

# Virginia Board of Education Agenda Item



**Agenda Item:** A

**Date:** February 26, 2015

<b>Title</b>	Final Review of Amended Corrective Action Plan Required by the Division-level Review for Franklin City Public Schools		
<b>Presenter</b>	Beverly Rabil, Director, Office of School Improvement, Division of Student Assessment and School Improvement Dr. Willie J. Bell, Jr., Superintendent, Franklin City Public Schools		
<b>E-mail</b>	<a href="mailto:Beverly.Rabil@doe.virginia.gov">Beverly.Rabil@doe.virginia.gov</a>	<b>Phone</b>	(804) 225-2865

**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:

Date: April 24, 2014

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

Date: May 22, 2014

Action: Report on public hearing held in Franklin City Public Schools by the Virginia Board of Education and update on the Corrective Action Plan

Date: June 26, 2014

Action: Final Review of Corrective Action Plan for June 24, 2014 to November 30, 2014 Required by the Division-level Review for Franklin City Public Schools

Date: November 20, 2014

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

Date: January 21, 2015

Action: Report on Progress in Amending the Corrective Action Required by the Division-level Review for Franklin City Public Schools Presented to Committee on School and Division Accountability

**Action Requested:**

Final review: Action requested at this meeting.

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

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

**Background Information and Statutory Authority:**

Goal 1: 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](#)....

Prior to the 2014-2015 school year, all three schools in Franklin City Public Schools were *Accredited with Warning* for two consecutive years, and had 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 was 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 VBOE approved a Memorandum of Understanding (MOU) between the Franklin City School Board and the VBOE. 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 had to 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 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.

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

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

While the Board noted that it was imperative that the corrective action plan be approved with all due speed, it was also apparent from their comments at the public hearing that the citizens of Franklin City Public Schools wanted more input into the development of the plan. The June 2014 approved corrective action plan was in effect from June 26, 2014 to November 30, 2014. During that time, the new superintendent and the Franklin City School Board were to form a committee to amend the corrective action plan to include additional essential actions that addressed the comments from the public hearing held on May 14, 2014, by the VBOE. The committee was to minimally include parents, students, residents, business members, faith-based community representatives, city officials, community college representatives, principals and teachers. The committee was to meet to finalize

the corrective action plan and present a final corrective action plan for approval by the Franklin City School Board by October 17, 2014.

The amended corrective action plan, developed based on input from the community committee, was submitted to the VBOE on November 7, 2014. The amended corrective action plan is included as Attachment B.

At the November 20, 2014, VBOE meeting, the board provided the following direction to Dr. Bell.

- “(1) The current plan is the 5000 foot view but the Board is more interested in understanding the strategies for meeting your objectives and the metric you will use to determine whether you have done so and how that will inform you to make adjustments, if necessary, to your strategies.
- (2) For the reports to this Board in the future—the focus should be on 2 to 3 data points per goal. The focus here is really to have you synthesize for us where you were-in particular student academic performance, where you intend to go-academic improvement targets, and whether you have accomplished that.
- (3) You have articulated your goals and have set out the objectives: but now you need the incremental steps that must be accomplished in order to reach those objectives, the timelines for accomplishing each incremental step, the means by which you will determine whether or not the step has been met and how you will determine what changes you will need to make, if any, in order to reach those objectives.”

At the January 21, 2015, VBOE Committee on School and Division Accountability, a report on Franklin’s progress in responding to the direction provided by the VBOE at the November 2014 meeting was presented. Following the January 2015 meeting, the VBOE provided additional direction on the steps Franklin City should take in amending the corrective action plan. This document is included as Attachment C.

**Summary of Important Issues:**

The superintendent of Franklin City Public Schools will provide information regarding school level goals for accreditation and intermediate targets in meeting the essential actions of the Corrective Action Plan (Attachment D) and targeted essential actions within the corrective action plan (Attachment E).

**Impact on Fiscal and Human Resources:**

The contractor to serve as the Chief Academic Officer as required in the MOU will be paid by the Virginia Department of Education using existing state funds. Additionally, federal funding will continue at least through September 30, 2015, for priority schools.

**Timetable for Further Review/Action:**

The superintendent of Franklin City Schools will meet with the Director of the Department’s Office of School Improvement quarterly to discuss progress in implementing the Corrective Action Plan and to determine required next steps.

**Superintendent's Recommendation:**

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

**Rationale for Action:**

The amended corrective action plan details the essential actions that Franklin City must implement during the 2014-2015 school year to support improvement in the academic performance of its students as well as evidence that will be used to evaluate progress in implementing the essential actions.

VIRGINIA BOARD OF EDUCATION  
FRANKLIN CITY SCHOOL BOARD

MEMORANDUM OF UNDERSTANDING  
Goals and Expected Outcomes

**Background**

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

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

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

... When the Board of Education has obtained evidence through the school academic review process that the failure of schools within a division to achieve full accreditation status is related to division level failure to implement the Standards of Quality, the Board may require a division level academic review. After the conduct of such review and within the time specified by the Board of Education, each school board shall submit for approval by the Board a corrective action plan, consistent with criteria established by the Board and setting forth specific actions and a schedule designed to ensure that schools within its school division achieve full accreditation status. Such corrective action plans shall be part of the relevant school division's comprehensive plan pursuant to § 22.1-253.13:6....

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

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

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

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

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

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

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

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

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

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

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

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

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

### School Division Essential Actions

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

#### Immediate Priority Actions:

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

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

#### Systemic Planning Actions:

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

1. Purpose and direction
2. Governance and leadership

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

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

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

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

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

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

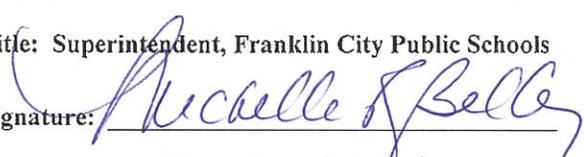
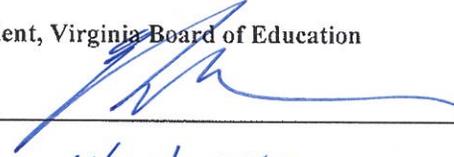
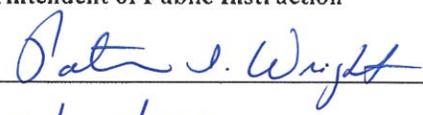
Immediate Priority or Systemic Planning	Number	Essential Action
		<p>Comprehensive Improvement Plan for Franklin City Public Schools.</p> <ul style="list-style-type: none"> <li>b. Schedule periodic review(s) of the Comprehensive Improvement Plan and involve stakeholder groups in the review process. Document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

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

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

### Authorizations

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

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

# CORRECTIVE ACTION PLAN

Franklin City Public Schools  
2014-2017



**Willie J. Bell, Jr., Ed.S., Superintendent**  
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Franklin, VA 23851  
Phone: 757.569.8111 Fax: 757.569.8078





### **Franklin City Public Schools**

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



## The Superintendent's Advisory Council 2014-2015

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

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

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

## CORRECTIVE ACTION PLAN



**Division:** Franklin City Public Schools

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

**School Division Number:** 135

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

### Dates of Review by Council & Staff:

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

### Targeted Areas:

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

### Plan Developed with Assistance from:

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

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

  
\_\_\_\_\_  
Chairperson of the Franklin City Public School Board

  
\_\_\_\_\_  
Superintendent Signature

11/6/14  
\_\_\_\_\_  
Date



## GOALS

### I. Curricula Alignment

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

### II. Human Resource Management

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



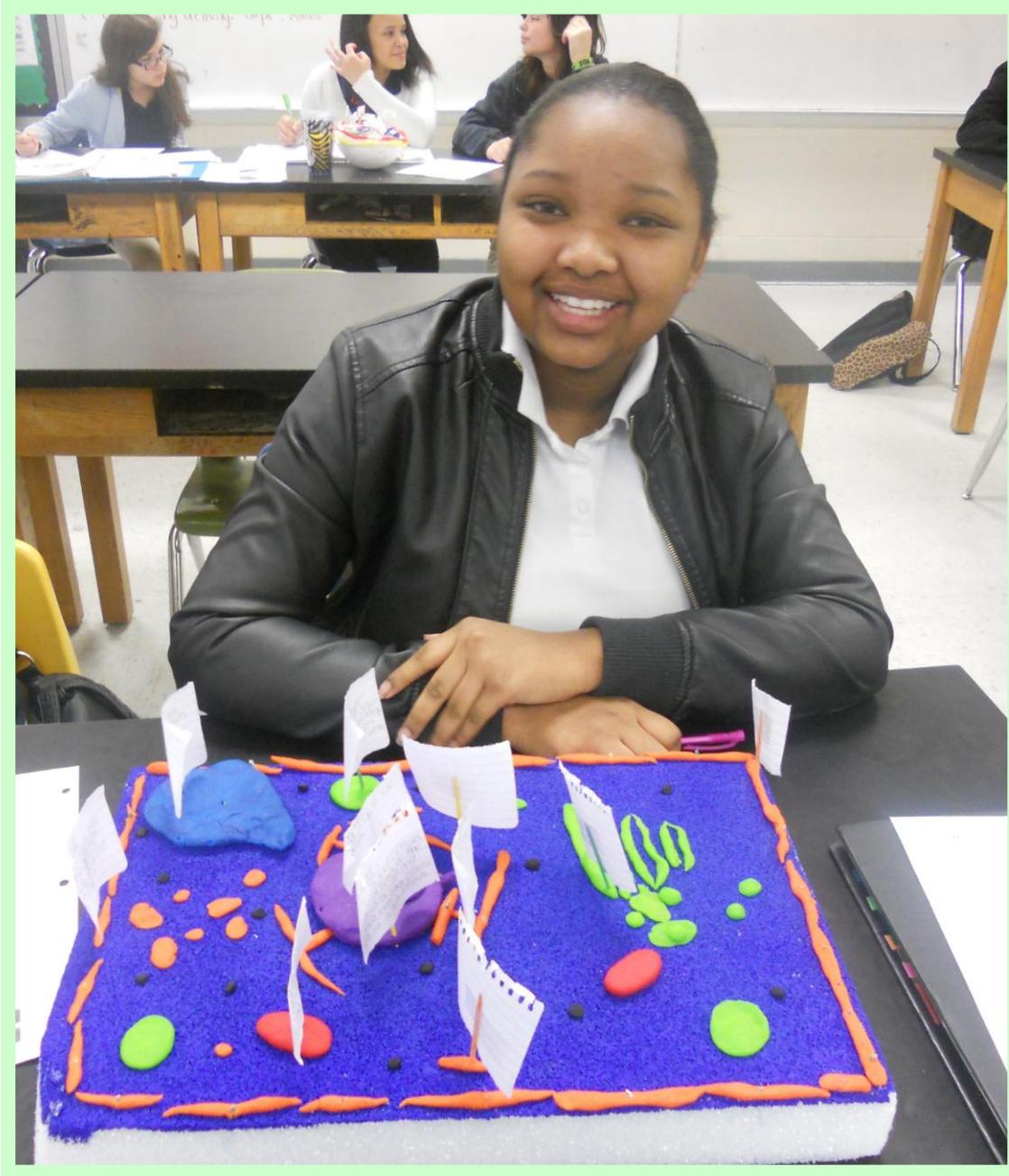
## GOALS

### III. Purpose and Direction

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

### IV. Leadership and Governance

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



# I. Curricula Alignment

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

**Glossary of Terms:**

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

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

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

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

**Glossary of Terms:**

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

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

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

**Glossary of Terms:**

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

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

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

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

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

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

**Glossary of Terms:**

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

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

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

**Glossary of Terms:**

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

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

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

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

**Glossary of Terms:**

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

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

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

**Glossary of Terms:**

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

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



## **II. Human Resource Management**

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

**Glossary of Terms:**

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

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

**Endorsement-** area of certified specificity.

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

**Glossary of Terms:**

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

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

**Glossary of Terms:**

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

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

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

**Glossary of Terms:**

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

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

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

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

**Glossary of Terms:**

**Endorsement Area-** area of certified specificity.

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

**Glossary of Terms:**

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

**Central Administration-** School Board Members

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

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

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

**Glossary of Terms:**

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

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

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

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

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

**Glossary of Terms:**

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

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

**Glossary of Terms:**

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

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

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

**Glossary of Terms:**

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

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



## III. Purpose and Direction

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

**Glossary of Terms:**

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

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

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

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

**Glossary of Terms:**

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

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

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

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

**Glossary of Terms:**

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

**Commit-** promise to carry out.

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

**Equitable-** fair and impartial

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

**Glossary of Terms:**

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

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

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

**Glossary of Terms:**

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

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

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

**Glossary of Terms:**

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

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

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

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

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



## IV. Leadership and Governance

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

**Glossary of Terms:**

**System-** Franklin City Public Schools

**Clear Direction-** what is expected.

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

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

**Formative-** ongoing evaluation.

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

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

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

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

**Glossary of Terms:**

**Comply-** follow the rules

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

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

**Proper Protocol-** follow outlined procedures

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

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

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

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

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

**Glossary of Terms:**

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

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

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

**External Stakeholders-** Community

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

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

**Glossary of Terms:**

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

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

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

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

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

**Glossary of Terms:**

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

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

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

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

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

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

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

**Glossary of Terms:**

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

**Realign/Restructure-** change

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

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

**Glossary of Terms:**

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

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

**Glossary of Terms:**

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

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

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

**Glossary of Terms:**

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

**VDOE-** Virginia Department of Education

**FCPS-** Franklin City Public Schools

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



# COMMONWEALTH of VIRGINIA

## BOARD OF EDUCATION

P.O. BOX 2120  
RICHMOND, VA 23218-2120

### MEMORANDUM

**TO:** Dr. Willie J. Bell, Jr.  
Superintendent of Schools  
Franklin City Public Schools

**FROM:** Diane T. Atkinson  
Chairman, Committee on School and Division Accountability  
Virginia Board of Education

**SUBJECT:** Transmittal of Suggestions and Recommendations Regarding the  
Essential Actions for the Franklin City Public School's Corrective  
Action Plan

**DATE:** January 30, 2015

The attached document provides recommendations and suggestions from the Committee on School and Division Accountability for the Essential Actions of the Franklin City Public Schools' Corrective Action Plan. The document reflects the comments and questions from the Board members at the Committee meeting on January 27th, follow-up suggestions and recommendations received from the Board members, as well as discussions with staff at the Virginia Department of Education.

A link to the power point presentation from Alexandria City Public Schools to the Board of Education from the January 22<sup>nd</sup> Board of Education meeting is provided as referenced in the attached document:

[http://www.doe.virginia.gov/boe/meetings/2015/01\\_jan/agenda\\_items/alexandria\\_jh\\_presentation.pdf](http://www.doe.virginia.gov/boe/meetings/2015/01_jan/agenda_items/alexandria_jh_presentation.pdf)

## **General Suggestions Regarding the Corrective Action Plan for Franklin City Public Schools**

**Work collaboratively with the Board.** As I stated at the Committee meeting, the State Board is charged with the general supervision of the public schools in the Commonwealth. To that end, we have established Standards of Learning, a state assessment program, an accountability system and many regulations and statements of guidance. In this situation, following a state level academic review, we entered into a Memorandum of Understanding with the Franklin City School Board that requires the development and implementation of this Corrective Action Plan. This Board truly wants your Board, you, your administrative staff, your teachers and most of all your students to succeed. It is our belief that a well-written, fully implemented Corrective Action Plan can serve as the blueprint to assist you in being successful.

For our Board, as we work with divisions on their corrective action plans, we rely on the work of the Department, and in this circumstance Ms. Beverly Rabil, the Director of the Office of School Improvement (OSI), her staff and Cathy David, the Chief Academic Officer assigned to Franklin City Public Schools. Utilize that OSI staff and your Chief Academic Officer as directed in the Memorandum of Understanding. They are our “hands and feet.” I strongly encourage you to take advantage of that resource.

In a few instances, I have included a question regarding the prioritization of the essential actions. I recommend that you work with your Leadership Team, the Chief Academic Officer, and the Department’s Office of School Improvement to determine the required essential actions.

### **General Suggestions**

Below you will also find some additional general suggestions. More specific recommendations and questions follow the essential actions, as appropriate, from your report.

**Write your goals in simple, declarative sentences.** Your corrective action plan should be written in language that is understandable to all your constituencies: parents, community members, teachers, administrators and school board members. If your parents and community members do not understand what your goals are, they will not “buy in” to what you need to do. As you develop communications about the work you are doing in response to our review and your

corrective action plan, minimize the reliance on educational terminology.

As an example, the following sentence from the draft Corrective Action Plan: “Franklin City Public Schools will maximize organizational efficiency and effectiveness by engaging in strategic efforts that employ rigorous, relevant, and reasonable standards that provide for all employees’ professional growth and shared accountability for student, school, and organizational performance” has a Flesch Reading Ease level of 0, and a Flesch-Kincaid Grade Level of 26.5. This means it is written for graduate students. Using declarative sentences in every day language will help all, especially the public, to understand the hard work you are doing.

**Documentation:** Recommendations regarding documentation have been made following some of the essential actions. Generally, the next steps, based on your review of the cited documentation, should outline who does what, when.

**Future reports to the Board of Education.** In your future reports to the Board you should provide multi-year targets and provide an incremental trajectory based on realistic assumptions. Meeting the state SOL pass rate in the first year may be appropriate for some subjects; meeting it for other subjects (i.e., doubling the pass rate in 7<sup>th</sup> grade math) is not going to be viewed as realistic and will cast doubt on the rest of your report. In addition, it will likely raise unrealistic expectations in your community.

A link to the Power Point Presentation from Alexandria City Public Schools has been included for your information. They presented a report to the Board last Thursday at the Board’s business meeting regarding their progress in addressing the academic progress of their school, Jefferson-Houston, which has been in accreditation denied status and under a corrective action plan. I want to call your attention to pages 10 and 11 of their Power Point. They have identified pass rate targets for the next three (3) years that will have them reaching the state benchmarks in school year 2016-2017.

I encourage you to review the entire power point as it outlines in a succinct format what they are doing. Essentially, in your future presentations, the Board will be interested in hearing about how you are collecting the data, how you are utilizing the data, what is working, what is not working and what changes are being made. Only in this manner will the Board be able to see what is being done well and what are some areas for opportunity and growth.

Please note that the more specific suggestions and recommendations are set forth in italics following the essential actions.

<b>Essential Action1.1</b>	<b>Title of Person(s) Responsible for Essential Action</b>	<b>Title of Person(s) Monitoring</b>	<b>Dates (Timeframe)</b>	<b>Documentation Required to Support Evidence of Progress/Completion</b>
Provide staff development to all teachers on unpacking the standards and aligning the written/taught/tested curriculum	OSI Staff (CAO)  Director of Instruction  Director of Organizational Accountability & Performance Management  Principals	Superintendent	August 2014 and at the beginning of every semester thereafter	<ul style="list-style-type: none"> <li>• PowerPoint presentations from the Division Administrative Retreat in August 2014</li> <li>• PowerPoint presentations from August 20- 21 professional development training for administrators and teachers of Franklin City Public Schools called, “Aligning the Written, Taught, and Tested Curriculum”.</li> <li>• Professional Development Calendar and Implementation Plan</li> <li>• Professional Development Sign-In Sheets □ Professional Development Meeting Agendas</li> </ul>
Conduct formal, comprehensive training on the alignment of the written/taught/tested curriculum for all division and school level instructional leaders and Catapult coaches. The training must mirror the training that was provided to the Director of Instruction	OSI Staff (CAO)  Director of Instruction  Director of Organizational Accountability & Performance Management	Superintendent	August 2014	<ul style="list-style-type: none"> <li>• Agenda from June 18, 2014 Curriculum Development Planning Meeting training essential personnel on “Aligning the Written, Taught and Tested Curriculum”. Evidence of VDOE Training Materials used from the October 22-24, 2013 Training</li> <li>• Training sign-in sheets</li> </ul>

<p>and members of her team in October 2013 with the intended outcome of all instructional leaders becoming proficient in the use of all VDOE rubrics and tools.</p>				
<p>Develop and implement a division plan for teacher comprehensive professional development (PD) on the alignment of the written/taught/tested curriculum and embed renewed training on unpacking standards. The PD must reach all teachers and must be revisited throughout the school year.</p>	<p>OSI Staff (CAO)          Director of Instruction          Director of Organizational Accountability &amp; Performance Management          Principals          Instructional Specialists          Catapult Learning</p>	<p>Superintendent</p>	<p>August 20-21, 2014; Building-Level PLC's throughout the school year; at the beginning of every semester thereafter</p>	<ul style="list-style-type: none"> <li>• PowerPoint presentations from August 20- 21 professional development training for teachers of Franklin City Public Schools called, "Aligning the Written, Taught, and Tested Curriculum".</li> <li>• Evidence of a division PD plan developed by the Director of Instruction and OSI staff (CAO) and presented the Franklin City School Board for approval in December 2014 meeting.</li> <li>• Minutes, including next steps from grade level PLC's with feedback or supporting notes from administrative team</li> <li>• Evidence of continuous training throughout school year by Director of Instruction, Catapult Learning, Director of Organizational Accountability, Principals, and Instructional Coaches facilitating training for all teachers are documented within the division PD</li> </ul>

<p>Follow formal in-service with continuous job-embedded professional learning experiences delivered by division/building instructional specialists and Catapult Directors of Achievement (DoA) during Professional Learning Community meetings that provide participants with hands-on practice with new knowledge and skills and one-on-one coaching sessions as needed.</p> <p>□</p>	<p>Director of Instruction</p> <p>Director of Organizational Accountability &amp; Performance Management</p> <p>Catapult DoA's Instructional Specialists</p>	<p>Superintendent</p>	<p>Implementation of process to be monitored monthly from 9/14 through 6/15</p>	<p>plan and meeting minutes/agendas.</p> <ul style="list-style-type: none"> <li>• Documentation of specific feedback from Director of Instruction, Director of Organizational Accountability &amp; Performance Management, Catapult DoA's and Principals on discussions of evidences of in-service training used in the classroom within grade level PLC's, division instructional meetings, comprehensive data reporting meetings and observations.</li> <li>• Minutes, including next steps from grade level meetings, transformational team meetings, and leadership team meetings.</li> </ul>
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**Regarding the curriculum:** What evidence did the school system use to verify that the written curriculum is aligned with the curriculum framework? What strategies have been used to determine that the written and taught curriculum are also aligned and are being implemented?

**Documentation:** What evidence will you use to determine that in response to the professional development, teachers have in fact changed instructional practices with their students? Evidence will answer the questions "How many teachers have changed their instructional practice and what impact has it had on students and what, based on this information, are your next steps? The documentation should assist in demonstrating results, not just activity.

**Regarding Instruction:** What professional development support has been provided to support teachers in teaching the curriculum for student success? What evidence exists that professional development is having a positive impact on instructional practice? How do you use this information to improve instruction? What have you learned from your teachers, principals, and assessments that students appear to know very well (reflects proficiency), know better (requires some improvement), do not know (need targeted instructional assistance or other resources) and how is that information being used to drive changes in instruction in the classroom

**Student Academic Progress:** How much academic progress have students made since the last assessment? Does this progress appear to be as expected? above expectations? below expectations?

**Instructional Changes:** How will the information that has been garnered from your teachers, principals and assessments, including student

*academic progress, be used to revise instruction or trigger student interventions.*

***Training:*** *Show evidence that things are different. What data is used to determine training needs? When training is conducted, who conducts it? Why is this training different from what has happened in the past, or is it the first time such training has been held? Why and how is what you are doing different from what you have done in the past and how will it lead to success?*

<b>Essential Action 1.3</b>	<b>Title of Person(s) Responsible for Essential Action</b>	<b>Title of Person(s) Monitoring</b>	<b>Dates (Timeframe)</b>	<b>Documentation Required to Support Evidence of Progress/Completion</b>
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)	OSI Staff (CAO)  Director of Instruction  Director of Organizational Accountability & Performance Management  Director of Human Resources	Superintendent	August 2014 and ongoing	<ul style="list-style-type: none"> <li>Evidence of OSI- facilitated training of school and central services administrators through a copy of the agenda and PowerPoint presentation.</li> <li>Formal teacher observation reports and principal evaluation documents rated as functional or full implementation by OSI staff (CAO) on the VDOE Division and School Leadership Evaluation Tools.</li> </ul>
Ensure the participation of all principals and other identified division and school-based staff members in the 2014-2015 VDOE Technical Assistance on improving teacher observation and evaluation through merging VDOE Curriculum Alignment Tools with the Virginia Teacher Performance Evaluation	Building principals  Director of Instruction Director of Organizational Accountability/ Performance Management	Superintendent	Technical Assistance Dates: 8/4/2014 8/5/2014 10/2/2014 11/13/2014 1/15/2015 2/17/2015  Additional Dates TBA	<ul style="list-style-type: none"> <li>Compilation of evidence related to Teacher Performance Evaluation Standards 1, 3 &amp; 5 collected during Inter-rater reliability walkthrough observations conducted after each Technical Assistance session.</li> </ul>

Standards				
Develop and implement a process for monitoring the implementation of the VDOE Technical Assistance (TA) components by all division and school-level administrators and supervisors.	OSI Staff (CAO) Director of Instruction Director of Organizational Accountability/ Performance Management	Superintendent	Process to be developed by 2/1/15  Implementation of process to be monitored monthly from 3/1/15 through 6/1/16	<ul style="list-style-type: none"> <li>• Specific feedback from OSI staff (CAO) on evidence-based observations and feedback.</li> <li>• Documents detailing the process for monitoring the implementation of VDOE TA at all levels of the organization.</li> <li>• Minutes, including next steps, from monitoring reviews and required turnaround trainings.</li> </ul>
<p><b><i>Instruction and Instructional leadership:</i></b>  <i>What professional development support has been provided to school principals and central office instructional staff to support classroom teachers? What outcomes have been identified? How are they being implemented?</i>  <i>What have you learned from your teachers, principals, and assessments that students appear to know very well (reflects proficiency), know better (some improvement), do not know (need targeted instructional assistance or other resources)</i>  <i>How often are classroom teaching and student learning being observed? By whom?</i>  <i>How often are teachers and principals discussing what is being observed and using that observation and data to plan and monitor next steps?</i>  <i>How will the plan for your teachers' professional development be informed by the classroom observations?</i></p>				

<b>Essential Action 2.2</b>	<b>Title of Person(s) Responsible for Essential Action</b>	<b>Title of Person(s) Monitoring</b>	<b>Dates (Timeframe)</b>	<b>Documentation Required to Support Evidence of Progress/Completion</b>
Administrators (directors, supervisors, and specialist) who work with instructional programs at the division level and/or serve as a resource to teachers are endorsed in the area of assignment.	Director of Human Resources	Superintendent	July 1, 2014 and ongoing screening of credentials prior to the offering of a contract.	<ul style="list-style-type: none"> <li>• Evidence of a personnel database by the Director of Human Resources to reference endorsements and credentials.</li> <li>• Approved for hire documentation from VDOE representatives through emails.</li> </ul>
<b>Essential Action 2.5</b>	<b>Title of Person(s) Responsible for Essential Action</b>	<b>Title of Person(s) Monitoring</b>	<b>Dates (Timeframe)</b>	<b>Documentation Required to Support Evidence of Progress/Completion</b>
Ensure that teachers are not teaching outside of their endorsement area.	Director of Human Resources	Superintendent	July 1, 2014 and ongoing screening of credentials prior to the offering of a contract.	<ul style="list-style-type: none"> <li>• Evidence of master schedules collected from each school to ensure no teacher is assigned outside of their area of endorsement.</li> <li>• Evidence of a personnel database created by the Director of Human Resources to reference valid license information with proper endorsements and teaching assignments.</li> <li>• Copy of IPAL report for 1<sup>st</sup> and 2<sup>nd</sup> semester pulled for Human Resources review and Superintendent review.</li> </ul>
<p><b>Teacher Quality:</b> <i>How many courses/classes are currently taught by long-term substitutes who do not have the desired credentials and endorsements? How are these individuals supported by division staff to ensure that students are provided with strong instruction that will enable them to master the Standards of Learning in the specific content area?</i></p>				

<b>Essential Action 3.1</b>	<b>Title of Person(s) Responsible for Essential Action</b>	<b>Title of Person(s) Monitoring</b>	<b>Dates (Timeframe)</b>	<b>Documentation Required to Support Evidence of Progress/Completion</b>
<p>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 Code of Virginia, Section 22.1-253.13:6(B) and Code of Virginia, Section 22.1-253.13:6(C).</p>	<p>OSI Staff (CAO)  Director of Instruction  Director of Organizational Accountability &amp; Performance Management  Principals  Hairston Consulting, Inc.</p>	<p>Superintendent</p>	<p>August 2014 and ongoing throughout school year.  Meeting dates: 11/12/14 1/14/15 3/11/15 5/13/15  Other dates TBD</p>	<ul style="list-style-type: none"> <li>• Evidenced listing of Superintendent Advisory Council (SAC) which is comprised of multiple stakeholder groups as well as key communicators from each Ward in the city.</li> <li>• Copy of memos indicating reminders of upcoming meetings and agreed upon called meetings</li> <li>• Evidence of four focus purpose/direction items addressed in division Memorandum of Understanding (MOU)</li> </ul>
<p>Structure committees that have representation from various stakeholder groups to lead in the development/revision/update of the system wide purpose and direction.</p>	<p>Director of Instruction  Director of Organizational Accountability &amp; Performance Management  Director of Human Resource Management  Hairston Consulting, Inc.</p>	<p>Superintendent</p>	<p>August 2014 and ongoing throughout school year.  Meeting dates: 11/12/14 1/14/15 3/11/15 5/13/15</p>	<ul style="list-style-type: none"> <li>• Evidenced listing of Superintendent Advisory Council (SAC) by committees.</li> <li>• Documentation detailing the feedback and work completed by the SAC in the form of a division Corrective Action Plan.</li> <li>• Copy of meeting agendas</li> </ul>

<p>Establish guidelines for committee work to ensure that the process is formalized and implemented with fidelity on a regular schedule.</p>	<p>Director of Instruction</p> <p>Director of Organizational Accountability &amp; Performance Management</p> <p>Director of Human Resource Management</p> <p>Hairston Consulting, Inc.</p>	<p>Superintendent</p>	<p>August 2014 and ongoing throughout school year.</p> <p>Meeting dates: 11/12/14 1/14/15 3/11/15 5/13/15</p>	<ul style="list-style-type: none"> <li>• Evidence of goals created by the SAC to maintain focus of work which are listed in the Corrective Action Plan.</li> <li>• Copy of memos from committee members detailing committee work that has been completed or under construction</li> <li>• Evidence of consultant communications with committee members keeping them abreast of updates.</li> </ul>
<p>Devise a method of clear documentation of the process and a record of review and communication of the system’s purpose and direction.</p>	<p>Director of Instruction</p> <p>Director of Organizational Accountability &amp; Performance Management</p> <p>Director of Human Resource Management</p> <p>Principals</p> <p>Hairston Consulting, Inc.</p>	<p>Superintendent</p>	<p>August 2014 and ongoing throughout school year.</p>	<ul style="list-style-type: none"> <li>• Evidence of specific feedback and supporting notes from the SAC meetings documented and shared with all stakeholder participants, Board members and general public.</li> <li>• Evidence of scheduled parent meetings, faculty meetings, and state of the schools address to communicate the progress of the system which continues to add school division transparency.</li> <li>• Evidence of televised Board meetings</li> </ul>

**Prioritization:** *In the Corrective Action Plan Essential Action 3.1 was categorized as systemic planning indicating it would seem to require more long term action. We understand you have restructured and have new positions, which would lead one to think 3.3 would be of immediate priority as it speaks to the need to establish and commit to clear levels of accountability for school system and school leadership that results in challenging, equitable learning experiences for all students or Essential Action 3.5, also categorized as an “immediate priority,” that speaks to increasing the quality and quantity of opportunities for parental involvement?*

Essential Action 3.4	Title of Person(s) Responsible for Essential Action	Title of Person(s) Monitoring	Dates (Timeframe)	Documentation Required to Support Evidence of Progress/Completion
Evaluate the overall quality of all instructional interventions that have been implemented to improve student, school and system performance.	OSI Staff (CAO)  Director of Instruction  Director of Organizational Accountability & Performance Management  Director of Human Resource Management  Principals  Instructional Specialists  Teachers	Superintendent	September 2014 and ongoing throughout school year primarily each nine weeks.	<ul style="list-style-type: none"> <li>Evidence of asset mapping to track usage of interventions and effectiveness.</li> <li>Copy of agendas indicating formal discussions of progress of interventions during the school day and after school.</li> <li>Minutes, including next steps, from instructional monitoring reviews within leadership team meetings and school/division-level PLC's.</li> </ul>
Identify the various interventions and strategies being implemented. Develop and implement strategies deployed to achieve improvement goals.	OSI Staff (CAO)  Director of Instruction  Director of Organizational Accountability & Performance Management	Superintendent	September 2014 and ongoing throughout school year primarily each nine weeks.	<ul style="list-style-type: none"> <li>Evidence of interventions being used are iReady math, Think Central, Carnegie Learning, Achieve 3000, and Reading Specialists.</li> <li>Evidence of instructional strategies discussed included in minutes and agendas from instructional meetings, leadership team meetings and school/division-level PLC's.</li> </ul>

	Director of Human Resource Management  Principals  Instructional Specialists  Teachers			
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.	Director of Instruction  Director of Organizational Accountability & Performance Management  Director of Human Resource Management  Principals	Superintendent	Process developed 9/2/14 Implementation of process to be monitored monthly from 9/2/14 through 6/1/16	<ul style="list-style-type: none"> <li>• Evidence of tracking teacher/school performance on teacher standards (1-6) using the OB360 data tool.</li> <li>• Evidence of Strategies for Improvement formally communicated within Principal Reflective Practitioner Tool created by the Superintendent for teacher, school, and systemic improvements.</li> </ul>
<p><b>Documentation:</b> Your original Corrective Action Plan indicated that each intervention will be monitored for fidelity of implementation and evaluated for results at regular intervals and it also listed “copies of written evaluation procedures for use with instructional interventions and selected improvement strategies” and “copies of monthly student progress reports directly related to specific interventions and strategies” as supporting documentation. However none of this is currently under documentation here. The documentation should address what the interventions are. How they were selected. Who is using them and with what frequency. Whether professional development was provided for implementing that intervention. What data is gained from that intervention. How the data is used to plan the next steps, and finally who is monitoring the effectiveness of the intervention(s).</p>				

<b>Essential Action 4.2</b>	<b>Title of Person(s) Responsible for Essential Action</b>	<b>Title of Person(s) Monitoring</b>	<b>Dates (Timeframe)</b>	<b>Documentation Required to Support Evidence of Progress/Completion</b>
Ensure that all activities of school board meetings comply with applicable state and federal law to include the Freedom of Information Act (FOIA), Family Educational Rights and Privacy Act (FERPA) citations, Code of Virginia and the Franklin City Public Schools Board Policy Manual.	City of Franklin Attorney Assigned to School Board  Franklin City Public School Board  Superintendent	Superintendent  Franklin City Public School Board	May 2014 and ongoing	<ul style="list-style-type: none"> <li>• Evidence of applicable laws being read and archived through Board minutes, open and closed sessions.</li> <li>• Evidence of the Virginia Freedom of Information Act, Virginia Conflict of Interests Act and the Virginia Public Records Act Guide for Local Government Leaders Manual presented and reviewed by all Board members and Superintendent.</li> <li>• Evidence of Board minutes from July 2014 to present</li> </ul>
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.	Franklin City Public School Board  Superintendent	Superintendent  Franklin City Public School Board	May 2014 and ongoing throughout year. January 2015 completion	<ul style="list-style-type: none"> <li>• Evidence of attendance at VSBA training in Charlottesville and attendance at VSBA state conference in Williamsburg.</li> <li>• Evidence of the implementation and creation of a Board Governance Handbook to address protocols, policies, and roles of the Board/Superintendent</li> <li>• Evidence of the Board designated attorney present in closed sessions to assure items of discussion match the closed meeting verbiage.</li> </ul>
Restrict discussions and presentations in closed meetings to those items specifically allowed by law.	City of Franklin Attorney Assigned to School Board  Franklin City Public School	Superintendent  Franklin City Public School Board	May 2014 and ongoing.	<ul style="list-style-type: none"> <li>• Evidence of closed meeting verbiage and reasoning reviewed by Board attorney and revised if needed.</li> <li>• Evidence of the Board designated attorney present in closed sessions to assure items of discussion match the closed meeting verbiage.</li> </ul>

<p>Create open meeting reports of class, subject-area, grade-level performance data, pupil attendance, and discipline and truancy data to be shared publicly on a routine basis.</p>	<p>Director of Instruction  Director of Organizational Accountability &amp; Performance Management  Superintendent</p>	<p>Superintendent  Franklin City School Board</p>	<p>May 2014 and ongoing throughout year on 3<sup>rd</sup> Thursday of each month.</p>	<ul style="list-style-type: none"> <li>• Evidenced by Board meeting agendas.</li> <li>• Evidenced by televised Board meetings on the local TV channel for public view.</li> <li>• Evidenced by data shown in the local newspaper for community transparency.</li> </ul>
<p>Establish and implement a formalized plan to ensure that all information regarding academic progress, Standards of Learning (SOL) assessments, benchmarks and Lead Turnaround Partner program is routinely shared with internal and external stakeholders in a timely and open manner.</p>	<p>Director of Instruction  Director of Organizational Accountability &amp; Performance Management  Catapult Learning  OSI Staff (CAO)  Superintendent</p>	<p>Superintendent  Franklin City School Board</p>	<p>May 2014 and ongoing throughout year on 2<sup>nd</sup> Tuesday of each month.</p>	<ul style="list-style-type: none"> <li>• Evidenced by Board meeting agendas/minutes that academic progress will be reviewed each quarter (9wks).</li> <li>• Evidenced by PowerPoint presentations archived from Catapult Learning in the Board minutes every second Tuesday of the month.</li> </ul>

<b>Essential Action 4.5</b>	<b>Title of Person(s) Responsible for Essential Action</b>	<b>Title of Person(s) Monitoring</b>	<b>Dates (Timeframe)</b>	<b>Documentation Required to Support Evidence of Progress/Completion</b>
Implement supervision and evaluation process consistently and regularly for all staff to improve professional practices and ensure student success.	Director of Human Resources  Director of Instruction  Director of Organizational Accountability & Performance Management	Superintendent	July 1, 2014 and ongoing throughout school year.	<ul style="list-style-type: none"> <li>• Evidence of Observation timelines for teachers revised.</li> <li>• Evidence of observations completed with timely feedback conducted.</li> <li>• Compilation of evidence related to Teacher Performance Evaluation Standards 1-7 collected through OB360.</li> </ul>
Review/update job descriptions of central office supervisory and support personnel and evaluate actual duties being performed.	Director of Human Resources	Superintendent	October 2014 and ongoing where needed.	<ul style="list-style-type: none"> <li>• Evidence of revised performance evaluation manuals for central office and support staff personnel.</li> <li>• Evidence of updated job descriptions manual.</li> <li>• Evidence of Annual Goals completed.</li> </ul>
Realign/restructure positions to more effectively deploy critical resources to serve student needs.	Director of Human Resources  Director of Instruction  Director of Organizational Accountability & Performance Management	Superintendent	July 2014 and ongoing where needed throughout the school year.	<ul style="list-style-type: none"> <li>• Evidenced by Personnel Recommendations to Board during Closed Sessions and archived in minutes as approved.</li> <li>• Evidence of realignment of the division organizational chart.</li> </ul>

Attachment D  
School Level Goals for Accreditation and Intermediate Targets

**SP MORTON ELEMENTARY SCHOOL ACCREDITATION DATA**

Subject	2011-2012 Percent Pass	2012-2013 Percent Pass	2013-2014 Percent Pass	Benchmark
English	68%	46%	39%	75%
Mathematics	41%	40%	41%	70%
History	75%	78%	85%	70%
Science	74%	63%	30%	70%

**JOSEPH P. KING MIDDLE SCHOOL ACCREDITATION DATA**

Subject	2011-2012 Percent Pass	2012-2013 Percent Pass	2013-2014 Percent Pass	Benchmark
English	79%	54%	69%	75%
Mathematics	44%	51%	64%	70%
History	64%	63%	68%	70%
Science	91%	61%	57%	70%

**FRANKLIN HIGH SCHOOL ACCREDITATION DATA**

Subject	2011-2012 Percent Pass	2012-2013 Percent Pass	2013-2014 Percent Pass	Benchmark
English	89%	79%	73%	75%
Mathematics	50%	60%	73%	70%
History	72%	71%	85%	70%
Science	82%	74%	81%	70%

**THREE-YEAR TARGET  
SP MORTON ELEMENTARY**

Subject	Current	SY14-15	SY15-16	SY16-17
English	39%	51%	63%	75%
Mathematics	41%	51%	61%	70%
History	85%	88%	91%	94%
Science	30%	43%	56%	70%

**JOSEPH P. KING MIDDLE SCHOOL**

Subject	Current	SY14-15	SY15-16	SY16-17
English	69%	75%	80%	85%
Mathematics	64%	70%	75%	80%
History	68%	73%	78%	83%
Science	57%	63%	70%	75%

**FRANKLIN HIGH SCHOOL**

Subject	Current	SY14-15	SY15-16	SY16-17
English	73%	78%	83%	88%
Mathematics	73%	76%	79%	82%
History	85%	88%	91%	94%
Science	81%	85%	89%	93%

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

**I. Curricula Alignment**

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

**II. Human Resources**

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

**III. Purpose and Direction**

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

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

**IV. Leadership and Governance**

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

I. Curricula Alignment

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

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

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

Targeted Essential Actions within the Corrective Action Plan

				<ul style="list-style-type: none"> <li>• Minutes, including next steps, from monitoring reviews and required follow-up professional development</li> <li>• Differentiated professional development plans for teachers and principals based upon analysis of lesson plan and observation data</li> </ul>
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**Glossary of Terms:**  
**Teacher Performance Evaluation Standards 1, 3, and 5** - In April 2011, the Virginia Board of Education approved the revised “Guidelines for Uniformed Performance Standards and Evaluation Criteria for Teachers” which defined 7 standards for all Virginia teachers. Every teacher’s performance is evaluated according to these standards. The 2014-2015 AARPE training sessions have focused on the following three standards:  
**Performance Standard 1 – Professional Knowledge** = “The teacher demonstrates an understanding of the curriculum, subject content and the development needs of students by providing relevant learning experiences”.  
**Performance Standard 3 – Instructional Delivery** = “The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs”.  
**Performance Standard 5 – Learning Environment** = “The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning”.

**II. Human Resources Management**

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

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

**III. Purpose and Direction**

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

Targeted Essential Actions within the Corrective Action Plan

			<p><b>June 2017:</b>                  Division administrators, principals-                  Monthly Comprehensive Data Review (CDR) meetings</p>	<ul style="list-style-type: none"> <li>• <b>Minutes, including next steps, from weekly building-level meetings and monthly division-level meetings</b></li> </ul>
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**Glossary of Terms:**  
**Asset Mapping** – a process for identifying and evaluating the effectiveness of all available resources and programs that are currently being used by schools or the school division with the goal of utilizing only those resources that have proven to have the most positive impact on student achievement.

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

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

**IV. Leadership and Governance**

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

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

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

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

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

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

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

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

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

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

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