| **Virginia Board of Education Agenda Item** | **Seal of the Commonwealth of Virginia** |
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# Agenda Item: D

## Date: January 24, 2019

### Title: Final Review of Corrective Action Plan Required by the Division-level Review for Richmond City Public Schools

#### Presenter: Beverly W. Rabil, Director, Office of School Quality, Division of School Quality, Equity, and Instruction

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## Purpose of Presentation:

Action required by state or federal law or regulation.

## Executive Summary:

During school years 2014-2015 and 2015-2016, Richmond City Public Schools (RPS) division and school leaders and the Director of the Office of School Improvement met quarterly to review evidence of progress in selected Richmond City Public Schools and plan next steps. In July 2016, the Richmond City Public Schools’ superintendent reported that division data indicated the need for a division-level review. With further discussion, it was agreed to proceed with plans for a Richmond City Public Schools division-level review. In November 2016, the Virginia Board of Education approved the request for a division-level review in Richmond City Public Schools.

Following the division-level review, the Memorandum of Understanding (MOU) for Richmond City Public Schools, Attachment A1, was developed and approved by the Virginia Board of Education July 27, 2017. Richmond City Public Schools’ staff and Office of School Improvement staff met in late May and early June to complete a draft Corrective Action Plan based on areas identified in the division-level review.

Richmond City Public Schools’ Office of Engagement held nine community meetings across the city (one in each district) to gather input and feedback on the division’s Corrective Action Plan (CAP) and Strategic Plan with over 300 members of the community attending. The community meetings were led by Superintendent Jason Kamras and Chief Engagement Officer Dr. Shadae Harris. The five strands of the Corrective Action Plan (Human Resources Leadership, Academic and Student Success, Leadership and Governance, Operations and Support Services, and Community Relations and Communications) and the five priority areas of the Strategic Plan (Exciting and Rigorous Teaching and Learning, Skilled and Supported Staff, Safe and Loving School Cultures, Deep Partnerships with Families and Community, and Modern Systems and Infrastructure) were shared at each meeting. Stakeholders developed a shared definition of success and action steps for each strand. Attachment A2, RPS CAP Community Engagement, provides a detailed description of the stakeholder process. At the request of the Virginia Board of Education during the November 15, 2018 Board meeting, an additional stakeholder information session was held at John B. Cary Elementary School December 19, 2018.

The Corrective Action Plan, Attachment A3, was approved by the Richmond City Public Schools Board September 21, 2018. The Corrective Action Plan timelines take into consideration development, implementation, and monitoring of each essential action. The CAP essential actions are written broadly in order to provide flexibility as implementation occurs and new data are collected and analyzed. Per the MOU, Office of School Quality staff and RPS staff meet every two months to review CAP progress and timelines. The Legislation by the 2016 General Assembly provides the Virginia Board of Education with the authority to withhold At-Risk Add-On funds if there is evidence of lack of adequate and timely progress in implementing the Corrective Action Plan. Ongoing communication between the Richmond superintendent, the Richmond division leadership team, and VDOE staff is a key factor in the collaborative work to develop, implement, and monitor the Corrective Action Plan.

## Action Requested:

Final review: Action requested at this meeting.

## Superintendent’s Recommendation:

The Superintendent of Public Instruction recommends that the Virginia Board of Education approve the Corrective Action Plan Required by the Division-level Review for Richmond City Public Schools.

## Rationale for Action:

The Corrective Action Plan details the essential actions that Richmond City must implement during the 2018-2019 school year and beyond to support improvement in the academic performance of its students as well as evidence that will be used to evaluate progress in implementing the essential actions.

## Previous Review or Action:

Previous review and action. Specify date and action taken below:

Date: October 27, 2016

Action: First Review of Request for Division-level Review for Richmond City Public Schools

Date: November 17, 2016

Action: Approval of Final Review of Request for Division-level Review for Richmond City Public Schools

Date: June 22, 2017

Action: First Review of Division-level Memorandum of Understanding for Richmond City Public Schools

Date: July 27, 2017

Action: Approval of Division-level Memorandum of Understanding for Richmond City Public Schools

Date: November 15, 2018

Action: First Review of Corrective Action Plan Required by the Division-level Review for Richmond City Public Schools

## **Background Information and Statutory Authority:**

This Board item relates to Priority 1 of the *Virginia Board of Education Comprehensive Plan: 2018-2023* to provide high-quality, effective learning environments for all students.

The 2018 Standards of Quality (SOQ) at § 22.1-253.13:3.A provides:

. . . Each local school board shall maintain schools that are fully accredited pursuant to the standards for accreditation as prescribed by the Board of Education. Each local school board shall report the accreditation status of all schools in the local school division annually in public session. Within the time specified by the Board of Education, each school board shall submit corrective action plans for any schools within its school division that have been designated as not meeting the standards as approved by the Board.

When the Board of Education determines through the school academic review process that the failure of schools within a division to achieve full accreditation status is related to division-level failure to implement the Standards of Quality or other division-level action or inaction, the Board may require a division-level academic review. After the conduct of such review and within the time specified by the Board of Education, each school board shall submit to the Board for approval a corrective action plan, consistent with criteria established by the Board setting forth specific actions and a schedule designed to ensure that schools within its school division achieve full accreditation status. If the Board determines that the proposed corrective action plan is not sufficient to enable all schools within the division to achieve full accreditation, the Board may return the plan to the local school board with directions to submit an amended plan pursuant to Board guidance. Such corrective action plans shall be part of the relevant school division's comprehensive plan pursuant to § [22.1-253.13:6](http://law.lis.virginia.gov/vacode/22.1-253.13:6/).

## **Timetable for Further Review/Action:**

The superintendent of Richmond City Public Schools will meet with the Director of the Department’s Office of School Quality every two months or more frequently to discuss progress in implementing the Corrective Action Plan and to determine required next steps.

**Impact on Fiscal and Human Resources:**

The Office of School Improvement will use the academic review budget to fund contractors for the technical assistance sessions and any additional technical assistance.

# Attachment A1

# VIRGINIA BOARD OF EDUCATION

# RICHMOND CITY SCHOOL BOARD

# MEMORANDUM OF UNDERSTANDING

## Statutory Authority

The Standards of Quality (SOQ) require local school boards to maintain *Fully Accredited* schools and to take corrective actions for schools that are not *Fully Accredited.*

Further, the SOQ provides the Board of Education with the authority to seek school division compliance with the SOQ.

§ 22.1.253.13:8 Compliance with SOQ

....When the Board of Education determines that a school division has failed or refused, and continues to fail or refuse, to comply with any such Standard, the Board may petition the circuit court having jurisdiction in the school division to mandate or otherwise enforce compliance with such standard, including the development or implementation of any required corrective action plan that a local school board has failed or refused to develop or implement in a timely manner.

§ 22.1-253.13:3. Standard 3. Accreditation, other standards and evaluation.

... When the Board of Education determines through the school academic review process that the failure of schools within a division to achieve full accreditation status is related to division-level failure to implement the Standards of Quality or other division-level action or inaction, the Board may require a division-level academic review. After the conduct of such review and within the time specified by the Board of Education, each school board shall submit to the Board for approval a corrective action plan, consistent with criteria established by the Board setting forth specific actions and a schedule designed to ensure that schools within its school division achieve full accreditation status. If the Board determines that the proposed corrective action plan is not sufficient to enable all schools within the division to achieve full accreditation, the Board may return the plan to the local school board with directions to submit an amended plan pursuant to Board guidance. Such corrective action plans shall be part of the relevant school divis io n1s comprehensive plan pursuant to§ 22.1-253.13:6.

## Period of Enactment of the Memorandum of Understanding (MOU)

'

The Memorandum of Understanding (MOU) between the Richmond City School Board and the Virginia Board of Education will be in place until all schools are *Fully Accredited.* The MOU will be subject to annual review and revisions by the Virginia Board of Education.

For purposes of this MOU, the Richmond City School Board and the central office staff will adopt five key priorities and implement corrective action plan essential actions to comply with the five key priorities and the Standards of Quality in order to improve student achievement.

1. Academics and Student Success
2. Leadership and Governance
3. Operations and Support Services
4. Human Resource Leadership
5. Community Relations and Communications

**The following are responsibilities of the Virginia Board of Education and Department of Education (VDOE):**

The Director of the Office of School Improvement (OSI) will serve as the Superintendent of Public Instruction's designee. OSI staff will be assigned to Richmond City Public Schools to provide on-site support and monitoring of the implementation of the MOU and the corrective action plan.

1. The Director of the Office of School Improvement (OSI) will coordinate with OSI staff, division staff, and other VDOE offices to provide technical assistance in support of the MOU and corrective action plan.
2. The State Superintendent of Public Instruction and the State Board President will meet with the Local Board Chair and any other interested Richmond School ·Board members at least twice per year to facilitate communication and regular updates. All meetings shall be conducted according to applicable Open Meeting Laws.
3. OSI staff will meet every two months with the Division Superintendent and appropriate staff to review progress in implementing the corrective action plan and to review quarterly data, including but not limited to, the following data points: student attendance, teacher attendance, student discipline reports, student transfer data, student intervention participation and progress by intervention type, number and quality of teacher observations and walkthroughs conducted per month, and local assessment data in English, mathematics, history, and science. OSI staff may request additional data. Feedback on the steps taken by Richmond City Public Schools to implement the essential actions in the corrective action plan will be communicated by OSI staff via a written bi­ monthly report provided to the Superintendent of Public Instruction, the Director of the Office of School Improvement, the Division Superintendent and the Richmond City School Board. Specific next steps will be developed as needed.
4. OSI staff will provide administrative oversight over processes, procedures, and strategies that are implemented in support of the MOU and funded by federal and state funds.

4a. OSI staff will review Richmond City School's planned uses of selected local funds and will provide feedback to the Superintendent of Richmond City Public Schools on a quarterly basis. Any concerns resulting from this review and subsequent feedback will be reported to the Director of OSI.

4b. OSI staff, in consultation with the Director of the Office of School Improvement, will review and approve planned uses and actual expenditures of selected state and federal funds. Approval from OSI staff is required before purchase orders or contracts involving selected state and federal funding can be executed and requests for reimbursements can be made.

1. OSI staff will work closely with school and division personnel to implement instruction aligned to the Standards of Learning. OSI staff will review all recommendations regarding new or modified instructional programs and/or professional development. Recommendations must be submitted to OSI staff no less than 10 business days prior to purchase or submission to the local board for approval. Approval from OSI staff is required before purchase orders or contracts involving state and federal funding can be executed and requests for reimbursements can be made. Any proposed new or modified instructional program must be aligned with the results of a division or school-specific asset mapping exercise.
2. OSI staff will provide administrative oversight over processes, procedures, and strategies that are implemented in support of the MOU, through the corrective action plan, in the areas of human resources, operations and support services, and community relations and communications.
3. Modifications to the Memorandum of Understanding may be made by the Virginia Board of Education as a result of evidence of progress, evidence of lack of progress, or the identification of additional needs. The Richmond City School Board may make suggestions for changes in the MOU for consideration of approval by the Virginia Board of Education.

**The following are responsibilities of the Richmond City School Board and Richmond City Public Schools:**

1. Should a vacancy occur in the position of Division Superintendent, the Richmond City School Board will provide the Superintendent of Public Instruction and the President of the Virginia Board of Education the names and credentials of its top three finalists to fill a vacancy of Division Superintendent or Interim Superintendent at least 5 business days prior to making an offer to the preferred candidate. The credentials of applicants must include evidence of requisite experience to lead successful school and division turnaround efforts.
2. The Richmond City School Board will direct the Division Superintendent and appropriate staff to meet every two months with the Office of School Improvement to review (1) artifacts that serve as evidence of the implementation of the required actions detailed in the corrective action plan; and (2) quarterly data that serve as evidence of progress made towards the attainment of the goals of the corrective action plan. Data points to be reviewed include, but are not limited to, the following: student attendance, teacher attendance, student discipline reports, student transfer data, student intervention participation and progress by intervention type, number and quality of teacher observations and walkthroughs conducted per month, and local assessment data in English, mathematics, history, and science. OSI staff may request additional data. Feedback on the steps taken by Richmond City Public Schools to implement the essential actions in the corrective action plan will be communicated by OSI staff via a written bi­ monthly report provided to the Superintendent of Public Instruction, the Director of the

Office of School Improvement, the Division Superintendent and the Richmond City School Board. Specific next steps will be developed as needed.

1. The Richmond City School Board will direct the Division Superintendent to provide OSI staff documentation on planned uses of local funds. OSI staff, in consultation with the Director of the Office of School Improvement, will review and approve planned uses and actual expenditures of state and federal funds. Approval from OSI staff is required before purchase orders or contracts involving state and federal funding can be executed and requests for reimbursements can be made.
2. The Richmond City School Board will direct the Division Superintendent to consult with OSI staff on all recommendations regarding new or modified instructional programs and/or professional development no **less** than 10 business days prior to purchase or submission to the local board for approval. Approval from OSI staff is required before purchase orders or contracts involving state and federal funding can be executed and requests for reimbursements can be made. Any proposed new or modified instructional program must be aligned with the results of a division or school-specific asset mapping exercise.
3. The Richmond City School Board wi11 direct the Division Superintendent to consult with OSI staff on processes, procedures, and strategies that are implemented in support of the MOU, through the corrective action plan, in the areas of human resources, operations and support services, and community relations and communications.
4. The Richmond City School Board will approve a corrective action plan for the essential actions identified in the MOU and submit this plan to the Virginia Board of Education for review and approval at a time to be determined by the President of the Virginia Board of Education and Superintendent of Public Instruction. The Richmond City School Board wiH show evidence that the plan was shared with stakeholders including, but not limited to. teachers, building administrators, central office administrators, parents, community members, and business partners for feedback and this feedback was acted upon in the corrective action plan submitted to the Virginia Board of Education for approva1.
5. The Richmond City School Board will direct the Division Superintendent to provide the local board monthly updates on the steps taken to complete the essential actions in the corrective action plan. The agenda and supporting materials will be submitted to the Virginia Department of Education Office of School Improvement on the next business day following the local board monthly update.
6. The Division Superintendent will direct appropriate division staff to participate in OSI required technical assistance and other professional development identified by the Office of School Improvement, when invited, to support the implementation of strategies for improving student achievement in low-performing schools. The Division Superintendent will ensure that appropriate division staff implement with fidelity actions/next steps resulting from all technical assistance provided as a result of the MOU.
7. The Richmond City School Board and the Division Superintendent will appear before the Virginia Board of Education, as requested, to provide reports and answer questions about the implementation of the MOU and the corrective action plan.
8. All members of the Richmond City School Board and the Division Superintendent will participate at a minimum annually in board and superintendent professional development provided by the Virginia School Board Association (VSBA) which focuses on their respective roles and responsibilities for school improvement (or for improving student achievement in challenged schools). The plans for this professional development will be developed by the VSBA and the agenda will receive prior approval from the Director of the Office of School Improvement. Meeting minutes that include the identification of next steps for implementation of the professional development will be sent to the Director of the Office of School Improvement, and will be reviewed at the bi-monthly meetings between the Division Superintendent and the Director of OSI.
9. The Richmond City School Board will permit an OSI-selected representative to meet with the local board as an ex-officio, non-voting, participant should the division fail to have all of its schools *Fully Accredited* by the beginning of the 2025-2026 school year. The OSI selected representative will be expected to attend both public and closed session meetings unless his/her presence in a closed session would result in a conflict of interest.

## Additional Consequences for Non-Compliance

# Legislation by the 2016 General Assembly provides the Board with the following authority:

If the Board of Education has required a local school board to submit a corrective action plan pursuant to § 22.1-253.13:3. *Code of Virginia,* either for the school division pursuant to a division level review, or for any schools within its division that have been designated as not meeting the standards as approved by the Board of Education, the Superintendent

of Public Instruction shall determine and report to the Board of Education whether each such local school board has met its obligation to develop and submit such corrective action plan(s) and is making adequate and timely progress in implementing the plan(s). Additionally, if an academic review process undertaken pursuant to§ 22.1-253.13:3, *Cade of Virginia,* has identified actions for a local school board to implement, the Superintendent of Public Instruction shall determine and report to the Board of Education whether the local school board has implemented required actions. If the Superintendent certifies that a local school board has failed or refused to meet any of those obligations, the Board of Education shall withhold payment of some or all At-Risk Add-On funds otherwise allocated to the affected division pursuant to this allocation for the pending fiscal year. In determining the amount of At-Risk Add-On funds to be withheld, the Board of Education shall take into consideration the extent to which such funds have already been expended or contractually obligated. The local school board shall be given an opportunity to correct its failure and, if successful in a timely manner, may have some or all of its At-Risk Add-On funds restored at the Board of Education's discretion.

## Authorizations

I (We) have reviewed and understand the work required to implement the requirements of the Memorandum of Understanding (MOU) for the purpose of improving student achievement in Richmond City Public Schools.



Attachment A2

logo for Richmond City Public Schools

RPS CAP Community Engagement

Context

This summer, Richmond Public Schools (RPS) developed both its Strategic Plan and its Corrective Action Plan. In an effort to ensure that these two essential documents were aligned, and to reduce any confusion for the public, RPS held a series of community meetings to gather feedback on both documents in one setting.

What occurred at the community feedback sessions?

The Office of Engagement held nine community meetings across the city (one in each district). The meetings were widely publicized via social media, email, and flyers. Over 300 members of the community attended, including RPS staff members, students, and families, as well as non-profit partners, higher education representatives, elected officials, and law enforcement officers.

| District | Board Member | Date | Time | Location | Participants |
| --- | --- | --- | --- | --- | --- |
|
| 1 | Elizabeth Doerr | 7/13/18 | 5:00 PM | Albert Hill Middle School | 32 |
| 2 | James Barlow | 6/29/18 | 6:30 PM | Fox Elementary School | 15 |
| 3 | Kenya Gibson | 7/9/18 | 6:30 PM | Ginter Park Elementary School | 22 |
| 4 | Jonathan Young | 6/28/18 | 6:00 PM | Westover Hills Elementary School | 22 |
| 5 | Patrick Sapini | 7/9/18 | 5:00 PM | JB Cary Elementary School | 25 |
| 6 | Felicia Cosby | 7/12/18 | 5:30 PM | Overby Sheppard Elementary School | 33 |
| 7 | Cheryl Burke | 7/10/18 | 6:00 PM | Fairfield Court Elementary School | 49 |
| 8 | Dawn Page | 7/12/18 | 6:00 PM | Blackwell Elementary School | 21 |
| 9 | Linda Owen | 6/27/18 | 6:00 PM | Southside Community Services Center | 85 |

Superintendent Jason Kamras and Chief Engagement Officer Dr. Shadae Harris led these meetings. Facilitators included central office staff and community partners. Participants were presented with the five strands of the Corrective Action Plan (Human Resources Leadership, Academic and Student Success, Leadership and Governance, Operations and Support Services, and Community Relations and Communications) and the five priority areas of the Strategic Plan (Exciting and Rigorous Teaching and Learning, Skilled and Supported Staff, Safe and Loving School Cultures, Deep Partnerships with Families and Community, and Modern Systems and Infrastructure). Stakeholders then developed a shared definition of success for each strand. For example, participants who focused on the Human Resources Leadership/Skilled and Supported Staff strand imagined what a district would look like when it achieved excellence in this area. Participants then brainstormed potential action items to achieve that state of success. Facilitators recorded these action steps on chart paper and participants were able to circulate the room and vote on the steps they found most compelling.

How did RPS use the community feedback?

The feedback from these sessions was compiled into a data tracker, which captured all proposed action steps and ranked them based on the number of votes they received. These action steps were measured against those already outlined in the Corrective Action Plan. This exercise served two purposes: to identify areas where action might be missing, and to better understand what the community saw as the most pressing next steps in our path to improvement for Richmond Public Schools. Below is a sample of action steps generated from the community in each of the areas. Action steps were reviewed and incorporated both into revisions of the Strategic Plan as well as CAP revisions.

What are some examples of the feedback provided?

* CAP Focus Area: Human Resources Leadership / RPS Theme: Skilled and Supported Staff
  + Redesign HR to be focused on a clear recruitment and retention strategy and exceptional customer service.
  + Develop a plan to ensure an equitable distribution of our best teachers across all schools.
  + Expand and leverage partnerships with local and regional schools of education to increase the pipeline of RPS teachers in targeted areas (STEM, SPED, ELL).
  + Launch an effort explicitly focused on increasing male teachers of color.
  + Launch an annual gala to celebrate our best teachers and staff.
* CAP Focus Area: Academic and Student Success / RPS Theme: Rich and Exciting Teaching and Learning AND Safe and Loving School Cultures
* Develop a compelling and unified vision for excellence in PK-12 teaching and learning.
* Develop a comprehensive literacy plan that ensures all students will read on grade level by 3rd grade.
* Launch RPS Passion Pathways that include access to advanced coursework and integrated career and technical education for all students.
* Ensure every RPS elementary school has a robust academic program alongside well-defined and equitably funded programs in the arts, world languages, wellness and STEM.
* Design a PK-12 academic program with a comprehensive curriculum that is culturally relevant and aligned to the Profile of a Virginia Graduate.
* CAP Focus Area: Operations and Support Services / RPS Theme: Modern Systems and Infrastructure
* Develop and implement a core IT systems strategy that integrates human capital, budget, and student information systems to facilitate information sharing and data driven decision making.
* Develop comprehensive infrastructure plan that accounts for changing demographics and existing building capacity and condition, and creates a vision for the Altria building.
* Align student learning opportunities with operational needs (e.g., create apprenticeship opportunities for students who want to be plumbers, electricians, mechanics, work on HVACs, etc.).
* Increase the on-time performance of our busses by optimizing routes, and adding additional vehicles and drivers to our fleet
* Improve the nutritional value, student satisfaction, and division-wide participation of school meals program.
* CAP Focus Area: Community Relations and Communications/ RPS Theme: Authentic Family and Community Engagement
  + Launch a Family Academy that provides coursework in the areas of adult and early literacy, special education processes and parent advocacy.
  + Establish four (Southside, Northside, East End, and West End) Community Action teams that serve as communication hubs for information and advocacy.
  + Conduct ongoing customer service training for all front office staff.
  + Increase schools’ capacity to effectively communicate and partner with non-English speaking families.
  + Train every RPS teacher on effective home visits so that every RPS student is visited once per year.
* CAP Focus Area: Leadership and Governance
* Demystify the school budgeting process by publishing an "RPS budget" guide that explains RPS' school funding model and school level allocations.
* Develop and implement a budget where each line item is aligned to a specific commitment and ensure that RPS focuses every dollar on priorities.
* Develop comprehensive infrastructure plan that accounts for changing demographics and existing building capacity and condition, and creates a vision for the Altria building.
  + Redesign HR to be focused on a clear recruitment and retention strategy and exceptional customer service.

**Attachment A3**

**Corrective Action Plan**

**for**

**Richmond City Schools**

**Date: September 21, 2018**

**Plan Developed with Assistance from:**

**□ Teachers**

**□ Building Administrators**

**□ Central Office Administrators**

**□ Parents**

**□ Community Members**

**□ Business Partners**

**□ School Board**

Dear RPS and the City of Richmond,

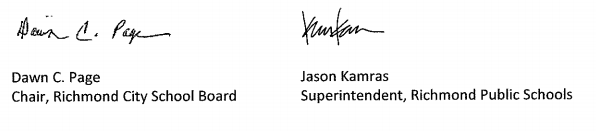
We are delighted to present a final draft of the RPS Corrective Action Plan (CAP), as required per our Memorandum of Understanding (MOU) with the Virginia Department of Education.

The RPS Administration has worked closely with the VDOE's Office of School Improvement over the last several months to develop a CAP that is fully responsive to the VDOE's findings from its assessment of Richmond City Public Schools. We would like to thank all the stakeholders who helped inform the development of this document: building administrators, central office administrators, parents, community members, business partners, and the School Board.

We would also like to clarify that nothing in the CAP should be construed as a limitation of the statutory authority of the Richmond City School Board. It will continue to govern RPS and will continue to hold the RPS Administration accountable for results.

We look forward to partnering with the VDOE to meet all the requirements of this Corrective Action Plan in order to achieve 100% full accreditation and thereby eliminate the need for our Memorandum of Understanding.

Sincerely,



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**Goals**

1. Achieve 100% full accreditation.
2. Increase the graduation rate as well as the percentage of graduates attending a 4-year or 2-year college, entering the workforce in a living wage job, or participating in national service - overall and for each subgroup (race, economic status, IEP status, and ELL status).
3. Increase the proficiency and advanced rates in reading, writing, math, science, and social studies - overall and for each subgroup.
4. Decrease the gaps in proficiency and advanced rates - by race, socioeconomic status, ELL status, and IEP status.
5. Increase teacher retention - overall and by subgroup.
6. Increase student satisfaction (for example, with school culture, building cleanliness, and engagement level of classes); family satisfaction (for example, with school safety, academic rigor, and timeliness of transportation); and staff satisfaction (for example, with level of support, freedom to offer feedback, and availability of resources) - overall and for each subgroup.
7. Increase student enrollment - overall and for each subgroup.
8. Decrease chronic absenteeism - overall and for each subgroup.
9. Decrease suspensions - overall and for each subgroup.
10. Increase funding from local, state, federal, and philanthropic sources.

*Note: During the 2018-19 school year, baseline numbers, as well as five-year and annual targets, will be developed for each goal.*

**Academics and Student Success**

| **Essential Action** | **Title of Person(s) Responsible for Essential Action** | **Title of Person(s) Monitoring** | **Dates (Timeframe)** | **Documentation Required to Support Evidence of Progress/Completion** |
| --- | --- | --- | --- | --- |
| Create, implement, and monitor a comprehensive plan to ensure alignment between the written, taught, and tested curriculum. | Create: Director of Curriculum and Instruction, Division Instructional Specialists, Curriculum Fellows  Implement: Director of Curriculum, Division Instructional Specialist, Principals, Assistant Principal, Curriculum Fellows  Monitor: Principal Directors, Principals, Assistant Principals | Chief Academic Officer, Chief Schools Officer | June 2018-June 2023 | Asset map; needs assessment; written instructional vision for each core content area; specific “look fors” for informal and formal observations; curriculum development plan including timeline and expectations for use; professional development agendas, materials, and next steps; data use protocol; student data; lesson planning and preparation protocol; assessment plan; written roles and responsibilities for division and school level; observations noting evidence-based feedback, rigor, and alignment to curriculum including to Standards of Learning; lesson plans; individual School Improvement Plans; curriculum alignment communication plan for stakeholders |
| Develop and implement a plan for division leadership to conduct instructional walkthroughs at all schools, analyze data collected on walkthroughs, and use the data to make decisions on how to support schools. | Develop: Chief Academic Officer, Chief Schools Officer  Implement: Principal Directors, Director of Curriculum and Instruction, Director of Special Education, Division Instructional Specialists | Develop: Superintendent  Implement: Chief Academic Officer, Chief Schools Officer | August 2018-June 2023 | Job descriptions and/or roles and responsibilities for appropriate positions; on boarding plans for appropriate staff; written protocols for collaboration across division offices; division instructional walkthrough protocol document that includes frequency, how walkthrough focus is determined, expectations for length of walkthrough, next steps; division plan to disaggregate walkthrough data and provide school level support; professional development materials, agendas, sign-in sheets, and next steps |
| Continue to implement the Results-Driven Accountability (RDA) Corrective Action Plan. | Director of Special Education | Chief Academic Officer | January 2016 – June 2021 | Evidence as noted in the RDA Corrective Action Plan. |
| Develop, implement, and monitor programs for students with limited English proficiency compliant with state requirements. | Instructional Specialist English Learners, Welcome Center Coordinator, Division Director of Testing, Director of Curriculum and Instruction | Chief Academic Officer, Chief Engagement Officer | June 2018 – June 2021 | Written procedures for identification, placement, opt-out, and assessment; professional development agendas, materials, and next steps; school schedules; written division protocol for collecting and analyzing student data in order to evaluate program effectiveness for English Learners; written plan to recruit, train, and retain English Language teachers; staffing ratios |
| Develop, implement, and monitor a comprehensive response to intervention framework that includes a  process for the identification and diagnosis of and assistance for students across academic, behavioral, and social needs. | Develop: Chief Academic Officer, Chief Schools Officer, Director of Student Services, (Director of Intervention)  Implement: Principals, Assistant Principals, Counselors, School Psychologists, Social Workers, Teachers  Monitor: Principal Directors, Director of Student Services, (Director of Intervention) | Develop: Superintendent  Implement:  Chief Academic Officer, Chief Schools Officer  Monitor: Chief Academic Officer, Chief Schools Officer, Principals | June, 2018 – June 2023 | Identification of diagnostic tools; rubric for determining appropriate diagnostic tool; protocol and expected outcomes for using all identified diagnostic tools; monitoring protocol; student data for identification and progress monitoring; school and division level roles and responsibilities for implementation and monitoring; Richmond City Public Schools (RPS) response to intervention framework document; student code of conduct; professional development agenda, materials, and next steps |
| Develop, implement, and monitor a process for student services designed to aid students in educational, social, and career development. | Instructional Specialist of School Counseling, Director of Student Support Services, School Counselors | Chief Schools Officer, Chief Academic Officer | June 2018 – June 2023 | Written division level expectations for monitoring the development and implementation of student services; professional development materials, agendas, sign-in sheets, and next steps; protocol and expected outcomes for using student services; monitoring protocol; student data for identification and progress monitoring; school and division level roles and responsibilities for implementation and monitoring |
| Develop, implement, and monitor an on-time graduation process. | Principal Directors, Counseling Specialist | Chief Schools Officer, Chief Academic Officer | June 2018 – August 2021 | Graduation Task Force meeting agendas and next steps; RPS On-Time Graduation Expectations document that contains month by month responsibilities of all involved RPS staff; monthly status tracker documents; professional development agendas, materials, and next steps |
| Develop a plan to monitor the master schedule and Program of Studies for all schools to achieve compliance with the Virginia Standards of Quality and Virginia Standards of Accreditation. | Director of Curriculum and Instruction, Principal Directors | Chief Academic Officer, Chief Schools Officer | June 2018 – June 2020 | Written plan to monitor the master schedule, Program of Studies, and enrollment data for all schools, including roles, responsibilities, timelines for school and division staff; professional development agendas, materials, and next steps |

**Leadership and Governance**

| **Essential Action** | **Title of Person(s) Responsible for Essential Action** | **Title of Person(s) Monitoring** | **Dates (Timeframe)** | **Documentation Required to Support Evidence of Progress/Completion** |
| --- | --- | --- | --- | --- |
| Develop and implement an organizational structure that groups staff functions to maximize employee efficiencies, engagement and cross-functional collaboration within and between division and schools. | Chief Academic Officer, Chief Schools Officer, Chief of Staff, Chief Operations Officer, Chief Engagement Officer, Chief Talent Officer | Superintendent | June 2018 – June 2020 | Organizational chart denoting reporting relationships; job descriptions; process documents that outline expectations and collaboration; surveys |
| Review and organize the division organizational chart at regular intervals to align with the Strategic Plan. | Chief Academic Officer, Chief Schools Officer, Chief of Staff, Chief Operations Officer, Chief Engagement Officer, Chief Talent Officer | Superintendent | June 2018 – June 2023 | Annual planning process document; division budget; job descriptions |
| Develop, implement, and monitor a process to gather and use input from staff, parents, students, and other stakeholders to develop the division’s Strategic Plan including mission, vision, and goals. | Chief Academic Officer, Chief Schools Officer, Chief of Staff, Chief Operations Officer, Chief Engagement Officer, Chief Talent Officer | Superintendent | May 2018 – December 2018 | Division’s Strategic Plan including mission, vision, and goals; written process to gather and use input to develop mission, vision, and goals; samples of stakeholder input meeting agendas, minutes and sign-in sheets; stakeholder list of defined terms (mission, vision, goals) |
| Develop, implement, and monitor a process to communicate the division’s Strategic Plan including mission, vision, and goals to a variety of internal and external stakeholders. | Chief of Staff, Chief Engagement Officer | Superintendent | May 2018 – June 2019 | Division’s Strategic Plan including mission, vision, and goals; written protocol for developing, implementing, and monitoring the communication plan for the mission, vision, and goals to internal and external stakeholders;  stakeholder list of defined terms; stakeholder meeting agendas, minutes and sign-in sheets |
| Develop, implement, and monitor a process for sharing responsibility to achieve the division’s Strategic Plan including mission, vision, and goals between the central office and schools. | Chief of Staff | Superintendent | October 2018 – June 2023 | Written defined responsibilities for division and school staff to implement the division’s Strategic Plan including mission, vision, and goal; monitoring protocol; data |
| Develop, implement, and monitor a process to use the division’s Strategic Plan including vision, mission, and goals to make major programmatic policy, and funding decisions. | Chief Academic Officer, Chief Schools Officer, Chief of Staff, Chief Operations Officer, Chief Engagement Officer, Chief Talent Officer | Superintendent | October 2018 – June 2023 | Written artifacts around the process; division and school responsibilities (decision making process/guidelines); timeline document for review and adjustment of strategic plan action steps; data |
| Develop, implement, and monitor a process to ensure policies comply with state and federal legislation and regulations, meet the needs of the school division, and are aligned with the division’s vision and Strategic Plan. | Chief of Staff | Superintendent | June 2018-June 2020 | Professional development/technical assistance agendas, materials, and next steps; initial policy review schedules; policy review protocol; cross reference policy document; RPS Strategic Plan; RPS By-laws and Policies; data |

**Operations and Support Services**

| **Essential Action** | **Title of Person(s) Responsible for Essential Action** | **Title of Person(s) Monitoring** | **Dates (Timeframe)** | **Documentation Required to Support Evidence of Progress/Completion** |
| --- | --- | --- | --- | --- |
| Develop, implement, and monitor an evidence-based Capital Improvement Plan that includes facilities and maintenance expenditures and that aligns with the division’s vision, goals, budget, and policies. | Director of Facilities, Director of Budget | Chief Operation Officer | June 2018 –June 2023 | Division’s Strategic Plan including mission, vision, and goals; building needs assessments; community engagement meeting agendas and data summaries; meeting agendas and next steps from Joint Construction Team meetings; Capital Improvement Plan; project plans; annual superintendent’s proposed budget; annual approved budget; summary of work order data |
| Implement and monitor training to keep employees up-to-date with trends in maintenance and operations. | Director of Facilities, Director of Transportation,  Principals | Chief Operations Officer, Principal Directors | June 2018 –June 2023 | Professional development agendas, materials, sign-in sheets and next steps; professional development schedule; operation and maintenance manuals; written notification of annual required trainings; written expectations and supervisor feedback |
| Develop, implement, and monitor a process to ensure expenditures are within approved local, state, and federal budgets, and ensure funds are fully expended within designated timelines. | Director of Budget, Director of Grants, Monitoring, and Compliance | Chief Operations Officer | June 2018 –June 2023 | Written process for monitoring expenditures with periodic review of expenditures and balances for all accounts and funding streams; checks and balances protocol; clearly defined roles and responsibilities for local, state, and federal budget points of contact; monitoring plan; budget (local, state, and federal); monthly expenditure detail report; encumbrances and expenditure-to-date report; annual budget close-out protocol; annual audit reports |
| Develop, implement, and monitor a plan for using instructional and operational data to design technology infrastructure planning and implementation. | Director of Information, Communications, and Technology Services, Director of Process Improvement | Chief Operations Officer | October 2018 – August 2021 | Data driven plan including monitoring protocol |
| Develop, implement, and monitor a plan to ensure the security of electronic student and employee records. | Director of Information, Communications, and Technology Services | Chief Operations Officer | October 2018 – August 2021 | Written plan that includes monitoring protocol; policy for ensuring privacy and security of electronic student and employee records. |
| Conduct a Fleet Operations assessment. | VDOE Associate Director of Pupil Transportation | VDOE Director of Support Services | No later than December 31, 2017 | \*Findings or results from Fleet Operations assessment and RPS next steps |

**Human Resource Leadership**

| **Essential Action** | **Title of Person(s) Responsible for Essential Action** | **Title of Person(s) Monitoring** | **Dates (Timeframe)** | **Documentation Required to Support Evidence of Progress/Completion** |
| --- | --- | --- | --- | --- |
| Develop, implement, and monitor a process to review all employee job descriptions, communicate changes routinely, and provide employees with access to job descriptions. | Chief Talent Officer | Superintendent | October 2018 – June 2023 | Timeline for development, implementation, and monitoring process; job descriptions; monitoring protocol; adoption, implementation, and communication of human resources information system; communication protocols about human resources information system |
| Develop and implement a compensation and benefits program aimed at recruiting, retaining, and developing more effective employees. | Manager of Compensation | Chief Talent Officer | October 2019 – June 2021 | Compensation and benefits plan for all employees; strategic recruitment and retention plan; professional development agendas, materials, and next steps for managers |
| Develop, implement, and monitor a process that uses data to assess the skills that needed in all departments and aligns recruitment efforts with the goals of the division and the Standards of Quality (SOQ). | Manager of Talent Acquisition | Chief Talent Officer | June 2018 – June 2023 | Recruitment plans for all employees; data used to assess skills that inform the hiring process; implementation of a data-driven standardized selection process by role for all employees |
| Develop, implement, and monitor a process to measure efficiency and effectiveness of employee onboarding practices. | Manager of Talent Acquisition | Chief Talent Officer | October 2018 – August 2020 | Written new employee orientation documents; employee surveys; exit interview data/employee exit protocol; employee data |
| Develop, implement, and monitor a process to ensure that the division meets all requirements for personnel outlined in the Virginia Department of Education’s Standards of Quality (SOQ) and Standards of Accreditation (SOA). | Director of Curriculum and Instruction, Principal Directors, Director of Budget and Planning, Manager of Pupil Services, Manager of Talent Acquisition | Chief Academic Officer, Chief Schools Officer, Chief Operations Officer, Chief Talent Officer | June 2018 – June 2023 | RPS ratio and class size guidance aligned to SOQ and SOA; individual school staffing rosters; individual school master schedules; IPAL report; written plan to develop and monitor the master schedule; professional development agendas, materials, and next steps |
| Collect and analyze data on why employees leave the division, and use the data to improve the effectiveness of division practices and policies. | Manager of Talent Acquisition | Chief Talent Officer | October 2018 – June 2021 | Annual data; exit interview data/employee exit protocol; exit interview data disaggregation and resulting next steps |
| Develop, implement, and monitor a process to evaluate all employees in accordance with policies (using meaningful measures of student achievement, where applicable), and communicate the evaluation process to all employees. | Manager of Employee Relations | Chief Talent Officer | June 2018 – June 2023 | Employee evaluation protocols; evaluation forms and rubrics for all employees; timelines; training artifacts for evaluators and for all staff on the evaluation process |
| Develop, implement, and monitor a process to compile the results/data of employee evaluations and share the results with the division leadership team in order to: 1) make decisions regarding personnel positions; 2) inform professional development decisions for the division; and 3) inform human resources recruitment, selection, retention, and induction decisions for the division. | Chief Talent Officer | Superintendent | October 2018 – June 2023 | Employee evaluation data; protocols for using data to make personnel decisions; Recruitment plan; Retention plan; professional development agendas, materials, and next steps |
| Develop, implement, and monitor a process for planning appropriate employee development that 1) connects employee learning to division goals; 2) provides support and opportunities for employees to effectively implement learning from professional development; 3) monitors and provides feedback on whether and how employee professional development learning is used by employees to carry out their duties and responsibilities. | Chief Academic Officer, Chief Schools Officer, Chief of Staff, Chief Operations Officer, Chief Engagement Officer, Chief Talent Officer | Superintendent | October 2018 – June 2023 | Division’s Strategic Plan including mission, vision, and goals; connection document of employee type/office to division goals; professional development agendas, materials, and next steps; communication templates and samples |
| Develop, implement, and monitor a process to recognize employees regularly and formally for exceptional efforts, accomplishments, and ideas. | Manager of Talent Acquisition | Chief Talent Officer | May 2018 – June 2021 | Retention plan; annual recognition plan including timelines, opportunities for all employees; RPS Shines! (Website) |

**Community Relations and Communications**

| **Essential Action** | **Title of Person(s) Responsible for Essential Action** | **Title of Person(s) Monitoring** | **Dates (Timeframe)** | **Documentation Required to Support Evidence of Progress/Completion** |
| --- | --- | --- | --- | --- |
| Develop, implement, and monitor a plan to: 1) regularly update the division’s communication plan and 2) align the communication plan with the division’s mission, vision, and goals. | Director of Communications and Media Relations | Chief of Staff | June 2018 – August 2020 | Division communication plan including goals, strategy and process for regular updates; evidence of alignment with mission, vision, and goals |
| Develop, implement, and monitor a process to regularly assess and identify community and family needs. | Director of Engagement | Chief Engagement Officer | October 2018 – June 2021 | Division family and community engagement plan including goals, strategy, and processes; surveys; meeting agendas, and next steps; student/family data |

**Authorizations**

**I (We) have reviewed and understand the work required to implement the essential actions required in the Corrective Action Plan for the purposes of improving student achievement in Richmond City Public Schools.**

