

Richmond Public Schools
Strategic Planning Update Report to the School Board
December 2011

#	Action Plan	Project Manager	Status Update
1.1	An integrated curriculum incorporating real-world and 21 st century skills will be created and implemented to increase student achievement at all levels.	V. Oakley	Academic Rigor – 21st Century Skills <ol style="list-style-type: none"> 1. Conducting a gap analysis of current curriculum to determine missing skills and strategies and abandon obsolete skills 2. Conducting vertical and horizontal alignment to determine when students will learn specific skills by correlating SOLs, Common Core Standards and national standards 3. Established a task force of teachers at each level to write the curriculum with Instructional Specialists 4. Training all Pre AP and AP teachers in Laying the Foundation strategies 5. Implementing Gifted Cohort by the College of William and Mary
6.6	All children will be provided with rigorous academic programs that meet or exceed local, state and national standards.	V. Oakley	Included in 1.1
1.2	Integrated developmentally appropriate, hands-on math activities will be incorporated into the curriculum that will guarantee mastery of both basic and advanced skills at all grade levels.	M. Crenshaw	Hands-On Math & Science Activities Developing Initial Plan <ol style="list-style-type: none"> 1. Increased number of lab experiences required 2. Included sample lab lessons in RPS Curriculum Compass 3. Implemented virtual labs 4. Created Wiki pages of hands-on math and science activities for teachers to use 5. Provided professional development for teachers in the use of hands-on activities
1.3	Integrated developmentally appropriate, hands-on science activities will be incorporated into the curriculum that include real life and virtual laboratories that will guarantee mastery of both basic and advanced skills at each grade level.		Included in 1.2

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1.7	A comprehensive assessment and reform of every aspect of our middle school program to better address and leverage the unique cognitive, psychological, physical, and social needs of our students in grades 6-8 (approximate grade range).	T. Beatty	Middle School Renaissance <ol style="list-style-type: none"> 1. Matched principals with corporate mentors 2. Secured mentors for the student mentoring component from corporate and non-profit partners 3. Developed after-school programming; began implementation in October 2011 4. Developed a comprehensive design to evaluate all program components using observations, interviews, checklists, surveys and student performance indicators 5. Implemented a monitoring process using a checklist to ensure fidelity of implementation 6. Administered Gallup Student Poll in all middle schools to collect baseline data on student engagement, hope and well-being
1.9	School-community partnerships will be expanded and aligned to build lasting relationships between parents and other adults, committed volunteers, and the education community to increase student academic success.	M. Timmons	Partnership Process, Expansion & Sustainability <ol style="list-style-type: none"> 1. An evaluation tool has been adapted for “out-of-school time” program 2. All volunteers and mentors trained through VA Mentoring Partnership 3. Identifying community partners aligned with culturally diverse communities 4. Identified major volunteer community partners to support students transitioning from Elementary to Secondary 5. Surveyed all schools to determine areas of need for community partnership support 6. Trained school personnel to effectively communicate with community partners 7. Schools that have Communities In Schools have identified community partners to sit on the Citizens Advisory Group 8. All schools have a designated person to coordinate volunteers
5.1	Create continuity of needs assessment, strategies and actions from elementary to middle and high schools to support relationships and engagement of faculty, staff, parents and the community.	M. Timmons	Included in 1.9

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5.3	Establish/enhance mutual trust in building relationships with the community in all schools.	M. Timmons	Included in 1.9
5.4	Establish comprehensive community partnerships in each school, involving parents, agencies and the community at large	M. Timmons	Included in 1.9
5.7	Identify and implement the best practices that will ensure sustainability of quality partnerships.	M. Timmons	Included in 1.9
6.4	Ensure that all schools actively participate with the Partnership Office to determine the availability of community resources and align the resources appropriately.	M. Timmons	Included in 1.9
1.10	Redistricting of all attendance zones will occur in order to ensure equity of access to rigorous programs/courses of study.	A. Hawkins	System-wide Rezoning <ol style="list-style-type: none"> 1. A vendor has been contracted (Cropper GLS) to facilitate this process 2. A Rezoning Committee has been developed of approximately 40 volunteer community members from a cross section of the city 3. A space study has been conducted of RPS facilities determining the functional capacity of each instructional building 4. An orientation meeting has been held to discuss the committee's charge and the time-line for the process 5. A second meeting has been held whereby the committee was given 3 options for each instructional level (elementary, middle, and High schools) as starting discussion points for upcoming meetings 6. Committee meeting will continue throughout the winter and early spring with final presentation of their results in May 2012 and approval in June 2012
2.1	Create essential real-world experiences by grade level that will complement the Standards of Learning.	I. Williams	Real World Experiences for Students Developing Initial Plan
2.2	Increase by a minimum of 5% each year the overall participation of high school and middle school students in sports.	M. Crenshaw	Athletics Participation <ol style="list-style-type: none"> 1. Created an Athletic Task Force 2. Trained coaches in fundamentals and sportsmanship 3. Increased sports partnerships with City Parks & Recreation, Team-Up and universities 4. Developed a pipeline for tennis at all levels 5. Added soccer to middle school sports offerings

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2.3	Provide additional and relevant support to increase student performance for identified AYP (Adequate Yearly Progress) subgroups.	V. Oakley	Support for AYP Subgroups Developing Initial Plan
2.6	Create a system-wide program to increase a sense of belonging, a feeling of value and contribution, and a positive school culture in each school.	I. Williams	School Climate Developing Initial Plan
3.1	Change the approach from traditional human resource management to strategic human capital investment.	D. Currie	Human Capital Investment & Performance Evaluation <ol style="list-style-type: none"> 1. Bi- monthly meetings have been held to develop a new RPS Teacher Evaluation System 2. Draft of the revised Teacher Evaluation system is ready for review by all stakeholders 3. Teacher Incentive Fund (TIF) Principals, TIF Steering Committee members and the district-wide Teacher Evaluation committee members have attended VDOE/VASS training on the VDOE evaluation system 4. Multiple measures to assess student progress have been identified 5. Market Incentives have been identified pertaining to the TIF grant 6. A Principal Evaluation/Observation System/rubric has been drafted pertaining to the TIF grant
3.6	Introduce a performance evaluation system that supports retention of the highest quality staff.	D. Currie	Included in 3.1
3.4	Implement strategies to improve job satisfaction and promote longevity based on information obtained from cutting edge data gathering tools.	T. Billups	Job Satisfaction and Role Realignment <ol style="list-style-type: none"> 1. Revamping of the exit interview process designed to obtain more specific information as to why an individual decides to leave RPS 2. Revamping the new employee orientation program
3.5	Create and implement guidelines for high quality performance and realign roles and responsibilities of staff.		Included in 3.4 <ol style="list-style-type: none"> 1. Implementation of the new state wide performance evaluation instrument 2. Redefine HR responsibilities with the creation of an Employee Relations position 3. Training for new administrators

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6.7	Develop and implement a comprehensive leadership plan designed to appropriately align people and resources to accomplish the mission, goals, and objectives of the district.	T. Billups	Included in 3.5
4.1	RPS will revise the 2007 Facility Master Plan to meet the needs of the instructional program and increase efficiency, cost containment, and community support.	A. Hawkins	Facility Master Plan Revision <ol style="list-style-type: none"> 1. The 2012-2015 Capital Improvement Program has been completed and approved by the School Board 2. The ADA renovation program has been prepared and approved by the School Board 3. The 2007 Facility Master Plan has been reviewed by the Chief Operating Officer and City personnel 4. The 2007 Facility Master Plan will be updated / revised based on the decisions realized from the rezoning committee 5. Identifying potential funding sources from City and community personnel/partners
4.3	Create a flexible, realistically updated portfolio of equipment and digital technology tools, utilizing industry standards for staffing, training and maintenance aimed at preparing students for global careers.	K. Gardner	Equipment & Technology Portfolio & Update of Technology <ol style="list-style-type: none"> 1. Trax Student Information System implementation 2. Active Directory and Windows 7 implementation 3. Wide Area Network upgrade 4. Microsoft Office 2010 implementation 5. Thin Client Computing implementation
5.2	Develop/enhance communication with the community about formal and diverse learning opportunities in all schools.	F. Cosby	Communication Enhancement <ol style="list-style-type: none"> 1. Rebranding RPS 2. Developing multiple ways of communicating with RPS staff 3. Increasing the use of social networks to reach staff and the public
6.1	Establish an ongoing process in which effective communication becomes a priority.	F. Cosby	Included in 5.2
5.5	Increase the number and diversity of parents and families that will enhance the level of involvement and participation.	M. Crenshaw	Family Involvement Developing Initial Plan
6.5	Increase the involvement of parents as partners with the schools to foster increased student achievement.	M. Crenshaw	Included in 5.5

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6.3	A comprehensive employee training model, aligned with industry standards and best practices, maximizing employee performance will be established.	D, Currie	Employee Training Model <ol style="list-style-type: none"> 1. Division- wide Implementation of PD 360 and Observation 360 2. iPads have been distributed to support Charting the Course observations 3. Product/software reviews are scheduled to update professional development activities registration, tracking and monitoring 4. Leadership Development Activities have occurred for administrators and teachers: Next Generation Leadership Academy, Statewide Communities of Practice, Virginia Tech Recently Appointed Administrators' Program, SUPES Academy, National Board Certification and Richmond Teacher Residency 5. Professional Development Activities have occurred for non-instructional staff: Windows 7 and Office 10, Middle School Renaissance Customer Service Training for Office Associates