



STRATEGIC PLAN IMPLEMENTATION UPDATE

JUNE 14, 2016



GOAL 1: PERFORMANCE

EVERY UPPER ARLINGTON STUDENT ATTAINS ACADEMIC EXCELLENCE.

The main focus during year one of the strategic plan was to develop and ensure a guaranteed and viable curriculum that is taught consistently and with fidelity across the district. To begin, the district identified priority standards (learning targets) in the content areas of math and English-language arts for grades kindergarten through 12 as well as science and social studies for grades 6-12. Throughout this process, teachers worked collaboratively to identify the standards that are to be taught to mastery and to eliminate gaps and overlaps in the curriculum by aligning standards vertically and horizontally. A second key step in this process was to develop proficiency scales. Proficiency scales provide common expectations on how to assess mastery of the related standards.

At the secondary level, priority standards have been identified and proficiency scales for each standard have been created for the following:

- ELA: grades 6-12.
- Math: grades 6-8, Algebra 1, Geometry, Algebra 2, and Pre-calculus.
- Science: grades 6-8 and Physical Science. (Biology is underway.)
- Social studies: grades 6-8, American History, and American Government.

At the elementary level, both priority standards and proficiency goals have been completed for ELA and math in grades kindergarten through 5. Priority standards have also been completed in:

- Related arts, health and physical education in grades K-12.
- Art, grades K-8.
- Music, grades K-5.

At the elementary level, the work with priority standards and proficiency scales has proved extremely important in the development and implementation of a comprehensive literacy approach, which is a continuation of the recommendations made in the Literacy Audit conducted in 2013-2014. Following that audit, a team of teachers and administrators began to develop a comprehensive literacy framework that included a visual representation of the framework, common language for teachers to use in all elementary buildings and professional resources to support their instruction.

Common resources and materials across all elementary schools for reading include the purchase of guided reading and decodable books for each bookroom and classroom. In the area of word study and phonics, Foundations was selected as a systematic, multi-sensory instructional program. Foundations provides research-based materials and strategies for comprehensive reading, spelling and handwriting. In the area of writing, each classroom received a Lucy Galkins Units of Study for Writing kit.



To ensure every student attains academic excellence, the district is using progress monitoring tools in reading and math. The STAR assessment provides ongoing information on student growth so staff can respond and adjust instruction to meet the individual needs of students. At the end of the year, the percentage of students who met the district benchmark in reading and math are as follows:

School	Reading	Math
Barrington	93%	98%
Greensview	94%	97%
Hastings	82%	88%
Jones	83%	95%
Tremont	89%	95%
UAHS	83%	94%
Wickliffe	82%	85%
Windermere	94%	95%

During the 2015-16 school year, the district also completed a Student Services Review to further analyze intervention and gifted service supports. This review has served as a basis for additional steps in the strategic plan, and is focused on further development of an effective Response to Intervention process in order to ensure the district is meeting the needs of all learners.

In year two of the strategic plan, the district will focus on developing high quality common assessments and identifying digital resources that support the priority standards. A numeracy framework will also be developed to guide daily instruction in mathematics at the elementary level. The district will also finalize development of its RTI process and provide professional development on effective accommodations and interventions. Further professional development will be offered to support the appropriate use of STAR data at the building and classroom levels.

GOAL 2: PERSONALIZATION

ALL UPPER ARLINGTON STUDENTS EXPERIENCE A PERSONALIZED LEARNING ENVIRONMENT THAT MAXIMIZES TIME AND RESOURCES TO SUPPORT THEIR SUCCESS.

During the first year of the strategic plan, the district made great progress toward the objective of providing all students direct one-to-one access to a technological device that supports maximized learning. In December 2015, the district distributed 11-inch Apple Macbook Air laptops to 3,043 students in grades 6-12.

Because district leaders deeply believe that the teachers are the most important element in the



education of a child after that of the parent, the district has invested in high-quality and ongoing professional development on the use of these devices in the classroom. During the 2015-16 school year, several professional development opportunities were provided. More than 100 teachers attended the voluntary summer iTeach in early August, and the entire teaching staff attended the November iTeach 2, which offered more than 100 sessions in one day from which teachers could choose. Teachers have continuous access to the session materials and information at the district's iTeach website, <https://iteach2upperarlingtoncitysc2015.sched.org/>.

Throughout the year, the district's four instructional leaders and 26 iCoaches have presented a variety of voluntary professional development sessions within the schools. These sessions, which numbered more than 30 district-wide, have covered a variety of technology products and classroom amplification of learning with technology. The district also offered learning opportunities in May for teachers from all of Upper Arlington's schools to work with Apple experts on planning and delivering lessons that other teachers could observe and learn from. The professional development opportunities also included training in how to utilize adaptive technology tools to better accommodate students with special needs.

In year two of the strategic plan, the one-to-one technology program will be expanded to the elementary level. In August 2016, students in grades K-3 will receive iPads and 11-inch Macbook Air laptops will be distributed to students in grades 4-5.

Teacher leaders, iCoaches, school counselors, and media specialists will create lessons and design activities to address digital citizenship. Instructing students on how to use technology safely and intelligently will be a priority throughout the year across all content areas. In addition, parent nights will be scheduled to help parents learn strategies about keeping their children safe when using the devices at home.

Although every student will have a device, it is an expectation that the devices will be used only when they are the right tool for the learning goal. Students will still spend a large part of every day interacting with one another and the teacher, reading books, creating projects, writing in journals, using manipulatives to solve math problems, and conducting hands-on science activities. It is not the district's intent to have students in front of screens all day.

Providing practical learning experiences was another major area of focus for the 2015-16 school year. The district developed a 15- and 30-hour career pathway for students through College Credit Plus. Students at Upper Arlington High School were offered an array of coursework through the College Credit Plus partnership with Columbus State Community College. In its inaugural year, students participated in four College Credit Plus courses offered at Upper Arlington High School in the areas of U.S. and local government, and college composition I and II. Numerous students also participated in College Credit Plus coursework on local university campuses. In total, UAHS students participated in 55 different courses.

In addition to College Credit Plus, career activities are also present at each grade level throughout the



district. During elementary school, school counselors and classroom teachers guide students through career-related lessons and activities. At the secondary level, career exploration involves more focused activities such as taking career interest inventories and assessments, participating in job shadowing and career days, and listening to career speakers. Also, in the spring of 2015, Upper Arlington school counselors and middle school Family Consumer Science teachers met together to define career education experiences for students in grades 6-12. Together, they created a systematic approach for career development activities and for the use of Naviance, a comprehensive online college and career readiness solution. There is a grade-level activity completed each year in Naviance, and Naviance is then used for the college application process.

In year two of the strategic plan, the district will continue to raise awareness of and enrollment in College Credit Plus courses. District leaders and staff will work to identify and meet with students who are not participating in co-curricular or extra-curricular activities in order to ensure they are engaged in the school experience. In addition, service-learning experiences at the secondary level will be monitored to ensure access to high-quality opportunities for all students.

GOAL 3: ACCOUNTABILITY

THE UPPER ARLINGTON QUALITY PROFILE PROVIDES A TRANSPARENT, SENSIBLE AND RELIABLE ACCOUNTABILITY FRAMEWORK TO MEASURE AND COMMUNICATE ACADEMIC PERFORMANCE, LEARNING OPPORTUNITIES AND COMMUNITY ENGAGEMENT.

During the first year of the strategic plan, Upper Arlington Schools published its first official Quality Profile. The 2014-2015 Quality Profile was released in the fall of 2015. The full 24-page document was posted to the district website, www.uaschools.org/strategicplan, and a summary tri-fold brochure was mailed to every home in Upper Arlington.

The 2014-2015 Quality Profile was closely based upon the Quality Profile Prototype, which was released in January 2015 after months of research by the Quality Profile Work Team. The group of volunteer staff and community members researched the essential question, “What is the best way for Upper Arlington to define, measure and communicate the educational quality and performance of the district?”

The district also established a new structure for setting and monitoring building-level goals in alignment with the Quality Profile and the 2015-2018 Strategic Plan. All nine of the buildings were tasked with setting three goals, with the first two falling into the performance and personalization work outlined in the strategic plan. The third goal could fall into either of those categories or another selected by building leadership with input from staff members. A system of professional development was put in place to support building leaders as they collaborated with staff to set the goals, monitored progress toward fulfilling goals and presented results to the Upper Arlington Board of Education.



In year two of the strategic plan, the district will use feedback from all stakeholders to refine and update the Quality Profile. Again the full report will be available on the district's website, with a summary document mailed to all Upper Arlington homes. The building goal structure will continue, with further emphasis on professional development for building leaders on how to keep staff members apprised of the goal-system framework, its relationships to the Quality Profile and progress made toward goals.

GOAL 4: EFFICIENCY

THE UPPER ARLINGTON SCHOOL DISTRICT MANAGES RESOURCES EFFICIENTLY AND EFFECTIVELY, PRIORITIZED TO MEET STRATEGIC GOALS AND PERFORMANCE EXPECTATIONS.

During the first year of the strategic plan, Upper Arlington Schools worked diligently to meet the commitments outlined in the efficiency goal. Perhaps most notably, the district implemented a recommendation from the Productivity and Efficiency Work Team's briefing paper that called for a full-scale facilities master planning process.

After the community volunteers on the work team found that Upper Arlington's aging schools were a significant threat to the long-term financial health of the district, they urged the Board of Education to work with the community to create a sensible, long-term master plan that ensured facilities dollars are used wisely and effectively.

The three-phase planning process began in 2015. The first step in the process was the assessment phase. During this time community and staff volunteers formed building teams at each of the nine schools. Two professional assessments of the buildings revealed that it would cost approximately \$188 million over the next 15 years to simply maintain and repair the existing buildings. At the same time, an educational adequacy assessment showed Upper Arlington's learning environments are not up to modern standards in many areas including square footage and daylighting. In addition, a professional enrollment projection indicated that district enrollment will grow by approximately 800 students (13.5 percent) during the next 10 years.

The district is currently in the second step of the process, the options phase. During this time, architects used suggestions from volunteers on the building teams to craft a range of options that would address the physical needs of the buildings as well as the enrollment demands and educational adequacy issues. After refining these options through a series of building team meetings and community engagement sessions, the options have been presented to the community for feedback through an online survey. Results from this survey, along with feedback from the building teams, engagement sessions, another community committee called the Facilities Task Force, and a professional phone survey, will be used as data points to inform the district's master plan recommendation to the Board of Education in the fall of 2016.



The third and final step in the process will be the decisions phase. During this time, the district will form a committee of community members with expertise in the financial sector to research the best approach to fund and implement the master plan. After additional building team meetings and community engagement sessions, the treasurer will share final recommendations with the Board of Education. A combined operating levy and bond issue is anticipated in the fall of 2017.

The strategic plan's efficiency goal also calls for the creation of an annual financial report. The first edition of this report debuted on the district's website in May 2016. The document is designed to provide a deep understanding of the district's financial accounting in an easy-to-read format.

Also available on the district's website is up-to-date information regarding the district's progress toward meeting the \$4.5 million goal outlined in the Efficiency Project and the strategic plan. The Efficiency Project began in the fall of 2013 and aims to reduce actual and/or forecasted expenditures over a four-year period. Official updates are provided to the community and the Board of Education twice annually.

In year two of the strategic plan, the district will continue to work with the community to complete the master planning process. In addition, feedback will be collected on the new financial report, and the document will be refined and updated for 2017. And finally, although the Efficiency Project will wrap up, district leadership has pledged to continue seeking out and implementing efficiency measures.

GOAL 5: OWNERSHIP

THE UPPER ARLINGTON SCHOOL DISTRICT USES CLEAR, HONEST, OPEN AND INTERACTIVE COMMUNICATION TO BUILD OWNERSHIP OF THE 2015-2018 STRATEGIC PLAN.

During the first year of the strategic plan, Upper Arlington Schools has been focused on promoting ongoing, open, two-way communication among all stakeholders. All existing district communication tools (website, social media, UAiNSIGHT newsletter, guest columns, etc.) are used to provide community members with regular progress updates on the implementation of the strategic plan. In addition, a series of community mailers were added this year to ensure residents were aware of, and able to take part in, discussions regarding the Quality Profile and the facilities master planning process.

In the second year of the strategic plan, the district will continue to use all existing tools to engage community members in a meaningful dialogue about the strategic plan and the future of Upper Arlington's schools. The Quality Profile will continue to serve as an accountability report as well as an engagement tool.



The second year will also include a focus on improving internal engagement and communication. The district will begin using the Gallup Q12 Employee Engagement Survey, which is considered a gold standard in its class. The brief survey takes only a few minutes to complete and provides a wealth of information regarding the strengths and opportunities for staff engagement. In addition to analyzing the survey results, the district will also incorporate findings from a recent staff focus group regarding internal communication. Throughout the upcoming school year, district leadership will work with association leadership to gather staff feedback on the quality of internal communication.

ATTACHMENTS:

1. 2015-2018 STRATEGIC PLAN AT A GLANCE
2. 2015-2018 STRATEGIC PLAN AT A GLANCE, STUDENT SERVICES ADDENDUM