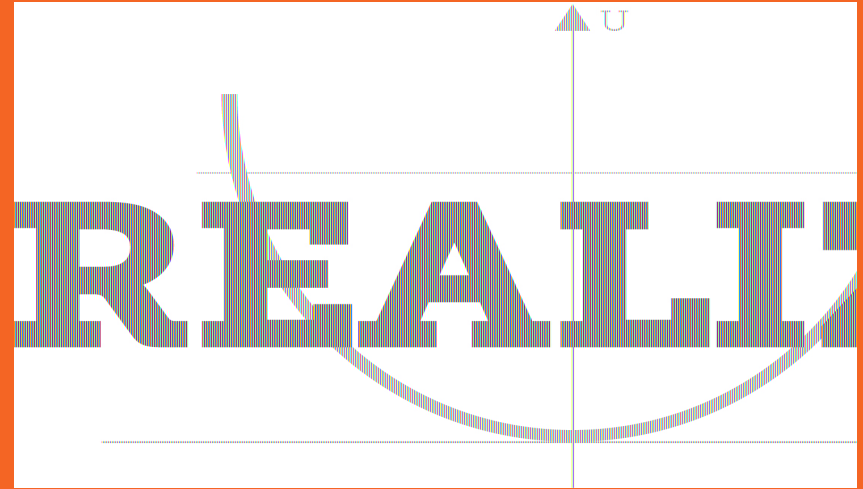

Strategic Plan Overview



Strategic Plan Revision Process

- **March 2017**
 - A growing need to refocus our plan
- **April 2017**
 - Met with DLT two day complete strategic plan review
- **May 2017**
 - Plan revision sent to each school BLT for feedback and input
- **June 2017**
 - Resequenced plan is reviewed by cabinet and DLT
- **July / August 2017**
 - Plan provided to principals then all staff



Maximizing potential through personalized learning

- Finalized comprehensive frameworks communicating the ways in which learning is personalized for students currently, as well as what is on the horizon for each grade span. Frameworks are scheduled for review by the Strategic Planning Committee before release on the district's webpage.
- Researched, evaluated, and identified a Personalized Learning Plan system for implementation at a later date. The Personalized Learning Plan captures and maintains information unique to each learner and allows each student to establish personal goals and pathways for achieving milestones of academic and personal interest.

- Reviewed and identified a tiered approach to research and created Capstone Project experiences to be implemented within each school in 2017-18 to showcase research in a personalized way.
- Reviewed and refined existing programming and resources, identified new resources for AP (Advanced Placement) and HS Science elective courses and identified programs to pilot in grades 3-8 and HS Physical Science.
- Identified new programming for 2017-18, to include: enhanced enrichment period offerings in grades 4-12, Gifted Programming in Math and ELA (English Language Arts) in Grades 2-3, double-period Math and ELA for eligible CFMS students, Algebra II Principles, AP Computer Science Principles, AP Spanish Literature, College Credit Plus English Composition I & II, (Advanced) Physical Science in 8th grade.
- Implemented Project Lead the Way (PLTW) STEM Programming in grades K-8 with all students; High School PLTW pathways formalized via AP coursework.
- Acquired Gifted Endorsement eligibility for 23 new district staff members via completion of graduate coursework through Ashland University.

86%
COMPLETED
Based on 5 year plan



75%
COMPLETED
Based on 5 year plan

83%
COMPLETED
Based on 5 year plan

64%
COMPLETED
Based on 5 year plan

- Implemented use of Selection Criteria to inform student readiness for advanced courses and grew additional pathways to access advanced courses in grades 7-12.
- Identified additional course offerings to meet the varying needs of all students through additional instructional time, expanded coursework, and increased access to college coursework within CFHS.

- Invited outside professionals, parents, and businesses to each school building to discuss significant career-related learning programs.
- Invited parents to participate in the CFMS Utopian Society end-of-the-year project to build 3D representations using math, help with writing and public speaking skills, and create websites and promotional videos.
- Invited 25 parents/community members to participate in the CFIS First Annual Career Day, to share career and education experiences with students in a variety of fields including science, business, health, sports, law, education/therapy, and art.
- Expanded inclusion at CFMS through Science and Tech Career Day and International Global Citizenship Day.
- Invited 20 parents/community members to the CFIS Third Annual Writers' Forum to promote writing and career opportunities.
- Participated in the Parker Hannifin "National Fluid Power Challenge."
- Partnered with Chagrin Falls Police Department to host a Child Safety Parent Night.
- Added a "Partnering with the Community" section to the Gurney Elementary newsletters, highlighting community and business partners.

- Completed final phase of training to increase student achievement. Building Leadership and District Leadership Teams solidified its fluid system of communicating and providing feedback associated with step five of five of the Ohio Improvement Process (collect, chart, and analyze post assessment data.) With the assistance of a trained consultant from the Educational Service Center of Cuyahoga County, the District Leadership Team revised resources and practiced the process two times last year. The goal is to increase the frequency of this step from two to four times per year.
- Utilized the Ohio Improvement Process by all Teacher Based Teams to analyze student data and increase academic achievement. Teams self-reported improvement in all aspects of the process: organization, planning, collecting and charting assessment data aligned to Ohio's learning standards, analyzing data, establishing shared expectations, implementing analysis with fidelity, and collecting and analyzing post-assessment data. The district will continue using this system into the 2017-18 school year.
- Achieved 100% of the district's teaching and administrative staff becoming Google Certified, increasing instruction integrated with technology. First district in the country to accomplish this.
- Achieved 100% Google Classroom adoption, increasing efficiency for both teachers and students.

CHAGRIN FALLS STRATEGIC PLAN

JULY 2017

MISSION: Provide an educational experience empowering students to maximize their potential.

VISION: Within five years, we will provide a personalized education for all students.

Maximizing potential through personalized learning

Flexible Learning Experiences



As of July 2017 ...

of the 71 original action steps:

23 completed/ongoing

21 removed

27 partially completed

Flexible Learning Experiences now blends into all three pillars of our strategic plan:

- Curriculum and Instruction
- Shared Leadership
- Parent and Community Engagement

Samples of Action Steps in Each Focus Area

Curriculum & Instruction

- Completion of gap analyses ...review / refinement of K-12 curriculum (Math, Science in 2017-18) (ongoing)
- K-12 articulation of consistent summative, formative, benchmark, and progress-monitoring assessments....use in Data-Driven Decisions (ongoing)
- Increase research/ career-related opportunities... refine enrichment (ongoing)
- Establish systematic philosophy and procedures relative to grading... (complete 18-19 SY)

Shared Leadership

- Ensure that school calendar includes ongoing opportunities for vertical (and horizontal) TBT meetings (complete 18-19 SY)
- Each BLT will review CFEVS defined “personalized learning” to incorporate philosophy into everyday practice. (complete 19-20 SY)
- BLTs or TBTs will work individually and together as a larger district team to identify methods for integrating technology for personalized learning opportunities. (complete 19-20 SY)

Parent & Community

- Development of a process for collecting alumni and community members by field of expertise for mentoring, internships, speakers, etc. (complete 18-19 SY)
- Encourage families to access all online resources. (complete 18-19 SY)
- The 4-12 counselors and administrators will use assessment data and selection criteria to assist in student scheduling to insure students are enrolled in most rigorous coursework available/correlates with their strengths and interests. (complete 19-20 SY)