

# Virginia Board of Education Agenda Item



**Agenda Item:** K

**Date:** May 22, 2014

<b>Title</b>	Report on Public Hearing Held in Franklin City Public Schools by the Virginia Board of Education on May 14, 2014, and Update on the Corrective Action Plan Required by the Division-level Review		
<b>Presenter</b>	Dr. Kathleen M. Smith, Director, Office of School Improvement Mrs. Edna King, Chair, Franklin City School Board Dr. Michelle Belle, Superintendent, Franklin City Public Schools		
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**Purpose of Presentation:**

Action required by state or federal law or regulation.

**Previous Review or Action:**

Previous review and action. Specify date and action taken below:  
April 24, 2014 (First review of the corrective action plan)

**Action Requested:**

Action will be requested at a future meeting. Specify anticipated date below:  
June 26, 2014 (Final review of the corrective action plan)

**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: Requiring Franklin City Public Schools to undergo a division-level academic review process and to develop and implement a corrective action plan supports the Virginia Board of Education’s goal of ensuring accountability for student learning.

The Standards of Quality (SOQ) require local school boards to maintain *Fully Accredited* schools and to take corrective actions for schools that are not *Fully Accredited*. Further, when the Virginia Board of Education (VBOE) has obtained evidence through the academic review that the failure of schools within

a division to achieve full accreditation status is related to division-level failure to implement the SOQ, the VBOE may require a division-level academic review.

§ [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](#)....

All three schools in Franklin City Public Schools have been *Accredited with Warning* for two consecutive years, and have federal sanctions due to not meeting the federal annual measurable objectives (AMOs). The school academic review process conducted in the 2012-2013 school year revealed evidence that the failure of the schools within the division to achieve full accreditation status is related to division-level failure to implement the SOQ, consistent with Section 22.1.-253.13:3 of the SOQ.

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.

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

As required by the Standards of Quality, the Franklin City School Board and the central office staff must include four key priorities in the corrective action plan and implement certain essential actions related to the findings of the division-level review process to 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

The comprehensive nature of the essential actions and findings from the division-level review 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. In recognition of these findings, the MOU requires essential actions categorized by immediate priority or systemic action over a longer period of time.

**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 cited in the review:

1. Purpose and direction
2. Governance and leadership

**Summary of Important Issues:**

The corrective action plan submitted by the Franklin City School Board at the April 22, 2014, meeting (Attachment B) makes reference to all essential actions noted in the MOU and indicates whether the essential action requires immediate priority or systemic action over a longer period of time. Attachment B also includes proposed amendments to the MOU offered by the department and presented at the April 22, 2014, meeting. Finally, Attachment B includes additional proposed amendments to the corrective action plan previously submitted to the Virginia Board of Education from the Chief Academic Officer (assigned by the Board). These include changes to Essential Action 4.2:

Ensure that all activities of school board meetings comply with applicable state and federal law to include FOIA, FERPA citations, Code of Virginia and the Franklin City Public Schools Board Policy Manual

Proposed changes recommended by the Board at the April 22, 2014, meeting and listed below will be included in the corrective action plan submitted by the Franklin City School Board on June 26, 2014:

1. Ensure that all building-level administrators provide strong and effective instructional leadership to their teachers and students.
  - a. Provide technical assistance in aligning the components of the Academic Review with Teacher Performance Evaluation.
  - b. Support building-level administrators with job-coaching where needed.
  - c. Hold building-level administrators accountable for incorporating the technical assistance provided into their leadership practices through the FCPS Administrator Evaluation Process.
2. Increase the quality and quantity of opportunities for parents to be engaged in all aspects of their children's school experiences.
  - a. Increase parental participation in decision-making through their involvement in school leadership and school improvement committees.

- b. Create Parent Advisory Councils at each school site to advise school leadership on issues of importance to school improvement goals. (Membership in these councils should reflect the demographics of the student population.)
  - c. Keep school websites and newsletters updated and filled with information regarding school improvement efforts as well as recent and upcoming events.
  - d. Provide incentives to increase parent attendance at critical home/school interactions such as report card conferences and curriculum information nights.
  - 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 programs.
  - f. Create and disseminate annual “Customer Satisfaction” surveys to assess the degree to which parents are satisfied with their children’s school program.
3. Ensure that the Division Superintendent fulfills the role of “Chief Developer” for the Franklin City School Board and provides guidance and support as the Board establishes policy and direction for the Franklin City Public Schools.

On April 24, 2014, the Virginia Board of Education 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 was attended by approximately 120 parents, students, former students, residents, business members, faith-based community representatives, city officials, community college representatives, and teachers. Twenty-six people provided public comment. There were several areas of concern expressed regarding the corrective action plan and the involvement of the community in working with the school system to serve students:

1. The business community would like more representation in the development of the corrective action plan.
2. Several citizens stated that there has been a decreased use of ready and willing volunteers by the Franklin City Public Schools.
3. The plan needs to include a clear communication plan to engage the various stakeholder groups.
4. Many expressed that the corrective action plan timelines were not specific and that the plan needs to be consumer friendly so that it is clearly understood by all members of the community.
5. Many also stated that outcomes in the corrective action plan need to be more specific.
6. Members of the community expressed the need for staff development.
7. Several members stated that parental involvement efforts in Franklin City Public Schools were limited.
8. A number of speakers suggested that leadership and recruitment efforts are needed to ensure that the school system employees licensed teachers.

To allow sufficient time for the inclusion of additional essential actions based on the public comments, the Board’s final review of the Franklin City’s corrective action plan will be delayed until June 26, 2014. While it is imperative that the corrective action plan be approved with all due speed, it is also apparent from their comments at the public hearing that the citizens of Franklin City Public Schools want more input into the development of the plan. Given that at this time the Franklin City School Board is in the process of hiring a new superintendent and will have two new board members approved by the Franklin City Council by July 1, 2014, the Virginia Board of Education may wish to consider final review of the corrective action plan to be in effect from June 26, 2014-November 20, 2014 with the addition of this essential action:

The new (or interim) superintendent and the Franklin City School Board will form a committee to amend the corrective action plan to include additional essential actions 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 transparent, measurable outcomes for each action:

- a. The committee will minimally include parents, students, residents, business members, faith-based community representatives, city officials, community college representatives, principals and teachers.
- b. The committee will meet to finalize the corrective action plan and present a final corrective action plan for approval by the Franklin City School Board by September 15, 2014.
- c. The corrective action plan must be submitted to the Virginia Board of Education by September 19, 2014. The Virginia Board of Education will receive the updated corrective action plan on first review on October 23, 2014, and for final review and approval on November 20, 2014.

**Impact on Fiscal and Human Resources:**

The contractor to serve as the Chief Academic Officer as required in the MOU will cost the Virginia Department of Education approximately \$45,000 per year. Additionally, federal resources for implementation of the requirements of the Elementary and Secondary Education Act flexibility waiver will include an estimated \$1.0 million per year.

**Timetable for Further Review/Action:**

Final review of the corrective action plan to be in effect from June 26, 2014-November 20, 2014 will be on June 26, 2014

**Superintendent's Recommendation:**

The Superintendent of Public Instruction recommends that the Virginia Board of Education request that the Franklin City School Board modify the corrective action plan to be presented to the Board for final review on June 26, 2014, to include an essential action that requires the new (or interim) superintendent and the Franklin City School Board to form a stakeholders committee to work with school division staff to amend the corrective action plan to address the comments from the public hearing held on May 14, 2014. The updated corrective action plan must include descriptive timelines and actions, simplified language, and transparent, measurable outcomes for each action.

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> <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 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> </ul>
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> <ul 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> </ul>
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> <ul 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> </ul>

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> <ul 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> </ul>
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> <ul 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> </ul>
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> <ul 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> </ul>

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.

<p>Printed Name: <u>Edna R. King</u></p> <p>Title: Chair, Franklin City School Board</p> <p>Signature: <u>Edna R. King</u></p> <p>Date: <u>04.17.2014</u></p>	<p>Printed Name: <u>Michelle R Belle</u></p> <p>Title: Superintendent, Franklin City Public Schools</p> <p>Signature: <u>Michelle R Belle</u></p> <p>Date: <u>04-18-2014</u></p>
<p>Printed Name: <u>[Signature]</u></p> <p>Title: President, Virginia Board of Education</p> <p>Signature: <u>[Signature]</u></p> <p>Date: <u>4/21/2014</u></p>	<p>Printed Name: <u>Patricia I. Wright</u></p> <p>Title: Superintendent of Public Instruction</p> <p>Signature: <u>Patricia I. Wright</u></p> <p>Date: <u>4/21/14</u></p>

Franklin City Public Schools  
 Division-Level Review  
 Proposed Changes to the Corrective Action Plan  
 April 1, 2014

Part I: Essential Actions

Immediate Priority or Systemic Planning	Number	Essential Action
	1.0	<b>Curricula Alignment</b>
Immediate Priority	1.1	<p>Provide staff development to all teachers on unpacking standards and aligning the written/taught/tested curriculum.</p> <p>Title of the person responsible to the Superintendent for this indicator: Director of Instruction</p> <p>When will reports on this essential action be made to the local board? Quarterly</p> <p>What will be shared with the local board?</p> <ul style="list-style-type: none"> <li>• Agendas and dates of formal training sessions</li> <li>• Agendas and dates of follow-up training sessions</li> <li>• Names and credentials of facilitator(s)</li> <li>• Sign-in sheets inclusive of participant names and job titles</li> </ul> <p>What is the progress indicator for this essential action? Describe briefly what should happen to this indicator over time.</p> <ul style="list-style-type: none"> <li>• Improved lesson plans and teacher-made assessments that align the written/taught/tested curriculum</li> <li>• Improved student outcomes</li> </ul> <p>Tentative timeline (Begin-End): April 2014 and ongoing through the duration of the MOU</p>

Immediate Priority or Systemic Planning	Number	Essential Action
Immediate Priority	1.2	<p>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.</p> <p>Title of the person responsible to the Superintendent for this indicator: Director of Instruction</p> <p>When will reports on this essential action be made to the local board? Quarterly</p> <p>What will be shared with the local board?</p> <ul style="list-style-type: none"> <li>• The Division Strategic Support Team (DSST) monitoring form containing aggregate data pertaining to the division level team’s provision of written classroom observation feedback to building principals</li> <li>• Copies of minutes from the DSST meetings</li> </ul> <p>What is the progress indicator for this essential action? Describe briefly what should happen to this indicator over time.</p> <ul style="list-style-type: none"> <li>• Steady improvement in the quality and specificity of classroom observation feedback provided by central office administrators to principals, resulting in improved teacher performance</li> </ul> <p>Tentative timeline (Begin-End): June 2014 and ongoing through the duration of the MOU</p>
Immediate Priority	1.3	<p>Provide new/refresher training to school level administrators on using the Formal Observation and Summative Teacher Evaluation tools to document evidence of curriculum alignment and the 5 components of the taught curriculum (i.e. alignment, pacing/sequencing, student learning experiences, assessments, and supporting resources) listed in the Academic Review Evaluation Tools.</p>

Immediate Priority or Systemic Planning	Number	Essential Action
		<p>Title of the person responsible to the Superintendent for this indicator: Director of Instruction</p> <p>When will reports on this essential action be made to the local board? Semi-annually for the first year and annually thereafter</p> <p>What will be shared with the local board?</p> <ul style="list-style-type: none"> <li>• Agendas of training sessions and copies of handouts/ancillary materials</li> <li>• Training dates</li> <li>• Names and credentials of facilitator(s)</li> <li>• Sign in sheets inclusive of participant names and job titles</li> </ul> <p>What is the progress indicator for this essential action? Describe briefly what should happen to this indicator over time.</p> <ul style="list-style-type: none"> <li>• Increased professional learning for school and central office administrators</li> <li>• Improved student outcomes through improved teacher performance evaluation</li> </ul> <p>Tentative timeline (Begin-End): May 2014 and ongoing through the duration of the MOU</p>
Immediate Priority	1.4	<p>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.</p> <p>Title of the person responsible to the Superintendent for this indicator: Director of Instruction and Director of Human Resources/Administrative Services</p>

Immediate Priority or Systemic Planning	Number	Essential Action
		<p>When will reports on this essential action be made to the local board? Quarterly</p> <p>What will be shared with the local board?</p> <ul style="list-style-type: none"> <li>• Agendas and minutes of joint meetings between the Director of Instruction, Director of Human Resources/Administrative Services and the school-based administrators pertaining to the incorporation of explicit feedback to teachers addressing the quality and alignment of instruction documented in formal observation reports</li> <li>• Copies of the division's formal and informal classroom observation tools</li> </ul> <p>What is the progress indicator for this essential action? Describe briefly what should happen to this indicator over time.</p> <ul style="list-style-type: none"> <li>• More consistent and explicit feedback from the Director of Instruction to building administrators regarding the quality of their written informal and formal observation reports, resulting in improved teacher performance evaluations</li> <li>• More explicit classroom observation feedback provided to teachers, in greater alignment of the written, taught and tested curriculum.</li> </ul> <p>Tentative timeline (Begin-End): May 2014 and ongoing through the duration of the MOU</p>
Immediate Priority	1.5	<p>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).</p> <p>Title of the person responsible to the Superintendent for this indicator: Director of Instruction</p>

Immediate Priority or Systemic Planning	Number	Essential Action
		<p>When will reports on this essential action be made to the local board? Quarterly</p> <p>What will be shared with the local board?</p> <ul style="list-style-type: none"> <li>• Drafts of revised division-level curriculum documents to include pacing guides, unit plans, supporting resources and curriculum frameworks</li> </ul> <p>What is the progress indicator for this essential action? Describe briefly what should happen to this indicator over time.</p> <ul style="list-style-type: none"> <li>• Improved written curriculum documents, resulting in improved teacher performance and student outcome over time</li> <li>• Improved ratings for FCPS curriculum documents when assessed using the VDOE evaluation tools and rubrics</li> </ul> <p>Tentative timeline (Begin-End): May 2014 through June 2015 and ongoing as warranted by revisions to the Virginia Standards of Learning.</p>
Immediate Priority	1.6	<p>Revise Formal Observation Form to reflect criteria in the Lesson Observation Evaluation Tool.</p> <p>Title of the person responsible to the Superintendent for this indicator: Director of Human Resources/Administrative Services</p> <p>When will reports on this essential action be made to the local board? Annually</p> <p>What will be shared with the local board?</p> <ul style="list-style-type: none"> <li>• The revised Formal Observation Form included in the Teacher Performance Evaluation System (TPES) for Board approval</li> <li>• The names and job responsibilities of all stakeholders involved in the revision process</li> </ul>

Immediate Priority or Systemic Planning	Number	Essential Action
		<p>What is the progress indicator for this essential action? Describe briefly what should happen to this indicator over time.</p> <ul style="list-style-type: none"> <li>• An FCPS Board-approved Formal Observation Form that is aligned with the VDOE-specified components of the taught curriculum, which will be implemented throughout the school division</li> <li>• Improved teacher evaluation process resulting in improved teacher performance</li> </ul> <p>Tentative timeline (Begin-End): May 2014- August 2014</p>
Immediate Priority	1.7	<p>Use results of the academic review to complete a follow-up academic review in April in order to revise division essential actions that need to be completed prior to September 2014</p> <p>Title of the person responsible to the Superintendent for this indicator: Director of Instruction</p> <p>When will reports on this essential action be made to the local board? Quarterly</p> <p>What will be shared with the local board?</p> <ul style="list-style-type: none"> <li>• Follow-up Academic Review report</li> <li>• New essential actions resulting from the collaboration between the LEA and VDOE/OSI</li> </ul> <p>What is the progress indicator for this essential action? Describe briefly what should happen to this indicator over time.</p> <ul style="list-style-type: none"> <li>• The progress indicator for this essential action is the degree to which the December 2013 Academic Review, essential actions are completed with fidelity as documented in the April 2014 Academic Review Follow-Up Report.</li> </ul> <p>Tentative timeline (Begin-End): April 2014 through September 2014</p>

Immediate Priority or Systemic Planning	Number	Essential Action
	2.0	<b>Human Resource Management</b>
Immediate Priority	2.1	<p>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.</p> <p>Title of the person responsible to the Superintendent for this indicator: Director of Human Resources/Administrative Services</p> <p>When will reports on this essential action be made to the local board? Quarterly</p> <p>What will be shared with the local board?</p> <ul style="list-style-type: none"> <li>• Revised written procedures (policy and regulations) for hiring licensed positions to include school and division teaching and administrative personnel</li> <li>• Written monthly status report on all license applications filed with the VDOE</li> </ul> <p>What is the progress indicator for this essential action? Describe briefly what should happen to this indicator over time.</p> <ul style="list-style-type: none"> <li>• Improved procedures adopted and implemented, resulting in the elimination of licensed employees working outside of their endorsement areas</li> </ul>
		<ul style="list-style-type: none"> <li>• Effective July 1, 2014, all FCPS licensed employees will hold current Virginia licenses with appropriate endorsements for their particular job assignments.</li> </ul> <p>Tentative timeline (Begin-End): May 2014 and ongoing throughout the duration of this MOU</p>

Immediate Priority or Systemic Planning	Number	Essential Action
Immediate Priority	2.2	<p>All administrators (directors, supervisors, and specialists) who work with instructional programs at the division level and/or serve as a resource to teachers should be endorsed in the area of assignment.</p> <p>Title of the person responsible to the Superintendent for this indicator: Director of Human Resources/ Administrative Services</p> <p>When will reports on this essential action be made to the local board? Monthly</p> <p>What will be shared with the local board?</p> <ul style="list-style-type: none"> <li>• Report of re-assignment of any administrator who currently lacks appropriate endorsement to include assurances of due process</li> </ul> <p>What is the progress indicator for this essential action? Describe briefly what should happen to this indicator over time.</p> <ul style="list-style-type: none"> <li>• Effective May 1, 2014, 100% of FCPS administrative employees will hold current Virginia licenses with appropriate endorsements for their particular job assignments.</li> </ul> <p>Tentative timeline (Begin-End): April 2014 and ongoing throughout the duration of this MOU</p>
Immediate Priority	2.3	<p>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 IPAL report.</p>

Immediate Priority or Systemic Planning	Number	Essential Action
		<p>Title of the person responsible to the Superintendent for this indicator: Director of Human Resources/ Administrative Services</p> <p>When will reports on this essential action be made to the local board? Annually</p> <p>What will be shared with the local board?</p> <ul style="list-style-type: none"> <li>• Corrected annual Instructional Personnel and Licensure (IPAL) Report that does not include substitute teachers</li> </ul> <p>What is the progress indicator for this essential action? Describe briefly what should happen to this indicator over time.</p> <ul style="list-style-type: none"> <li>• The IPAL report reflecting only permanent FCPS teachers as teachers of record</li> <li>• Note: A corrected IPAL Report was submitted to VDOE on February 3, 2014 and the corrected report was presented to the local school board on February 20, 2014.</li> </ul> <p>Tentative timeline (Begin-End): Following the submission of each subsequent annual IPAL Report</p>
Systemic Planning	2.4	<p>It is recommended for the division leadership to consider the impact of supplemental duties 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 stipends (multiple in many cases) for additional duties, coaching and other extra-curricular duties. The impact on teacher planning time, grading time, and other related issues still remains a concern.</p> <p>Title of the person responsible to the Superintendent for this indicator: Director of Human Resources/ Administrative Services</p>

Immediate Priority or Systemic Planning	Number	Essential Action
		<p>When will reports on this essential action be made to the local board? Annually</p> <p>What will be shared with the local board?</p> <ul style="list-style-type: none"> <li>• Analysis of a review of all FCPS teachers and the number of supplemental responsibilities and stipend positions</li> <li>• Proposed set of administrative guidelines to ensure that additional duties do not negatively impact student achievement and teacher performance</li> </ul> <p>What is the progress indicator for this essential action? Describe briefly what should happen to this indicator over time.</p> <ul style="list-style-type: none"> <li>• Administrative guidelines implemented, resulting in appropriate balance of teaching responsibilities and supplemental duties for all staff</li> </ul> <p>Tentative timeline (Begin-End): July 2014 and ongoing throughout the duration of this MOU</p>
Immediate Priority	2.5	<p>Ensure that teachers are not teaching outside of their endorsement area.</p> <p>Title of the person responsible to the Superintendent for this indicator: Director of Human Resources/ Administrative Services</p> <p>When will reports on this essential action be made to the local board? Monthly</p> <p>What will be shared with the local board?</p> <ul style="list-style-type: none"> <li>• A report of all instructional staff detailing their assignment, licensure status and endorsement area(s) will be provided no later than May 1, 2014</li> </ul>

Immediate Priority or Systemic Planning	Number	Essential Action
		<ul style="list-style-type: none"> <li>• Every month thereafter, a report of all new hires and/or teacher reassignments detailing teacher assignment, licensure status and endorsement area(s)</li> </ul> <p>What is the progress indicator for this essential action? Describe briefly what should happen to this indicator over time.</p> <ul style="list-style-type: none"> <li>• Effective July 1, 2014, 100% of FCPS employees on teacher contracts will hold current Virginia licenses with appropriate endorsements for their particular job assignments.</li> </ul> <p>Tentative timeline (Begin-End): May 2014 and ongoing throughout the duration of this MOU</p>
Systemic Planning	2.6	<p>Central Administration should continue to consider aligning the speech pathologist and school psychologist to higher pay scales competitive with surrounding localities.</p> <p>Title of the person responsible to the Superintendent for this indicator: Director of Human Resources/ Administrative Services</p> <p>When will reports on this essential action be made to the local board? Annually</p> <p>What will be shared with the local board?</p> <ul style="list-style-type: none"> <li>• Comparative salary analysis for school psychologist and speech pathologist</li> </ul> <p>What is the progress indicator for this essential action? Describe briefly what should happen to this indicator over time.</p> <ul style="list-style-type: none"> <li>• By May 2014 recommendations to the local school board for any adjustments to compensation and benefits for the positions of school psychologist and speech pathologist based on a full review of salary and benefits of personnel serving in these positions in surrounding jurisdictions. (Note: Contract length</li> </ul>

Immediate Priority or Systemic Planning	Number	Essential Action
		<p>for the school psychologist was adjusted July 1, 2013 in response to previous licensure and human resources audit.)</p> <p>Tentative timeline (Begin-End): May 2014 and as needed during subsequent budget considerations</p>
Immediate Priority	2.7	<p>School Board Policy on GCBBB 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 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.</p> <p>Title of the person responsible to the Superintendent for this indicator: Director of Human Resources/ Administrative Services</p> <p>When will reports on this essential action be made to the local board? Quarterly or as warranted</p> <p>What will be shared with the local board?</p> <ul style="list-style-type: none"> <li>• Recommendation for revised Policy GCBBB</li> <li>• Recommendations for alternative funding sources for sign-on bonuses</li> </ul> <p>What is the progress indicator for this essential action? Describe briefly what should happen to this indicator over time.</p> <ul style="list-style-type: none"> <li>• Implementation of revised Policy GCBBB and accompanying regulations, resulting in the recruitment and hiring of the best qualified candidates for hard-to-staff positions</li> <li>• Improved student outcomes</li> </ul> <p>Tentative timeline (Begin-End): May 2014 and ongoing throughout the duration of this MOU</p>

Immediate Priority or Systemic Planning	Number	Essential Action
Systemic Planning	2.8	<p>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.</p> <p>Title of the person responsible to the Superintendent for this indicator: Director of Human Resources/ Administrative Services</p> <p>When will reports on this essential action be made to the local board? Annually</p> <p>What will be shared with the local board?</p> <ul style="list-style-type: none"> <li>• Reports on high school master schedules for first and second semesters that include course names, teachers of record, with confirmation of appropriate licensures and endorsements</li> </ul> <p>What is the progress indicator for this essential action? Describe briefly what should happen to this indicator over time.</p> <ul style="list-style-type: none"> <li>• All FCPS employees on teacher contracts will hold current Virginia licenses with appropriate endorsements for their particular job assignments.</li> </ul> <p>Tentative timeline (Begin-End): July 2014 and ongoing throughout the duration of this MOU</p>
Systemic Planning	2.9	<p>Consideration should be given to provide 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.</p>

Immediate Priority or Systemic Planning	Number	Essential Action
		<p>Title of the person responsible to the Superintendent for this indicator: Director of Human Resources/ Administrative Services</p> <p>When will reports on this essential action be made to the local board? Annually</p> <p>What will be shared with the local board?</p> <ul style="list-style-type: none"> <li>• Documentation of personnel meetings between the Director of Human Resources, Director of Instruction and Principals to discuss school master scheduling and strategies to address any personnel endorsement issues that may arise to include the possibility of co-teaching and/or online courses</li> </ul> <p>What is the progress indicator for this essential action? Describe briefly what should happen to this indicator over time.</p> <ul style="list-style-type: none"> <li>• By September 2, 2014 and thereafter, 100% of all courses taught will be assigned to a highly qualified teacher of record.</li> </ul> <p>Tentative timeline (Begin-End): May 2014 and ongoing throughout the duration of this MOU</p>
Systemic Planning	2.10	<p>Consideration should be given toward 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.</p> <p>Title of the person responsible to the Superintendent for this indicator: Director of Human Resources/Administrative Services and the Director of Instruction</p> <p>When will reports on this essential action be made to the local board? Annually</p>

Immediate Priority or Systemic Planning	Number	Essential Action
		<p>What will be shared with the local board?</p> <ul style="list-style-type: none"> <li>• Documentation of communication with local community colleges, online program providers and/or neighboring school divisions to develop/strengthen partnerships that address teacher endorsement challenges</li> </ul> <p>What is the progress indicator for this essential action? Describe briefly what should happen to this indicator over time.</p> <ul style="list-style-type: none"> <li>• Implementation of proactive solutions to address teacher endorsement challenges</li> <li>• Elimination of all instances where students are being taught by instructors who do not have appropriate endorsements and licensure</li> </ul> <p>Tentative timeline (Begin-End): August 2014 and ongoing throughout the duration of this MOU</p>
	3.0	<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 for the school system. 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> <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>

Immediate Priority or Systemic Planning	Number	Essential Action
		<p>Title of the person responsible to the Franklin City School Board for this indicator: Superintendent</p> <p>When will reports on this essential action be made to the local board? Quarterly</p> <p>What will be shared with the local board?</p> <ul style="list-style-type: none"> <li>• FCPS Comprehensive Plan Committee roster of names with stakeholder affiliations (i.e. parents, community leaders, business and community partners, faith-based partners, community college)</li> <li>• Schedule of meeting dates</li> <li>• Established guidelines (group norms) for committee work</li> <li>• Meeting agendas, sign-in sheets, and minutes</li> </ul> <p>What is the progress indicator for this essential action? Describe briefly what should happen to this indicator over time.</p> <ul style="list-style-type: none"> <li>• Revised FCPS Policy AF detailing a systematic process for comprehensive planning that is inclusive of all stakeholders</li> <li>• FCPS Comprehensive Plan that details purpose and direction for student achievement</li> <li>• Semi-Annual Report to the school board and stakeholders documenting progress towards implementation of the Comprehensive Plan, resulting in improved student outcomes</li> </ul> <p>Tentative timeline (Begin-End): August 2014 – June 2016</p>

Immediate Priority or Systemic Planning	Number	Essential Action
Systemic Planning	3.2	<p>Develop and implement a comprehensive, systematic process for establishing, reviewing and revising a clear purpose/direction for student achievement for each school in the system. 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 schools' 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>.</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> <p>Title of the person responsible to the Superintendent for this indicator: Principal</p> <p>When will reports on this essential action be made to the local board? Quarterly</p> <p>What will be shared with the local board?</p> <ul style="list-style-type: none"> <li>• School Improvement Planning Committee roster of names with stakeholder affiliations (i.e. parents, community leaders, business and community partners, faith-based partners, community college)</li> <li>• Schedule of meeting dates</li> <li>• Established guidelines (group norms) for committee work</li> <li>• Meeting agendas, sign-in sheets, and minutes</li> </ul>

Immediate Priority or Systemic Planning	Number	Essential Action
		<p>What is the progress indicator for this essential action? Describe briefly what should happen to this indicator over time.</p> <ul style="list-style-type: none"> <li>• Revised FCPS Policy AF detailing a systematic process for school improvement planning that is inclusive of all stakeholders</li> <li>• School Improvement Plans for all FCPS schools that detail purpose and direction for student achievement</li> <li>• Semi-Annual Report to the school board and stakeholders documenting progress towards implementation of the School Improvement Plan</li> <li>• Improved student performance and outcomes</li> </ul> <p>Tentative timeline (Begin-End): October 2014 –October 2016</p>
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 or Systemic Planning	Number	Essential Action
		<p>Title of the person responsible to the Franklin City School Board and Superintendent for this indicator: Director of Human Resources/ Administrative Services, Director of Instruction and Superintendent</p> <p>When will reports on this essential action be made to the local board? Quarterly</p> <p>What will be shared with the local board?</p> <ul style="list-style-type: none"> <li>• Revised job descriptions for each central office position that detail qualifications and specific job duties</li> <li>• Draft of revised performance evaluation system for central office administrative staff to ensure accountability for and measurable evidence of equitable and challenging learning experiences being implemented for all students</li> <li>• Documentation of written feedback provided by division administrators to school leaders regarding quality and alignment of instruction observed during routine classroom visits</li> <li>• Evidence documenting fidelity of implementation of the FCPS Principal Performance Evaluation System (PPES)</li> <li>• Minutes of monthly division leadership data review meetings with school principals that include detailed action steps that will be taken to improve student achievement on state and federal accountability measures</li> <li>• Evidence of quarterly public dissemination of student achievement and/or survey data and resulting action steps</li> </ul> <p>What is the progress indicator for this essential action? Describe briefly what should happen to this indicator over time.</p> <ul style="list-style-type: none"> <li>• Improved ratings on stakeholder and client surveys for division and school administrators</li> <li>• Improved student achievement on state and federal accountability measures with particular emphasis on Gap Groups and Federal Graduation Indicators (FGI)</li> </ul> <p>Tentative timeline (Begin-End): May 2014 and ongoing throughout the duration of the MOU</p>

Immediate Priority or Systemic Planning	Number	Essential Action
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> <p>Title of the person responsible to the Superintendent for this indicator: Director of Instruction and Director of Human Resources/Administrative Services</p> <p>When will reports on this essential action be made to the local board? Quarterly</p> <p>What will be shared with the local board?</p> <ul style="list-style-type: none"> <li>• Documented process for evaluating instructional interventions (by school) for fidelity of implementation and achievement results</li> <li>• Analysis of instructional intervention program evaluation data</li> <li>• Evidence documenting fidelity of implementation of the FCPS Principal Performance Evaluation System (PPES)</li> <li>• A proposed division administrator performance evaluation system that addresses accountability for improved student achievement results</li> </ul>

Immediate Priority or Systemic Planning	Number	Essential Action
		<p>What is the progress indicator for this essential action? Describe briefly what should happen to this indicator over time.</p> <ul style="list-style-type: none"> <li>• Improved student achievement on state and federal accountability measures with particular emphasis on Gap Groups and Federal Graduation Indicators (FGI)</li> <li>• Improved teacher and administrative performance at school and division levels resulting in improved student outcomes</li> </ul> <p>Tentative timeline (Begin-End): May 2014 and ongoing throughout the MOU</p>
	4.0	<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 system-wide 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 system-wide professional development plan for all staff.</li> <li>d. Monitor, in both formative and summative ways, the implementation and impact of the system-wide professional development plan.</li> </ol> <p>Title of the person responsible to the Superintendent for this indicator: Director of Human Resources/Administrative Services and Director of Instruction</p>

Immediate Priority or Systemic Planning	Number	Essential Action
		<p>When will reports on this essential action be made to the local board? Quarterly</p> <p>What will be shared with the local board?</p> <ul style="list-style-type: none"> <li>• Drafts of recommended policy revisions for Board approval</li> <li>• Results of annual comprehensive needs assessment, inclusive of professional growth needs for all staff</li> <li>• FCPS professional development plan for all staff</li> <li>• Reports on the implementation and impact of the system-wide professional development plan</li> </ul> <p>What is the progress indicator for this essential action? Describe briefly what should happen to this indicator over time.</p> <ul style="list-style-type: none"> <li>• Improved teacher performance over time=</li> <li>• Evidence of a robust professional development program that aligns the written, taught and tested curriculum; and responds to the results of the needs assessment</li> </ul> <p>Tentative timeline (Begin-End): June 2014 and throughout the duration of the MOU</p>
Immediate Priority	4.2	<p>Ensure that all activities of school board meetings comply with applicable state and federal law to include FOIA, FERPA citations, Code of Virginia and the Franklin City Public Schools 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 proper protocol for executive/closed sessions at board meetings.</p>

Immediate Priority or Systemic Planning	Number	Essential Action
		<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 performance data, pupil attendance, discipline and truancy data to be shared publicly on a routine basis.</p> <p>d. Establish and implement a formalized plan to ensure that all information regarding academic progress, SOL assessments, benchmarks and the Edison Learning partnership project is routinely shared with internal and external stakeholders in a timely and open manner.</p> <p><del>Title of the person responsible to the Superintendent for this indicator: School Board Clerk and Director of Instruction</del></p> <p><del>When will reports on this essential action be made to the local board? Biannually and upon request</del></p> <p><del>What will be shared with the local board?</del></p> <ul style="list-style-type: none"> <li><del>• Community newsletters: Publish and distribute community newsletters at the beginning of the school year, mid term, and end of the year.</del></li> <li><del>• Agendas: Include in the School Board agenda a redacted copy of the Superintendent's Report to include academic progress on SOL assessments, benchmark assessments and Catapult Dashboard Updates that is presented in closed session.</del></li> <li><del>• Minutes of School Board meetings</del></li> <li><del>• Ask Principals to provide written copies of their School Board Reports.</del></li> <li><del>• Documented evidence of School Board members' participation in professional training</del> <ul style="list-style-type: none"> <li><del>○ Mandate that all new School Board members participate in the local school board orientation.</del></li> <li><del>○ Mandate that all new School Board members attend the new members training sponsored by VSBA.</del></li> <li><del>○ Mandate that all School Board members attend the annual VSBA Conference or validate participation in other training provided by VSBA.</del></li> </ul> </li> </ul>

Immediate Priority or Systemic Planning	Number	Essential Action
		<p><del>What is the progress indicator for this essential action? Describe briefly what should happen to this indicator over time.</del></p> <ul style="list-style-type: none"> <li><del>• More proficient School Board members, informed and involved community, trustworthy relationships between stakeholders and the school division</del></li> <li><del>• Utilization of the advice from the School Board Attorney, in order to assure that the purpose of the closed meetings comply with statutory law</del></li> </ul> <p><del>Tentative timeline (Begin-End): May 2014 and throughout the duration of the MOU</del></p> <p><u>Title of the person responsible to the VDOE and VA Board of Education for this indicator:</u>  <u>School Board Chairperson and Superintendent of Schools</u></p> <p><u>When will reports on this essential action be made to the VDOE and the Virginia Board of Education?</u>  <u>Monthly as stipulated in the MOU</u></p> <p><u>What will be shared with the VDOE and VA Board of Education?</u></p> <ol style="list-style-type: none"> <li>1. <u>Documented evidence of all School Board members' participation in professional training on the following topics:</u> <ul style="list-style-type: none"> <li>• <u>School Board Roles and Responsibilities</u></li> <li>• <u>Federal and State Laws and Mandates (to include FOIA, FERPA, and Standards of Quality/Standards of Accreditation)</u></li> <li>• <u>School Board Policy</u></li> <li>• <u>Protocol for conducting School Board Meetings</u></li> <li>• <u>Protocol for conducting Closed Session Meetings</u></li> </ul> </li> <li>2. <u>Videotapes of all School Board Meetings to provide evidence of open meeting presentations of school-level performance data and aggregated student achievement data</u></li> <li>3. <u>Agendas and minutes of School Board meetings</u></li> </ol>

Immediate Priority or Systemic Planning	Number	Essential Action
		<p>4. <u>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</u></p> <p>5. <u>Verification from the School Board Attorney of the appropriateness of all closed session meetings held by the Franklin City School Board</u></p> <p><u>What is the progress indicator for this essential action? Describe briefly what should happen to this indicator over time.</u></p> <ul style="list-style-type: none"> <li>• <u>Community Survey scores indicating improvement in the community's assessment of the Franklin City School Board's performance, openness, and trustworthiness. The survey will be administered semiannually with results published in open forum.</u></li> <li>• <u>More proficient School Board members, informed and involved community, trustworthy relationships between stakeholders and school division</u></li> </ul> <p><u>Tentative timeline (Begin-End):</u>  <u>May 2014 – June 2016</u></p>

Immediate Priority or Systemic Planning	Number	Essential Action
	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 3.1a-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 current reality of the system.</li> <li>d. Communicate in multiple ways in a timely manner the revised Comprehensive Plan and documented progress.</li> <li>e. Satisfy all public requests for information in a timely manner.</li> </ol> <p><del>Title of the person responsible to the Superintendent for this indicator: Director of Instruction</del></p> <p><del>When will reports on this essential action be made to the local board? Biannually and upon request</del></p> <p><del>What will be shared with the local board?</del></p> <ul style="list-style-type: none"> <li>• <del>Agendas</del></li> <li>• <del>Rosters: Organize a committee of parents, community persons, teachers, administrators, and school board members to update the Comprehensive Plan.</del></li> <li>• <del>Minutes: Document revisions based on current information and projected needs of the system. Schedule meetings of the committee for the review of the Comprehensive Plan two times a year.</del></li> <li>• <del>Copy of the Comprehensive Plan: Utilize the media, school division website, central office newsletter, and school board meetings to advertise revisions and documented progress to the community. Delegate all requests to the person serving in the role of public relations.</del></li> </ul>

Immediate Priority or Systemic Planning	Number	Essential Action
		<p><del>What is the progress indicator for this essential action? Describe briefly what should happen to this indicator over time.</del></p> <ul style="list-style-type: none"> <li><del>• The Comprehensive Plan will be communicated annually to all stakeholders. There should be an increase of stakeholders. Citizens across the community will be able to communicate the vision and desire of the school board to implement programs that meet individual achievement of students and ensure their success while they learn in a safe, positive, and healthy environment.</del></li> <li><del>• Documentation will be available regarding the reviews through agendas, records of attendance, and minutes.</del></li> </ul> <p><del>Tentative timeline (Begin-End): May 2014 and throughout the duration of the MOU</del></p> <p><u>Title of the person responsible to the Virginia Department of Education and the Virginia Board of Education for this indicator: Superintendent and School Board Chairperson</u></p> <p><u>When will reports on this essential action be made to the local board and Virginia Board of Education?</u></p> <p><u>Monthly as stipulated in the MOU</u></p>

Immediate Priority or Systemic Planning	Number	Essential Action
\		<p><u>What will be shared with the local board and the VA Board of Education?</u></p> <ul style="list-style-type: none"> <li>• <u>Revised FCPS Policy AF that reflect a systematic process for comprehensive planning that is inclusive of all stakeholders</u></li> <li>• <u>FCPS Comprehensive Plan Committee roster of names with stakeholder affiliations (i.e. parents, community leaders, business and community partners, faith-based partners, community college)</u></li> <li>• <u>Schedule of Comprehensive Plan Committee meeting dates</u></li> <li>• <u>Established guidelines (group norms) for committee work</u></li> <li>• <u>Meeting agendas, sign-in sheets, and minutes</u></li> <li>• <u>Drafts of revised FCPS Comprehensive Plan that detail purpose, goals and direction for maximizing student achievement</u></li> <li>• <u>Quarterly report to the local board, the Virginia Board of Education and community stakeholders documenting progress towards the implementation of the revised Comprehensive Plan.</u></li> <li>• <u>Documentation of the utilization of an annual school division needs assessment (that includes student achievement data review and community public hearings/surveys) to inform on-going revisions to the Comprehensive Plan.</u></li> <li>• <u>Documentation of media, school division website, central office newsletters, and videotaped school board meeting communications that advertise Comprehensive Plan revisions and <del>documented</del> progress to the community.</u></li> <li>• <u>Log of all public requests for information that documents the date of request, the title of the individual responding and the date of response</u></li> </ul> <p><u>What is the progress indicator for this essential action? Describe briefly what should happen to this indicator over time.</u></p> <ul style="list-style-type: none"> <li>• <u>A Franklin City Public Schools Comprehensive Plan that serves as a roadmap to student achievement and responds to the changing needs of FCPS students.</u></li> <li>• <u>A citizenry that evidences increasing confidence, partnership and investment in the FCPS</u></li> <li>• <u>Increased community involvement in school division decision making</u></li> </ul> <p><u>Tentative timeline (Begin-End): August 2014 – June 2016</u></p>

Immediate Priority or Systemic Planning	Number	Essential Action
Systemic Planning	4.4	<p>Develop and implement a formal communication plan that is measureable and sustainable in order to ensure that school system information is shared with all stakeholders in a timely manner. Ensure that the plan is based on an expectation of shared responsibility for effective communication at all levels of the organization.</p> <ol 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> </ol> <p><del>Title of the person responsible to the Superintendent for this indicator: Board Chairperson and Director of Instruction.</del></p> <p><del>When will reports on this essential action be made to the local board? Biannually and upon request.</del></p> <p><del>What will be shared with the local board?</del></p> <ul style="list-style-type: none"> <li>• <del>Agendas of meetings</del></li> <li>• <del>Outcomes of activities with documented attendance and participation.</del> <ul style="list-style-type: none"> <li>○ <del>Invite President of PTA, City Council, 1 (At Large) individual, Social Services, Parents, a Faith Based Organization, Business Personnel, School Faculty, and a Board Member to form the Communication Plan Committee</del></li> <li>○ <del>Form a Community/Parent Team to include 2 representatives from each ward; organize events that will assist in promoting student achievement.</del></li> </ul> </li> </ul>

Immediate Priority or Systemic Planning	Number	Essential Action
		<p><u>What is the progress indicator for this essential action? Describe briefly what should happen to this indicator over time.</u></p> <ul style="list-style-type: none"> <li>• <u>The Director of Instruction with the intent to hire a public-relations person will be the designated staff member to take the role in sharing information</u></li> <li>• <u>The division will attain resources and all levels of the organization will participate in a training workshop from PR/Marketing firm</u></li> <li>• <u>A progression of growth in community/parental involvement.</u></li> </ul> <p><u>Tentative timeline (Begin-End): May 2014 and throughout the duration of the MOU</u></p> <p><u>Title of the person responsible to the Superintendent for this indicator:</u>  <u>Director of Human Resources and Administrative Services</u></p> <p><u>When will reports on this essential action be made to the local board?</u>  <u>Biannually and upon request. Quarterly</u></p> <p><u>What will be shared with the local board?</u></p> <ul style="list-style-type: none"> <li>• <u>Description of duties and responsibilities and the name of the individual serving in the capacity of division information officer</u></li> <li>• <u>FCPS Communication Plan Committee roster of names with job titles and/or stakeholder affiliations to include representation from PTA, City Council, Social Services, Faith-based community, business community, teaching staff, and Franklin School Board</u></li> <li>• <u>Agendas and minutes of Communication Plan Committee meetings</u></li> <li>• <u>Drafts and final version of FCPS Communication Plan</u></li> <li>• <u>Plan for the initiation of a Parent/Community Outreach Committee to increase participation and volunteerism in FCPS schools.</u></li> <li>• <u>Routine reports on Parent/Community Outreach Committee activities that include evidence of increased parent/community involvement in schools</u></li> </ul>

Immediate Priority or Systemic Planning	Number	Essential Action
		<ul style="list-style-type: none"> <li>• <u>Dates, agendas, handouts and other ancillary materials documenting communications training for all FCPS employees</u></li> </ul> <p><u>What is the progress indicator for this essential action? Describe briefly what should happen to this indicator over time.</u></p> <ul style="list-style-type: none"> <li>• <u>Improved internal and external communication of important information concerning school division challenges and progress made in accomplishing division goals and objectives</u></li> <li>• <u>An informed school community that is increasingly supportive of FCPS schools and initiatives</u></li> <li>• <u>Increased parent and community volunteerism and participation in school division decision-making</u></li> </ul> <p>Tentative timeline (Begin-End): September <del>May</del> 2014 and throughout the duration of the MOU</p>
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> <ol 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> </ol> <p>Title of the person responsible to the Superintendent for this indicator: <u>Director of Human Resources and Administrative Services, Principals, Supervisors, and Directors.</u></p> <p>When will reports on this essential action be made to the local board? At the time of reporting annual accreditation information and upon request.</p>

Immediate Priority or Systemic Planning	Number	Essential Action
		<p>What will be shared with the local board?</p> <ul style="list-style-type: none"> <li>• Updated descriptions/evaluation process <ul style="list-style-type: none"> <li>○ <del>Review Assign</del> review and update of job descriptions to the Superintendent and HR. The Board will review report submitted for approval.</li> <li>○ <del>Review the assignment assign</del> to the Principals, Superintendent, and the Director of Instruction the responsibility of realigning/restructuring positions to more effectively deploy critical resources to serve student needs.</li> <li>○ <del>Evaluation of Evaluate</del> each employee, prior to the June School Board meeting, and report results to the Board in a written format.</li> <li>○ <del>Correlation of Correlate</del> supervisory/evaluation process for all employees with DOE regulations.</li> <li>○ <del>Timely Hold designated personnel accountable for timely</del> completion of evaluations within the specified timeline.</li> <li>○ <del>Utilize appropriate evidence that evaluator will present appropriate</del> Appropriate evidence to the Superintendent that results of the evaluation are being used to monitor the effective teaching practices and improve student learning.</li> </ul> </li> </ul> <p>What is the progress indicator for this essential action? Describe briefly what should happen to this indicator over time.</p> <ul style="list-style-type: none"> <li>• Consistency/improvement in the monitoring, supervisory, and evaluation process in effective teaching practices and student growth.</li> </ul> <p>Tentative timeline (Begin-End): May 2014 and throughout the duration of the MOU</p>

## Part II: Additions

If additions to this corrective action plan are requested by the Chief Academic Officer through 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.