

Chagrin Falls Exempted Village School District Strategic Plan Update Report

June 2016

1 INTRODUCTION

The Chagrin Falls Exempted Village School District committed to a comprehensive strategic planning process in the spring of 2013. The process was developed to engage staff, parents, students, community members, business owners and governmental leaders to establish a direction of growth for our school district. The collaborative process outlined in the timeline below, resulted in a five year plan that focuses the district's resources, both personnel and financial, on four key strategies designed to make progress towards the district mission and vision of personalized education. The four strategy areas include: curriculum and instruction, flexible learning, shared leadership, and engaged parents and community. The substance of these strategies are articulated and brought to life in action steps. The purpose of this report is to provide the Chagrin Falls Board of Education, District Strategic Planning Advisory Team and community with a general update on progress.

General Timeline:

Spring 2013: Chagrin Falls administration developed a core management team to establish process, determine parameters and develop a survey to solicit feedback from key stakeholders

June 2013: The Chagrin Falls Board of Education formally approved the strategic planning process

August 2013: The district conducted a comprehensive survey of all district stakeholders

September 2013: The district conducted focus groups soliciting feedback on strengths and weaknesses of school district with students, staff, parents and community leaders.

October 2013: 50 key stakeholders including staff, administration, parents, students and community leaders conducted a two day retreat creating belief statements, district mission, and vision and core strategies

November 2013 – March 2014: Action teams in the area of curriculum and instruction, parent and community engagement, flexible learning and shared leadership completed gap analysis and created action plans making progress towards the district mission and vision.

April – May 2014: District administrative team and management team evaluated implementation timeline and resource allocation.

June 2014: The Chagrin Falls Board of Education approved a comprehensive five year plan.

August 2014 – June 2015: Implementation of year #1

September 2014: Selection of a product management software (5 PM) to monitor progress was adopted and the district formed the Strategic Plan Advisory Team to monitor progress and evaluate potential changes.

August 2015 - 2016: Implementation of year #2

2. Strategic Plan Framework

This framework was developed to articulate the basic concepts of the Chagrin Falls Exempted Village School District's Strategic Plan. This framework can be found in each building and classrooms and drives district continuous improvement efforts.

The graphic features a central circular image of a student walking on a path, surrounded by four orange segments: 'Flexible Learning Experiences' (top), 'Shared Leadership' (right), 'Parent and Community Engagement' (bottom), and 'Curriculum and Instruction' (left). A green box on the left says 'Maximizing potential' and a green box on the right says 'through personalized learning'. Below the circle, a list of beliefs is provided, and a tiger logo is in the bottom left corner.

Chagrin Falls Framework
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

We believe in:

- Maintaining high expectations
- Motivating for lifelong learning
- Providing a holistic education
- Sharing responsibility for student success
- Providing a safe environment
- Making purposeful change
- Embracing diversity
- Communicating in open and honest ways
- Promoting stewardship of human, fiscal, and material resources
- Persevering through challenges

Chagrin Falls Exempted Village Schools

2015 - 2016 Theme:



As the district entered the 2015-16 school year, the administrative team identified action steps within each strategic plan to complete throughout the course of the year. The idea was generated to brainstorm a theme for the year that consistently reinforced the mission and vision of the district. The Realize U campaign was launched on opening day. Beginning in sixth grade Science, students learn about Potential Energy, or stored energy, and what it takes for it to become Kinetic Energy (or to gain motion). As students progress through high school Physics, they learn about the formula used to calculate Potential Energy. AP Physics students use the symbol “U” to represent Potential Energy. “U” is calculated by multiplying mass x gravitational pull x height. ($U = mgh$). We have loosely applied this formula to our students, as each student is reflected as mass, has ongoing challenges/conflicts/and pulls on him or her, and has coursework, goals, hopes, interests that cause him or her to reach new heights. “U” also emphasizes the value of our district Vision, “To provide a personalized education for all students. Thus, REALIZE U prioritizes our work toward personalizing learning and supporting each student to not only recognize his or her potential, but also to put it into motion, or maximizing potential. REALIZE U reflects our K-12 commitment to each student...in an impactful, memorable, and inspirational way.

3. PROGRESS UPDATE January 2016 - June 2016

Each strategy includes a variety of action steps that will be accomplished over the course of the next five years. Each section includes a general overview of the strategy and priority highlights which includes concrete tasks that have been accomplished during the reporting periods, and a graph indicating overall progress within the strategy. The percentage of work completion is in

comparison to progress over the five year plan. The initiatives are intertwined and support one another; therefore, progress on specific action steps can support work in multiple strategies.

The graphs below demonstrate work from June 2014 - June 2016. These graphs show the percentage of completion for each of the 19 strategies across all four focus areas. The data is drawn from the evidence held on file in the district strategic plan database and submitted at the action step level. Progress is noted as an average percentage of the total completion work at the strategy level and the completion date is listed to the left of the graph for each strategy.

Curriculum and Instruction:

The action steps in this strategy put in place the necessary foundational work to be able to provide a flexible learning environment based on student mastery. The work will ensure appropriate alignment and pacing of standards, consistent assessments, and common pedagogical strategies being incorporated throughout the district.

Strategy Highlights (work completed this reporting period):

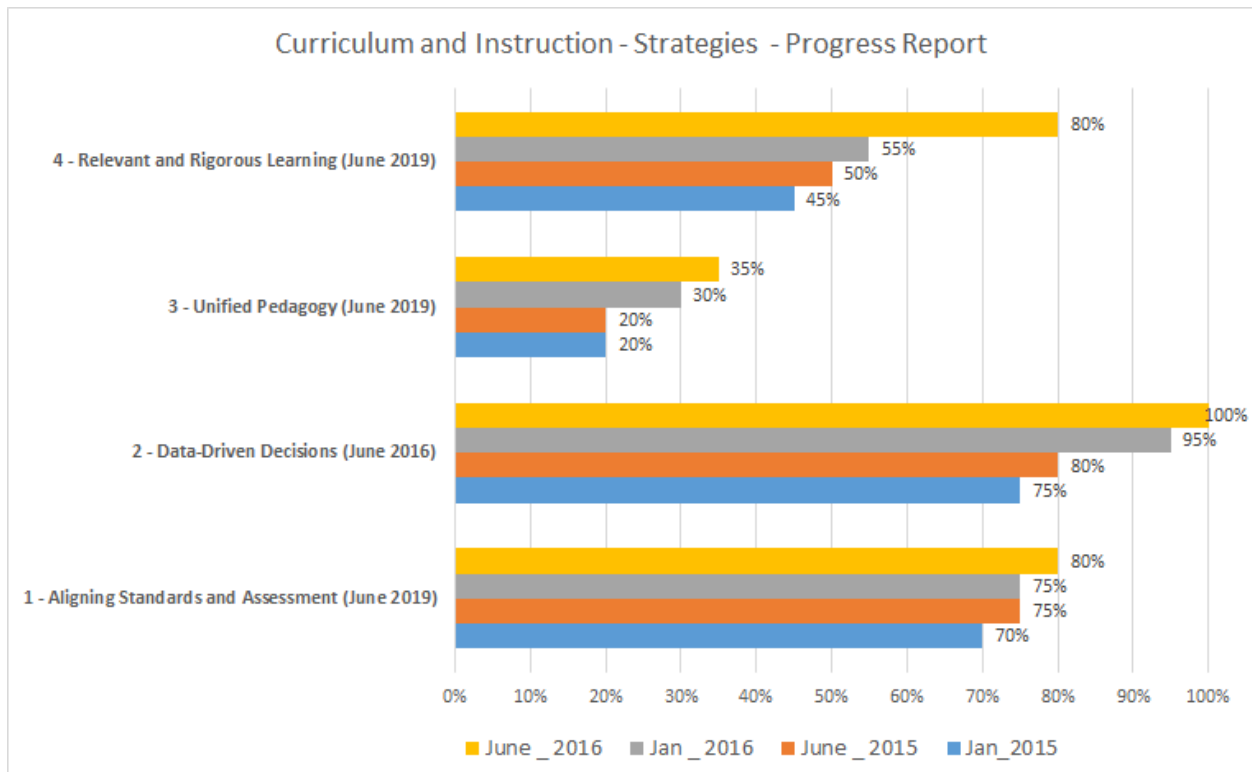
- In fall 2015, we identified a district K-12 Writing Committee and a K-12 Health Committee. Both of these vertical groups have articulated learning to occur within each grade level / course across K-12. The Writing Committee has identified common writing prompts relative to different genres of writing within each mode of writing. They have also created common writing rubrics to evaluate student writing and common instructional materials, including use of text exemplars, to promote a consistent and aligned approach to writing. Similarly, the Health Committee has worked to align our K-12 course of study to the National Health Standards and to embed new state requirements. K-6 teachers and counselors have met to review the grade level standards, clearly identify content area connections, and articulate the teacher(s) responsible for instruction related to each standard, as the Health curriculum in these grade levels is embedded across Science, Social Studies, Physical Education, and Guidance content. The K-12 Health Committee has thoughtfully identified instructional resources to support each standard. Board of Education meetings this spring provided additional information relative to our work in both Writing and Health. A focus upon the area of K-12 Research, during the 2016-17 school year, will further complement the work completed in Writing this year (and Reading in 2014-15).
- By way of a generous grant funding from both the Chagrin Falls PTO and the Education Foundation, 11 Chagrin Falls staff members received partial scholarships to participate in a local Gifted Endorsement Cohort, which began in summer 2015. These teachers are currently enrolled in the fourth graduate course of this program, offered via collaboration with Ashland University. Three CFIS teachers and the CFIS Principal are enrolled in this cohort. They have collaborated with the District's Director of Curriculum / Gifted Coordinator and the existing Gifted Intervention Specialist at CFIS to expand gifted programming to include the provision of STRETCH enrichment services for

cognitively gifted students in grades 4-6, which will begin in the 2016-17 school year. This work will grow an additional tier of service for our gifted students to access, in addition to the Accelerated Math and ELA programming, which is currently available beginning in grade 4. Additionally, we have included 14 additional K-12 teachers in a 2nd Gifted Endorsement Cohort via our Competency-Based Education grant project. These teachers will have completed their first two courses by the start of the 2016-17 school year.

- Work with teachers and Principals at CFIS, CFMS, and CFHS to identify new courses, additional pathways to access coursework, and identification of student selection criteria for varied courses, (including the widespread use of AP Potential data at CFHS) has continued into this school year. The district administered the PSAT 8, PSAT 9, and PSAT/NMSQT to all 8th-10th grade students. These assessments provide individualized information for each student, indicating progress relative to national benchmarks approaching college readiness and potential for success in varied AP courses (via AP Potential data). The PSAT has also provided each student with access to a personalized learning pathway, through Khan Academy, to further develop skills identified via PSAT performance. Departments have worked to use PSAT data and to locally create Readiness Assessments, Work Ethic Rubrics, and other methods to objectively and consistently determine student readiness for more rigorous coursework over time. Ongoing communication with families and students via letters, score reports, brochures (electronic and print copy), presentations, parent meetings, narrated tutorials posted to the district website, etc., has been a priority to create transparency of data and decision-making.
- In December 2015, the district received \$400,000 total funding (over 2 years) for a submitted Ohio Department of Education (ODE) Competency-Based Education grant proposal. The submitted "REALIZE U" project will be implemented in 2016-2019 and directly aligns with the district's mission, vision, and identified upcoming actions steps articulated within the Strategic Plan. This project includes funds to support K-12 development and/or refinement of assessments which will help to reflect student mastery relative to each level, content area, and course. It also provides funds to grow the capacity of our staff by enhancing their ability to measure and support student mastery. This will be accomplished via the grant-funded provision of graduate coursework and training for our staff. This includes, but is not limited to AP Course training, College Credit Plus Credentialing, content area coursework for special education teachers, special education coursework for classroom teachers, and coursework leading to the attainment of Gifted Endorsement for additional staff. The project also includes funding to support the purchase of instructional resources to grow Project Lead the Way STEM programming across grades K-8 and to support the continued growth of enrichment programming across the district. Summer Enrichment programming will begin to be offered as a part of this work, beginning in July 2016, via the REALIZE U Program offered via Community Ed .

- In early May 2016, the district submitted a Straight A Fund grant proposal to the ODE for “Project Nucleus.” This project would develop a shared interactive science/research space called “The Nucleus” on the 7-12 Campus. The requested funds would support and grow work planned in both K-12 Research and Science in the 2016-17 school year and partner with NASA and The Cleveland Clinic in development of a STEM Mentorship Program and STEM Capstone Research Project program.
- New courses for 2016-17 include: STRETCH Enrichment programming for cognitively gifted students at CFIS, Choir in 5th and 6th grades, Project Lead the Way programming for all K-8 students through the Encore rotation, Art Survey for identified students with special needs on the 7-12 campus, AP Research, AP World History, and new and refined enrichment offerings to be available during school-based Intervention/Enrichment periods.

Completion Graph:



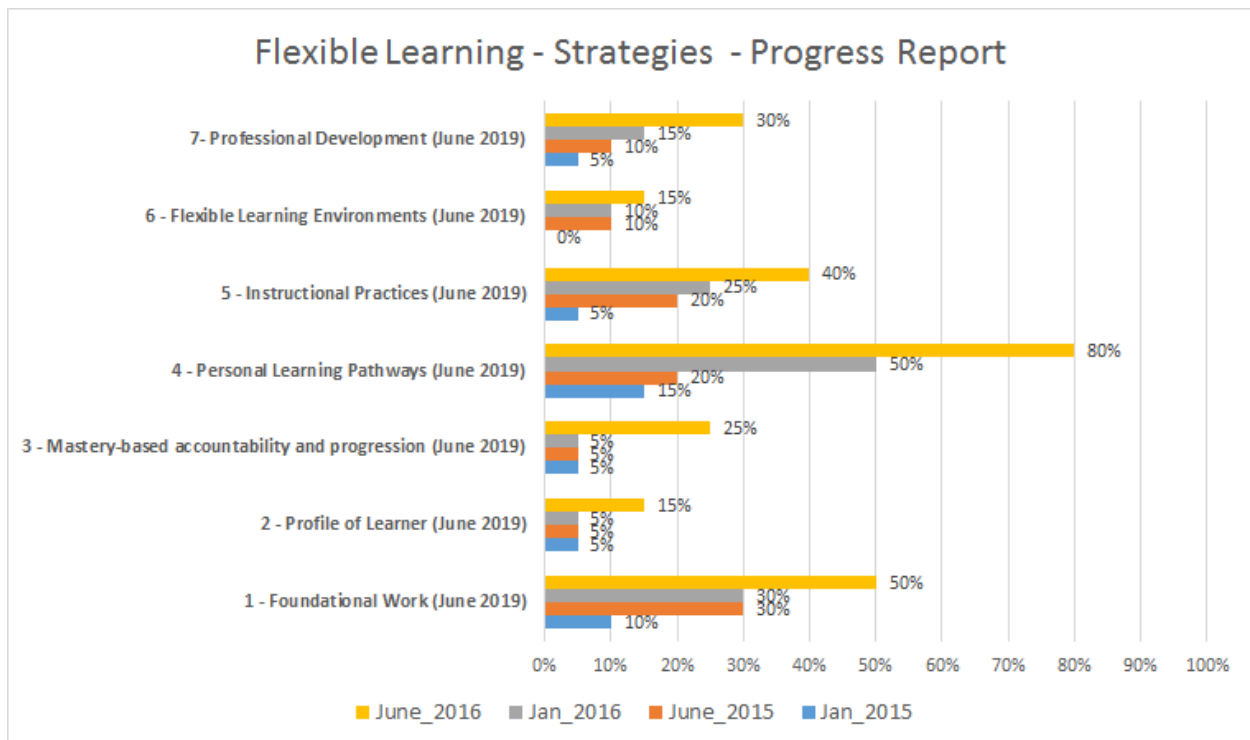
Flexible Learning:

Much of this work builds on action steps that are completed in the curriculum and instruction strategy. The work in the flexible learning strategy will clearly define personalized learning for the Chagrin Falls Exempted Village School District and provide pathways for students to access curriculum based on mastery and readiness, compared to a traditional model of education. This work will result in student personalized learning plans throughout the district.

Strategy Highlights (work completed this reporting period):

- To provide context for the work of the Flexible Learning Experiences pillar of the Strategic Plan, a clickable framework was developed to use internally by each building's staff. The "Irish Knot" symbolizes the interwoven nature of the components within the Strategic Plan and denotes the work that has been accomplished in each pillar, thus far, that personalizes learning for all students. Staff can reference the framework to know the district's and building's current focus of work, as well as what is to come. Additionally, the framework showcases the district's definition of both Personalized Education and Flexible Learning Experiences, abstract terms the district worked to define locally to unify stakeholder understanding.
- District administrators, along with teachers and counselors, identified, implemented, and communicated student access to rigorous coursework across content areas. It is the district's mission to maximize each student's potential, thus criteria was selected to inform placement decisions for students to access advanced levels of coursework when students show readiness. Varied pathways are offered throughout a student's school career, which supports the idea that all students develop uniquely.
- The success of pilot programs in grades K - 1 during the 2015-16 school year confirmed that students at those grade levels would benefit from having access to Chromebooks in their classroom. The district will outfit all of the K - 1 classrooms with Chromebooks in the 2016-17 school year. This expansion will make Chagrin Falls Exempted Village Schools a full 1:1 district. The expansion into K-1 will come through the purchase of new devices and reallocation of existing machines.
- The district's flexible learning committee reviewed product demonstrations of various online systems that document the district's components of personalized learning. While each observed system touched on a number of aspects of personalized learning, none of them truly captured all criteria. One system, Illuminate, provided the most of what is needed in Chagrin Falls. The product allows for storage of various qualitative and quantitative data we collect and use to help personalize learning for students. The Illuminate system will be installed during the summer of 2016 and training of administrators and teachers will occur in the fall.

Completion Graph:



Shared Leadership:

This strategy implements a framework of communication and decision making involving all stakeholders within the district. The strategy forms building and district level leadership teams to manage student data, evaluate progress and provide input into district long-term planning.

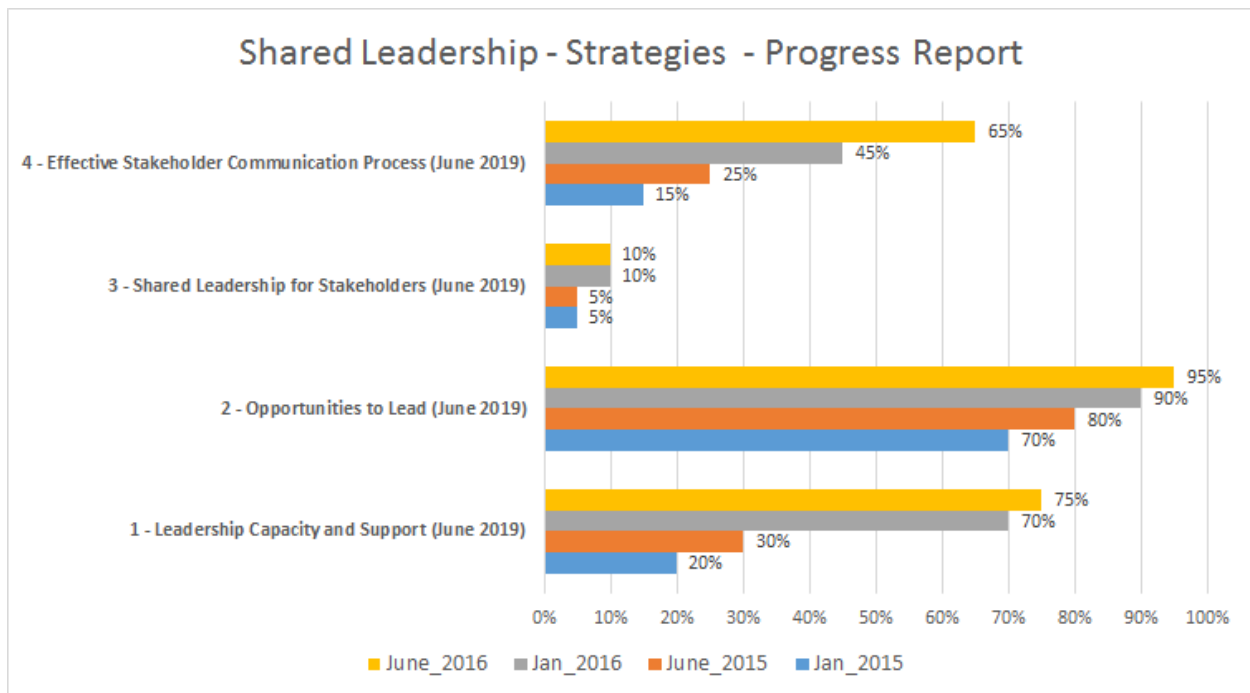
Strategy Highlights (work completed this reporting period):

- Prescribed training for Teacher-Based-Teams (TBTs) helped to unify the district's approach to data analysis and data-driven decision making as it relates to instruction. Teacher leaders from all buildings were introduced to the five-step Ohio Improvement Process in October and have implemented the practice since that time. Trainers were on-hand during the course of second semester to provide job-embedded support through observation and feedback. Administrators have devised building schedules that support this model at no loss of instruction to students.
- As a continuation of the work to develop shared leadership among stakeholders, each District Leadership Team (DLT) member reviewed systems for providing support and feedback to Building Leadership Teams (BLTs) and TBTs. The most vital purpose for the existence of the DLT and BLTs is to provide support to teachers, thus impacting the

education for all students. One system that will serve as a catalyst for feedback was identified for implementation at the start of school year 2016 - 2017.

- Strategy number two under the Shared Leadership pillar is nearly complete with much of this year’s work focused on firmly establishing opportunities for leadership within the district. We have concretely devised a process for forming each leadership entity (DLT, BLTs, and TBTs), as well as created common protocols, rotating roles, opportunities for vertical teaming, and a schedule structure that supports our model. Moving into the 2016 - 2017 school year, we will continue integrating these aspects as a matter of culture.
- An ongoing process for reviewing and refining the Quality Profile has been established and involves several school staff members, as well as community and parent participants. Two times per year in December and May, the Strategic Planning Committee will meet with the Assistant Superintendent to provide feedback on the current presentation of the Quality Profile. Feedback will be incorporated into the next Quality Profile with the intent to create a document that showcases the district’s commitment to improvement for all students. Expected changes for the August 2016 Quality Profile include the addition of student perspective, illustrating historical data in key areas, and providing data related to all student groups.

Completion Graph:



Parent and Community Engagement:

This strategy is intended to develop systems to monitor the level of parent and community engagement. Action plans will also provide better communication on volunteer offerings as well as more meaningful opportunities for volunteers. A great deal of this strategy is completed in years 3 – 5 of the strategic plan.

Strategy Highlights (work completed this reporting period):

- The schools have planned and coordinated high quality parent / community involvement programs new for this year:
 - At Gurney there were two school-wide STEM design challenges and One School One Book at Gurney during the 2015-16 school year involved community members from local business and government offices.
 - CFMS Career Speaker Series where parents/community members present to students during recess twice a month; focused on our Alumni when scheduling speakers for our career speaker program.
 - Writers' Forum at CFIS (13 parent/community members and CF Write Place interns to present on writing to all students). CFIS planned a spring arts day, working collaboratively to coordinate volunteers to lead sessions. The event included programming from the Valley Arts Center.
- The Superintendent Business Advisory Council continues this year with strong support and increased attendance. The three meetings this year focused on current community/business involvement and potential development of additional business partnerships. One teacher volunteer survey was completed by staff to determine areas of potential involvement. Businesses were provided those specific opportunities with contacts to staff. Rachel Jones and Sarah Read presented to the Business Advisory Council on K-6 programming that focuses on rigor and problem solving and discussed possible partnerships. Actual business partnerships have grown. In 2013 there were 16 business partnership contacts and unique attenders. Currently we ended the year with 48 business partnership (our database represents all of our current connections and partnerships.)
- To collect volunteer information the district will implement a visitor management software to capture volunteer data at the point of entry. A software tool and visitor kiosk was purchased for piloting the process in 2016 at 7-12 campus.
- Gurney hosted an Encore Curriculum Night at which parents were engaged with their children in the activities they've been working all year.
- The High School Business Department through the Entrepreneurial Learning Initiative has grown strong involvement from 19 business leaders from organizations including: Hiram College, Geauga Growth Partnership Inc., Community Volunteer For Junior

Achievement, Burton D Morgan Foundation, Inventor Cloud, Believe in Ohio Wells Fargo Advisors, The Gertsburg Law Firm)

- A few administrators participated in the Chagrin Valley Chamber of Commerce Business Expo to promote current mission / vision and seek education / business partnerships.

Completion Graph:

