VIRGINIA BOARD OF EDUCATION
AGENDA ITEM

Agenda Item: H

Date: **January 27, 2022**

Title: **First Review of Proposed Flexibility for a Previously Designated School Division of Innovation for Henrico County Public Schools**

Presenter: **Dr. Brendon Albon, Director of STEM and Innovation**

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Purpose of Presentation:
Action required by state or federal law or regulation.

Executive Summary:
The 2017 Virginia General Assembly approved House Bill 1981 (Greason), directing the Virginia Board of Education (Board) to develop regulations for the designation of School Divisions of Innovation (SDI). To be eligible for designation, a local school board would submit a plan of innovation according to Board criteria as presented in the *Regulations Governing the Designation of School Divisions of Innovation* (8VAC20-760). The legislation defined "innovation" as a new or creative alternative to existing instructional or innovative practices or school structures that evidence-based practice suggests will be effective in improving student learning and educational performance. A SDI is defined as a school division in which the local school board has developed, and for which the Board has approved, a plan of innovation to improve student learning; educational performance; and college, career, and citizenship readiness skills in one or more schools for the benefit of all schools in the school division.

Pursuant to 8VAC20-760, "In conjunction with the designation of an SDI, the board may exempt a local school board from board regulations as requested in a school division's plan of innovation." The regulations prohibit any exemptions to regulations that are mandated by state or federal law or are designed to promote health or safety, special education regulations, and certain provisions in the Standards of Accreditation.

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Recommendation for SOL Assessment Flexibility for 2020 SDI Designee Henrico County Public Schools

In 2020, the Board approved the designation of SDI for Henrico County Public Schools (HCPS), along with 14 other school divisions. The goals and objectives of the HCPS application include:
- Goal 1: Empower student agency by using real-time data and formative feedback to share and act upon their learning.
  - Objective 1: Develop a divisionwide common understanding, language, and stakeholder roles around learner agency
  - Objective 2: Build a skills progression
  - Objective 3: Create developmentally appropriate opportunities for students to choose how they demonstrate mastery
  - Objective 4: Complete the Henrico curriculum alignment to the student-owned pillar of the Deeper Learning Model
- Goal 2: Utilize a portfolio platform to increase student participation in opportunities to enhance their preparation for college, career, and citizenship
  - Objective 1: Develop a common understanding, language, and stakeholder roles around student portfolios
  - Objective 2: Identify a standard portfolio tool that is available for all students in Henrico

At the time of application, HCPS did not request any waivers or flexibility.

HCPS has amended their SDI plan to request flexibility to apply alternative policies for the requirement that students take the Standards of Learning (SOL) assessment or complete the Virginia Alternative Assessment Program (VAAP) in Virginia Studies, Civics & Economics, and Grade 8 Writing, as required by 8VAC20-131-30 such that their local alternative assessments (LAA), including performance assessments, may be used in lieu of the SOL assessment and the VAAP in each one of these content areas.

Providing this flexibility would align with the HCPS SDI Goal 1: Objectives 2 and 3, as well as Goal 2: Objectives 1 and 2.

Action Requested:

Other. Specify below:

The Board is requested to waive first review and approve the addition of the requested flexibility for Henrico County Public Schools for School Years 2022-2023, 2023-2024, and 2024-2025 to align with their 2020 designation of SDI.

Rationale for Action:

Board approval is required by the *Code of Virginia* to amend and grant flexibility to HCPS for their 2020 SDI plan.

Previous Review or Action:

No previous review or action.

Background Information and Statutory Authority:

Pursuant to Chapter 760 of the 2017 Acts of Assembly, the Board was directed to develop the *Regulations Governing the Designation of School Divisions of Innovation*. The Board initiated the regulatory review process beginning on September 28, 2017. The proposed regulations went through a two-year regulatory process and the *Regulations Governing the Designation of School Divisions of Innovation*, 8VAC20-760, went into effect on September 19, 2019.

8VAC20-760-20 of the *Regulations Governing the Designation of School Divisions of Innovation* outlines the process for school divisions to apply for this designation.

8VAC20-760-20. School Division of Innovation Designation.

A. Any local school board may apply to the board for the local school division to be designated as an SDI.

B. Pursuant to a plan of innovation, an SDI shall be exempted from selected regulatory provisions and permitted to adopt alternative policies for school administrators, teachers, and staff to meet the diverse needs of students.

C. An application for an SDI designation shall consist of a plan of innovation for the local school division, following a format prescribed by the Superintendent of Public Instruction. The plan of innovation shall include:

1. Goals and performance targets that may include:

a. Reducing achievement and opportunity gaps among groups of public school students by expanding the range of engaging and relevant learning experiences for students who are identified as academically low-achieving;

b. Increasing student learning through the implementation of high, rigorous standards for student performance and balanced assessments that measure both student growth and achievement;

c. Creating opportunities for students to demonstrate mastery of learning at different points in the learning process based on readiness;

d. Increasing student participation in opportunities that enhance students' preparation for college, career, and citizenship;

e. Increasing the number of students who are college, career, and citizenship ready;

f. Increasing opportunities for students to learn from content experts through integrated course opportunities; or

g. Motivating students at all levels by offering additional curricular choices, personalized learning opportunities, and relevant student learning experiences such as community service projects, internship opportunities, and job shadowing;

2. Divisionwide and school-level policies that will lead students to be better prepared for success in work and life;

3. A description of the ways in which designated schools will incorporate innovative practices;

4. A description of how schools in the division will benefit from innovative practices and share experiences and practices for application in other schools;

5. The incorporation of relevant professional development;

6. Evidence of collaboration, support, and shared leadership among teachers in the school division;

7. Evidence of the support and engagement of educators, parents, the local community, and the local business community in the development of the plan of innovation and of the capacity of such individuals and entities to support the implementation of innovation;

8. Any requests for exemptions from regulatory provisions as provided in 8VAC20-760-30, including the rationale for such exemptions and alternative policies; and

9. Specific measures of student success that may include alternate assessments or approved substitute tests that will be used to determine if students have met graduation requirements, as applicable.

D. Applications for SDI designation shall conform to a format and timeline prescribed by the Superintendent of Public Instruction. The timeline shall include deadlines for (i) a pre application conference to be held with staff if any exemptions are requested and (ii) submission for consideration by the board.

Timetable for Further Review/Action:
Following Board approval, VDOE staff will notify HCPS of the flexibility granted for their 2020 SDI plan.

Impact on Fiscal and Human Resources:
No fiscal or human resource impact.

HENRICO COUNTY PUBLIC SCHOOLS

DR. AMY E. CASHWELL
SUPERINTENDENT OF SCHOOLS

POST OFFICE BOX 23120
HENRICO, VIRGINIA 23223-0420
(804) 652-3600

November 22, 2021

Mr. Bolling & Dr. Albon
Virginia Department of Education
P.O. Box 2120
Richmond, VA 23218

Mr. Bolling and Dr. Albon:

Henrico County Public Schools (HCPS) was awarded the School Division of Innovation (SDI) designation for the 2021-2022 school year. Upon submission of our application, we noted that "At the time of the submission of this application, the division has not identified any regulations that would necessitate [flexibility]. As the plan unfolds, however, the division may identify an area where [flexibility] is necessary and will submit a request at that time." As part of our work as a division around balanced assessment and with VaLIN Cohort 3.0 we have identified a flexibility need outlined below in alignment with the statutory language that "SDI shall be exempted from selected regulatory provisions and permitted to adopt alternative policies for school administrators, teachers, and staff to meet the diverse needs of students."

Strategic goals included in HCPS' Strategic Plan, *Destination 2025*, focus on LifeReady learning experiences with student participation in a balanced assessment system that includes performance-based assessments and student-driven portfolios. Allowing students to engage in local alternative assessments in Virginia Studies, 8th Grade Writing, and Civics and Economics will provide opportunities to strengthen critical thinking and literacy skills in a systematic manner while also allowing students opportunities to contribute to academic portfolios.

Our SDI application specifically noted a commitment to empowering student agency by using real-time data and formative feedback to share and act upon learning while utilizing a portfolio platform to increase student participation in opportunities to enhance their preparation for college, career, and citizenship. Embedded in those goals are the following skills, which we feel are most effectively enabled by continuing the alternative assessment work we began in these courses during SY 2020-2021. These goals include the following objectives that we believe make continued flexibility important to the innovative work in which our division is engaged:

- Develop a division-wide common understanding, language, and stakeholder roles around learner agency as measured by increased prioritization of in-school time for student reflection and formative feedback to support learner agency;
- Build a skills progression that leverages balanced assessment for learners and facilitators to empower agency and student ownership;
- Create developmentally appropriate opportunities for students to choose how they demonstrate mastery;
- And develop a common understanding, language, and stakeholder roles around student portfolios. The portfolios will be representations of Henrico's vision for student agency and the full implementation of high, rigorous standards for student performance and balanced assessment.

Specifically, HCPS requests exemption and authorization to apply alternative policies for the following requirements under *Regulations for Establishing Standards for Accrediting Public Schools in Virginia* (8VAC20-131) for SY 2021-22 through SY 2023-24.

1) Requirement that students take the Standards of Learning (SOL) test or complete the Virginia Alternative Assessment Program (VAAP) in **Virginia Studies, Civics and Economics, and Grade 8 Writing,** as required in 8VAC20-131-30 such that the local alternative assessments (LAA) including performance assessments may be used in lieu of the SOL test and VAAP in each of these content areas.

Thank you for your time and consideration of this flexibility.

Sincerely,

Amy Cashwell, Ed.D.

APPLICATION COVER PAGE

School Division: Henrico County Public Schools

Superintendent's Region: Region 1

Mailing Address: 3820 Nine Mile Road, Henrico, Virginia 23223-0420

Superintendent: Dr. Amy E. Cashwell
Email: aecashwell@henrico.k12.va.us

Division Contact Person: Dr. Ingrid G. Grant
Title: Chief of School Leadership
Email: iggrant@henrico.k12.va.us

Stage of Implementation:

Partnership(s):

CERTIFICATION BY AUTHORIZED OFFICIAL
The applicant certifies that to the best of his/her knowledge the information in this application is correct and that the filing of this application is duly authorized by the local school board of this School Division.

Typed or Printed Name of Superintendent: Amy E. Cashwell

Signature of Superintendent: _Rhett X Feigen_ for Amy E. Cashwell
Date: 3/16/2020   Chief of staff   Superintendent

VDOE Department of Learning and Innovation

APPLICATION COVER PAGE

School Division: Henrico County Public Schools

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Mailing Address: 3820 Nine Mile Road, Henrico, Virginia 23223-0420

Superintendent: Dr. Amy E. Cashwell
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Division Contact Person: Dr. Ingrid G. Grant
Title: Chief of School Leadership
Email: iggrant@henrico.k12.va.us

Stage of Implementation: Beginning Stage

Partnership(s): Dell Technologies, Henrico Education Foundation, (Additional Partnerships are being developed)

CERTIFICATION BY AUTHORIZED OFFICIAL
The applicant certifies that to the best of his/her knowledge the information in this application is correct and that the filing of this application is duly authorized by the local school board of this School Division.

Typed or Printed Name of Superintendent: Amy E. Cashwell

Signature of Superintendent:
Date:

Rationale for Change

Henrico County Public Schools believes in the right to achieve and the support to succeed for all. As an innovative leader in educational excellence, we believe in actively engaging our students in diverse educational, social, and civic learning experiences that inspire and empower them to become contributing citizens. In Henrico, we remain focused on how the rapidly changing workforce has expanded our understanding of what it means to provide every child with an education that prepares them for a full and productive life. We know that our students must be prepared to compete in a global, knowledge-based, innovation-centered economy. Therefore, students need to have opportunities to develop the knowledge, skills, and attributes necessary to thrive in an increasingly diverse and global society.

The Virginia Department of Education developed the Profile of a Virginia Graduate to describe the knowledge, skills, attributes, and experiences that students must acquire to be successful in college and the workforce and to be "life ready." In Henrico, we synthesized the new state framework with current local frameworks to create the Henrico Learner Profile providing all learning stakeholders with a shared vision for the knowledge, skills, attributes, and experiences we believe all Henrico students need for future success.

Henrico County Public Schools (HCPS) serve the families of Henrico County, Virginia, a diverse community of more than 320,000 which wraps west, north and east of the independent city and state capital of Richmond. Henrico is Virginia's fifth-most populous county. HCPS is the sixth largest public school division in Virginia and comprises 72 schools and program centers serving more than 50,000 students. We employ over 7,000 full-time staff members and more than 4,000 teachers to facilitate the instructional programs in HCPS. The division's schools reflect the geographic diversity of Henrico County, and lie in bustling near-urban and suburban settings; small towns; and quiet rural areas. Click here to view a map of the school division.

Each of the division's high schools is state-accredited along with the majority elementary and middle schools. Currently HCPS has 3 elementary and 5 middle schools currently accredited with conditions. Each division high school hosts an academic specialty center to allow students with clear interests the chance to focus on a preferred area, such as engineering, the arts or world languages. Three middle schools offer the International Baccalaureate Middle Years program and two high schools offer the International Baccalaureate Diploma program.

HCPS students begin the development of an Academic and Career plan in elementary school: a plan that will prepare each student to meet their own goals and interests as well as to meet the challenges of life beyond the K-12 educational setting. Anecdotal data from our learning community highlights a gap in aligned metrics and tools to support the implementation of the learner profile, especially with our students.

The [2018-2019 Annual Stakeholder Survey Report](#) presents results from an annual stakeholder survey in Henrico County Public Schools. The survey was administered online in March 2019 to students (grades 5-12) as well as parents and staff in the division. Leadership in HCPS worked with researchers from the Metropolitan Educational Research Consortium (merc.soe.vcu.edu) in the School of Education at Virginia Commonwealth University to develop the survey. Together, they reviewed the HCPS strategic plan and developed survey items for students, parents, and staff. While there are many parallel items across all three stakeholder groups, some were unique to only one or two. In total, there were 5,068 staff responses (63.4% response rate), 5,651 parent responses (12.2% response rate), and 23,901 student responses, providing a 76.4% response rate.

This data highlighted a discrepancy in stakeholder perspective around the developmental support and learning experiences tailored to the Henrico Learner Profile and Deeper Learning Model. When asked whether teachers helped develop the 6Cs of the HLP students disagreed with this statement 2 - 3 times more than staff.

The 6Cs of HLP	Students disagree	Staff disagree
Critical Thinking	24.7%	12.6%
Creative Thinking	26.3%	10.5%
Communication	29.1%	8.6%
Collaboration	25.8%	10.1%
Character	32.5%	8.2%
Citizenship	31.4%	12.1%

When asked if the learning in school is related to real life, 40.8% of students disagreed while 6.7% of staff and 13.3% of parents disagreed that learning experiences are connected with real life. There were similar gaps in the perspective of whether students have control over their learning at school: 35.9% of students disagreed, while 11.9% of parents and 12.1% of staff disagreed schools provide learning experiences that promote student ownership over their learning.

Student achievement and College and Career readiness data depict overall consistent success. However, in a review of subgroup data and advanced program enrollment, areas of need arise. [HCPS School Quality Indicators](#)

	Advanced Diploma	Standard Diploma	Dropouts
All Students	52.7%	38.1%	6.7%

White	69.1%	26.1%	2.7%
Black	33.8%	55.3%	7%
Hispanic	30.2%	41.5%	24.2%
Economic Disadvantaged	27.2%	57.6%	11.3%
Students with Disabilities	8.7%	76.5%	12.3%

Family and community survey input reveals support to reduce the emphasis on/number of standardized assessments and put more emphasis on 21st-century instruction and learning. *Data Sources: Strategic Plan 2018 - 2025 Community Input Survey and Focus Group Input*

While multiple-choice learning assessments indicate adequate learning, performance-based assessments require problem-solving, layered applications of knowledge, and foster the skills and attributes within the HLP. The division needs to continue to develop and analyze curriculum-based assessment data that measure deeper learning indicators and student growth.

As we prepare to support the innovations in our proposal, we are using the requests of our school staff and community as they seek to promote the global competencies outlined in our learner profile. Our staff input indicates that we all believe in the aims of the HLP, but need greater support with how to implement and better empower our students at scale to own their learning profile. With over 72 schools and program centers, we often find that we have "pockets of excellence" and opportunity for students. Our need for innovation is grounded in the need for Henrico to move beyond pockets and scale deeper learning experiences for all students using the pillar of student-owned learning as the entry point. Empowering student ownership through learner portfolios will provide the opportunity and platform for students to share and act upon their learning.

Description of Innovations

Henrico Schools is committed to providing deeper learning for all students. This commitment includes Henrico's research-backed Deeper Learning Model that promotes learning that is anytime, anywhere, authentic and connected, student-owned, and community supported. A critical component of our ability to foster deeper learning for all students is learner agency. Learner agency is defined as the capacity to act in a way that produces meaningful change in oneself or the environment (Toshailis & Nakkula, 2012). The current educational system is designed for teachers to control and manage student learning. By shifting to learner agency/student-owned, learners become active

agents in their own learning and behaviors therefore strengthening the skills they need to become more effective communicators of their experiences and knowledge. Today's tools, used for networking and sharing resumes, allow students to present evidence of their learning to a real audience but lack the reflective process that helps students find connections in their learning or connect and resynthesize their experiences.

To address this need Henrico County Public Schools will innovate to empower learner agency through the following:

Innovation 1: Student's utilize real-time data and formative feedback to share and act upon their learning.

One of the pillars of the HCPS Deeper Learning Model is student ownership which states learners are agents of their own learning and have voice and choice in the learning process. They know how to set goals as well as assess, monitor, and reflect on their progress. To empower this agency in students we recognize teacher support in this process through analysis of data and application of formative feedback practices is the catalyst to effect a student's ability to share and act upon their learning.

A 2015 Harvard University Achievement Gap Initiative report commissioned by the Raikes Foundation states that student agency "is the capacity and propensity to take purposeful initiative," and that students who possess a high level of agency are not passive participants in their learning but active participants engaged in seeking experiences, meaning and purpose that help them achieve the accomplishments they desire. In an acclaimed synthesis of cognitive research, *How People Learn: Brain, Mind, Experience and School*, John Bransford's National Research Council team found that reflection helped students transfer learning across semesters and disciplines.

"Effective learners create internal feedback and cognitive routines while they are engaged in academic tasks. D. L. Butler and Winne (1995) argued that for

> all self-regulated activities, feedback is an inherent catalyst. As learners monitor their engagement with tasks, internal feedback is generated by the monitoring process. That feedback describes the nature of outcomes and the qualities of the cognitive processes that led to those states. We hypothesize that more effective learners develop idiosyncratic cognitive routines for creating internal feedback while they are engaged with academic tasks. (p. 245)

Less effective learners have minimal self-regulation strategies, and they depend much more on external factors (such as the teacher or the task) for feedback. They rarely seek or incorporate feedback in ways that will enhance their future learning or self-regulation strategies." (*Review of Educational Research*, March 2007, Vol. 77, No. 1, pp. 81-112 The Power of Feedback by John Hattie and Helen Timperley)

Innovation 2: A division plan for students to build and track their learning in a PK-12 portfolio and have increased opportunities to share learning throughout their PK-12 experience.

The learner portfolio would be a student-driven, adult supported process that empowers greater learner agency as students track their progress towards college, career, and citizenship. This learner agency environment would include the use of a data dashboard, digital portfolio, and increased opportunities for students to share their learning (e.g., capstones, learning exhibitions, student-led conferencing). HCPS commits to providing teachers the tools they need for instruction and making sure that all learning stakeholders have an understanding of mastery aligned with these areas. We expect teachers to facilitate a variety of equitable, collaborative, and engaging learner-centered experiences empowering learners to become contributing citizens in a global society. We want students to synthesize what they learn from these many experiences to make new knowledge and to become more conscious of the process of learning.

We want our students prepared for whatever the future brings by understanding how to learn, how to communicate learning in multiple ways to multiple audiences, and how to use knowledge to impact real-world problems. Student portfolios could include, but not be limited to:

- Personal interests, values, and skills
- Academic goals
- Profile of a Virginia Graduate - Content Knowledge, Workplace Skills, Community and Civic Responsibility, Career Planning
- Henrico Learner Profile - Skills (Communication, Collaboration, Critical Thinking, Creative Thinking) and Attributes (Character, Citizenship)
- Tracking their exploration of different occupations associated with career clusters and selecting areas of interest (as aligned to the [Regulations Establishing Standards for Accrediting Public Schools in Virginia (SOA)](#) - [8VAC20-131-140.C.2](#), [8 VAC 20-131-140](#))

Students would use the contents of their portfolios in a variety of settings to "share their learning" in authentic contexts. Including, but not be limited to, student-led conferences, learning exhibitions, capstone projects, and internships.

Research shows that at institutions with sustained ePortfolio initiatives, student ePortfolio usage correlates with higher levels of student success, as measured by pass rates, GPA, and retention rates. Helping students reflect on and connect their learning across academic and co-curricular learning experiences, sophisticated ePortfolio practices transform the student learning experience. Advancing higher order thinking and integrative learning, the connective nature of ePortfolio helps students to construct purposeful identities as learners (http://www.theijep.com/pdf/IJEP127.pdf *International Journal of ePortfolio*, 2014, Volume 4, Number 1, 95-114). In a study summarized in an *Edutopia* 2018 article, 73% of the students' progress that was attributed to classroom

design was traced back to flexibility and student ownership. ("Flexible Classrooms: Research Is Scarce, But Promising", 2018). Retrieved from https://www.edutopia.org/article/flexible-classrooms-research-scarce-promising)

With increasing recognition of the importance of transitioning students from school to the outside world, student ownership has become a key area of focus. Education leaders argue that 'student agency must become the norm, not the exception.' (Cooper, R. (2017). "How can educators best promote student agency?" Retrieved from https://www.educationdive.com/news/how-can-educators-best-promote-student-agency/508050/) In Japan, research shows that passive learning techniques fail to engage learners – 91.2% of Japanese high school students say that their classes are designed to have students memorize textbook content, while only 16.6% report that their classes require them to conduct independent research, write reports, and make presentations. ("Japanese High School Students Passive in Studies: Survey (News)". (2017). Retrieved from https://www.nippon.com/en/behind/l10188/)

In addition to the above innovations, we plan to engage our HCPS cohorts in collaborative partnerships to allow them to learn together and support schools as they join pilots throughout the implementation.   We will also use our collaborative community of leaders, teachers, coaches, and students to seek out organizations to engage with, share, and learn from throughout the process, including state and national engagements.

As we embark on this journey, Henrico schools would continue their commitment to collaborating with peers across the state.

- As a participant in the VaLIN network, we would use our cohort to provide support for all participants not only in cohort II but cohort I as well, through Henrico's continued collaboration with Advanced Learning Partnerships.
- As a participant in the Greater Richmond Area Education Technology Consortium (GRAETC) and an affiliate of the Virginia Society for Technology in Education, we would share our experiences with our peers. We would also commit to using the professional learning forums these consortiums provide to design and deliver professional learning for peers across the state at their annual conferences.
- As a participant in Region I, we would work with our superintendent to provide regular updates that she could share with her cohort of superintendents across our region.
- As a participant in the #GoOpenVA network, we would commit to sharing resources in the VA Go Open platform

HCPS commits to providing teachers the tools they need for instruction and making sure that all learning stakeholders have an understanding of mastery aligned with these areas. We expect teachers to facilitate a variety of equitable, collaborative, and engaging learner-centered experiences empowering learners to become contributing citizens in a global society. We want students to synthesize what they learn from these

many experiences to make new knowledge and to become more conscious of the process of learning. We want our students prepared for whatever the future brings by understanding how to learn, how to communicate learning in multiple ways to multiple audiences, and how to use knowledge to impact real-world problems.

Goals and Performance Measurement

Goal 1: Empower student agency by using real-time data and formative feedback to share and act upon their learning.

Objective 1: Develop a division-wide common understanding, language, and stakeholder roles around learner agency

As measured by:

- o Increased prioritization of in-school time for student reflection and formative feedback to support learner agency as shown by cohort reflections and VCSIP goals in years 2 to 5
- o Positive results as documented in the Division-wide Stakeholder survey between years 3 and 5

Activities to achieve this objective are outlined in the timeline.

Objective 2: Build a skills progression

As measured by:

- o Lead Project committee completes skills progression development by the end of year 1
- o Feedback from reviewers of the skills progression viability by the end of year 2

Activities to achieve this objective are outlined in the timeline.

Objective 3: Create developmentally appropriate opportunities for students to choose how they demonstrate mastery

As measured by:

- o All students participate in at least one Student-Led Conference (SLC) in their elementary, middle, and/or high school experience by the end of year 5
- o All students participate in at least one school-based learning exhibitions with student work clearly connected to personal learning goals in their elementary, middle, and/or high school experience by the end of year 5

- All students use personal portfolios to demonstrate mastery of life readiness (SOLs and HLP) through personalized learning goals by the end of year 5

Activities to achieve this objective are outlined in the timeline.

Objective 4: Complete the Henrico curriculum alignment to the student-owned pillar of the Deeper Learning Model

As measured by:

- Complete the refinement of the Deeper Learning Model rubric by the end of year 1

Activities to achieve this objective are outlined in the timeline.

Goal 2: Utilize a portfolio platform to increase student participation in opportunities to enhance their preparation for college, career, and citizenship

Objective 1: Develop a common understanding, language, and stakeholder roles around student portfolios.

As measured by:
- Positive results as documented in the Division-wide Stakeholder survey between years 3 and 5

Activities to achieve this objective are outlined in the timeline.

Objective 2: Identify a standard portfolio tool that is available for all students in Henrico

As measured by:

- Consensus by the division lead team including input from various stakeholders on a portfolio platform to pilot
- A portfolio platform has been chosen and piloted by the end of Year 2

Activities to achieve this objective are outlined in the timeline.

The completion of these goals and objectives means that, by the end of their K-12 educational journey, every student in Henrico Schools will have a portfolio with documented progress towards college and career readiness. The portfolios will be representations of Henrico's vision for student agency and the full implementation of high, rigorous standards for student performance and balanced assessment. The alignment of curriculum to the student owned pillar of the Deeper Learning Model will provide all students access to relevant and personal learning experiences. Each student's personal interests, skills, and learning pathways will be clearly evident in their

portfolio and reflect their curricular choices and the learning opportunities they pursued. These innovations will help to reduce achievement and opportunity gaps by expanding opportunities for all students.

NOTE: The impact of the COVID-19 pandemic, state closure of schools and businesses, and subsequent budget impact may delay the implementation of these innovations and the timeline as outlined. Adjustments may need to be made accordingly.

Requests for Flexibility

At the time of the submission of this application, the division has not identified any regulations that would necessitate a waiver. As the plan unfolds, however, the division may identify an area where a waiver is necessary and will submit a request at that time.

Training and Support

To fully prepare all stakeholders in Henrico County Public Schools to empower learner agency where students use real-time data and formative feedback to share and act upon their own learning within PK-12 portfolios and increased opportunities to share their learning, a division lead team will create and deliver professional learning on a series of levels. The first level of professional learning would provide the vision, language and models around student agency. Professional Learning would begin with division level leaders, curriculum specialists, and school administrators. Once leadership has gained the knowledge and skills around learner agency, professional learning would be provided for teachers, students and families along with an accompanying toolkit.

The second level of professional learning is designed to support teachers and administrators in their understanding of what learner agency looks like in the classroom and build the necessary research based skills and strategies to foster student ownership. The final and third level of professional learning would be developed to empower teachers, students and families of the first Cohorts of schools implementing the plan for learner agency to support students' portfolios of learning and construct opportunities for students to share that learning.

To ensure ongoing support and learning our first Cohort will serve as collaborative partners to each successive Cohort sharing successes and offering supports to overcome challenges in implementation. Additionally, the first Cohort will give feedback on their professional learning and toolkits strengthening the resources available to successive Cohorts when implementing.

Collaboration and Strategic Partnerships

Virginia is for Learners Innovation Network (VaLIN): In this Network, Lead Innovation Teams research and develop innovative approaches designed to ensure that all learners develop complex competencies essential to long-term success in homes, communities, and the workforce. As teams determine the effectiveness of innovations, they share artifacts, media, and "how-to" information through face-to-face and virtual communication across the Commonwealth. The Network is a conduit for solutions to challenges, leveraging resources across divisions, and connecting educational communities in Virginia and beyond. As a part of Cohort II, Henrico's team is focusing on developing a toolkit and professional learning to further cultivate an understanding of the Henrico Learner Profile (HLP) with our teachers, students, and families. These efforts will ensure all stakeholders have a fundamental understanding of the HLP and Henrico's vision for life readiness to propel our efforts to implement student ownership strategies that empower student agency and a student's ability to share and act upon their learning. https://valin.vascl.org/about/general-information

Henrico Education Foundation (HEF): Over the past two decades, HEF has played a vital role in meeting the educational needs of our community's children. As a foundation, they do more than provide additional funding for public education; they are innovators working in partnership with parents, teachers, and administrators, continually identifying and developing initiatives that improve school performance and student achievement. HEF's program and funding priorities focus on implementing research-based initiatives that enhance learning in the classroom, create best practices, and complement the Henrico County Public Schools' improvement plans. HEF supports all schools in Henrico County, working to provide every student with the support and resources they need for success. https://henricogives.org/

Dell Technologies: The Dell Technologies Education Strategy team supports educators in driving innovation and transformation, from developing a shared vision to the implementation needed to make that vision a reality. Dell's team of former educators and leaders have extensive backgrounds in building innovative and meaningful learning environments to ensure students are prepared for education, employment, entrepreneurship, and enlistment. As a strategic partner, the Education Strategy team will support Henrico County Public Schools in bringing their innovative practices to students, families, and staff across the district through continued thought-partnership.

K-12 Innovation Grant (High School Program Innovation Grant): Henrico County Public Schools is a partner in the Design Virginia: High School Innovation Network planning grant. Other partners include three school divisions and six high schools (Halifax County Public Schools, Halifax County High School; Mecklenburg County Public Schools, Bluestone High School and Park View High School; and Charles City Public Schools, Charles City High School). Highland Springs High School and J.R. Tucker High School represent Henrico County Public Schools. The grant partners focus on college, career, and community readiness to prepare all students for their post-

secondary experience. The goal is to enable students to have goal clarity about their future through meaningful advisory experiences, internships and apprenticeships, and integrating multiple content areas and knowledge with practical application. The Design Virginia partners use a Networked Improvement Community (NIC) approach using design thinking and improvement science to support these curricular changes over time, as well as to provide a forum to engage in deeper exploration and implementation of instructionally innovative approaches in high school in order to ensure all students are prepared for college and/or the work force and to be "life ready."

The planning grant partners are working on the development of radically different approaches to curriculum design by blending two, three, or more courses into one integrated course which will create myriad delivery possibilities across high schools; redesigning instruction to meet the needs of high school learners in non-traditional interdisciplinary courses; creating a site-based/context specific student advisory model to ensure all students have a meaningful and personalized advisory experience throughout high school; and developing impactful internships and apprenticeships to develop workforce capacity and prepare students for postsecondary experiences.

NOTE: The COVID-19 pandemic and the statewide closure of schools has impacted the division's ability to solicit and engage additional partners to support these innovations. As we continue our division-wide implementation of these innovations, we will continue to pursue and develop essential collaborations and partnerships.

Communication

To regularly engage stakeholders in these innovations, the division will build upon the outreach strategy already in place under the direction of HCPS Department of Communications and Public Relations (DCPR). The guidance of this department on internal and external communications will ensure consistent and ongoing messaging. Pertinent information regarding the progress and implementation of the innovations will be communicated through the district webpage and periodic community communications, including digital newsletters and through social media. All stakeholder groups will have access to meeting minutes and reports, data presentations, school board communications, and survey monitoring to ensure clear communication.

The chair of the Lead Project Committee will work with the district community relations specialist to provide information through the relevant sources (division and school web page, Facebook, Twitter, and Instagram). The individuals assigned to update each school web page will also be provided current information to keep the school community informed. The Lead Project Committee will gather feedback from the committees, focus groups, families, community members, and other stakeholder groups using Henrico's annual survey. Data will also be gathered from internal systems that provide quantitative data such as software solutions for student assessments, teacher

supervision, lesson planning, etc. Qualitative data will be gathered through surveys measuring pre- and post- evaluation data. Project sub-committee leads will be responsible for communicating the work of their groups to the Lead Project Team.

Henrico schools will continue their commitment to collaborating with peers across the Commonwealth:

- As a participant in the VaLIN network, we would use our Cohort to provide support for all participants not only in Cohort II but also Cohort I through Henrico's collaboration with Advanced Learning Partnerships.
- As a participant in the Greater Richmond Area Education Technology Consortium (GRAETC) and affiliate of the Virginia Society for Technology in Education, our experiences will be shared with our peers. We would also utilize the consortiums' professional learning forums to design and deliver professional learning for peers across the state at the annual conferences.
- As a Region I participant, Henrico's superintendent will provide regular updates to the superintendent Cohort in the region.
- As a participant in the #GoOpenVA network, we will share resources in the #GoOpenVA platform.

In addition, we will use our collaborative community of leaders, teachers, coaches, and students to seek out organizations, including state and national engagements, to engage with, share, and learn from throughout the implementation process. The table below illustrates the communication plan of action.

Owner	Communication Goal	Deliverable	Communication Venue	Audience	Frequency
Lead Project Committee	Deliver the project plan for approval and provide updates on the status of the project throughout the 5 year implementation.	Project Plan Presentations	School Board Meeting	School Board	Twice a year *(mid-year and end-of-year)*
Lead Project Committee	Deliver the project plan for approval and provide updates on the status of the project throughout the 5 year implementation.	Project Status Report	Division Leadership Team Meetings	Division Leadership Team (Superintendent and Chief Officers)	Quarterly
Sub-Committees	Provide status updates on milestones and timeline	Project Status Report	Digital - Plan in Drive	Project Leadership Committee	Monthly
Department of Communication and Community Relations	Provide project plan details and milestone updates	Project Status Report	HCPS Website or Newsletter	Families and HCPS Community	Quarterly

Lead Project Committee	Provide project plan details and milestone updates	Project Status Presentation	Division of Learning Meetings	Division of Learning Directors, Specialists, and Coordinators	Quarterly
Sub-Committee and/or School Cohort Teams *based on focus of the update	Provide project plan details, milestone updates, and share successes and challenges throughout the process	Project Status Presentation Highlight presentation of Cohort teams	Quarterly K-12 Leadership Meetings Level Principal Meetings	School Leaders	As needed
School Cohort Teams	Share resources, successes and challenges	Updates, posts, or upload materials	HCPS Schoology Groups	Participating School Cohort Teams	Regularly
School Cohort Team Principals	Provide project plan details, milestone updates, and share successes and challenges throughout the process	Project Snapshots	School Website School Messenger Calls	Families - School Community	Monthly
School Cohort Teams	Share resources along with successes or challenges during pilot and implementation phases	Project Snapshots Presentations #GoOpenVA Resources	VaLIN Network Region 1 GRAETC #GoOpenVA social media platforms	External Partnerships	As appropriate

Evaluation and Reflection

A variety of data points and sources will be used to evaluate and reflect on progress towards Henrico's goal to empower learner agency where students use real-time data and formative feedback to share and act upon their own learning. Continuous feedback loops will be in place for all stakeholders throughout implementation to determine the effectiveness of the skill progression, quality of curriculum aligned to the student-owned pillar of the Henrico Learner Profile, and the pedagogies used to deliver learning experiences aligned with student agency. Observational data from the field and stakeholder surveys, including the annual Henrico County survey containing expanded questions around the student-owned pillar of the Henrico Learner Profile, will further inform the quality of implementation and be used to provide additional professional learning to close gaps in understanding around student agency and identify models of high quality implementation.

Timeline and Plan for Sustainability

In reaching our goal to empower learner agency where students use real-time data and formative feedback to share and act upon their own learning, HCPS will have the opportunity to build upon our current foundation of deeper learning experiences for all students through our Henrico Learner Profile and Deeper Learning model. While our foundation is strong, challenges in sustaining the empowerment of student agency include:

- Lack of stakeholder value in and understanding of students' ability to guide their own learning
- Rigid structures within the traditional school day that do not allow for regular student goal setting and conferencing
- Lack of resources used to implement environments where student agency can thrive
- No current ePortfolio platform to support K-12 student portfolios

To address these challenges, our timeline of implementation takes into consideration several necessary actions. First, the team will need to set the stage around common language and understanding of student agency with clear pathways for school and/or district personnel to participate in the implementation. Next, the team will have to curate and/or create research-based resources, strategies, and structures necessary for instructional delivery aligned to student agency that are usable and accessible to all stakeholders including identifying and purchasing an ePortfolio platform. Finally, the team will have to create collaborative partnerships between schools allowing stakeholders to "learn from the work" (Fullan 2018).

Budgetary considerations must also be made for successful implementation to meet our goal. These considerations would include but not be limited to:

- Increased dedication and/or realignment of division funding (Title IV or other federal funds for example) to allow schools to purchase necessary materials and resources to deliver learning experiences aligned to student agency;
- Funding for curriculum writing to assist division specialists in transforming their materials for student agency and provide professional learning;
- Stipends for teachers engaged in cohorts to engage in continuous professional learning and feedback;
- Increase in instructional technology funds to purchase a common platform for students to create a digital portfolio; and
- The impact of the COVID-19 pandemic on local, state and national budgets and the likelihood of an allocation of fiscal resources to new initiatives.

The timeline that follows covers a period of five years to complete full implementation of the planned innovations in all Henrico County Public Schools. The ability to begin the implementation will be heavily influenced by when the re-opening of schools occurs and the availability of fiscal resources to undertake the initiative with confidence that funds are secure for the duration of the implementation process.

	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Summer
Y1	Establish lead project committee and subcommittees Develop a fully focused plan aligned to the goals and objectives Develop a learner agency (student ownership) research brief with identified research-based instructional strategies to foster learner agency and support students' ability to demonstrate mastery of learning	Use the research brief to develop common language and vision for student agency, expanding on Henrico's Learner Profile and Deeper Learning Model	Create and deliver professional learning including an accompanying toolkit for Division Leaders, Specialists, and School Administrators that contains resources to support common language, understanding, and role of agency and student ownership.	Update or aggregate professional learning and accompanying toolkit for Teachers, Students and Families that contain resources to support common language, understanding, and role of agency and student ownership.	School administrators apply professional learning to create a plan to introduce student agency and build knowledge of stakeholders in their learning community. *** Note: Division Leaders would apply within infrastructure and Specialists would apply through skills progression and curriculum development*

Y1	Develop process for identifying research-based strategies and structures that are developmentally appropriate and include balanced assessment for learners and facilitators to empower agency and student ownership	Identify models and teacher leaders that empower student agency within HCPS Outline a progression of skills for students around agency and student ownership needed for learners to set personal learning goals and define the path, product, and partners to meet those goals to actively monitor mastery Outline a progression of skills for facilitators around agency and student ownership needed to provide real-time data and formative feedback to support students actively monitoring goals towards mastery	Provide opportunities for Division Leadership, content specialists, project sub-committees, and stakeholder focus groups to review and provide feedback on student ownership skills progression	Reflect and adjust skills progression based on stakeholder feedback	Develop professional learning to support understanding and ability to facilitate learning experiences to foster student ownership (i.e., student ownership skills progressions for facilitators and students) Deliver professional learning on student ownership skills progression and plan for pilot implementation to division leadership, content specialists, and other central office instructional support staff (i.e., student ownership skills progressions for facilitators and students)

Y1	Identify research-based strategies and structures for students to share their learning that are developmentally appropriate and aligned to student ownership skills progression	Identify models and teacher leaders that empower students to share their learning within HCPS	Identify models and teacher leaders that empower students to share their learning within HCPS	Create a scaffolded plan for students to share their learning (e.g., Student-Led Conferences, Student Exhibitions) Use the models and skills progression to identify and address infrastructure (tools/tech) needs for creating student portfolios	Develop professional learning to empower schools to engage in providing students opportunities to share their learning

Y1		Utilize common understanding and language to review the Deeper Learning Model rubric through the lens of student ownership for alignment and to identify needs or gaps for refinement

Develop plan (action steps and feedback opportunities) to refine the Deeper Learning Model rubric through lens of student ownership including opportunities for stakeholder feedback | Refine the Deeper Learning rubric through the lens of student ownership

Gather feedback from stakeholder focus groups and adjust rubric, as needed | Apply updated Deeper Learning Model rubric to transform targeted curriculum in alignment with progression of student ownership

Identify and implement small focus groups to implement and provide feedback on transformed curriculum

Refine curriculum based on feedback | Apply updated Deeper Learning Model rubric to transform targeted curriculum in alignment with progression of student ownership

Refine curriculum based on feedback |
| **Y1** | Create systems and structures to identify school Cohort teams for a vertically scaffolded implementation of student portfolios | Identify models and teacher leaders that utilize student portfolios within and outside of HCPS

Create systems and structures to identify school Cohort teams for a vertically scaffolded implementation of student portfolios | Use the models and skills progression to identify and address infrastructure (tools/tech) needs for creating student portfolios | Create a pilot plan for testing platform options for student portfolios

Address infrastructure (tools/tech) needs for creating student portfolios and platform pilots | Develop the HCPS vision and structures for portfolios to empower students to share and act upon their learning

Engage in the feedback process with stakeholders and refine, as needed |

Y2	Deliver professional learning and accompanying toolkit for teachers, students and families that contain resources to support common language, understanding and role of agency and student ownership	Professional Learning continues for teachers, students and families with consistent feedback loops	Professional Learning continues for teachers, students and families with consistent feedback loops	School administrators reflect and give feedback on implementation of their plan to build mindset and knowledge of student agency. These groups share quality examples and successes, and collaborate to overcome challenges. Professional learning feedback and reflections are used to improve professional learning and accompanying toolkits for all stakeholders	Deliver professional learning including accompanying toolkit for new division leaders, specialists, and school administrators Create both professional learning and toolkits into anytime/anywhere learning opportunities for continuous access by new HCPS personnel

Y2	Deliver professional learning and accompanying toolkit for Cohort 1 to support understanding and their ability to facilitate learning experiences to foster student ownership (i.e., student ownership skills progressions for facilitators and students) Cohort 1 school teams identify entry points for students and teachers, utilizing the student ownership skills progression to identify an opportunity to foster more student ownership/agency within their learning environment	Cohort 1 utilizes skills progression through job-embedded implementation cycles Identify and capture video of classroom models and/or student work samples from Cohort 1 that demonstrate the appropriate pedagogy for delivering curriculum aligned to student ownership (i.e., student learning goals, variety of products and path to learning, ability of students to articulate the why, what, and how of their learning)	Cohort 1 utilizes skills progression through job-embedded implementation cycles Identify and capture video of classroom models and/or student work samples from Cohort 1 that demonstrate the appropriate pedagogy for delivering curriculum aligned to student ownership (i.e., student learning goals, variety of products and path to learning, ability of students to articulate the why, what, and how of their learning)	Cohort 1 provides feedback, success and challenges, on skills progression and accompanying toolkit Aggregate and align classroom model examples to the skills progression Cohort 1 teachers reflect on utilization of student ownership skills progression and identify needs/goals to further foster student ownership in their learning environment for the next school year, connected with school VCSIP goals	Review and adjust/expand professional learning and accompanying toolkit based on Cohort 1 pilot feedback Create both professional learning and toolkits into anytime/anywhere learning opportunities for continuous access by new HCPS personnel

Y2	Deliver professional learning for Cohort 1 to empower schools to engage in providing students opportunities to share their learning to Cohort 1 Cohort 1 teams identify entry points within the scaffolded plan to provide students with opportunities to share their learning (e.g., Student-Led Conferences, Student Exhibitions, Student Portfolios)	Cohort 1 plans for opportunities for students to share their learning based on identified entry points connected to school VCSIP goals	Cohort 1 Implements the plan for students to share their learning, based on the appropriate entry point (e.g., Student-Led Conferences, Student Exhibitions, Student Portfolios)	Cohort 1 school administrators reflect and give feedback on implementation of their plan to build mindset and knowledge of student agency. These groups share quality examples and successes, collaborate to overcome challenges	Review and adjust/expand professional learning based on Cohort 1 pilot feedback Create both professional learning and toolkits into anytime/anywhere learning opportunities for continuous access by new HCPS personnel
Y2	Apply updated Deeper Learning Model rubric to transform targeted curriculum in alignment with progression of student ownership Identify and implement small focus groups to implement and provide feedback on transformed targeted curriculum Refine curriculum based on feedback	Apply updated Deeper Learning Model rubric to transform targeted curriculum in alignment with progression of student ownership Identify small focus groups to implement, provide feedback, share successes and challenges around implementation of transformed targeted curriculum	Apply updated Deeper Learning Model rubric to transform targeted curriculum in alignment with progression of student ownership Identify small focus groups to implement, provide feedback, share successes and challenges around implementation of transformed targeted curriculum	Apply updated Deeper Learning Model rubric to transform targeted curriculum in alignment with progression of student ownership Identify small focus groups to implement, provide feedback, share successes and challenges around implementation of transformed targeted curriculum	Develop professional learning to support the larger implementation of transformed targeted curriculum to foster student ownership Deliver professional learning to division leadership, content specialists, and other central office instructional support staff to build capacity to support school's utilization of transformed

		Refine curriculum based on feedback.	Refine curriculum based on feedback.	Refine curriculum based on feedback	targeted curriculum to foster student ownership
Y2	Identify teacher leaders, who are currently implementing portfolios, to pilot platforms with students	Define budgetary needs to implement a student portfolio platform Initiate platform pilot to identify the best option for supporting student portfolios Provide job-embedded professional learning for teachers in Cohort 1 to develop a portfolio and authentically experience agency, aligned with skills progression	Division identifies a platform for student portfolios through the RFP process Provide job-embedded professional learning for teachers in Cohort 1 to develop a portfolio and authentically experience agency, aligned with skills progression	Division identifies a platform for student portfolios through the RFP process Cohort 1 staff reflect and give feedback on developing a teacher portfolio. These groups share quality examples and successes, collaborate to overcome challenges	Develop professional learning and accompanying toolkit for developing and supporting student portfolios.

Y3	Schools deliver professional learning and accompanying toolkits for new teachers, new students, and new families with a specific focus on the next rising grade level (e.g., K, 6th and 9th grade being the newest stakeholder group) Schools identify connections of student ownership growth to school VCSIP goals, to determine next steps and reflective checkpoints to further foster student ownership	VCSIP reflective checkpoints for monitoring opportunities for learner agency	VCSIP reflective checkpoints for monitoring opportunities for learner agency	Collaborate with the Dept. of Assessment, Research & Evaluation (DARE) to include questions around learner agency mindset and experience for all stakeholders within the HCPS Annual Survey	Deliver professional learning including accompanying toolkit for new division leaders, specialists, and school administrators Create both professional learning and toolkits into anytime/anywhere learning opportunities for continuous access by new HCPS personnel Review HCPS annual survey results to inform next steps

| Y3 | Identify and connect "thought partners" from Cohort 1 to support Cohort 2 teams

Deliver professional learning and accompanying toolkit to Cohort 2 to support understanding and their ability to facilitate learning experiences that foster student ownership (i.e., skills progression for facilitators and students)

Cohort 2 school teams identify entry points for students and teachers, utilizing the student ownership skills progression to identify an opportunity to foster more student ownership/agency within their learning environment | Cohort 2 utilizes skills progression through job-embedded implementation cycles

Identify and capture video of classroom models and/or student work samples from Cohort 2 that demonstrate the appropriate pedagogy for delivering curriculum aligned to student ownership (i.e., student learning goals, variety of products and path to learning, ability of students to articulate the why, what, and how of their learning) | Cohort 2 utilizes skills progression through job-embedded implementation cycles.

Identify and capture video of classroom models and/or student work samples from Cohort 2 that demonstrate the appropriate pedagogy for delivering curriculum aligned to student ownership (i.e., student learning goals, variety of products and path to learning, ability of students to articulate the why, what, and how of their learning) | Cohort 2 provides feedback, success and challenges, on skills progression and accompanying toolkit.

Aggregate and align classroom model examples to the skills progression

Cohort 2 teachers reflect on utilization of student ownership skills progression and identify needs/goals to further foster student ownership in their learning environment for the next school year, connected with school VCSIP goals | Review and adjust/expand professional learning and accompanying toolkit based on Cohort 2 pilot feedback

Provide both professional learning and toolkits into anytime/anywhere learning opportunities for continuous access by new HCPS personnel |
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Y3	Deliver professional learning for Cohort 2 to empower schools to engage in providing students opportunities to share their learning to Cohort 1. Cohort 2 teams identify entry points within the scaffolded plan to provide students with opportunities to share their learning. (ex: Student-Led Conferences, Student Exhibitions, Student Portfolios) Cohort 1 delivers professional learning for new teachers, students, and families	Cohort 2 plans for opportunities for students to share their learning based on identified entry points connected to School VCSIP goals.	Cohort 2 implements the plan for students to share their learning, based on the appropriate entry point. (ex: Student-Led Conferences, Student Exhibitions, Student Portfolios)	Cohort 2 school administrators reflect and give feedback on implementation of their plan to build mindset and knowledge of student agency. These groups share quality examples and successes, collaborate to overcome challenges Division level student exhibition shows increased connection to student goals as shown in student portfolios within Cohort 1	Review and adjust/expand professional learning based on Cohort 2 pilot feedback.

Y3	Deliver professional learning to Cohort 1 schools through content departments on utilizing the transformed curriculum to foster student ownership	Cohort 1 utilizes experience with skills progression to implement aligned curriculum through job-embedded implementation cycles Identify and capture video of classroom models and/or student work samples from Cohort 1 that demonstrate the appropriate pedagogy for delivering curriculum aligned to student ownership (i.e., student learning goals, variety of products and path to learning, ability of students to articulate the why, what, and how of their learning)	Cohort 1 utilizes experience with skills progression to implement aligned curriculum through job-embedded implementation cycles Identify and capture video of classroom models and/or student work samples from Cohort 1 that demonstrate the appropriate pedagogy for delivering curriculum aligned to student ownership (i.e., student learning goals, variety of products and path to learning, ability of students to articulate the why, what, and how of their learning)	Cohort 1 provides feedback, success and challenges, on implementing aligned curriculum utilizing skills progression Aggregate and align classroom model examples to transform curriculum and highlight the connection to the skills progression Cohort 1 teachers reflect on implementing an aligned curriculum utilizing skills progression and identify needs/goals to further foster student ownership in their learning environment for the next school year, connected with school VCSIP and content department goals	Review and adjust/expand professional learning based on division team and Cohort 1 pilot feedback Creation of both professional learning and toolkits into anytime/anywhere learning opportunities for continuous access by new HCPS personnel Review and adjust/expand transformed curriculum based on division team and Cohort 1 pilot feedback

Y3	Deliver professional learning and accompanying toolkit for developing and supporting student portfolios for Cohort 1 Cohort 1 teams develop a plan, with identified entry points, to implement student portfolios.	Oversee and monitor Cohort 1 student portfolio implementation Identify and capture video of classroom models and/or student work samples from Cohort 1 that demonstrate quality student portfolio implementation that empowers agency, student ownership Provide job-embedded professional learning for teachers in Cohort 2 to develop a portfolio and authentically experience agency, aligned with skills progression	Oversee and monitor Cohort 1 portfolio implementation Identify and capture video of classroom models and/or student work samples from Cohort 1 that demonstrate quality student portfolio implementation that empowers agency, student ownership Provide job-embedded professional learning for teachers in Cohort 2 to develop a portfolio and authentically experience agency, aligned with skills progression	Division level student exhibition shows increased connection to student goals as shown in student portfolios within Cohort 1 Cohort 1 provides feedback, success and challenges on student portfolio implementation Cohort 2 staff reflect and give feedback on developing a teacher portfolio. These groups share quality examples and successes, collaborate to overcome challenges	Review and adjust/expand professional learning based on Cohort 1 feedback Creation of professional learning into anytime/anywhere learning opportunities for continuous access by new HCPS personnel

Y4	Schools deliver professional learning and accompanying toolkits for new teachers, new students, and new families with a specific focus on the next rising grade level (e.g., K, 6th and 9th grade being the newest stakeholder group) Schools identify connections of student ownership growth to school VCSIP goals, to determine next steps and reflective checkpoints to further foster student ownership	VCSIP reflective checkpoints for monitoring opportunities for learner agency	VCSIP reflective checkpoints for monitoring opportunities for learner agency	HCPS annual survey provided to all stakeholders	Deliver professional learning including accompanying toolkit for new division leaders, specialists, and school administrators Creation of both professional learning and toolkits into anytime/anywhere learning opportunities for continuous access by new HCPS personnel HCPS annual survey results are reviewed to inform next steps

Y4	Identify and connect "thought partners" from Cohort 1 and/or 2 to support Cohort 3 teams Deliver professional learning and accompanying toolkit for Cohort 3 to support understanding and their ability to facilitate learning experiences to foster student ownership. (i.e., student ownership skills progressions for facilitators and students) Cohort 3 school teams, identify entry points for students and teachers, utilizing the student ownership skills progression, to identify an opportunity to foster more student ownership/agency within their learning environment	Cohort 3 utilizes skills progression through job-embedded implementation cycles Identify and capture video of classroom models and/or student work samples from Cohort 3 that demonstrate the appropriate pedagogy for delivering curriculum aligned to student ownership (i.e., student learning goals, variety of products and path to learning, ability of students to articulate the why, what, and how of their learning)	Cohort 3 utilizes skills progression through job-embedded implementation cycles Identify and capture video of classroom models and/or student work samples from Cohort 3 that demonstrate the appropriate pedagogy for delivering curriculum aligned to student ownership (i.e., student learning goals, variety of products and path to learning, ability of students to articulate the why, what, and how of their learning)	Cohort 3 provides feedback, success and challenges, on skills progression and accompanying toolkit Aggregate and align classroom model examples to the skills progression. Cohort 3 teachers reflect on utilization of student ownership skills progression and identify needs/goals to further foster student ownership in their learning environment for the next school year, connected with school VCSIP goals	Review and adjust/expand professional learning and accompanying toolkit based on Cohort 3 pilot feedback Provide both professional learning and toolkits into anytime/anywhere learning opportunities for continuous access by new HCPS personnel

Y4	Deliver professional learning for Cohort 3 to empower schools to engage in providing students opportunities to share their learning to Cohort 1

Cohort 3 teams identify entry points within the scaffolded plan to provide students with opportunities to share their learning. (ex: Student-Led Conferences, Student Exhibitions, Student Portfolios)

Cohort 1 and 2 delivers professional learning for new teachers, students, and families | Cohort 3 plans for opportunities for students to share their learning based on identified entry points connected to School VCSIP goals | Cohort 3 implements the plan for students to share their learning, based on the appropriate entry point. (ex: Student-Led Conferences, Student Exhibitions, Student Portfolios) | Collaborate with DARE to included questions around mindset and experience with learner agency for all stakeholders within the HCPS Annual Survey

Cohort 3 School administrators reflect and give feedback on implementation of their plan to build mindset and knowledge of student agency. These groups share quality examples and successes, collaborate to overcome challenges

Division level student exhibition shows increased connection to student goals as shown in student portfolios within Cohorts 1 and 2 | Review and adjust/expand professional learning based on Cohort 3 pilot feedback

HCPS annual survey results are reviewed to inform next steps |

Y4	Identify and connect "thought partners" from Cohort 1 to support Cohort 2 teams Deliver professional learning and accompanying toolkit for Cohort 2 to support understanding and their ability to facilitate learning experiences to foster student ownership. (i.e., student ownership skills progressions for facilitators and students) Cohort 2 school teams, identify entry points for students and teachers, utilizing the student ownership skills progression, to identify an opportunity to foster more student ownership/agency within their learning environment	Cohort 2 utilizes experience with skills progression to implement aligned curriculum through job-embedded implementation cycles Identify and capture video of classroom models and/or student work samples from Cohort 2 that demonstrate the appropriate pedagogy for delivering curriculum aligned to student ownership (i.e., student learning goals, variety of products and path to learning, ability of students to articulate the why, what, and how of their learning)	Cohort 2 utilizes experience with skills progression to implement aligned curriculum through job-embedded implementation cycles Identify and capture video of classroom models and/or student work samples from Cohort 2 that demonstrate the appropriate pedagogy for delivering curriculum aligned to student ownership (i.e., student learning goals, variety of products and path to learning, ability of students to articulate the why, what, and how of their learning)	Cohort 2 provides feedback, success and challenges, on implementing aligned curriculum utilizing skills progression Aggregate and align classroom model examples to transform curriculum and highlight the connection to the skills progression Cohort 2 teachers reflect on implementing an aligned curriculum utilizing skills progression and identify needs/goals to further foster student ownership in their learning environment for the next school year, connected with school VCSIP and content department goals	Review and adjust/expand professional learning and accompanying toolkit based on Cohort 2 pilot feedback Provide both professional learning and toolkits into anytime/anywhere learning opportunities for continuous access by new HCPS personnel Review and adjust/expand transformed curriculum based on division team and Cohort 2 pilot feedback

Y4	Deliver professional learning and accompanying toolkit for developing and supporting student portfolios for Cohort 2 Cohort 2 teams develop a plan, with identified entry points, to implement student portfolios Cohort 1 delivers professional learning for new teachers, students and families	Oversee and monitor Cohort 2 portfolio implementation Identify and capture video of classroom models and/or student work samples from Cohort 2 that demonstrate quality student portfolio implementation that empowers agency, student ownership Provide job-embedded professional learning for teachers in Cohort 3 to develop a portfolio and authentically experience agency, aligned with skills progression	Oversee and monitor Cohort 2 portfolio implementation Identify and capture video of classroom models and/or student work samples from Cohort 2 that demonstrate quality student portfolio implementation that empowers agency, student ownership Provide job-embedded professional learning for teachers in Cohort 3 to develop a portfolio and authentically experience agency, aligned with skills progression	Division level student exhibition shows increased connection to student goals as shown in student portfolios within Cohorts 1 and 2 Cohort 1 and 2 provides feedback, success and challenges on student portfolio implementation Cohort 3 staff reflect and give feedback on developing a teacher portfolio. These groups share quality examples and successes, collaborate to overcome challenges	Review and adjust/expand professional learning based on Cohort 2 feedback Provide professional learning into anytime/anywhere learning opportunities for continuous access by new HCPS personnel

Y5	Schools deliver professional learning and accompanying toolkits for new teachers, new students, and new families with a specific focus on the next rising grade level (e.g., K, 6th and 9th grade being the newest stakeholder group) Schools identify connections of student ownership growth to school VCSIP goals, to determine next steps and reflective checkpoints to further foster student ownership	VCSIP reflective checkpoints for monitoring opportunities for learner agency	VCSIP reflective checkpoints for monitoring opportunities for learner agency	HCPS annual survey provided to all stakeholders	Deliver professional learning including accompanying toolkit for new division leaders, specialists, and school administrators Creation of both professional learning and toolkits into anytime/anywhere learning opportunities for continuous access by new HCPS personnel. HCPS annual survey results are reviewed to inform next steps
Y5	Cohort 1,2 and 3 delivers professional learning for new teachers, students, and families	All schools' VCSIP goals align with increased opportunities for students to share learning	All schools continue to refine and implement their plan for students to share their learning, based on the appropriate entry point. (ex: Student-Led Conferences, Student Exhibitions, Student Portfolios)	HCPS annual survey given to all stakeholders Division level student exhibition shows increased connection to student goals as shown in student portfolios within Cohorts 1,2, and 3	HCPS annual survey results are reviewed to inform next steps

| Y5 | Identify and connect "thought partners" from Cohort 1 and 2 to support Cohort 3 teams

Deliver professional learning and accompanying toolkit for Cohort 3 to support understanding and their ability to facilitate learning experiences to foster student ownership. (i.e., student ownership skills progressions for facilitators and students)

Cohort 3 school teams, identify entry points for students and teachers, utilizing the student ownership skills progression, to identify an opportunity to foster more student ownership/agency within their learning environment | Cohort 3 utilizes experience with skills progression to implement aligned curriculum through job-embedded implementation cycles

Identify and capture video of classroom models and/or student work samples from Cohort 3 that demonstrate the appropriate pedagogy for delivering curriculum aligned to student ownership (i.e., student learning goals, variety of products and path to learning, ability of students to articulate the why, what, and how of their learning) | Cohort 3 utilizes experience with skills progression to implement aligned curriculum through job-embedded implementation cycles

Identify and capture video of classroom models and/or student work samples from Cohort 3 that demonstrate the appropriate pedagogy for delivering curriculum aligned to student ownership (i.e., student learning goals, variety of products and path to learning, ability of students to articulate the why, what, and how of their learning) | Cohort 3 provides feedback, success and challenges, on implementing aligned curriculum utilizing skills progression

Aggregate and align classroom model examples to transform curriculum and highlight the connection to the skills progression

Cohort 3 teachers reflect on implementing an aligned curriculum utilizing skills progression and identify needs/goals to further foster student ownership in their learning environment for the next school year, connected with school VCSIP and content department goals | Review and adjust/expand professional learning and accompanying toolkit based on Cohort 3 pilot feedback

Provide both professional learning and toolkits into anytime/anywhere learning opportunities for continuous access by new HCPS personnel

Review and adjust/expand transformed curriculum based on division team and Cohort 3 pilot feedback |
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Y5	Deliver professional learning and accompanying toolkit for developing and supporting student portfolios for Cohort 3 Cohort 3 teams develop a plan, with identified entry points, to implement student portfolios Cohorts 1 and 2 delivers professional learning for new teachers, students and families	Oversee and monitor Cohort 3 portfolio implementation Identify and capture video of classroom models and/or student work samples from Cohort 3 that demonstrate quality student portfolio implementation that empowers agency, student ownership	Oversee and monitor Cohort 3 portfolio implementation Identify and capture video of classroom models and/or student work samples from Cohort 3 that demonstrate quality student portfolio implementation that empowers agency, student ownership	Cohort 1, 2, and 3 provides feedback, success and challenges on student portfolio implementation Division level student exhibition shows increased connection to student goals as shown in student portfolios within all schools	Review and adjust/expand professional learning based on Cohort 3 feedback Provide professional learning into anytime/anywhere learning opportunities for continuous access by new HCPS personnel

Appendix A

SCHOOL DIVISION INFORMATION

School Division: Henrico County Public Schools

Number of schools: 67

Student enrollment: 50,406

Student race/ethnicity distribution

White: **36.7%**	**Pacific Islander/Asian**: 11.9%
African American: **35.8%**	**Native American**: 0.2%
Hispanic: **10.7%**	**Two or More Races**: 4.7%
Unknown:	

% of Students eligible for free or reduced lunch: 46%

Number of students with IEP or 504 plans: 6,858 students with IEPs; 1,473 students with 504 plans

State accreditation status: 59 Accredited Schools; 8 Schools Accredited with Conditions

On-time graduation rate: 90.8%

Subgroups or proficiency gap groups not meeting ESEA Annual Measurable Objective in reading and mathematics:

Reading:
Economically Disadvantaged
Current Rate 61% - Annual Target 62% - 3-year rate 63%

Math:
All annual targets were met or exceeded for all subgroups

Number of fully-licensed teachers: 4,083

*The **School Division Information** form should be attached as **Appendix A** to the school division's application.*

Appendix B

INNOVATION PARTNER IDENTIFICATION

Include an Innovation Partner Identification form for any business, institution of higher education, community organization, agency, or other partnering group who has a key or embedded role in the implementation of the innovations proposed in this application.

Innovation Partner: Henrico Education Foundation

Type of Organization: Non-Profit Education Foundation

Name of Primary Contact: Mike Taylor

Title: Executive Director

Email: mike@henricogives.org

Potential Innovation Project Role/Responsibility: Henrico Education Foundation (HEF) will partner with the school division to implement research-based innovations that enhance learning in the classroom, create best practices, and complement school improvement plans. HEF shares the division's vision for implementing a new strategy to develop student owned learning, while transforming the educational experience for all students.

*Please include a letter of support, printed on letterhead, and signed by the individual(s) authorized to enter into contractual obligations on behalf of the above-named organization. Attach **Innovation Partner Identification** forms and **letters of support**, if any, as **Appendix B** of the application.*

INNOVATION PARTNER IDENTIFICATION

Include an Innovation Partner Identification form for any business, institution of higher education, community organization, agency, or other partnering group who has a key or embedded role in the implementation of the innovations proposed in this application.

Innovation Partner: Dell Technologies

Type of Organization: Computer Technology Company

Name of Primary Contact: Leslie Harlien

Title: Vice President of State and Local Government and Education Strategy

Email: Leslie.Harlien@dell.com

Potential Innovation Project Role/Responsibility: The Education Strategy team at Dell Technologies will assist the division in building innovative and meaningful learning environments and will bring their innovative practices to students, families, and staff in Henrico County Public Schools through continued thought-partnerships.

*Please include a letter of support, printed on letterhead, and signed by the individual(s) authorized to enter into contractual obligations on behalf of the above-named organization. Attach **Innovation Partner Identification** forms and **letters of support**, if any, as **Appendix B** of the application.*

Phone: 804/652.3869
Fax: 804/652.3425

www.HenricoGives.org

8401 Patterson Ave, Suite 203 • Henrico, VA 23229

April 14, 2020

To Whom It May Concern,

The Henrico Education Foundation (HEF) is offering its full support for Henrico County Public Schools' (HCPS) application to the Department of Education for the "School Division of Innovation" grant.

Through a dynamic public-private partnership with HCPS, HEF provides additional resources for teachers and support that directly addresses the opportunity gap for students in the most challenged schools. HEF's mission is to strengthen public education by advancing innovative programs and initiatives designed to improve student achievement.

HEF and HCPS share a vision for implementing a new strategy to develop student owned learning, while transforming the educational experience for all students. We believe the district's Deeper Learning Model will help increase opportunities for students to achieve, apply knowledge to impact real-world problems and be more prepared for the workforce of the future. This innovative approach is developing an essential ingredient for empowering student success in learning and life.

Together, we are building a stronger community by investing in the lives of young people in Henrico County. If you have any questions about HEF's support for this application, please feel free to contact me at (804) 652-3869 Ext 3.

Sincerely,

Michael W. Taylor
Chief Executive Officer

The Henrico Education Foundation strengthens public education by advancing innovative programs and initiatives designed to improve student achievement.

DELLTechnologies

March 26, 2020

Dr. Amy Cashwell, Superintendent
Henrico County Public Schools
3820 Nine Mile Road
Henrico, Virginia 23223

Dear Dr. Cashwell,

Dell Technologies is pleased to support Henrico County Public Schools' application for the *Virginia School Divisions of Innovation* designation. Dell Technologies strives to shape the future of innovation while developing technologies to drive human progress. As a result of local, national, and global factors, progress is being seen in many districts across Virginia as they challenge traditional learning models and redefine pedagogy, curriculum, and assessment.

Dell Technologies is committed to supporting Henrico County Public Schools as you design transformational models to ensure the future readiness of students. Since 2002, we have worked closely with K-12 learning organizations to facilitate professional learning initiatives focused on organization-wide impact. We look forward to partnering to continue that work as you move forward as a *Virginia School Division of Innovation.*

The Dell Technologies Education Strategy team is dedicated to supporting educators in driving innovation and transformation, from developing a shared vision to the implementation needed to make that vision a reality. Our team of former educators and leaders have extensive backgrounds in building innovative and meaningful learning environments to ensure students are prepared for education, employment, entrepreneurship, and enlistment. As a strategic partner, the Education Strategy team will support Henrico County Public Schools in bringing their innovative practices to students, families, and staff across the district through continued thought-partnership.

Thank you for the opportunity to partner together to implement innovations that will positivity impact students in Henrico County.

Sincerely,

Leslie Harlien
Vice President of State and Local Government and Education Strategy
North American Commercial

Dell Technologies

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