

# Virginia Board of Education Agenda Item



Agenda Item: V

Date: October 27, 2016

<b>Title</b>	Annual Progress Report on Memoranda of Understanding as Required for Divisions under Division-level Review for Franklin City Public Schools and Sussex County Public Schools		
<b>Presenter</b>	Beverly Rabil, Director, Office of School Improvement, Division of Student Assessment and School Improvement		
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**Purpose of Presentation:**

Action required by Board of Education regulation.

**Previous Review or Action:**

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

February 27, 2014: Approved the Updated Corrective Action Plan and Memorandum of Understanding with Sussex County School Board and the Virginia Board of Education

March 26, 2015: Approved the Amended Corrective Action Plan Required by the Division-level Review for Franklin City Public Schools

**Action Requested:**

No action requested.

**Alignment with Board of Education Goals: Please indicate (X) all that apply:**

X	Goal 1: Accountability for Student Learning
	Goal 2: Rigorous Standards to Promote College and Career Readiness
	Goal 3: Expanded Opportunities to Learn
	Goal 4: Nurturing Young Learners
	Goal 5: Highly Qualified and Effective Educators
	Goal 6: Sound Policies for Student Success
	Goal 7: Safe and Secure Schools
	Other Priority or Initiative. Specify:

**Background Information and Statutory Authority:**

Goal 1: Monitoring the progress of the Memoranda of Understanding (MOU) for the Franklin City School Board and the Sussex County School Board supports accountability for student learning.

Section 8 VAC 20-131-315 of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (SOA) requires certain actions for schools that are denied accreditation:

- A. Any school rated Accreditation Denied in accordance with 8 VAC 20-131-300 shall be subject to actions prescribed by the Board of Education and shall provide parents of enrolled students and other interested parties with the following:
1. Written notice of the school's accreditation rating within 30 calendar days of the notification of the rating from the Department of Education;
  2. A copy of the school division's proposed corrective action plan, including a timeline for implementation, to improve the school's accreditation rating; and
  3. An opportunity to comment on the division's proposed corrective action plan. Such public comment shall be received and considered by the school division prior to finalizing the school's corrective action plan and a Board of Education memorandum of understanding with the local school board.
- B. Any school rated Accreditation Denied in accordance with [8 VAC 20-131-300](#) shall be subject to actions prescribed by the Board of Education and affirmed through a memorandum of understanding between the Board of Education and the local school board. The local school board shall submit a corrective action plan to the Board of Education for its consideration in prescribing actions in the memorandum of understanding within 45 days of the notification of the rating. The memorandum of understanding shall be entered into no later than November 1 of the academic year in which the rating is awarded.

The local board shall submit status reports detailing implementation of actions prescribed by the memorandum of understanding to the Board of Education. The status reports shall be signed by the school principal, division superintendent, and the chair of the local school board. The school principal, division superintendent, and the chair of the local school board may be required to appear before the Board of Education to present status reports.

The memorandum of understanding may also include but not be limited to:

1. Undergoing an educational service delivery and management review. The Board of Education shall prescribe the content of such review and approve the reviewing authority retained by the school division.
2. Employing a turnaround specialist credentialed by the state to address those conditions at the school that may impede educational progress and effectiveness and academic success.

### **Summary of Important Issues:**

#### **Franklin City Public Schools:**

On October 24, 2013, the VBOE placed Franklin City Public Schools in division-level academic review status and authorized the Department of Education to begin the review process. The division-level review process was conducted December 1-5, 2013.

March 27, 2014, the Virginia Board of Education (VBOE) approved a Memorandum of Understanding (MOU) between the Franklin City School Board and the VBOE. This is included as Attachment A1. The MOU, subject to annual review and revisions by the Board of Education, will remain in effect until all Franklin City Public Schools are *Fully Accredited*.

On April 24, 2014, the VBOE announced that it would conduct a public hearing in Franklin City Public Schools to obtain input from constituents in Franklin City on the proposed corrective action plan. The public hearing was held on May 14, 2014, at Joseph P. King Middle School, and a report on this public hearing was submitted to the VBOE on May 22, 2014.

The corrective action plan, submitted at the June 26, 2014, Virginia Board of Education included all essential actions noted in the MOU and indicated whether the essential action requires immediate priority or systemic action over a longer period of time, as well as essential actions offered by the department and the VBOE at the April 24, 2014, and May 22, 2014, meetings.

While the Board noted that it was imperative that the corrective action plan be approved with all due speed, it was also apparent from their comments at the public hearing that the citizens of Franklin City Public Schools wanted more input into the development of the plan. The June 2014 approved corrective action plan was in effect from June 26, 2014 to November 30, 2014. During that time, the new superintendent and the Franklin City School Board were to form a committee to amend the corrective action plan to include additional essential actions that addressed the comments from the public hearing held on May 14, 2014, by the VBOE. The committee was to meet to finalize the corrective action plan and present a final corrective action plan for approval by the Franklin City School Board by October 17, 2014. The amended corrective action plan, developed based on input from the community committee, was submitted to the VBOE on November 7, 2014. (See Attachment A2.)

At the November 20, 2014, VBOE meeting, the board provided direction to the Franklin superintendent requesting that the current plan be further amended to identify incremental steps needed to reach established goals, strategies used to meet the incremental steps, and metrics for determining progress toward the goals.

At the January 21, 2015, meeting of the VBOE Committee on School and Division Accountability, a report on Franklin’s progress in responding to the direction provided by the VBOE at the November 2014 meeting was presented. Following the January 2015 meeting, the VBOE provided additional direction on the steps Franklin City should take in amending the corrective action plan. After completing the additional steps, targeted essential actions for the corrective action plan were approved by the VBOE on March 26, 2015 (Attachment A3). The following chart contains an overview of school accreditation data for Franklin City Public Schools for the current school year and the previous two school years. Attachment A4 contains state and federal accountability data for each Franklin City School.

<b>School Year</b>	<b>Number of Schools Not Fully Accredited First Year</b>	<b>Number of Schools Not Fully Accredited Second Year</b>	<b>Number of Schools Not Fully Accredited Third Year</b>	<b>Number of Partially Accredited: Reconstituted Schools</b>	<b>Number of Schools Denied Accreditation</b>	<b>Total Number Not Fully Accredited</b>	<b>Total Number of Schools</b>	<b>Percent Not Fully Accredited</b>
2016-2017	0	0	0	2	0	2	3	66.67%
2015-2016	0	0	0	2	0	2	3	66.67%
2014-2015	0	0	2	0	0	2	3	66.67%

**Sussex County Public Schools:**

Sussex County Public Schools was identified for division-level review status in 2004 and entered into an initial MOU with the VBOE. On September 17, 2009, Sussex County Public Schools appeared before the VBOE to enter into a second MOU for Sussex County Public Schools. This MOU was in effect until all schools were *Fully Accredited* or the VBOE released Sussex County Public Schools from the MOU.

In 2013-2014, Sussex County Public Schools consolidated its elementary and middle schools and closed three schools. Sussex County Public Schools now has three schools on one campus: Sussex Central Elementary School, grades K-5; Sussex Central Middle School, grades 6-8; and Sussex Central High School, grades 9-12. Because of the change in school configuration, an updated corrective action plan (Attachment B2) and MOU were required (Attachment B1). The following chart contains an overview of school accreditation data for Sussex County Public Schools for the current school year and the previous two school years. Attachment B3 contains state and federal accountability data for each Sussex County School.

School Year	Number of Schools Not Fully Accredited First Year	Number of Schools Not Fully Accredited Second Year	Number of Schools Not Fully Accredited Third Year	Number of Partially Accredited: Reconstituted Schools	Number of Schools Denied Accreditation	Total Number Not Fully Accredited	Total Number of Schools	Percent Not Fully Accredited
2016-2017	0	0	1	0	0	1	3	33.33%
2015-2016	0	1	0	0	0	1	3	33.33%
2014-2015	2	1	0	0	0	3	3	100%

**Technical Assistance**

Franklin City Public Schools and Sussex County Public Schools will participate in technical assistance sessions provided by the Office of School Improvement (OSI). OSI technical assistance sessions for the 2016-2017 school year will focus on the comprehensive needs assessment component of continuous school improvement planning. Additionally, divisions with a division-level memorandum of understanding and corrective action plan will have triannual meetings with OSI, the support of an OSI contractor, and the opportunity to select from the newly developed OSI/VDOE Technical Assistance Menu. Divisions that did not make progress toward full accreditation may have additional meetings with OSI in order to determine appropriate next steps.

Using research-based indicators that lead to increased student achievement is imperative for school improvement. Schools rated *Accreditation Denied* will provide quarterly data reports to the Office of School Improvement (OSI) on mutually determined school-level data points. Divisions will meet triannually with the Office of School Improvement to review quarterly report data and collaboratively determine next steps.

**Impact on Fiscal and Human Resources:**

The contractor to serve as the Chief Academic Officer as required in the Franklin MOU will be paid by the Virginia Department of Education using existing state funds. In Sussex, the Office of School Improvement will use the academic review budget to fund contractors.

**Timetable for Further Review/Action:**

The superintendents of Franklin City Public Schools and Sussex County Public Schools will meet with the Director of the Department's Office of School Improvement triannually or more frequently to discuss progress in implementing their Corrective Action Plans and to determine required next steps.

**Superintendent's Recommendation:**

The Superintendent of Public Instruction recommends that the Virginia Board of Education receive the annual progress report for Franklin City Public Schools and Sussex County Public Schools as required for divisions under a division-level Memorandum of Understanding.

**VIRGINIA BOARD OF EDUCATION  
FRANKLIN CITY SCHOOL BOARD**

**MEMORANDUM OF UNDERSTANDING  
Goals and Expected Outcomes**

**Background**

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*.

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

... Each local school board shall maintain schools that are fully accredited pursuant to the standards of accreditation as prescribed by the Board of Education. Each local school board shall review 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 has obtained evidence 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, 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 for approval by the Board a corrective action plan, consistent with criteria established by the Board and setting forth specific actions and a schedule designed to ensure that schools within its school division achieve full accreditation status. 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 Franklin 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 Franklin City School Board and the central office staff will adopt four key priorities and implement essential actions to comply with the Standards of Quality and improve student achievement.

1. Curricula Alignment
2. Human Resource Management and Quality of Leadership, Teachers and Support
3. Purpose and Direction
4. Leadership and Governance

### **Responsibilities of Franklin City School Board and Franklin City Public Schools**

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

1. **Curricula Alignment**
2. **Human Resource Management and Quality of Leadership, Teachers and Support**
3. **Purpose and Direction**
4. **Leadership and Governance**

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

1. The Franklin City School Board will provide the Superintendent of Public Instruction the names and credentials of its top three finalists to fill a vacancy of Division Superintendent or Interim Superintendent at least 3 business days prior to making an offer to the preferred candidate. The credentials of applicants must include experience in leading successful school and division turnaround efforts.
2. The Franklin City School Board will direct the Division Superintendent to consult with the Superintendent of Public Instruction or designee on all recommendations regarding instructional programs or instructional personnel prior to being submitted to the local board for approval. Recommendations regarding instructional programs must be submitted to the Superintendent of Public Instruction by the Division Superintendent no less than 10 business days prior to the local board meeting. Recommendations regarding instructional personnel must be submitted to the Superintendent of Public Instruction no less than 5 business days prior to the local board meeting. If the Franklin City School Board takes action on instructional programs or instructional personnel contrary to the recommendations of the Superintendent of Public Instruction or designee, the board will provide a written justification to the Superintendent of Public Instruction.
3. The Franklin 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 Board of Education President and Superintendent of Public Instruction. The Franklin City School Board will show evidence that the plan was shared with stakeholders for feedback and this feedback was acted upon in the corrective action plan submitted to the Virginia Board of Education for approval.

4. The Franklin City School Board will direct the Division Superintendent to provide the local board weekly updates on the steps taken to complete the essential actions in the corrective action plan and submit a monthly update to the Virginia Department of Education.
5. The Franklin City School Board will direct the Division Superintendent, upon request, to provide the Virginia Department of Education documentation on planned uses and actual expenditures of state funds allocated to the division. The Department will review and approve planned uses and actual expenditures of federal funds.
6. The Franklin 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 corrective action plan.
7. The Franklin City School Board members and the Division Superintendent will participate annually in board and superintendent training, as required in the Standards of Quality § 22.1- 253.13:5.D, and provided by or in collaboration with the Department of Education. Training will be documented and sent to the State Superintendent of Public Instruction.
8. The Franklin City School Board will permit the Superintendent of Public Instruction's designee to meet with the local board in an ex-officio, non-voting, member capacity should the division fail to have all of its schools *Fully Accredited* by the beginning of the 2015-2016 school year.

The following are responsibilities of the Virginia Board of Education and Department of Education:

1. The Superintendent of Public Instruction will assign a designee to serve as the Chief Academic Officer (CAO) to Franklin City Public Schools.
2. The Director of the Office of School Improvement (OSI) will coordinate with the CAO, lead turnaround partners assigned to the division, division staff, and other VDOE offices to provide technical assistance in support of the MOU and corrective action plan.
3. The CAO will provide administrative oversight over processes, procedures, and strategies that are implemented in support of the MOU and funded by targeted federal and state funds and will share feedback with both the Division Superintendent and the Franklin City School Board. Such oversight shall include the assignment of a consultant with human resources experience to work with the Division Superintendent and the CAO in ensuring that instructional personnel are appropriately credentialed.

4. The CAO, in consultation with the VDOE, will approve all federal funding regarding school improvement funds or Title I prior to being submitted for reimbursement at least monthly.
5. The CAO will work closely with the school and division personnel to implement instruction aligned to the Standards of Learning. The CAO will report monthly to the Superintendent of Public Instruction and the Office of School Improvement on the steps taken by Franklin City Public Schools to implement the essential actions in the corrective action plan.

### School Division Essential Actions

The Franklin City School Board and central office staff will implement key priorities for improving student achievement related to the essential actions. The comprehensive nature of these actions will require the local board to focus its work on a few immediate priorities while making plans to implement actions that are more systemic over a longer period of time with input from the community.

#### Immediate Priority Actions:

The corrective action plan will include timelines that place immediate priority on essential actions that will have a direct impact on student achievement:

1. Curricula alignment
2. Quality of leadership, teachers and support

#### Systemic Planning Actions:

At the same time, the Franklin City School Board and the Division Superintendent must begin working on systemic governance and strategic planning issues:

1. Purpose and direction
2. Governance and leadership

An indication of whether each essential action should be considered an immediate priority or systemic actions over a longer period of time is indicated below:

Immediate Priority or Systemic Planning	Number	Essential Action
	<b>1.0</b>	<b>Curricula Alignment</b>
Immediate Priority	1.1	Provide staff development to all teachers on unpacking standards and aligning the written/taught/tested curriculum.
Immediate Priority	1.2	Provide and document feedback from division administrators to principals regarding observed curriculum alignment and implementation of professional development during monthly division administrative classroom walk through observations.
Immediate Priority	1.3	Provide new/refresher training each year to school-level administrators on using the Formal Observation and Summative Teacher Evaluation

Immediate Priority or Systemic Planning	Number	Essential Action
		tools to document evidence of curriculum alignment and the five components of the taught curriculum listed in the Academic Review Evaluation Tools.
Immediate Priority	1.4	Monitor formal observation reports completed by school-based administrators for the incorporation of detailed and specific feedback regarding the quality and alignment of the instruction observed. Revise observation forms/templates if necessary.
Immediate Priority	1.5	Develop a plan for revising division-level curriculum documents to address issues revealed through the Academic Review Process (alignment to content and cognitive level, alignment to VDOE blueprint, incorporation of specific learning activities and model assessments).
Immediate Priority	1.6	Revise Formal Observation Form to reflect criteria in the Lesson Observation Evaluation Tool.
Immediate Priority	1.7	Use results of the academic reviews in all schools to update required actions related to curricula alignment until all schools are <i>Fully Accredited</i> .
	<b>2.0</b>	<b>Human Resource Management and Quality of Leadership, Teachers and Support</b>
Immediate Priority	2.1	Practice and/or procedures (or Board-approved policy) should be revised to ensure teacher contracts are not executed and employees do not begin work until Human Resources can certify licensure eligibility ensuring a valid license with the proper endorsements will be in full force for the ensuing or current school year. Additionally, all other required documents should be in place.
Immediate Priority	2.2	Ensure that all administrators (directors, supervisors, and specialists) who work with instructional programs at the division level and/or serve as a resource to teachers are endorsed in the area of responsibility.
Immediate Priority	2.3	Substitute teachers (long-term or short-term) should operate under the permanent teacher's name and records in order to minimize confusion and errors. The status of only permanent teachers under contract should be considered as "Teachers of Record" on the Instructional Personnel and Licensure (IPAL) Verification Report.
Systemic Planning	2.4	Consider the impact of supplemental duties on staff.
Immediate Priority	2.5	Ensure that teachers are not teaching outside of their endorsement area.
Systemic Planning	2.6	Consider aligning the speech pathologist and school psychologist to higher pay scales competitive with surrounding localities.
Immediate Priority	2.7	School board policy states that sign-on bonuses are awarded to teachers meeting certain criteria ("...to full-time teachers new to the Division who meet the definition of "highly qualified" as

Immediate Priority or Systemic Planning	Number	Essential Action
		defined by the federal “No Child Left Behind” legislation.”). Review policy to ensure the potential for securing the best qualified candidates in hard-to-staff positions and consider whether this is the most effective use of Title II funding. Human Resources will verify whether the awarding of sign-on bonuses remains within the guidelines of school board policy.
Systemic Planning	2.8	All courses and sections taught should be considered as “equal value” or “importance” for IPAL reporting purposes. Schedules should not be designed to place lesser qualified teachers with courses during first semester with the idea that the IPAL Verification Report is submitted during second semester.
Systemic Planning	2.9	Consider providing co-teaching settings for courses when properly endorsed personnel are limited. This would possibly allow larger class enrollments with two accessible teachers and/or the possibility of certain online courses which would potentially free up staff, even temporarily.
Systemic Planning	2.10	Consider contracting with local community colleges, securing online programs and/or partnering with neighboring school divisions to provide instruction for courses when the division is unable to secure properly endorsed personnel.
	<b>3.0</b>	<b>Purpose and Direction</b>
Systemic Planning	3.1	<p>Develop and implement a comprehensive, systematic process for establishing, reviewing and revising a clear purpose/direction for student achievement <b>for the school system</b>. The process must include participation by multiple stakeholder groups. The purpose/direction for the system must be reviewed and communicated on a regular basis, pursuant to <i>Code of Virginia, Section 22.1-253.13:6 (B)</i> and <i>Code of Virginia, Section 22.1-253.13: 6 (C)</i>.</p> <ul style="list-style-type: none"> <li>a. Structure committees that have representation from various stakeholder groups to lead in the development/revision/update of the systemwide purpose and direction.</li> <li>b. Establish guidelines for committee work to ensure that the process is formalized and implemented with fidelity on a regular schedule.</li> <li>c. Devise a method of clear documentation of the process and a record of review and communication of the system’s purpose and direction.</li> </ul>
Systemic Planning	3.2	Develop and implement a comprehensive, systematic process for establishing, reviewing and revising a clear purpose/direction for student achievement <b>for each school in the system</b> . The process must include participation by multiple stakeholder groups. The purpose/direction for each entity must be reviewed and communicated on a regular basis, and the school’s purpose/direction must be aligned to the

Immediate Priority or Systemic Planning	Number	Essential Action
		<p>system's purpose/direction for student achievement, pursuant to <i>Code of Virginia, Section 22.1-253.13:6 (B)</i> and <i>Code of Virginia, Section 22.1- 253.13: 6 (C)</i>.</p> <ol style="list-style-type: none"> <li>a. Structure committees that have representation from various stakeholder groups to lead in the development/revision/update of each school's purpose/direction.</li> <li>b. Establish guidelines for committee work to ensure that the process is formalized and implemented with fidelity on a regular schedule.</li> <li>c. Devise a method of clear documentation of the process and a record of review and communication of each school's purpose and direction.</li> </ol>
Immediate Priority	3.3	<p>Establish and commit to clear levels of accountability for school system and school leadership that result in challenging, equitable learning experiences for all students.</p> <ol style="list-style-type: none"> <li>a. Review and revise, as necessary, job descriptions and actual job duties being performed by each central office position.</li> <li>b. Evaluate the job performance of each central office person on a regular basis to ensure there is accountability for and measurable evidence of supporting equitable and challenging educational programs for all students at each of the three schools.</li> <li>c. Evaluate the job performance of each school leader on a regular basis to ensure there is accountability for and measurable evidence of equitable and challenging learning experiences being implemented for all students.</li> <li>d. Analyze and use student achievement results, survey responses and all other available data as a means of holding system and school leadership accountable for effective professional practices that result in improved student achievement for all students. Document this accountability process publicly and on a consistent and regular basis.</li> </ol>
Immediate Priority	3.4	<p>Evaluate the overall quality of all instructional interventions that have been implemented to improve student, school and system performance.</p> <ol style="list-style-type: none"> <li>a. Identify the various interventions and strategies being implemented. Develop and implement evaluation procedures for the interventions and strategies deployed to achieve improvement goals.</li> <li>b. Examine all supervisory and evaluation reports and use the results as one source to hold personnel accountable for improvements in student, school and system performance.</li> </ol>

Immediate Priority or Systemic Planning	Number	Essential Action
	<b>4.0</b>	<b>Leadership and Governance</b>
Systemic Planning	4.1	<p>Develop and implement a plan whereby the system's updated policies and practices require and give direction for a systemwide professional growth plan for all staff.</p> <ol style="list-style-type: none"> <li>a. Review and update all Board policies and practices to ensure clear direction and support to increase student achievement.</li> <li>b. Ensure that an annual comprehensive needs assessment, inclusive of professional growth needs for all staff, is conducted.</li> <li>c. Provide requirements and direction, through policies and practices, for the development and implementation of a systemwide professional development plan for all staff.</li> <li>d. Monitor, in both formative and summative ways, the implementation and impact of the systemwide professional development plan.</li> </ol>
Immediate Priority	4.2	<p>Ensure that all activities of school board meetings comply with applicable state and federal law to include Freedom of Information Act (FOIA), Family Educational Rights and Privacy Act (FERPA) citations, <i>Code of Virginia</i> and the Franklin City Public Schools Board Policy Manual.</p> <ol style="list-style-type: none"> <li>a. Implement training opportunities for all board members to be trained in their roles and responsibilities and in state law, federal mandates, board policies, etc., regarding proper protocol for executive/closed sessions at board meetings.</li> <li>b. Restrict discussions and presentations in closed meetings to those items specifically allowed by law.</li> <li>c. Create open meeting reports of class, subject-area, grade-level and/or school-level performance data, pupil attendance, discipline and truancy data to be shared publicly on a routine basis.</li> <li>d. Establish and implement a formalized plan to ensure that all information regarding academic progress, Standards of Learning (SOL) assessments, benchmarks and the Lead Turnaround Partner program is routinely shared with internal and external stakeholders in a timely and open manner.</li> </ol>
Systemic Planning	4.3	<p>Involve all stakeholder groups in the development of a revised, comprehensive plan for the school system and ensure the communication of the revised plan, vision and purpose to all stakeholders.</p> <ol style="list-style-type: none"> <li>a. Utilize the committee as referenced in Essential Action 3.1, including 3.1 a.-c. and follow the same process to develop a</li> </ol>

Immediate Priority or Systemic Planning	Number	Essential Action
		<p>Comprehensive Improvement Plan for Franklin City Public Schools.</p> <ul style="list-style-type: none"> <li>b. Schedule periodic review(s) of the Comprehensive Improvement Plan and involve stakeholder groups in the review process. Document evidence of the process and the extent of stakeholder involvement.</li> <li>c. Ensure that the Comprehensive Improvement Plan reflects the current reality of the system.</li> <li>d. Communicate in multiple ways in a timely manner the revised Comprehensive Improvement Plan and documented progress.</li> <li>e. Satisfy all public requests for information in a timely manner.</li> </ul>
Systemic Planning	4.4	<p>Develop and implement a formal communication plan that is measurable and sustainable in order to ensure that school system information is shared with all stakeholders in a timely manner. Ensure that the communication plan is based on an expectation of shared responsibility for effective communication at all levels of the organization.</p> <ul style="list-style-type: none"> <li>a. Designate a staff member to take the leadership role in sharing information internally and externally regarding all aspects of the system in a timely manner and to lead the development of the communication plan.</li> <li>b. Organize a committee with various stakeholder representatives to develop the communication plan.</li> <li>c. Engage community and parent volunteers in meaningful roles that support student achievement.</li> <li>d. Provide training for all levels of the organization in effective communication strategies.</li> </ul>
Immediate Priority	4.5	<p>Implement supervision and evaluation processes consistently and regularly for all staff to improve professional practices and ensure student success.</p> <ul style="list-style-type: none"> <li>a. Review/update job descriptions of central office supervisory and support personnel and evaluate actual duties being performed.</li> <li>b. Realign/restructure positions to more effectively deploy critical resources to serve student needs.</li> <li>c. Review supervisory and evaluation processes for all employees and ensure procedures and timelines are being followed appropriately.</li> <li>d. Ensure that the results of the supervision and evaluation processes are analyzed and used to monitor effective teaching practices and improve student learning.</li> </ul>

The corrective action plan submitted to the VBOE for review and approval must establish the expected outcome data related to each essential action and must indicate whether the data will be reported monthly, quarterly, and annually to the local board. If additions to the plan are required by the Virginia Department of Education, the Division Superintendent will be notified.

The Division Superintendent will share with the local board any additions that are required.

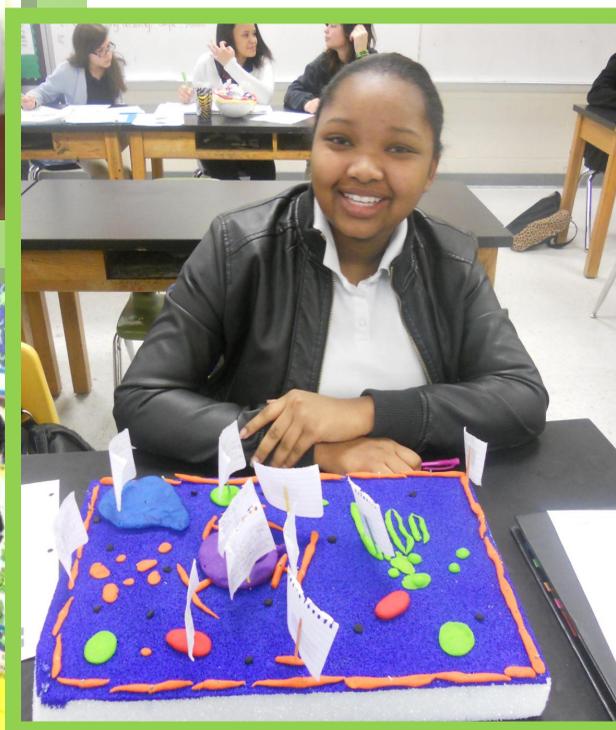
### Authorizations

I (We) agree to work collaboratively to implement the requirements of the Memorandum of Understanding (MOU) for the purpose of improving student achievement in Franklin City Public Schools.

Printed Name: <u>Edna R. King</u> Title: Chair, Franklin City School Board Signature: <u>Edna R. King</u> Date: <u>04-17-2014</u>	Printed Name: <u>Michelle R Belle</u> Title: Superintendent, Franklin City Public Schools Signature: <u>Michelle R Belle</u> Date: <u>04-18-2014</u>
Printed Name: <u>[Signature]</u> Title: President, Virginia Board of Education Signature: <u>[Signature]</u> Date: <u>4/21/2014</u>	Printed Name: <u>Patricia I. Wright</u> Title: Superintendent of Public Instruction Signature: <u>Patricia I. Wright</u> Date: <u>4/21/14</u>

# CORRECTIVE ACTION PLAN

Franklin City Public Schools  
2014-2017



**Willie J. Bell, Jr., Ed.S., Superintendent**  
207 West 2nd Avenue  
Franklin, VA 23851  
Phone: 757.569.8111 Fax: 757.569.8078





### **Franklin City Public Schools**

*The Mission of Franklin City Public Schools is to work in partnership with students, families, and the community to provide enriching opportunities to empower individual learners to maximize their potential in becoming critical thinkers, productive citizens and life-long learners.*



## The Superintendent's Advisory Council

2014-2015

Mr. Willie J. Bell, Jr. Ed.S., Superintendent  
 Dr. Shannon Smith, Director of Instruction  
 Kelvin Edwards, Director of Organizational Accountability and Performance Management  
 Mary Hilliard, City Council  
 Dr. Andrea Hall Leonard, FCPS Board Member  
 Jason Chandler, Principal, SP Morton Elementary School  
 Lisa Francis, Principal, JPK Middle School  
 Travis Felts, Principal, Franklin High School  
 Patricia Rabil, JPK Faculty Member  
 Ashanti Banks, PTA, SP Morton Elementary School  
 Norletta Edmond, SPM Faculty Member  
 Chiquita Seaborne, FHS Faculty Member  
 Shamar Ballard, Student Liaison  
 Rev. Keith Rose, Pastor  
 James Turner, Parent

Alvin Blow, A&E Custom Design, LLC  
 Mona Murphy, City Council  
 Gail Wade, Director of Human Resources  
 Theresa Turner, Parent  
 Beth Cheatham, Community Member  
 Pam Lease, Bronco Federal Credit Union  
 Dr. Alvin Harris, Community Member  
 Dr. Renee Felts, PDCCC  
 Jackie Mitrovic, Parent  
 Jennifer Maynard, City Registrar  
 Jim Strozier, High Ground Services  
 Josette Sthole-Hayes, Parent/SPM PTA  
 Kathryn Conner, Parent/ SPM/JPC/ FHS

The Superintendent's Advisory Council was facilitated by Michelle D. Hairston of Hairston Education Consulting, LLC

## CORRECTIVE ACTION PLAN



**Division:** Franklin City Public Schools

**Telephone:** 757.569.8111 **Fax:** 757.569.8078

**School Division Number:** 135

**Grade Levels Served:** PK-12<sup>th</sup> **Total Students Served:** 1,122

**Dates of Review by Council & Staff:**

August 26, 2014	November 12, 2014
September 10, 2014	January 14, 2015
September 17, 2014	March 11, 2015
September 24, 2014	May 13, 2015
October 1, 2014	

**Targeted Areas:**

- Curricula Alignment
- Human Resource Management
- Purpose and Direction
- Leadership and Governance

**Plan Developed with Assistance from:**

- Teachers
- Building Administrators
- Central Office Administrators
- Parents
- Students
- Community Members
- Business Partners
- Faith-Based Organizations

**Date Approved** by Local School Board Chairperson/Superintendent:

*[Signature]*  
 \_\_\_\_\_  
 Chairperson of the Franklin City Public School Board

*[Signature]* 11/6/14  
 \_\_\_\_\_  
 Superintendent Signature Date



## GOALS

### I. Curricula Alignment

- a. Every student will experience high academic achievement and continuous growth by participating in a rigorous instructional program designed to raise the academic bar and close achievement gaps for all students.
- b. Develop and implement a 21<sup>st</sup> century instructional program which aligns the written, taught, and assessed curriculum based on the Virginia Standards of Learning, with an emphasis on literacy, numeracy, and writing.

### II. Human Resource Management

- a. Develop a system of human resource management to ensure the performances of the employees within Franklin City Public Schools are aligned with the expectations outlined with the mission of the school division and the established policies and procedures of the School Board.
- b. Develop and implement a comprehensive human resource management plan that addresses recruiting, selecting, developing, supporting, evaluating, and retaining highly qualified staff at all levels of the organization.
- c. Provide training, development and support for employees that align to their specific purpose, job descriptions and/or area of assignment.



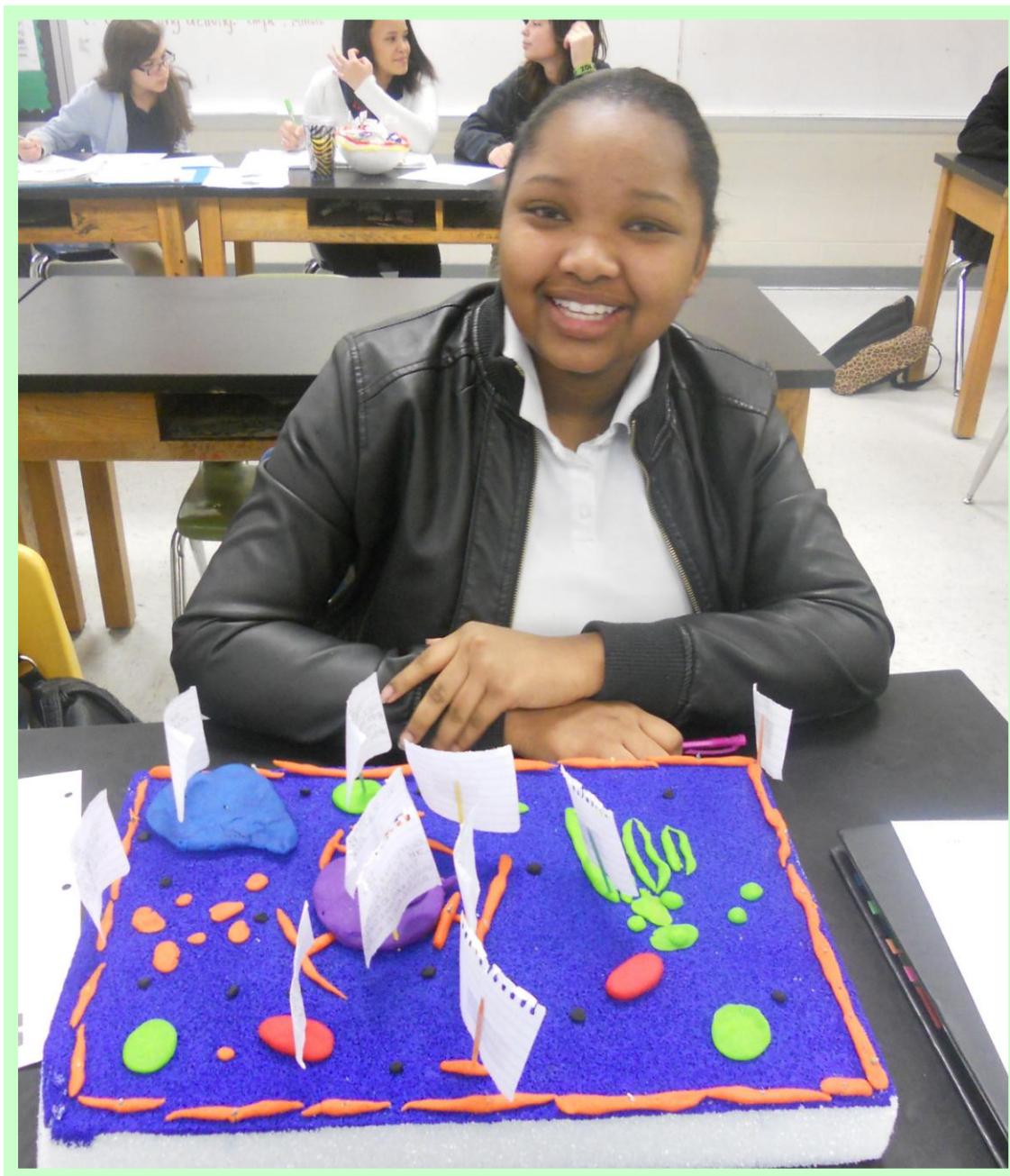
## GOALS

### III. Purpose and Direction

- a. Franklin City Public Schools will maximize organizational efficiency and effectiveness by engaging in strategic efforts that employ rigorous, relevant, and reasonable performance standards that provide for all employees' professional growth and shared accountability for student, school, and organizational performance.
- b. Every stakeholder in the Franklin City Public Schools community will experience clear, timely, honest, transparent and widely available communication about division-wide initiatives and activities that engages them in building a culture of trust through action.

### IV. Leadership and Governance

- a. To work with all stakeholders to develop a strategic plan that outlines the mission, vision, and measurable outcomes of the school division and requires the management of relationships with all constituents, aligns and mobilizes team members for support, and encompasses long and short-term indicators of success.
- b. Establish a framework of organizational structure that outlines and defines expected outcomes that measures optimum job performance and implements long-term staffing and recruitment strategies to attract and retain a diverse and high performing workforce.



# I. Curricula Alignment

Number	Essential Action	Person Responsible	Status/Evidence of Implementation	Timeline
<p><b>1.1</b></p> <p><b>Immediate Priority</b></p>	<p>Provide staff development to all teachers on <b>unpacking the standards</b> and <b>aligning</b> the written/taught/tested curriculum.</p> <p>Next steps from the April 2014 Academic Review Follow-up report:</p> <ul style="list-style-type: none"> <li>• Conduct formal, comprehensive training on the alignment of the written/taught/tested curriculum for all division and school level instructional leaders and Catapult coaches. This training must mirror the training that was provided to the Director of Instruction and members of her team in October 2013 with the intended outcome of all instructional leaders becoming proficient in the use of all VDOE rubrics and tools.</li> <li>• Develop and implement a division plan for teacher comprehensive professional development (PD) on the alignment of the written/taught/tested curriculum and embed renewed training on unpacking standards. The PD must reach all teachers and must be revisited throughout the school year.</li> <li>• Follow formal in-service with continuous job-embedded professional learning experiences delivered by division/building instructional specialists and Catapult Directors of Achievement during Professional Learning Community meetings that provide participants with hands-on practice with new knowledge and skills and one-to-one coaching sessions as needed.</li> </ul>	<p><b>Director of Instruction</b> Shannon Smith</p> <p><b>Building Principals:</b> Lisa Francis Travis Felts Jason Chandler</p>	<ul style="list-style-type: none"> <li>• Administrative Retreat in August 2014 included professional development on Curriculum Alignment, delivered by the Director of Instruction.</li> <li>• August 20-21, 2014 pre-service professional development training for all administrators and teachers of FCPS entitled “<i>Aligning the Written, Taught, and Tested Curriculum</i>” was delivered. This component will be revisited in January 2015 prior to the second semester.</li> </ul> <p><b>Supporting Documentation:</b></p> <ul style="list-style-type: none"> <li>• Professional Development Calendar and Plan</li> <li>• Professional Development Sign-In Sheets</li> <li>• Professional Development Meeting Agendas</li> <li>• Power Points and Summaries of each professional development presentation</li> </ul>	<p>Professional development on “<i>Unpacking Standards &amp; Curriculum Alignment</i>” was completed in August 2014</p> <p>The division professional development plan will be completed by November 2014</p>

**Glossary of Terms:**

**Unpacking the standards-** the process of identifying what students will know and be able to do.

**Aligning-** correlation of the academic content to the expected outcome.

**Curriculum-** the required academic content to be taught.

Number	Essential Action	Person Responsible	Status/Evidence of Implementation	Timeline
<b>1.2</b>  <b>Immediate Priority</b>	Provide and document feedback from division administrators to principals regarding observed curriculum alignment and implementation of professional development during monthly division administrative classroom <b>walk-through observations</b> .  Next steps from the April 2014 Academic Review Follow-up report: <ul style="list-style-type: none"> <li>• Conduct frequent (bi-weekly) walk-through observations at each school with teams composed of division and school-level administrators, the state-appointed Chief Academic Officer, and Catapult Directors of Achievement with the goal of achieving inter-rater reliability in using the appropriate VDOE curriculum alignment tools.</li> <li>• Analyze data collected from the completed “Sweep” forms to determine professional development needs.</li> </ul>	<b>Superintendent</b> Willie Bell  <b>Director of Instruction</b> Shannon Smith  <b>Director of Organizational Accountability/ Performance Management</b> Kelvin Edwards  <b>Supervisor of Exceptional Education</b> Sabrina Beamon	<ul style="list-style-type: none"> <li>• FCPS School Board approved increase of monthly informal observations by Principals and Assistant Principals</li> <li>• FCPS Schools Board approved increase of formal observations by Principals and Assistant Principals</li> <li>• Supporting Documentation:</li> <li>• Written Feedback from walk-through observations shared with principals with “next steps” highlighted for principal and staff member</li> <li>• PowerPoints and handouts from training sessions</li> </ul>	Inter-rater Reliability walk-through observations will occur October 2014 – March 2015.  Central Office walk-throughs will occur monthly from September 2014- June 2015

**Glossary of Terms:**

**Curriculum Alignment-** the learner expectations and assessments (testing) match.

**Walk-through Observations-** 15 to 20 minute classroom observations.

Number	Essential Action	Person Responsible	Status/Evidence of Implementation	Timeline
<b>1.3</b>  <b>Immediate Priority</b>	<p>Provide new/refresher training to school level administrators on using the Formal Observation and <b>Summative Teacher Evaluation</b> tools to document evidence of curriculum alignment and the 5 components of the taught curriculum. (i.e. alignment, <b>pacing/sequencing</b>, student learning experiences, <b>assessments</b> and <b>supporting resources</b>)</p> <p>Next steps from the April 2014 Academic Review Follow-up report:</p> <ul style="list-style-type: none"> <li>• Ensure the participation of all principals and other identified division and school-based staff members in the 2014-2015 VDOE Technical Assistance on improving teacher observation and evaluation through merging VDOE Curriculum Alignment Tools with the Virginia Teacher Performance Standards. (<b>AARPE</b>)</li> <li>• Develop and implement a process for monitoring the implementation of VDOE Technical Assistance components by all division and school-level administrators and supervisors.</li> </ul>	<p><b>Director of Instruction</b> Shannon Smith</p> <p><b>Director of Organizational Accountability/Performance Management</b> Kelvin Edwards</p> <p><b>Building Principals:</b> Lisa Francis Travis Felts Jason Chandler</p>	<ul style="list-style-type: none"> <li>• The first session of the required VDOE AARPE Technical Assistance occurred on 8/4/14 and 8/5/14. The second session occurred on 10/2/14. Both sessions were attended by the FCPS team of building and division administrators.</li> <li>• Turnaround training from AARPE Session 1 was provided to teachers on 8/22/14. This process will reoccur after each subsequent training session during Professional Learning Community meetings, faculty meetings, and/or during staff development days.</li> </ul> <p><b>Supporting Documentation:</b></p> <ul style="list-style-type: none"> <li>• Monthly Meeting Agendas</li> <li>• Monthly Sign-In Sheets</li> <li>• Summary of content discussed</li> <li>• AARPE power points and training materials</li> </ul>	<p>August 2014 through March 2015</p> <p><b>Session Dates:</b> (8/4-8/5/14; 10/2/14; 11/13/14; 1/15/15; 2/17/15)</p>

**Glossary of Terms:**

**Summative Teacher Evaluation-** year-end summary of teacher performance.

**Pacing-** time allotted to teach content.

**Assessments-** tools used to evaluate student performance.

**Supporting Resources-** materials used to strengthen and enhance student learning.

**AARPE-** Aligning Academic Review and Performance Evaluation.

Number	Essential Action	Person Responsible	Status/Evidence of Implementation	Timeline
<b>1.4</b>  <b>Immediate Priority</b>	<p>Monitor <b>formal observation reports</b> completed by school-based administrators for the incorporation of detailed and specific feedback regarding the quality and alignment of the instruction observed. Revise observation forms/templates if necessary.</p> <p>Next steps from the April 2014 Academic Review Follow-up report:</p> <ul style="list-style-type: none"> <li>• Ensure the participation of all principals and other identified school and division-level staff members in the 2014-2015 VDOE Technical Assistance on improving teacher observation and evaluation through merging VDOE Curriculum Alignment Tools with the Virginia Teacher Performance Standards. (See EA 1.3)</li> <li>• Develop and implement a process that incorporates deadlines for division-level provision of written feedback to building-level administrators regarding the content and quality of formal observation reports (as stipulated in this essential action) into the division's teacher evaluation calendar.</li> </ul>	<p><b>Superintendent</b> Willie Bell</p> <p><b>Director of Instruction</b> Shannon Smith</p> <p><b>Director of Organizational Accountability/ Performance Management</b> Kelvin Edwards</p>	<p><b>Supporting Documentation:</b></p> <ul style="list-style-type: none"> <li>• Agendas and handouts from principals and directors attending the 2014-2015 Technical Assistance (AARPE: Aligning Academic Review and Performance Evaluation).</li> <li>• Schedule to collect Formal Observations</li> <li>• Checklist/list of staff receiving Formal Observations</li> <li>• Feedback Form from school division administrators to principals</li> </ul>	<p><b>Quarterly:</b></p> <p>October 2014</p> <p>January 2015</p> <p>March 2015</p> <p>May 2015</p>

**Glossary of Terms:**

**Formal Observation (Reports)**- an official observation to determine if teacher performance positively impacts student learning.

**AARPE**- Aligning Academic Review and Performance Evaluation

Number	Essential Action	Person Responsible	Status/Evidence of Implementation	Timeline
<p><b>1.5</b></p> <p><b>Immediate Priority</b></p>	<p>Develop a plan for revising division level curriculum documents to address issues revealed through the <b>Academic Review</b> process (alignment to content and <b>cognitive level</b>, alignment to <b>VDOE Blueprint</b>, incorporated specific learning activities and model assessments.)</p> <p>Next steps from the April 2014 Academic Review Follow-up report:</p> <ul style="list-style-type: none"> <li>• Convene a Division Curriculum Committee that is representative of division and school level instructional leaders, teachers from all three schools and Catapult Directors of Achievement to develop a standard template for division curriculum guides that specifies essential components aligned to the VDOE rubrics and identified in this essential action (early June 2014).</li> <li>• Provide training to members of the Division Curriculum Committee on the VDOE Tools and Rubrics for the Written Curriculum.</li> <li>• Develop and implement a process that adheres to a calendar for the revision of curriculum guides starting with unpacking the standards workshop.</li> </ul>	<p><b>Director of Instruction</b> Shannon Smith</p> <p><b>Director of Organizational Accountability/ Performance Management</b> Kelvin Edwards</p>	<ul style="list-style-type: none"> <li>• A standard template for division curriculum guides was developed for the 2014-15 school year and used for the first phase of curriculum revision.</li> <li>• June 18, 2014- The Division Curriculum Committee convened and was trained by the Director of Instruction on the VDOE Tools and Rubrics for the Written Curriculum using VDOE documents (Aligning the Written Curriculum)</li> <li>• The LEA convened a Division Curriculum Committee to begin the work of revising the reading and math curriculum. July 1- August 8 – Curriculum Revision Work.</li> <li>• The division is contracting with Hairston Education Consulting, LLC to : <ul style="list-style-type: none"> <li>• Provide follow-up training to members of the Division Curriculum Committee on the VDOE Tools and Rubric for the Written Curriculum.</li> <li>• Facilitate the development of a calendar for the revision of the curriculum guides</li> </ul> </li> </ul> <p><b>Supporting Documentation:</b></p> <ul style="list-style-type: none"> <li>• Payroll Memos from summer curriculum work</li> <li>• Agendas and training handouts</li> <li>• Revised Curriculum Guides</li> </ul>	<p>June 2014 – May 2015</p> <p>Curriculum revision work is cyclical and ongoing as Standards are revised</p>

**Glossary of Terms:**

**Academic Review** - educational monitoring process conducted by the Virginia Department of Education (VDOE) to review instructional practices and procedures throughout the school division.

**Cognitive Level**- a student's learning level.

**VDOE Blueprint**- Virginia Department of Education's document for determining the number of test items per SOL standard.

Number	Essential Action	Person Responsible	Status/Evidence of Implementation	Timeline
<b>1.6</b>  <b>Immediate Priority</b>	<ul style="list-style-type: none"> <li>Revise Formal Observation Form to reflect <b>criteria</b> in the Lesson Observation Tool.</li> <li>Ensure the participation of all principals and other identified school and division level staff members in the 2014-2015 VDOE Technical Assistance on improving teacher observation and evaluation through merging VDOE Curriculum Alignment Tools with the Virginia Teacher Performance Standards. (See EA 1.3)</li> <li>Revise (as warranted) the current Formal Observation Form to reflect the VDOE Technical Assistance content.</li> </ul>	<p><b>Director of Human Resources</b> Gail Wade</p> <p><b>Superintendent</b> Willie Bell</p> <p><b>Director of Instruction</b> Shannon Smith</p> <p><b>Director of Organizational Accountability/ Performance Management</b> Kelvin Edwards</p> <p><b>Building Principals:</b> Lisa Francis Travis Felts Jason Chandler</p>	<ul style="list-style-type: none"> <li>The first session of the required VDOE AARPE Technical Assistance occurred on 8/4/14 and 8/5/14. The second session occurred on 10/2/14. Both sessions were attended by the FCPS team of building and division.</li> <li>A review of the formal observation form revealed that it is aligned with the VDOE Academic Review Evaluation Tool. However, the Informal/Walkthrough Observation Form was revised to ensure alignment.</li> </ul> <p><b>Supporting Documentation</b></p> <ul style="list-style-type: none"> <li>Revised Informal Walkthrough Observation Form</li> <li>Handouts and agendas from AARPE training</li> <li>Peer Review Meeting Agendas</li> </ul>	<p>August 2014 – October 2014</p> <p>Both the informal and formal observation forms will be reviewed and revised as warranted at the end of the 2014-2015 school year</p>

**Glossary of Terms:**

**Criteria-** the standards by which something is evaluated.

**AARPE-** Aligning Academic Review and Performance Evaluation.

Number	Essential Action	Person Responsible	Status/Evidence of Implementation	Timeline
1.7	Use results of the <b>Academic Review</b> to complete a follow-up Academic Review in April in order to revise division <b>essential actions</b> that need to be completed prior to September 2014	<b>Central Services</b>  <b>Principals</b> Lisa Francis Jason Chandler Travis Felts  <b>Virginia Department of Education Representative</b> Cathy David	<ul style="list-style-type: none"> <li>Academic Review Follow-up reports for the Division, S.P. Morton Elementary School, J.P. King Middle School and Franklin High School.</li> <li>The Division and School-level Follow-Up Academic Reviews occurred in May 2014. Each school received a report with a unique set of “subsequent steps” identified. The division-level “next steps” resulting from the Academic Review are embedded within Essential Actions 1.1 through 1.6.</li> </ul>	Completed May 2014

**Glossary of Terms:**

**Essential Actions-** identified and necessary tasks to be implemented, monitored, and assessed.

**Academic Review** - educational monitoring process conducted by the Virginia Department of Education (VDOE) to review instructional practices and procedures throughout the school division.



## II. Human Resource Management

Number	Essential Action	Person Responsible	Status/Evidence of Implementation	Timeline
<b>2.1</b>  <b>Immediate Priority</b>	Practice and/or procedures (or Board Approved policy should be revised to ensure teacher contracts are not <b>executed</b> and employees do not begin work until Human Resources can certify <b>licensure eligibility</b> ensuring valid license with the proper <b>endorsements</b> will be in full force for the ensuing or current school year. Additionally, all of the required documents should be in place.	<b>Director of Human Resources</b> Gail Wade	Board policy and hiring/employment procedures have been revised <ul style="list-style-type: none"> <li>• School Board Policy Manual (Policy GBN and accompanying regulations)</li> </ul>	Revised regulations to Board Policy GBN were approved on 4/17/14

**Glossary of Terms:**

**Executed Contracts-** contracts are awarded for employment.

**Licensure Eligibility-** meets the requirements for a teaching license based on the criteria of the Virginia Department of Education (VDOE).

**Endorsement-** area of certified specificity.

Number	Essential Action	Person Responsible	Status/Evidence of Implementation	Timeline
<b>2.2</b>  <b>Immediate Priority</b>	Administrators (directors, supervisors, and specialists) who work with <b>instructional programs</b> at the division level and/or serve as a resource to teachers should be endorsed in the area of assignment.	<b>Director of Human Resources</b> Gail Wade	All administrators, supervisors and specialists who work with instructional programs are now endorsed in their area of responsibility.  <b>Supporting Documentation:</b> <ul style="list-style-type: none"> <li>• Reassignment of staff members</li> <li>• Creation of division-wide organizational chart</li> <li>• Revised /updated Job descriptions</li> <li>• List of FCPS administrators and their endorsements/credentials</li> </ul>	Completed as of July 1, 2014  Future applicants for FCPS administrative positions will be screened for appropriate credentials prior to the offering of a contract.

**Glossary of Terms:**

**Instructional Programs-** grouping of courses leading to a defined objective.

Number	Essential Action	Person Responsible	Status/Evidence of Implementation	Timeline
<b>2.3</b>  <b>Immediate Priority</b>	Substitute teachers (long-term or short-term) should operate under the permanent teacher’s name and records in order to minimize confusion and errors. The status of only permanent teachers under contract should be considered as “ <b>Teachers of Record</b> ” on the <b>Instructional Personnel and Licensure (IPAL) Report</b> .	<b>Director of Human Resources</b> Gail Wade  <b>Data Manager</b> Margaret Lewis	Procedures have been put in place to ensure that no substitute teachers are listed as the “teacher of record”. The permanent teacher will be listed as the “teacher of record” <ul style="list-style-type: none"> <li>• Master Schedule Collection</li> <li>• IPAL report</li> <li>• Written procedures/administrative directive</li> </ul>	Completed in January 2014  Will be revisited in January 2015

**Glossary of Terms:**

**Teachers of Record-** teacher responsible for a specific class.

**IPAL-** Instructional Personnel and Licensure Report – a report provided to the Virginia Department of Education (VDOE) showing a correlation between a teacher’s licenses and respective subject.

Number	Essential Action	Person Responsible	Status/Evidence of Implementation	Timeline
<b>2.4</b>  <b>Systemic Planning</b>	It is recommended for the division leadership to consider the impact of <b>supplemental duties</b> on staff. While supplemental responsibilities are necessary in public school divisions, the volume afforded to a single individual (or certain individuals) may have a negative impact on the instructional program. It is noted from the provided documentation that a significant number of the division's employees receive <b>stipends</b> (multiple in many cases) for additional duties, coaching and other extracurricular duties. The impact on teacher planning time, grading time, and other related issues still remains a concern.	<b>Director of Human Resources</b> Gail Wade  <b>Franklin City School Board</b>  <b>Building Principals:</b> Lisa Francis Travis Felts Jason Chandler	Board policy was revised to make sure that teachers are not assigned an excessive number of supplemental duties that will negatively impact their performance as a classroom teacher.  <b>Supporting Documentation:</b> <ul style="list-style-type: none"> <li>• Revised Board Policy (<b>Policy GCBB</b>)</li> <li>• List of teachers with supplemental duties</li> </ul>	Completed and approved July 17, 2014  The impact of supplemental duties will be revisited annually

**Glossary of Terms:**

**Supplemental Duties**- extra duties available to teachers for extra pay or stipend.

**Stipend**- extra monies paid to teachers for supplemental duties.

**Policy GCBB**- a policy on supplemental duties

Number	Essential Action	Person Responsible	Status/Evidence of Implementation	Timeline
<p>2.5</p> <p><b>Immediate Priority</b></p>	<p>Ensure teachers are not teaching outside of their endorsement area.</p>	<p><b>Director of Human Resources</b> Gail Wade</p>	<ul style="list-style-type: none"> <li>The master schedules at each school have been reviewed to make sure that no teacher is assigned outside of their area of endorsement.</li> <li>Dr. Lanham has worked with the FCPS Superintendent and the Director of Human Resources to ensure that candidates for all licensed positions in the FCPS hold valid licenses with proper endorsements in the areas in which they are teaching prior to the offering of a contract.</li> <li>As of 10/1/14, 100% of teachers and professional staff are assigned in their appropriate area of endorsement.</li> </ul> <p><b>Supporting Documentation:</b></p> <ul style="list-style-type: none"> <li>Instructional staff lists showing assignment and licensure area of endorsement.</li> </ul>	<p>Completed August 2014</p> <p>This effort will be ongoing</p>
<p><b><u>Glossary of Terms:</u></b></p> <p><b>Endorsement Area-</b> area of certified specificity.</p>				

Number	Essential Action	Person Responsible	Status/Evidence of Implementation	Timeline
2.6 Systemic Planning	Central Administration should continue to consider aligning the speech pathologist and the school psychologist to higher pay scales competitive with surrounding localities.	Director of Human Resources Gail Wade	A salary comparison study with surrounding divisions was conducted for school psychologists and speech pathologists and shared with the School Board. The School Board decided not to make any changes in salaries at this time.	Completed April 2014

**Glossary of Terms:**

**Aligning-** correlation of content; change to adjusting.

**Central Administration-** School Board Members

**Speech Pathologist-** specializes in the evaluation and treatment of communication disorders.

**School Psychologist-** diagnoses and treats children and adolescents behavioral and learning problems.

Number	Essential Action	Person Responsible	Status/Evidence of Implementation	Timeline
<b>2.7</b>  <b>Immediate Priority</b>	School Board Policy on <b>GCBBB</b> states sign-on bonuses are awarded to teachers meeting certain criteria (“...to full-time teachers new to the Division whom meet the definition of “ <b>highly qualified</b> ” as defined by the federal “No Child Left Behind” legislation”). Review policy to ensure the potential for securing the best qualified candidates in <b>hard-to-staff positions</b> and consider whether this is the most effective use of <b>Title II</b> funding. Human Resources will verify whether the awarding of sign-on bonuses remains within the guidelines of school board policy.	<b>Director of Human Resources</b> Gail Wade	<ul style="list-style-type: none"> <li>The School Board policy for awarding sign-on bonuses was revised on 5/15/14. Only hard-to-staff positions will receive a sign-on bonus, according to an established rubric.</li> </ul> <p><b>Supporting Documentation:</b></p> <ul style="list-style-type: none"> <li>Revised School Board Policy Manual (Policy GCBBB)</li> <li>List of positions designated as Hard to Staff positions</li> <li>List of teachers to receive sign-on bonuses</li> </ul>	Completed May 2014  To be revisited annually as needed.

**Glossary of Terms:**

**Policy Manual Section-GCBBB** - policy designated specific to supplemental pay- New Teacher Sign-on Bonus.

**Highly Qualified**- meets the following criteria: holds at least a bachelor’s degree from a four-year institution, fully certified or licensed by the state, demonstrate competence in each core academic subject in which the teacher teaches.

**Hard to Staff**- includes Special Education, Math, Science or any area of teacher shortage.

**Title II**- Federal Program that provides funds to school divisions and schools with high numbers or a high percentage (%) of children disadvantaged (free/reduced lunch) to support a variety of services.

Number	Essential Action	Person Responsible	Status/Evidence of Implementation	Timeline
2.8 Systemic Planning	All courses and sections taught should be considered as “equal value” or “importance” for <b>Instructional Personnel and Licensure Report (IPAL)</b> reporting purposes. Schedules should not be designed to place lesser qualified teachers with courses during first semester with the idea that the <b>IPAL verification report</b> is submitted during second semester.	<b>Director of Human Resources</b> Gail Wade  <b>Building Principals:</b> Lisa Francis Travis Felts Jason Chandler	<ul style="list-style-type: none"> <li>• Master schedules at each school have been reviewed to make sure that no teacher is assigned outside of their area of endorsement.</li> </ul> <b>Supporting Documentation:</b> <ul style="list-style-type: none"> <li>• Master Schedules</li> <li>• IPAL report</li> </ul>	To be reviewed prior to the submission of every IPAL report.

**Glossary of Terms:**

**IPAL-** Instructional Personnel and Licensure Report- a report provided to the Virginia Department of Education (VDOE) showing a correlation between a teacher’s licenses and respective subject.

Number	Essential Action	Person Responsible	Status/Evidence of Implementation	Timeline
<b>2.9</b>  <b>Systemic Planning</b>	Consideration should be given to provide <b>co-teaching</b> settings for courses when properly endorsed personnel are limited. This would possibly allow larger class enrollments with two accessible teachers and/or the possibility of certain online courses which would potentially free up staff, even temporarily.	<b>Director of Human Resources</b> Gail Wade  <b>Director of Instruction</b> Shannon Smith  <b>Director of Organizational Accountability/ Performance Management</b> Kelvin Edwards  <b>Building Principals:</b> Lisa Francis Travis Felts Jason Chandler	<ul style="list-style-type: none"> <li>A variety of co-teaching strategies are currently being used on a temporary basis in instances where a properly endorsed teacher has not been identified.</li> </ul> <p><b>Supporting Documentation:</b></p> <ul style="list-style-type: none"> <li>Master schedule reflecting “Teacher of Record” in Powerschool for co-teaching and online courses.</li> </ul>	To be reviewed/revisited annually

**Glossary of Terms:**

**Co-teaching-** team teaching with another teacher that is properly licensed in the subject being taught

**Powerschool-** a data reporting system used by the school division to keep track and record of attendance, discipline, grades, personnel, etc.

Number	Essential Action	Person Responsible	Status/Evidence of Implementation	Timeline
<b>2.10</b>  <b>Systemic Planning</b>	Consideration should be given toward contracting with local community colleges, securing <b>online programs</b> and/or <b>partnering</b> with neighboring school divisions to provide instruction for courses when the division is unable to secure properly endorsed personnel.	<b>Superintendent</b> Willie Bell  <b>Director of Instruction</b> Shannon Smith  <b>Director of Organizational Accountability/ Performance Management</b> Kelvin Edwards  <b>Director of Human Resources</b> Gail Wade	<ul style="list-style-type: none"> <li>• Partnerships have been established with Paul D. Camp Community College to provide instructors and online classes to our high school students when a properly endorsed teacher could not be found.</li> <li>• FCPS utilizes Virtual Virginia online program to offer courses to students when we do not have a licensed instructor.</li> </ul> <p><b>Supporting Documentation</b></p> <ul style="list-style-type: none"> <li>• Master Schedule</li> <li>• Partnership Agreement with Paul D. Camp Community College</li> <li>• List on online/virtual courses currently offered</li> </ul>	This is an ongoing effort

**Glossary of Terms:**

**On-line programs-** programs taught using the computer and taught by a licensed teacher in a virtual medium. Online courses are supervised by qualified staff.

**Partnering-** joining with a local school division.



## III. Purpose and Direction

Number	Essential Action	Person Responsible	Status/Evidence of Implementation	Timeline
<b>3.1</b>  <b>Systemic Planning</b>	Develop and implement a <b>comprehensive, systematic</b> process for establishing, reviewing, and revising a clear purpose/direction for <b>student achievement</b> for the school system. The process must include participation by multiple stakeholder groups. The purpose/direction for the systems must be reviewed and communicated on a regular basis, pursuant to <i>Code of Virginia, Section 22.1-253.13:6(B)</i> and <i>Code of Virginia, Section 22.1-253.13:6(C)</i> <ol style="list-style-type: none"> <li>a) Structure committees that have representation from various stakeholder groups to lead in the development/revision/update of the system wide purpose and direction.</li> <li>b) Establish guidelines for committee work to ensure that the process is formalized and implemented with fidelity on a regular schedule.</li> <li>c) Devise a method of clear documentation of the process and a record of review and communication of the system's purpose and direction.</li> </ol>	<b>Superintendent</b> Willie Bell  <b>Director of Instruction</b> Shannon Smith	The Superintendent created and convened a Superintendent's Advisory Council (SAC). This group of school division and community stakeholders has been charged with the revision of the current Corrective Action Plan as stipulated in Essential Action 3.6. It is the Superintendent's intent that the SAC will address the work of this essential action once the final Corrective Action Plan has been adopted by the FCPS School Board and the Virginia Board of Education.  <b>Supporting Documentation:</b> <ul style="list-style-type: none"> <li>• Listing of Superintendent's Advisory Council members with stakeholder affiliations, email addresses and phone numbers</li> <li>• Calendar of Monthly Meetings</li> <li>• Sign-In Sheets for each meeting</li> <li>• Agenda, material and documents discussed and produced as a result of each meeting</li> </ul>	Parts a & b were completed in August 2014  Part c will be completed by June 2015 in conjunction with Essential Actions 3.6 and 4.3.

**Glossary of Terms:**

**Comprehensive-** including all or nearly all elements or aspects.

**Systematic-** acting according to a fixed plan or process.

**Student Achievement** – the process of measuring student progress.

Number	Essential Action	Person Responsible	Status/Evidence of Implementation	Timeline
<b>3.2</b>  <b>Systemic Planning</b>	<p><b>Develop and implement a comprehensive, systematic process for establishing, reviewing, and revising a clear purpose/direction for <b>student achievement</b> for each school. The process must include participation by multiple stakeholder groups. The purpose/direction for the systems must be reviewed and communicated on a regular basis, and the school's purpose/direction must be aligned to the system's purpose/direction for student achievement pursuant to <i>Code of Virginia, Section 22.1-253.13:6(B)</i> and <i>Code of Virginia, Section 22.1-253.13:6(C)</i></b></p> <p>a) Structure committees that have representation from various stakeholder groups to lead in the development/revision/update of each school's purpose and direction.</p> <p>b) Establish guidelines for committee work to ensure that the process is formalized and implemented with fidelity on a regular schedule.</p> <p>c) Devise a method of clear documentation of the process and a record of review and communication of each school's purpose and direction.</p>	<p><b>Superintendent</b> Willie Bell</p> <p><b>Building Principals:</b> Lisa Francis Travis Felts Jason Chandler</p>	<ul style="list-style-type: none"> <li>• Development of School Advisory Council (SAC)</li> <li>• Development of Parent Advisory Council (PAC)</li> </ul> <p><b>Supporting Documentation:</b></p> <ul style="list-style-type: none"> <li>• Calendar of Monthly Meetings</li> <li>• Sign-In Sheets for each meeting</li> <li>• Agenda, material and documents discussed and produced as a result of each meeting</li> </ul>	<p>SAC and PAC to be convened by 2/2015 at each school site.</p> <p>Meetings will occur on a monthly basis.</p>

**Glossary of Terms:**

**Comprehensive-** including all or nearly all elements or aspects.

**Systematic-** acting according to a fixed plan or process.

**Student Achievement** – the process of measuring student progress.

Number	Essential Action	Person Responsible	Status/Evidence of Implementation	Timeline
<p><b>3.3</b></p> <p><b>Immediate Priority</b></p>	<p><b>Establish and commit</b> to clear levels of <b>accountability</b> for school system and school leadership that results in challenging, <b>equitable</b> learning experiences for all students.</p> <p>a) Review and revise, as necessary, job descriptions and actual job duties being performed by each central office personnel.</p> <p>b) Evaluate the performance of each central office person on a regular basis to ensure there is accountability for and measurable evidence of supporting equitable and challenging educational programs for all students at each of the three schools.</p> <p>c) Evaluate the job performance of each school leader on a regular basis to ensure there is accountability for and measureable evidence of equitable and challenging learning experiences being implemented for all students.</p> <p>d) Analyze and use student achievement results, survey responses, and all other available data as a means of holding system and school leadership accountable for effective professional practices that result in improved student achievement for all students. Document this accountability process publically and on a consistent and regular basis.</p>	<p><b>Director of Organizational Accountability/ Performance Management</b> Kelvin Edwards</p> <p><b>Director of Human Resources</b> Gail Wade</p>	<ul style="list-style-type: none"> <li>• A job description has been created for the Director of Organizational Accountability and Performance Management.</li> <li>• A new organizational chart has been developed and presented to the School Board.</li> <li>• A timeline of evaluation dates for each member in the Superintendent’s cabinet has been developed and given to cabinet members. The timeline consists of dates for the beginning, mid-year, and end of year evaluations. <ul style="list-style-type: none"> <li>○ Cabinet members will be evaluated under the guidelines of Franklin City Public Schools (FCPS) and the performance evaluation standards.</li> </ul> </li> <li>• A testing calendar will be developed and publicized which outlines the school-division Testing Schedule for the year.</li> <li>• The Standards of Learning Assessment results for Franklin City Public Schools (FCPS) will be publicized on the FCPS website</li> </ul>	<p>a) Completed July 2014</p> <p>b) Timeline completed August 2014 and evaluations will take place as outlined on the timeline.</p> <p>c) Timeline completed August 2014 and evaluations will take place as outlined on the timeline.</p> <p>d) Reviewed quarterly in formal setting and on-going throughout the year</p>

**Glossary of Terms:**

**Establish-** to set up; create.

**Commit-** promise to carry out.

**Accountability** – checks and balances; responsibility.

**Equitable-** fair and impartial

Number	Essential Action	Person Responsible	Status/Evidence of Implementation	Timeline
<b>3.4</b>  <b>Immediate Priority</b>	Evaluate the overall quality of all <b>instructional interventions</b> that have been implemented to improve student, school and system performance. a) Identifying the various interventions and strategies being implemented. Develop and implement <b>evaluation procedures</b> for the interventions and strategies deployed to achieve improvement goals. b) Examine all supervisory and evaluation reports and use the results as one source to hold personnel accountable for improvements in student, school, and system performance.	<b>Director of Instruction</b> Shannon Smith  <b>Superintendent's Cabinet</b>  <b>Building Principals:</b> Lisa Francis Travis Felts Jason Chandler	<ul style="list-style-type: none"> <li>• FCPS has identified a variety of instructional interventions to include small group supports in reading and mathematics delivered by certified reading and math specialists, computer tutorial programs, extended day (after school) instruction and tutoring. Each intervention will be monitored for fidelity of implementation and evaluated for results at regular intervals throughout the school year.</li> </ul> <p><b>Supporting Documentation:</b></p> <ul style="list-style-type: none"> <li>• Weekly schedules of Reading and Math Specialists at each school building with numbers of students served</li> <li>• Posting of elementary Math Specialist position with number of qualified applicants and interview dates</li> <li>• Copy of completed Instructional Intervention Approval Form submitted to the VDOE</li> <li>• Copies of written evaluation procedures for use with instructional interventions and selected improvement strategies.</li> <li>• Copies of monthly student progress reports directly related to specific interventions and strategies.</li> </ul>	<b>Quarterly:</b>  October 2014  January 2015  March 2015  May 2015

**Glossary of Terms:**

**Instructional Interventions-** strategies to provide assistance to children who are having difficulty learning.

**Evaluation Procedures-** stages outlined to specify requirements of meeting goals.

Number	Essential Action	Person Responsible	Status/Evidence of Implementation	Timeline
<p><b>3.5</b></p> <p><b>Immediate Priority</b></p>	<p>Increase the quality and quantity of opportunities for parents to be engaged in all aspects of their children's school experiences.</p> <p>a) Increase parental participation in decision-making through their involvement in school leadership and school improvement committees.</p> <p>b) Create Parent Advisory Councils (PAC) at each school site to advise school leadership on issues of importance to school improvement goals; (Membership in these councils should reflect the <b>demographics</b> of the student population).</p> <p>c) Keep school websites and newsletter updated and filled with information regarding <b>school improvement efforts</b> as well as recent and upcoming events.</p> <p>d.) Provide incentives to increase parent attendance at critical home/school interactions such as report card conferences and curriculum information nights.</p> <p>e.) Survey parents as to their preferred days of the week, times (day or evening) and content of parent information meetings. Use the data collected to plan routine parent information and programs.</p> <p>f.) Create and disseminate annual "Customer Satisfaction" surveys to assess the degree to which parents are satisfied with their children's school program.</p>	<p><b>Superintendent</b> Willie Bell</p> <p><b>Building Principals:</b> Lisa Francis Travis Felts Jason Chandler</p>	<ul style="list-style-type: none"> <li>• The Technology Department has updated the division and school websites and is planning additional upgrades to the features of the entire website.</li> <li>• Tidewater News article on the Community Bus Tour dated August 20, 2014 shows increased outreach to parents.</li> <li>• The Technology Department has linked Facebook and Twitter to the Franklin City Public Schools website. <ul style="list-style-type: none"> <li>• Division website at <a href="http://www.fcpsva.org">www.fcpsva.org</a></li> </ul> </li> <li>• The Department of Transportation will provide transportation to parent to attend school events. <ul style="list-style-type: none"> <li>• Parent logs reporting the number of people in attendance</li> </ul> </li> <li>• Provide all parents and community members an opportunity to participate in a survey <ul style="list-style-type: none"> <li>• Results of parents survey published on school website and sent home</li> </ul> </li> </ul>	<p>a) Recruit parents for School Leadership Teams by 10/14</p> <p>b) Establish PAC by February 2015</p> <p>c) websites updated by 9/14 and will be an ongoing effort</p> <p>d) 11/14 and ongoing</p> <p>e) 2/15</p> <p>f) 2/15</p> <p><b>Quarterly:</b> October 2014</p> <p>January 2015</p> <p>March 2015</p> <p>May 2015</p>

**Glossary of Terms:**

**Demographics-** make up of student population.

**School Improvement Efforts-** steps focused on the goal of improving education for every child.

Number	Essential Action	Person Responsible	Status/Evidence of Implementation	Timeline
<b>3.6</b>  <b>Immediate Priority</b>	<p>The new (or interim) superintendent and the Franklin City School Board will form a committee to <b>amend</b> the <b>Corrective Action Plan</b> to include additional <b>essential actions</b> that address the comments from the public hearing held on May 14, 2014, by the Virginia Board of Education, that include descriptive timelines and actions, simplified language, and <b>transparent, measurable outcomes</b> for each action:</p> <p>a.) The committee will minimally include parents, students, residents, business members, faith-based community representatives, city officials, community college representatives, principals, and teachers.</p> <p>b.) The committee will meet to finalize the <b>Corrective Action Plan</b> and present a final <b>Corrective Action Plan</b> for approval by the Franklin City School Board October 17, 2014.</p> <p>c.) The <b>Corrective Action Plan</b> must be submitted to the Virginia Board of Education by November 7, 2014. The Virginia Board of Education will receive the updated <b>Corrective Action Plan</b> on first review on November 20, 2014, and for final review and approval January 2015.</p>	<b>Superintendent</b> Willie Bell	<ul style="list-style-type: none"> <li>• A Superintendent’s Advisory Council has been formed and held the initial meeting on August 26, 2014               <ul style="list-style-type: none"> <li>• Agenda from initial Superintendent’s Advisory Council Meeting</li> <li>• List of members with distinctions and email addresses, phone numbers, and sub-committee assignment</li> </ul> </li> <li>• Meetings occurred on September 10<sup>th</sup>, 17<sup>th</sup>, and 24<sup>th</sup>, and October 1<sup>st</sup>.               <ul style="list-style-type: none"> <li>• Agendas from each meeting along with sign-in sheets of attendance</li> </ul> </li> <li>• The FCPS Board-approved Corrective Action Plan provides evidence of implementation for this essential action.               <ul style="list-style-type: none"> <li>• Hairston Education Consulting, LLC presented the Corrective Action Plan to the School Board and to the Community for open discussion and questions on October 16, 2014.</li> </ul> </li> </ul>	<p>Completed and presented to the Franklin City School Board for first reading on October 16, 2014</p> <p>Approved by the Franklin City School Board on October 29, 2014</p>

**Glossary of Terms:**

**Amend-** change in order to make more accurate and/ or up-to-date.

**Corrective Action Plan-** a plan for correcting and/or eliminating a problem that has already occurred or been identified.

**Essential Actions-** steps taken that are of the utmost importance to meet a targeted outcome.

**Transparent-** easy to perceive or detect.

**Measurable Outcomes-** the expected future knowledge, skills and/or attitudes of specified target.



## IV. Leadership and Governance

Number	Essential Action	Person Responsible	Status/Evidence of Implementation	Timeline
<b>4.1</b>  <b>Systemic Planning</b>	Develop and implement a plan whereby the <b>system's</b> updated policies and practices require and give direction for a system-wide professional growth plan for all staff. <ol style="list-style-type: none"> <li>a) Review and update all Board policies and practices to ensure <b>clear direction</b> and support to increase student achievement.</li> <li>b) Ensure that an <b>annual comprehensive needs assessment</b>, inclusive of <b>professional growth</b> needs for all staff, is conducted.</li> <li>c) Provide requirements and direction, through policies and practices, for the development and implementation of a system-wide professional development plan for all staff.</li> <li>d) Monitor, in both <b>formative</b> and <b>summative</b> ways, the implementation and impact of the <b>system-wide</b> professional development plan.</li> </ol>	<b>Virginia Department of Education Representative</b> Cathy David  <b>Superintendent</b> Willie Bell  <b>Director of Instruction</b> Shannon Smith  <b>Franklin City School Board</b>	<ul style="list-style-type: none"> <li>• All Board policies and practices are under review. Revisions have been made to some and more are forthcoming               <ul style="list-style-type: none"> <li>• Board Policy manual designating “R” for revision at the end of the actual code.</li> <li>• FCPS Board Policy GCL</li> </ul> </li> </ul> <p>A needs assessment survey was conducted in June 2014. A more comprehensive survey will be created and administered in April 2015 to encourage a greater level of response from staff.</p> <ul style="list-style-type: none"> <li>• June 2014 Needs Assessment Survey with analysis of findings</li> </ul> <p>A division-wide Professional Development Plan that is aligned to the appropriate VDOE Academic Review Evaluation Tool will be completed in November 2014 and implemented during the school year.</p>	<ol style="list-style-type: none"> <li>a) August 2014 through March 2015</li> <li>b) April 2015 and annually thereafter</li> <li>c) November 2014 through March 2015</li> <li>d) December 2014 and On-going</li> </ol>

**Glossary of Terms:**

**System-** Franklin City Public Schools

**Clear Direction-** what is expected.

**Annual Comprehensive Needs Assessment-** a yearly needs profile that addresses the following dimensions: student learning, curriculum and instruction, school organization, family and community involvement, and student factors.

**Professional Growth-** personal and professional improvement in skills and knowledge; SMART (Specific, Measurable, Achievable, Relevant, and Timely) Goal setting

**Formative-** ongoing evaluation.

**Summative-** end of the quarter or year evaluation.

**System-wide-** a set of principles or procedures according to which something is done across Franklin City Public Schools.

Number	Essential Action	Person Responsible	Status/Evidence of Implementation	Timeline
<b>4.2</b> <b>Immediate</b> <b>Priority</b>	<p>Ensure that all activities of school board meetings <b>comply</b> with applicable state and federal law to include <b>Freedom of Information Act (FOIA)</b>, <b>Family Educational Rights and Privacy Act (FERPA)</b> citation, Code of Virginia and the Franklin City Public School Board Policy Manual.</p> <p>a) Implement training opportunities for all board members to be trained in their roles and responsibilities and in state law, federal mandates, board policies, etc. regarding <b>proper protocol</b> for <b>executive/closed sessions</b> at board meetings.</p> <p>b) Restrict discussions and presentations in closed meetings to those items specifically allowed by law.</p> <p>c) Create open meeting reports of class, subject-area, grade-level and/or school-level <b>performance data</b>, pupil attendance, discipline and <b>truancy</b> data to be shared publically on a routine basis.</p> <p>d) Establish and implement a <b>formalized plan</b> to ensure that all information regarding academic progress, <b>Standards of Learning (SOL) assessments</b>, <b>benchmarks</b> and <b>Edison Learning</b> partnership project is routinely shared with <b>internal</b> and <b>external stakeholders</b> in a timely and open manner.</p>	<p><b>Franklin City School Board Attorney</b> Taylor Williams</p> <p><b>Franklin City School Board</b></p> <p><b>Superintendent</b> Willie Bell</p>	<ul style="list-style-type: none"> <li>• The Board Chair and Superintendent attended a full day of training with staff from the Virginia Schools Boards Association. Training occurred in Charlottesville on 10/27/14. <ul style="list-style-type: none"> <li>○ Agenda, sign-in sheets and training materials from VSBA training.</li> </ul> </li> <li>• The Board designated attorney assures items of discussion match the closed meeting verbiage.</li> <li>• Reports of pupil attendance, teacher attendance, student discipline and truancy data are provided by the Lead Turnaround Partners and Principals monthly in public session. <ul style="list-style-type: none"> <li>○ Copies of Catapult monthly presentations to the FCPS Board of Education.</li> <li>○ Board minutes from July 17, 2014</li> </ul> </li> <li>• SOL scores for the May 2014 testing cycle were reported to the FCPS School Board in public session on September 18, 2014. <ul style="list-style-type: none"> <li>○ Board minutes from September 18th, 2014</li> </ul> </li> <li>• FCPS School Board meetings are now televised live.</li> </ul>	<p>a) FCPS Board and Mr. Bell attended training with VSBA staff on 10/27/14. Subsequent training will occur as needed.</p> <p>b) May 2014 and ongoing.</p> <p>c) Aug 2014 and ongoing</p> <p>d) Sept 2014 and quarterly after that time.</p>

Number	Essential Action	Person Responsible	Status/Evidence of Implementation	Timeline
	e) Community newsletters and other written communication of division-level and school-level performance data disseminated to Franklin City families and all community stakeholder groups at quarterly intervals	<b>Franklin City School Board Attorney</b> Taylor Williams  <b>Franklin City School Board</b>  <b>Superintendent</b> Willie Bell		e)Completed July 2014 and On-going

### Glossary of Terms:

**Comply-** follow the rules

**FOIA (Freedom of Information Act)-** a law that gives you the right to access information from the federal government.

**FERPA (Family Educational Rights and Privacy Act)-** a federal law that protects the privacy of students and their parents

**Proper Protocol-** follow outlined procedures

**Executive/Closed Session-** part of a School Board Meeting that is not for the general public

**Performance Data-** data such as grades and test scores

**Truancy-** intentionally missing school; staying away from school without good reason

**Formalized Plan-** a plan that is written, specific and exhibits a long-term focus , involving shared goals for the school division

**Standards of Learning (SOLs)-** the Commonwealth of Virginia's expectations for students' learning and achievement in grades K-12

**Glossary of Terms:**

**Benchmarks-** measurable testing; checkpoint for student progress and growth

**Edison Learning-** Lead Turnaround Company assigned by the Virginia Department of Education (VDOE).

**Internal Stakeholders-** Franklin City Public School employees.

**External Stakeholders-** Community

Number	Essential Action	Person Responsible	Status/Evidence of Implementation	Timeline
<b>4.3</b>  <b>Immediate Priority</b>	Involve all stakeholder groups in the development of a revised <b>comprehensive plan</b> for the school system and ensure the communication of the revised plan, <b>vision</b> , and purpose to all stakeholders. <ol style="list-style-type: none"> <li>a) Utilize committee as referenced in Essential Action 3.1, including 3.1a-c and follow the same process to develop a Comprehensive Improvement Plan for Franklin City Public Schools.</li> <li>b) Schedule periodic review(s) of the Comprehensive Plan and involve stakeholder groups in the review process. Document evidence of the process and the extent of stakeholder involvement.</li> <li>c) Ensure that the Comprehensive Plan reflects the <b>current reality of the system</b>.</li> <li>d) Communicate in multiple ways in a timely manner the revised <b>Comprehensive Plan</b> and documented progress.</li> <li>e) Satisfy all public requests for information in a timely manner.</li> </ol>	<b>Superintendent</b> Willie Bell  <b>Central Services</b>  <b>Superintendent</b> Willie Bell  <b>President of Ministers Council</b>  <b>Franklin City School Board</b>  <b>Board of Administrators</b>  <b>PTA Board Members</b>	The Superintendent created and convened a Superintendent's Advisory Council (SAC). This group of school division and community stakeholders has been charged with the revision of the current Corrective Action Plan as stipulated in Essential Action 3.6. It is the Superintendent's intent that the SAC will address the work of this essential action once the final Corrective Action Plan has been adopted by the FCPS School Board and the Virginia Board of Education. <ul style="list-style-type: none"> <li>• Listing of Superintendent's Advisory Council members with stakeholder affiliations, email addresses and phone numbers</li> <li>• Calendar of Monthly Meetings</li> <li>• Sign-In Sheets for each meeting</li> <li>• Agenda, material and documents discussed and produced as a result of each meeting</li> <li>• Revised FCPS Comprehensive Plan</li> </ul>	<ol style="list-style-type: none"> <li>a) November 2014 through March 2015</li> <li>b) April 2015 and annually thereafter</li> <li>c) November 2014 through March 2015</li> <li>d) March 2015 and On-going</li> <li>e) September 2014 and On-going</li> </ol>

Number	Essential Action	Person Responsible	Status/Evidence of Implementation	Timeline
<p><b>4.3 cont.</b></p> <p><b>Immediate Priority</b></p>	<p>Involve all stakeholder groups in the development of a revised, <b>Comprehensive Plan</b> for the school system and ensure the communication of the revised plan, <b>vision</b>, and purpose to all stakeholders.</p> <ol style="list-style-type: none"> <li>Utilize committee as referenced in Essential Action 3.1, including 3.1a-c and follow the same process to develop a Comprehensive Improvement Plan for Franklin City Public Schools.</li> <li>Schedule periodic review(s) of the Comprehensive Plan and involve stakeholder groups in the review process. Document evidence of the process and the extent of stakeholder involvement.</li> <li>Ensure that the Comprehensive Plan reflects the <b>current reality of the system</b>.</li> <li>Communicate in multiple ways in a timely manner the revised <b>Comprehensive Improvement Plan</b> and documented progress.</li> <li>Satisfy all public requests for information in a timely manner.</li> </ol>	<p><b>Superintendent</b> Willie Bell</p> <p><b>Central Services</b></p> <p><b>President of Ministers Council</b></p> <p><b>Franklin City School Board</b></p> <p><b>Board of Administrators</b></p> <p><b>PTA Board Members</b></p>	<p>Significant effort has been made to improve communication and engagement with internal and external stakeholders. Actions led by Superintendent Bell between July and October include:</p> <ul style="list-style-type: none"> <li>Speaking engagements at community events such as Ruritan Club meetings, Chamber of Commerce meetings, education foundation meetings, community college, town meetings in various wards of the city;</li> <li>Community bus tours by all school personnel, city officials, ministers alliance, chamber businesses, parents, and community representatives;</li> <li>Stuff the Bus Campaign</li> <li>Opening of School Prayer Vigils</li> <li>Televised School Board Meetings to reach a wider audience</li> <li>Presentations by administrators at Parent Advisory Meetings, PTA Meetings, etc.</li> <li>Parents as Partners events</li> </ul>	<ol style="list-style-type: none"> <li>November 2014 through March 2015</li> <li>April 2015 and annually thereafter</li> <li>November 2014 through March 2015</li> <li>March 2015 and On-going</li> <li>September 2014 and On-going</li> </ol>

**Glossary of Terms:**

**Comprehensive Plan-** a tool for planning the future growth or decline of a local community; used to address the constant change and evolution of a community.

**Vision-** defines the system-wide expectations and desired future state of what Franklin City Public Schools will achieve over time.

**Reality of system-** the status of Franklin City Public Schools.

**Comprehensive Improvement Plan-** an extensive process and plan used as a means to measure student progress and growth across schools and across the school division to ensure all students are college and career ready.

Number	Essential Action	Person Responsible	Status/Evidence of Implementation	Timeline
<b>4.4</b>  <b>Immediate Priority</b>	Develop and implement a <b>formal communication plan</b> that is <b>measurable and sustainable</b> in order to ensure that school system information is shared with all stakeholders in a <b>timely manner</b> . Ensure that the communication plan is based on an expectation of <b>shared responsibility</b> for effective communication at all levels of the organization. <ol style="list-style-type: none"> <li>Designate a staff member to take the leadership role in sharing information <b>internally and externally</b> regarding all aspects of the system in a timely manner and to lead the development of the communication plan.</li> <li>Organize a committee with various stakeholder representatives to develop the communication plan.</li> <li>Engage community and parent volunteers in <b>meaningful roles</b> that support student achievement.</li> <li>Provide training for all levels of the organization in <b>effective communication strategies</b>.</li> </ol>	<b>Superintendent</b> Willie Bell  <b>Central Services</b>  <b>Franklin City School Board</b>  <b>Chamber of Commerce</b>  <b>Community Stakeholders</b> <b>PTA and Faith-Based Organizations</b>	<ul style="list-style-type: none"> <li>A <b>Superintendent’s Advisory Council</b> has been created for stakeholder communication and community buy-in.               <ul style="list-style-type: none"> <li>Listing of members on the council with phone numbers, email addresses, and their assigned sub-committees aligned with the Corrective Action Plan.</li> <li>Agendas from engagements</li> </ul> </li> <li>A Director of Organizational Accountability and Performance Management was hired in August. As part of his responsibilities, this individual will serve as the Public Information Officer for the Franklin City Public Schools and will lead the development of the communication plan.</li> <li>Literature of division goals, vision, mission, and priorities has been printed and disseminated throughout the community               <ul style="list-style-type: none"> <li>Samples of printed documents</li> </ul> </li> <li>A Volunteer in Schools initiative has been initiated and is in effect in all schools.               <ul style="list-style-type: none"> <li>Volunteer sign-up forms and delineated assignments from all schools.</li> </ul> </li> </ul>	August 2014 and On-going

**Glossary of Terms:**

**Formal Communication Plan-** an official and transparent plan that outlines the methods of communication and operation within a school division, available for all to review.

**Sustainable-** long lasting, on-going, and continuous.

**Shared Responsibility-** internal/external accountability.

**Meaning Roles-** all stakeholders participating in the organization of schools- ex: PTA, Book Buddies, Booster's Club, and Family Reading Night.

**Effective Communication Strategies-** ways to relay information that get a point across; a means of reaching out and increasing awareness.

**Superintendent's Advisory Council-** a group made up of community leaders, central office staff, faith-based organizations, Department of Social Services, teachers, and administrators.

Number	Essential Action	Person Responsible	Status/Evidence of Implementation	Timeline
<b>4.5</b>  <b>Systemic Planning</b>	Implement <b>supervision and evaluation processes</b> consistently and regularly for all staff to improve professional practices and ensure student success. <ol style="list-style-type: none"> <li>Review/update job descriptions of central office supervisory and support personnel and evaluate actual duties being performed.</li> <li><b>Realign/restructure</b> positions to more <b>effectively deploy critical resources</b> to serve student needs.</li> <li>Review supervisory and evaluation processes for all employees and ensure procedures and timelines are being followed appropriately.</li> <li>Ensure that the results of the supervision and evaluation processes are analyzed and used to monitor effective teaching practices and improve student learning.</li> </ol>	<b>Franklin City School Board</b>  <b>Superintendent</b> Willie Bell  <b>Director of Instruction</b> Shannon Smith  <b>Director of Organizational Accountability/ Performance Management</b> Kelvin Edwards  <b>Director of Human Resources</b> Gail Wade  <b>Building Principals:</b> Lisa Francis Travis Felts Jason Chandler	<ul style="list-style-type: none"> <li>Job descriptions reviews and updates are ongoing by Directors of personnel in their departments and the Superintendent.</li> <li>A Director of Organizational Accountability and Performance Management was appointed to strengthen the organization and have an increased focus in critical areas that impact student achievement.</li> <li>Teacher Assistants were added to grade levels that experienced increased enrollment.</li> <li>Informal, formal, and summative Teacher Performance Evaluation Tools have been reviewed and revised where needed.               <ul style="list-style-type: none"> <li>Revised teacher performance evaluation procedures</li> <li>Redacted teacher plans of improvement</li> <li>Personnel reports to the Board</li> </ul> </li> </ul>	July 2014 and On-going

**Glossary of Terms:**

**Supervision and Evaluation Process-** Board approved rating system.

**Realign/Restructure-** change

**Deploy Critical Resources-** provide better support for personnel, strategically putting services and resources where and when needed.

Number	Essential Action	Person Responsible	Status/Evidence of Implementation	Timeline
4.6	Ensure the Division Superintendent fulfills the role of “ <b>Chief Developer</b> ” for the Franklin City School Board and provides guidance and support as the Board established policy and direction for the Franklin City Public Schools.	<b>Franklin City School Board Chairman</b> Edna King  <b>Virginia School Board Association</b>  <b>Virginia Association of School Superintendents</b>	<ul style="list-style-type: none"> <li>• The Division Superintendent’s role has been clearly defined, mutually agreed upon, and shared with all Board members.               <ul style="list-style-type: none"> <li>• Superintendent’s Contract</li> </ul> </li> </ul>	July 2014 and On-going

**Glossary of Terms:**

**Chief Developer-** the individual responsible for helping to create the expectations, direction, and vision for the school division ; monitors and coordinates the actions of the school division staff and the school turnaround partner assigned to Franklin City Public Schools

Number	Essential Action	Person Responsible	Status/Evidence of Implementation	Timeline
<b>4.7</b>  <b>Immediate Priority</b>	Ensure all <b>building-level administrators</b> provide <b>strong and effective instructional leadership</b> to their teachers and students. a) Provide <b>technical assistance</b> in aligning the <b>components</b> of the <b>Academic Review</b> with <b>Teacher Performance Evaluation</b> . b) Support building-level administrators with <b>job-coaching</b> where needed. c) Hold building-level administrators accountable for incorporating the technical assistance provided into their leadership practices through the <b>FCPS Administrator Evaluation Process</b> .	<b>Virginia Department of Education (VDOE)</b>  <b>Superintendent</b> Willie Bell  <b>Central Services</b>	<ul style="list-style-type: none"> <li>• Training began in August 2014 and will continue through March 2015 for Principals, the Director of Instruction and the Director of Organizational Accountability / Performance Management               <ul style="list-style-type: none"> <li>• Technical Assistance calendar and agenda</li> </ul> </li> <li>• The elementary and middle school principals were assigned a coach from <b>VDOE</b>. Also, the middle school principal has additional coaching from the turnaround partner and the elementary school principal has additional coaching from the Director of Instruction.</li> <li>• The high school principal has been assigned the new Director of Organizational Accountability / Performance Management as a coach.               <ul style="list-style-type: none"> <li>• Calendar of division visits from <b>VDOE</b> contractor.</li> <li>• Central Services daily visit calendar.</li> </ul> </li> <li>• Schedule of walkthrough observations</li> <li>• Redacted notes from walkthrough observations</li> </ul>	August/ September 2014 and On-going

**Glossary of Terms:**

**Building-Level Administrators-** principals and assistant principals.

**Technical Assistance-** training provided to support teachers and administrators by the Office of School Improvement at the Virginia Department of Education (VDOE).

**Academic Review-** educational monitoring process conducted by the Virginia Department of Education (VDOE) to review instructional practices and procedures in the classroom and school.

**Glossary of Terms:**

**Job-Coaching-** training of employees by an approved specialist.

**VDOE-** Virginia Department of Education

**FCPS-** Franklin City Public Schools

**Administrator Evaluation Process-** end of the year evaluation tool given for principals, assistant principals and specialists that monitors progress and growth toward goal accomplishment.

**Franklin City Public Schools  
Corrective Action Plan Revised Goals**

**I. Curricula Alignment**

Through an emphasis on rigorous instruction and the alignment of the written, taught, and tested curriculum, Franklin City Public School (FCPS) students will consistently increase annual pass rates on grade-level and end-of-course Virginia SOL assessments resulting in full accreditation for all three schools by spring 2017.

**II. Human Resources**

Through the development and implementation of a comprehensive human resources management plan, on the first day of the school year, 95% of all FCPS classes will be taught by teachers who are properly licensed and appropriately endorsed in their areas of assignment and 100% of all FCPS schools will be led by administrators who are properly licensed and appropriately endorsed in their areas of assignment.

**III. Purpose and Direction**

Through the implementation of the asset mapping process and monthly student progress monitoring, the pass rate of students who receive instructional interventions will increase by 10 percentage points on annual SOL tests.

Through the development and implementation of school-based Parent Involvement Plans, FCPS will establish and maintain a “Parents as Partners” culture as evidenced by results of an end-of-school-year parent engagement survey in which at least 50% of the surveys are returned and 80% of the responses are positive.

**IV. Leadership and Governance**

Through the development and consistent implementation of FCPS supervision and evaluation guidelines, 100% of all FCPS teachers will receive at least 2 formal observations and one summative evaluation each year, and all licensed administrators will receive one mid-year review and one summative evaluation each year.

## I. Curricula Alignment

Essential Action 1.1	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 professional development on unpacking the standards and aligning the written/taught/tested curriculum.	<p>Develop and Deliver: Virginia Department of Education (VDOE) Office of School Improvement (OSI)- Chief Academic Officer (CAO), Director of Instruction, Director of Organizational Accountability and Performance Management (PMOA), Principals, Assistant Principals, Reading Specialists, Reading Coaches, Lead Teacher, High School Math Specialist</p> <p>Implement: Teachers</p>	<p>Develop and Deliver: Superintendent</p> <p>Implement: Director of PMOA, Director of Instruction, Principals, Assistant Principals</p>	<p>Develop and Deliver: Monthly beginning August 2014- August 2015</p> <p>Implementation: August 2014- June 2016</p>	<p><u>Evidence of Delivery of Professional Development</u></p> <ul style="list-style-type: none"> <li>• PowerPoint presentations from the Division Administrative Retreat</li> <li>• PowerPoint presentations from pre-service professional development training for administrators and teachers of Franklin City Public Schools called, “Aligning the Written, Taught, and Tested Curriculum”.</li> <li>• Aligning Academic Review and Performance Evaluation (AARPE) materials</li> <li>• Franklin City Public Schools (FCPS) AARPE Inter-rater Reliability form which shows results of inter-rater reliability visits</li> <li>• Professional Development Plan</li> <li>• Professional Development Sign-In Sheets</li> </ul> <p><u>Evidence that Teachers are Implementing the Training</u></p> <ul style="list-style-type: none"> <li>• Franklin City Public Schools (FCPS) AARPE Inter-rater Reliability form which shows results of inter-rater reliability visits</li> <li>• Lesson Plans which show the extent to which the teachers’ planning for instruction is aligned to the Standards of Learning (SOL)</li> <li>• Observation documents which show the extent to which the teachers’ delivery of lessons is appropriately aligned to the SOL</li> <li>• Documentation of written feedback to teachers, including next steps, from Director of Instruction, Director of PMOA, Principals, Assistant Principals.</li> <li>• Minutes, including next steps for improving alignment, from division instructional meetings, grade level meetings, Professional Learning</li> </ul>

				<p>Community (PLC) meetings, and leadership team meetings.</p> <ul style="list-style-type: none"> <li>Differentiated professional development plans for teachers based upon analysis of lesson plan and observation data.</li> </ul>
<p><b>Glossary of Terms:</b></p> <p><b>Aligning Academic Review and Performance Evaluation (AARPE)</b> - a professional development program provided by VDOE/OSI to selected division and school administrators to improve instruction and division instructional leadership practices, with the goal of improving student achievement.</p> <p><b>Inter-rater reliability</b> – a process for establishing consistency of observation ratings given by two or more evaluators during a single observation using a common set of look-fors related to teacher performance standards.</p>				

Essential Action 1.3	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 a system for monitoring the alignment of the written/taught/tested curriculum.	<p><b>Develop:</b> CAO, Director of PMOA, Director of Instruction, Principals, Assistant Principals</p> <p><b>Implement:</b> Director of PMOA, Director of Instruction, Principals, Assistant Principals</p>	Superintendent		<ul style="list-style-type: none"> <li>Documents detailing the process and expectation for monitoring the alignment of the written/taught/tested curriculum</li> <li>Lesson plan submission and feedback schedules for each school</li> <li>Division-wide schedule of observations and walkthroughs</li> <li>Formal and informal observation documents</li> <li>Compilation of evidence related to Teacher Performance Evaluation Standards 1, 3, and 5 collected during inter-rater reliability sessions using FCPS AARPE forms</li> <li>Specific written feedback, including next steps, from Superintendent to Director of Instruction and Director of PMOA related to alignment of written/taught/tested curriculum</li> <li>Specific written feedback, including next steps, from Director of Instruction and Director of PMOA to principals/assistant principals and from principals/assistant principals to teachers related to alignment of written/taught/tested curriculum</li> </ul>

				<ul style="list-style-type: none"> <li>• Minutes, including next steps, from monitoring reviews and required follow-up professional development</li> <li>• Differentiated professional development plans for teachers and principals based upon analysis of lesson plan and observation data</li> </ul>
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**Glossary of Terms:**

**Teacher Performance Evaluation Standards 1, 3, and 5 - In April 2011, the Virginia Board of Education approved the revised “Guidelines for Uniformed Performance Standards and Evaluation Criteria for Teachers” which defined 7 standards for all Virginia teachers. Every teacher’s performance is evaluated according to these standards. The 2014-2015 AARPE training sessions have focused on the following three standards:**

**Performance Standard 1 – Professional Knowledge = “The teacher demonstrates an understanding of the curriculum, subject content and the development needs of students by providing relevant learning experiences”.**

**Performance Standard 3 – Instructional Delivery = “The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs”.**

**Performance Standard 5 – Learning Environment = “The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning”.**

**II. Human Resources Management**

<b>Essential Action 2.2</b>	<b>Title of Person(s) Responsible for Essential Action</b>	<b>Title of Person(s) Monitoring</b>	<b>Dates (Timeframe)</b>	<b>Documentation Required to Support Evidence of Progress/Completion</b>
Ensure that administrators (directors, supervisors, and specialist) who work with instructional programs at the division level and/or serve as resources to teachers are endorsed in their area(s) of assignment.	Director of Human Resources and Administrative Services	Superintendent, OSI CAO	Beginning July 2014: Continuous screening and confirmation of candidate’s credentials prior to the offering of a contract Quarterly review beginning April 2015	<ul style="list-style-type: none"> <li>• Personnel database created and maintained by the Director of Human Resources and Administrative Services containing name, assignment area, license and endorsement(s), highly qualified status, provisional/probationary status</li> <li>• Administrator job descriptions that detail job responsibilities in order to ensure alignment of duties and endorsements/ credentials.</li> <li>• Approved for hire documentation from VDOE representatives through emails.</li> <li>• Review of credentials of new administrative hires during quarterly meetings with FCPS staff and OSI staff</li> </ul>

Essential Action 2.5	Title of Person(s) Responsible for Essential Action	Title of Person(s) Monitoring	Dates (Timeframe)	Documentation Required to Support Evidence of Progress/Completion
Ensure that teachers are properly licensed and are not teaching outside of their endorsement area.	Director of Human Resources and Administrative Services	Superintendent, OSI CAO	Beginning July 2014: Continuous screening and confirmation of candidate's credentials prior to the offering of a contract  Quarterly review beginning April 2015	<ul style="list-style-type: none"> <li>• Master schedules collected from each school to ensure no teacher is assigned outside of their area of endorsement(s).</li> <li>• Personnel database created and maintained by the Director of Human Resources and Administrative Services containing name, assignment area, license and endorsement(s), highly qualified status, provisional/probationary status</li> <li>• Copy of IPAL report for 1<sup>st</sup> and 2<sup>nd</sup> semester pulled for Human Resources review and Superintendent review</li> <li>• Review of credentials of new teacher hires during quarterly meetings with FCPS staff and OSI staff</li> </ul>

### III. Purpose and Direction

Essential Action 3.4	Title of Person(s) Responsible for Essential Action	Title of Person(s) Monitoring	Dates (Timeframe)	Documentation Required to Support Evidence of Progress/Completion
Evaluate the effectiveness and modify as needed instructional interventions that have been implemented to improve student, school, and division performance.	Principals, Assistant Principals, Teachers, Instructional Specialists, Instructional Coach, Lead Teacher	Superintendent, Director of Instruction, Director of PMOA, OSI CAO	October 2014-June 2017: Teachers, building administrators- Weekly during grade level/subject area meetings  October 2014-	<ul style="list-style-type: none"> <li>• Completed Asset Mapping document that includes "the asset" (intervention), who uses it, how often it is used, what data is gathered from it, what is done with the data, and next steps for improving student performance</li> <li>• Monthly report detailing individual student's usage and progress using specific interventions</li> <li>• FCPS Collaborating Around Student Achievement (CASA) form with identified next steps and modifications resulting from a review of the data on the form</li> </ul>

			<b>June 2017:</b> <b>Division administrators, principals-</b> <b>Monthly Comprehensive Data Review (CDR) meetings</b>	<ul style="list-style-type: none"> <li>• <b>Minutes, including next steps, from weekly building-level meetings and monthly division-level meetings</b></li> </ul>
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**Glossary of Terms:**

**Asset Mapping – a process for identifying and evaluating the effectiveness of all available resources and programs that are currently being used by schools or the school division with the goal of utilizing only those resources that have proven to have the most positive impact on student achievement.**

<b>Essential Action 3.5</b>	<b>Title of Person(s) Responsible for Essential Action</b>	<b>Title of Person(s) Monitoring</b>	<b>Dates (Timeframe)</b>	<b>Documentation Required to Support Evidence of Progress/Completion</b>
<p><b>Increase the quality and quantity of both in-school and outside-of-school opportunities for parents to be engaged as partners in all aspects of their children’s school experiences.</b></p>	<p><b>Principals, Assistant Principals, School Counselors</b></p>	<p><b>Director of Instruction, Superintendent</b></p>	<p><b>August 2014- June 2017:</b>  <b>Parent Involvement Plans to be completed by May 2015;</b>  <b>Monthly review of school logs of parent engagement activities;</b>  <b>Monthly review of parent advisory council minutes</b></p> <p><b>September 2015:</b>  <b>Opening of parent resource centers</b></p>	<ul style="list-style-type: none"> <li>• <b>Parent Involvement Plans for each school that focus on building a culture of parents as partners through experiences within school and in the community</b></li> <li>• <b>School logs that include title and description of each parent engagement activity, targeted audience, location, and numbers attending</b></li> <li>• <b>Minutes, including next steps, from each school’s Parent Advisory Council</b></li> <li>• <b>Flyers, letters, and/or emails regarding the establishment of parent resource centers in each school and in the community with the purpose of disseminating school-related information and community resources and services</b></li> </ul>

**Glossary of Terms:**

**Engaging Parents as Partners** – This term refers to a broad-based approach to parent involvement in which the emphasis is placed on relationship building and finding ways for parents and educators to work together to improve the educational experience and academic achievement of all students.

**IV. Leadership and Governance**

<b>Essential Action 4.2</b>	<b>Title of Person(s) Responsible for Essential Action</b>	<b>Title of Person(s) Monitoring</b>	<b>Dates (Timeframe)</b>	<b>Documentation Required to Support Evidence of Progress/Completion</b>
Ensure that all activities of school board meetings comply with applicable state and federal law to include the Freedom of Information Act (FOIA), Family Educational Rights and Privacy Act (FERPA) citations, Code of Virginia and the Franklin City Public Schools Board Policy Manual.	City of Franklin Attorney Assigned to School Board, Franklin City Public School Board, Superintendent	Superintendent, Franklin City Public Schools Board	May 2014 and ongoing	<ul style="list-style-type: none"> <li>• Evidence of applicable laws being read and archived through Board minutes, open and closed sessions.</li> <li>• Evidence of the Virginia Freedom of Information Act, Virginia Conflict of Interests Act and the Virginia Public Records Act Guide for Local Government Leaders Manual presented and reviewed by all Board members and Superintendent.</li> <li>• Board minutes and video tapes from July 2014 to present</li> </ul>

<b>Essential Action 4.5</b>	<b>Title of Person(s) Responsible for Essential Action</b>	<b>Title of Person(s) Monitoring</b>	<b>Dates (Timeframe)</b>	<b>Documentation Required to Support Evidence of Progress/Completion</b>
Ensure that the results of the supervision and evaluation processes are analyzed and used to monitor effective teaching practices and improve student learning.	Director of Human Resources, Director of Instruction, Director of Organizational Accountability & Performance Management	Superintendent	September 2014-June 2017, Quarterly review	<ul style="list-style-type: none"> <li>• Teacher observations completed with timely written feedback provided.</li> <li>• Compilation of evidence related to Teacher Performance Evaluation Standards 1-7 collected through Observation 360.</li> <li>• Written feedback from Division Leadership to Principals addressing their adherence to observation and evaluation timelines, the quality of evidence-based observation statements, and resulting actions to improve teacher performance</li> <li>• Written strategies for improvement formally communicated within Principal Reflective Practitioner</li> </ul>

				<p>Tool created by the Superintendent for teacher, school, and systemic improvements.</p> <ul style="list-style-type: none"> <li>• Board approved Central Services Administrator Performance Evaluation Plan.</li> </ul>
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**Glossary of Terms:**

**Teacher Performance Evaluation Standards 1-7 - In April 2011, the Virginia Board of Education approved the revised “Guidelines for Uniformed Performance Standards and Evaluation Criteria for Teachers” which defined 7 standards for all Virginia teachers. Every teacher’s performance is evaluated according to these standards.**

**Performance Standard 1 – Professional Knowledge = “The teacher demonstrates an understanding of the curriculum, subject content and the development needs of students by providing relevant learning experiences”.**

**Performance Standard 2 – Instructional Planning = “The teacher plans using the Virginia Standards of Learning, the school’s curriculum, effective strategies, resources, and data to meet the needs of all students”.**

**Performance Standard 3 – Instructional Delivery = “The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs”.**

**Performance Standard 4 – Assessment of and for Student Learning = “The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year”.**

**Performance Standard 5 – Learning Environment = “The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning”.**

**Performance Standard 6 – Professionalism = “The teachers maintain a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning”.**

**Performance Standard 7 – Student Academic Progress = “The work of the teacher results in acceptable, measurable, and appropriate academic progress”.**

**Virginia Department of Education**  
**State/Federal Accountability Data**  
**S.P. Morton Elementary**  
**Grades: PK - 05**  
**Franklin City**

## Attachment A4

**State Accountability - Accreditation Designation**

Accreditation is based on assessments taken in the previous year.

Year	Based on Statewide Assessments in	Accreditation Rating	Area(s) not Meeting Benchmark
2011-2012	2010-2011	Fully Accredited	N/A
2012-2013	2011-2012	Accredited with Warning	English
2013-2014	2012-2013	Accredited with Warning	English, Mathematics
2014-2015	2013-2014	Accredited with Warning	English, Mathematics, Science
2015-2016	2014-2015	Partially Accredited: Reconstituted School	English, Science
2016-2017	2015-2016	Partially Accredited: Reconstituted School	English

**State Accreditation Pass Rates by Assessment Year**

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 3-5: 75%	Gr 3-5: 68%	*46%	39%	68%	66%
Mathematics	83%	*71%	40%	41%	73%	76%
History and Social Sciences	*Gr 3: 80% *Gr 4-8: 86%	Gr 3: 72% Gr 4-8: 80%	78%	85%	95%	94%
Science	Gr 3: 82% Gr 5-8: 74%	Gr 3: 74% Gr 5-8: 75%	*72%	30%	63%	78%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

**Federal Accountability Status**

Year	Based on Statewide Assessments in	Federal Rating	Federal Status
2011-2012	2010-2011	Did Not Make AYP	Title I - School Wide Program
2012-2013	2011-2012	Title I Focus School	Title I - School Wide Program
2013-2014	2012-2013	Title I Priority School	Title I - School Wide Program
2014-2015	2013-2014	Title I Priority School	Title I - School Wide Program
2015-2016	2014-2015	Title I Priority School	Title I - School Wide Program
2016-2017	2015-2016	Title I Priority School	Title I - School Wide Program

**Federal Accountability Pass Rates by Assessment Year**

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	75%	67%	*48%	38%	65%	61%
English: Writing	69%	63%	38%	32%	N/A	N/A
History and Social Sciences	*83%	75%	78%	85%	94%	94%
Mathematics	82%	*41%	39%	38%	69%	72%
Science	78%	74%	*63%	30%	64%	78%

**Virginia Department of Education**  
**State/Federal Accountability Data**  
**Joseph P. King Jr. Middle**  
**Grades: 06 - 08**  
**Franklin City**

## Attachment A4

**State Accountability - Accreditation Designation**

Accreditation is based on assessments taken in the previous year.

Year	Based on Statewide Assessments in	Accreditation Rating	Area(s) not Meeting Benchmark
2011-2012	2010-2011	Fully Accredited	N/A
2012-2013	2011-2012	Accredited with Warning	Mathematics
2013-2014	2012-2013	Accredited with Warning	English, History and Social Sciences, Mathematics
2014-2015	2013-2014	Accredited with Warning	English, History and Social Sciences, Mathematics, Science
2015-2016	2014-2015	Partially Accredited: Reconstituted School	English
2016-2017	2015-2016	Partially Accredited: Reconstituted School	English

**State Accreditation Pass Rates by Assessment Year**

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 6-8: 81%	Gr 6-8: 79%	*54%	69%	74%	74%
Mathematics	71%	*44%	51%	64%	79%	77%
History and Social Sciences	*Gr 4-8: 73%	Gr 4-8: 73%	63%	68%	95%	96%
Science	Gr 5-8: 84%	Gr 5-8: 91%	*78%	57%	79%	83%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

**Federal Accountability Status**

Year	Based on Statewide Assessments in	Federal Rating	Federal Status
2011-2012	2010-2011	Did Not Make AYP	Title I - School Wide Program
2012-2013	2011-2012	Title I Priority School	Title I - School Wide Program
2013-2014	2012-2013	Title I Priority School	Title I - School Wide Program
2014-2015	2013-2014	Title I Priority School	Title I - School Wide Program
2015-2016	2014-2015	Met All Federal AMOs	Title I - School Wide Program
2016-2017	2015-2016	Improvement Plan Required	Title I - School Wide Program

**Federal Accountability Pass Rates by Assessment Year**

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	82%	78%	*52%	65%	74%	71%
English: Writing	71%	78%	52%	59%	57%	69%
History and Social Sciences	*73%	64%	63%	67%	95%	96%
Mathematics	63%	*43%	45%	57%	74%	72%
Science	84%	91%	*61%	56%	79%	83%

Franklin High  
Grades: 09 - 12  
Franklin City

**State Accountability - Accreditation Designation**

Accreditation is based on assessments taken in the previous year.

Year	Based on Statewide Assessments in	Accreditation Rating	Area(s) not Meeting Benchmark
2011-2012	2010-2011	Fully Accredited	N/A
2012-2013	2011-2012	Accredited with Warning	Mathematics
2013-2014	2012-2013	Accredited with Warning	Mathematics
2014-2015	2013-2014	Fully Accredited	N/A
2015-2016	2014-2015	Fully Accredited	N/A
2016-2017	2015-2016	Fully Accredited	N/A

**State Accreditation Pass Rates by Assessment Year**

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 6-8: 90%	Gr 6-8: 89%	*79%	80%	77%	81%
Mathematics	73%	*50%	60%	73%	73%	71%
History and Social Sciences	*Gr 4-8: 79%	Gr 4-8: 72%	71%	85%	84%	80%
Science	Gr 5-8: 85%	Gr 5-8: 82%	*74%	81%	87%	83%
Graduation and Completion Index	89%	80%	82%	87%	88%	91%

**Federal Accountability Status**

Year	Based on Statewide Assessments in	Federal Rating	Federal Status
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**Federal Accountability Pass Rates by Assessment Year**

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	89%	87%	*76%	76%	79%	79%
English: Writing	93%	90%	89%	75%	77%	77%
History and Social Sciences	*64%	74%	70%	85%	85%	81%
Mathematics	63%	*45%	52%	68%	71%	69%
Science	87%	83%	*74%	81%	88%	83%

\* This data reflects the first administration of new Standards of Learning assessments based on new content standards.

**VIRGINIA BOARD OF EDUCATION  
SUSSEX COUNTY SCHOOL BOARD**

**MEMORANDUM OF UNDERSTANDING  
Goals and Expected Outcomes**

**Background**

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

§ [22.1-253.13:3](#). Standard 3. Accreditation, other standards and evaluation.

...Each local school board shall maintain schools that are fully accredited pursuant to the standards of accreditation as prescribed by the Board of Education. Each local school board shall review 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 has obtained evidence 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, 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 for approval by the Board a corrective action plan, consistent with criteria established by the Board and setting forth specific actions and a schedule designed to ensure that schools within its school division achieve full accreditation status. 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 Sussex County School Board and the Virginia Board of Education will be in place until all schools are *Fully Accredited*.

For purposes of this MOU, the Sussex County School Board and the central office staff will adopt four key priorities and implement essential actions to comply with the Standards of Quality and improve student achievement.

1. Teacher Quality
2. Division Leadership
3. Division Curricula Guide Alignment
4. Division Professional Development

### **Responsibilities of the Sussex County School Board and Sussex County Public Schools**

1. The Sussex County School Board will submit an updated corrective action plan to the Virginia Board of Education for approval. The corrective action plan will include the expected outcome data related to each essential action and indication of whether the data will be reported monthly, quarterly, and annually to the local board. The corrective action plan will document local reporting to the board and modifications that may be required to the plan. Documentation on reports to the board will be provided to the Department monthly.
2. If additions to the corrective action plan are required by the Virginia Department of Education, the Division Superintendent will be notified. The Division Superintendent will share with the local board any additions that are required.
3. The Sussex County School Board will provide written summative reports on progress made in meeting or exceeding MOU agreements and expectations to the Virginia Board of Education and the Department of Education, as requested.
4. The Sussex 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 corrective action plan.
5. The Sussex County School Board members and the Division Superintendent will participate annually in board and superintendent training, as required in the Standards of Quality § **22.1-253.13:5.D**, and provided by or in collaboration with the Department of Education.

### **Responsibilities of the Virginia Board of Education and the Department of Education**

Technical assistance will be provided at least monthly by a contractor assigned to Sussex County Public Schools by the Department of Education. This contractor will report monthly to the Office of School Improvement on the steps taken by Sussex County Public Schools to implement the corrective action plan.

## School Division Essential Actions

The Sussex County School Board and central office staff will implement key priorities for improving student achievement related to the essential actions listed below.

Number	Essential Action
1.0	<b>Teacher Quality</b>
1.1	The central office staff and principals under the direction of the superintendent will develop and monitor individual action plans to reduce provisional licenses.
1.2	Sussex County Public Schools will commit to hiring personnel who are the most qualified for the position vacancy.
1.3	Sussex County Public Schools will provide written reports as requested by the Virginia Board of Education (as needed and, as appropriate) on current instructional vacancies, number of teachers on provisional licenses, and progress on individual action plans to reach full licensure.
2.0	<b>Division Leadership</b>
2.1*	The division will establish a procedure for providing summative feedback to school administrators on implementing and monitoring the written and taught curriculum.
2.2	The division will modify the existing teacher observation tool and set expectations as to how the observation tool will be utilized by administrators to provide explicit feedback on the alignment of the written, taught and assessed curriculum utilizing the Virginia Department of Education resources.
2.3	The division will initiate a plan to set expectations for a midyear review of lesson plans in each of the three schools.
2.4*	The central office staff and principals under the direction of the superintendent will plan, monitor and implement a plan to ensure that students graduate from high school on time.
2.5*	Using the quarterly report approved by the Department of Education, the central office staff and principals under the direction of the superintendent will provide the department data as required and will include recommendations for modifications to the corrective action plan that demonstrate accountability for results. The central office staff and principal under the direction of the superintendent will meet monthly with the assigned auditor to discuss the implementation of the essential actions indicated in the academic review.
3.0	<b>Division Curricula Guide Alignment</b>
3.1*	The division will enhance the local curriculum guides to align with Standards of Learning and Curriculum Framework in both content and cognitive level; facilitate students' use of higher level thinking skills through big ideas; and, align teaching strategies, assessments, and resources with the Curriculum Framework.
4.0	<b>Division Professional Development</b>
4.1	The division will revise the Professional Development Plan to create structured time for teachers/principals to continue practice with unpacking the standards and planning to provide instructional experiences and assessments that match content and cognitive level.
4.2	The division will utilize the Office of School Improvement resources on the VDOE's Web site, midyear school feedback on lesson plan templates, and actual lesson plans to provide administrators with professional development on lesson plan development, with a focus on content and cognitive level; linking big ideas, writing objectives that include behavior, conditions and criteria for students; and, using student learning data to differentiate instruction.

Number	Essential Action
4.3*	The central office staff and principals under the direction of the superintendent will implement a data monitoring process with accountability for results and link school and division professional development to improving student achievement as supported by assessment results and other data.

\*These essential actions were included in the previous MOU under Shared Leadership.

**Authorizations**

I (We) agree to work collaboratively to implement the requirements of the memorandum of understanding (MOU) for the purpose of improving student achievement in Sussex County Public Schools.

<p><b>Printed Name:</b> _____</p> <p><b>Title:</b> Chair, Sussex County School Board</p> <p><b>Signature:</b> _____</p> <p><b>Date:</b> _____</p>	<p><b>Printed Name:</b> _____</p> <p><b>Title:</b> Superintendent, Sussex County Public Schools</p> <p><b>Signature:</b> _____</p> <p><b>Date:</b> _____</p>
<p><b>Printed Name:</b> _____</p> <p><b>Title:</b> President, Virginia Board of Education</p> <p><b>Signature:</b> _____</p> <p><b>Date:</b> _____</p>	<p><b>Printed Name:</b> _____</p> <p><b>Title:</b> Superintendent of Public Instruction</p> <p><b>Signature:</b> _____</p> <p><b>Date:</b> _____</p>

**Sussex County Public Schools  
Division-Level Review  
Corrective Action Plan  
February 28, 2014**

**Part I: Essential Actions**

**1.0**

**Teacher Quality**

Increase our HQ teacher ratio/Decrease Provisional License personnel. Decrease teachers in non-endorsed areas. Increase and maintain annual goals for all personnel (Based on Baseline Data and IPAL report).

**1.1**

**The central office staff and principals under the direction of the superintendent will develop and monitor individual action plans to reduce provisional license.**

**Title of the person responsible to the Superintendent for this indicator:**

Superintendent/Human Resource Specialist/Principals

**When will reports on this essential action be made to the local board?**

Quarterly

**What will be shared with the local board?**

Personnel report

Updates on appointments and releases

Professional development opportunities

Recertification status

**What is the progress indicator for this essential action? Describe briefly what should happen to this indicator over time.**

Decrease provisional license personnel

Decrease teachers in non-endorsed areas

**1.2**

**Sussex County Public Schools will commit to hiring personnel who are the most qualified for the position vacancy.**

**Title of the person responsible to the Superintendent for this indicator:**

Superintendent/Human Resource Specialist

**When will reports on this essential action be made to the local board?**

Quarterly

**What will be shared with the local board?**

Personnel Report

**What is the progress indicator for this essential action? Describe briefly what should happen to this indicator over time.**

Increased number of job fairs  
 Increased use of online and newspaper postings  
 Increased collaborations with colleges/universities

### **1.3**

**Sussex County Public Schools will provide written reports as requested by the Virginia Board of Education (as needed and appropriate) on current instructional vacancies, number of teachers on provisional licenses, and progress on individual action plans to reach full licensure.**

**Title of the person responsible to the Superintendent for this indicator:**

Superintendent/Human Resource Specialist

**When will reports on this essential action be made to the local board?**

Quarterly

**What will be shared with the local board?**

Personnel report  
 Updates on appointments and releases  
 Professional development opportunities  
 Recertification status

**What is the progress indicator for this essential action? Describe briefly what should happen to this indicator over time.**

Increased HQ teacher ratio  
 Increased progress monitoring of provisional licensed personnel on a quarterly and bi-annually basis

### **2.0**

#### **Division Leadership**

Increase student outcomes and teacher performanc. Reduce teacher turnover. Increase professional development.

### **2.1\***

**The division will establish a procedure for providing summative feedback to school administrators on implementing and monitoring the written and taught curriculum.**

**Title of the person responsible to the Superintendent for this indicator:**

Superintendent/Director of Instruction

**When will reports on this essential action be made to the local board?**

Quarterly

**What will be shared with the local board?**

District Curriculum Handbook  
 District snapshots during year and evaluations of principals at end of year

**What is the progress indicator for this essential action? Describe briefly what should happen to this indicator over time.**

Increased student outcomes/teacher performance/reduce teacher turnover/increase professional development

**2.2**

**The division will modify the existing teacher observation tool and set expectations as to how the observation tool will be utilized by administrators to provide explicit feedback on the alignment of the written, taught and assessed curriculum utilizing the Virginia Department of Education resources.**

**Title of the person responsible to the Superintendent for this indicator:**

Superintendent/Director of Instruction/Principals

**When will reports on this essential action be made to the local board?**

Quarterly in first year and then semi-annually

**What will be shared with the local board?**

Summary of district's informal, formal, and summative observation tool

Comprehensive professional development plan

Sample lesson plan template based on observations shared above

**What is the progress indicator for this essential action? Describe briefly what should happen to this indicator over time.**

Increased student outcomes/teacher performance/professional development as it pertains to aligned instructional practices

**2.3**

**The division will initiate a plan to work with principals on development of and setting expectations for a midyear lesson plan review in each of the three schools.**

**Title of the person responsible to the Superintendent for this indicator:**

Superintendent/Director of Instruction/Principals

**When will reports on this essential action be made to the local board?**

Semi-annually

**What will be shared with the local board?**

District Comprehensive Professional Development Plan

Summary of district review of lesson plans midyear each year in each of the three schools

**What is the progress indicator for this essential action? Describe briefly what should happen to this indicator over time.**

School administrators/teachers/staff will become more adept of curriculum development, lesson planning, research-based practices to grow professionally into master practitioners.

Increased ratings on overall teacher performance overtime

Increased teacher retention

**2.4**

**The central office staff and principals under the direction of the superintendent will plan, monitor and implement a plan to ensure that students graduate high school on time.**

**Title of the person responsible to the Superintendent for this indicator:**

School Counselors/On-time Graduation Specialist

**When will reports on this essential action be made to the local board?**

Quarterly

**What will be shared with the local board?**

District on-time graduation report (dropouts/withdrawals/transfers)

**What is the progress indicator for this essential action? Describe briefly what should happen to this indicator over time.**

Increased on-time graduation rate annually by monitoring historical student attendance and academic performance/interventions and/or support services

**2.5\***

**Using the quarterly report approved by the Department of Education, the central office staff and principals under the direction of the superintendent will provide the department data as required and will include recommendations for modifications to the corrective action plan that demonstrate accountability for results. The central office staff and principal under the direction of the superintendent will meet monthly with the assigned auditor to discuss the implementation of the essential actions indicated in the academic review.**

**Title of the person responsible to the Superintendent for this indicator:**

Superintendent/Director of Instruction/ Principals

**When will reports on this essential action be made to the local board?**

Monthly

**What will be shared with the local board?**

District MOU

Report on each Academic Review Essential Action

**What is the progress indicator for this essential action? Describe briefly what should happen to this indicator over time.**

As a district initiative, we will work to adjust and tweak items identified through the essential actions which should improve student outcomes, teacher performance, and on-time graduation rate.

Increased ratings on overall teacher performance overtime

**3.0****Division Curricula Guide Alignment**

Teachers/staff will become more adept of curriculum development, lesson planning, research-based practices and grow professionally into master practitioners.

**3.1\***

**The division will enhance the curriculum guides to align with Standards of Learning and Curriculum Framework Essential Knowledge and Skills in both content and cognitive level; facilitate students' use of higher level thinking skills through big ideas; and, align suggested learning experiences, assessments, and resources with the curriculum framework.**

**Title of the person responsible to the Superintendent for this indicator:**

Superintendent/Director of Instruction/Principals/Supervisor of Special Education

**When will reports on this essential action be made to the local board?**

Quarterly

**What will be shared with the local board?**

Report on actions to improve the district curriculum handbook , pacing guides, unit plans, supporting resources, and curriculum framework)

**What is the progress indicator for this essential action? Describe briefly what should happen to this indicator over time.**

School administrators and teachers/staff will become more adept in the art of unpacking standards and backwards design.

Increased ratings on overall teacher performance overtime

Increased teacher retention

**4.0****Division Professional Development**

Increase professional development opportunities to help undergird district initiatives, reduce teacher turnover and assist with growing teachers and staff into master practitioners.

**4.1**

**The division will revise the Professional Development Plan to create structured time for teachers/principals to continue practice with unpacking the standards and planning to provide experiences and assessments that match content and cognitive level.**

**Title of the person responsible to the Superintendent for this indicator:**

Superintendent/Director of Instruction/Principals/Supervisor of Special Education

**When will reports on this essential action be made to the local board?**

Quarterly

**What will be shared with the local board?**

Quarterly District Comprehensive Professional Development Plan (Revised) to include discussion of how professional development will be monitored to ensure practices are embedded in all classroom instruction.

**What is the progress indicator for this essential action? Describe briefly what should happen to this indicator over time.**

School administrators and teachers/staff will become more adept of curriculum development (written, taught, tested), lesson planning (unpacking the standards and backwards design).  
Increased ratings on overall teacher performance overtime  
Increased teacher retention

**4.2**

**The division will utilize the Office of School Improvement resources on the VDOE Web site, midyear school feedback on lesson plan templates, and actual lesson plans to provide administrators with professional development on lesson plan development, with a focus on content and cognitive level; linking big ideas, writing objectives that include behavior, conditions and criteria for students; and, using student learning data to differentiate instruction.**

**Title of the person responsible to the Superintendent for this indicator:**

Superintendent/Director of Instruction/Principals/Supervisor of Special Education

**When will reports on this essential action be made to the local board?**

Quaraterly

**What will be shared with the local board?**

District Comprehensive Professional Development Plan(Revised) and comprehensive data reporting for schools

**What is the progress indicator for this essential action? Describe briefly what should happen to this indicator over time.**

Increased student outcomes/teacher performance/professional development opportunities/aligned assessments  
Increased ratings on overall teacher performance overtime  
Increased teacher retention

**4.3\***

**The central office staff and principals under the direction of the superintendent will implement a data monitoring process with accountability for results and link school and division professional development to improving student achievement as supported by assessment results and other data.**

**Title of the person responsible to the Superintendent for this indicator:**

Superintendent/Director of Instruction/Director of Pupil Personnel

**When will reports on this essential action be made to the local board?**

Quarterly and Annually

**What will be shared with the local board?**

District Comprehensive Professional Development Plan (Revised) and comprehensive data reporting for schools (quarterly)  
SOL Data and Accreditation Report (annually)

**What is the progress indicator for this essential action? Describe briefly what should happen to this indicator over time.**

Increased student outcomes/teacher performance/professional development opportunities/aligned assessments

Increased ratings on overall teacher performance overtime

Increased teacher retention

**Part II: Additions**

If additional actions are requested by the Office of School Improvement (OSI) as a result of findings during the monitoring of the Memorandum of Understanding:

1. The OSI will e-mail the Division Superintendent and provide the modification and reason the modification is requested.
2. The Division Superintendent will make the modification to the corrective action plan within 10 days of notification of the modification by OSI.
3. The Division Superintendent will share the modification with the local board within 30 days of notification of the modification by OSI.
4. The Division Superintendent will send the revised corrective action plan to OSI within 30 days of notification of the modification by OSI or the day after school board notification, whichever is sooner.

**Part III: Reporting**

Each month, the Division Superintendent will send a copy of documentation shared with the local board no more than five (5) days after the local board meeting.

**Virginia Department of Education  
State/Federal Accountability Data  
Sussex Central Elementary  
Grades: PK - 05  
Sussex County**

**Attachment B3**

**State Accountability - Accreditation Designation**

Accreditation is based on assessments taken in the previous year.

Year	Based on Statewide Assessments in	Accreditation Rating	Area(s) not Meeting Benchmark
2013-2014	2012-2013	Conditionally Accredited	N/A
2014-2015	2013-2014	Accredited with Warning	English, Mathematics
2015-2016	2014-2015	Fully Accredited	N/A
2016-2017	2015-2016	Fully Accredited	N/A

**State Accreditation Pass Rates by Assessment Year**

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	N/A	*N/A	N/A	52%	75%	78%
Mathematics	N/A	*N/A	N/A	54%	80%	84%
History and Social Sciences	*N/A	N/A	N/A	78%	87%	83%
Science	N/A	N/A	*N/A	76%	88%	75%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

**Federal Accountability Status**

Year	Based on Statewide Assessments in	Federal Rating	Federal Status
2013-2014	2012-2013	N/A - New School	Title I - School Wide Program
2014-2015	2013-2014	Title I Focus School	Title I - School Wide Program
2015-2016	2014-2015	Title I Focus School	Title I - School Wide Program
2016-2017	2015-2016	Improvement Plan Required	Title I - School Wide Program

**Federal Accountability Pass Rates by Assessment Year**

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	N/A	N/A	*N/A	48%	72%	77%
English: Writing	N/A	N/A	N/A	51%	N/A	N/A
History and Social Sciences	*N/A	N/A	N/A	74%	87%	82%
Mathematics	N/A	*N/A	N/A	47%	76%	83%
Science	N/A	N/A	*N/A	73%	88%	75%

\* This data reflects the first administration of new Standards of Learning assessments based on new content standards.

**Virginia Department of Education**  
**State/Federal Accountability Data**  
**Sussex Central Middle**  
**Grades: 06 - 08**  
**Sussex County**

## Attachment B3

**State Accountability - Accreditation Designation**

Accreditation is based on assessments taken in the previous year.

Year	Based on Statewide Assessments in	Accreditation Rating	Area(s) not Meeting Benchmark
2013-2014	2012-2013	Conditionally Accredited	N/A
2014-2015	2013-2014	Accredited with Warning	English, Mathematics, Science
2015-2016	2014-2015	Partially Accredited: Approaching Benchmark-Pass Rate	English
2016-2017	2015-2016	Partially Accredited: Warned School-Pass Rate	English

**State Accreditation Pass Rates by Assessment Year**

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	N/A	*N/A	N/A	68%	73%	71%
Mathematics	N/A	*N/A	N/A	67%	74%	81%
History and Social Sciences	*N/A	N/A	N/A	77%	86%	89%
Science	N/A	N/A	*N/A	59%	72%	74%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

**Federal Accountability Status**

Year	Based on Statewide Assessments in	Federal Rating	Federal Status
2014-2015	2013-2014	Improvement Plan Required	Title I - Targeted Assistance
2015-2016	2014-2015	Improvement Plan Required	Title I - School Wide Program
2016-2017	2015-2016	Improvement Plan Required	Title I - School Wide Program

**Federal Accountability Pass Rates by Assessment Year**

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	N/A	N/A	*N/A	64%	69%	73%
English: Writing	N/A	N/A	N/A	66%	75%	52%
History and Social Sciences	*N/A	N/A	N/A	76%	86%	90%
Mathematics	N/A	*N/A	N/A	64%	71%	77%
Science	N/A	N/A	*N/A	59%	72%	74%

**Virginia Department of Education  
State/Federal Accountability Data  
Sussex Central High  
Grades: 09 - 12  
Sussex County**

Attachment B3

**State Accountability - Accreditation Designation**

Accreditation is based on assessments taken in the previous year.

Year	Based on Statewide Assessments in	Accreditation Rating	Area(s) not Meeting Benchmark
2011-2012	2010-2011	Fully Accredited	N/A
2012-2013	2011-2012	Fully Accredited	N/A
2013-2014	2012-2013	Accredited with Warning	Mathematics
2014-2015	2013-2014	Accredited with Warning	Mathematics
2015-2016	2014-2015	Fully Accredited	N/A
2016-2017	2015-2016	Fully Accredited	N/A

**State Accreditation Pass Rates by Assessment Year**

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 6-8: 88%	Gr 6-8: 88%	*79%	75%	86%	89%
Mathematics	84%	*70%	49%	59%	81%	86%
History and Social Sciences	*Gr 4-8: 76%	Gr 4-8: 71%	73%	75%	86%	85%
Science	Gr 5-8: 82%	Gr 5-8: 81%	*74%	71%	79%	81%
Graduation and Completion Index	85%	86%	80%	91%	92%	88%

**Federal Accountability Status**

Year	Based on Statewide Assessments in	Federal Rating	Federal Status
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**Federal Accountability Pass Rates by Assessment Year**

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	92%	88%	*66%	85%	88%	87%
English: Writing	86%	89%	56%	40%	67%	78%
History and Social Sciences	*62%	68%	74%	73%	86%	85%
Mathematics	83%	*49%	50%	56%	81%	85%
Science	83%	81%	*59%	71%	79%	81%

\* This data reflects the first administration of new Standards of Learning assessments based on new content standards.