

Franklin City Public Schools
 Division-Level Review
 Proposed Corrective Action Plan
 March 12, 2014

Part I: Essential Actions

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

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

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

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		<p>When will reports on this essential action be made to the local board?</p> <p>Quarterly</p> <p>What will be shared with the local board?</p> <ul style="list-style-type: none"> • Agendas and minutes of joint meetings between the Director of Instruction, Director of Human Resources/Administrative Services and the school-based administrators pertaining to the incorporation of explicit feedback to teachers addressing the quality and alignment of instruction documented in formal observation reports • Copies of the division’s formal and informal classroom observation tools <p>What is the progress indicator for this essential action? Describe briefly what should happen to this indicator over time.</p> <ul style="list-style-type: none"> • More consistent and explicit feedback from the Director of Instruction to building administrators regarding the quality of their written informal and formal observation reports, resulting in improved teacher performance evaluations • More explicit classroom observation feedback provided to teachers, in greater alignment of the written, taught and tested curriculum. <p>Tentative timeline (Begin-End): May 2014 and ongoing through the duration of the MOU</p>
Immediate Priority	1.5	<p>Develop a plan for revising division level curriculum documents to address issues revealed through the Academic Review process (alignment to content and cognitive level, alignment to VDOE Blueprint, incorporation of specific learning activities and model assessments).</p> <p>Title of the person responsible to the Superintendent for this indicator:</p>

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

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		<ul style="list-style-type: none"> • The names and job responsibilities of all stakeholders involved in the revision process <p>What is the progress indicator for this essential action? Describe briefly what should happen to this indicator over time.</p> <ul style="list-style-type: none"> • An FCPS Board-approved Formal Observation Form that is aligned with the VDOE-specified components of the taught curriculum, which will be implemented throughout the school division • Improved teacher evaluation process resulting in improved teacher performance <p>Tentative timeline (Begin-End): May 2014- August 2014</p>
Immediate Priority	1.7	<p>Use results of the academic review to complete a follow-up academic review in April in order to revise division essential actions that need to be completed prior to September 2014.(See 5.0 Modifications)</p> <p>Title of the person responsible to the Superintendent for this indicator:</p> <p>Director of Instruction</p> <p>When will reports on this essential action be made to the local board?</p> <p>Quarterly</p> <p>What will be shared with the local board?</p> <ul style="list-style-type: none"> • Follow-up Academic Review report • New essential actions resulting from the collaboration between the LEA and VDOE/OSI <p>What is the progress indicator for this essential action? Describe briefly what should happen to this indicator over time.</p> <ul style="list-style-type: none"> • The progress indicator for this essential action is the degree to which the December 2013 Academic Review, essential actions

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		<p>are completed with fidelity as documented in the April 2014 Academic Review Follow-Up Report.</p> <p>Tentative timeline (Begin-End): April 2014 through September 2014</p>
	2.0	Human Resource Management
Immediate Priority	2.1	<p>Practices and/or procedures (or Board approved policy) need to be revised to ensure administrative personnel hold or qualify for the appropriate license and endorsement before an offer for employment is made. All license applications, including those for school and division leaders, must be submitted to the VDOE in a timely manner.</p> <p>Title of the person responsible to the Superintendent for this indicator:</p> <p>Director of Human Resources/Administrative Services</p> <p>When will reports on this essential action be made to the local board?</p> <p>Quarterly</p> <p>What will be shared with the local board?</p> <ul style="list-style-type: none"> • Revised written procedures (regulations) for hiring licensed positions to include school and division administrative personnel • Written monthly status report on all license applications filed with the VDOE <p>What is the progress indicator for this essential action? Describe briefly what should happen to this indicator over time.</p> <ul style="list-style-type: none"> • Improved procedures adopted and implemented, resulting in the elimination of licensed employees working outside of their endorsement areas • All FCPS licensed employees will hold current Virginia licenses with appropriate endorsements for their particular job assignments.

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

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		<p>Director of Human Resources/ Administrative Services</p> <p>When will reports on this essential action be made to the local board?</p> <p>Annually</p> <p>What will be shared with the local board?</p> <ul style="list-style-type: none"> • Corrected annual Instructional Personnel and Licensure (IPAL) Report that does not include substitute teachers <p>What is the progress indicator for this essential action? Describe briefly what should happen to this indicator over time.</p> <ul style="list-style-type: none"> • The IPAL report reflecting only permanent FCPS teachers as teachers of record • Note: A corrected IPAL Report was submitted to VDOE on February 3, 2014 and the corrected report was presented to the local school board on February 20, 2014. <p>Tentative timeline (Begin-End): Following the submission of each subsequent annual IPAL Report</p>
Systemic Planning	2.4	<p>It is recommended for the division leadership to consider the impact of supplemental duties on staff. While supplemental responsibilities are necessary in public school divisions, the volume afforded to a single individual (or certain individuals) may have a negative impact on the instructional program. It is noted from the provided documentation that a significant number of the division's employees receive stipends (multiple in many cases) for additional duties, coaching and other extra-curricular duties. The impact on teacher planning time, grading time, and other related issues still remains a concern.</p> <p>Title of the person responsible to the Superintendent for this indicator:</p> <p>Director of Human Resources/ Administrative Services</p>

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		<p>When will reports on this essential action be made to the local board?</p> <p>Annually</p> <p>What will be shared with the local board?</p> <ul style="list-style-type: none"> • Analysis of a review of all FCPS teachers and the number of supplemental responsibilities and stipend positions • Proposed set of administrative guidelines to ensure that additional duties do not negatively impact student achievement and teacher performance <p>What is the progress indicator for this essential action? Describe briefly what should happen to this indicator over time.</p> <ul style="list-style-type: none"> • Administrative guidelines implemented, resulting in appropriate balance of teaching responsibilities and supplemental duties for all staff <p>Tentative timeline (Begin-End): July 2014 and ongoing throughout the duration of this MOU</p>
Immediate Priority	2.5	<p>Ensure that teachers are not teaching outside of their endorsement area.</p> <p>Title of the person responsible to the Superintendent for this indicator:</p> <p>Director of Human Resources/ Administrative Services</p> <p>When will reports on this essential action be made to the local board?</p> <p>Monthly</p> <p>What will be shared with the local board?</p> <ul style="list-style-type: none"> • A report of all instructional staff detailing their assignment, licensure status and endorsement area(s) will be provided May 1, 2014 • Every month thereafter, a report of all new hires and/or teacher

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		<p>reassignments detailing teacher assignment, licensure status and endorsement area(s)</p> <p>What is the progress indicator for this essential action? Describe briefly what should happen to this indicator over time.</p> <ul style="list-style-type: none"> Effective July 1, 2014, 100% of FCPS employees on teacher contracts will hold current Virginia licenses with appropriate endorsements for their particular job assignments. <p>Tentative timeline (Begin-End): May 2014 and ongoing throughout the duration of this MOU</p>
Systemic Planning	2.6	<p>Central Administration should continue to consider aligning the speech pathologist and school psychologist to higher pay scales competitive with surrounding localities.</p> <p>Title of the person responsible to the Superintendent for this indicator: Director of Human Resources/ Administrative Services</p> <p>When will reports on this essential action be made to the local board? Annually</p> <p>What will be shared with the local board?</p> <ul style="list-style-type: none"> Comparative salary analysis for school psychologist and speech pathologist <p>What is the progress indicator for this essential action? Describe briefly what should happen to this indicator over time.</p> <ul style="list-style-type: none"> By November 2014 recommendations to the local school board for any adjustments to compensation and benefits for the positions of school psychologist and speech pathologist based on a full review of all instructional and administrative salaries. (Note: Contract length for the school psychologist was adjusted July 1, 2013 in response to previous licensure and

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		<p>human resources audit.)</p> <p>Tentative timeline (Begin-End): November 2014 and as needed during subsequent budget considerations</p>
Immediate Priority	2.7	<p>School Board Policy on GCBBB states that sign-on bonuses are awarded to teachers meeting certain criteria (“...to full-time teachers new to the Division who meet the definition of “highly qualified” as defined by the federal “No Child Left Behind” legislation.”). Review policy to ensure the potential for securing the best qualified candidates in hard-to-staff positions and consider whether this is the most effective use of Title II funding. Human Resources will verify whether the awarding of sign-on bonuses remains within the guidelines of school board policy.</p> <p>Title of the person responsible to the Superintendent for this indicator: Director of Human Resources/ Administrative Services</p> <p>When will reports on this essential action be made to the local board? Quarterly or as warranted</p> <p>What will be shared with the local board?</p> <ul style="list-style-type: none"> • Recommendation for revised policy on GCBBB • Recommendations for funding sources for sign-on bonuses <p>What is the progress indicator for this essential action? Describe briefly what should happen to this indicator over time.</p> <ul style="list-style-type: none"> • Implementation of revised Policy GCBBB and accompanying regulations, resulting in the recruitment and hiring of the best qualified candidates for hard-to-staff positions • Improved student outcomes <p>Tentative timeline (Begin-End): May 2014 and ongoing throughout the duration of this MOU</p>

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Systemic Planning	2.8	<p>All courses and sections taught should be considered as “equal value” or “importance” for IPAL reporting purposes. Schedules should not be designed to place lesser qualified teachers with courses during first semester with the idea that the IPAL verification report is submitted during second semester.</p> <p>Title of the person responsible to the Superintendent for this indicator:</p> <p>Director of Human Resources/ Administrative Services</p> <p>When will reports on this essential action be made to the local board?</p> <p>Annually</p> <p>What will be shared with the local board?</p> <ul style="list-style-type: none"> • Reports on high school master schedules for first and second semesters that include course names, teachers of record, with confirmation of appropriate licensures and endorsements <p>What is the progress indicator for this essential action? Describe briefly what should happen to this indicator over time.</p> <ul style="list-style-type: none"> • All FCPS employees on teacher contracts will hold current Virginia licenses with appropriate endorsements for their particular job assignments. <p>Tentative timeline (Begin-End): August 2014 and ongoing throughout the duration of this MOU</p>
Systemic Planning	2.9	<p>Consideration should be given to provide co-teaching settings for courses when properly endorsed personnel are limited. This would possibly allow larger class enrollments with two accessible teachers and/or the possibility of certain online courses which would potentially free up staff, even temporarily.</p> <p>Title of the person responsible to the Superintendent for this</p>

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

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		<p>What will be shared with the local board?</p> <ul style="list-style-type: none"> • Documentation of communication with local community colleges, online program providers and/or neighboring school divisions to develop/strengthen partnerships that address teacher endorsement challenges <p>What is the progress indicator for this essential action? Describe briefly what should happen to this indicator over time.</p> <ul style="list-style-type: none"> • Implementation of proactive solutions to address teacher endorsement challenges • Elimination of all instances where students are being taught by instructors who do not have appropriate endorsements and licensure <p>Tentative timeline (Begin-End): August 2014 and ongoing throughout the duration of this MOU</p>
	3.0	Purpose and Direction
Systemic Planning	3.1	<p>Develop and implement a comprehensive, systematic process for establishing, reviewing and revising a clear purpose/direction for student achievement for the school system. The process must include participation by multiple stakeholder groups. The purpose/direction for the system must be reviewed and communicated on a regular basis, <i>pursuant to Code of Virginia, Section 22.1-253.13:6 (B) and Code of Virginia, Section 22.1-253.13: 6 (C).</i></p> <ol style="list-style-type: none"> a. Structure committees that have representation from various stakeholder groups to lead in the development/revision/update of the system-wide purpose and direction. b. Establish guidelines for committee work to ensure that the process is formalized and implemented with fidelity on a regular schedule. c. Devise a method of clear documentation of the process and a record of review and communication of the system’s purpose and direction.

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

Immediate Priority or Systemic Planning	Number	Essential Action
Systemic Planning	3.2	<p>Develop and implement a comprehensive, systematic process for establishing, reviewing and revising a clear purpose/direction for student achievement for each school in the system. The process must include participation by multiple stakeholder groups. The purpose/direction for each entity must be reviewed and communicated on a regular basis, and the schools' purpose/direction must be aligned to the system's purpose/direction for student achievement, <i>pursuant to Code of Virginia, Section 22.1-253.13:6 (B) and Code of Virginia, Section 22.1-253.13: 6 (C).</i></p> <ol style="list-style-type: none"> a. Structure committees that have representation from various stakeholder groups to lead in the development/revision/update of each school's purpose/direction. b. Establish guidelines for committee work to ensure that the process is formalized and implemented with fidelity on a regular schedule. 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>Title of the person responsible to the Superintendent for this indicator:</p> <p>Principal</p> <p>When will reports on this essential action be made to the local board?</p> <p>Quarterly</p> <p>What will be shared with the local board?</p> <ul style="list-style-type: none"> • School Improvement Planning Committee roster of names with stakeholder affiliations (i.e. parents, community leaders, business and community partners, faith-based partners, community college) • Schedule of meeting dates • Established guidelines (group norms) for committee work • Meeting agendas, sign-in sheets, and minutes

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		<p>What is the progress indicator for this essential action? Describe briefly what should happen to this indicator over time.</p> <ul style="list-style-type: none"> • Revised FCPS Policy AF detailing a systematic process for school improvement planning that is inclusive of all stakeholders • School Improvement Plans for all FCPS schools that detail purpose and direction for student achievement • Semi-Annual Report to the school board and stakeholders documenting progress towards implementation of the School Improvement Plan • Improved student performance and outcomes <p>Tentative timeline (Begin-End): October 2014 –October 2016</p>
Immediate Priority	3.3	<p>Establish and commit to clear levels of accountability for school system and school leadership that result in challenging, equitable learning experiences for all students.</p> <ol style="list-style-type: none"> a. Review and revise, as necessary, job descriptions and actual job duties being performed by each central office position. 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. 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. 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. <p>Title of the person responsible to the Franklin City School Board and</p>

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		<p>Superintendent for this indicator:</p> <p>Director of Human Resources/Administrative Services, Director of Instruction and Superintendent</p> <p>When will reports on this essential action be made to the local board?</p> <p>Quarterly</p> <p>What will be shared with the local board?</p> <ul style="list-style-type: none"> • Revised job descriptions for each central office position that detail qualifications and actual job duties • Draft of revised performance evaluation system for central office administrative staff to ensure accountability for and measurable evidence of equitable and challenging learning experiences being implemented for all students • Documentation of written feedback provided by division administrators to school leaders regarding quality and alignment of instruction observed during routine classroom visits • Evidence documenting fidelity of implementation of the FCPS Principal Performance Evaluation System (PPES) • Minutes of monthly division leadership data review meetings with school principals that include detailed action steps that will be taken to improve student achievement on state and federal accountability measures • Evidence of quarterly public dissemination of student achievement and/or survey data and resulting action steps <p>What is the progress indicator for this essential action? Describe briefly what should happen to this indicator over time.</p> <ul style="list-style-type: none"> • Improved ratings on stakeholder and client surveys for division and school administrators • Improved student achievement on state and federal accountability measures with particular emphasis on Gap Groups and Federal Graduation Indicators (FGI)

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		<p>Tentative timeline (Begin-End): May 2014 and ongoing throughout the duration of the MOU</p>
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"> a. Identify the various interventions and strategies being implemented. Develop and implement evaluation procedures for the interventions and strategies deployed to achieve improvement goals. b. Examine all supervisory and evaluation reports and use the results as one source to hold personnel accountable for improvements in student, school and system performance. <p>Title of the person responsible to the Superintendent for this indicator:</p> <p>Director of Instruction and Director of Human Resources/Administrative Services</p> <p>When will reports on this essential action be made to the local board?</p> <p>Quarterly</p> <p>What will be shared with the local board?</p> <ul style="list-style-type: none"> • Documented process for evaluating instructional interventions (by school) for fidelity of implementation and achievement results • Analysis of instructional intervention program evaluation data • Evidence documenting fidelity of implementation of the FCPS Principal Performance Evaluation System (PPES)

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		<ul style="list-style-type: none"> • A proposed division administrator performance evaluation system that addresses accountability for improved student achievement results <p>What is the progress indicator for this essential action? Describe briefly what should happen to this indicator over time.</p> <ul style="list-style-type: none"> • Improved student achievement on state and federal accountability measures with particular emphasis on Gap Groups and Federal Graduation Indicators (FGI) • Improved teacher and administrative performance at school and division levels resulting in improved student outcomes <p>Tentative timeline (Begin-End): May 2014 and ongoing throughout the MOU</p>
	4.0	Leadership and Governance
Systemic Planning	4.1	<p>Develop and implement a plan whereby the system’s updated policies and practices require and give direction for a system-wide professional growth plan for all staff.</p> <ol style="list-style-type: none"> a. Review and update all Board policies and practices to ensure clear direction and support to increase student achievement. b. Ensure that an annual comprehensive needs assessment, inclusive of professional growth needs for all staff, is conducted. c. Provide requirements and direction, through policies and practices, for the development and implementation of a system-wide professional development plan for all staff. d. Monitor, in both formative and summative ways, the implementation and impact of the system-wide professional development plan. <p>Title of the person responsible to the Superintendent for this indicator:</p> <p>Director of Human Resources/Administrative Services and Director of</p>

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

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		<p>b. Restrict discussions and presentations in closed meetings to those items specifically allowed by law.</p> <p>c. Create open meeting reports of class, subject-area, grade-level and/or school-level performance data, pupil attendance, discipline and truancy data to be shared publicly on a routine basis.</p> <p>d. Establish and implement a formalized plan to ensure that all information regarding academic progress, SOL assessments, benchmarks and the Edison Learning partnership project is routinely shared with internal and external stakeholders in a timely and open manner.</p> <p>Title of the person responsible to the Superintendent for this indicator: School Board Clerk and Director of Instruction</p> <p>When will reports on this essential action be made to the local board? Biannually and upon request</p> <p>What will be shared with the local board?</p> <ul style="list-style-type: none"> • Community newsletters <ul style="list-style-type: none"> ○ Publish and distribute community newsletters at the beginning of the school year, mid-term, and end of the year. • Agendas <ul style="list-style-type: none"> ○ Include in the School Board agenda a redacted copy of the Superintendent’s Report (to include academic progress on SOL assessments, benchmark assessments and Newton Alliance Dashboard Updates) that is presented in closed session. • Minutes of School Board meetings <ul style="list-style-type: none"> ○ Ask Principals to provide written copies of their School Board Reports.

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		<ul style="list-style-type: none"> • Documented evidence of School Board members’ participation in professional training <ul style="list-style-type: none"> ○ Mandate that all new School Board members participate in the local school board orientation. ○ Mandate that all new School Board members attend the new members training sponsored by VSBA. ○ Mandate that all School Board members attend the annual VSBA Conference or validate participation in other training provided by VSBA. <p>What is the progress indicator for this essential action? Describe briefly what should happen to this indicator over time.</p> <ul style="list-style-type: none"> • More proficient School Board members, informed and involved community, trustworthy relationships between stakeholders and the school division • Utilization of the advice from the School Board Attorney, in order to assure that the purpose of the closed meetings comply with statutory law <p>Tentative timeline (Begin-End): May 2014 and throughout the duration of the MOU</p>
	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"> a. Utilize the committee as referenced in Essential Action 3.1, including 3.1a-c and follow the same process to develop a Comprehensive Improvement Plan for Franklin City Schools. 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. c. Ensure that the Comprehensive Plan reflects the current reality of the system. d. Communicate in multiple ways in a timely manner the revised Comprehensive Plan and documented progress.

Immediate Priority or Systemic Planning	Number	Essential Action
		<p>e. Satisfy all public requests for information in a timely manner.</p> <p>Title of the person responsible to the Superintendent for this indicator:</p> <p>Director of Instruction</p> <p>When will reports on this essential action be made to the local board?</p> <p>Biannually and upon request.</p> <p>What will be shared with the local board?</p> <ul style="list-style-type: none"> • Agendas • Rosters <ul style="list-style-type: none"> ○ Organize a committee of parents, community persons, teachers, administrators, and school board members to update the Comprehensive Plan. • Minutes <ul style="list-style-type: none"> ○ Document revisions based on current information and projected needs of the system. ○ Schedule meetings of the committee for the review of the Comprehensive Plan two times a year. • Copy of the Comprehensive Plan <ul style="list-style-type: none"> ○ Utilize the media, school division website, central office newsletter, and school board meetings to advertise revisions and documented progress to the community. ○ Delegate all requests to the person serving in the role of public relations. <p>What is the progress indicator for this essential action? Describe briefly what should happen to this indicator over time.</p> <ul style="list-style-type: none"> • The Comprehensive Plan will be communicated annually to all stakeholders. There should be an increase of stakeholders. Citizens across the community will be able to communicate the vision and desire of the school board to implement programs

Immediate Priority or Systemic Planning	Number	Essential Action
		<p>that meet individual achievement of students and ensure their success while they learn in a safe, positive, and healthy environment.</p> <ul style="list-style-type: none"> • Documentation will be available regarding the reviews through agendas, records of attendance, and minutes. <p>Tentative timeline (Begin-End): May 2014 and throughout the duration of the MOU</p>
Systemic Planning	4.4	<p>Develop and implement a formal communication plan that is measureable and sustainable in order to ensure that school system information is shared with all stakeholders in a timely manner. Ensure that the plan is based on an expectation of shared responsibility for effective communication at all levels of the organization.</p> <ol style="list-style-type: none"> 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. b. Organize a committee with various stakeholder representatives to develop the communication plan. c. Engage community and parent volunteers in meaningful roles that support student achievement. d. Provide training for all levels of the organization in effective communication strategies. <p>Title of the person responsible to the Superintendent for this indicator:</p> <p>Board Chairperson and Director of Instruction.</p> <p>When will reports on this essential action be made to the local board?</p> <p>Biannually and upon request.</p> <p>What will be shared with the local board?</p> <ul style="list-style-type: none"> • Agendas of meetings • Outcomes of activities with documented attendance and

Immediate Priority or Systemic Planning	Number	Essential Action
		<p>participation.</p> <ul style="list-style-type: none"> ○ Invite President of PTA, City Council, 1 (At Large) individual, Social Services, Parents, a Faith Based Organization, Business Personnel, School Faculty, and a Board Member to form the Communication Plan Committee ○ Form a Community/Parent Team to include 2 representatives from each ward; organize events that will assist in promoting student achievement. <p>What is the progress indicator for this essential action? Describe briefly what should happen to this indicator over time.</p> <ul style="list-style-type: none"> ● The Director of Instruction with the intent to hire a public relations person will be the designated staff member to take the role in sharing information ● The division will attain resources and all levels of the organization will participate in a training workshop from PR/Marketing firm ● A progression of growth in community/parental involvement. <p>Tentative timeline (Begin-End): May 2014 and throughout the duration of the MOU</p>
Immediate Priority	4.5	<p>Implement supervision and evaluation processes consistently and regularly for all staff to improve professional practices and ensure student success.</p> <ol style="list-style-type: none"> a. Review/update job descriptions of central office supervisory and support personnel and evaluate actual duties being performed. b. Realign/restructure positions to more effectively deploy critical resources to serve student needs. c. Review supervisory and evaluation processes for all employees and ensure procedures and timelines are being followed appropriately. d. Ensure that the results of the supervision and evaluation processes are analyzed and used to monitor effective teaching practices and improve student learning.

Immediate Priority or Systemic Planning	Number	Essential Action
		<p>Title of the person responsible to the Superintendent for this indicator:</p> <p>Principals, Supervisors, and Directors.</p> <p>When will reports on this essential action be made to the local board?</p> <p>At the time of reporting annual accreditation information and upon request.</p> <p>What will be shared with the local board?</p> <ul style="list-style-type: none"> • Updated descriptions/evaluation process <ul style="list-style-type: none"> ○ Assign review and update of job descriptions to the Superintendent and HR. The Board will review report submitted for approval. ○ Assign to the Principals, Superintendent, and the Director of Instruction the responsibility of realigning/restructuring positions to more effectively deploy critical resources to serve student needs. ○ Evaluate each employee, prior to the June School Board meeting, and report results to the Board in a written format. ○ Correlate supervisory/evaluation process for all employees with DOE regulations. ○ Hold designated personnel accountable for timely completion of evaluations within the specified timeline. ○ Utilize appropriate evidence that evaluator will present appropriate evidence to the Superintendent that results of the evaluation are being used to monitor the effective teaching practices and improve student learning. <p>What is the progress indicator for this essential action? Describe briefly what should happen to this indicator over time.</p> <ul style="list-style-type: none"> • Consistency/improvement in the monitoring, supervisory, and evaluation process in effective teaching practices and student growth.

Immediate Priority or Systemic Planning	Number	Essential Action
		Tentative timeline (Begin-End): May 2014 and throughout the duration of the MOU

Part II: Additions

If additions to this corrective action plan are requested by the Chief Academic Officer through the Office of School Improvement (OSI) as a result of findings during the monitoring of the Memorandum of Understanding:

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

Part III: Reporting

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