

Chagrin Falls Exempted Village School District Strategic Plan Update Report

January 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.

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

Curriculum and Instruction

Flexible Learning Experiences

Shared Leadership

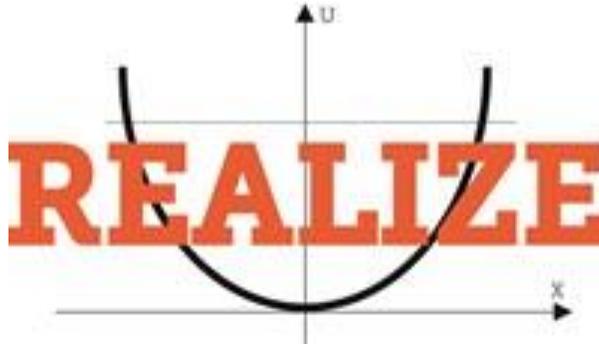
Parent and Community Engagement

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 August 2015 - January 2016

Each strategy includes a variety of action plans that will be accomplished over the course of the next five years. Each section includes a general overview of the strategy, 3-5 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 2015-January 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 a percentage of the total completion work and the strategy level completion date is listed to the left of the graph for each strategy.

Curriculum and Instruction:

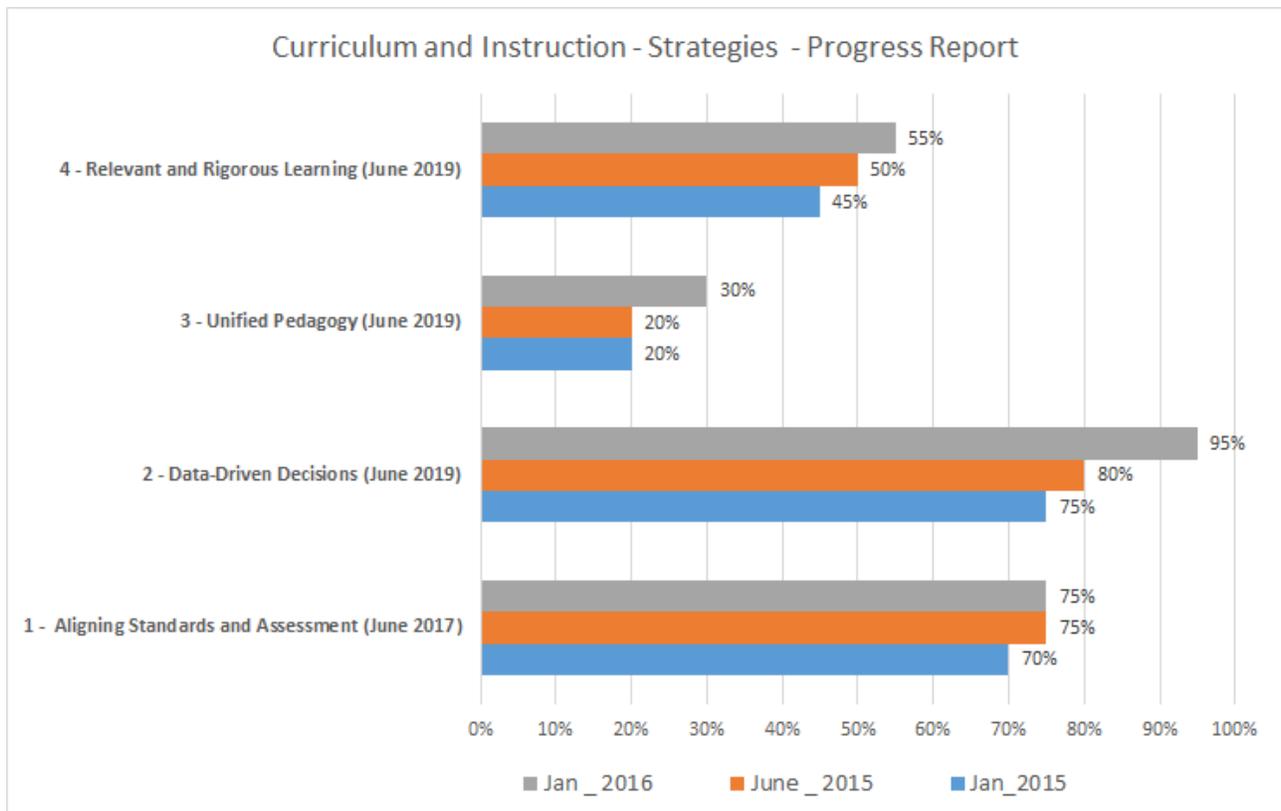
The action steps in this strategy put in place the necessary foundational work to be able to provide a flexible learning environment based on student mastery. The work will ensure appropriate alignment and pacing of standards, consistent assessments, and common pedagogical strategies being incorporated 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 worked to articulate 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. Upcoming Board of Education meetings this spring will provide 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 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 third graduate course of this program, offered through 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 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.
- 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 funding for a submitted Ohio Department of Education 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 equip our proposed CIRC Center on the 7-12 Campus 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 summer 2016. Information about this programming should be available to families prior to the district’s Spring Break.

Completion Graph:



Flexible Learning:

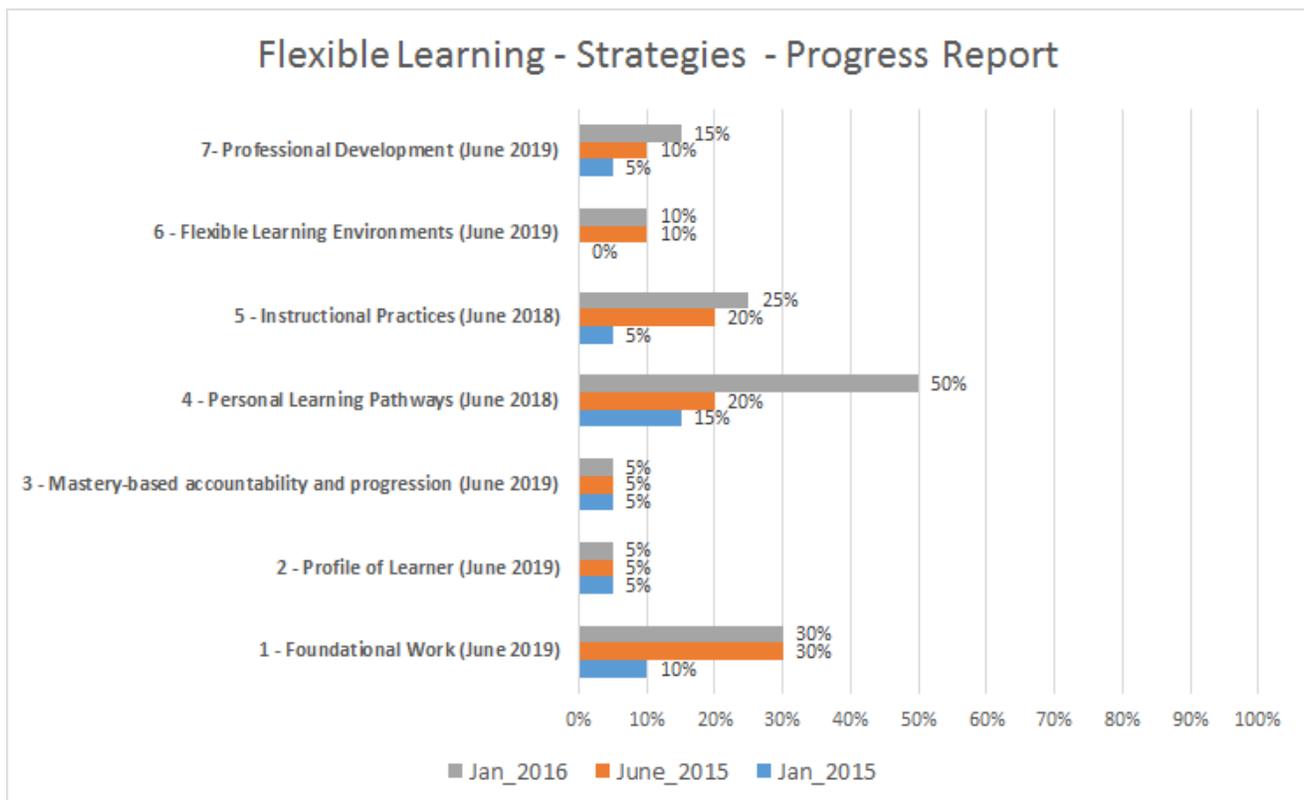
Much of this work builds on action steps that are completed in the curriculum and instruction strategy. The work in the flexible learning strategy will clearly define personalized learning for the Chagrin Falls Exempted Village School District and provide pathways for students to access curriculum based 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):

- The district has expanded the 1:1 Chromebook initiative to include 2nd grade as well as pilots in several K-1 classrooms. Our team upgraded the network switching and wireless infrastructure at Gurney Elementary as part of the planned expansion. The goal is to have all grades in a 1:1 environment by the 2016-17 school year.
- Over 40 teachers completed the requirements to become Google Certified Educators. The district hopes to have all teaching staff obtain this certification by the end of the calendar year.

- The district created a 21st Century Skills Contest designed to encourage innovation in the classroom. Teachers are asked to participate in activities such as Skyping with another district and integrating “selfies” into their curriculum. Over the past two years, sixty educators have participated in at least one activity and fifty have done more than one. The use of new tools and methods to engage students allows for more flexible learning environments.
- The Flexible Learning Experiences committee has engaged several model schools implementing whole-district personalized learning practices or components of personalized learning we are interested in exploring. Model schools include the Henry County School District in Georgia, Dallas Independent School District, and Riverside Unified School District in California, to name a few. Through our relationships with these schools, we have come to learn that Chagrin Falls is on the cutting edge of implementing a personalized educational experience for its students. Many of the personalized practices at the above named schools align with our vision, but their implementation is not that much ahead of our own. It was thought that field trips to these school districts or others would benefit us in the development of our model and would support our learning as it relates to mastery-based progression, flexible learning environments and schedules, best instructional practices, and personalized learning plans. However, the model schools are also at the beginning stages of implementation and reciprocal sharing via Skype, email, etc. would support our needs.
- Members of the Flexible Learning Experiences Committee have viewed several demonstrations from companies offering electronic Personalized Learning Plans. The team is currently determining if any of the products serve our needs and will offer a recommendation by April 1, 2016.

Completion Graph:



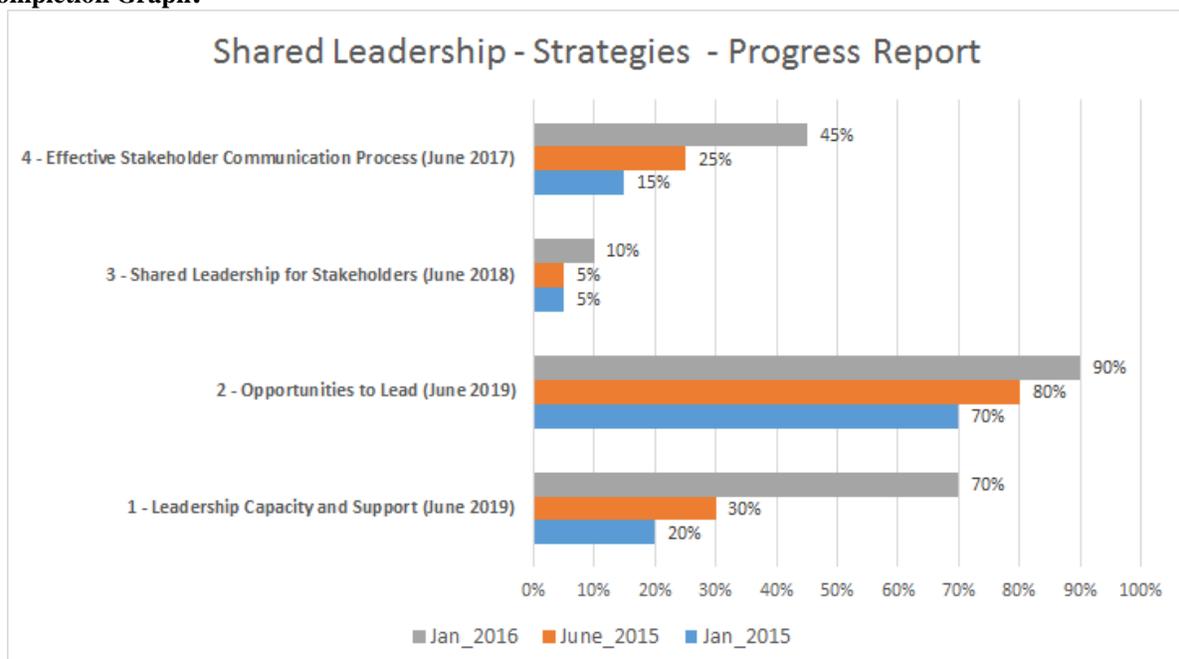
Shared Leadership:

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):

- The district continues to support and refine our shared leadership model that consists of a three major groups: District Leadership Team, Building Leadership Teams, and Teacher-Based Teams. Topics of discussion at our meetings include student achievement, professional development, district culture, and new initiatives. These entities provide valuable input by way of offering varied perspectives to the work at hand.
- Members of the District Leadership Team attended a retreat in August 2015 to establish goals we hope to achieve by the end of the year. Our goals focused on student outcomes we knew would positively be impacted by best instructional practices. The team took this approach in goal setting, in part, because state testing results were delayed and considered invalid by the State of Ohio. The District Leadership Team suggested these goals for consideration and eventual acceptance: Goal #1 - The district will implement Year #2 of the strategic plan. This includes 54 action steps in four core areas: 12 in curriculum and instruction; 13 in flexible learning; 14 in shared leadership; and 15 in parent and community engagement; and Goal #2 - As evidenced via Walk-through Observations designed for the purpose of improving teaching and learning (not as a part of OTES), at least 80% of walk-throughs will demonstrate at least two researched based high yield instructional strategies, one from the “Communicating with Students/Feedback” category, and one from the “Engaging Students in Learning / Rigor of Content.” Additionally, we also welcomed new team members, as participation with the District Leadership Team revolves, annually gaining 50% new membership.
- Teacher leaders were trained by Ohio Leadership Advisory Council facilitators on Ohio’s five-step model for change. Most teacher leaders and Teacher-Based-Teams have now incorporated this model on a routine basis and use it to identify areas of growth for students, teachers, and departments by analyzing student data in a prescribed way. This model defines the focus of work through the collaboration of professional educators and we expect to see increases in student achievement as an outcome. OLAC facilitators will continue to provide on-site support to TBT through the remainder of the year on a monthly basis.

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: Writers' Forum at CFIS (13 parent/community members and CF Write Place interns to present on writing to all students), Gurney STEM Committee planned three school-wide STEM challenges for the 2015-16 school year inviting community business leaders in to participate/showcase, CFMS Career Speaker Series where parents/community members present to students during recess twice a month.
- The sharing of mission / vision awareness continues as each district and school presentation begins with the mission, vision, belief statements, and focus areas of strategic plan. Additionally, monthly reminders on social media and business card style mission / vision wallet cards were distributed to each CFEVS employee.
- The Superintendent Business Advisory Council continues this year with strong support and increased attendance. The three meetings scheduled for this year will focus on current community/business involvement, promotion of school mission/vision and potential development of additional business partnerships.
- A few administrators participated in the Chagrin Valley Chamber of Commerce Business Expo to promote current mission / vision and seek education / business partnerships.
- The district has implemented the “Difference Makers” program to recognize and honor individuals that have made a difference in the lives of others. In 2014 over 70 community members, students, and staff were recognized and in 2015 more than 164 individuals were recognized.

Completion Graph:

