staff members [at beginning of school year]
- Responsive Classroom training for all staff members
- Medicine Administration Training MAT)
- *Better Kid Care*
- Equity and Diversity

Additionally, a full program evaluation was conducted which highlighted the quality enrichment provided by and the demand for this service.

HUMAN RESOURCES

SCREENING INTERVIEWS

The Human Resources Department began the practice of **screening interviews for teaching candidates** four years ago when the online tool TalentEd Recruit and Hire was adopted. This tool simplified the process of sharing information on applicants with school administrators, something that was much more cumbersome with our previous system. Screening interviews are not school or position specific, but instead focus on gleaning **information from candidates about their views of our division level values, beliefs and practices**. The entire ACPS leadership team provided feedback as to what specific look-fors we would want to see in strong candidates. The screening process helps us to **gain some insight into what it would be like to be a student in that teacher's classroom, how well they will collaborate with their colleagues and how well they work to embrace families.** In years past we have screened approximately one-third of our candidates. Based on feedback from principals that indicated how highly they valued the screening process as they created their site-based interview pools, we have **made screening a mandatory practice for all applicants**. As of May 19, **we have 714 applicants for screening interviews**. Candidates who are screened are evaluated on a five point scale, and principals are encouraged to interview candidates who have received a screening score of four or five. Plans are currently underway to begin a **process of evaluating whether or not candidates who have scored highly on our screening interviews are having the level of success we would have expected of them in our classrooms.**

SCHOOL ADMINISTRATOR HIRING PRACTICES AND PROFESSIONAL DEVELOPMENT

The Human Resources Department has implemented a **multi-tiered approach to the hiring of school administrators**. We begin advertising for principals and assistant principals in December. To be considered, candidates **must submit a resume, cover letter, leadership philosophy and online administrative portfolio.** All candidates who meet those requirements are then offered a screening interview with HR staff with questions that cover the gamut of school leadership. Candidates are scored on a five point scale and anyone who has received a screening score of four or higher is invited to a central level interview if positions open up for which they have expressed interest. The team of central staff then narrows the pool further to create a set of candidates who are eligible to interview with a school-based team. Finally, the superintendent reviews the feedback from the school-based teams, sets a final interview pool, and makes a hiring decision.

Once hired by the division, new administrators enter into a **comprehensive professional development program**. Each new administrator is assigned a **mentor who has a similar job at a similar level, a central staff liaison and a central staff evaluator,** all of whom provide support throughout the school year. Additional coaching and mentoring is provided through **monthly new administrator meetings** that are tailored to their years of experience and their new position. New principals also participate in a **leadership academy sponsored by the Virginia School University Partnership** and new assistant

principals participate in the **Statewide Communities for Practices of Excellence (SCOPE) program** which brings them together with colleagues and experts across the state to develop leadership skills.
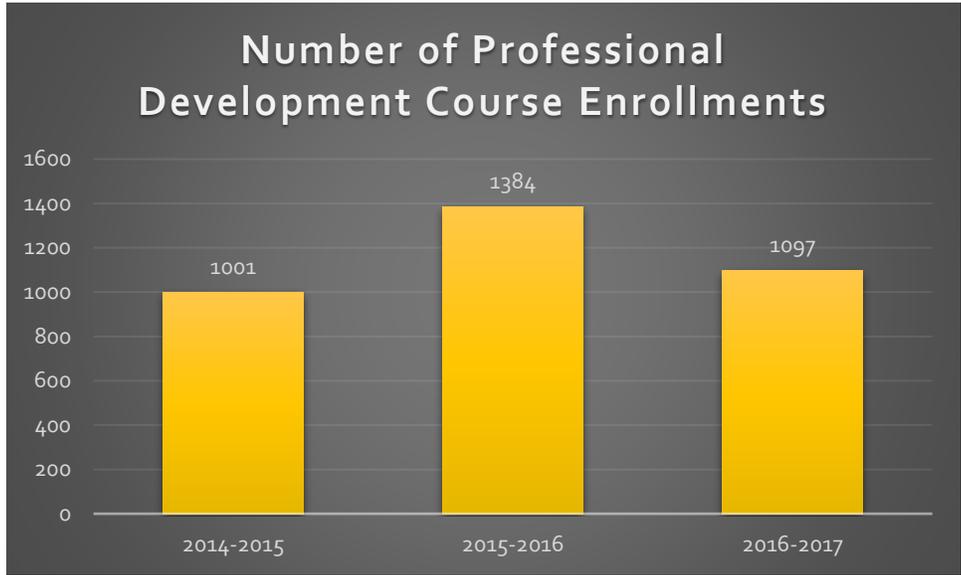
Number of applicants for screening interviews

Year	Applicants
2015	529
2016	627
2017	714
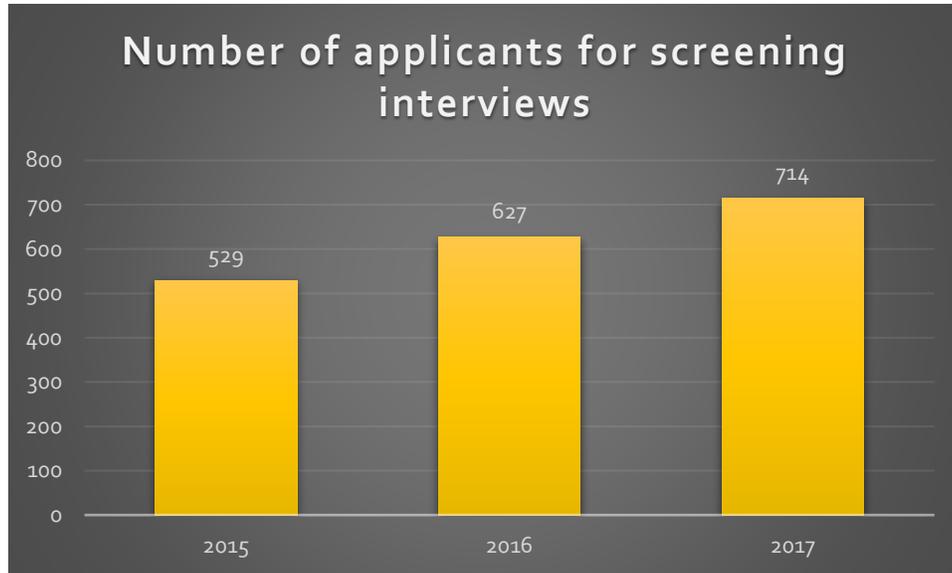
The above chart shows the total number of applicants who applied for a screening interview over the past three years. 2017 marks the first year that 100% of applicants will participate in the screening interview process prior to having school-based interviews.

Fully Funded PDRP Applications

Year	Percentage
2014-2015	71.4%
2015-2016	93.5%
2016-2017	100.0%
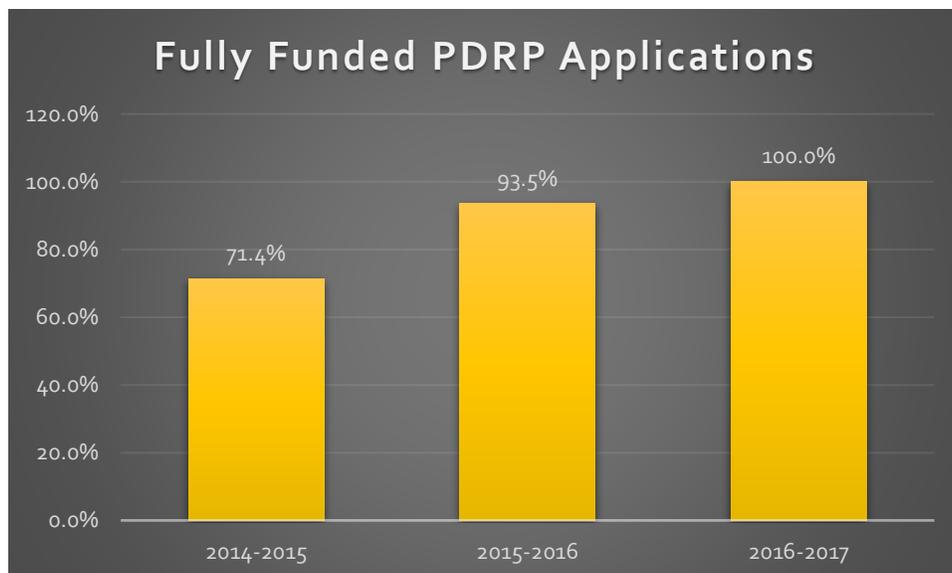
This chart represents percentage of applications to the Professional Development Reimbursement Program that the division was able to fully fund for each of the past three school years.

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Number of Professional Development Course Enrollments

Year	Enrollments
2014-2015	1001
2015-2016	1384
2016-2017	1097

This chart represents the total number of PD course enrollments in the division for the past three years. It is important to note that the current year numbers are through April and will continue to rise between now and June.

DEPARTMENT STRATEGIES/INITIATIVES AND KEY METRICS

OPERATIONS

PROGRAM EVALUATIONS

During this biennium, ACPS has developed practices for more formalized, ongoing program evaluations. **Four evaluations have been completed since January 2016.** The community use of school facilities evaluation analyzed the actual costs and revenues of the program, determined that changes to fees should be considered, and determined that other changes to the program are warranted. Based on the results of that study**, the division altered its fee structure and policy, began charging for the use of turf fields by outside groups, and developed a memorandum of understanding with the Albemarle County Parks and Recreation department to make the most efficient use of our partnership.** A second evaluation focused on our health benefits plan. This evaluation compared our benefits program and cost to similar divisions throughout the state of Virginia and was able to **inform our discussions about changes to be made to employee health benefits.** The third evaluation studied the state of our teacher leave policy and practice. As a result of the findings, a new focus was placed on ensuring fidelity to our personal leave policy. The evaluation also helped with the problem of unfilled teacher absences by **recommending a higher pay rate for substitute teachers and a restructuring of central staff development practices** to avoid pulling teachers from classrooms for PD on days when sub requests were typically high. Finally, a program evaluation was completed on our Extended Day Enrichment Program. It showed that the program was having trouble hiring staff and that the program was not serving the division's neediest students. As a result of the study, **strategies such as a recruitment bonus and shift differential are being piloted for employees next year. In the future, changes may be made to the fee structure so that a higher number of students in need may be served.**

GREEN RIBBON SCHOOLS AWARD
Albemarle County Public Schools has earned the **federal government's premier environmental impact designation in the field of education. Only nine school divisions across the country received the Green Ribbon Schools District Sustainability Award**, conferred by the U.S. Department of Education in May. There are more than 13,000 school divisions in the United States.

ACPS views energy efficiency and conservation as top priorities in reducing the environmental impact of school facilities and programs on the environment. **Twenty-two of the division's 25 school buildings, for example, are ENERGY STAR rated, meaning they are in the top 25 percent of all similar-sized buildings in the country in conserving energy.**

Strategies such as the use of building automation systems to monitor and control building operations around the clock, the use of solar panels and wind turbines, the installation of energy efficient heating and air conditioning equipment, and the increased use of LED lighting all have added to greater energy conservation, with significant cost implications. **The division has estimated that it avoids as much as $230,000 per year in energy costs as the result of these actions**.

Separately, a composting program at 10 school facilities last year **avoided the need to dispose of 30 tons of food items in landfills.** The division-wide recycling program includes plastics, cardboard, aluminum, electronic waste, rechargeable and alkaline batteries, fluorescent bulbs, CDs, diskettes, and cords. Diverting construction and demolition debris **allowed the school division to reduce landfill tipping fees by nearly $15 per ton**.

CONSTRUCTION, MODERNIZATION AND RENOVATION PROJECTS

In the 2015-2017 biennium for which these strategic priorities are in effect, the division has completed several capital projects that include new construction, renovations, security improvements, school modernization, and maintenance. Projects that will be complete by the end of the 2016-2017 school year include:

Major Projects
- Agnor-Hurt Multiage Addition
- Henley Fitness for Life Center
- Red Hill Modernization
- Western Albemarle ESA Center

Security Improvements
- Cale Security Addition
- Jouett Security Addition
- Western Albemarle Interior Renovation

School Modernization
- Albemarle High School Team Spaces
- Monticello High School CTE Room
- Media Center Upgrades at Monticello, Western, Woodbrook, Murray ES, Baker-Butler, Stone Robinson, and Crozet
- Classroom Furniture at Albemarle and Western

Maintenance/Other
- Locker Removal at Albemarle and Western Albemarle
- Yancey Septic System Installation
- HVAC Upgrades at Albemarle, Crozet, Murray ES, Stone Robinson, Western Albemarle, Sutherland, Hollymead, and Broadus Wood
- Roof Replacements at Stony Point, Agnor-Hurt, and Murray ES
- Elementary Gym Floor Replacement at 6 schools
- Western Albemarle High School Kitchen Upgrades
- Greer Renovations
- Ivy Creek Renovations for Center for Learning & Growth

STRATEGIC PLANNING AND COMMUNICATIONS

BOND REFERENDUM COMMUNICATIONS AND PARTNERSHIP WITH LOCAL GOVERNMENT

Albemarle County Public Schools, in partnership with the Albemarle County Board of Supervisors, was **successful in getting a $35 million general obligation bond passed via referendum in November.** The bond referendum—which was **supported by approximately 75 percent of voters**—was the first for the county since a referendum was used to support the construction of Western Albemarle High School in the 1970's. The communication process leading up to the bond referendum is an example of **the strong partnership that exists between the school system and our local government**. Teams from both organizations worked together to determine the key elements of our message, audiences, and who should be delivering the messages. The group tapped into a partnership with a business communications leader from the Darden School to help develop our communication strategy, and local community leaders from groups such as the United Way and the Chamber of Commerce helped to spread our message through television, radio, social media, and print advertisements. A robust community engagement plan was developed to ensure that all stakeholders had the resources to educate themselves about the referendum and how it would impact our schools and our community.

DART

BROADBAND EXPANSION

Beginning in 2015, Albemarle County Public Schools embarked on an ambitious project to **further decrease the digital divide among students in the division by utilizing multiple cell communications towers to allow students to access the ACPS network from their homes**. The first phase of this project was completed in the Southwood community and our statistics show that over the last thirty days for which data was available, **one-hundred and ten unique ACPS devices accessed the network there.** The next phase of this project will involve the **distribution of individual wifi gateways to students to access our network in their individual homes.** ACPS has **one thousand individual gateways on order** and the first shipment of one hundred units has arrived. Plans for how and when to distribute these are in the works. The first phase of the project involved broadcasting our signal from a tower on Carter's Mountain. This project will now expand to several other broadcast sites with installations currently in place on the campuses of Albemarle High School, Agnor-Hurt Elementary School, and Scottsville Elementary School. Additional tower broadcasting locations will be coming to areas including Fan Mountain, Peter's Mountain, Buck's Elbow Mountain, and the new cell tower at AHS. Plans are also underway for additional school based broadcasting stations including sites at Yancey, WAHS, Broadus Wood, Stony Point, and Sutherland. **With the addition of each new location, the digital divide in the county will be further decreased.**

HUMAN RESOURCES

ELECTRONIC RECORDS MANAGEMENT

This year, the Albemarle County Human Resources Department utilized funding from the school board to digitize all current and former employee records. Until April of 2017, our twenty six schools and

Central Office utilized paper to manage most of their recordkeeping in personnel files. Access to official personnel files was not possible without physically visiting the Human Resources office to pull records in a separate room. Additionally, licensure documents, medical records, employee transcripts and references all have previously been tracked on paper.

The Human Resources records management project is the culmination of an intention to build operational capacity and invest in process excellence. **Employee personnel records comprised an estimated 1.4 million sheets of paper for which the schools and county has had to allocate physical storage space. Every piece of information on every sheet paper in an employee file had to be retrieved manually.** That is to say, HR staff had to physically leave their desks, search for files, and retrieve the records as needed. Library of Virginia document retention policy is now managed transparently, without the need for any processing or file destruction time required by HR staff. **Records are now instantly retrieved by HR staff from their computer at their desk**. Electronic records management solved this inefficiency entirely, while also enhancing customer service to all employees. An example of how LaserFische technology has improved school efficiencies is through record retrieval. **A paper record that needed to be physically pulled from a file room and copied could take over 20 minutes to process and return to the file room. This process now takes a couple of minutes by comparison.**

The following improvements have been realized since this project was undertaken:

- **All active records have been scanned into electronic format and are currently available for use by the Human Resources department.**
- **The file room is being reconfigured to provide needed office space.**
- **Staff have been trained to scan and retrieve documents**
- **Our forms are being converted to a digital format for direct electronic entry into files**

A return on investment based on industry standards is 16.9 months. This compares favorably with the standard return on investment of between 12 to 19 months for this type of conversion.

Reductions to balance operational budget
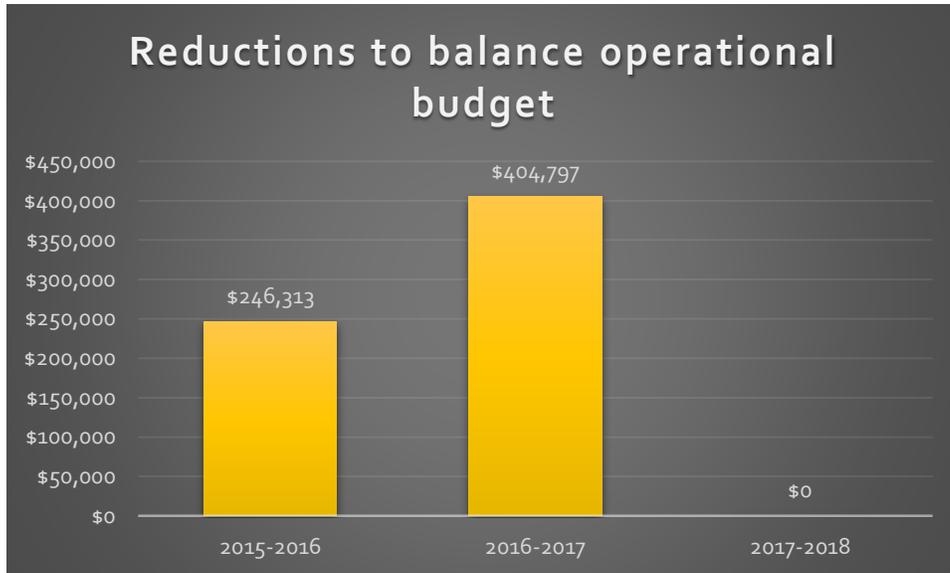
Achieving a fully funded operational budget was a top priority of the school board this biennium. The chart above shows the actual dollars that needed to be reduced for each of the past three fiscal years to achieve a balanced budget. The budget reductions in 2015-2016 came via increasing class sizes; the 2016-2017 reductions came from a combination of a postponement of salary compression relief, reduced alternative education contract services, and PD reductions; and in the 2017-2018 budget, it is anticipated that no reductions will be needed to achieve a balanced operational budget.

Percentage of CIP budget spent on non-maintenance items
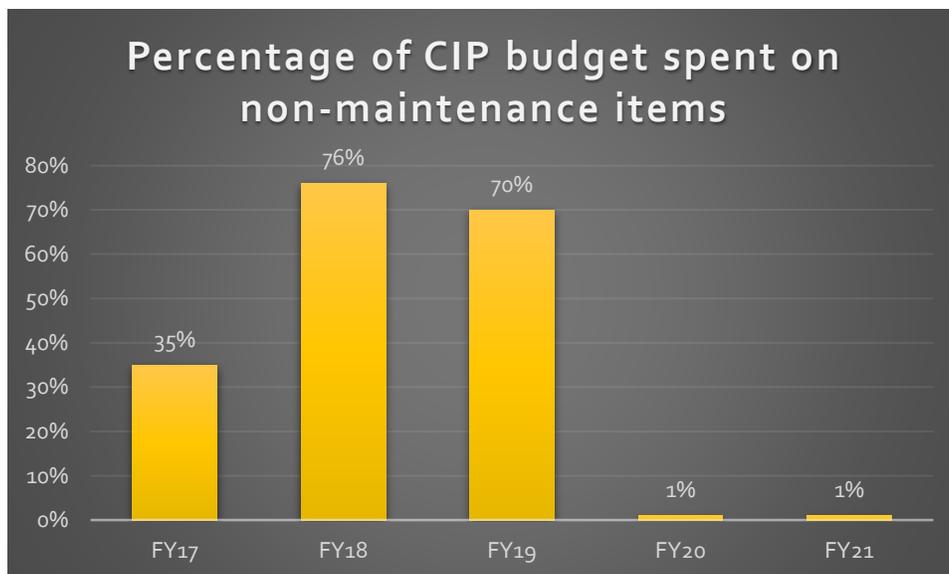
In recent years, a large percentage of our adopted CIP budget was used for maintenance items, with a significantly smaller portion of the budget being spent on new construction, modernization and renovation projects. With the inclusion of the bond referendum in 2016 the percentage of the CIP dedicated to non-maintenance items has increased significantly. As adopted, the current CIP will revert to a budget that is 99% maintenance projects in fiscal year 2020.

SUGGESTIONS FOR FUTURE PRIORITIES

As the 2015-2017 biennium approaches its close, the time has come for the board to develop a new set of strategic priorities. Our division strategic plan, Horizon 2020, has three years remaining before a new plan will be developed and enacted. Because of this, it is suggested that the board consider that the next set of strategic priorities span the three years we have left in the life of the current strategic plan.

A possible suggestion for future priorities could include using the equity and access initiative as an all-encompassing priority that will serve as a lens through which we view all of our work. Within the equity and access initiative there could be multiple areas of division-level focus.

- **Equity and Access Initiative**
  - **Implementation of High School 2022**
  - **Assessment Literacy**
  - **Focus on World Languages**

DIVISION METRICS

This year the ACPS State of the Division report has been moved to an online format. Metrics contained within the report are updated on a regular basis and serve as the most current reflection of the work we are doing in our schools.

ENGAGE EVERY STUDENT

Student engagement data as measured through learning walks

Fine Arts Enrollment Data

Career and Technical Education Enrollment Data

English as a Second or Other Language Data

Special Education Data

IMPLEMENT BALANCED ASSESSMENTS

Elementary Literacy and Numeracy Screening

Growth-Based Assessment

Performance Tasks

Standards of Learning

IMPROVE OPPORTUNITY AND ACHIEVEMENT

AVID

ACPS Academies

Maker Spaces

On-Time Graduation

Virtual Learning

World Languages

CREATE AND EXPAND PARTNERSHIPS

Work-Based Learning and Internships

Grant-Related Learning

OPTIMIZE RESOURCES

Division Optimize Resources Page

OTHER SUPPORTING DATA

SAT Scores

AP Score Frequencies, by Subject & by Demographics

Dual Enrollment, by School

Summer School Participation Trends

Elementary Climate Survey, 2015-16

Secondary Climate Summary, 2015-16

CTE Course Enrollment by Program Area

MAP Reading & Math Mastery

Performance Tasks - Lifelong Learning Competencies Mastery

SOL Scores 2013 - 2016

SOL Pass Rate Trends

On-Time Graduation Rates