

Virginia Board of Education Agenda Item



Agenda Item: F

Date: February 27, 2014

Title	Final Review of Updated Corrective Action Plan and Memorandum of Understanding with Sussex County School Board and the Virginia Board of Education		
Presenter	Dr. Kathleen M. Smith, Director, Office of School Improvement, Division of Student Assessment and School Improvement Dr. Arthur L. Jarrett, Jr., Division Superintendent, Sussex County Public Schools		
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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:

Date: November 21, 2013

Action: First review

Action Requested:

Final review: Action requested at this meeting.

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: Approving the updated corrective action plan and Memorandum of Understanding (MOU) for Sussex County School Board with the Virginia Board of Education (VBOE) supports the goal of accountability for student learning.

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. The Virginia Department of Education (VDOE) has provided ongoing technical assistance and monitored the implementation of the division’s corrective action plan.

In 2012-2013, Sussex County Public Schools had two schools identified as persistently low-achieving priority schools in accordance with Virginia’s approved *Application for U.S. Department of Education Flexibility from Certain Requirements of the Elementary and Secondary Education Act of 1965* (ESEA): Sussex Central Middle School (Tier 1–grades 4-7) and Ellen W. Chambliss Elementary (Tier I–grades K-3). In 2013-2014, both schools completed the three-year School Improvement Grant (SIG) cycle and the data indicated that neither school was considered low-achieving priority schools.

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 and MOU was required.

Summary of Important Issues:

A division-level instructional audit was completed December 12-13, 2013. Evidence for the following indicators was examined. A Report of Findings for this review is included as Attachment A. The audit included a comprehensive review of the following indicators:

Category	Indicators
Leadership	Division provides guidance to administrators regarding expectations for monitoring the written and taught curriculum, and providing feedback to teachers; division monitors school-level compliance monitoring the written and taught curriculum, and providing feedback to teachers.
Written Curriculum	The curriculum maps, guides, and unit plans are aligned with the state standards’ Curriculum Framework Essential Knowledge and Skills in both content and cognitive levels.
	The sequence and pacing of curriculum maps, guides, and unit plans considers state standards’ Curriculum Framework Essential Knowledge and Skills and state assessment Blueprints to provide realistic pacing for content mastery of necessary knowledge and skills.
	The suggested learning experiences in the curriculum guides and unit plans provide a variety of suggestions but allow for flexibility in implementation, include suggestions for differentiation, demonstrate an understanding of the needs of the age group, and help make learning relevant for students.
	The written curriculum includes multiple assessment strategies and instruments that are aligned with adequate content coverage and provide fair and consistent results.
	The resources available (including time, scheduling, personnel, and materials) support the full implementation of the curriculum.

Category	Indicators
Professional Development	The division works collaboratively with the school to support, monitor, provide feedback on professional development activities that are aligned with the state standards' Curriculum Framework Essential Knowledge and Skills <i>and</i> connect teaching to student learning outcomes.

Memorandum of Understanding

The proposed updated Memorandum of Understanding (MOU) between the Sussex County School Board and the Virginia Board of Education is included as Attachment B. The MOU will be in place until all Sussex County Public 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

The responsibilities of the Sussex County School Board and the Sussex County Public Schools are:

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.

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.

Essential Actions Corrective Action Plan

As a result of the division-level instructional audit as well as previous division-level findings, the following essential actions are required in the division’s corrective action plan:

Number	Essential Action
1.0	Teacher Quality
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	Division Leadership
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 Virginia 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	Division Curricula Guide Alignment
3.1*	The division will enhance the local curricula guides to align with Standards of Learning and the 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	Division Professional Development
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.

Number	Essential Action
4.2	The division will utilize the Office of School Improvement resources on the Virginia Department of Education’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.
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.

The division’s corrective action plan is included as Attachment C. The corrective action plan includes the expected outcome data related to each essential action and indication of when the data will be reported (monthly, quarterly, and/or 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 from the Superintendent to the local board will be provided to the department monthly.

Impact on Fiscal and Human Resources:

The contractor will cost the Virginia Department of Education approximately \$12,000 per year.

Timetable for Further Review/Action:

The Board will request reports from the Sussex County School Board after assessment data is available in August.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Virginia Board of Education approve the updated Memorandum of Understanding and corrective action plan for Sussex County Public Schools.

**Division-Level Academic Review Follow-up
Virginia Department of Education
Office of School Improvement**

Name of Division: Sussex County Public Schools

Name of the Lead Contractor assigned to the Division: Rebecca W. Grant

Date of the Review: December 12-13, 2013

Part I. Name of Team Members (include OSI, contractors, school staff and division staff):

Name	Title
Rebecca W. Grant	Office of School Improvement (OSI) Contractor
Janice Garland	Virginia Department of Education, OSI Specialist
Beverly Rabil	Virginia Department of Education, OSI Specialist
Dr. Willie Bell	Director of Instruction, Sussex County Public Schools
Barbara Brown	Coordinator of Federal Programs, Sussex County Public Schools
Julius Hamlin	Principal, Sussex Central High School
Diane Brown	Principal, Sussex Central Elementary School

Part II. Essential Actions through June 2014

Note: A follow-up review will be completed in April 2014. At this time, additional essential actions will be provided. These essential actions will be completed prior to September 2014.

Essential Actions: Sussex County Public Schools

Division Leadership

1. The division will establish a procedure for providing summative feedback to school administrators on implementing and monitoring the written and taught curriculum.
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.
3. The division will initiate a plan to set expectations for a midyear review of lesson plans.

Division Curricula Guide Alignment

4. 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.

Essential Actions: Sussex County Public Schools**Division Professional Development**

5. 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.
6. The division will utilize the Office of School Improvement resources on the Virginia Department of Education'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.

Essential Actions: Sussex Central Elementary School**School Leadership**

1. The Principal will implement the expectations established by the division in relation to providing explicit feedback to teachers on the alignment of the written, taught, and assessed curriculum.
2. The Principal will ensure professional development is provided for staff on the monitoring system, and effective utilization of curriculum resources.

School Lesson Plan Evaluation

3. The Principal will hold a midyear lesson plan review, modeling the expectations for lesson plans, using the Curriculum Framework Essential Skills and Big Ideas, assessment expectations, and criteria for mastery by February 1, 2014.
4. The Principal will provide follow-up professional development based on results of observations, student performance and data monitoring.

School Lesson Observation Evaluation

5. The Principal will ensure connection of lesson plan and lesson observation feedback directly to the curriculum framework with particular attention to pacing guides; content and cognitive level; linking big ideas, objectives that include behavior, conditions and criteria for students; and, differentiation to meet student needs.

School Assessment Alignment

6. Teacher-made tests should reflect implementation of the curriculum guide.

Essential Actions: Sussex Central Middle School**School Leadership**

1. The Principal will, with the support of the division, implement the expectations established by the division in relation to providing explicit feedback to teachers on the alignment of the written, taught, and assessed curriculum.
2. The Principal will provide professional development for staff on the monitoring system, and effective utilization of curriculum resources.

Essential Actions: Sussex Central Middle School

School Lesson Plan Evaluation

3. The Principal will hold a midyear lesson plan review, modeling the expectations for lesson plans, using the Curriculum Framework Essential Skills and Big Ideas, assessment expectations, and criteria for mastery by February 1, 2014.
4. The Principal will provide follow-up professional development as student performance and monitoring data determine is necessary.

School Lesson Observation Evaluation

5. The Principal will connect lesson plan and lesson observation feedback directly to the curriculum framework with particular attention to essential knowledge and skills alignment to content and cognitive level; linking big ideas, assessment alignment to content and cognitive level; and, criteria for mastery.

Professional Development

6. The Principal will provide professional development on the “Look For” expectations when performing classroom observations, related to all professional development trainings in regards to monitoring, reflecting, and connecting to student learning outcomes.

Essential Actions: Sussex Central High School

School Leadership Evaluation

1. The Principal will implement the expectations established by the division in relation to providing explicit feedback to teachers on the alignment of the written, taught, and assessed curriculum.

School Lesson Plan Evaluation

2. The Principal will hold a midyear lesson plan review, modeling the expectations for lesson plans, using the Curriculum Framework Essential Skills and Big Ideas, assessment expectations, and criteria for mastery by February 1, 2014.
3. The Principal will provide follow- up professional development based on results of observations, student performance and data monitoring.

School Lesson Observation Evaluation

4. The Principal will connect lesson plan and lesson observation feedback directly to the curriculum framework with particular attention to essential knowledge and skills alignment to content and cognitive level; linking big ideas, assessment alignment to content and cognitive level; and, criteria for mastery.

Professional Development

5. The Principal will provide professional development on the “Look For” expectations when performing classroom observations, related to all professional development trainings in regards to monitoring, reflecting, and connecting to student learning outcomes.

**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	Teacher Quality
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	Division Leadership
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	Division Curricula Guide Alignment
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	Division Professional Development
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>Printed Name: _____</p> <p>Title: Chair, Sussex County School Board</p> <p>Signature: _____</p> <p>Date: _____</p>	<p>Printed Name: _____</p> <p>Title: Superintendent, Sussex County Public Schools</p> <p>Signature: _____</p> <p>Date: _____</p>
<p>Printed Name: _____</p> <p>Title: President, Virginia Board of Education</p> <p>Signature: _____</p> <p>Date: _____</p>	<p>Printed Name: _____</p> <p>Title: Superintendent of Public Instruction</p> <p>Signature: _____</p> <p>Date: _____</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.