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

## Date: April 25, 2019

### Title: First Review of Corrective Action Plan Required by the Division-level Review for Greensville County 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 the 2016-2017 school year, Greensville County Public Schools (GCPS) division and school leaders met regularly to review the progress of GCPS schools. The following technical assistance was provided to Greensville County by the Virginia Department of Education: instructional diagnostic visit, division-level asset mapping, review of lesson plan alignment resulting in two professional development sessions on lesson alignment, and the services of a contractor assigned by the Office of School Improvement. Triannual meetings were conducted with principals from three schools and division leaders to review evidence of progress on the essential actions in the Reconstitution Agreement Plan and Corrective Action Plans (CAPs). In September 2017, the Virginia Board of Education approved the request for a division-level academic review in Greensville County Public Schools.

Following the division-level review, the Memorandum of Understanding (MOU) for Greensville County Public Schools, Attachment A1, was developed and approved by the Virginia Board of Education March 22, 2018. A new Greensville superintendent began in July 2018. During late summer and the fall, the Office of School Quality met with Greensville leaders to review steps leading to the division-level review and to begin implementation of MOU requirements. During December and January, the superintendent and Office of School Quality staff met to complete a draft Corrective Action Plan based on areas identified in the division-level review.

In an effort to inform and receive feedback from stakeholders on the Corrective Action Plan (CAP) for Greensville County Public Schools, several opportunities for community and parent engagement and feedback were provided. During each opportunity, the Greensville County Public Schools Superintendent provided an overview of the school system, including challenges and opportunities for growth, and shared details of the division-level review process and the Corrective Action Plan. Information was shared at various speaking engagements and meetings throughout the months of January, February, and March. At each of these meetings, the superintendent gave an overview of the Corrective Action Plan and solicited input from members in attendance. Attachment A2, Community Input Meeting Summary for Greensville County Public Schools’ Corrective Action Plan, provides a detailed description of the stakeholder process.

The Corrective Action Plan, Attachment A3, was approved by the Greensville County Public Schools Board March 26, 2019. 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 GCPS staff meet every two months to review CAP progress and timelines. Item 136 C.9.e.4 of the 2018 Virginia Appropriations Act provides the Virginia Board of Education with the authority to withhold payment of some or all of the At-Risk Add-On funds if there is evidence the local school board has failed or refused to implement the Corrective Action Plan. Ongoing communication between the Greensville superintendent, the Greensville 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:

Action will be requested at a future meeting. Specify anticipated date below:

June 20, 2019

## Superintendent’s Recommendation:

# The Superintendent of Public Instruction recommends that the Virginia Board of Education receive for first review the Corrective Action Plan required by the division-level review for Greensville County Public Schools.

## Previous Review or Action:

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

Date: September 28, 2017

Action: First Review of Request for Division-level Review for Greensville County Public Schools; Note: Superintendent requested that the Board waive first review and action was taken to approve as final review.

Date: March 22, 2018

Action: First Review of Division-Level Memorandum of Understanding for Greensville County Public Schools**;** Note: First review was waived and action was taken to approve as final review.

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%3A6/).

Timetable for Further Review/Action:
This item will be presented to the Board of Education for final review on June 20, 2019.

The superintendent of Greensville County 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 Quality 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

## Greensville County School Board

## Memorandum of Understanding

**Statutory Authority**

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

....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, assessments, and releases from state regulations.

... 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.

**Period of Enactment of the Memorandum of Understanding (MOU}**

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

For purposes of this MOU, the Greensville County School Board and the central office staff will adopt five key priorities and implement essential actions to comply with the Standards of Quality and 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

**Responsibilities of the Virginia Board of Education and Department of Education (VDOE):**

The Director of the Office of School Improvement will serve as the Superintendent of Public Instruction's designee. A Chief Academic Officer (CAO) may be assigned to Greensville County Public Schools to provide on-site support and monitoring of the implementation of the MOU and the corrective action plan. The CAO will report to the Director of the Office of School Improvement.

1. The Director of the Office of School Improvement (OSI) will coordinate with the CAO/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 Greensville County School Board members at least twice per year to facilitate communication and regular updates. All meetings shall be conducted according to applicable Open MeetingLaws.
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, math, history, and science. OSI staff may request additional data. Feedback on the steps taken by Greensville County 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 Director of the Office of School Improvement, the Division Superintendent and the Greensville County School Board. Specific next steps will be developed as needed.
4. The CAO/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. The CAO/OSI staff will review Greensville County Public Schools' planned uses of selected local funds and will provide feedback to the Superintendent of Greensville County Public Schools on a quarterly basis. Any concerns resulting from this review and subsequent feedback will be reported to the Director of OSI.

4b. The CAO/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 the CAO/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. The CAO/OSI staff will work closely with school and division personnel to implement instruction aligned to the Standards of Leaming. The CAO/OSI staff will review all recommendations regarding new or modified instructional programs. Recommendations must be submitted to the CAO/OSI staff no fewer than 10 business days prior to purchase or submission to the local board for approval. Approval from the CAO/OSI staff is required before purchase orders or contracts can be executed. Any proposed new or modified instructional program must be aligned with the results of a division or school specific asset mapping exercise.
2. The CAO/OSI staff will review and approve all recommendations regarding hiring instructional (licensed) personnel prior to their submission to the local board for approval. Recommendations regarding hiring instructional personnel must be submitted to the CAO/OSI staff no fewer than 10 business days prior to the local board meeting. Criteria for approval will include at a minimum the confirmation of appropriate licensure (or eligibility for licensure) and endorsements for the intended position(s). No contract may be offered for a licensed position without the approval of the CAO/OSI staff.
3. The CAO/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.
4. 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 Greensville County School Board may make suggestions for changes in the MOU for consideration of approval by the Virginia Board of Education.

**Responsibilities of the Greensville County School Board and Greensville**

**County Public Schools:**

1. Should a vacancy occur in the position of Division Superintendent while the MOU is in effect, the Greensville County 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 Greensville County School Board will direct the Division Superintendent and appropriate staff to meet every two months with the Office of SchooI Improvement to review (1) artifacts that serve es 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 qua1ity 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 Greensville County 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 Director of the Office of School Improvement, the Division Superintendent and the GrcensviUe County School Board. Specific next steps will be developed as needed.

1. The Greensville County School Board will direct the Division Superintendent to provide the CAO/OSI staff documentation on planned uses of local funds. The CAO/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 the CAO/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 Greensville County School Board will direct the Division Superintendent to consult with the CAO/OSI staff on all recommendations regarding new or modified instructional programs no fewer than 10 business days prior to purchase or submission to the local board for approval. Approval from the CAO/OSI staff is required before purchase orders or contracts can be executed. Ally proposed new or modified instructional program must be aligned with the results of a division or school-specific asset mapping exercise.
3. The Greensville County School Board will direct the Division Superintendent to consult with the CAO/OSI staff assigned to the division on all recommendations regarding hiring instructional (licensed) personnel prior to being submitted to the local board for approval. Recommendations regarding hiring instructional personnel must be submitted to the CAO/OSI staff no fewer than 10 business days prior to the local board meeting. Criteria for approval will include at a minimum the confirmation of appropriate licensure (or eligibility for licensure) and endorsements for the intended position(s) and evidence of prior successful performance in increasing student achievement. (Note: Applicants new to the teaching field will provide evidence of high academic performance in their area of endorsement on their college transcripts.) No contract may be offered for a licensed position without the approval of the CAO/OSI staff.
4. The Greensville County School Board will direct the Division Superintendent to consult with the CAO/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.
5. The Greensville County 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 Greensville County School Board will show evidence that the plan was shared with stakeholders for

feedback and that this feedback was acted upon in the corrective action plan submitted to the Virginia Board of Education for approval.

1. The Greensville County 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.
2. 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.
3. The Greensville County 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.
4. All members of the Greensville County School Board and the Division Superintendent will participate at a minimum annually in board and superintendent professional development provided by the Virginia School Boards 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.
5. The Greensville County 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 *Accredited* by the beginning of the 2023-2024 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 A of the *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 A. of the *Code 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.

# Attachment A1

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 Greensville County Public Schools.



# Attachment A3

## Community Input Meeting Summary

## for

## Greensville County Public Schools’

## Corrective Action Plan



Greensville County School Board Members

Rhonda Jones-Gilliam, Chairman

Marva Dunn, Vice Chairman

Janey Bush, Member

Alexis Jones, Member

Bessie Reed-Moore, Member

Jason Rook, Member

Dr. Kim F. Evans, Superintendent

Greensville County Public Schools

Corrective Action Plan - Community Input Meeting Summary

In an effort to inform and receive feedback from stakeholders on the Corrective Action Plan for Greensville County Public Schools, several opportunities for community engagement and feedback were provided. During each opportunity, Dr. Evans, Superintendent of Schools, provided an overview of the school system (where are we and where are we going), challenges and opportunities for growth based on achievement data, and revised accreditation details. Additionally, Dr. Evans shared details of the division-level review process and the Corrective Action Plan developed with the Virginia Department of Education’s Office of School Quality staff and Greensville County Public Schools division-level leadership.

On January 25, 2019, the division held a School and Business Partnership Meeting at FoSho Italian Sports Grille from 12:00 pm – 1:30 pm. Thirty (30) business leaders attended the meeting that was co-hosted by Mr. and Mrs. Sadler. Mrs. Sadler is a graduate of Greensville County High School and the couple owns FoSho. During this meeting, participants were asked to “design” their ideal entry level employee and brainstorm ways the school division and businesses could partner to provide real-world learning opportunities (eg. job shadowing and internships) for students. Business leaders were given an overview and shared their ideas on the Corrective Action Plan.

As a means to provide open, two-way communication between the school division and the local funding agencies, Dr. Evans, with the support of the school board, created a Sub-Committee on Education. This committee consists of two members of the Greensville County Board of Supervisors, the County Administrator, two members of the Emporia City Council, the City Manager, two members of the Greensville County School Board, and the Superintendent. This committee met on February 8, 2019, from 2:30 pm – 4:30 pm with seven (7) of the nine (9) members present. During this meeting, participants were asked to “design” their ideal community and share their perspectives on the role the school division played in that “ideal community.” Further, the leaders were given an overview and shared their ideas on the Corrective Action Plan.

During various speaking engagements and meetings throughout the months of January, February, and March, Dr. Evans gave an overview of the Corrective Action Plan and solicited input from members in attendance. These engagements included monthly school board meetings; monthly student/staff advisory meetings; a meeting with the Director of the Virginia Department of Health, Dr. Hart; a meeting with SmartBeginnings Director, Allison Noble; and at the Main Street Baptist Church’s Young at Heart group March monthly luncheon.

On March 12, 2019, the school division hosted a Community Input meeting. The sole purpose was to receive input on how to improve the school division and implement the Corrective Action Plan. The meeting opened with a performance by the E. W. Wyatt Middle School’s Junior Beta Club. Fifty-six (56) participants comprised of board members, parents, business owners, government officials, teachers, staff and students provided valuable input by answering pivotal questions centered on each area identified in the corrective action plan. The participants worked in groups to answer the questions and provide guidance in the creation of goals for each area of the corrective action plan. The goals that were developed are:

1. Academics and Student Success:

All students will be engaged in rigorous, innovative and meaningful activities to be better prepared when they enter college and/or the workplace.

1. Leadership and Governance:

Establish a clear mission and vision statement with corresponding goals to implement policies and procedures to provide the direction of the school division.

1. Operations and Support Service:

Establish practices and controls to create environments that promotes student and staff success.

1. Human Resource Leadership:

To recruit, retain and support caring and innovative staff members who are instrumental in the success of ALL students.

1. Community Relations and Communication:

 Create partnerships and develop relationships with families and community members to design an authentic pathway to student success.

**Feedback from Participants**

 Feedback from participants was given in response to the following questions (Q# indicates the question number and R# indicates the responses).

 **Area 1: Academic and Student Success**

Q1: What kind of activities would help your child learn best?

R1: Hands–on

Project-based

Real-world yet age appropriate

Relevant

Fun

Cooperative learning

Technology infused

Q2: What learning experiences should our students have before graduating from GCPS?

R2: Field trips

 Job shadowing

 Goal setting

 Time management

 Conflict resolution

 Writing/reading

 Technical

 Guest speakers

 STEM

 Arts

 Study skills

**Area 2: Leadership and Governance**

Q1: What should be the primary focus of GCPS?

R1: Student success

 Academics

 More opportunities (response from student)

 Teacher/administration/parent collaboration (response from student)

Q2: How do we ensure that the best decisions are made for GCPS?

R2: Listen to everyone’s voice (response from student)

 Putting the right people in the right places to make decisions

 Have all information to make informed decisions

 Recent graduates come back to community

**Area 3: Operations and Support Services**

Q1: How do we provide a safe environment in each school to facilitate teaching and learning?

R1: Locked doors at all campus (buzzer system)

 Metal detectors usage

 Consistent classroom management in all classes

 Be more proactive to resolve/prevent problems

 More administrative support for teachers/staff

 More respect from students

**Area 4: Human Resources Leadership**

Q1: What do you think the division needs to do to attract, develop, and retain teachers and staff?

R1: Incentive program

 Pay a decent salary

 Discipline policy enforced fairly and consistently

 Teacher preparation programs

 Teachers for Tomorrow program to grow our own teachers

 More training on how to handle students with behavioral issues

 Monthly teacher socials

**Area 5: Community and Relations and Communication**

Q1: What methods of communication should be used to give and receive information from our stakeholders?

R1: Written

 Social media

 Robo calls

 Division website

 Email

 Remind app

 Parent Portal

 Meetings

Q2: What can the division do to engage our families and community with teaching and learning in GCPS?

R2: “Get out” into the community (talk to people, pass out books, build a relationship)

 Mobile libraries

 Attend extra curricular activities (rec leagues events, too)

 National Night Out participation

 Partner with community organizations

 Provide opportunities for the families and community to help

**Next Steps**

Staff members responsible for implementation of the essential actions of the Corrective Action Plan were present at the Community Input Summit. Division leaders were present and served as facilitators at each table. They will use the responses and group discussion from each question to guide their work with the CAP. *Leading* Change, by John Kotter, is Dr. Evans’ foundational cornerstone to guide the work that must be done in Greensville County Public Schools. The community input meeting allowed us to cement the first two steps of the change process that Kotter identifies in his work – 1) establishing a sense of urgency and 2) building the guiding coalition. The third step in the change process is developing a vision and strategy. Greensville County Public Schools will embark upon the strategic planning process with a Community Summit on Monday, April 1,, 2019, to begin the work of long-range planning for the school division.

# Attachment A3

## Corrective Action Plan

## for

## Greensville County Public Schools



**Greensville County School Board Members:**

**Rhonda Jones-Gilliam, Chairman**

**Marva Dunn, Vice Chairman**

**Janey Bush, Member**

**Alexis Jones, Member**

**Bessie Reed-Moore, Member**

**Jason Rook, Member**

**Dr. Kim F. Evans, Division Superintendent**

**Date: March 26, 2019**

**Plan Developed with Assistance from:**

* **Teachers**
* **Building Administrators**
* **Central Office Administrators**
* **Parents**
* **Community Members**
* **Business Partners**
* **Students**

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**Goals:**

1. Academics and Student Success:

All students will be engaged in rigorous, innovative and meaningful activities to be better prepared when they enter college and/or the workplace.

1. Leadership and Governance:

Establish a clear mission and vision statement with corresponding goals to implement policies and procedures to provide the direction of the school division.

1. Operations and Support Service:

Establish practices and controls to create environments that promote student and staff success.

1. Human Resource Leadership:

To recruit, retain and support caring and innovative staff members who are instrumental in the success of ALL students.

1. Community Relations and Communication:

Create partnerships and develop relationships with families and community members to design an authentic pathway to student success.

**Academics**

**and Student Success**

**Goal: All students will be engaged in rigorous, innovative and meaningful activities to be better prepared when they enter college and/or the workplace.**

| **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 communicate clear division vision, mission, and goals for student achievement to all stakeholders. | Develop: Strategic Planning Team: Assistant Superintendent, selected Principals, Assistant Principals, Parents, Teachers, Students, Business Leaders, Greensville County Public Schools (GCPS) Board Members, Local Government Officials, Community LeadersCommunicate: Assistant Superintendent, Director of Instructional Services, Director of Testing, Coordinator of English, Director of Pupil Personnel, Principals, Assistant Principals, Teachers | Superintendent | February 2019 – June 2024 | Meeting agendas, minutes, and next steps; Strategic Plan; vision, mission, goals |
| Create a comprehensive plan to meet student achievement goals based on data. | Assistant Superintendent, Director of Instructional Services, Coordinator of English, Director of Testing, Director of Pupil Personnel, Principals | Superintendent | February 2019 – June 2024 | Student Achievement Plan as evidenced in the Strategic Plan; goals |
| Develop a plan to ensure division-wide alignment between the written, taught, and tested curriculum. | Assistant Superintendent, Director of Instructional Services, Coordinator of English, Director of Testing, Director of Pupil Personnel, Principals | Superintendent | February 2019 – June 2024 | Greensville County Public Schools (GCPS) Instructional Plan; administrator handbook; faculty handbook; roles/responsibilities document; student outcomes |
| Communicate the curriculum alignment plan to key stakeholders. | Director of Instructional Services, Coordinator of English, Director of Testing, Director of Pupil Personnel, Principals | Assistant Superintendent | February 2019 – June 2024 | GCPS Instructional Plan; meeting agendas, notes, and next steps, if any |
| Monitor the implementation of the curriculum alignment plan regularly and make adjustments based on evidence. | Director of Instructional Services, Coordinator of English, Director of Testing, Director of Pupil Personnel, Principals | Assistant Superintendent | February 2019 – June 2024 | Executive Leadership Team agendas, notes, and next steps; Administrative Team agendas, notes, and next steps; data analysis protocol; student data; principal and teacher data; pacing guides, lesson plan template; suggested resources, and exemplars |
| Develop and communicate expectations for school leaders regarding classroom observations that are focused on student achievement and professional growth. | Assistant Superintendent, Director of Instructional Services, Coordinator of English, Director of Testing, Director of Pupil Personnel | Superintendent | February 2019 – June 2024 | GCPS Instructional Plan; meeting agendas, notes, and next steps, if any; professional development agendas, materials, and next steps |
| Implement a plan for the division leadership to conduct instructional walkthroughs at all schools using data to determine frequency. | Assistant Superintendent, Director of Instructional Services, Coordinator of English, Director of Testing, Director of Pupil Personnel | Superintendent | February 2019 – June 2024 | GCPS Instructional Plan; meeting agendas, notes, and next steps, if any; walkthrough and/or observation tools; walkthrough and/or observation schedules and data; professional development agendas, materials, and next steps; student data; data analysis protocol |
| Analyze information collected on walkthroughs and use the information to make decisions on how best to support schools.  | Assistant Superintendent, Director of Instructional Services, Coordinator of English, Director of Testing, Director of Pupil Personnel | Superintendent | February 2019 – June 2024 | Data analysis protocol; Executive Leadership Team agendas, notes, and next steps; Administrative Team agendas, notes, and next steps |
| Develop a system for the division leadership team to meet regularly and review schools’ progress and needs for support. | Director of Instructional Services, Coordinator of English, Director of Testing, Director of Pupil Personnel | Assistant Superintendent | February 2019 – June 2024 | Instructional Improvement Meeting Schedule; Executive Leadership Team agendas, notes, and next steps; Administrative Team agendas, notes, and next steps |
| Implement processes for the division leadership to provide feedback to school leaders on instruction and monitor that feedback is implemented. | Assistant Superintendent | Superintendent | February 2019 – June 2024 | Executive Leadership Team agendas, notes, and next steps; Administrative Team agendas, notes, and next steps; written feedback; observation and/or walkthrough data; student data |
| Use data from multiple sources to determine how much and what support will be provided to schools and principals regarding instructional leadership. | Director of Instructional Services, Coordinator of English, Director of Testing, Director of Pupil Personnel | Assistant Superintendent | February 2019 – June 2024 | Observation and/or walkthrough data; student data; teacher data; lesson plans; formative and summative classroom assessment |
| Create a plan for appropriate professional development that connects teaching to student learning outcomes. | Director of Instructional Services, Coordinator of English, Director of Testing, Director of Pupil Personnel | Assistant Superintendent | February 2019 – June 2024 | Professional Development Plans that include next steps and monitoring; data analysis protocol; student data |
| Monitor whether and how professional development learning is used in classrooms and provide feedback on educators use of professional development learning | Director of Instructional Services, Coordinator of English, Director of Testing, Director of Pupil Personnel, Principals | Assistant Superintendent | February 2019 – June 2024 | Division and building walkthrough and observation data; written feedback including next steps as appropriate; principal, teacher, and student data |
| Develop, implement, and monitor a process to regularly provide time and resources for employees to engage in activities related to applied research and innovation in their particular fields. | Leadership Team: Director of Pupil Personnel, Director of Testing, Director of Instructional Services, Director of Administrative Services, Literacy Coach, Director of Business and Finance, Coordinator of Governance and Federal Programs, Supervisor of Maintenance, Supervisor of Transportation, Supervisor of Food Services, Network Engineer | Assistant Superintendent | February 2019 – June 2024 | Mini-grant application process; GCPS Project Proposal documents; faculty and employee handbook; observations; student and employee data |
| Continue to implement the Results-Driven Accountability Corrective Action Plan. | Director of Pupil Personnel | Assistant Superintendent | February 2019 – June 2024 | Evidence as noted in the Results-Driven Accountability Corrective Action Plan |
| Develop, implement and monitor a process for collecting and analyzing data on at-risk, English Language Learner, remediation, art, music, physical education, and college and career programs regularly and use the results to evaluate and make decisions about the programs. | Director of Pupil Personnel, Director of Testing, Director of Instructional Services, Director of Administrative Services, Literacy Coach, Director of Business and Finance, Coordinator of Governance and Federal Programs | Assistant Superintendent | February 2019 – June 2024 | Student and teacher data; inventory list of programs; data analysis protocol; meeting agendas and next steps; asset mapping results as applicable |
| Conduct an audit of schools’ bell schedules and programs of study. | In conjunction with Office of School Quality Staff, Director of Pupil Personnel, Director of Testing, Director of Instructional Services, Director of Administrative Services, Literacy Coach, Principals | Assistant Superintendent, Director Office of School Quality  | July 2019 – June 2020 | Individual school bell schedules; Greensville High School Program of Studies; next steps, if any |

 **Leadership**

**and Governance**

**Goal: Establish a clear mission and vision statement with corresponding goals to implement policies and procedures to provide the direction of the school division.**

| **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** |
| --- | --- | --- | --- | --- |
| Organize employees so there is a clear, direct line of authority for each employee and the chain of command is uninterrupted with line and staff functions separated to maximize employee efficiencies. | Assistant Superintendent | Superintendent | February 2019 – June 2024 | Organizational chart; job descriptions; communication plan; Strategic Plan |
| Organize all departments and staff to support the Strategic Plan. | Assistant Superintendent | Superintendent | February 2019 – June 2024 | Strategic Plan; organizational chart; job descriptions; communication plan |
| Review the division organizational chart at regular intervals to determine alignment with the Strategic Plan. | Leadership Team,  | Assistant Superintendent | February 2019 – June 2024 | Strategic Plan; organizational chart; schedule for review; Board agenda and meeting minutes |
| Promote collaborative decision making through the organizational structure of the division. | Leadership Team | Assistant Superintendent | February 2019 – June 2024 | Strategic Plan; organizational chart; job descriptions; communication plan; Executive Leadership Team agendas, notes, and next steps; Administrative Team agendas, notes, and next steps |
| Gather and use input from staff, parents, students, and other stakeholders to develop the division’s mission, vision, and goals. | Strategic Planning Team | Assistant Superintendent | February 2019 – June 2024 | Strategic planning process document; stakeholder data; division mission, vision, and goals |
| Communicate the division’s mission, vision, and goals to a variety of stakeholders, defining terms where necessary to create a shared understanding. | Leadership Team | Superintendent | February 2019 – June 2024 | Division mission, vision, and goals; agendas and meeting minutes (Board, City Council, PTA, etc.) |
| Align the division’s mission, vision, and goals with action steps in the Strategic Plan. | Strategic Planning Team  | Assistant Superintendent | February 2019 – June 2024 | Strategic planning process document; GCPS Strategic Plan; division mission, vision, and goals |
| Use the division’s vision, mission, and goals to make major programmatic and funding decisions.  | Leadership Team | Assistant Superintendent | February 2019 – June 2024 | Strategic planning process document; GCPS Strategic Plan; division mission, vision, and goals; budget planning process document; final budget |
| Create goals relating to achievement and other measures of student success. | Leadership Team | Assistant Superintendent | February 2019 – June 2024 | Strategic planning process document; data analysis protocol; GCPS Strategic Plan; division mission, vision, and goals  |
| Establish structures to elicit feedback from internal and external communities on the division’s vision, mission, and goals; monitor progress towards achieving the vision, mission, and goals; and make adjustments to action steps based on evidence from monitoring. | Leadership Team | Assistant Superintendent | February 2019 – June 2024 | Strategic planning process document; list of stakeholder committee members; written feedback and next steps, if any |
| Implement a plan for a strong collaborative relationship between the central office and schools. | Leadership Team | Assistant Superintendent | February 2019 – June 2024 | Administrative handbook; instructional improvement meeting agendas, minutes, and next steps, as needed; professional development/book studies and resulting next steps |
| Designate personnel to monitor, distribute, and ensure implementation of Virginia State Superintendent’s Memos and other relevant state communications. | Coordinator of Governance and Federal Programs | Superintendent | February 2019 – June 2024 | Written procedure defining roles and responsibilities for monitoring, distributing, and ensuring implementation of state communications |
| Review policies systematically to ensure they meet the needs of the school division and are aligned with the division’s vision and Strategic Plan. | Leadership Team | Superintendent | February 2019 – June 2024 | Strategic Plan; policy and regulations manual; schedule for policy review |
| Monitor the alignment between policy and practice systematically to ensure compliance with and effectiveness of the policies. | Leadership Team | Assistant Superintendent | February 2019 – June 2024 | Division-led audit of policies and practices with next steps as needed; organizational chart; Executive Leadership Team meeting agenda and next steps, if any |
| Provide ongoing and appropriate policy-related professional development related to compliance with state and federal mandates. | Leadership Team | Assistant Superintendent | February 2019 – June 2024 | Annual professional development plan (policy component); professional development agendas, materials, and next steps |
| Collaborate with internal and external community to develop policies in order to implement a process that explicitly ensures the well-being of students, staff, and others are the focus of policy development. | Leadership Team | Assistant Superintendent | February 2019 – June 2024 | List of stakeholder committee members; strategic plan, mission, vision, goals; policy manual; meeting agendas, minutes, and decisions |
| Review evidence/data of policy effectiveness and makes adjustments as needed. | Leadership Team | Assistant Superintendent | February 2019 – June 2024 | Division and school data related to policies; Administrative Team meeting agendas, minutes, and next steps |
| Develop the Strategic Plan with stakeholder involvement and input. | Strategic Planning Team | Assistant Superintendent | February 2019 – June 2024 | Strategic planning process document; list of stakeholder committee members; meeting agendas, minutes, and decisions/next steps; GCPS Strategic Plan, mission, vision, goals |
| Implement a strategic planning process that is continuous and ongoing and ensures that the strategic planning team is representative of all division departments and groups. | Strategic Planning Team | Assistant Superintendent | February 2019 – June 2024 | Strategic planning process document; GCPS Strategic Plan; division mission, vision, and goals; list of stakeholder committee members |
| Use data and evidence to identify specific focus areas in the Strategic Plan and develop action plans based on data analysis. | Strategic Planning Team | Assistant Superintendent | February 2019 – June 2024 | Strategic planning process document; division and community data; GCPS Strategic Plan; division mission, vision, and goals |
| Create goals and strategies that directly relate to the needs of the division based on evidence and supports division performance. | Leadership Team | Assistant Superintendent | February 2019 – June 2024 | Strategic planning process document; division and community data; GCPS Strategic Plan; division mission, vision, and goals |
| Provide professional development on data analysis including analyzing information from multiple data points to determine effectiveness of strategies and makes adjustments.  | Leadership Team | Assistant Superintendent | February 2019 – June 2024 | Division-level data, school level data and student data; professional development agendas, materials, and next steps; data analysis protocol |
| Ensure consistent communication between the superintendent and all school board members. | Superintendent, GCPS Board | Office of School Quality Executive Coach, Executive Director of Virginia School Board Association | February 2019 – June 2024 | Superintendent’s Weekly Update email; monthly school board meetings; annual school board retreat agenda, materials, and next steps |
| Establish communication procedures for the superintendent to enhance school board members’ understanding of student programs and school operations. | Governance Team (Superintendent, GCPS Board)  | Office of School Quality Executive Coach | February 2019 – June 2024 | Monthly instructional spotlight reports; monthly Corrective Action Plan update; Superintendent’s Weekly Update email; monthly school board meetings; annual school board retreat agenda, materials, and next steps |
| Provide the school board with adequate time for discussion and processing for decisions requiring action. | Superintendent, GCPS Board | Office of School Quality Executive Coach, Executive Director of Virginia School Board Association | February 2019 – June 2024 | First and second review required on Board agenda action items; Superintendent’s Weekly Update email; monthly Corrective Action Plan update |
| Provide the school board with regular and thorough updates on the state of the division.  | Superintendent  | Office of School Quality Executive Coach | February 2019 – June 2024 | Monthly instructional spotlight reports; monthly Corrective Action Plan update; Superintendent’s Weekly Update email; monthly school board meetings; annual school board retreat agenda, materials, and next steps |
| Schedule retreats to ensure adequate time to accomplish work and team building between the superintendent and the school board. | Superintendent, GCPS Board | Office of School Quality Executive Coach, Executive Director of Virginia School Board Association | February 2019 – June 2024 | Annual school board retreat agenda, materials, and next steps; annual budget work sessions agenda, materials, and next steps |
| Establish a collaborative process between the superintendent and the school board to build a shared vision, set goals, and establish policies. | Superintendent, GCPS Board | Office of School Quality Executive Coach, Executive Director of Virginia School Board Association | February 2019 – June 2024 | Strategic planning stakeholder timeline, agendas, minutes, and next steps; school division strategic plan, vision, mission, goals; policies and regulations |
| Monitor division progress toward achieving vision and goals. | Superintendent, GCPS Board | Office of School Quality Executive Coach, Executive Director of Virginia School Board Association | February 2019 – June 2024 | Annual school board retreat agenda, materials, and next steps; annual budget work sessions agendas, materials, and next steps; annual strategic plan review agenda, materials, and next steps |
| Share and use data, both positive and negative, to emphasize continuous improvement. | Superintendent | Office of School Quality Executive Coach | February 2019 – June 2024 | Monthly instructional spotlight reports; monthly Corrective Action Plan update; Superintendent’s Weekly Update email; monthly school board meetings; annual school board retreat agenda, materials, and next steps  |
| Establish structures to connect with internal and external communities. | Superintendent  | Office of School Quality Executive Coach | February 2019 – June 2024 | Organizational charts; board/school division/community communication flow chart |
| Demonstrate evidence of a trusting and collaborative relationship between the superintendent and school board members. | Superintendent, GCPS Board | Office of School Quality Executive Coach, Executive Director of Virginia School Board Association | February 2019 – June 2024 | School Board meeting agendas, minutes, and actions; annual school board retreat agenda, materials, and next steps; annual budget work sessions agendas, materials, and next steps; annual strategic plan review agenda, materials, and next steps |
| Hold a common vision between the superintendent and school board members. | Superintendent, GCPS Board | Office of School Quality Executive Coach, Executive Director of Virginia School Board Association | February 2019 – June 2024 | Strategic plan, division mission, vision, and goals, monthly school board meetings agendas, minutes, and actions |
| Build relationships between the superintendent, school board, parents/families, and community. | Superintendent, GCPS Board | Executive Director of Virginia School Board Association | February 2019 – June 2024 | Strategic plan; strategic planning stakeholder timeline, agendas, minutes, and next steps |
| Engage the board in training to understand the roles and responsibilities of the board members in achieving the division’s mission, vision, and goals. | GCPS Board | Executive Director of Virginia School Board Association | February 2019 – June 2024 | Meeting agendas, sign-in sheets, and registration for Virginia School Board Association meetings; Virginia Association of School Superintendents meeting agendas; VDOE meeting agendas, minutes, and next steps, if any |
| Implement and monitor systems to ensure board accountability toward maintaining collaborative partnerships with the division. | Superintendent, GCPS Board  | Office of School Quality Executive Coach, Executive Director of Virginia School Board Association | February 2019 – June 2024 | Annual school board retreat agenda, materials, and next steps; annual budget work sessions agendas, materials, and next steps; annual strategic plan review agenda, materials, and next steps |

**Operations**

**and Support Services**

**Goal: Establish practices and controls to create environments that promotes student and staff 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** |
| --- | --- | --- | --- | --- |
| Support long-term and short-term division needs with an emphasis on student-learning outcomes through a clear, evidence-based Capital Improvement Plan. | Supervisor of Maintenance, Director of Finance, Principals  | Assistant Superintendent | February 2019 – June 2024 | Evidence-based Capital Improvement Plan; facilities needs assessment and resulting data; maintenance needs assessment and resulting data; written long and short term division needs  |
| Review facilities and maintenance expenditures on a regular schedule to ensure alignment with the division’s vision, goals, budget, and policies. | Supervisor of Maintenance | Director of Finance | February 2019 – June 2024 | Division’s vision and goals, division budget, policy manual; division-led facilities and maintenance expenditures audit; written procedure for regular review of expenditures and next steps as appropriate |
| Implement processes to provide a safe, healthy, and accessible school environment and to improve operational/energy efficiency and technology infrastructure.  | Operations:Supervisor of MaintenanceTechnology: Supervisor of Technology | Operations: Director of Administrative Services, Director of FinanceTechnology: Director of Administrative Services | February 2019 – June 2024 | Evidence-based Capital Improvement Plan; facilities needs assessment and resulting data; maintenance needs assessment and resulting data; division-led safety audit; GCPS Technology Plan  |
| Implement and monitor training to keep employees up-to-date with current regulations, requirements, and trends in maintenance and operations. | Supervisor of Maintenance | Assistant Superintendent | February 2019 – June 2024 | Employee needs assessment; professional development agendas, materials, and next steps |
| Define roles and responsibilities of all department contacts. | Director of Finance | Assistant Superintendent | February 2019 – June 2024 | Job descriptions with explicit roles and responsibilities; Finance and Grant Management Organizational chart; evidence of training provided to staff on job functions |
| Ensure that the instructional spending percentage supports the division’s vision, mission, and goals. | Director of Finance | Assistant Superintendent | February 2019 – June 2024 | Budget; division’s vision, mission, and goals; document(s) indication spending percentages; finance manual |
| Anticipate future economic trends in budgets. | Director of Finance | Superintendent | February 2019 – June 2024 | Budget forecast; budget |
| Spend within the approved budget, and ensures funds are fully expended within designated timelines. | Leadership Team | Director of Finance | February 2019 – June 2024 | Finance manual detailing roles and responsibilities, procedures and processes for staff; budget; periodic expenditures to date audits |
| Implement a system so that time, money, personnel, and resources are efficiently and effectively allocated for student achievement. | Leadership Team | Assistant Superintendent | February 2019 – June 2024 | Finance manual detailing roles and responsibilities, procedures and processes for staff; student/teacher ratio data in all classes; budget spend down reports |
| Implement accounting procedures for the purpose of maintaining accurate records and internal control. | Director of Finance | Assistant Superintendent | February 2019 – June 2024 | Finance manual detailing roles and responsibilities, procedures and processes for staff |
| Manage the division financial operations in conformance to division and state objectives. | Director of Finance | Assistant Superintendent | February 2019 – June 2024 | Finance manual detailing roles and responsibilities, procedures and processes for staff |
| Maintain a financial policy manual and communicates policies to stakeholders. | Director of Finance | Assistant Superintendent | February 2019 – June 2024 | GCPS policy manual; finance manual detailing roles and responsibilities, procedures and processes for staff; stakeholder meeting agendas, minutes, and next steps, if needed |
| Use instructional and operational needs/data to design infrastructure planning and implementation | Network Engineer | Assistant Superintendent | February 2019 – June 2024 | Data driven plan including roles and responsibilities, timelines, and monitoring protocol |
| Ensure the security of student and employee records. | Coordinator of Governance and Federal Programs | Assistant Superintendent | February 2019 – June 2024 | GCPS policy that ensures student data privacy |
| Analyze discipline data for any disproportionality and provide appropriate training and implementation of research-based interventions.  | Analyze: Director of Administrative Services, Director of Special EducationProvide Training and Implement: Director of Special Education, Director of Administrative Services | Assistant Superintendent | February 2019 – June 2024 | Discipline data; data protocol; professional development agendas, materials, and next steps |
| Use climate surveys and other appropriate instruments to determine program effectiveness for action planning and decision-making. | Director of Finance, Supervisor of Transportation, Supervisor of Food Service, Supervisor of Maintenance, Supervisor of Technology, Principals | Director of Administrative Services | February 2019 – June 2024 | Survey results; data protocol; meeting minutes, materials, and next steps |
| Utilize automated route system software to increase the efficiency of school bus routes. | Supervisor of Transportation | Director of Administrative Services | February 2019 – June 2024 | Route system developed using automated software; route comparison data; route system development timeline; meeting minutes, materials, and next steps |
| Make the bus routes, rules, and code of conduct readily available to all stakeholders.  | Supervisor of Transportation | Director of Administrative Services | February 2019 – June 2024 | Routes, rules, and code of conduct website; social media evidence; newspaper with routes; postings for buildings; postings for timelines |
| Communicate division, state, and national transportation and safety policies to all relevant stakeholders. | Supervisor of Transportation | Director of Administrative Services | February 2019 – June 2024 | Transportation communication plan; meeting minutes, materials, and next steps; sample communications |
| Conduct a Fleet Operations assessment. | VDOE Associate Director of Pupil Transportation | VDOE Director of Support Services | No later than December 31, 2019 | \*Findings or results from Fleet Operations assessment and GCPS next steps |
| Implement school nutrition programs with the involvement of the cafeteria staff. | Supervisor of Food Service | Director of Administrative Services | February 2019 – June 2024 | Communication plan; meeting minutes, materials, and next steps |

**Human Resource Leadership**

**Goal: To recruit, retain and support caring and innovative staff members who are instrumental in the success of ALL students.**

| **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** |
| --- | --- | --- | --- | --- |
| Provide job descriptions, to include major duties and responsibilities, for all employee positions. | Assistant Superintendent | Superintendent | February 2019 – June 2024 | Job descriptions; job description manual |
| Maintain and communicate a process for employees to easily access all job descriptions. | Assistant Superintendent | Superintendent | February 2019 – June 2024 | Job descriptions; job description manual; appropriate policy regulations outlining communication and policy review process; employee handbook |
| Implement a process to review employee job descriptions, update as necessary, and communicate changes to employees routinely. | Assistant Superintendent | Superintendent | February 2019 – June 2024 | Job descriptions; job description manual; appropriate policy regulations outlining communication and policy review process; employee handbook |
| Provide salary levels for employees that are comparable for the field and geographic area. | Assistant Superintendent, Director of Finance | Superintendent | February 2019 – June 2024 | Salary study; salary scales; budget requests; final budget |
| Provide benefits packages for employees that are comparable for the field and geographic area. | Assistant Superintendent, Director of Finance | Superintendent | February 2019 – June 2024 | Salary study; salary scales; budget requests; final budget |
| Implement compensation and benefits programs aimed at recruiting, retaining, and developing more effective employees. | Assistant Superintendent,Director of Finance | Superintendent | February 2019 – June 2024 | Salary study; salary scales; budget requests; final budget; recruitment and retention plan |
| Use data to assess the skills that are needed in various departments and to inform the hiring process. | Assistant Superintendent | Superintendent | February 2019 – June 2024 | Survey results; performance evaluation data; self-evaluation data; data protocol; data next steps; job descriptions; recruitment and retention plan |
| Align recruitment efforts with the goals of the division and the Standards of Quality (SOQ) set by the VDOE. | Assistant Superintendent | Superintendent | February 2019 – June 2024 | Recruitment plan; GCPS Strategic Plan; division goals, SOQ Compliance Report; Instructional Personnel and Licensure (IPAL) |
| Leverage additional resources to acquire and retain employees in difficult-to-staff positions. | Assistant Superintendent | Superintendent | February 2019 – June 2024 | Budget proposal; approved annual budget; trend data on vacancies |
| Measure efficiency and effectiveness of employee onboarding practices and make efforts to improve performance. | Assistant Superintendent | Superintendent | February 2019 – June 2024 | Annual meeting materials and next steps; recruitment and retention plan; new teacher annual survey results; employee survey results and next steps, if any |
| Meet all requirements for personnel outlined in the VDOE Standards of Quality. | Assistant Superintendent | Superintendent | February 2019 – June 2024 | Recruitment plan; division goals, SOQ Compliance Report; Instructional Personnel and Licensure (IPAL) report |
| Collect and analyze data on why employees leave the division and use that to improve the effectiveness of division practices and policies. | Assistant Superintendent | Superintendent | February 2019 – June 2024 | Exit survey data, data protocol, and next steps; related policies and regulations; meeting minutes and next steps |
| Implement a systematic evaluation process for **all** employees. | Assistant Superintendent | Superintendent | February 2019 – June 2024 | Employee handbook; meeting minutes and agenda; written evaluation system including forms, policies and regulations; employee evaluation documents |
| Comply with the VDOE Standards for Teacher Evaluation, Principal Evaluation, and Superintendent Evaluation. | Assistant Superintendent | Superintendent | February 2019 – June 2024 | Policies and regulations; employee evaluations; employee handbook |
| Communicate the evaluation process clearly to **all** employees. | Assistant Superintendent | Superintendent | February 2019 – June 2024 | Employee handbook; meeting agendas and minutes; employee evaluation timelines |
| Monitor the employee evaluation process to ensure that it is carried out in accordance with policies. | Assistant Superintendent | Superintendent | February 2019 – June 2024 | Employee evaluation timelines; policies and regulations; employee evaluation documents |
| Use meaningful measures of student achievement, where applicable, as a part of the employee evaluation process. | Assistant Superintendent | Superintendent | February 2019 – June 2024 | Student Academic Progress Goal Setting forms; employee evaluation documents |
| Compile the results of the employee evaluations and share them with the division leadership team. | Assistant Superintendent | Superintendent | February 2019 – June 2024 | Employee evaluation documents; data protocol; meeting minutes and next steps |
| Use the results of the employee evaluations to make decisions regarding personnel positions and retention. | Assistant Superintendent | Superintendent | February 2019 – June 2024 | Data protocol; meeting minutes and next steps; professional development agendas, materials, and next steps |
| Use the results of the employee evaluations to inform professional development decisions for the division. | Leadership Team | Assistant Superintendent | February 2019 – June 2024 | Data protocol; professional development plan; professional development agendas, materials, and next steps |
| Use the results of the employee evaluations to inform human resource decisions for the division. | Assistant Superintendent | Superintendent | February 2019 – June 2024 | Employee evaluation data; data protocol; vacancy and transfer list; recruitment and retention plan |
| Create a plan for appropriate employee development that connects employee learning to division goals. | Assistant Superintendent | Superintendent | February 2019 – June 2024 | Division goals; employee evaluation documents; self-evaluation data; professional development plan |
| Provide support and opportunities for employees to effectively implement learning from professional development. | Principals, Assistant Principals, Director of Finance, Supervisor of Maintenance, Supervisor of Technology, Supervisor of Transportation, Supervisor of Food Service | Assistant Superintendent | February 2019 – June 2024 | Professional development plan; written feedback; meeting agendas, materials, and next steps; data as appropriate |
| Monitor whether and how employee professional development learning is used by employees to carry out their duties and responsibilities. | Principals, Assistant Principals, Director of Finance, Supervisor of Maintenance, Supervisor of Technology, Supervisor of Transportation, Supervisor of Food Service | Assistant Superintendent | February 2019 – June 2024 | Professional development plan; written feedback regarding use of professional development; meeting agendas, materials, and next steps; data as appropriate; employee evaluation documents |
| Provide feedback to employees on their use of professional development learning through an explicit focus on division goals. | Principals, Assistant Principals, Director of Finance, Supervisor of Maintenance, Supervisor of Technology, Supervisor of Transportation, Supervisor of Food Service | Assistant Superintendent | February 2019 – June 2024 | Professional development plan; written feedback regarding use of professional development; meeting agendas, materials, and next steps; data as appropriate; employee evaluation documents |
| Create, implement, and communicate policies and practices that ensure employees are treated fairly and consistently. | Assistant Superintendent | Superintendent | February 2019 – June 2024 | Policies and regulations; staff handbook; meeting agendas, minutes, and next steps; website |
| Create and implement policies and practices aimed at preventing and resolving problems that might arise between employees or employees and the division.  | Assistant Superintendent | Superintendent | February 2019 – June 2024 | Policies and regulations; staff handbook; meeting agendas, minutes, and next steps; website |
| Create and implement policies and practices that ensure emotionally and physically safe working conditions. | Assistant Superintendent | Superintendent | February 2019 – June 2024 | Policies and regulations; staff handbook; meeting agendas, minutes, and next steps; website |
| Recognize employees regularly and formally for exceptional efforts, accomplishments, and ideas. | Assistant Superintendent, Principals, Assistant Principals, Director of Finance, Supervisor of Maintenance, Supervisor of Technology, Supervisor of Transportation, Supervisor of Food Service | Superintendent | February 2019 – June 2024 | Staff handbook; meeting agendas and minutes; annual themed event planning and communication documents |

**Community Relations and Communication**

**Goal: Create partnerships and develop relationships with families and community members to design an authentic pathway to 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** |
| --- | --- | --- | --- | --- |
| Align the division communication plan with the division’s mission, vision, and goals. | Leadership Team | Assistant Superintendent | February 2019 – June 2024 | Communication plan; division mission, vision, and goals; strategic plan |
| Update the division communication plan regularly. | Leadership Team | Assistant Superintendent | February 2019 – June 2024 | Communication plan; meeting agendas, minutes, and next steps; annual plan review timeline |
| Create a communication plan thatoutlines the use and monitoring of a variety of communication modes.  | Leadership Team  | Assistant Superintendent | February 2019 – June 2024 | Communication plan; meeting agendas, minutes, and next steps |
| Develop, implement, and monitor formal internal and external two-way communication structures through the communication plan. | Leadership Team | Assistant Superintendent | February 2019 – June 2024 | Communication plan; meeting agendas, minutes, and next steps |
| Regularly assess and identify community and family needs. | Parent Engagement Coordinator | Assistant Superintendent | February 2019 – June 2024 | Survey data; data protocol; meeting agendas, minutes, and next steps |

**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 Greensville County Public Schools.**

