Proposed Richmond Public Schools
Academic Improvement Plan
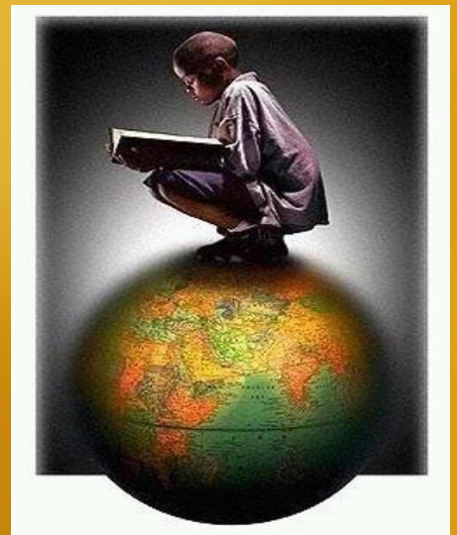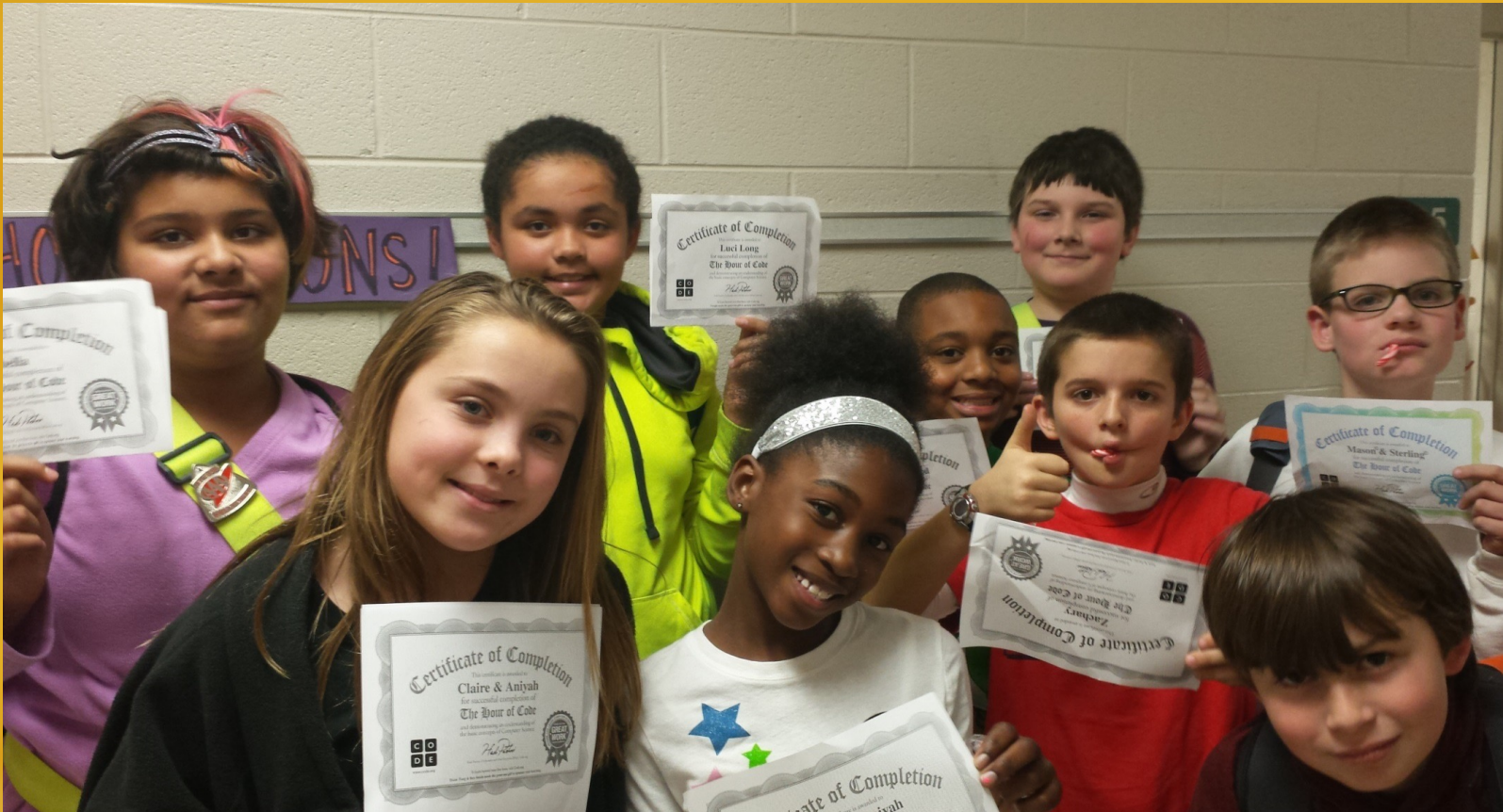
Richmond Public Schools
January 2015

Purpose

To establish a multi-year, comprehensive plan designed to facilitate the acceleration of student progress for all student groups in Richmond Public Schools in meeting or exceeding targeted standards.

"Education is the most powerful weapon we can use to change the world."

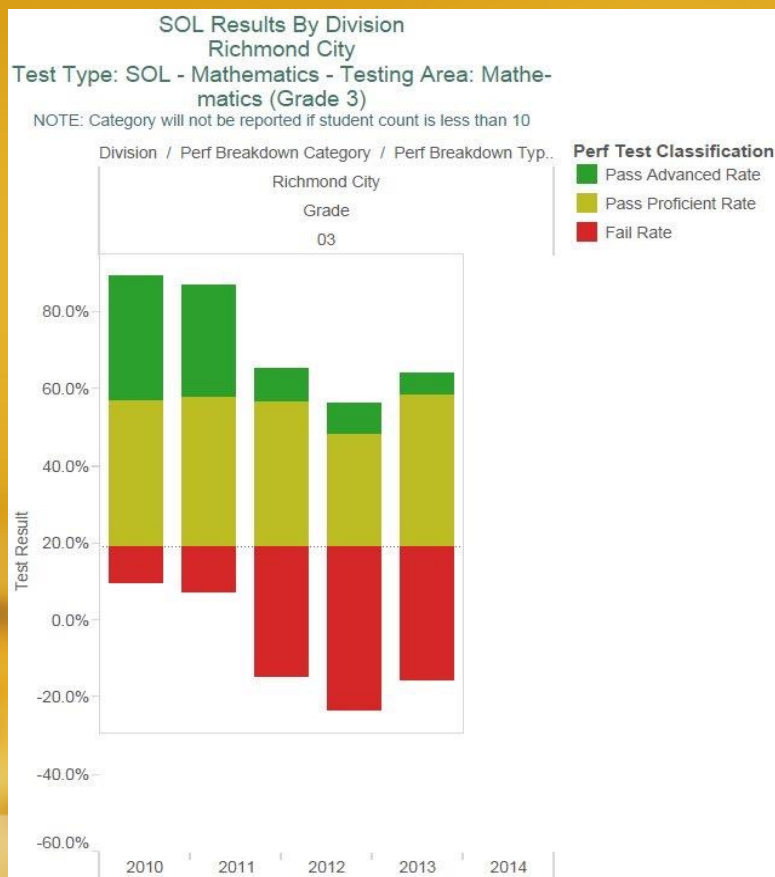Nelson Mandela

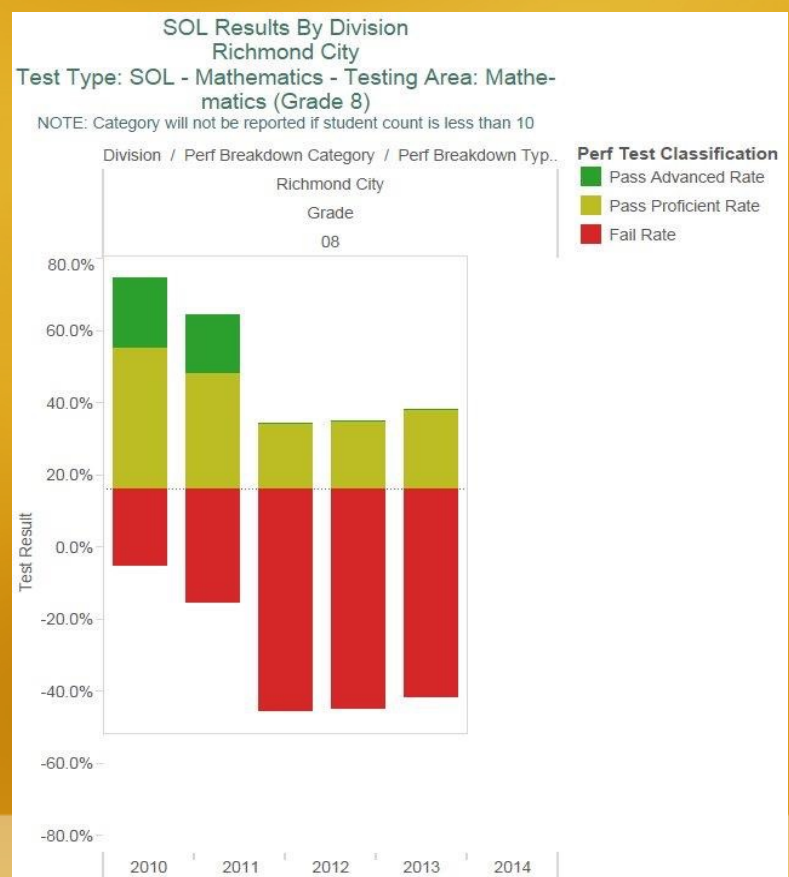# Why An Academic Improvement Plan – Data

3rd Grade Reading

SOL Results By Division
Richmond City
Test Type: SOL - English:Reading - Testing Area: English Reading (Grade 3)
NOTE: Category will not be reported if student count is less than 10

Division / Perf Breakdown Category / Perf Breakdown Typ..

Richmond City
Grade
03

Perf Test Classification
- Pass Advanced Rate
- Pass Proficient Rate
- Fail Rate

8th Grade Reading

SOL Results By Division
Richmond City
Test Type: SOL - English:Reading - Testing Area: English Reading (Grade 8)
NOTE: Category will not be reported if student count is less than 10

Division / Perf Breakdown Category / Perf Breakdown Typ..

Richmond City
Grade
08

Perf Test Classification
- Pass Advanced Rate
- Pass Proficient Rate
- Fail Rate

Why An Academic Improvement Plan - Data

3rd Grade Math

8th Grade Math
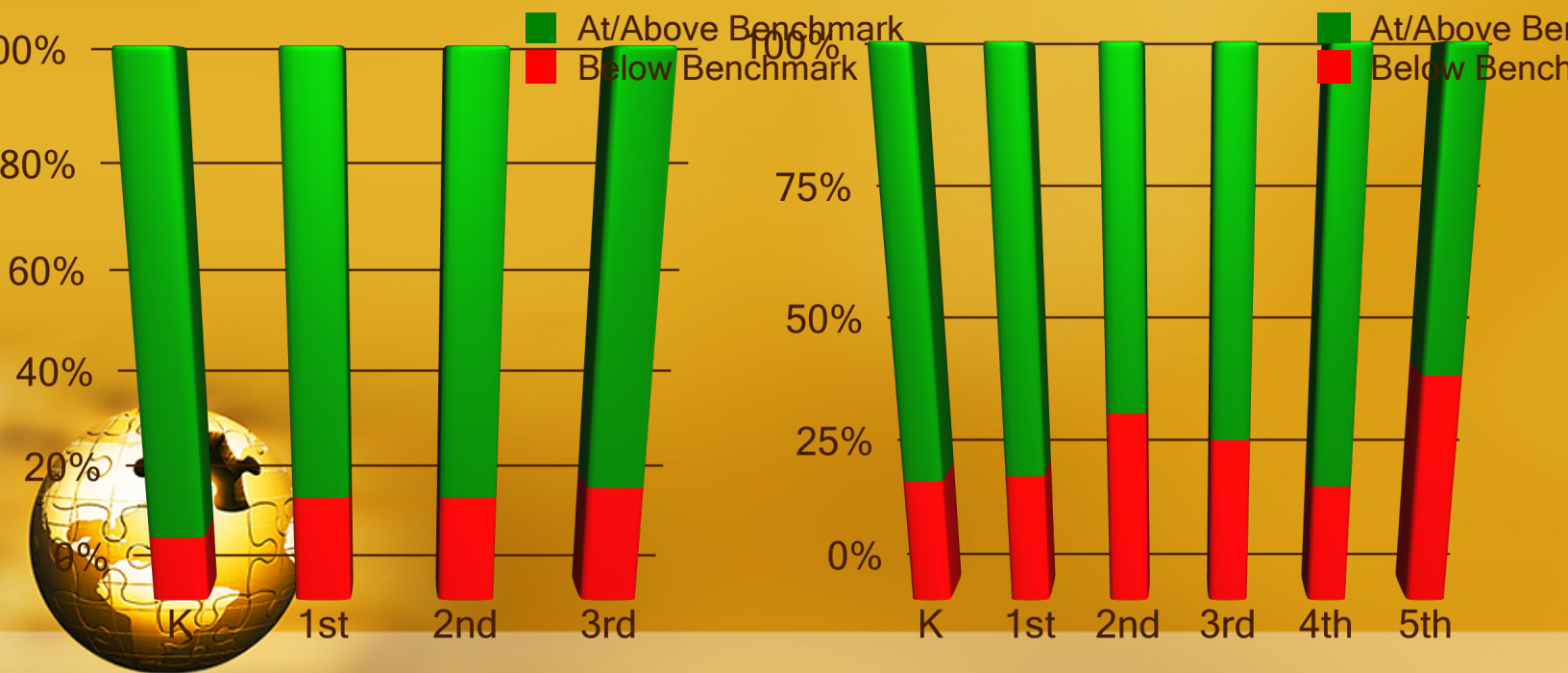
ACT College and Career Readiness Benchmarks

High-Quality Instruction

Theme 1 Curriculum & Academic Goals	Theme 2 Staff Selection, Leadership, & Capacity Building	Theme 3 Instructional Tools: Programs & Strategies	Theme 4 Monitoring Performance & Progress	Theme 5 Intervention & Adjustment
Classroom Core Practices				
Study and use the district's written curriculum to plan all instruction.	Collaborate as a primary means for improving instruction.	Use proven instructional tools to support rigorous learning for students.	Analyze and discuss student performance data.	Use targeted interventions or adjustments to address learning needs of students.
School Core Practices				
Set expectations and goals for teaching and learning based on the district's written curriculum.	Select and develop teachers to ensure high-quality instruction.	Promote strategies and build structures and schedules to support academic rigor.	Monitor teacher performance and student learning.	Use targeted interventions to address learning needs of teachers and students.
District Core Practices				
Provide clear, prioritized learning objectives by grade and subject that all students are expected to master.	Provide strong principals, a talented teacher pool, and layered professional development.	Provide evidence- and standards-based instructional tools that support academic rigor for all students.	Develop and use student assessment and data management systems to monitor student learning.	Respond to data through targeted interventions or curricular/instructional adjustments.

District Learning Objectives

State Standards/Common Core Standards

ACT College and Career Readiness Standards

Big Ideas of Theme I

Student Learning: Expectations & Goals

DL = District Level; SL = School Level; CL = Classroom Level

I. Curriculum Writing Institute to build robust online curriculum w/ resources, units, lessons linked to curriculum framework - DL

II. Progression/Articulation charts for every content area and grade level – priority to core content areas - DL

III. Written and delivered lessons aligned to curriculum framework and progression/articulation charts; employ best practices - CL

IV. Create PLC schedules that provide time for vertical, interdisciplinary, content, and grade level collaboration -SL

V. Utilize co-teaching and team teaching models for exceptional education and ELL instruction - SL

Big Ideas of Theme I

Student Learning: Expectations & Goals

DL = District Level; SL = School Level; CL = Classroom Level

I. Establish protocol for consistent utilization of data points used district-wide to determine progress toward meeting academic goals and eliminating achievement gaps - DL

II. Collect and analyze evidence of student learning based on established data points; adjust instruction accordingly - SL

III. Data-driven, purposeful instructional decisions to inform classroom instruction and direction to tutors and volunteers - CL

IV. Participation in and delivery of high quality, high impact/ high yield job-embedded PD for teachers and administrators - SL

V. All schools will develop and monitor school improvement plans aligned to district goals; adhere to intentional data collection & analysis schedules - SL

Big Ideas of Theme II
Staff Selection: Leadership & Capacity Building
DL = District Level; SL = School Level; CL = Classroom Level

I. District-wide PD Plan centered on building instructional leadership and high yield practices effective with urban youth - DL

II. Develop a core of required PD (classroom management, literacy & numeracy strategies, data analysis, cultural competency, customer service) - DL

III. Standardize the school day and year for students and teachers to comply with VA Code 22.1-302, have more time for instruction and to invest in professional development; 200-225 minutes/3.3-3.75 hours/wk.; 200 day contract/yr. - DL

IV. Recommend changes to district calendar to include 9 days (72 hours/4320 minutes) designated for PD for teachers and administrators and workdays for teachers - before, during, and after the student school year - DL

V. Draft administrative regulations to address attendance during PD and teacher workdays - DL

Code of Virginia 22.1-302

- A. A written contract, in a form permitted by the Board of Education's regulations, shall be made by the school board with each teacher employed by it, except those who are temporarily employed, before such teacher enters upon his duties. Such contract shall be signed in duplicate, with a copy thereof furnished to both parties.

- The standard 10-month contract shall include 200 days, including (i) a minimum of 180 teaching days or 990 instructional hours and (ii) up to 20 days for activities such as teaching, participating in professional development, planning, evaluating, completing records and reports, participating on committees or in conferences, or such other activities as may be assigned or approved by the local school board.

RPS Academic Improvement Plan
DRAFT Bell Schedule

Elementary Schools
8:00 a.m. - 2:50 p.m.

Middle Schools
8:30 a.m. - 3:20 p.m.

High Schools
9:00 a.m. - 3:50 p.m.

Big Ideas of Team II
Staff Selection: Leadership & Capacity Building
DL = District Level; SL = School Level; CL = Classroom Level

I. Addition of 1.0 FTE for Professional Development Office to coordinate professional learning for multiple cohorts (new teacher/administrator, mentor teachers, support staff, tutors, coaches & volunteers - DL

II. Develop new teacher and administrator cohorts focused on building professional capacity and employee retention - DL

III. Develop and implement tiered leadership cohorts to build leadership capacity for aspiring, new, and experienced administrators - DL

IV. Design and implement inter-rater reliability PD centered on teacher and principal professional practices and evaluation – DL

Big Ideas of Theme II
Staff Selection: Leadership & Capacity Building
DL = District Level; SL = School Level; CL = Classroom Level

I. Vary responsibilities of leadership team and cross train for preparation to assume leadership positions in a variety of settings - DL, SL

II. Recommend guidelines for assigning the most effective teachers and administrators to schools with greatest needs - DL

III. Design and implement annual parent/community involvement conference focused on academics, how to increase student achievement outside of the school house, parenting, obtaining family resources - DL, SL, CL

IV. Expand recruitment efforts to reflect workforce diversity (Latino, male, HBCU, urban, specialized skill sets, signatures/themes - DL

Big Ideas of Theme III
Tools, Structures, and Programs to Support Teaching and Learning

DL = District Level; SL = School Level; CL = Classroom Level

I. Provide robust course offerings for core and electives courses; propose model schedules conducive to enrollment in courses to improve study skills, college and career readiness, personal interest, world languages, PE, and the arts - DL

II. Develop a culture of academic rigor evidenced by college going school environments, career planning, access to and enrollment in advanced courses across all levels and content areas - DL, SL, CL

III. Provide models of blended learning to support instruction and 21st century skills - DL

IV. Create/adopt a Professional Learning Communities model for teachers focused on job embedded professional learning, evidence of student academic growth, reflection, and collegiality - DL, SL, CL

Big Ideas of Theme III
Tools, Structures, and Programs to Support Teaching and Learning

DL = District Level; SL = School Level; CL = Classroom Level

I. Establish district-wide guidelines for review and evaluation of all instructional tools and materials (including software) - DL

II. Establish guidelines for embedded intervention and enrichment time – DL

III. Implement programs and utilize instruction tools with fidelity in order to demonstrate growth in core academics for all student groups and reduction in academic achievement gaps - SL, CL

IV. Plan and host district-wide parent/community involvement workshops focused on shared opportunities to improve teaching and learning - DL, SL, CL

Big Ideas of Theme IV
Monitoring: Compilation, Analysis & Use of Data
DL = District Level; SL = School Level; CL = Classroom Level

I. Establish district-wide guidelines, template/score card, and timelines for collecting, analyzing, and reporting specific data points used to determine academic progress – DL

II. Utilize district tools and SMART goals for collecting, analyzing, and monitoring student data/performance and collaborate on data driven instructional practices - SL, CL

III. Establish procedures for reporting student data with staff and communities – DL

IV. Establish process for implementation of Instructional Rounds, collaborative walk-throughs, post-walk through debriefings, reporting in order to make adjustments to instruction- DL

Big Ideas of Theme IV
Monitoring: Compilation, Analysis & Use of Data
DL = District Level; SL = School Level; CL = Classroom Level

I. Establish procedures for ensuring security, confidentiality, and accuracy of student and employee records and test data – DL

II. Recommend revisions to assessment and grading policy to ensure consistency regarding collection, calculation, and reporting of grades including the use of end of course exams and SOL - DL

III. Inventory matrix of programs, diagnostic assessments, interventions, and systems in use by RPS - DL

IV. Actively participate in district and school level PD centered on data analysis, writing and monitoring SMART goals, and data platforms – SL, CL

Big Ideas of Theme V
Intervention & Adjustment
DL = District Level; SL = School Level; CL = Classroom Level

I. Establish criteria for participation in and the threshold for movement out of each intervention program - DL

II. Develop rubrics to determine the effectiveness of intervention programs - DL

III. Plan and implement PD for teachers and administrators focused on diagnosing learning deficits, prescribing appropriate intervention, monitoring, and interpreting intervention data - DL

IV. Establish the expectation of fidelity of implementation for interventions and acceleration programs ; provide consistent monitoring and timely, meaningful feedback - DL, SL, CL

Big Ideas of Theme V

Intervention & Adjustment

DL = District Level; SL = School Level; CL = Classroom Level

I. Schedule collaboration time for core academic and expanded core teachers to plan literacy and numeracy based instruction to promote share responsibility for academic progress and accountability - SL, CL

II. Monitor lesson plans and observation feedback to ensure implementation of flexible grouping and a variety of instructional strategies based upon student needs – SL, CL

III. Establish: a.) clear roles and responsibilities for community partners' engagement in schools; b.) process and criteria for evaluating community partners' alignment and effectiveness in making measurable gains toward district academic goals - DL

IV. Create a transition program for overage students to accelerate learning beginning with middle and high school students -DL

Big Ideas of Theme V

Intervention & Adjustment
DL = District Level; SL = School Level; CL = Classroom Level

I. Expand credit acceleration and credit recovery options for students taking high school courses - DL

II. Demonstrate incremental growth in student achievement and elimination of achievement gaps; celebrate success in traditional and non-traditional ways- DL

III. Incremental increase in parent involvement celebrating successes and making decisions about student achievement- DL, SL, CL

AIP Budget Summary

Fiscal Year	Funds Required	Redirected Funds		Unbudgeted Need
Total FY16	$9,509,000	$660,000		$8,849,000
Total FY17	$7,610,000	$280,000		$7,330,000
Total FY18	$6,330,000	0		$6,330,000
Grand Total	$23,449,000	$940,000		$22,509,000
3 Year Average	$7,816,333	$313,333		$7,503,000

AIP Staffing Summary

Total Staff Allocations FY16	20.0		$1,528,491
Total Staff Allocations FY17	15.0		$1,080,000
Total Staff Allocations FY18	6.0		$450,000
Grand Total	41.0		$3,058,491

It's easier to build strong children than to repair broken men.

Frederick Douglass

QUESTIONS?

Thank you!