

**Focus Area: Curriculum and Instruction**

**Goal: By June 2019, the CFEVS will provide clearly aligned, rigorous curriculum and consistent instructional best practices to every student.**

**Strategy 1: Aligning Standards and Assessment**

	<b>Action Step</b>	<b>Implement</b>	<b>Complete</b>	<b>Leader / Reporter</b>	<b>Appox. Cost</b>	<b>Monitoring Evidence</b>
1	Completion of gap analysis documents to compare resources to expectations of new standards - <b>DONE AND ONGOING</b>	14-15 SY	18-19 SY	Director of Curriculum	\$0	All completed gap analysis documents from each school year are on file with the curriculum director. Gap analysis and/or Needs Assessments begin each yearly Curriculum Review cycle.
2	Development of consistent Curriculum Night offerings; possibly in place of Open House; possibly addition of webinars or interactive electronic meeting opportunities in addition to face-to-face <b>DONE AND ONGOING</b>	15-16 SY	16-17 SY	All Principals / Assistant Superintendent	\$0	Curriculum Nights will occur no later than fall 2016. Posting Powerpoints, videos or other information on school website to provide parents overview of school/classroom expectations/orientation information. Post on website for encore programs to provide parents overview of school/classroom expectations/orientation.
3	Create and maintain a K-12 articulation of consistent summative, formative, benchmark, and progress-monitoring assessments and their purpose. Process for evaluating assessments annually developed. Process for continued development and refinement of assessments created.	14-15 SY	18-19 SY	Director of Curriculum	\$0	Assessments will be identified and used with students, evidenced in OTES. Also, a systemic tool; instructional data warehouse (Such as Illuminate.) Ongoing check that curriculum maps are being used in teacher planning. Active development, collection, and use of common assessments.
4	Utilize and establish shared leadership structure to analyze assessment data for informing revision of assessments, instructional needs, and/or needed resources and/or PD - <b>DONE AND ONGOING</b>	14-15 SY	16-17 SY	Assistant Superintendent	\$0	TBT and BLT protocols will evidence ongoing use of assessment data; needs will be brought to the DLT which reflect work done via BLT's and TBT's

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**Strategy 2: Data-Driven Decisions**

	<b>Action Step</b>	<b>Implement</b>	<b>Complete</b>	<b>Leader</b>	<b>Approx. Cost</b>	<b>Monitoring Evidence</b>
1	Establishment of shared leadership structure and K-12 protocols that require ongoing collection and use of data - <b>DONE AND ONGOING</b>	14-15 SY	14-15 SY	Director of Curriculum	\$1,000	Protocols were created and accessible via a secure cloud based solution determined by Technology Department
2	Increase transparency to families and students as to the assessments given purpose, and how this information is used via multiple vehicles (i.e. website, mailings, meetings, teacher communication, etc.) Action steps include: district published assessment webpage/calendar for families and STAR reports sent to families. - <b>DONE AND ONGOING</b>	14-15 SY	14-15 SY	Director of Curriculum	\$1,200	An Assessment Link will be created on our district webpage which will house parent information regarding varied assessments used across the district by June 2015. This guidance document will be updated yearly.
3	Continue to develop the RtI (Response to Intervention) program and process across the district. Continue RtI Center at the 7-12 Campus and continue development of RtI process at K-6 with current support structures (E/I periods, reading specialists/tutors, benchmarking, etc.)	14-15 SY	18-19 SY	All Principals / Assistant Superintendent	\$0	A concrete plan will be created by and in conjunction with each BLT identifying the ways in which the district definition can be applied. Ongoing...

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**Strategy 3: Unified Pedagogy**

	<b>Action Step</b>	<b>Implement</b>	<b>Complete</b>	<b>Leader</b>	<b>Approx. Cost</b>	<b>Monitoring Evidence</b>
1	Professional development will be provided to BLT's via the 2013-14 DLT members, PD will be provided to identified BLT members (PLC training) to thoughtfully lead TBT's. Training and consistent development of TBT's (Teacher-Based Teams) functioning as Professional Learning Communities using systemic protocols. - <b>DONE AND ONGOING</b>	14-15 SY	16-17 SY	All Principals / Assistant Superintendent	\$45,000	Ongoing training session agendas will be available
2	Establish a systemic philosophy and procedures relative to grading and common definition of success	17-18 SY	18-19 SY	Director of Curriculum	\$0	Systemic grading policy will be available on district webpage by summer 2018; updates will be shared via a Board of Education presentation by June 2018
3	Begin an elective program for teacher to have informal peer classroom observation visitations. These would be non-evaluative with the goal of developing a reflective peer observation program for teaching staff.	18-19 SY	19-20 SY	Director of Curriculum	\$10,000	Reflective feedback forms for both observed teacher and teacher conducting the observation with a focus on growth mind-set for professional learning.
4	Establishment of minimum proficiency of K-12 teachers in technological proficiency; establishment of minimum expectations regarding availability of technology within all classrooms	16-17 SY	17-18 SY	Director of Technology	\$40,000	Common integration of technology use in learning cycle; reflected in OTES

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**Strategy 4: Relevant and Rigorous Learning**

	<b>Action Step</b>	<b>Implement</b>	<b>Complete</b>	<b>Leader</b>	<b>Approx. Cost</b>	<b>Monitoring Evidence</b>
1	Identification of Selection Criteria to access more rigorous learning opportunities (i.e. cluster-grouping, differentiation, advanced level coursework, etc.) - <b>DONE AND ONGOING</b>	14-15 SY	15-16 SY	Director of Curriculum	\$3,000	Selection criteria will be available on the district webpage, via brochures, and via Course Selection Guides for students in grades 4-12. Reviewed annually. Becomes part of our ongoing process.
2	Researching additional coursework/programs including entrepreneurship, STEM, growing our AP offerings, and Blended Learning (Innovation Lab, Project Lead the Way.) - <b>DONE AND ONGOING</b>	16-17 SY	18-19 SY	Director of Curriculum	\$1,200	Research will be shared on the district webpage and via a presentation to the Board of Education
3	Increase research/career-related opportunities available to students at CFHS; refined overview of enrichment opportunities available for students - <b>DONE AND ONGOING</b>	16-17 SY	17-18 SY	Director of Curriculum	\$18,000	Research opportunities will be clearly posted to the district webpage and will be embedded in the HS Course Selection Guide and/or other brochures/guidance documents

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**Strategy 5: Personalized Learning**

	<b>Action Step</b>	<b>Implement</b>	<b>Complete</b>	<b>Leader</b>	<b>Approx. Cost</b>	<b>Monitoring Evidence</b>
1	Evaluate student information system as learning and communication platform that supports personalized learning. Provide guidance to families and student for implementing a system throughout the district that creates a consistent experience for parents. Include students in the identification of important components of an online student information system.	15-16 SY	19-20 SY	Director of Technology	\$0	Every student will have a personalized learning plan used to house historical and current information about the learner (strengths, scores, preferences, specific plans, etc.) There will be a system to access, monitor, and warehouse these plans through the academic career of a student (digital portfolio). Parent, staff, and student training sessions will be offered in an ongoing way. Illuminate.
2	The DLT will develop a framework for a personalized learning plan that can be implemented throughout the district. The plan will be populated with student information regarding learning styles and student learning data. The DLT sub-committee will work with IC expert to categorize the components of a personalized learning plan added to the student IC account. A student's K-12 plan / portfolio would compare to a patient's medical chart.	16-17 SY	18-19 SY	All Principals / Assistant Superintendent	\$0	A Personalized Learning Plan template will be developed highlighting important student information along developmental milestones in a student's educational career. The plan will not be developed in isolation, but rather with the inclusion of input from each BLT. It will be available to staff and parents in a secure, electronic format.
3	A sub-committee of the DLT will detail standards for routinely evaluating and populating a student's electronic portfolio identifying how and who will complete the work. Training on how to maintain this record will be offered to those responsible.	17-18 SY	19-20 SY	Assistant Superintendent	\$0	A well-defined framework detailing the logistical decisions of maintaining an electronic student record/portfolio will be created and communicated to each BLT. Each BLT will provide input and feedback before the framework is finalized.
4	School psychologists, special education teachers, general education teachers, GIS, Gifted Coordinator, and administrators will develop a K-12 assessment schedule that evaluates each student's ability, achievement, interests, learning styles and preferences, to inform a personalized learning plan for each student.	16-17 SY	19-20 SY	Assistant Superintendent	\$665	A concrete K-12 assessment plan will be developed to incorporate a wide-variety of assessments evaluating all aspects of a child, including but not limited to academic achievement, cognitive ability, learning styles/preferences, student interests, and social/emotional.
5	Explore key aspects of mastery based pedagogy for students at grades K-6 to better personalize the learning experience. Aspects may include; blended learning approach, flexible mastery content days, project based learning, multiple instructional methods based on learner profile groups, and assessment choice for students to demonstrate learning.	19-20 SY	TBD	Director of Curriculum	\$0	By June 2018 the district will have complete a process that defines mastery protocol for students.
6	Explore a more personalized approach to learning and programming as well as key aspects of mastery based pedagogy at the 7-12 campus. Aspects would include; allow student progress within a course independent from pacing of other students, blended learning, one to one computing, internships, and promote credit flexibility options.	19-20 SY	TBD	Director of Curriculum	\$0	By June 2018 the district will have complete a process that defines mastery protocol for students.
7	The district will increase the number of pathways available at the secondary level by providing greater access to advanced placement and/or establishing dual enrollment opportunities outside of the A.P. program.	16-17 SY	19-20 SY	Director of Curriculum	\$0	Dept. Chairs and the Director of Curriculum will identify and post selection criteria in course selection guides and make it available on the district's website. (ongoing)

**Focus Area: Parents and Community**

**Goal: By June 2019, the CFEVS will increase the level of community engagement.**

**Strategy 1: Volunteers**

	<b>Action Step</b>	<b>Implement</b>	<b>Complete</b>	<b>Leader</b>	<b>Appox. Cost</b>	<b>Monitoring Evidence</b>
1	Develop a baseline and system to collect of the number of volunteers per year at each building.	16-17 SY	18-19 SY	All Principals / Assistant Superintendent	\$0	Sign up evidence High School will pilot system for Visitor Management that will gather visitors and volunteers. System set up will track volunteers.
2	Develop a plan to promote parental/community involvement at each building. - <b>DONE AND ONGOING</b>	14-15 SY	16-17 SY	All Principals / Assistant Superintendent	\$0	Agendas/committee meeting notes, completed plan, increase in the number of volunteers
3	Development of a process for collecting and holding a directory of information for alumni and community members organized by field of expertise who may be willing to mentor, provide internships, be speakers, assist with related enrichment opportunities, be a panelist to use as a resource for our students. Keep database using these human resources.	17-18 SY	18-19 SY	Director of Technology	\$0	Web-based sign up service, number of volunteers
4	Develop a process to capture data related to business involvement for the goal of baseline data, growth measurement, and recognizing participation.	15-16 SY	18-19 SY	Director of Operations & Strategic Initiatives	\$0	List of partnership ideas

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**Strategy 2: Engaging Parents and Families**

	<b>Action Step</b>	<b>Implement</b>	<b>Complete</b>	<b>Leader</b>	<b>Appox. Cost</b>	<b>Monitoring Evidence</b>
1	Increase family involvement in student activities (i.e. math night, literacy night, internet safety night). Possible addition of webinars and interactive electronic meeting opportunities in addition to face-to-face.	14-15 SY	18-19 SY	All Principals / Assistant Superintendent	\$0	Completion of event, feedback from parents
2	Encourage families to access all online resources.	14-15 SY	18-19 SY	All Principals / Assistant Superintendent	\$0	Number of parents who log onto Infinite Campus to view child's report card

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**Strategy 3: Mission Awareness**

	<b>Action Step</b>	<b>Implement</b>	<b>Complete</b>	<b>Leader</b>	<b>Appox. Cost</b>	<b>Monitoring Evidence</b>
1	Post district's mission, vision, goals on district's website, in each Super News publication, in gathering/comon areas of each school, and in each classroom - <b>DONE AND ONGOING</b>	14-15 SY	19-20 SY	Communications Director	\$0	Posting on the webpage
2	The intermediate, middle, and high school counselors and administrators will use assessment data and selection criteria to assist in student scheduling to insure students are enrolled in the most rigorous coursework available that correlates with their strengths and interests. All student populations should be considered.	14-15 SY	19-20 SY	Guidance Counselors / Director of Curriculum	\$0	The electronic portfolio described in strategy 2 will house interest survey information and assessment results, which will be accessed by staff, parents, and students for scheduling purposes. Students' schedules will reflect the use of data and interest survey results to ensure students enroll in the most rigorous coursework. (ongoing)

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**Strategy 4: Business Community Involvement**

	<b>Action Step</b>	<b>Implement</b>	<b>Complete</b>	<b>Leader</b>	<b>Appox. Cost</b>	<b>Monitoring Evidence</b>
1	Utilize the Chagrin Falls Business Advisory Committee to help establish new business/organization relationships for CFEVS each year. - <b>DONE AND ONGOING</b>	14-15 SY	18-19 SY	Director of Operations & Strategic Initiatives	\$0	Number of business relationships.
2	Actively promote successful business/school partnerships to stimulate interest and expand involvement from others in the community - <b>DONE AND ONGOING</b>	14-15 SY	18-19 SY	Director of Operations & Strategic Initiatives	\$0	Community Relation Liaison
3	Create programming to celebrate parent, community, and business volunteers. - <b>DONE AND ONGOING</b>	14-15 SY	18-19 SY	All Principals	\$0	Celebration programs

**Focus Area: Shared Leadership**

*Goal: By June 2019, the CFEVS will implemented framework for shared leadership at the district, building and teacher level, to innovate and monitor continuous improvement.*

**Strategy 1: Leadership Capacity and Support**

	<b>Action Step</b>	<b>Implement</b>	<b>Complete</b>	<b>Leader</b>	<b>Appox. Cost</b>	<b>Monitoring Evidence</b>
1	Teacher leadership opportunities will be developed both formally and informally. - <b>DONE AND ONGOING</b>	16-17 SY	19-20 SY	HS Asst. Principal, GS Principal	\$0	Exploring leadership capacity through gathering of formal and informal teacher leadership development.
2	Professional development will be provided to BLT via DLT members, PD will be provided to identified BLT members (PLC training) to lead TBT's. Training and consistent development of TBT's (Teacher-Based Teams) functioning as Professional Learning Communities using systemic protocols. - <b>DONE AND ONGOING</b>	14-15 SY	16-17 SY	DLT	\$45,000	Training sessions identified, meeting agendas collected, PD feedback surveys
3	Investigate and implement ways that technology can leverage collaboration time (i.e. through use of GoogleDocs, etc.) - <b>DONE AND ONGOING</b>	14-15 SY	18-19 SY	Director of Technology	\$50,000	Increasing percentages of use over 5 years of GoogleDocs, with a baseline established of June 2014

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**Strategy 2: Opportunities to Lead**

	<b>Action Step</b>	<b>Implement</b>	<b>Complete</b>	<b>Leader</b>	<b>Appox. Cost</b>	<b>Monitoring Evidence</b>
1	Establish DLT, BLT, and TBT teams as well as a concrete process for forming each team, for identifying the purpose of each group, and for establishing common protocols/forms which will evidence progress via each meeting - <b>DONE AND ONGOING</b>	14-15 SY	16-17 SY	Assistant Superintendent	\$2,400	Examine summary of protocols and forms collected. Summary information at each level will detail the data summary from each group.
2	Clearly defined and rotating roles within each tier of DLT, BLT, and/or TBT leadership are identified - <b>DONE AND ONGOING</b>	14-15 SY	15-16 SY	Assistant Superintendent	\$2,400	Documentation of roles/expectations and how they will be assigned for each team
3	Ensure that that school calendar includes ongoing opportunities for vertical (and horizontal) TBT meetings	14-15 SY	18-19 SY	Assistant Superintendent	\$0	Established PD opportunities for vertical TBT meetings on district calendar
4	Ensure 7-12 campus identifies schedule which supports TBT structure and ongoing meeting times.	14-15 SY	18-19 SY	Middle School and High School Principals	\$0	Established schedule which embeds regular TBT meeting time

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**Strategy 3: Shared Leadership for Stakeholders**

	<b>Action Step</b>	<b>Implement</b>	<b>Complete</b>	<b>Leader</b>	<b>Appox. Cost</b>	<b>Monitoring Evidence</b>
1 *	A comprehensive and ongoing list of prioritized professional development needs and opportunities will be developed to prepare staff for implementing personalized learning. This list will be reviewed and updated annually as part of the district's process for scheduling professional development. Teacher input will be sought annually giving the staff a voice to express their professional needs. The schedule should consider a tiered approach to training providing instruction in a generalized way and becoming more specific over the years. Instructional and non-instructional topics related to personalized learning should be considered.	15-16 SY	18-19 SY	Director of Curriculum	\$0	The district's professional development schedule will serve as evidence for this action step. It is anticipated that the PD schedule will be drafted by Spring of each year.
2	The district will seek out model schools, or school foundations, implementing a personalized learning model and develop relationships with these schools/foundations to grow our capacity to provide this type of educational opportunity. Site visits are mentioned throughout much of the Strategic Plan and could (if appropriate) serve multiple purposes.	15-16 SY	18-19 SY	Assistant Superintendent	\$2,565	Recommendations on various topics reflecting the scope of Flexible Learning will be made to the Superintendent and will reflect research conducted.

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**Strategy 4: Effective Stakeholder Communication Process**

	<b>Action Step</b>	<b>Implement</b>	<b>Complete</b>	<b>Leader</b>	<b>Appox. Cost</b>	<b>Monitoring Evidence</b>
1	Develop a concrete plan which will showcase multiple and varied ways information is shared from DLT, BLT's, and TBT's. - <b>DONE AND ONGOING</b>	14-15 SY	18-19 SY	Assistant Superintendent	\$0	By June 2016, a plan for communication of meeting work/minutes will be shared and available to all district staff
2	Conduct survey of teachers and parents to determine commucation relating to perception of progress on strategic plan. Survey should focus on progress on strategies and belief statements as it relates to the perception of stakeholders. - <b>DONE AND ONGOING</b>	15-16 SY	18-19 SY	Director of Operations & Strategic Initiatives	\$0	Survey will be created with input from DLT and will be administered annually to parents and teachers. An outside team of part volunteers will help alayze and synthesize the survey results.
3	Research the Quality Profile process developed by the Alliance. Create a process for content and benchmarks to report based on simliar districts. Create an annual publication process and cycle to communicate outcomes of our district through the Quality Profile. - <b>DONE AND ONGOING</b>	14-15 SY	16-17 SY	Communications Director / Assistant Superintendent	\$0	Annual report posted on website.



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**Strategy 5: Personalized Learning**

	<b>Action Step</b>	<b>Implement</b>	<b>Complete</b>	<b>Leader</b>	<b>Appox. Cost</b>	<b>Monitoring Evidence</b>
1	Development of consistent BLT (Building Level Teams) - <b>DONE AND ONGOING</b>	14-15 SY	15-16 SY	Director of Curriculum / Principals	\$16,100	Meeting agendas
2	Representatives from the DLT will form a subcommittee. DLT subcommittee will research personalized learning and develop a framework for applying the concepts. Process will include engagement of all stakeholders, including student representatives. Site visits to school districts that implement personalized learning models, attendance at state and national conferences highlighting personalized learning topics, and professional articles/books on the topic will inform a shared definition. Personalized learning should incorporate students' learning styles, interests, and strengths	14-15 SY	19-20 SY	Assistant Superintendent, Gurney Principal	\$2,565	Clear definition and framework for personalized learning. Framework will serve as lens for curriculum, instruction and program decisions. Communicated to all stakeholders and championed by the DLT. Consideration for students' learning styles, interests, strengths, and preferences when developing personalized learning plans. Framework for communicating personalized learning model to stakeholders.
3	Each BLT will review the developed definition of personalized learning shared definition to incorporate philosophy into everyday practice. Sub-committees will meet individually, as well as join together, to align their ideas with the district definition.	16-17 SY	19-20 SY	All Principals	\$0	A concrete plan will be created by and in conjunction with each BLT identifying the ways in which the district definition can be applied.
4	Building Leadership Teams (BLTs) or TBTs will work individually and together as a larger district team to identify methods for integrating technology for personalized learning opportunities. Blended and online opportunities will be explored for their potential use. Methods for utilizing technology to access the curriculum in every class setting will aid in students' meeting their personalized learning goals.	15-16 SY	19-20SY	Director of Curriculum / Director of Technology	\$10,000	BLTs will identify all technology options that can be used to support personalized learning. Technology Integration Speciiist will communicate strategies and progress in these instructional areas.
5	Teacher-Based Teams (TBTs) will work in partnership to identify, plan, and share personalized learning instructional approaches. Principals will ensure that each TBT is working towards these practices.	15-16 SY	19-20 SY	All Principals / Assistant Superintendent	\$0	Instructional practices will be shared via Google Doc or shared drive in order for staff to access ideas for implementation in their own class. TBTs will share the instructional ideas with the BLTs three times per year. Technology department will create form digitally and flow process for sharing information.