

Office of School Quality



Superintendent Academic Review Certification Form *Level Two* academic achievement for all students in English, mathematics, and/or science

Requirement: As required by the Standards of Accreditation, schools with Level Two academic achievement indicators for all students, as provided in [8VAC20-131-380](#) in English, mathematics, and/or science must undergo an academic review conducted by the department, or under its guidance, to further identify required actions to improve student achievement.

Directions:

- Submit only one completed PDF document per division.
- Submit this form, in PDF format, to the Office of School Quality no later than **January 31, 2023**, via email to OSQ@doe.virginia.gov.
 - *Digital Signature is available if the document is opened in Adobe Acrobat Pro.*
 - *If a digital signature is not available, submit a signed, scanned PDF document.*

Certification for Schools with Level 2 School Academic Achievement Indicators in English, mathematics, and/or science	
School Name(s):	Elizabeth D. Redd Elementary Southampton Elementary J.L. Francis Elementary
I certify that the above schools completed the academic review process, including the Academic Review report, and incorporated findings in the comprehensive school improvement plan.	
A copy of reports should be kept locally and available upon request.	

Name of Division	Richmond City Public Schools
Superintendent's Name	Jason Kamras
Superintendent's Signature	 
Date	1/31/2023 19:23 EST

Please submit this form, in PDF format, to the Office of School Quality no later than **January 31, 2023**, via email to OSQ@doe.virginia.gov.

REMINDER for Schools with any Level Three School Quality Indicators:

- The Division Contact will ensure the academic review and the Academic Review Report has been completed for all schools with any **Level Three school quality indicator(s)**. The **signed report, along with the updated comprehensive school improvement plan for each school** with Level Three school quality indicator(s), should be sent to the Office of School Quality at osq@doe.virginia.gov. **Due: January 31, 2023.**
- Schools with Level Three indicator(s) will submit the Academic Review Report and the updated comprehensive school improvement plan. This satisfies the corrective action plan requirement per the

Standards of Accreditation.

- Schools at Level Three **in only chronic absenteeism** have the **option** of completing an academic review.


Supt **Academic Review** Certification Form
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Office of School Quality

Academic Review Report

2022-2023




Date of Review: November 17, 2022

General Information	
Division	Richmond City Public Schools
School	Albert Hill Middle School
Review Team Members (Name/Title)	<p>OSQ: Widad Abed, Rebecca Hall</p> <p>Richmond City:</p> <p>Leslie Wiggins - Principal Director Cluster 1/Co Chief Academic Officer Elementary Solomon Jefferson - Principal Director Cluster 3/Co Chief Academic Officer Secondary James Austin Brown - Principal Director Cluster 4 Indira Quarles - Principal Director Cluster 2 Tashiana Ivy - Principal Chaun Newkirk - Literacy Specialist Christopher Jacobs - Assistant Principal Rossie Volley - Associate Director Exceptional Education Kristen Mckinney - Intervention Systems Specialist Cierra Scott - Secondary Intervention Specialist Samara Booker - Coordinator Professional Learning Wendy Just - Science Specialist Pamela Randolph - Specialist Math Intervention Sidney Gunter - Director Academic Programs and Supports Tyra Harrison - Executive Director of Teaching and Learning Eboni Massey - Manager Literacy Instruction Cassandra Bell - Manager Mathematics Instruction Stephannie Crutchfield - Manager of School Improvement Joi Lowery - Coordinator School Improvement</p>
Superintendent's Name	Jason Kamras
Superintendent's Signature	 <div style="text-align: right;">SJ</div>


Division Name: Richmond City Public Schools

School Name: Albert Hill Middle School

School Quality Indicators

Academic Achievement		
English	Level Two	
Mathematics	Level One	
Science	Level Two	

Achievement Gaps		
English	Level Three	
Mathematics	Level Three	

Student engagement & Outcomes		
Chronic Absenteeism	Level Two	

State Identification of School Quality Indicators (SQI) (based on 2021-2022 performance)	
Level Three Area(s):	Achievement Gaps: English and Mathematics
Level Two Area(s):	Academic Achievement: English and Science

Note: School division leaders, along with school administrators, are responsible for developing and implementing a monitoring process to measure the effectiveness of the comprehensive school improvement plan on a regular basis and make adjustments as necessary.

Complete the Academic Review Report

Directions for Schools with Level Two Academic Achievement for All Students in English, Mathematics and/or Science:

- The Division Contact will ensure the academic review and the Academic Review Report have been completed for all schools with **Level Two academic achievement indicators** for all students in English, mathematics and/or science. A copy of reports should be kept locally and available upon request. Divisions will certify that an academic review was conducted and findings have been incorporated into the comprehensive school improvement plan. Divisions will submit the **Superintendent's Certification Form** to the Office of School Quality osq@doe.virginia.gov. **Due: January 31, 2023**
- **Please save reports in this format.** Division_SchoolName_ARReport_Year (ex. ABCDivision_XYZElementary_ARReport_20XX-XX)

Division Name: Richmond City Public Schools

School Name: Albert Hill Middle School

Directions for Schools with Level Three School Quality Indicators:

- The Division Contact will ensure the academic review and the Academic Review Report have been completed for all schools with any **Level Three school quality indicator(s)** and will send each **signed report along with the updated comprehensive school improvement plan to the Office of School Quality osq@doe.virginia.gov. Due: January 31, 2023**
- Schools with Level Three indicator(s) will submit the Academic Review Report and the updated comprehensive school improvement plan. This satisfies the corrective action plan requirement per the Standards of Accreditation.
- **Please save reports in this format.** Division_SchoolName_ARReport_Year (ex. ABCDivision_XYZElementary_ARReport_20XX-XX)

Academic Review Tools			
Mark Tools Used	Academic Achievement Tools	Mark Tools Used	Achievement Gap and Student Engagement and Outcomes Tools
X	*Instructional Leadership	X	Social and Emotional Support
X	*Classroom Lesson Evaluation	X	Resource Management
	Culture and Climate		**Chronic Absenteeism
	Professional Development		**Graduation, Dropout & College, Career, and Civic Readiness (schools with graduating class only)
	Data Analysis		
	Master Schedule		<p><i>*Tools required for schools with Level Two or Level Three in any of the Academic Achievement school quality indicators for all students. In addition, schools with any Level Three Achievement Gap indicators must also complete the Social and Emotional Support and Resource Management tools.</i></p> <p><i>**Tool(s) required for schools with Level Three school quality indicator(s) in Chronic Absenteeism and/or Graduation, Dropout & College, Career, and Civic Readiness (schools with graduating class only). The Social and Emotional Support and Resource Management tools are recommended in conjunction with required tools.</i></p>
	Assessment		

Division Name: Richmond City Public Schools**School Name: Albert Hill Middle School**

Findings

Albert Hill Middle School underwent an Academic Review on November 16, 2022. It is important to note that the climate and culture of the school is warm, welcoming, with positive student/teacher interactions. The academic review team, at the request of the division, conducted real-time observations in English, mathematics and science. Additionally, the team reviewed written English, mathematics and science lesson plans and lesson observations. The review team determined that the higher expectations for teaching and learning specifically for identified student groups need to be set. The following Academic Review Tools were utilized for the review:

Classroom Evaluation Tool:

The academic review team concluded that all lesson plans reviewed did not have strong evidence of alignment to the Standards of Learning Curriculum Framework in content and cognition. Additionally, no formal lesson observations were submitted for review. Walkthrough forms were submitted but did not provide evidence of alignment to the curriculum framework.

Real-time classroom lesson observations and written lessons revealed the following:

- A focus on the Virginia Standards of Learning Curriculum Framework as a primary source for the written, taught and tested curriculum is needed
- A need for strong Tier I instruction as well as differentiated instruction for all student groups
- Learning objectives were not clearly written to include behaviors, conditions, and criteria that can be understood by students(criteria percentages need to be removed and replaced with what the students will produce)
- A clear focus on the specific sub-standards to be covered during the class period along with aligned checks for understanding related to the identified sub-standards should be evident in written plans
- A need to revisit all instructional support resources used for small group work (IXL, iReady, etc) to ensure alignment to the curriculum framework as well as connecting to Tier 1 instruction
- Strategies/activities are teacher centered and students are not provided the opportunity to grapple with content or engage in productive struggles
- Students are engaged in low-level activities
- Vocabulary is taught in isolation
- Inquiry and investigations need to be included in science lessons where students are doing the work and not the teacher

Division Name: Richmond City Public Schools

School Name: Albert Hill Middle School

Instructional Leadership Tool:

Based on the Instructional Leadership Tool, the principal has implemented a process to review lesson plans prior to instruction. However, the review team did not observe that the feedback provided by the principal is being utilized to ensure aligned written or delivered lessons. There is evidence of walkthrough observations and feedback to teachers. However, there is no evidence that students received an aligned lesson. The team agreed feedback on alignment should be given prior to instruction instead of through classroom observations.

School level administrators should:

- Provide explicit expectations to teachers on non-negotiables for instructional practices-(reading, vocabulary development and writing should occur in every content area)
- Attend planning sessions with teachers to provide real-time coaching and professional development on the written lesson plans to ensure alignment of the taught and tested prior to lessons being delivered
- Clarify roles and responsibilities for collaborative special education teachers
- Develop a system to monitor and provide feedback to teachers to ensure alignment of the taught and tested to the cognitive level of the standard (include a focus on specific student groups during the walkthroughs)
- Provide teachers with written expectations for implementing their professional learning and monitor for implementation and utilize planning time to provide job-embedded professional development
- Monitor and provide feedback to teachers on their use of professional development learning through a measurable and explicit focus on student outcomes.

Social and Emotional and Resource Management Tools:

Based on a review of both tools, the academic review team agreed that there were **no major findings** at this time. Albert Hill Middle School currently employs Positive Behavioral Intervention Supports and Multi Tiered Systems of Support. The school level administrators agreed to monitor for fidelity and to increase their community partnerships to support positive student outcomes.

DIVISION NOTE:

Based on the academic reviews conducted for the four Richmond Public Schools, division leadership committed to develop and implement the following:

- Provide professional development for division and school level instructional personnel (managers, specialists and coaches) on properly utilizing the Virginia Standards of Learning Curriculum Framework and how to build lesson plans that are aligned in content and cognition. In turn, division and school level instructional staff alongside building level administrators will build the capacity of teachers on an ongoing basis

Division Name: Richmond City Public Schools

School Name: Albert Hill Middle School

- Develop and implement division level expectations for schools on student-centered instructional practices that support the alignment of the written, taught and tested curriculum
- Revisit and define all division level instructional support staff by outlining roles, responsibilities and measures of accountability that support student achievement
- Review all Richmond Public Schools instructional resources and determine if they are aligned to the Virginia Standards of Learning and determine their impact on student achievement
- Develop and implement a Monitor and Support Team where division level leaders regularly monitor schools by scheduling onsite visits that will support all components of student achievement to include detailed next steps for each team member and personalized professional development where needed

Division Name: Richmond City Public Schools

School Name: Albert Hill Middle School


Academic Review Essential Actions (EA) <i>Essential Action(s) are to be incorporated into the comprehensive school improvement plan (CSIP) as an essential action or action step.</i>	Note page where EA is addressed in the CSIP	Priority	Timeline
		(Immediate or Subsequent)	(Start Date to Full Implementation)
<p>Essential Action(s):</p> <p>Communicate clear expectations to teachers on student centered instructional practices and on the use of the Standards of Learning Curriculum Framework and provide ongoing professional development (utilize planning time to provide coaching questions) to teachers on the use of the curriculum framework in writing and delivering aligned lessons that include clear learning objectives that include the conditions, behaviors, and criteria.</p> <p>Monitor the implementation of the written, taught, tested by focusing on evidenced based feedback using coaching questions to support teachers on the written, taught, and tested curriculum aligned to the Standards of Learning Curriculum Frameworks in both content and cognition.</p>	ELA and Math tab	Immediate	January 2023- June 2023 Ongoing
<p>Essential Action(s): Develop and implement a plan that focuses on analyzing assessment data to ensure alignment, attainment, and proficiency on the Virginia Standards of Learning with a specific focus on all student groups and adjust existing practices, programs, and strategies as needed.</p>	ELA and Math tab	Immediate	January 2023- June 2023 Ongoing
<p>Essential Action(s): Provide clear expectations to teachers on their use of professional development learning and monitor and provide evidence-based feedback to teachers with an explicit focus on student learning outcomes.</p>	ELA and Math tab	Immediate	January 2023- June 2023 Ongoing

Office of School Quality



Academic Review Report



2022-2023


Date of Review: January 12, 2023

General Information	
Division	Richmond City Public Schools
School	Amelia Street School
Review Team Members (Name/Title)	<p>District Team: Stephannie Crutchfield - Manager of School Improvement Nathan Potter - Instructional Specialist Diane Fleming - Instructional Specialist Kristin McKinney-Instructional Specialist Jessica Sarkees - Literacy Specialist Chris Angeles - Exceptional Education Specialist</p> <p>School Team: Mark Phillips - Principal Indira Merritt - Behavior Specialist Sherina Gilpin- Administrative Dean</p>
Superintendent's Name	Jason Kamras
Superintendent's Signature	 SV

School Quality Profile

Academic Achievement	
English	Level Three 
Mathematics	Level Three 

Achievement Gaps	
English	Level Two 
Mathematics	Level Three 

Student engagement & Outcomes	
Chronic Absenteeism	Level Three 

Division Name: Richmond City Public Schools

School Name: Amelia Street School

State Identification of School Quality Indicators (SQI) (based on 2021-2022 performance)		Federal Identification (If applicable)	
Level Three Area(s):	English - All Students Math - All Students Math - Achievement Gap Chronic Absenteeism	Yes/No	Identification Area: N/A
Level Two Area(s):	English - Gap Group	<u>Evidence-based Intervention (EBI)s:</u> Reading: N/A Math:	

Note: School division leaders, along with school administrators, are responsible for developing and implementing a monitoring process to measure the effectiveness of the comprehensive school improvement plan on a regular basis and make adjustments as necessary.

Complete the Academic Review Report

Directions for Schools with Level Two Academic Achievement for All Students in English, Mathematics and/or Science:

- The Division Contact will ensure the academic review and the Academic Review Report have been completed for all schools with **Level Two academic achievement indicators** for all students in English, mathematics and/or science. A copy of reports should be kept locally and available upon request. Divisions will certify that an academic review was conducted and findings have been incorporated into the comprehensive school improvement plan. Divisions will submit the **Superintendent's Monitoring Certification Form** to the Office of School Quality osq@doe.virginia.gov. Due: **Spring 2023**
- **Please save reports in this format.** Division_SchoolName_ARRReport_Year (ex. ABCDivision_XYZElementary_ARRReport_20XX-XX)

Directions for Schools with Level Three School Quality Indicators:

- The Division Contact will ensure the academic review and the Academic Review Report have been completed for all schools with any **Level Three school quality indicator(s)** and will send each **signed report along with the updated comprehensive school improvement plan** to the Office of School Quality osq@doe.virginia.gov. Due: **January 31, 2023**

Division Name: Richmond City Public Schools

School Name: Amelia Street School

- Schools with Level Three indicator(s) will submit the Academic Review Report and the updated comprehensive school improvement plan. This satisfies the corrective action plan requirement per the Standards of Accreditation.
- **Please save reports in this format.** Division_SchoolName_ARReport_Year (ex. ABCDivision_XYZElementary_ARReport_20XX-XX)

Academic Review Tools			
Mark Tools Used	Academic Achievement Tools	Mark Tools Used	Achievement Gap and Student Engagement and Outcomes Tools
X	*Instructional Leadership	X	Social and Emotional Support
X	*Classroom Lesson Evaluation	X	Resource Management
	Culture and Climate		**Chronic Absenteeism
	Professional Development		**Graduation, Dropout & College, Career, and Civic Readiness (schools with graduating class only)
	Data Analysis		
	Master Schedule	<p>*Tools required for schools with Level Two or Level Three in any of the Academic Achievement school quality indicators for all students. In addition, schools with any Level Three Achievement Gap indicators must also complete the Social and Emotional Support and Resource Management tools.</p> <p>**Tool(s) required for schools with Level Three school quality indicator(s) in Chronic Absenteeism and/or Graduation, Dropout & College, Career, and Civic Readiness (schools with graduating class only). The Social and Emotional Support and Resource Management tools are recommended in conjunction with required tools.</p>	
	Assessment		

Division Name: Richmond City Public Schools**School Name: Amelia Street School**

Findings

Amelia Street School underwent an Academic Review on January 12, 2023. The climate and culture of the building is very nurturing and welcoming. Amelia Street School services an Elementary Alternative Education Setting for Behavior, and an Exceptional Education Component for Medically Fragile Students. The Academic Review Team observed Math and English collaborative classrooms.

The following Academic Review Tools were utilized for the review:

Classroom Lesson Evaluation

- A focus on the Virginia Standards of Learning Curriculum Framework as a primary source for the written, taught and tested curriculum is needed
- Strong Tier I instruction as well as differentiated instruction for all student groups should be a focus
- Learning objectives were not clearly written to include behaviors, conditions, and criteria that can be understood by students with a clear focus on what will be accomplished at the end of the block
- Lesson plans should include more details to monitor how time is being utilized, the intentional use of higher level questions, and content vocabulary taught within context
- Strategies/activities are not aligned to the content or cognitive level of the standard in all content areas reviewed
- Students should be given the opportunity to engage in productive struggles

Instructional Leadership

- Provide explicit expectations to teachers on non-negotiables for instructional practices-(reading, vocabulary development and writing should occur in every content area)
- Attend planning sessions with teachers to provide real-time coaching on the written lesson plans to ensure alignment of the taught and tested with the curriculum framework
- Provide professional development to all staff on how to utilize the curriculum framework to build and deliver aligned lessons
- Develop a system to monitor and provide feedback to teachers to ensure alignment of the written taught and tested to the cognitive level of the standard
- Provide teachers with written expectations for implementing their professional learning and monitor for implementation
- Attend professional learning opportunities with teachers and provide explicit expectations on how teachers will implement the learning in their lesson planning and lesson delivery
- Monitor and provide feedback to teachers on their use of professional development learning through a measurable and explicit focus on student outcomes.

Division Name: Richmond City Public Schools

School Name: Amelia Street School

Social and Emotional and Resource Management Tools:

Based on a review of both tools, the academic review team agreed that there were **no major findings** at this time. Amelia Street School currently employs multiple systems to support students including Positive Behavioral Intervention Supports and Multi Tiered Systems of Support. The school level administrators agreed to monitor for fidelity to ensure there are positive student outcomes.

DIVISION NOTE:

Based on the academic reviews conducted for the four Richmond Public Schools, division leadership committed to develop and implement the following:

- Provide professional development for division and school level instructional personnel (managers, specialists and coaches) on properly utilizing the Virginia Standards of Learning Curriculum Framework and how to build lesson plans that are aligned in content and cognition. In turn, division and school level instructional staff alongside building level administrators will build the capacity of teachers on an ongoing basis
- Develop and implement division level expectations for schools on student-centered instructional practices that support the alignment of the written, taught and tested curriculum
- Revisit and define all division level instructional support staff by outlining roles, responsibilities and measures of accountability that support student achievement
- Review all Richmond Public Schools instructional resources and determine if they are aligned to the Virginia Standards of Learning and determine their impact on student achievement
- Develop and implement a Monitor and Support Team where division level leaders regularly monitor schools by scheduling onsite visits that will support all components of student achievement to include detailed next steps for each team member and personalized professional development where needed

Division Name: Richmond City Public Schools

School Name: Amelia Street School


Academic Review Essential Actions (EA) <i>Essential Action(s) are to be incorporated into the comprehensive school improvement plan (CSIP) as an essential action or action step.</i>	Note page where EA is addressed in the CSIP	Priority	Timeline
		(Immediate or Subsequent)	(Start Date to Full Implementation)
<p>Essential Action(s): Communicate clear expectations to teachers on student centered instructional practices and on the use of the Standards of Learning Curriculum Framework and provide ongoing professional development (utilize planning time to provide coaching questions) to teachers on the use of the curriculum framework in writing and delivering aligned lessons that include clear learning objectives that include the conditions, behaviors, and criteria.</p> <p>Monitor the implementation of the written, taught, tested by focusing on evidenced based feedback using coaching questions to support teachers on the written, taught, and tested curriculum aligned to the Standards of Learning Curriculum Frameworks in both content and cognition.</p>	Reading, Math, and CSIP Tab	Immediate	January 2023 - June 2023 Ongoing
<p>Essential Action(s): Develop and implement a plan that focuses on analyzing assessment data to ensure alignment, attainment, and proficiency on the Virginia Standards of Learning with a specific focus on all student groups and adjust existing practices, programs, and strategies as needed.</p>	Reading, Math, and CSIP Tab	Immediate	January 2023 - June 2023 Ongoing
<p>Essential Action(s): Provide clear expectations to teachers on their use of professional development learning and monitor and provide evidence-based feedback to teachers with an explicit focus on student learning outcomes</p>	Reading, Math, and CSIP Tab	Immediate	January 2023 - June 2023 Ongoing

Office of School Quality

Academic Review Report

2022-2023

Date of Review: December 5, 2022

General Information	
Division	Richmond City Public Schools
School	Armstrong High School
Review Team Members (Name/Title)	<p>RPS: Shadae Harris- Chief Engagement Officer J. Austin Brown- Principal Director Cluster 4 Renesha Parks- Director of Exceptional Education, Sidney Gunter- Director of Academic Programs & Supports Joi Lowery- Coordinator of School Improvement Devin Canaday- Assistant Director of Engagement Cassandra Bell- Manager of Mathematics Eboni Massey- Manager of ELA Cierra Scott- Reading Intervention Specialist Juanzel Cardoza- Exceptional Education Specialist Kristin Mckinney- Intervention Systems Specialist Karen Mullins- ELA Instructional Specialist Pamela Randolph- Math Intervention Specialist Vickey Drew- Secondary Science Specialist Rebecca Fox- Secondary Success Specialist</p> <p>Armstrong HS: Willie Bell, Jr.- Principal Kelly Carter, Deputy Principal Regina Mitchell- Assistant Principal Christal Jordan- Assistant Principal</p>
Superintendent's Name	Jason Kamras
Superintendent's Signature	 SJ

Division Name: Richmond City Public Schools

School Name: Armstrong High School

School Quality Indicators

Academic Achievement		
English	Level Two	
Mathematics	Level Three	
Science	Level Three	

Achievement Gaps		
English	Level Three	
Mathematics	Level Three	

Student engagement & Outcomes		
Chronic Absenteeism	Level Three	
Dropout Rate	Level Two	
Graduation and Completion	Level Three	

State Identification of School Quality Indicators (SQI) (based on 2021-2022 performance)		Federal Identification (If applicable)	
Level Three Area(s):	Academic Achievement- Math Academic Achievement- Science Achievement Gap- English Achievement Gap- Math Chronic Absenteeism CCCR Graduation & Completion Index	Yes/No	Identification Area: CSI- All Students
Level Two Area(s):	Academic Achievement- English Dropout Rate	<u>Evidence-based Intervention (EBI)s:</u> Reading: Read 180 Math: IXL via Intensified Algebra	

Division Name: Richmond City Public Schools

School Name: Armstrong High School

Note: School division leaders, along with school administrators, are responsible for developing and implementing a monitoring process to measure the effectiveness of the comprehensive school improvement plan on a regular basis and make adjustments as necessary.

Complete the Academic Review Report

Directions for Schools with Level Two Academic Achievement for All Students in English, Mathematics and/or Science:

- The Division Contact will ensure the academic review and the Academic Review Report have been completed for all schools with **Level Two academic achievement indicators** for all students in English, mathematics and/or science. A copy of reports should be kept locally and available upon request. Divisions will certify that an academic review was conducted and findings have been incorporated into the comprehensive school improvement plan. Divisions will submit the **Superintendent's Monitoring Certification Form** to the Office of School Quality osq@doe.virginia.gov. **Due: Spring 2023**
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Directions for Schools with Level Three School Quality Indicators:

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Division Name: Richmond City Public Schools

School Name: Armstrong High School

Academic Review Tools			
Mark Tools Used	Academic Achievement Tools	Mark Tools Used	Achievement Gap and Student Engagement and Outcomes Tools
X	*Instructional Leadership	X	Social and Emotional Support
X	*Classroom Lesson Evaluation	X	Resource Management
	Culture and Climate	X	**Chronic Absenteeism
	Professional Development	X	**Graduation, Dropout & College, Career, and Civic Readiness (schools with graduating class only)
	Data Analysis		
	Master Schedule	<p><i>*Tools required for schools with Level Two or Level Three in any of the Academic Achievement school quality indicators for all students. In addition, schools with any Level Three Achievement Gap indicators must also complete the Social and Emotional Support and Resource Management tools.</i></p> <p><i>**Tool(s) required for schools with Level Three school quality indicator(s) in Chronic Absenteeism and/or Graduation, Dropout & College, Career, and Civic Readiness (schools with graduating class only). The Social and Emotional Support and Resource Management tools are recommended in conjunction with required tools.</i></p>	
	Assessment		

[Link to RPS Academic Review Folder](#)- includes all schools' required tools artifacts.

Division Name: Richmond City Public Schools**School Name: Armstrong High School**

Findings

Armstrong High School underwent an Academic Review on December 5, 2022. The academic review team conducted real-time observations in English, mathematics and science. It is important to note that the school's climate is warm, welcoming and there is evidence of positive teacher/student relationships in the classrooms observed. Additionally, the student/ teacher ratio is approximately fifteen to one in the classrooms observed, lending to a conducive learning environment. Additionally, the team reviewed written English, mathematics and science lesson plans and lesson observations. The review team also determined that higher expectations for teaching and learning should be put in place for all classrooms from a division wide perspective.. The following Academic Review Tools were utilized for the review:

The following Academic Review Tools were utilized for the review:

Classroom Evaluation Tool:

The academic review team concluded that all lesson plans reviewed did not have strong evidence of alignment to the Standards of Learning Curriculum Framework specifically to the cognitive level of the standard. Additionally, lesson observations reviewed lacked evidence of alignment to the cognitive level of the standard.

Real-time classroom lesson observations and written lessons revealed the following:

- A focus on the Virginia Standards of Learning Curriculum Framework as a primary source for the written, taught and tested curriculum is needed to include using the current SOL Curriculum Framework for English.
- Evidence of using the curriculum framework to build and deliver lessons was not apparent
- A need for strong Tier I instruction that provides opportunities for student to carry the cognitive load
- Learning objectives were not clearly written to include behaviors, conditions, and criteria that can be understood by students (students should have an understanding of "why" they are learning and "what" they will be able to do by the end of block)
- Lesson plans should include a narrow focus on the specific sub-standards/standard details to be covered during the class period, along with detailed time frames to ensure all instructional time is utilized
- Checks for understanding/formative assessments should be aligned to the cognitive level of the standard and outlined prior to instruction
- Strategies/activities are not aligned to cognitive level of the standard
- Student engagement is limited to low-level activities with little evidence of higher level thinking questions
- Science investigation and inquiry is not present in lesson plans or lesson observations

Division Name: Richmond City Public Schools

School Name: Armstrong High School

Instructional Leadership Tool:

Based on the Instructional Leadership Tool, the principal has implemented a process to review lesson plans prior to instruction. Detailed lesson plans with colored coded feedback was included on the lesson plan, however the English 11 courses were using 2010 standards, thus misalignment of teaching standards were identified. There is evidence of walkthrough observations and feedback to teachers. However, there is no evidence that students received an aligned lesson.

School level administrators should:

- Provide explicit expectations to teachers on non-negotiables for instructional practices-(reading, vocabulary development and writing should occur in every content area)
- Attend planning sessions with teachers to provide real-time coaching and professional development on the written lesson plans to ensure alignment of the taught and tested prior to lessons being delivered
- Clarify roles and responsibilities for collaborative special education teachers
- Develop a system to monitor and provide feedback to teachers to ensure alignment of the taught and tested to the cognitive level of the standard (include a focus on specific student groups during the walkthroughs)
- Provide teachers with written expectations for implementing their professional learning and monitor for implementation and utilize planning time to provide job-embedded professional development
- Monitor and provide feedback to teachers on their use of professional development learning through a measurable and explicit focus on student outcomes.
- Provide expectations to teachers on incorporating anchor charts, vocabulary and word walls to enhance ELL push-in classrooms (all-students). Incorporate scaffolding for students struggling with language and allow for student to discourse and collaboration

Chronic Absenteeism Tool:

Based on the chronic absenteeism tool, artifacts that show existence of a school based team responsible for the strategic planning of interventions, with established goals to positive attendance engagement. The Post-Verification Report shows the level of teacher engagement and timely entry of student attendance on a daily basis. The school tracker provides a dashboard to monitor daily attendance for the school, with emphasis on the Attendance Totals and Attendance Summary Tab to summarize concerning trends for student groups. However, the agendas linked do not indicate that data was an essential part of each meeting and lack specificity around follow-up and action items for team members to ensure increased student engagement and attendance. The SAST Agenda provides evidence of the weekly strategic planning conducted by the school administration to address any engagement concerns and promote continued growth.

School level administrators should:

Division Name: Richmond City Public Schools

School Name: Armstrong High School

- Ensure that goals in the plan should be SMART and show clear timelines and strategies for reaching goals.
- Develop, discuss and provide evidence of preventative strategies for groups of students who exhibit decreased engagement in addition to individual students.
- Incorporate provisions for more outreach methods for W9 at risk students. Current outreach uses phone calls as the primary method with information summary only as the outcome. Shift the focus of outreach to include resources and/or problem solving to maximize the status of implementation.
- Include the Post-verification and a report of machine adjusted codes to provide accurate attendance recording and increase implementation of chronic absenteeism improvement strategies.
- Include action steps or follow up efforts on the school attendance tracker dashboard to include comments that indicate specifics of the interventions being implemented and identification of student patterns across groups

Graduation/Dropout/CCCR Tool:

Based on the Graduation/Dropout/CCCR tool, the artifacts show the following data for the 2023 cohort:

School Graduation Progress Monitoring Report – January 10, 2023	
Number of students in cohort 2023	184
Number of students on track to graduate in June 2023	128
Number of students on track to graduate in March 2023	0
Number of students at risk of not graduating in June 2023	29
Number of dropouts	27
Number of seniors failing one or more core subjects at end of semester one	20
Number of seniors with chronic absenteeism at end of semester one	39
Number of seniors needing one or more verified credits	103
Number of seniors needing an industry certification	88

- The graduation dashboard indicates that the alternative program and dropout recovery data for Armstrong HS shows 12 possible March 2023 graduates with three being from Armstrong; THRIVE has six possible March 2023 graduates with one from Armstrong for the 2022 cohort.

School level administrators should:

- Utilize your school's OGR report to match the CCCRI numbers against the students in the 2023 cohort. Note any discrepancies and clear them up immediately.
- Identify seniors that need to be enrolled in a CTE class during the 2nd term or may need to complete a service learning project prior to graduation and facilitate.

Division Name: Richmond City Public Schools

School Name: Armstrong High School

Social and Emotional and Resource Management Tools:

Based on a review of both tools, the academic review team agreed that there were **no major findings** at this time.

DIVISION NOTE:

Based on the academic reviews conducted for the four Richmond Public Schools with VDOE and the remaining 31 school reviews completed by the division academic review teams, division leadership committed to develop and implement the following:

- Provide professional development for division and school level instructional personnel (managers, specialists and coaches) on properly utilizing the Virginia Standards of Learning Curriculum Framework and how to build lesson plans that are aligned in content and cognition. In turn, division and school level instructional staff alongside building level administrators will build the capacity of teachers on an ongoing basis
- Develop and implement division level expectations for schools on student-centered instructional practices that support the alignment of the written, taught and tested curriculum
- Revisit and define all division level instructional support staff by outlining roles, responsibilities and measures of accountability that support student achievement
- Review all Richmond Public Schools instructional resources and determine if they are aligned to the Virginia Standards of Learning and determine their impact on student achievement
- Develop and implement a Monitor and Support Team where division level leaders regularly monitor schools by scheduling onsite visits that will support all components of student achievement to include detailed next steps for each team member and personalized professional development where needed

Division Name: Richmond City Public Schools

School Name: Armstrong High School



Academic Review Essential Actions (EA) <i>Essential Action(s) are to be incorporated into the comprehensive school improvement plan (CSIP) as an essential action or action step.</i>	Note page where EA is addressed in the CSIP	Priority	Timeline
		(Immediate or Subsequent)	(Start Date to Full Implementation)
Essential Action(s): Communicate clear expectations to teachers on instructional practices and on the use of the current Standards of Learning Curriculum Framework- (2017 English Standards) and provide ongoing professional development (utilize planning time to provide coaching questions) to teachers on the use of the curriculum framework in writing and delivering aligned lessons that include clear learning objectives that include the conditions, behaviors, and criteria. Monitor the implementation of the written, taught, tested by focusing on evidenced based feedback using coaching questions to support teachers on the written, taught, and tested curriculum aligned to the Standards of Learning Curriculum Frameworks in both content and cognition.	Located on the ELA tab	Immediate	December 2022 - June 2023 Ongoing
Essential Action(s): Develop and implement a plan that focuses on analyzing assessment data to ensure alignment, attainment, and proficiency on the Virginia Standards of Learning with a specific focus on all student groups and adjust existing practices, programs, and strategies as needed	Located on the ELA, math and science tabs	Immediate	December 2022 - June 2023 Ongoing
Essential Action(s): Provide clear expectations to teachers on their use of professional development learning and monitor and provide evidence-based feedback to teachers with an explicit focus on student learning outcomes.	Located on the ELA, math and science tabs	Immediate	December 2022 - June 2023 Ongoing

Office of School Quality




Academic Review Report



2022-2023


Date of Review: December 8, 2022

General Information	
Division	Richmond City Public Schools
School	Bellevue Elementary School
Review Team Members (Name/Title)	<p>Division Team: Stephannie Crutchfield - Manager of School Improvement Leslie Wiggins - CAO/Principal Director Nathan Potter - Instructional Specialist Ro Stark - Math Instructional Specialist Wendy Just - Science Instructional Specialist Chris Angeles - Exceptional Education Specialist</p> <p>School Team: V. Tanaia Hines Vercynthia B. Penn, Assistant Principal Raffinee Worsley, Math Coach Beth Sawyer</p>
Superintendent's Name	Jason Kamras
Superintendent's Signature	 

School Quality Indicators

Academic Achievement	
English	Level One 
Mathematics	Level Two 
Science	Level Three 

Achievement Gaps	
English	Level One 
Mathematics	Level Three 

Student engagement & Outcomes	
Chronic Absenteeism	Level Two 

Division Name: Richmond City Public Schools

School Name: Bellevue Elementary School

State Identification of School Quality Indicators (SQI) (based on 2021-2022 performance)		Federal Identification (If applicable)	
Level Three Area(s):	Achievement Gap - Science Achievement Gap Math	Yes/No No	Identification Area: N/A
Level Two Area(s):	Academic Achievement-Math- All Students Chronic Absenteeism	<u>Evidence-based Intervention (EBI)s:</u> Reading: N/A Math: N/A	

Note: School division leaders, along with school administrators, are responsible for developing and implementing a monitoring process to measure the effectiveness of the comprehensive school improvement plan on a regular basis and make adjustments as necessary.

Complete the Academic Review Report

Directions for Schools with Level Two Academic Achievement for All Students in English, Mathematics and/or Science:

- The Division Contact will ensure the academic review and the Academic Review Report have been completed for all schools with **Level Two academic achievement indicators** for all students in English, mathematics and/or science. A copy of reports should be kept locally and available upon request. Divisions will certify that an academic review was conducted and findings have been incorporated into the comprehensive school improvement plan. Divisions will submit the **Superintendent's Monitoring Certification Form** to the Office of School Quality osq@doe.virginia.gov. **Due: Spring 2023**
- **Please save reports in this format.** Division_SchoolName_ARRport_Year (ex. ABCDivision_XYZElementary_ARRport_20XX-XX)

Directions for Schools with Level Three School Quality Indicators:

- The Division Contact will ensure the academic review and the Academic Review Report have been completed for all schools with any **Level Three school quality indicator(s)** and will send each **signed report along with the updated comprehensive school improvement plan** to the Office of School Quality osq@doe.virginia.gov. **Due: January 31, 2023**

Division Name: Richmond City Public Schools

School Name: Bellevue Elementary School

- Schools with Level Three indicator(s) will submit the Academic Review Report and the updated comprehensive school improvement plan. This satisfies the corrective action plan requirement per the Standards of Accreditation.
- **Please save reports in this format.** Division_SchoolName_ARReport_Year (ex. ABCDivision_XYZElementary_ARReport_20XX-XX)

Academic Review Tools			
Mark Tools Used	Academic Achievement Tools	Mark Tools Used	Achievement Gap and Student Engagement and Outcomes Tools
X	*Instructional Leadership		Social and Emotional Support
X	*Classroom Lesson Evaluation		Resource Management
	Culture and Climate		**Chronic Absenteeism
	Professional Development		**Graduation, Dropout & College, Career, and Civic Readiness (schools with graduating class only)
	Data Analysis		
	Master Schedule	<p><i>*Tools required for schools with Level Two or Level Three in any of the Academic Achievement school quality indicators for all students. In addition, schools with any Level Three Achievement Gap indicators must also complete the Social and Emotional Support and Resource Management tools.</i></p> <p><i>**Tool(s) required for schools with Level Three school quality indicator(s) in Chronic Absenteeism and/or Graduation, Dropout & College, Career, and Civic Readiness (schools with graduating class only). The Social and Emotional Support and Resource Management tools are recommended in conjunction with required tools.</i></p>	
	Assessment		

[Link to RPS Academic Review Folder](#)- includes all schools' required tools artifacts.

Division Name: Richmond City Public Schools**School Name: Bellevue Elementary School**

Findings

Bellevue Elementary School underwent Academic Review on December 8, 2022. It is important to note that the climate and culture of the school is warm, welcoming, with positive student/teacher interactions in the classrooms observed. The academic review team conducted real-time observations in mathematics and science. Additionally, the team reviewed written English, mathematics and science lesson plans and lesson observations. The following Academic Review Tools were utilized for the review:

Classroom Lesson Evaluation Tool:

- A focus on the Virginia Standards of Learning Curriculum Framework as a primary source for the written, taught and tested curriculum was evident
- Strong Tier I instruction as well as differentiated instruction for all student groups was a focus
- The overarching standard was not always present in the lesson plans or lesson observations
- Learning objectives were written, however needs to be more specific to include behaviors, conditions, and criteria that can be understood by students with a clear focus on what will be accomplished at the end of the time period
- Instruction is student centered with several opportunities for students to make decisions regarding the content independently
- Student engagement is high, and strategies/activities are aligned to the content, however, the cognitive level of the standard in all content areas needs to be reviewed
- Content vocabulary should be intentionally planned and taught within context
- Monitor the amount of time that is spent on a specific topic during the instructional block
- Science investigation and inquiry was present in lesson plans, feedback on lesson plans needs to be more specific in this content area

Instructional Leadership Tool:

Based on the Instructional Leadership Tool, the principal has implemented a process to review lesson plans during Professional Learning Time (PLT) prior to delivery and provide feedback. The Team observed that the feedback provided to teachers resulted in an aligned to written and delivered lesson. The administration has established a process with clear expectations for staff in the lesson plan development process.

- Provides explicit expectations to teachers on non-negotiables for instructional practices

Division Name: Richmond City Public Schools

School Name: Bellevue Elementary School

- Attends planning sessions with teachers to provide real-time coaching on the written lesson plans to ensure alignment of the taught and tested with the curriculum framework
- Provides professional development to all staff on how to utilize the curriculum framework to build and deliver aligned lessons
- Developed a system to monitor and provide feedback to teachers to ensure alignment of the written taught and tested to the cognitive level of the standard
- Provides teachers with written expectations for implementing their professional learning and monitor for implementation
- Attends professional learning opportunities with teachers and provides explicit expectations on how teachers will implement the learning in their lesson planning and lesson delivery
- Monitor and provide feedback to teachers on their use of professional development learning through a measurable and explicit focus on student outcomes was not observed but the team informed the administration that this needed to be a focus

DIVISION NOTE:

Based on the academic reviews conducted for the four Richmond Public Schools, division leadership committed to develop and implement the following:

- Provide professional development for division and school level instructional personnel (managers, specialists and coaches) on properly utilizing the Virginia Standards of Learning Curriculum Framework and how to build lesson plans that are aligned in content and cognition. In turn, division and school level instructional staff alongside building level administrators will build the capacity of teachers on an ongoing basis
- Develop and implement division level expectations for schools on student-centered instructional practices that support the alignment of the written, taught and tested curriculum
- Revisit and define all division level instructional support staff by outlining roles, responsibilities and measures of accountability that support student achievement
- Review all Richmond Public Schools instructional resources and determine if they are aligned to the Virginia Standards of Learning and determine their impact on student achievement
- Develop and implement a Monitor and Support Team where division level leaders regularly monitor schools by scheduling onsite visits that will support all components of student achievement to include detailed next steps for each team member and personalized professional development where needed

Division Name: Richmond City Public Schools

School Name: Bellevue Elementary School


Academic Review Essential Actions (EA) <i>Essential Action(s) are to be incorporated into the comprehensive school improvement plan (CSIP) as an essential action or action step.</i>	Note page where EA is addressed in the CSIP	Priority	Timeline
		(Immediate or Subsequent)	(Start Date to Full Implementation)
<p>Essential Action(s):</p> <p>Communicate clear expectations to teachers on student centered instructional practices and on the use of the Standards of Learning Curriculum Framework and provide ongoing professional development (utilize planning time to provide coaching questions) to teachers on the use of the curriculum framework in writing and delivering aligned lessons that include clear learning objectives that include the conditions, behaviors, and criteria.</p> <p>Monitor the implementation of the written, taught, tested by focusing on evidenced based feedback using coaching questions to support teachers on the written, taught, and tested curriculum aligned to the Standards of Learning Curriculum Frameworks in both content and cognition.</p>	Math and Science CSIP Tab	Immediate	January 2023 - June 2023 Ongoing
<p>Essential Action(s):</p> <p>Develop and implement a plan that focuses on analyzing assessment data to ensure alignment, attainment, and proficiency on the Virginia Standards of Learning with a specific focus on all student groups and adjust existing practices, programs, and strategies as needed.</p>	Math and Science CSIP Tab	Immediate	January 2023 - June 2023 Ongoing
<p>Essential Action(s):</p> <p>Provide clear expectations to teachers on their use of professional development learning and monitor and provide evidence-based feedback to teachers with an explicit focus on student learning outcomes.</p>	Math and Science CSIP Tab	Immediate	January 2023 - June 2023 Ongoing

Office of School Quality




Academic Review Report

2022-2023


Date of Review: December 6, 2022

General Information	
Division	Richmond City Public Schools
School	Binford Middle School
Review Team Members (Name/Title)	RPS Team: Solomon Jefferson- Principal Director, Cluster 3/Interim Co-Chief Academic Officer Sidney Gunter- Director of Academic Programs & Supports Joi Lowery- Coordinator of School Improvement Cassandra Bell- Manager of Mathematics Ebony Massey- Manager of ELA Azurde Greenhill- Instructional Specialist Natalie Waller- Math/Science Specialist Cierra Claughton- Reading Intervention Specialist Juanzel Cardoza- Exceptional Education Specialist Pamela Randolph- Math Intervention Specialist
Superintendent's Name	Jason Kamras
Superintendent's Signature	 SJ

School Quality Indicators

Academic Achievement		
English	Level Three	
Mathematics	Level Two	
Science	Level Three	

Achievement Gaps		
English	Level Three	
Mathematics	Level Three	

Student engagement & Outcomes		
Chronic Absenteeism	Level One	

Division Name: Richmond City Public Schools

School Name: Binford Middle School

State Identification of School Quality Indicators (SQI) (based on 2021-2022 performance)		Federal Identification (If applicable)	
Level Three Area(s):	Academic Achievement- English Academic Achievement- Science Achievement Gap- English Achievement Gap- Math	Yes/No	Identification Area: CSI
Level Two Area(s):	Academic Achievement- Math	<u>Evidence-based Intervention (EBI)s:</u> Reading: Recommendation #3 in the (WWC) What Works Clearinghouse: Improving Adolescent Literacy from the IES Practice Guide- Provide opportunities for an extended discussion of text meaning and interpretation Math: Recommendation #3-Teach students how to use visual representations.	

Note: School division leaders, along with school administrators, are responsible for developing and implementing a monitoring process to measure the effectiveness of the comprehensive school improvement plan on a regular basis and make adjustments as necessary.

Division Name: Richmond City Public Schools

School Name: Binford Middle School

Complete the Academic Review Report

Directions for Schools with Level Two Academic Achievement for All Students in English, Mathematics and/or Science:

- The Division Contact will ensure the academic review and the Academic Review Report have been completed for all schools with **Level Two academic achievement indicators** for all students in English, mathematics and/or science. A copy of reports should be kept locally and available upon request. Divisions will certify that an academic review was conducted and findings have been incorporated into the comprehensive school improvement plan. Divisions will submit the **Superintendent's Monitoring Certification Form** to the Office of School Quality osq@doe.virginia.gov. **Due: Spring 2023**
- **Please save reports in this format.** Division_SchoolName_ARReport_Year (ex. ABCDivision_XYZElementary_ARReport_20XX-XX)

Directions for Schools with Level Three School Quality Indicators:

- The Division Contact will ensure the academic review and the Academic Review Report have been completed for all schools with any **Level Three school quality indicator(s)** and will send each **signed report along with the updated comprehensive school improvement plan** to the Office of School Quality osq@doe.virginia.gov. **Due: January 31, 2023**
- **Schools with Level Three indicator(s) will submit the Academic Review Report and the updated comprehensive school improvement plan. This satisfies the corrective action plan requirement per the Standards of Accreditation.**
- **Please save reports in this format.** Division_SchoolName_ARReport_Year (ex. ABCDivision_XYZElementary_ARReport_20XX-XX)

Division Name: Richmond City Public Schools

School Name: Binford Middle School

Academic Review Tools			
Mark Tools Used	Academic Achievement Tools	Mark Tools Used	Achievement Gap and Student Engagement and Outcomes Tools
X	*Instructional Leadership	X	Social and Emotional Support
X	*Classroom Lesson Evaluation	X	Resource Management
	Culture and Climate		**Chronic Absenteeism
	Professional Development		**Graduation, Dropout & College, Career, and Civic Readiness (schools with graduating class only)
	Data Analysis		
	Master Schedule	<p><i>*Tools required for schools with Level Two or Level Three in any of the Academic Achievement school quality indicators for all students. In addition, schools with any Level Three Achievement Gap indicators must also complete the Social and Emotional Support and Resource Management tools.</i></p> <p><i>**Tool(s) required for schools with Level Three school quality indicator(s) in Chronic Absenteeism and/or Graduation, Dropout & College, Career, and Civic Readiness (schools with graduating class only). The Social and Emotional Support and Resource Management tools are recommended in conjunction with required tools.</i></p>	
	Assessment		

[Link to RPS Academic Review Folder](#)- includes all schools' required tools artifacts.

Division Name: Richmond City Public Schools**School Name: Binford Middle School**

Findings

Binford Middle School underwent an Academic Review on December 6, 2022. The division academic review team conducted real-time observations in English, mathematics and science. Additionally, the team reviewed written English, mathematics and science lesson plans and lesson observations. The review team determined that the higher expectations for teaching and learning specifically for identified student groups need to be set. The following Academic Review Tools were utilized for the review:

Classroom Evaluation Tool:

The academic review team concluded that lesson plans reviewed did not have strong evidence of alignment to the Standards of Learning Curriculum Framework specifically to the cognitive level of the standard. Additionally, lesson observations reviewed lacked evidence of alignment to the cognitive level of the standard.

Real-time classroom lesson observations and written lessons revealed the following:

- A focus on the Virginia Standards of Learning Curriculum Framework as a primary source for the written, taught and tested curriculum is needed
- Evidence of using the curriculum framework to build and deliver lessons was not apparent
- A need for strong Tier I instruction that provides opportunities for student to carry the cognitive load
- Learning objectives were not clearly written to include behaviors, conditions, and criteria that can be understood by students (students should have an understanding of “why” they are learning and “what” they will be able to do by the end of block)
- Lesson plans should include a narrow focus on the specific sub-standards/standard details to be covered during the class period, along with detailed time frames to ensure all instructional time is utilized
- Checks for understanding/formative assessments should be aligned to the cognitive level of the standard and outlined prior to instruction
- Strategies/activities are not aligned to cognitive level of the standard
- Student engagement is limited to low-level activities with little evidence of higher level thinking questions
- Science investigation and inquiry is not present in lesson plans or lesson observations

Instructional Leadership Tool:

Division Name: Richmond City Public Schools

School Name: Binford Middle School

Based on the Instructional Leadership Tool, the assistant principal acknowledged that the current process for providing feedback to teachers on the written is not yielding aligned lessons, as teachers are not required to submit lesson plans for review on a consistent basis. Therefore, all administrators will need to begin meeting with teachers during planning time to create a process for submitting lesson plans for review, alignment and feedback.

School level administrators should:

- Provide explicit expectations to teachers on non-negotiables for strong tier 1 instructional practices-(reading, vocabulary development and writing should occur in every content area)
- Level set as an administrative team on how to coach teachers during planning meetings and ensure consistency of expectations
- Attend planning sessions with teachers to provide real-time coaching and professional development on the written lesson plans to ensure alignment of the taught and tested
- Develop a system to monitor and provide evidence based feedback to teachers to ensure alignment of the taught and tested to the cognitive level of the standard
- Provide teachers with written expectations for implementing their professional learning and monitor for implementation. Utilize faculty and planning meetings to incorporate professional learning focused on instructional practices.
- Monitor and provide feedback to teachers on their use of professional development learning through a measurable and explicit focus on student outcomes.

Social Emotional Support/Resource Management:

Based on a review of both tools, the academic review team agreed that there were **no major findings** at this time.

DIVISION NOTE:

Based on the academic reviews conducted for the four Richmond Public Schools with VDOE and the remaining 31 school reviews completed by the division academic review teams, division leadership committed to develop and implement the following:

- Provide professional development for division and school level instructional personnel (managers, specialists and coaches) on properly utilizing the Virginia Standards of Learning Curriculum Framework and how to build lesson plans that are aligned in content and cognition. In turn, division and school level instructional staff alongside building level administrators will build the capacity of teachers on an ongoing basis
- Develop and implement division level expectations for schools on student-centered instructional practices that

Division Name: Richmond City Public Schools

School Name: Binford Middle School

support the alignment of the written, taught and tested curriculum

- Revisit and define all division level instructional support staff by outlining roles, responsibilities and measures of accountability that support student achievement
- Review all Richmond Public Schools instructional resources and determine if they are aligned to the Virginia Standards of Learning and determine their impact on student achievement
- Develop and implement a Monitor and Support Team where division level leaders regularly monitor schools by scheduling onsite visits that will support all components of student achievement to include detailed next steps for each team member and personalized professional development where needed

Division Name: Richmond City Public Schools

School Name: Binford Middle School



Academic Review Essential Actions (EA) <i>Essential Action(s) are to be incorporated into the comprehensive school improvement plan (CSIP) as an essential action or action step.</i>	Note page where EA is addressed in the CSIP	Priority	Timeline
		(Immediate or Subsequent)	(Start Date to Full Implementation)
<p>Essential Action(s):</p> <p>Communicate clear expectations to teachers on instructional practices and on the use of the Standards of Learning Curriculum Framework and provide ongoing professional development (utilize planning time to provide coaching questions) to teachers on the use of the curriculum framework in writing and delivering aligned lessons that include clear learning objectives that include the conditions, behaviors, and criteria.</p> <p>Monitor the implementation of the written, taught, tested by focusing on evidenced based feedback using coaching questions to support teachers on the written, taught, and tested curriculum aligned to the Standards of Learning Curriculum Frameworks in both content and cognition.</p>	ELA/math & science tabs	Immediate	January 2023- June 2023 Ongoing
<p>Essential Action(s):</p> <p>Develop and implement a plan that focuses on analyzing assessment data to ensure alignment, attainment, and proficiency on the Virginia Standards of Learning with a specific focus on all student groups and adjust existing practices, programs, and strategies as needed.</p>	ELA/math & science tabs	Immediate	January 2023- June 2023 Ongoing
<p>Essential Action(s):</p> <p>Provide clear expectations to teachers on their use of professional development learning and monitor and provide evidence-based feedback to teachers with an explicit focus on student learning outcomes.</p>	ELA/math & science tabs	Immediate	January 2023- June 2023 Ongoing
<p>Essential Action(s):</p> <p>Provide clear expectations to teachers on their creation and submission of lesson plans with an explicit focus on establishing a lesson plan monitoring and feedback system to teachers</p>	ELA/math & science tabs	Immediate	January 2023- June 2023 Ongoing

Office of School Quality




Academic Review Report



2022-2023


Date of Review: December 13, 2022

General Information	
Division	Richmond City Public Schools
School	Blackwell Elementary School
Review Team Members (Name/Title)	Sidney Gunter - Director of Academic Programs and Supports (Lead) Indira Quarles - Elementary Principal Director Ebony Davis - Principal Suzette Flowers - Assistant Principal Frenishee Smith - Assistant Principal Cassandra Bell - Manager of Mathematics Elizabeth Landry - Elementary ELA Instructional Specialist Wendy Just - Elementary Science Instructional Specialist Rogelia Stark - Elementary Mathematics Intervention Instructional Specialist Carol Smith - Exceptional Ed. Specialist Sharon Woodson - Exceptional Ed. Specialist
Superintendent's Name	Jason Kamras
Superintendent's Signature	 

School Quality Indicators

Academic Achievement		
English	Level Three	
Mathematics	Level Three	
Science	Level Three	

Achievement Gaps		
English	Level Three	
Mathematics	Level Three	

Student engagement & Outcomes		
Chronic Absenteeism	Level Two	

Division Name: Richmond City Public Schools

School Name: Blackwell Elementary School

State Identification of School Quality Indicators (SQI) (based on 2021-2022 performance)		Federal Identification (If applicable)	
Level Three Area(s):	Academic Achievement - English Academic Achievement - Math Academic Achievement - Science Achievement Gap - English	Yes/No	Identification Area: CSI- All Students
Level Two Area(s):	Chronic Absenteeism	<u>Evidence-based Intervention (EBI)s:</u> Reading: <ol style="list-style-type: none"> Intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening. Provide explicit vocabulary instruction Math: <ul style="list-style-type: none"> Systematic Instruction: Provide systematic instruction during intervention to develop student understanding of mathematical ideas. Representations: Use a well-chosen set of concrete and semi-concrete representations to support students' learning of mathematical concepts and procedures. 	

Note: School division leaders, along with school administrators, are responsible for developing and implementing a monitoring process to measure the effectiveness of the comprehensive school improvement plan on a regular basis and make adjustments as necessary.

Division Name: Richmond City Public Schools

School Name: Blackwell Elementary School

Complete the Academic Review Report

Directions for Schools with Level Two Academic Achievement for All Students in English, Mathematics and/or Science:

- The Division Contact will ensure the academic review and the Academic Review Report have been completed for all schools with **Level Two academic achievement indicators** for all students in English, mathematics and/or science. A copy of reports should be kept locally and available upon request. Divisions will certify that an academic review was conducted and findings have been incorporated into the comprehensive school improvement plan. Divisions will submit the **Superintendent's Certification Form** to the Office of School Quality osq@doe.virginia.gov. **Due: January 31, 2023**
- **Please save reports in this format.** Division_SchoolName_ARReport_Year (ex. ABCDivision_XYZElementary_ARReport_20XX-XX)

Directions for Schools with Level Three School Quality Indicators:

- The Division Contact will ensure the academic review and the Academic Review Report have been completed for all schools with any **Level Three school quality indicator(s)** and will send each **signed report along with the updated comprehensive school improvement plan to the Office of School Quality** osq@doe.virginia.gov. **Due: January 31, 2023**
- **Schools with Level Three indicator(s) will submit the Academic Review Report and the updated comprehensive school improvement plan. This satisfies the corrective action plan requirement per the Standards of Accreditation.**
- **Please save reports in this format.** Division_SchoolName_ARReport_Year (ex. ABCDivision_XYZElementary_ARReport_20XX-XX)

Division Name: Richmond City Public Schools

School Name: Blackwell Elementary School

Academic Review Tools			
Mark Tools Used	Academic Achievement Tools	Mark Tools Used	Achievement Gap and Student Engagement and Outcomes Tools
X	*Instructional Leadership	X	Social and Emotional Support
X	*Classroom Lesson Evaluation	X	Resource Management
	Culture and Climate		**Chronic Absenteeism
	Professional Development		**Graduation, Dropout & College, Career, and Civic Readiness (schools with graduating class only)
	Data Analysis		
	Master Schedule		<p><i>*Tools required for schools with Level Two or Level Three in any of the Academic Achievement school quality indicators for all students. In addition, schools with any Level Three Achievement Gap indicators must also complete the Social and Emotional Support and Resource Management tools.</i></p> <p><i>**Tool(s) required for schools with Level Three school quality indicator(s) in Chronic Absenteeism and/or Graduation, Dropout & College, Career, and Civic Readiness (schools with graduating class only). The Social and Emotional Support and Resource Management tools are recommended in conjunction with required tools.</i></p>
	Assessment		

[Link to RPS Academic Review Folder](#)- includes all schools' required tools artifacts.

Division Name: Richmond City Public Schools

School Name: Blackwell Elementary School

Findings

Blackwell Elementary School underwent an Academic Review on December 13, 2022. The division academic review team conducted real-time observations in English, mathematics and science. Additionally, the team reviewed written English, mathematics and science lesson plans and lesson observations. The following Academic Review Tools were utilized for the review:

Classroom Lesson Evaluation Tool:

The academic review team concluded that some lesson plans reviewed did not have strong evidence of alignment to the Standards of Learning Curriculum Framework in content and cognition. Additionally, walkthrough forms were submitted but did not include a component for observation of alignment to the SOL Objective and learning target.

Real-time classroom lesson observations and written lessons revealed the following

- A focus on the Virginia Standards of Learning Curriculum Framework as a primary source for the written, taught and tested curriculum is needed
- Strong Tier I instruction as well as differentiated instruction for all student groups should be a focus
- Learning objectives were present but were not always clearly written to include behaviors, conditions, and criteria that can be understood by students with a clear focus on what will be accomplished at the end of the time period
- Lesson plans should include a narrow focus on the specific sub-standards/standard details to be covered during the class period, along with detailed time frames to ensure all instructional time is utilized
- Checks for understanding/formative assessments should be aligned to the cognitive level of the standard and outlined prior to instruction
- Student engagement is limited to low-level activities.
- Science investigation and inquiry is not present in lesson plans or lesson observations

Instructional Leadership Tool

Based on the Instructional Leadership Tool, the administrative team reviews lesson plans prior to delivery and provides feedback, however, the review team did not observe that the feedback provided by the team resulted in an aligned written or delivered lesson. There is evidence of walkthrough observations and feedback to teachers. However, there is no evidence

Division Name: Richmond City Public Schools

School Name: Blackwell Elementary School

that these processes support the alignment of the written, taught and tested curriculum.

School level administrators should:

- Attend professional learning opportunities with teachers and provide explicit expectations on how teachers will implement the learning in their lesson planning and lesson delivery
- Attend planning sessions with teachers to provide real-time coaching on the written lesson plans to ensure alignment of the taught and tested.
- Develop a system to monitor and provide feedback to teachers to ensure alignment of the written taught and tested to the cognitive level of the standard.
- Provide teachers with written expectations for implementing their professional learning and monitor for implementation.
- Monitor and provide feedback to teachers on their use of professional development learning through a measurable and explicit focus on student outcomes.

Social and Emotional Support:

Blackwell ES provided no artifacts to address the Social and Emotional Support tool.

The school team should:

- Implement a Multi Tiered System of Supports as outlined by RPS.
- Capture and respond to data about student behaviors and social/emotional support needs.
- Monitor for fidelity to ensure there are positive student outcomes.

Resource Management Tools:

Blackwell ES provided no artifacts to address the Resource Management tool. The school should continue to practice an equitable distribution of resources to ensure that all students are supported.

Division Name: Richmond City Public Schools

School Name: Blackwell Elementary School

DIVISION NOTE:

Based on the academic reviews conducted for the four Richmond Public Schools with VDOE and the remaining 31 school reviews completed by the division academic review teams, division leadership committed to develop and implement the following:

- Provide professional development for division and school level instructional personnel (managers, specialists and coaches) on properly utilizing the Virginia Standards of Learning Curriculum Framework and how to build lesson plans that are aligned in content and cognition. In turn, division and school level instructional staff alongside building level administrators will build the capacity of teachers on an ongoing basis
- Develop and implement division level expectations for schools on student-centered instructional practices that support the alignment of the written, taught and tested curriculum
- Revisit and define all division level instructional support staff by outlining roles, responsibilities and measures of accountability that support student achievement
- Review all Richmond Public Schools instructional resources and determine if they are aligned to the Virginia Standards of Learning and determine their impact on student achievement
- Develop and implement a Monitor and Support Team where division level leaders regularly monitor schools by scheduling onsite visits that will support all components of student achievement to include detailed next steps for each team member and personalized professional development where needed

Division Name: Richmond City Public Schools

School Name: Blackwell Elementary School


Academic Review Essential Actions (EA) <i>Essential Action(s) are to be incorporated into the comprehensive school improvement plan (CSIP) as an essential action or action step.</i>	Note page where EA is addressed in the CSIP	Priority	Timeline
		(Immediate or Subsequent)	(Start Date to Full Implementation)
<p>Essential Action(s):</p> <p>Communicate clear expectations to teachers on instructional practices and on the use of the Standards of Learning Curriculum Framework and provide ongoing professional development (utilize planning time to provide coaching questions) to teachers on the use of the curriculum framework in writing and delivering aligned lessons that include clear learning objectives that include the conditions, behaviors, and criteria.</p> <p>Monitor the implementation of the written, taught, tested by focusing on evidenced based feedback using coaching questions to support teachers on the written, taught, and tested curriculum aligned to the Standards of Learning Curriculum Frameworks in both content and cognition.</p>	ELA/math & science tabs	Immediate	January 2023- June 2023 Ongoing
<p>Essential Action(s):</p> <p>Develop and implement a plan that focuses on analyzing assessment data to ensure alignment, attainment, and proficiency on the Virginia Standards of Learning with a specific focus on all student groups and adjust existing practices, programs, and strategies as needed.</p>	ELA/math & science tabs	Immediate	January 2023- June 2023 Ongoing
<p>Essential Action(s):</p> <p>Provide clear expectations to teachers on their use of professional development learning and monitor and provide evidence-based feedback to teachers with an explicit focus on student learning outcomes.</p>	ELA/math & science tabs	Immediate	January 2023- June 2023 Ongoing

Office of School Quality



Academic Review Report

2022-2023


Date of Review: December 5, 2022

General Information	
Division	Richmond City Public Schools
School	Thomas Boushall Middle School
Review Team Members (Name/Title)	<p>Division Team: Stephannie Crutchfield - Manager of School Improvement Solomon Jefferson - Interim CAO/Principal Director Sidney Gunter - Director of Academic Programs and Support AzurDe Greenhille-Instructional Specialist Linda Tarry, Math Specialist Wendy Just - Elementary Science Specialist Cierra Scott - Specialist Reading Interventionist Ashley Winkler-Instructional Specialist Johnnie Jones - Instructional Compliance Coordinator</p> <p>School Team: Latonya Waller - Principal Kiara Abdelkader Felecia Ricks Dr.Patricia Aldridge Melissa Williams</p>
Superintendent's Name	Jason Kamras
Superintendent's Signature	 SJ

School Quality Indicators

Academic Achievement		
English	Level Three	
Mathematics	Level Three	
Science	Level Three	

Achievement Gaps		
English	Level Three	
Mathematics	Level Three	

Student engagement & Outcomes		
Chronic Absenteeism	Level Two	

Division Name: Richmond City Public Schools

School Name: Thomas Boushall Middle School

State Identification of School Quality Indicators (SQI) (based on 2021-2022 performance)		Federal Identification (If applicable)	
Level Three Area(s):	English - All Students Math - All Students Science All Students English - Achievement Gaps Math - Achievement Gaps	Yes/No	Identification Area: CSI
Level Two Area(s):	Chronic Absenteeism	<p><u>Evidence-based Intervention (EBI)s:</u></p> <p>Reading: Recommendation #2: Provide direct and explicit comprehension strategy instruction. From the WWC- IES PRACTICE GUIDE: Improving Adolescent Literacy: Effective Classroom and Intervention Practices</p> <p>Math: Recommendation 3: Teach students how to use visual representations. Using visual representations during instruction and teaching students how to use visual representations. From the IES Practice Guide: Improving Mathematical Problem Solving in Grades 4 Through 8. In the What Works Clearinghouse IES Practice Guide.</p>	

[Link to RPS Academic Review Folder](#)- includes all schools' required tools artifacts.

Note: School division leaders, along with school administrators, are responsible for developing and implementing a monitoring process to measure the effectiveness of the comprehensive school improvement plan on a regular basis and make adjustments as necessary.

Division Name: Richmond City Public Schools

School Name: Thomas Boushall Middle School

Complete the Academic Review Report

Directions for Schools with Level Two Academic Achievement for All Students in English, Mathematics and/or Science:

- The Division Contact will ensure the academic review and the Academic Review Report have been completed for all schools with **Level Two academic achievement indicators** for all students in English, mathematics and/or science. A copy of reports should be kept locally and available upon request. Divisions will certify that an academic review was conducted and findings have been incorporated into the comprehensive school improvement plan. Divisions will submit the **Superintendent's Monitoring Certification Form** to the Office of School Quality osq@doe.virginia.gov. **Due: Spring 2023**
- **Please save reports in this format.** Division_SchoolName_ARReport_Year (ex. ABCDivision_XYZElementary_ARReport_20XX-XX)

Directions for Schools with Level Three School Quality Indicators:

- The Division Contact will ensure the academic review and the Academic Review Report have been completed for all schools with any **Level Three school quality indicator(s)** and will send each **signed report along with the updated comprehensive school improvement plan** to the Office of School Quality osq@doe.virginia.gov. **Due: January 31, 2023**
- Schools with Level Three indicator(s) will submit the Academic Review Report and the updated comprehensive school improvement plan. This satisfies the corrective action plan requirement per the Standards of Accreditation.
- **Please save reports in this format.** Division_SchoolName_ARReport_Year (ex. ABCDivision_XYZElementary_ARReport_20XX-XX)

Division Name: Richmond City Public Schools

School Name: Thomas Boushall Middle School

Academic Review Tools			
Mark Tools Used	Academic Achievement Tools	Mark Tools Used	Achievement Gap and Student Engagement and Outcomes Tools
X	*Instructional Leadership	X	Social and Emotional Support
X	*Classroom Lesson Evaluation	X	Resource Management
	Culture and Climate		**Chronic Absenteeism
	Professional Development		**Graduation, Dropout & College, Career, and Civic Readiness (schools with graduating class only)
	Data Analysis		
	Master Schedule		<p><i>*Tools required for schools with Level Two or Level Three in any of the Academic Achievement school quality indicators for all students. In addition, schools with any Level Three Achievement Gap indicators must also complete the Social and Emotional Support and Resource Management tools.</i></p> <p><i>**Tool(s) required for schools with Level Three school quality indicator(s) in Chronic Absenteeism and/or Graduation, Dropout & College, Career, and Civic Readiness (schools with graduating class only). The Social and Emotional Support and Resource Management tools are recommended in conjunction with required tools.</i></p>
	Assessment		

Division Name: Richmond City Public Schools**School Name: Thomas Boushall Middle School**

Findings

Thomas Boushall Middle School underwent an Academic Review on December 5, 2022. It is noted that the school's leadership are very passionate regarding the academic needs and successes for its very diverse populations. The Academic Review Team was able to conduct real-time observations in English.

The following Academic Review Tools were utilized:

Classroom Lesson Evaluation Tool:

The academic review team concluded that all lesson plans reviewed did not have strong evidence of alignment to the Standards of Learning Curriculum Framework in content and cognition. Additionally, no formal lesson observations were submitted for review. Walkthrough forms were submitted but did not provide evidence of alignment to the curriculum framework.

Real-time classroom lesson observations and written lessons revealed the following:

- Uniform the planning process for all the Curriculum Areas
- A focus on the Virginia Standards of Learning Curriculum Framework as a primary source for the written, taught and tested curriculum is needed
- A need for stronger Tier I instruction as well as differentiated instruction for all student groups - Be explicit on the lesson plan
- Vocabulary is taught in isolation- be intentional with introducing vocabulary
- Learning objectives were not clearly written to include behaviors, conditions, and criteria that can be understood by students(criteria percentages need to be removed and replaced with what the students will produce)
- A clear focus on the specific sub-standards to be covered during the class period along with aligned checks for understanding related to the identified sub-standards should be evident in written plans
- Strategies/activities are teacher centered and students are not provided the opportunity to grapple with content or engage in productive struggles
- Students are engaged in activities that can easily be adjusted to increase cognitive level
- Vocabulary is taught in isolation
- Inquiry and investigations need to be included in science lessons where students are doing the work and not the teacher- District Level Support will be provided

Instructional Leadership Tool:

Division Name: Richmond City Public Schools

School Name: Thomas Boushall Middle School

- Provide explicit expectations to teachers on non-negotiables for instructional practices-(reading, vocabulary development and writing should occur in every content area)
- Attend planning sessions with teachers to provide real-time coaching and professional development on the written lesson plans to ensure alignment of the taught and tested prior to lessons being delivered
- Clarify roles and responsibilities for collaborative special education teachers
- Develop a system to monitor and provide feedback to teachers to ensure alignment of the taught and tested to the cognitive level of the standard (include a focus on specific student groups during the walkthroughs)
- Provide teachers with written expectations for implementing their professional learning and monitor for implementation and utilize planning time to provide job-embedded professional development
- Monitor and provide feedback to teachers on their use of professional development learning through a measurable and explicit focus on student outcomes

Social and Emotional and Resource Management Tools:

Based on a review of both tools, the academic review team agreed that there were **no major findings** at this time.

DIVISION NOTE:

- Provide professional development for division and school level instructional personnel (managers, specialists and coaches) on properly utilizing the Virginia Standards of Learning Curriculum Framework and how to build lesson plans that are aligned in content and cognition. In turn, division and school level instructional staff alongside building level administrators will build the capacity of teachers on an ongoing basis
- Develop and implement division level expectations for schools on student-centered instructional practices that support the alignment of the written, taught and tested curriculum
- Revisit and define all division level instructional support staff by outlining roles, responsibilities and measures of accountability that support student achievement
- Review all Richmond Public Schools instructional resources and determine if they are aligned to the Virginia Standards of Learning and determine their impact on student achievement
- Develop and implement a Monitor and Support Team where division level leaders regularly monitor schools by scheduling onsite visits that will support all components of student achievement to include detailed next steps for each team member and personalized professional development where needed

Division Name: Richmond City Public Schools

School Name: Thomas Boushall Middle School



Academic Review Essential Actions (EA) <i>Essential Action(s) are to be incorporated into the comprehensive school improvement plan (CSIP) as an essential action or action step.</i>	Note page where EA is addressed in the CSIP	Priority	Timeline
		(Immediate or Subsequent)	(Start Date to Full Implementation)
<p>Essential Action(s):</p> <p>Communicate clear expectations to teachers on student centered instructional practices and on the use of the Standards of Learning Curriculum Framework and provide ongoing professional development (utilize planning time to provide coaching questions) to teachers on the use of the curriculum framework in writing and delivering aligned lessons that include clear learning objectives that include the conditions, behaviors, and criteria.</p> <p>Monitor the implementation of the written, taught, tested by focusing on evidenced based feedback using coaching questions to support teachers on the written, taught, and tested curriculum aligned to the Standards of Learning Curriculum Frameworks in both content and cognition.</p>	English, Math and Science Tab on CSIP	Immediate	January 2023 - June 2023 Ongoing
<p>Essential Action(s):</p> <p>Develop and implement a plan that focuses on analyzing assessment data to ensure alignment, attainment, and proficiency on the Virginia Standards of Learning with a specific focus on all student groups and adjust existing practices, programs, and strategies as needed.</p>	English, Math and Science on CSIP Tab	Immediate	January 2023 - June 2023 Ongoing
<p>Essential Action(s):</p> <p>Provide clear expectations to teachers on their use of professional development learning and monitor and provide evidence-based feedback to teachers with an explicit focus on student learning outcomes</p>	English, Math, and Science on CSIP Tab	Immediate	January 2023 - June 2023 Ongoing

Office of School Quality

Academic Review Report

2022-2023




Date of Review: November 15, 2022



General Information	
Division	Richmond City Public Schools
School	Broadrock Elementary School
Review Team Members (Name/Title)	<p>OSQ: Widad Abed, Rebecca Hall</p> <p>Richmond City:</p> <p>Leslie Wiggins - Principal Director Elementary - Cluster 1/Co-Chief Academic Officer for Elementary</p> <p>Tyra Harrison - Executive Director of Teaching and Learning</p> <p>Indira Lipscombe-Quarles - Principal Director Elementary - Cluster 2</p> <p>Sidney Gunter - Director Academic Programs and Supports</p> <p>Stephannie Crutchfield - Manager of School Improvement</p> <p>Joi Lowery - Coordinator of School Improvement</p> <p>Cassandra Bell - Manager Mathematics Instruction</p> <p>Eboni Massey - Manager Literacy Instruction</p> <p>Shannon Hall - LIEP Specialist</p> <p>Wendy Just - Science Specialist</p> <p>Teya Green - Principal</p> <p>Rebecca Petry - Assistant Principal</p> <p>Lisa Williams - Assistant Principal</p> <p>Cassie Bates - Reading Coach</p> <p>Morgan Scott - Reading Coach</p> <p>Rhonda Hemley - Math Coach</p>
Superintendent's Name	Jason Kamras
Superintendent's Signature	 


Division Name: Richmond City Public Schools

School Name: Broadrock Elementary School

School Quality Indicators

Academic Achievement		
English	Level One	
Mathematics	Level One	
Science	Level Three	

Achievement Gaps		
English	Level One	
Mathematics	Level One	

Student engagement & Outcomes		
Chronic Absenteeism	Level One	

State Identification of School Quality Indicators (SQI) (based on 2021-2022 performance)	
Level Three Area(s):	Academic Achievement Science
Level Two Area(s):	

Note: School division leaders, along with school administrators, are responsible for developing and implementing a monitoring process to measure the effectiveness of the comprehensive school improvement plan on a regular basis and make adjustments as necessary.

Complete the Academic Review Report

Directions for Schools with Level Two Academic Achievement for All Students in English, Mathematics and/or Science:

- The Division Contact will ensure the academic review and the Academic Review Report have been completed for all schools with **Level Two academic achievement indicators** for all students in English, mathematics and/or science. A copy of reports should be kept locally and available upon request. Divisions will certify that an academic review was conducted and findings have been incorporated into the comprehensive school improvement plan. Divisions will submit the **Superintendent's Certification Form** to the Office of School Quality osq@doe.virginia.gov. **Due: January 31, 2023**
- **Please save reports in this format.** Division_SchoolName_ARReport_Year (ex. ABCDivision_XYZElementary_ARReport_20XX-XX)

Division Name: Richmond City Public Schools

School Name: Broadrock Elementary School

Directions for Schools with Level Three School Quality Indicators:

- The Division Contact will ensure the academic review and the Academic Review Report have been completed for all schools with any **Level Three school quality indicator(s)** and will send each **signed report along with the updated comprehensive school improvement plan to the Office of School Quality osq@doe.virginia.gov. Due: January 31, 2023**
- Schools with Level Three indicator(s) will submit the Academic Review Report and the updated comprehensive school improvement plan. This satisfies the corrective action plan requirement per the Standards of Accreditation.
- **Please save reports in this format.** Division_SchoolName_ARReport_Year (ex. ABCDivision_XYZElementary_ARReport_20XX-XX)

Academic Review Tools			
Mark Tools Used	Academic Achievement Tools	Mark Tools Used	Achievement Gap and Student Engagement and Outcomes Tools
X	*Instructional Leadership		Social and Emotional Support
X	*Classroom Lesson Evaluation		Resource Management
	Culture and Climate		**Chronic Absenteeism
	Professional Development		**Graduation, Dropout & College, Career, and Civic Readiness (schools with graduating class only)
	Data Analysis		
	Master Schedule	<p>*Tools required for schools with Level Two or Level Three in any of the Academic Achievement school quality indicators for all students. In addition, schools with any Level Three Achievement Gap indicators must also complete the Social and Emotional Support and Resource Management tools.</p> <p>**Tool(s) required for schools with Level Three school quality indicator(s) in Chronic Absenteeism and/or Graduation, Dropout & College, Career, and Civic Readiness (schools with graduating class only). The Social and Emotional Support and Resource Management tools are recommended in conjunction with required tools.</p>	
	Assessment		

Division Name: Richmond City Public Schools**School Name: Broadrock Elementary School**

Findings

Broad Rock Elementary School underwent an Academic Review on November 15, 2022. It is important to note that the climate and culture of the school is warm, welcoming, with positive student/teacher interactions in the classrooms observed. The academic review team, at the request of the division, conducted real-time observations in English, mathematics and science. Additionally, the team reviewed written English, mathematics and science lesson plans and lesson observations. The review team determined that higher expectations for teaching and learning should be put into place for all classrooms. The following Academic Review Tools were utilized for the review:

Classroom Evaluation Tool:

The academic review team concluded that all lesson plans reviewed did not have strong evidence of alignment to the Standards of Learning Curriculum Framework in content and cognition. Additionally, no formal lesson observations were submitted for review. Walkthrough forms were submitted but were difficult to review since there was not a focus on specific indicators for data collection.

Real-time classroom lesson observations and written lessons revealed the following:

- A focus on the Virginia Standards of Learning Curriculum Framework as a primary source for the written, taught and tested curriculum is needed
- Strong Tier I instruction as well as differentiated instruction for all student groups should be a focus
- The overarching standard was not always present in the lesson plans or lesson observations
- Learning objectives were not clearly written to include behaviors, conditions, and criteria that can be understood by students with a clear focus on what will be accomplished at the end of the time period
- Instruction is teacher centered with few opportunities for students to grapple with the content independently
- A need to revisit the two hour reading block and determine how much time is provided for students to engage in reading authentic text
- Strategies/activities are not aligned to the content or cognitive level of the standard in all content areas reviewed
- Student engagement is limited to low-level activities
- Content vocabulary should be intentionally planned and taught within context
- Science investigation and inquiry is not present in lesson plans or lesson observations

Division Name: Richmond City Public Schools**School Name: Broadrock Elementary School****Instructional Leadership Tool:**

Based on the Instructional Leadership Tool, the principal has implemented a process to review lesson plans during Professional Learning Time (PLT) prior to delivery and provide feedback. However, the review team did not observe that the feedback provided by the principal resulted in an aligned written or delivered lesson. There is evidence of walkthrough observations and feedback to teachers. However, there is no evidence that students received an aligned lesson.

School level administrators should:

- Provide explicit expectations to teachers on non-negotiables for instructional practices-(reading, vocabulary development and writing should occur in every content area)
- Attend planning sessions with teachers to provide real-time coaching on the written lesson plans to ensure alignment of the taught and tested with the curriculum framework
- Provide professional development to all staff on how to utilize the curriculum framework to build and deliver aligned lessons
- Develop a system to monitor and provide feedback to teachers to ensure alignment of the written taught and tested to the cognitive level of the standard
- Provide teachers with written expectations for implementing their professional learning and monitor for implementation
- Attend professional learning opportunities with teachers and provide explicit expectations on how teachers will implement the learning in their lesson planning and lesson delivery
- Monitor and provide feedback to teachers on their use of professional development learning through a measurable and explicit focus on student outcomes.

DIVISION NOTE:

Based on the academic reviews conducted for the four Richmond Public Schools, division leadership committed to develop and implement the following:

- Provide professional development for division and school level instructional personnel (managers, specialists and coaches) on properly utilizing the Virginia Standards of Learning Curriculum Framework and how to build lesson plans that are aligned in content and cognition. In turn, division and school level instructional staff alongside building level administrators will build the capacity of teachers on an ongoing basis
- Develop and implement division level expectations for schools on student-centered instructional practices that support the alignment of the written, taught and tested curriculum
- Revisit and define all division level instructional support staff by outlining roles, responsibilities and measures of accountability that support student achievement
- Review all Richmond Public Schools instructional resources and determine if they are aligned to the Virginia

Division Name: Richmond City Public Schools

School Name: Broadrock Elementary School

Standards of Learning and determine their impact on student achievement

- Develop and implement a Monitor and Support Team where division level leaders regularly monitor schools by scheduling onsite visits that will support all components of student achievement to include detailed next steps for each team member and personalized professional development where needed

Division Name: Richmond City Public Schools

School Name: Broadrock Elementary School

Academic Review Essential Actions (EA) <i>Essential Action(s) are to be incorporated into the comprehensive school improvement plan (CSIP) as an essential action or action step.</i>	Note page where EA is addressed in the CSIP	Priority	Timeline
		(Immediate or Subsequent)	(Start Date to Full Implementation)
<p>Essential Action(s):</p> <p>Communicate clear expectations to teachers on student centered instructional practices and on the use of the Standards of Learning Curriculum Framework and provide ongoing professional development (utilize planning time to provide coaching questions) to teachers on the use of the curriculum framework in writing and delivering aligned lessons that include clear learning objectives that include the conditions, behaviors, and criteria.</p> <p>Monitor the implementation of the written, taught, tested by focusing on evidenced based feedback using coaching questions to support teachers on the written, taught, and tested curriculum aligned to the Standards of Learning Curriculum Frameworks in both content and cognition.</p>	English, Science and Math CSIP Tab	Immediate	January 2023 - June 2023 Ongoing
<p>Essential Action(s): Develop and implement a plan that focuses on analyzing assessment data to ensure alignment, attainment, and proficiency on the Virginia Standards of Learning with a specific focus on all student groups and adjust existing practices, programs, and strategies as needed.</p>	English, Science and Math CSIP Tab	Immediate	January 2023 - June 2023 Ongoing
<p>Essential Action(s): Provide clear expectations to teachers on their use of professional development learning and monitor and provide evidence-based feedback to teachers with an explicit focus on student learning outcomes.</p>	English, Science and Math CSIP Tab	Immediate	January 2023 - June 2023 Ongoing



[Link to RPS Academic Review Folder](#)- includes all schools' required tools artifacts.

Office of School Quality




Academic Review Report



2022-2023


Date of Review: December 8, 2022

General Information	
Division	Richmond City Public Schools
School	Cardinal Elementary School
Review Team Members (Name/Title)	<p>Division Team:</p> <p>Stephannie Crutchfield - Manager of School Improvement Leslie Wiggins - Principal Director Cluster I/Interim CAO Elementary Schools Wendy Just - Science Specialist Elementary Chris Angeles - Specialist - Exceptional Education Diane Fleming - Interventionist Literacy Shannon Hall - Specialist EL</p> <p>School Team:</p> <p>Juvenal Abrego Meneses - Principal</p>
Superintendent's Name	Jason Kamras
Superintendent's Signature	 

School Profile Indicators

Academic Achievement		
English	Level One	
Mathematics	Level One	
Science	Level Three	

Achievement Gaps		
English	Level One	
Mathematics	Level Two	

Student engagement & Outcomes		
Chronic Absenteeism	Level One	

Division Name: Richmond City Public Schools

School Name: Cardinal Elementary School

State Identification of School Quality Indicators (SQI) (based on 2021-2022 performance)		Federal Identification (If applicable)	
Level Three Area(s):	Science - All Students	Yes/No	Identification Area: N/A
Level Two Area(s):	Mathematics - GAP Group	<u>Evidence-based Intervention (EBI)s:</u> Reading: N/A Math: N/A	

Note: School division leaders, along with school administrators, are responsible for developing and implementing a monitoring process to measure the effectiveness of the comprehensive school improvement plan on a regular basis and make adjustments as necessary.

Complete the Academic Review Report

Directions for Schools with Level Two Academic Achievement for All Students in English, Mathematics and/or Science:

- The Division Contact will ensure the academic review and the Academic Review Report have been completed for all schools with **Level Two academic achievement indicators** for all students in English, mathematics and/or science. A copy of reports should be kept locally and available upon request. Divisions will certify that an academic review was conducted and findings have been incorporated into the comprehensive school improvement plan. Divisions will submit the **Superintendent's Monitoring Certification Form** to the Office of School Quality osq@doe.virginia.gov. **Due: Spring 2023**
- **Please save reports in this format.** Division_SchoolName_ARReport_Year (ex. ABCDivision_XYZElementary_ARReport_20XX-XX)

Directions for Schools with Level Three School Quality Indicators:

Division Name: Richmond City Public Schools

School Name: Cardinal Elementary School

- The Division Contact will ensure the academic review and the Academic Review Report have been completed for all schools with any **Level Three school quality indicator(s)** and will send each **signed report along with the updated comprehensive school improvement plan to the Office of School Quality osq@doe.virginia.gov. Due: January 31, 2023**
- Schools with Level Three indicator(s) will submit the Academic Review Report and the updated comprehensive school improvement plan. This satisfies the corrective action plan requirement per the Standards of Accreditation.
- **Please save reports in this format.** Division_SchoolName_ARReport_Year (ex. ABCDivision_XYZElementary_ARReport_20XX-XX)

Academic Review Tools			
Mark Tools Used	Academic Achievement Tools	Mark Tools Used	Achievement Gap and Student Engagement and Outcomes Tools
X	*Instructional Leadership		Social and Emotional Support
X	*Classroom Lesson Evaluation		Resource Management
	Culture and Climate		**Chronic Absenteeism
	Professional Development		**Graduation, Dropout & College, Career, and Civic Readiness (schools with graduating class only)
	Data Analysis		
	Master Schedule		<p>*Tools required for schools with Level Two or Level Three in any of the Academic Achievement school quality indicators for all students. In addition, schools with any Level Three Achievement Gap indicators must also complete the Social and Emotional Support and Resource Management tools.</p> <p>**Tool(s) required for schools with Level Three school quality indicator(s) in Chronic Absenteeism and/or Graduation, Dropout & College, Career, and Civic Readiness (schools with graduating class only). The Social and Emotional Support and Resource Management tools are recommended in conjunction with required tools.</p>
	Assessment		

[Link to RPS Academic Review Folder](#)- includes all schools' required tools artifacts.

Division Name: Richmond City Public Schools**School Name: Cardinal Elementary School**

Findings

Cardinal Elementary School underwent an Academic Review on December 8, 2022. In this time, there is evidence of school and classroom routines and rituals that support a conducive learning environment. The academic review team conducted real-time observations in English and science. Additionally, the team reviewed written English and science lesson plans and lesson observations. The review team determined that expectations for student centered instruction with an emphasis on high expectations should be put in place.

The Academic Review Tools utilized were:

Classroom Lesson Evaluation Tool:

- Student engagement was high in the Science Classroom, however, students should be given the opportunity to engage in productive struggle
- Develop, implement and monitor a plan to ensure that the written, taught, tested is aligned to the Virginia Standards of Learning Curriculum Framework in content and cognition in Reading and Science
- Learning objectives were not clearly written to include behaviors, conditions, and criteria that can be understood by
- Lesson plans should include more details to monitor how time is being utilized, the intentional use of higher level questions, and content vocabulary taught within context
- Add the details of the standard to the walkthrough to allow the teacher opportunities for reflection during lesson planning to identify teaching strategies aligned to the standard.
- Students with a clear focus on what will be accomplished at the end of the block
- Science investigation and inquiry is not present in lesson plans or lesson observations
- Strategies/activities are not aligned to the content or cognitive level of the standard in all content areas reviewed
- Develop a data tracking process to monitor student progress and ongoing growth

Instructional Leadership Tool:

- Provide explicit expectations to teachers regarding instructional practices that must be implemented in the written and taught curriculum
- Provide feedback that includes actionable steps and process for monitoring implementation
- Attend planning sessions with teachers to provide real time coaching on the written lesson plans to ensure alignment of the taught and tested

Division Name: Richmond City Public Schools

School Name: Cardinal Elementary School

- Monitor the implementation of the written and taught curriculum to ensure compliance with expectations
- Work with staff to implement and evaluate formative and summative assessments that drive instructional practice
- Provide professional development during planning meetings on how to utilize the curriculum framework to build and deliver aligned lessons
- Monitor and provide feedback to teachers on their use of professional development learning through a measurable and explicit focus on student outcomes

DIVISION NOTE:

Based on the academic reviews conducted for the four Richmond Public Schools, division leadership committed to develop and implement the following:

- Provide professional development for division and school level instructional personnel (managers, specialists and coaches) on properly utilizing the Virginia Standards of Learning Curriculum Framework and how to build lesson plans that are aligned in content and cognition. In turn, division and school level instructional staff alongside building level administrators will build the capacity of teachers on an ongoing basis
- Develop and implement division level expectations for schools on student-centered instructional practices that support the alignment of the written, taught and tested curriculum
- Revisit and define all division level instructional support staff by outlining roles, responsibilities and measures of accountability that support student achievement
- Review all Richmond Public Schools instructional resources and determine if they are aligned to the Virginia Standards of Learning and determine their impact on student achievement
- Develop and implement a Monitor and Support Team where division level leaders regularly monitor schools by scheduling onsite visits that will support all components of student achievement to include detailed next steps for each team member and personalized professional development where needed



Division Name: Richmond City Public Schools

School Name: Cardinal Elementary School

Academic Review Essential Actions (EA) <i>Essential Action(s) are to be incorporated into the comprehensive school improvement plan (CSIP) as an essential action or action step.</i>	Note page where EA is addressed in the CSIP	Priority	Timeline
		(Immediate or Subsequent)	(Start Date to Full Implementation)
<p>Essential Action(s):</p> <p>Communicate clear expectations to teachers on student centered instructional practices and on the use of the Standards of Learning Curriculum Framework and provide ongoing professional development (utilize planning time to provide coaching questions) to teachers on the use of the curriculum framework in writing and delivering aligned lessons that include clear learning objectives that include the conditions, behaviors, and criteria.</p> <p>Monitor the implementation of the written, taught, tested by focusing on evidenced based feedback using coaching questions to support teachers on the written, taught, and tested curriculum aligned to the Standards of Learning Curriculum Frameworks in both content and cognition</p>	English and Science CSIP Tab	Immediate	January 2023 - June 2023 Ongoing
<p>Essential Action(s):</p> <p>Develop and implement a plan that focuses on analyzing assessment data to ensure alignment, attainment, and proficiency on the Virginia Standards of Learning with a specific focus on all student groups and adjust existing practices, programs, and strategies as needed</p>	English and Science CSIP Tab	Immediate	January 2023 - June 2023 Ongoing
<p>Essential Action(s):</p> <p>Provide clear expectations to teachers on their use of professional development learning and monitor and provide evidence-based feedback to teachers with an explicit focus on student learning outcomes.</p>	English and Science CSIP Tab	Immediate	January 2023 - June 2023 Ongoing

Office of School Quality
Academic Review Report
2022-2023




Date of Review: December 12, 2022



General Information	
Division	Richmond City Public Schools
School	G.W. Carver Elementary School
Review Team Members (Name/Title)	<p>District Team Members:</p> <p>Stephannie Crutchfield, Manager of School Improvement Indira Lipscomb-Quarles - Principal Director Sidney Gunter, Director Academic Programs and Support Elizabeth Landry - Instructional Specialist Susanna Hogan - Literacy Specialist Cassandra Bell - Manager Mathematics Instruction Eboni Massey, Manager Literacy Instruction Natalie Waller - Mathematics Specialist Wendy Just - Science Specialist Ro Stark - Mathematics Specialist April Burwell - Specialist</p> <p>School Team Members:</p> <p>Tiwana Giles- Principal</p>
Superintendent's Name	Jason Kamras
Superintendent's Signature	 


Division Name: Richmond City Public Schools

School Name: G.W. Carver Elementary School

School Quality Profile

Academic Achievement	
English	Level Three 
Mathematics	Level Three 
Science	Level Three 

Achievement Gaps	
English	Level Three 
Mathematics	Level Three 

Student engagement & Outcomes	
Chronic Absenteeism	Level Two 

State Identification of School Quality Indicators (SQI) (based on 2021-2022 performance)		Federal Identification (If applicable)	
Level Three Area(s):	English - All Students Math - All Students Science - All Students English - GAP Group Math - GAP Groups	Yes/No	Identification Area: CSI
Level Two Area(s):	Chronic Absenteeism	Evidence-based Intervention (EBI)s: Reading: (Practice Guide: Assisting Students Struggling with Reading): Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades - Recommendation 3) 1. Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening. Math: (Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades - Recommendation 1) 1. Systematic Instruction: Provide systematic instruction during intervention to develop student understanding of mathematical ideas	

Division Name: Richmond City Public Schools

School Name: G.W. Carver Elementary School

Note: School division leaders, along with school administrators, are responsible for developing and implementing a monitoring process to measure the effectiveness of the comprehensive school improvement plan on a regular basis and make adjustments as necessary.

Complete the Academic Review Report

Directions for Schools with Level Two Academic Achievement for All Students in English, Mathematics and/or Science:

- The Division Contact will ensure the academic review and the Academic Review Report have been completed for all schools with **Level Two academic achievement indicators** for all students in English, mathematics and/or science. A copy of reports should be kept locally and available upon request. Divisions will certify that an academic review was conducted and findings have been incorporated into the comprehensive school improvement plan. Divisions will submit the **Superintendent's Monitoring Certification Form** to the Office of School Quality osq@doe.virginia.gov. **Due: Spring 2023**
- **Please save reports in this format.** Division_SchoolName_ARReport_Year (ex. ABCDivision_XYZElementary_ARReport_20XX-XX)

Directions for Schools with Level Three School Quality Indicators:

- The Division Contact will ensure the academic review and the Academic Review Report have been completed for all schools with any **Level Three school quality indicator(s)** and will send each **signed report along with the updated comprehensive school improvement plan to the Office of School Quality** osq@doe.virginia.gov. **Due: January 31, 2023**
- Schools with Level Three indicator(s) will submit the Academic Review Report and the updated comprehensive school improvement plan. This satisfies the corrective action plan requirement per the Standards of Accreditation.
- **Please save reports in this format.** Division_SchoolName_ARReport_Year (ex. ABCDivision_XYZElementary_ARReport_20XX-XX)

Division Name: Richmond City Public Schools

School Name: G.W. Carver Elementary School

Academic Review Tools			
Mark Tools Used	Academic Achievement Tools	Mark Tools Used	Achievement Gap and Student Engagement and Outcomes Tools
X	*Instructional Leadership	X	Social and Emotional Support
X	*Classroom Lesson Evaluation	X	Resource Management
	Culture and Climate		**Chronic Absenteeism
	Professional Development		**Graduation, Dropout & College, Career, and Civic Readiness (schools with graduating class only)
	Data Analysis		
	Master Schedule		<p><i>*Tools required for schools with Level Two or Level Three in any of the Academic Achievement school quality indicators for all students. In addition, schools with any Level Three Achievement Gap indicators must also complete the Social and Emotional Support and Resource Management tools.</i></p> <p><i>**Tool(s) required for schools with Level Three school quality indicator(s) in Chronic Absenteeism and/or Graduation, Dropout & College, Career, and Civic Readiness (schools with graduating class only). The Social and Emotional Support and Resource Management tools are recommended in conjunction with required tools.</i></p>
	Assessment		

Division Name: Richmond City Public Schools

School Name: G.W. Carver Elementary School

Findings

George Washington Carver (G.W.)Elementary School underwent an Academic Review on December 12,, 2022. The overall school environment was warm and welcoming to students and staff. The Academic Review Team conducted real-time observations in Reading and Science. Additionally, the team reviewed written Reading, Math and Science lesson plans and lesson observations. The review team determined that higher expectations for teaching and learning should be put into place in ALL of the instructional areas in the school. The Team also notes that the majority of this school's instructional staff are either novice teachers or in long term substitute status. The need for targeted professional development is essential.

The following Academic Review Tools were utilized:

Classroom Lesson Evaluation Tool:

The academic review team concluded that all lesson plans reviewed did not have strong evidence of alignment to the Standards of Learning Curriculum Framework in the content and cognition. Real-time classroom observations and written lesson plans indicate the following:

- Develop, implement and monitor a plan to ensure that the written, taught, tested is aligned to the Virginia Standards of Learning Curriculum Framework in content and cognition
- Lesson plans should contain more details to monitor how time is being utilized, the intentional use of higher level questions, and content vocabulary taught within context
- Strong Tier I and Tier II Instruction, as well as differentiation and scaffolding instruction for all students groups must be a focus
- Strategies and activities are not aligned to the content or cognitive level of the standard in the content areas observed
- Science investigation and inquiry is not present in lesson plans or lesson observations
- Learning objectives were not clearly written to include behaviors, conditions, and criteria that can be understood by students with a clear focus on what will be accomplished at the end of the instructional session
- Lesson plans should include more details to monitor how time is being utilized, the intentional use of higher level questions, and content vocabulary taught with in context
- Instruction is teacher centered with few opportunities for students to engage in reading authentic text in the reading classrooms

Instructional Leadership Tool:

Based on the Instructional Leadership Tool, the principal must implement a process to review lesson plans that provides feedback to teachers prior to the delivery of the lesson. The team found that many of the components in these areas were either "None" or "Partial" Implementation Status. Based on a review of walkthrough form, observation feedback form and principal input, these are the findings:

- Provide explicit expectations to teachers regarding instructional practices that must be implemented in the written and taught curriculum
- Develop a system to monitor and provide evidence based feedback to teachers to ensure alignment of the taught and tested to the cognitive level of the standard
- Attend planning sessions with teachers to provide real time coaching on the written lesson plans to ensure alignment of the taught and tested curriculum

Division Name: Richmond City Public Schools

School Name: G.W. Carver Elementary School

- Define and clarify the roles of the Assistant Principals and Coaches and attend planning and modeling sessions to provide feedback

Social and Emotional and Resource Management Tools:

Based on a review of both tools, the academic review team agreed that there were **no major findings** at this time. Carver Elementary School currently employs multiple systems to support students including Positive Behavioral Intervention Supports and Multi Tiered Systems of Support. The school level administrators agreed to monitor for fidelity to ensure there are positive student outcomes.

DIVISION NOTE:

Based on the academic reviews conducted for the four Richmond Public Schools, division leadership committed to develop and implement the following:

- Provide professional development for division and school level instructional personnel (managers, specialists and coaches) on properly utilizing the Virginia Standards of Learning Curriculum Framework and how to build lesson plans that are aligned in content and cognition. In turn, division and school level instructional staff alongside building level administrators will build the capacity of teachers on an ongoing basis
- Develop and implement division level expectations for schools on student-centered instructional practices that support the alignment of the written, taught and tested curriculum
- Revisit and define all division level instructional support staff by outlining roles, responsibilities and measures of accountability that support student achievement
- Review all Richmond Public Schools instructional resources and determine if they are aligned to the Virginia Standards of Learning and determine their impact on student achievement
- Develop and implement a Monitor and Support Team where division level leaders regularly monitor schools by scheduling onsite visits that will support all components of student achievement to include detailed next steps for each team member and personalized professional development where needed

Link to [RPS Academic Review Folders](#)- Includes all school's required tools and artifacts

Division Name: Richmond City Public Schools

School Name: G.W. Carver Elementary School



Academic Review Essential Actions (EA) <i>Essential Action(s) are to be incorporated into the comprehensive school improvement plan (CSIP) as an essential action or action step.</i>	Note page where EA is addressed in the CSIP	Priority	Timeline
		(Immediate or Subsequent)	(Start Date to Full Implementation)
<p>Essential Action(s):</p> <p>Communicate clear expectations to teachers on student centered instructional practices and on the use of the Standards of Learning Curriculum Framework and provide ongoing professional development (utilize planning time to provide coaching questions) to teachers on the use of the curriculum framework in writing and delivering aligned lessons that include clear learning objectives that include the conditions, behaviors, and criteria.</p> <p>Monitor the implementation of the written, taught, tested by focusing on evidenced based feedback using coaching questions to support teachers on the written, taught, and tested curriculum aligned to the Standards of Learning Curriculum Frameworks in both content and cognition.</p>	English, Math and Science CSIP Tab	Immediate	January 2023 - June 2023 Ongoing
<p>Essential Action(s):</p> <p>Develop and implement a plan that focuses on analyzing assessment data to ensure alignment, attainment, and proficiency on the Virginia Standards of Learning with a specific focus on all student groups and adjust existing practices, programs, and strategies as needed.</p>	English, Math and Science CSIP Tab	Immediate	January 2023 - June 2023 Ongoing
<p>Essential Action(s):</p> <p>Provide clear expectations to teachers on their use of professional development learning and monitor and provide evidence-based feedback to teachers with an explicit focus on student learning outcomes</p>	English, Math and Science CSIP Tab	Immediate	January 2023 - June 2023 Ongoing

Office of School Quality

Academic Review Report



2022-2023


Date of Review: December 8, 2022

General Information	
Division	Richmond City Public Schools
School	Chimborazo Elementary School
Review Team Members (Name/Title)	RPS: Leslie Wiggins- Principal Director, Cluster 1/Interim Co-Chief Academic Officer Joi Lowery- Coordinator of School Improvement Natalie Waller- Math/Science Instructional Specialist Diane Flemming- ELA Instructional Specialist K-5 Susanna Hogan- RTI Specialist K-5 April Burwell- Exceptional Education Instructional Specialist Chimborazo ES: Cordell Watkins- Principal Nichole Gross- Assistant Principal Christina Saunders- Instructional Compliance Coordinator Megan Crowe- Reading Coach Tara Mccrone- Science Coach
Superintendent's Name	Jason Kamras
Superintendent's Signature	 

School Quality Indicators

Academic Achievement		
English	Level Three	
Mathematics	Level One	
Science	Level Three	

Achievement Gaps		
English	Level Two	
Mathematics	Level Two	

Student engagement & Outcomes		
Chronic Absenteeism	Level Two	

Division Name: Richmond City Public Schools

School Name: Chimborazo Elementary School

State Identification of School Quality Indicators (SQI) (based on 2021-2022 performance)		Federal Identification (If applicable)	
Level Three Area(s):	Academic Achievement- English Academic Achievement- Science	Yes/ No	Identification Area: N/A
Level Two Area(s):	Achievement Gap- English Achievement Gap- Math Chronic Absenteeism	<u>Evidence-based Intervention (EBI)s:</u> Reading: N/A Math: N/A	

Note: School division leaders, along with school administrators, are responsible for developing and implementing a monitoring process to measure the effectiveness of the comprehensive school improvement plan on a regular basis and make adjustments as necessary.

Division Name: Richmond City Public Schools

School Name: Chimborazo Elementary School

Complete the Academic Review Report

Directions for Schools with Level Two Academic Achievement for All Students in English, Mathematics and/or Science:

- The Division Contact will ensure the academic review and the Academic Review Report have been completed for all schools with **Level Two academic achievement indicators** for all students in English, mathematics and/or science. A copy of reports should be kept locally and available upon request. Divisions will certify that an academic review was conducted and findings have been incorporated into the comprehensive school improvement plan. Divisions will submit the **Superintendent's Monitoring Certification Form** to the Office of School Quality osq@doe.virginia.gov. **Due: Spring 2023**
- **Please save reports in this format.** Division_SchoolName_ARReport_Year (ex. ABCDivision_XYZElementary_ARReport_20XX-XX)

Directions for Schools with Level Three School Quality Indicators:

- The Division Contact will ensure the academic review and the Academic Review Report have been completed for all schools with any **Level Three school quality indicator(s)** and will send each **signed report along with the updated comprehensive school improvement plan** to the Office of School Quality osq@doe.virginia.gov. **Due: January 31, 2023**
- **Schools with Level Three indicator(s) will submit the Academic Review Report and the updated comprehensive school improvement plan. This satisfies the corrective action plan requirement per the Standards of Accreditation.**
- **Please save reports in this format.** Division_SchoolName_ARReport_Year (ex. ABCDivision_XYZElementary_ARReport_20XX-XX)

Division Name: Richmond City Public Schools

School Name: Chimborazo Elementary School

Academic Review Tools			
Mark Tools Used	Academic Achievement Tools	Mark Tools Used	Achievement Gap and Student Engagement and Outcomes Tools
X	*Instructional Leadership	X	Social and Emotional Support
X	*Classroom Lesson Evaluation	X	Resource Management
	Culture and Climate		**Chronic Absenteeism
	Professional Development		**Graduation, Dropout & College, Career, and Civic Readiness (schools with graduating class only)
	Data Analysis		
	Master Schedule	<p><i>*Tools required for schools with Level Two or Level Three in any of the Academic Achievement school quality indicators for all students. In addition, schools with any Level Three Achievement Gap indicators must also complete the Social and Emotional Support and Resource Management tools.</i></p> <p><i>**Tool(s)required for schools with Level Three school quality indicator(s) in Chronic Absenteeism and/or Graduation, Dropout & College, Career, and Civic Readiness (schools with graduating class only). The Social and Emotional Support and Resource Management tools are recommended in conjunction with required tools.</i></p>	
	Assessment		

[Link to RPS Academic Review Folder](#)- includes all schools' required tools artifacts.

Division Name: Richmond City Public Schools

School Name: Chimborazo Elementary School

Findings

Chimborazo Elementary School underwent an Academic Review on December 8, 2022. It is important to note that the climate and culture of the school is warm, welcoming, with positive student/teacher interactions in the classrooms observed. The division academic review team conducted real-time observations in English, mathematics and science. Additionally, the team reviewed written English, mathematics and science lesson plans and lesson observations

The following Academic Review Tools were utilized for the review:

Classroom Evaluation Tool:

The academic review team concluded that all lesson plans reviewed did not have strong evidence of alignment to the Standards of Learning Curriculum Framework in content and cognition. Additionally, no formal lesson observations were submitted for review. Walkthrough forms were submitted but were difficult to review since there was not a focus on specific indicators for data collection.

Real-time classroom lesson observations and written lessons revealed the following:

- A focus on the Virginia Standards of Learning Curriculum Framework as a primary source for the written, taught and tested curriculum is needed
- Strong Tier I instruction as well as differentiated instruction for all student groups should be a focus
- The overarching standard was not always present in the lesson plans or lesson observations
- Learning objectives were not consistently clearly written to include behaviors, conditions, and criteria that can be understood by students with a clear focus on what will be accomplished at the end of the time period
- Instruction is teacher centered with few opportunities for students to grapple with the content independently
- Strategies/activities in English lesson plans are not aligned to the content or cognitive level of the standard in the content area reviewed (The standard (4.6 d) did not align with the lesson because the teacher used the strand of writing in the lesson instead of reading.)
- Content vocabulary should be intentionally planned, taught and developed within context; Consider the use of word walls
- Be more intentional about making connections to students prior learning on the lesson plan and in the classroom throughout the activity. Lastly, the scaffolds for writing should be multitiered and multifaceted. Consider starting with the planning for your specific Tiers knowing how you're going to CFU and then work backwards to the strand.

Division Name: Richmond City Public Schools

School Name: Chimborazo Elementary School

Please keep in mind that a student's Tier is not necessarily static: depending on the topic and task, a student can move Tiers based on background knowledge, etc.

- Give consideration about planning with students' Tiers/Needs in mind first and working backwards may help intentionally plan different scaffolds for student groups
- Include formative assessments in the lesson plans

Instructional Leadership Tool:

Based on the Instructional Leadership Tool, the principal has implemented a process to review lesson plans. However, the review team did not observe that the feedback provided by the principal always resulted in an aligned written or delivered lesson. There is evidence of walkthrough observations and feedback to teachers. However, there is no evidence that students consistently received an aligned lesson

School level administrators should:

- Provide explicit expectations to teachers on non-negotiables for instructional practices-(reading, vocabulary development and writing should occur in every content area)
- Attend planning sessions with teachers to provide real-time coaching on the written lesson plans to ensure alignment of the taught and tested with the curriculum framework
- Provide professional development to all staff on how to utilize the curriculum framework to build and deliver aligned lessons
- Develop a system to monitor and provide feedback to teachers to ensure alignment of the written taught and tested to the cognitive level of the standard
- Provide teachers with written expectations for implementing their professional learning and monitor for implementation
- Attend professional learning opportunities with teachers and provide explicit expectations on how teachers will implement the learning in their lesson planning and lesson delivery
- Monitor and provide feedback to teachers on their use of professional development learning through a measurable and explicit focus on student outcomes.

Social and Emotional and Resource Management Tools:

Based on a review of both tools, the academic review team agreed that there were **no major findings** at this time.

Division Name: Richmond City Public Schools

School Name: Chimborazo Elementary School

DIVISION NOTE:

Based on the academic reviews conducted for the four Richmond Public Schools with VDOE and the remaining 31 school reviews completed by the division academic review teams, division leadership committed to develop and implement the following:

- Provide professional development for division and school level instructional personnel (managers, specialists and coaches) on properly utilizing the Virginia Standards of Learning Curriculum Framework and how to build lesson plans that are aligned in content and cognition. In turn, division and school level instructional staff alongside building level administrators will build the capacity of teachers on an ongoing basis
- Develop and implement division level expectations for schools on student-centered instructional practices that support the alignment of the written, taught and tested curriculum
- Revisit and define all division level instructional support staff by outlining roles, responsibilities and measures of accountability that support student achievement
- Review all Richmond Public Schools instructional resources and determine if they are aligned to the Virginia Standards of Learning and determine their impact on student achievement
- Develop and implement a Monitor and Support Team where division level leaders regularly monitor schools by scheduling onsite visits that will support all components of student achievement to include detailed next steps for each team member and personalized professional development where needed

Division Name: Richmond City Public Schools

School Name: Chimborazo Elementary School



Academic Review Essential Actions (EA) <i>Essential Action(s) are to be incorporated into the comprehensive school improvement plan (CSIP) as an essential action or action step.</i>	Note page where EA is addressed in the CSIP	Priority	Timeline
		(Immediate or Subsequent)	(Start Date to Full Implementation)
<p>Essential Action(s):</p> <p>Communicate clear expectations to teachers on instructional practices and on the use of the Standards of Learning Curriculum Framework and provide ongoing professional development (utilize planning time to provide coaching questions) to teachers on the use of the curriculum framework in writing and delivering aligned lessons that include clear learning objectives that include the conditions, behaviors, and criteria.</p> <p>Monitor the implementation of the written, taught, tested by focusing on evidenced based feedback using coaching questions to support teachers on the written, taught, and tested curriculum aligned to the Standards of Learning Curriculum Frameworks in both content and cognition.</p>	ELA/math & science tabs	Immediate	January 2023- June 2023 Ongoing
<p>Essential Action(s):</p> <p>Develop and implement a plan that focuses on analyzing assessment data to ensure alignment, attainment, and proficiency on the Virginia Standards of Learning with a specific focus on all student groups and adjust existing practices, programs, and strategies as needed.</p>	ELA/math & science tabs	Immediate	January 2023- June 2023 Ongoing
<p>Essential Action(s):</p> <p>Provide clear expectations to teachers on their use of professional development learning and monitor and provide evidence-based feedback to teachers with an explicit focus on student learning outcomes.</p>	ELA/math & science tabs	Immediate	January 2023- June 2023 Ongoing

Office of School Quality




Academic Review Report



2022-2023


Date of Review: November 30, 2022

General Information	
Division	Richmond City Public Schools
School	Elizabeth Redd Elementary
Review Team Members Name and Title	<p>District Team: Stephannie Crutchfield - Manager of School Improvement Sidney Gunter-Director of Academic Programs and Support Indira Lipscomb-Quarles -Cluster 2 Principal Director Wendy Just - Elementary Science Specialist Chris Angeles - Instructional Specialist Shannon Hall - EL Instructional Specialist</p> <p>School Team: Sherry Wharton-Cary - Principal Ebonee Belcher - Assistant Principal</p>
Superintendent's Name	Jason Kamras
Superintendent's Signature	 

School Quality Profile

Academic Achievement		
English	Level One	
Mathematics	Level One	
Science	Level Two	

Achievement Gaps		
English	Level One	
Mathematics	Level One	

Student engagement & Outcomes		
Chronic Absenteeism	Level One	

Division Name: Richmond City Public Schools

School Name: Elizabeth Redd Elementary School

State Identification of School Quality Indicators (SQI) (based on 2021-2022 performance)		Federal Identification (If applicable)	
Level Three Area(s):		Yes/No	Identification Area: N/A
Level Two Area(s):	All Students - Science	<u>Evidence-based Intervention (EBI)s:</u> Reading: N/A Math: N/A	

[Link to RPS Academic Review Folder](#)- includes all schools' required tools artifacts.

Note: School division leaders, along with school administrators, are responsible for developing and implementing a monitoring process to measure the effectiveness of the comprehensive school improvement plan on a regular basis and make adjustments as necessary.

Complete the Academic Review Report

Directions for Schools with Level Two Academic Achievement for All Students in English, Mathematics and/or Science:

- The Division Contact will ensure the academic review and the Academic Review Report have been completed for all schools with **Level Two academic achievement indicators** for all students in English, mathematics and/or science. A copy of reports should be kept locally and available upon request. Divisions will certify that an academic review was conducted and findings have been incorporated into the comprehensive school improvement plan. Divisions will submit the **Superintendent's Monitoring Certification Form** to the Office of School Quality osq@doe.virginia.gov. **Due: Spring 2023**
- **Please save reports in this format.** Division_SchoolName_ARRReport_Year (ex. ABCDivision_XYZElementary_ARRReport_20XX-XX)

Division Name: Richmond City Public Schools

School Name: Elizabeth Redd Elementary School

Directions for Schools with Level Three School Quality Indicators:

- The Division Contact will ensure the academic review and the Academic Review Report have been completed for all schools with any **Level Three school quality indicator(s)** and will send each **signed report along with the updated comprehensive school improvement plan to the Office of School Quality osq@doe.virginia.gov. Due: January 31, 2023**
- Schools with Level Three indicator(s) will submit the Academic Review Report and the updated comprehensive school improvement plan. This satisfies the corrective action plan requirement per the Standards of Accreditation.
- **Please save reports in this format.** Division_SchoolName_ARReport_Year (ex. ABCDivision_XYZElementary_ARReport_20XX-XX)

Academic Review Tools			
Mark Tools Used	Academic Achievement Tools	Mark Tools Used	Achievement Gap and Student Engagement and Outcomes Tools
X	*Instructional Leadership		Social and Emotional Support
X	*Classroom Lesson Evaluation		Resource Management
	Culture and Climate		**Chronic Absenteeism
	Professional Development		**Graduation, Dropout & College, Career, and Civic Readiness (schools with graduating class only)
	Data Analysis		
	Master Schedule	<p>*Tools required for schools with Level Two or Level Three in any of the Academic Achievement school quality indicators for all students. In addition, schools with any Level Three Achievement Gap indicators must also complete the Social and Emotional Support and Resource Management tools.</p> <p>**Tool(s) required for schools with Level Three school quality indicator(s) in Chronic Absenteeism and/or Graduation, Dropout & College, Career, and Civic Readiness (schools with graduating class only). The Social and Emotional Support and Resource Management tools are recommended in conjunction with required tools.</p>	
	Assessment		

Division Name: Richmond City Public Schools

School Name: Elizabeth Redd Elementary School

Findings

Elizabeth Redd Elementary School underwent an Academic Review on November 30, 2022. The academic review team noted that the climate and culture of the school is warm and welcoming, with positive student/teacher interactions. The principal noted that the school had a high teacher satisfaction rate based on the Richmond City Schools (RPS) survey. Redd also maintains a high teacher retention rate.

Classroom Lesson Evaluation Tool:

The academic review team concluded that the Science lesson plans reviewed did not contain strong evidence of alignment to the Standards of Learning Curriculum Framework in content and cognition. Walkthrough forms were submitted and reviewed. The feedback notes do not contain specific references to the alignment of instruction to include specific standards, evidence of the alignment throughout the lesson plan.

Real-time classroom lesson observations and written lessons revealed the following:

- A focus on the Virginia Standards of Learning Curriculum Framework as a primary source for the written, taught, and tested curriculum is needed
- Strong Tier I instruction as well as differentiated instruction for all student groups should be a focus
- Lesson plans should include more details to monitor how time is being utilized, the intentional use of higher level questions, content vocabulary taught within the context
- Instruction is teacher centered, time needs to be implemented to allow students discern what is being taught
- Science investigation and inquiry needs to be present in lesson plans and lesson observations
- Division support is needed to close gaps between the Standards of Learning Curriculum Framework and Division Curriculum Resources
- Professional Development focused on the development of learning targets needs to be provided at the Division Level.

Instructional Leadership Tool:

Based on the Instructional Leadership tool, the principal has implemented a process to review lesson plans during Professional Learning Time (PLT) prior to delivery and provide feedback. A review of the lesson plan feedback tool indicates the administration and coaches review the lesson plans and provides feedback prior to the upcoming weeks.

School level administrators should:

- Continue to work as a team to ensure specific feedback to teachers regarding teacher walkthroughs and observations provides a consistent message to teachers and remains focused on the content and cognition of the lesson, what was seen in the lesson, what students are doing, and provides evidence of student progress.
- Continue providing ongoing, timely, and specific feedback on lesson plans to ensure that teachers have the
- opportunity to learn how to teach the strategies and can make necessary adjustments.

Division Name: Richmond City Public Schools

School Name: Elizabeth Redd Elementary School

- Ensure the instructional strategies, in both Tier 1 and Tier 2 instruction, align to the cognitive level of the standard and standard detail.
- Consider adding the details of the standard to the walkthrough to allow the teacher opportunities for reflection during lesson planning to identify teaching strategies aligned to the standard.

DIVISION NOTE:

Based on the academic reviews conducted by VDOE, Richmond Public Schools division leadership committed to develop and implement the following:

- Provide professional development for division and school level instructional personnel (managers, specialists and coaches) on properly utilizing the Virginia Standards of Learning Curriculum Framework and how to build lesson plans that are aligned in content and cognition. In turn, division and school level instructional staff alongside building level administrators will build the capacity of teachers on an ongoing basis
- Develop and implement division level expectations for schools on student-centered instructional practices that support the alignment of the written, taught and tested curriculum
- Revisit and define all division level instructional support staff by outlining roles, responsibilities and measures of accountability that support student achievement
- Review all Richmond Public Schools instructional resources and determine if they are aligned to the Virginia Standards of Learning and determine their impact on student achievement
- Develop and implement a Monitor and Support Team where division level leaders regularly monitor schools by scheduling onsite visits that will support all components of student achievement to include detailed next steps for each team member and personalized professional development where needed

Division Name: Richmond City Public Schools

School Name: Elizabeth Redd Elementary School


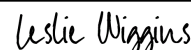
Academic Review Essential Actions (EA) <i>Essential Action(s) are to be incorporated into the comprehensive school improvement plan (CSIP) as an essential action or action step.</i>	Note page where EA is addressed in the CSIP	Priority	Timeline
		(Immediate or Subsequent)	(Start Date to Full Implementation)
<p>Essential Action(s):</p> <p>Communicate clear expectations to teachers on student centered instructional practices and on the use of the Standards of Learning Curriculum Framework and provide ongoing professional development (utilize planning time to provide coaching questions) to teachers on the use of the curriculum framework in writing and delivering aligned lessons that include clear learning objectives that include the conditions, behaviors, and criteria.</p> <p>Monitor the implementation of the written, taught, tested by focusing on evidenced based feedback using coaching questions to support teachers on the written, taught, and tested curriculum aligned to the Standards of Learning Curriculum Frameworks in both content and cognition.</p>	Science Tab on CSIP	Immediate	January 2023 to June 2023 Ongoing
<p>Essential Action(s):</p> <p>Develop and implement a plan that focuses on analyzing assessment data to ensure alignment, attainment, and proficiency on the Virginia Standards of Learning with a specific focus on all student groups and adjust existing practices, programs, and strategies as needed.</p>	Science Tab on CSIP	Immediate	January 2023 - June 2023 Ongoing
<p>Essential Action(s):</p> <p>Provide clear expectations to teachers on their use of professional development learning and monitor and provide evidence-based feedback to teachers with an explicit focus on student learning outcomes.</p>	Science Tab on CSIP	Immediate	January 2023 - June 2023 Ongoing

Office of School Quality




Academic Review Report



2022-2023


Date of Review: December 12, 2022

General Information	
Division	Richmond City Public Schools
School	Fairfield Court Elementary School
Review Team Members (Name/Title)	Sidney Gunter - Director of Academic Programs and Supports (Lead) Leslie Wiggins - Interim CAO, Elementary Principal Director Shadae Harris - Chief Engagement Officer Natasha Henderson - Assistant Principal Nsombi Morrison - Academic Dean Wendy Just - Elementary Science Instructional Specialist Diane Fleming - Elementary ELA Instructional Specialist Eboni Massey - Manager of Literacy Christopher Angeles- Exceptional Ed. Instructional Specialist
Superintendent's Name	Jason Kamras
Superintendent's Signature	 

School Quality Indicators

Academic Achievement		
English	Level Two	
Mathematics	Level One	
Science	Level Three	

Achievement Gaps		
English	Level Two	
Mathematics	Level One	

Student engagement & Outcomes		
Chronic Absenteeism	Level Three	

Division Name: Richmond City Public Schools

School Name: Fairfield Court Elementary School

State Identification of School Quality Indicators (SQI) (based on 2021-2022 performance)		Federal Identification (If applicable)	
Level Three Area(s):	Academic Achievement - Science Chronic Absenteeism	Yes/No	Identification Area: CSI- All Students
Level Two Area(s):	Academic Achievement - English Achievement Gap - English	<p><u>Evidence-based Intervention (EBI)s:</u></p> <p>Reading: (Practice Guide: Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades -</p> <p>(Recommendation 3) SIPPS-Systematic Instruction In Phonological Awareness, Phonics, and Sight Words;</p> <p>Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening.</p> <p>Math: (Recommendation 3) SIPPS-Systematic Instruction In Phonological Awareness, Phonics, and Sight Words;</p> <p>Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening</p>	

Note: School division leaders, along with school administrators, are responsible for developing and implementing a monitoring process to measure the effectiveness of the comprehensive school improvement plan on a regular basis and make adjustments as necessary.

Division Name: Richmond City Public Schools

School Name: Fairfield Court Elementary School

Complete the Academic Review Report

Directions for Schools with Level Two Academic Achievement for All Students in English, Mathematics and/or Science:

- The Division Contact will ensure the academic review and the Academic Review Report have been completed for all schools with **Level Two academic achievement indicators** for all students in English, mathematics and/or science. A copy of reports should be kept locally and available upon request. Divisions will certify that an academic review was conducted and findings have been incorporated into the comprehensive school improvement plan. Divisions will submit the **Superintendent's Certification Form** to the Office of School Quality osq@doe.virginia.gov. **Due: January 31, 2023**
- **Please save reports in this format.** Division_SchoolName_ARReport_Year (ex. ABCDivision_XYZElementary_ARReport_20XX-XX)

Directions for Schools with Level Three School Quality Indicators:

- The Division Contact will ensure the academic review and the Academic Review Report have been completed for all schools with any **Level Three school quality indicator(s)** and will send each **signed report along with the updated comprehensive school improvement plan to the Office of School Quality** osq@doe.virginia.gov. **Due: January 31, 2023**
- Schools with Level Three indicator(s) will submit the Academic Review Report and the updated comprehensive school improvement plan. This satisfies the corrective action plan requirement per the Standards of Accreditation.
- **Please save reports in this format.** Division_SchoolName_ARReport_Year (ex. ABCDivision_XYZElementary_ARReport_20XX-XX)

Academic Review Tools			
Mark Tools Used	Academic Achievement Tools	Mark Tools Used	Achievement Gap and Student Engagement and Outcomes Tools
XX	*Instructional Leadership	XX	Social and Emotional Support
XX	*Classroom Lesson Evaluation	XX	Resource Management
	Culture and Climate	XX	**Chronic Absenteeism

Division Name: Richmond City Public Schools

School Name: Fairfield Court Elementary School

	Professional Development		**Graduation, Dropout & College, Career, and Civic Readiness (schools with graduating class only)
	Data Analysis		
	Master Schedule	*Tools required for schools with Level Two or Level Three in any of the Academic Achievement school quality indicators for all students. In addition, schools with any Level Three Achievement Gap indicators must also complete the Social and Emotional Support and Resource Management tools. **Tool(s) required for schools with Level Three school quality indicator(s) in Chronic Absenteeism and/or Graduation, Dropout & College, Career, and Civic Readiness (schools with graduating class only). The Social and Emotional Support and Resource Management tools are recommended in conjunction with required tools.	
	Assessment		

[Link to RPS Academic Review Folder](#)- includes all schools' required tools artifacts.

Findings
<p>Fairfield Court Elementary School underwent an Academic Review on December 12, 2022. The division academic review team conducted real-time observations in English and science. Additionally, the team reviewed written English and science lesson plans and lesson observations. The following Academic Review Tools were utilized for the review:</p> <p>Classroom Lesson Evaluation Tool:</p> <p>The Fairfield Court team has facilitated professional development around unpacking standards and lesson plan alignment. The team uses an Unpacking Form when planning and their lesson evaluation form asks questions specific to alignment. The academic review team concluded that lesson plans reviewed have some evidence of alignment to the Standards of Learning Curriculum Framework, however, the team should continue to support teachers in understanding how to create aligned lessons..</p> <p>Real-time classroom lesson observations and written lessons revealed the following:</p> <ul style="list-style-type: none"> • A continued focus on the Virginia Standards of Learning Curriculum Framework as a primary source for the written, taught and tested curriculum is needed • Evidence of using the curriculum framework to build and deliver lessons was somewhat apparent.

Division Name: Richmond City Public Schools

School Name: Fairfield Court Elementary School

- Strategies/activities are not strongly aligned to the content or cognitive level of the standard in all content areas reviewed
- Learning objectives should be revised to include behaviors, conditions, and criteria that can be understood by students (students should have an understanding of “why” they are learning and “what” they will be able to do by the end of block)
- Lesson plans should include a narrow focus on the specific sub-standards/standard details to be covered during the class period, along with detailed time frames to ensure all instructional time is utilized
- Checks for understanding/formative assessments should be aligned to the cognitive level of the standard and outlined prior to instruction

Instructional Leadership Tool

Based on the Instructional Leadership Tool, the administrative team reviews lesson plans prior to delivery and provides feedback, however, the review team did not observe that the feedback provided by the team resulted in a strongly aligned written or delivered lesson. There is evidence of walkthrough observations and feedback to teachers and there is evidence that the intent of these processes is to support the alignment of the written, taught and tested curriculum.

School level administrators should:

- Attend professional learning opportunities with teachers and provide explicit expectations on how teachers will implement the learning in their lesson planning and lesson delivery
- Attend planning sessions with teachers to provide real-time coaching on the written lesson plans to ensure alignment of the taught and tested.
- Provide teachers with written expectations for implementing their professional learning and monitor for implementation.
- Monitor and provide feedback to teachers on their use of professional development learning through a measurable and explicit focus on student outcomes.

Social and Emotional and Resource Management Tools:

Based on a review of both tools, the academic review team agreed that there were **no major findings** at this time.

Division Name: Richmond City Public Schools

School Name: Fairfield Court Elementary School

Chronic Absenteeism Tool

Fairfield Court has a designated school attendance team with the purpose of analyzing student-level and school-level data and subsequently implementing attendance priorities and strategies to establish a school and/or student attendance plan(s). They also follow division protocols to ensure attendance data is accurately recorded, including consistent data definitions, regular audits of attendance data, defined procedures of how and when to collect data, and a system for training staff. The school has strong evidence of parent communication and strategic community partnerships. The school shows some evidence of monitoring data, preparing and analyzing attendance reports for the school attendance team, and conducting a need assessment. The team should continue to refine their processes for attendance and data collection and support of chronically absent students.

School level administrators should:

- Ensure that goals in the plan should be SMART and show clear timelines and strategies for reaching goals.
- Develop, discuss and provide evidence of preventative strategies for groups of students who exhibit decreased engagement in addition to individual students.
- Incorporate provisions for more outreach methods for W9 at risk students. Current outreach uses phone calls as the primary method with information summary only as the outcome. Shift the focus of outreach to include resources and/or problem solving to maximize the status of implementation.
- Include the Post-verification and a report of machine adjusted codes to provide accurate attendance recording and increase implementation of chronic absenteeism improvement strategies.
- Include action steps or follow up efforts on the school attendance tracker dashboard to include comments that indicate specifics of the interventions being implemented and identification of student patterns across groups

DIVISION NOTE:

Based on the academic reviews conducted for the four Richmond Public Schools with VDOE and the remaining 31 school reviews completed by the division academic review teams, division leadership committed to develop and implement the following:

- Provide professional development for division and school level instructional personnel (managers, specialists and coaches) on properly utilizing the Virginia Standards of Learning Curriculum Framework and how to build lesson plans that are aligned in content and cognition. In turn, division and school level instructional staff alongside building level administrators will build the capacity of teachers on an ongoing basis
- Develop and implement division level expectations for schools on student-centered instructional practices that support the alignment of the written, taught and tested curriculum
- Revisit and define all division level instructional support staff by outlining roles, responsibilities and measures of accountability that support student achievement
- Review all Richmond Public Schools instructional resources and determine if they are aligned to the Virginia

Division Name: Richmond City Public Schools

School Name: Fairfield Court Elementary School

Standards of Learning and determine their impact on student achievement

- Develop and implement a Monitor and Support Team where division level leaders regularly monitor schools by scheduling onsite visits that will support all components of student achievement to include detailed next steps for each team member and personalized professional development where needed



Academic Review Essential Actions (EA) <i>Essential Action(s) are to be incorporated into the comprehensive school improvement plan (CSIP) as an essential action or action step.</i>	Note page where EA is addressed in the CSIP	Priority	Timeline
		(Immediate or Subsequent)	(Start Date to Full Implementation)
<p>Essential Action(s):</p> <p>Communicate clear expectations to teachers on instructional practices and on the use of the Standards of Learning Curriculum Framework and provide ongoing professional development (utilize planning time to provide coaching questions) to teachers on the use of the curriculum framework in writing and delivering aligned lessons that include clear learning objectives that include the conditions, behaviors, and criteria.</p> <p>Monitor the implementation of the written, taught, tested by focusing on evidenced based feedback using coaching questions to support teachers on the written, taught, and tested curriculum aligned to the Standards of Learning Curriculum Frameworks in both content and cognition.</p>	ELA & science tabs	Immediate	January 2023- June 2023 Ongoing
<p>Essential Action(s):</p> <p>Develop and implement a plan that focuses on analyzing assessment data to ensure alignment, attainment, and proficiency on the Virginia Standards of Learning with a specific focus on all student groups and adjust existing practices, programs, and strategies as needed.</p>	ELA & science tabs	Immediate	January 2023- June 2023 Ongoing
<p>Essential Action(s):</p> <p>Provide clear expectations to teachers on their use of professional development learning and monitor and provide evidence-based feedback to teachers with an explicit focus on student learning outcomes.</p>	ELA & science tabs	Immediate	January 2023- June 2023 Ongoing

Office of School Quality




Academic Review Report



2022-2023

Date of Review: December 9, 2022

General Information	
Division	Richmond City Public Schools
School	G.H. Reid Elementary School
Review Team Members (Name/Title)	<p>Division Team:</p> <p>Stephannie Crutchfield - Manager Leslie Wiggins - Interim CAO/Principal Director April Burrell - Exceptional Education Specialist Wendy Just - Science Specialist Lily Mirjahangiri - ESL Specialist</p> <p>School Team:</p> <p>Angela Delaney - Principal Ms. Nakisha Winston - Assistant Principal Cherita Holloman</p>
Superintendent's Name	Jason Kamras
Superintendent's Signature	 

School Quality Profile

Academic Achievement		
English	Level One	
Mathematics	Level One	
Science	Level Three	

Achievement Gaps		
English	Level Two	
Mathematics	Level One	

Student engagement & Outcomes		
Chronic Absenteeism	Level One	

Division Name: Richmond City Public Schools

School Name: G. H. Reid Elementary School

State Identification of School Quality Indicators (SQI) (based on 2021-2022 performance)		Federal Identification (If applicable)	
Level Three Area(s):	Science - All Students	Yes/No	Identification Area:
Level Two Area(s):	English - GAP Group	<u>Evidence-based Intervention (EBI)s:</u> Reading: N/A Math: N/A	

Note: School division leaders, along with school administrators, are responsible for developing and implementing a monitoring process to measure the effectiveness of the comprehensive school improvement plan on a regular basis and make adjustments as necessary.

Complete the Academic Review Report

Directions for Schools with Level Two Academic Achievement for All Students in English, Mathematics and/or Science:

- The Division Contact will ensure the academic review and the Academic Review Report have been completed for all schools with **Level Two academic achievement indicators** for all students in English, mathematics and/or science. A copy of reports should be kept locally and available upon request. Divisions will certify that an academic review was conducted and findings have been incorporated into the comprehensive school improvement plan. Divisions will submit the **Superintendent's Monitoring Certification Form** to the Office of School Quality osq@doe.virginia.gov. **Due: Spring 2023**
- **Please save reports in this format.** Division_SchoolName_ARReport_Year (ex. ABCDivision_XYZElementary_ARReport_20XX-XX)

Directions for Schools with Level Three School Quality Indicators:

Division Name: Richmond City Public Schools

School Name: G. H. Reid Elementary School

- The Division Contact will ensure the academic review and the Academic Review Report have been completed for all schools with any **Level Three school quality indicator(s)** and will send each **signed report along with the updated comprehensive school improvement plan to the Office of School Quality osq@doe.virginia.gov. Due: January 31, 2023**
- Schools with Level Three indicator(s) will submit the Academic Review Report and the updated comprehensive school improvement plan. This satisfies the corrective action plan requirement per the Standards of Accreditation.
- **Please save reports in this format.** Division_SchoolName_ARReport_Year (ex. ABCDivision_XYZElementary_ARReport_20XX-XX)

Academic Review Tools			
Mark Tools Used	Academic Achievement Tools	Mark Tools Used	Achievement Gap and Student Engagement and Outcomes Tools
X	*Instructional Leadership		Social and Emotional Support
X	*Classroom Lesson Evaluation		Resource Management
	Culture and Climate		**Chronic Absenteeism
	Professional Development		**Graduation, Dropout & College, Career, and Civic Readiness (schools with graduating class only)
	Data Analysis		
	Master Schedule	<p><i>*Tools required for schools with Level Two or Level Three in any of the Academic Achievement school quality indicators for all students. In addition, schools with any Level Three Achievement Gap indicators must also complete the Social and Emotional Support and Resource Management tools.</i></p> <p><i>**Tool(s) required for schools with Level Three school quality indicator(s) in Chronic Absenteeism and/or Graduation, Dropout & College, Career, and Civic Readiness (schools with graduating class only). The Social and Emotional Support and Resource Management tools are recommended in conjunction with required tools.</i></p>	
	Assessment		

[Link to RPS Academic Review Folder](#)- includes all schools' required tools artifacts.

Division Name: Richmond City Public Schools

School Name: G. H. Reid Elementary School

Findings

G.H. Reid Elementary School underwent Academic Review on December 9, 2022. We found the school climate and culture to be warm and welcoming, with positive student/teacher interactions in the classrooms observed. The Academic Review Team observed Science classrooms, as this was the focus for G.H. Reid.. Additionally, the team reviewed written English, mathematics and science lesson plans and lesson observations. The review team determined that higher expectations for teaching and learning should be put into place for all classrooms. The following Academic Review Tools were utilized for the review:

Classroom Lesson Evaluation

- A focus on the Virginia Standards of Learning Curriculum Framework as a primary source for the written, taught and tested curriculum is needed
- Strong Tier I instruction as well as differentiated instruction for all student groups should be a focus
- Learning objectives were not clearly written to include behaviors, conditions, and criteria that can be understood by students with a clear focus on what will be accomplished at the end of the block
- Lesson plans should include more details to monitor how time is being utilized, the intentional use of higher level questions, and content vocabulary taught within context
- Strategies/activities are not aligned to the content or cognitive level of the standard in all content areas reviewed
- Students should be given the opportunity to engage in productive struggles
- Content vocabulary should be intentionally planned and taught within context
- Science investigation and inquiry is not present in lesson plans or lesson observations

Instructional Leadership Tool:

Based on the Instructional Leadership Tool, the principal has not implemented a process to review lesson plans during Professional Learning Time (PLT) prior to delivery and provide feedback. However, the review team did not observe that the feedback provided by the principal resulted in an aligned written or delivered lesson. There is evidence of walkthrough observations and feedback to teachers. However, there is no evidence that students received an aligned lesson.

- Provide explicit expectations to teachers on non-negotiables for instructional practices-(reading, vocabulary development and writing should occur in every content area)
- Attend planning sessions with teachers to provide real-time coaching on the written lesson plans to ensure alignment

Division Name: Richmond City Public Schools

School Name: G. H. Reid Elementary School

- of the taught and tested with the curriculum framework
- Provide professional development to all staff on how to utilize the curriculum framework to build and deliver aligned lessons
 - Develop a system to monitor and provide feedback to teachers to ensure alignment of the written taught and tested to the cognitive level of the standard
 - Provide teachers with written expectations for implementing their professional learning and monitor for implementation
 - Attend professional learning opportunities with teachers and provide explicit expectations on how teachers will implement the learning in their lesson planning and lesson delivery
 - Monitor and provide feedback to teachers on their use of professional development learning through a measurable and explicit focus on student outcomes.

DIVISION NOTE:

Based on the academic reviews conducted for the four Richmond Public Schools, division leadership committed to develop and implement the following:

- Provide professional development for division and school level instructional personnel (managers, specialists and coaches) on properly utilizing the Virginia Standards of Learning Curriculum Framework and how to build lesson plans that are aligned in content and cognition. In turn, division and school level instructional staff alongside building level administrators will build the capacity of teachers on an ongoing basis
- Develop and implement division level expectations for schools on student-centered instructional practices that support the alignment of the written, taught and tested curriculum
- Revisit and define all division level instructional support staff by outlining roles, responsibilities and measures of accountability that support student achievement
- Review all Richmond Public Schools instructional resources and determine if they are aligned to the Virginia Standards of Learning and determine their impact on student achievement
- Develop and implement a Monitor and Support Team where division level leaders regularly monitor schools by scheduling onsite visits that will support all components of student achievement to include detailed next steps for each team member and personalized professional development where needed

Division Name: Richmond City Public Schools

School Name: G. H. Reid Elementary School



Academic Review Essential Actions (EA) <i>Essential Action(s) are to be incorporated into the comprehensive school improvement plan (CSIP) as an essential action or action step.</i>	Note page where EA is addressed in the CSIP	Priority	Timeline
		(Immediate or Subsequent)	(Start Date to Full Implementation)
<p>Essential Action(s):</p> <p>Communicate clear expectations to teachers on student centered instructional practices and on the use of the Standards of Learning Curriculum Framework and provide ongoing professional development (utilize planning time to provide coaching questions) to teachers on the use of the curriculum framework in writing and delivering aligned lessons that include clear learning objectives that include the conditions, behaviors, and criteria.</p> <p>Monitor the implementation of the written, taught, tested by focusing on evidenced based feedback using coaching questions to support teachers on the written, taught, and tested curriculum aligned to the Standards of Learning Curriculum Frameworks in both content and cognition.</p>	English, Math and Science CSIP Tab	Immediate	January 2023 - June 2023 Ongoing
<p>Essential Action(s):</p> <p>Develop and implement a plan that focuses on analyzing assessment data to ensure alignment, attainment, and proficiency on the Virginia Standards of Learning with a specific focus on all student groups and adjust existing practices, programs, and strategies as needed.</p>	English, Math and Science CSIP Tab	Immediate	January 2023 - June 2023 Ongoing
<p>Essential Action(s):</p> <p>Provide clear expectations to teachers on their use of professional development learning and monitor and provide evidence-based feedback to teachers with an explicit focus on student learning outcomes.</p>	English, Math and Science CSIP Tab	Immediate	January 2023 - June 2023 Ongoing

Office of School Quality

Academic Review Report



2022-2023


Date of Review: [Click or tap here to enter text.](#)

General Information	
Division	Richmond City Public Schools
School	Ginter Park Elementary
Review Team Members Name and Title	<p>District Team:</p> <p>Stephannie Crutchfield - Manager of School Improvement Vickey Drew - Science Specialist Chris Angeles - Instructional Specialist Wendy Just - Science Specialist - Elementary Cassandra Bell - Manager Mathematics Instruction</p> <p>School Team:</p> <p>L. Michelle Jones - Principal Sundae Ray - Assistant Principal</p>
Superintendent's Name	Jason Kamras
Superintendent's Signature	 

School Quality Profile

Academic Achievement		
English	Level One	
Mathematics	Level One	
Science	Level Three	

Achievement Gaps		
English	Level Two	
Mathematics	Level Two	

Student engagement & Outcomes		
Chronic Absenteeism	Level One	

Division Name: Richmond City Public Schools

School Name: Ginter Park Elementary School

State Identification of School Quality Indicators (SQI) (based on 2021-2022 performance)		Federal Identification (If applicable)	
Level Three Area(s):	All Students - Science	Yes/No	Identification Area: N/A
Level Two Area(s):	English - GAP Groups Math - GAP Groups	<u>Evidence-based Intervention (EBI)s:</u> Reading: N/A Math: N/A	

Note: School division leaders, along with school administrators, are responsible for developing and implementing a monitoring process to measure the effectiveness of the comprehensive school improvement plan on a regular basis and make adjustments as necessary.

Complete the Academic Review Report

Directions for Schools with Level Two Academic Achievement for All Students in English, Mathematics and/or Science:

- The Division Contact will ensure the academic review and the Academic Review Report have been completed for all schools with **Level Two academic achievement indicators** for all students in English, mathematics and/or science. A copy of reports should be kept locally and available upon request. Divisions will certify that an academic review was conducted and findings have been incorporated into the comprehensive school improvement plan. Divisions will submit the **Superintendent's Monitoring Certification Form** to the Office of School Quality osq@doe.virginia.gov. **Due: Spring 2023**
- **Please save reports in this format.** Division_SchoolName_ARReport_Year (ex. ABCDivision_XYZElementary_ARReport_20XX-XX)

Division Name: Richmond City Public Schools

School Name: Ginter Park Elementary School

Directions for Schools with Level Three School Quality Indicators:

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Academic Review Tools			
Mark Tools Used	Academic Achievement Tools	Mark Tools Used	Achievement Gap and Student Engagement and Outcomes Tools
X	*Instructional Leadership		Social and Emotional Support
X	*Classroom Lesson Evaluation		Resource Management
	Culture and Climate		**Chronic Absenteeism
	Professional Development		**Graduation, Dropout & College, Career, and Civic Readiness (schools with graduating class only)
	Data Analysis		

Division Name: Richmond City Public Schools

School Name: Ginter Park Elementary School

	Master Schedule	<p><i>*Tools required for schools with Level Two or Level Three in any of the Academic Achievement school quality indicators for all students. In addition, schools with any Level Three Achievement Gap indicators must also complete the Social and Emotional Support and Resource Management tools.</i></p> <p><i>**Tool(s) required for schools with Level Three school quality indicator(s) in Chronic Absenteeism and/or Graduation, Dropout & College, Career, and Civic Readiness (schools with graduating class only). The Social and Emotional Support and Resource Management tools are recommended in conjunction with required tools.</i></p>
	Assessment	

Findings
<p>Ginter Park Elementary School underwent an Academic Review on November 30, 2022. The academic review team noted that the climate and culture of the school is warm and welcoming, with positive student/teacher interactions. The principal noted that the school had a high teacher satisfaction rate based on the Richmond City Schools (RPS) survey. Ginter Park also maintains a high teacher retention rate.</p> <p>Classroom Lesson Evaluation Tool:</p> <p>The academic review team concluded that the Science lesson plans reviewed did contain evidence of alignment to the Standards of Learning Curriculum Framework in content and cognition. Walkthrough forms were submitted and reviewed. The feedback notes do not contain specific references to the alignment of instruction to include specific standards, evidence of the alignment throughout the lesson plan.</p> <p>Real-time classroom lesson observations and written lessons revealed the follow:</p> <ul style="list-style-type: none"> ● A focus on the Virginia Standards of Learning Curriculum Framework as a primary source for the written, taught, and tested curriculum is needed ● Strong Tier I instruction as well as differentiated instruction for all student groups should be a focus ● Lesson plans should include more details to monitor how time is being utilized, the intentional use of higher level questions, content vocabulary taught within the context ● Instruction is teacher centered, time needs to be implemented to allow students discern what is being taught ● Science investigation and inquiry needs to be present in lesson plans and lesson observations ● Division support is needed to close gaps between the Standards of Learning Curriculum Framework and Division Curriculum Resources ● Professional Development focused on the development of learning targets needs to be provided at the Division Level.

Division Name: Richmond City Public Schools

School Name: Ginter Park Elementary School

Instructional Leadership Tool:

Based on the Instructional Leadership tool, the principal has implemented a process to review lesson plans during Professional Learning Time (PLT) prior to delivery and provide feedback. A review of the lesson plan feedback tool indicates the administration and coaches review the lesson plans and provides feedback prior to the upcoming weeks.

School level administrators should:

- Continue to work as a team to ensure specific feedback to teachers regarding teacher walkthroughs and observations provides a consistent message to teachers and remains focused on the content and cognition of the lesson, what was seen in the lesson, what students are doing, and provides evidence of student progress.
- Continue providing ongoing, timely, and specific feedback on lesson plans to ensure that teachers have the
- opportunity to learn how to teach the strategies and can make necessary adjustments.
- Ensure the instructional strategies, in both Tier 1 and Tier 2 instruction, align to the cognitive level of the
- standard and standard detail.
- Consider adding the details of the standard to the walkthrough to allow the teacher opportunities for reflection during lesson planning to identify teaching strategies aligned to the standard.

DIVISION NOTE:

Based on the academic reviews conducted by VDOE, Richmond Publics Schools division leadership committed to develop and implement the following:

- Provide professional development for division and school level instructional personnel (managers, specialists and coaches) on properly utilizing the Virginia Standards of Learning Curriculum Framework and how to build lesson plans that are aligned in content and cognition. In turn, division and school level instructional staff alongside building level administrators will build the capacity of teachers on an ongoing basis
- Develop and implement division level expectations for schools on student-centered instructional practices that support the alignment of the written, taught and tested curriculum
- Revisit and define all division level instructional support staff by outlining roles, responsibilities and measures of accountability that support student achievement
- Review all Richmond Public Schools instructional resources and determine if they are aligned to the Virginia Standards of Learning and determine their impact on student achievement
- Develop and implement a Monitor and Support Team where division level leaders regularly monitor schools by scheduling onsite visits that will support all components of student achievement to include detailed next steps for each team member and personalized professional development where needed

Division Name: Richmond City Public Schools

School Name: Ginter Park Elementary School

Academic Review Essential Actions (EA) <i>Essential Action(s) are to be incorporated into the comprehensive school improvement plan (CSIP) as an essential action or action step.</i>	Note page where EA is addressed in the CSIP	Priority	Timeline
		(Immediate or Subsequent)	(Start Date to Full Implementation)
<p>Essential Action(s):</p> <p>Communicate clear expectations to teachers on student centered instructional practices and on the use of the Standards of Learning Curriculum Framework and provide ongoing professional development (utilize planning time to provide coaching questions) to teachers on the use of the curriculum framework in writing and delivering aligned lessons that include clear learning objectives that include the conditions, behaviors, and criteria.</p> <p>Monitor the implementation of the written, taught, tested by focusing on evidenced based feedback using coaching questions to support teachers on the written, taught, and tested curriculum aligned to the Standards of Learning Curriculum Frameworks in both content and cognition.</p>	Science CSIP Tab	Immediate	January 2023 - June 2023 Ongoing
<p>Essential Action(s):</p> <p>Develop and implement a plan that focuses on analyzing assessment data to ensure alignment, attainment, and proficiency on the Virginia Standards of Learning with a specific focus on all student groups and adjust existing practices, programs, and strategies as needed.</p>	Science CSIP Tab	Immediate	January 2023 - June 2023 Ongoing
<p>Essential Action(s):</p> <p>Provide clear expectations to teachers on their use of professional development learning and monitor and provide evidence-based feedback to teachers with an explicit focus on student learning outcomes.</p>	Science CSIP Tab	Immediate	January 2023 - June 2023 Ongoing



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Office of School Quality

Academic Review Report

2022-2023




Date of Review: December 9, 2022



General Information	
Division	Richmond City Public Schools
School	Henry Marsh Elementary School
Review Team Members (Name/Title)	<p>District Team Members:</p> <p>Stephannie Crutchfield - Manager of School Improvement Leslie Wiggins - Interim CAO/Principal Director Sidney Gunter, Director Academic Program and Supports Eboni Massey - Manager - Literacy Instruction Diane Fleming - Instructional Specialist Nathan Potter - Instructional Specialist Wendy Just - Science Specialist Ro Stark - Math Specialist Susanna Hogan - Literacy Specialist Chris Angeles - Specialist Exceptional Education Kristin McKinney - Intervention Specialist</p> <p>School Team Members:</p> <p>Carmen Rush - Substitute Principal Treena Leecost - Assistant Principal DeWayne Parker - Assistant Principal</p>
Superintendent's Name	Jason Kamras
Superintendent's Signature	 


School Quality Profile

Division Name: Richmond City Public Schools

School Name: Henry L. Marsh Elementary School

Academic Achievement	
English	Level Two 
Mathematics	Level Three 
Science	Level Three 

Achievement Gaps	
English	Level Three 
Mathematics	Level Three 

Student engagement & Outcomes	
Chronic Absenteeism	Level Two 

State Identification of School Quality Indicators (SQI) (based on 2021-2022 performance)		Federal Identification (If applicable)	
Level Three Area(s):	Mathematics - All Students Science - All Students English - GAP Group Mathematics - GAP Group	Yes/No	Identification Area: CSI
Level Two Area(s):	English - All Students Chronic Absenteeism	<p><u>Evidence-based Intervention (EBI)s:</u></p> <p>Reading: Provide intensive, systematic instruction on up to three foundational reading skills (Phonics, Phonemic Awareness, and Vocabulary) in small groups to students who score below the benchmark score on universal screening.</p> <p>Math: (Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades - Recommendation 1)</p> <p>Systematic Instruction: Provide systematic instruction during intervention to develop student understanding of mathematical ideas.</p>	

Division Name: Richmond City Public Schools

School Name: Henry L. Marsh Elementary School

Note: School division leaders, along with school administrators, are responsible for developing and implementing a monitoring process to measure the effectiveness of the comprehensive school improvement plan on a regular basis and make adjustments as necessary.

Complete the Academic Review Report

Directions for Schools with Level Two Academic Achievement for All Students in English, Mathematics and/or Science:

- The Division Contact will ensure the academic review and the Academic Review Report have been completed for all schools with **Level Two academic achievement indicators** for all students in English, mathematics and/or science. A copy of reports should be kept locally and available upon request. Divisions will certify that an academic review was conducted and findings have been incorporated into the comprehensive school improvement plan. Divisions will submit the **Superintendent's Monitoring Certification Form** to the Office of School Quality osq@doe.virginia.gov. **Due: Spring 2023**
- **Please save reports in this format.** Division_SchoolName_ARReport_Year (ex. ABCDivision_XYZElementary_ARReport_20XX-XX)

Directions for Schools with Level Three School Quality Indicators:

- The Division Contact will ensure the academic review and the Academic Review Report have been completed for all schools with any **Level Three school quality indicator(s)** and will send each **signed report along with the updated comprehensive school improvement plan** to the Office of School Quality osq@doe.virginia.gov. **Due: January 31, 2023**
- Schools with Level Three indicator(s) will submit the Academic Review Report and the updated comprehensive school improvement plan. This satisfies the corrective action plan requirement per the Standards of Accreditation.
- **Please save reports in this format.** Division_SchoolName_ARReport_Year (ex. ABCDivision_XYZElementary_ARReport_20XX-XX)

Division Name: Richmond City Public Schools

School Name: Henry L. Marsh Elementary School

Academic Review Tools			
Mark Tools Used	Academic Achievement Tools	Mark Tools Used	Achievement Gap and Student Engagement and Outcomes Tools
X	*Instructional Leadership	X	Social and Emotional Support
X	*Classroom Lesson Evaluation	X	Resource Management
	Culture and Climate		**Chronic Absenteeism
	Professional Development		**Graduation, Dropout & College, Career, and Civic Readiness (schools with graduating class only)
	Data Analysis		
	Master Schedule	<p><i>*Tools required for schools with Level Two or Level Three in any of the Academic Achievement school quality indicators for all students. In addition, schools with any Level Three Achievement Gap indicators must also complete the Social and Emotional Support and Resource Management tools.</i></p> <p><i>**Tool(s) required for schools with Level Three school quality indicator(s) in Chronic Absenteeism and/or Graduation, Dropout & College, Career, and Civic Readiness (schools with graduating class only). The Social and Emotional Support and Resource Management tools are recommended in conjunction with required tools.</i></p>	
	Assessment		

[Link to RPS Academic Review Folder](#)- includes all schools' required tools artifacts.

Division Name: Richmond City Public Schools**School Name: Henry L. Marsh Elementary School**

Findings

Henry Marsh Elementary School underwent an Academic Review on December 9, 2022. It is important to note that the climate and culture of the school is warm, welcoming, with positive student/teacher interactions in the classrooms observed. The academic review team conducted real-time observations in English, mathematics and science. Additionally, the team reviewed written English, mathematics and science lesson plans and lesson observations. The review team determined that higher expectations for teaching and learning should be put into place for all classrooms. The following Academic Review Tools were utilized for the review:

Classroom Evaluation Tool:

The academic review team concluded that all lesson plans reviewed did not have strong evidence of alignment to the Standards of Learning Curriculum Framework in content and cognition. Additionally, we reviewed formal lesson observations that were submitted by the school administration. The team determined that feedback should be more detailed with specifics outlining what needed to happen. Walkthrough forms were submitted but were difficult to review since there was not a focus on specific indicators for data collection.

Real-time classroom lesson observations and written lessons revealed the following:

- A focus on the Virginia Standards of Learning Curriculum Framework as a primary source for the written, taught and tested curriculum is needed
- Strong Tier I instruction as well as differentiated instruction for all student groups should be a focus
- The overarching standard was not always present in the lesson plans or lesson observations
- Learning objectives were not clearly written to include behaviors, conditions, and criteria that can be understood by students with a clear focus on what will be accomplished at the end of the time period
- Instruction is teacher centered with few opportunities for students to grapple with the content independently
- A need to revisit the two hour reading block and determine how much time is provided for students to engage in reading authentic text
- Strategies/activities are not aligned to the content or cognitive level of the standard in all content areas reviewed
- Student engagement is limited to low-level activities
- Content vocabulary should be intentionally planned and taught within context
- Science investigation and inquiry is not present in lesson plans or lesson observations

Division Name: Richmond City Public Schools

School Name: Henry L. Marsh Elementary School

Instructional Leadership Tool:

Based on the Instructional Leadership Tool, the principal has implemented a process to review lesson plans during planning time prior to delivery and provide feedback. However, the review team did not observe that the feedback provided by the principal resulted in an aligned written or delivered lesson. There is evidence of walkthrough observations and feedback to teachers. However, there is no evidence that these processes support the alignment of the written, taught and tested curriculum.

- Provide explicit expectations to teachers on non-negotiables for student-centered instructional practices-(reading, vocabulary development and writing should occur in every content area)
- Attend planning sessions with teachers to provide real-time coaching on the written lesson plans to ensure alignment of the taught and tested
- Provide professional development during planning meetings on how to utilize the curriculum framework to build and deliver aligned lessons
- Clarify roles of coaches and administrators
- Develop a system to monitor and provide feedback to teachers to ensure alignment of the written taught and tested to the cognitive level of the standard
- Provide teachers with written expectations for implementing their professional learning and monitor for implementation
- Monitor and provide feedback to teachers on their use of professional development learning through a measurable and explicit focus on student outcomes.

Social and Emotional and Resource Management Tools:

Based on a review of both tools, the academic review team agreed that there were **no major findings** at this time. Henry Marsh Elementary School currently employs multiple systems to support students including Positive Behavioral Intervention Supports and Multi Tiered Systems of Support. The school level administrators agreed to monitor for fidelity to ensure there are positive student outcomes.

DIVISION NOTE:

Based on the academic reviews conducted for the four Richmond Public Schools, division leadership committed to develop and implement the following:

- Provide professional development for division and school level instructional personnel (managers, specialists and coaches) on properly utilizing the Virginia Standards of Learning Curriculum Framework and how to build lesson plans that are aligned in content and cognition. In turn, division and school level instructional staff alongside

Division Name: Richmond City Public Schools

School Name: Henry L. Marsh Elementary School

- building level administrators will build the capacity of teachers on an ongoing basis
- Develop and implement division level expectations for schools on student-centered instructional practices that support the alignment of the written, taught and tested curriculum
 - Revisit and define all division level instructional support staff by outlining roles, responsibilities and measures of accountability that support student achievement
 - Review all Richmond Public Schools instructional resources and determine if they are aligned to the Virginia Standards of Learning and determine their impact on student achievement
 - Develop and implement a Monitor and Support Team where division level leaders regularly monitor schools by scheduling onsite visits that will support all components of student achievement to include detailed next steps for each team member and personalized professional development where needed

Academic Review Essential Actions (EA) <i>Essential Action(s) are to be incorporated into the comprehensive school improvement plan (CSIP) as an essential action or action step.</i>	Note page where EA is addressed in the CSIP	Priority	Timeline
		(Immediate or Subsequent)	(Start Date to Full Implementation)
<p>Essential Action(s):</p> <p>Communicate clear expectations to teachers on student centered instructional practices and on the use of the Standards of Learning Curriculum Framework and provide ongoing professional development (utilize planning time to provide coaching questions) to teachers on the use of the curriculum framework in writing and delivering aligned lessons that include clear learning objectives that include the conditions, behaviors, and criteria.</p> <p>Monitor the implementation of the written, taught, tested by focusing on evidenced based feedback using coaching questions to support teachers on the written, taught, and tested curriculum aligned to the Standards of Learning Curriculum Frameworks in both content and cognition.</p>	English, Math and Science CSIP Tab	Immediate	January 2023 - June 2023 Ongoing

Division Name: Richmond City Public Schools

School Name: Henry L. Marsh Elementary School



<p>Essential Action(s): Develop and implement a plan that focuses on analyzing assessment data to ensure alignment, attainment, and proficiency on the Virginia Standards of Learning with a specific focus on all student groups and adjust existing practices, programs, and strategies as needed.</p>	<p>English, Math and Science CSIP Tab</p>	<p>Immediate</p>	<p>January 2023 - June 2023 Ongoing</p>
<p>Essential Action(s): Provide clear expectations to teachers on their use of professional development learning and monitor and provide evidence-based feedback to teachers with an explicit focus on student learning outcomes.</p>	<p>English, Math and Science CSIP Tab</p>	<p>Immediate</p>	<p>January 2023 - June 2023 Ongoing</p>

Office of School Quality




Academic Review Report



2022-2023


Date of Review: December 1, 2022.

General Information	
Division	Richmond City Public School
School	J.L. Francis Elementary School
Review Team Members (Name/Title)	<p>Division Team:</p> <p>Tyra Harrison - Executive Director of Teaching and Learning Stephannie Crutchfield - Manager of School Improvement Wendy Just - Elementary Science Specialist Carol Smith - Specialist = Exceptional Education Eboni Massey - Manager Literacy Instruction Elizabeth Landry - Specialist Literacy</p> <p>School Team:</p> <p>Kecia Ryan - Principal Tanji Wyatt - Reading Coach Susan Wood - Compliance Coordinator</p>
Superintendent's Name	Jason Kamras
Superintendent's Signature	 

School Quality Profile

Academic Achievement		
English	Level One	
Mathematics	Level One	
Science	Level Two	

Achievement Gaps		
English	Level Two	
Mathematics	Level One	

Student engagement & Outcomes		
Chronic Absenteeism	Level Two	

Division Name: Richmond City Public Schools

School Name: J.L. Francis Elementary School

State Identification of School Quality Indicators (SQI) (based on 2021-2022 performance)		Federal Identification (If applicable)	
Level Three Area(s):		Yes/No	Identification Area: N/A
Level Two Area(s):	Level 2 - Science All Students Level 2 - English Achievement Gap	<u>Evidence-based Intervention (EBI)s:</u> Reading: N/A Math: N/A	

Note: School division leaders, along with school administrators, are responsible for developing and implementing a monitoring process to measure the effectiveness of the comprehensive school improvement plan on a regular basis and make adjustments as necessary.

Complete the Academic Review Report

Directions for Schools with Level Two Academic Achievement for All Students in English, Mathematics and/or Science:

- The Division Contact will ensure the academic review and the Academic Review Report have been completed for all schools with **Level Two academic achievement indicators** for all students in English, mathematics and/or science. A copy of reports should be kept locally and available upon request. Divisions will certify that an academic review was conducted and findings have been incorporated into the comprehensive school improvement plan. Divisions will submit the **Superintendent's Monitoring Certification Form** to the Office of School Quality osq@doe.virginia.gov. **Due: Spring 2023**
- **Please save reports in this format.** Division_SchoolName_ARReport_Year (ex. ABCDivision_XYZElementary_ARReport_20XX-XX)

Directions for Schools with Level Three School Quality Indicators:

Division Name: Richmond City Public Schools

School Name: J.L. Francis Elementary School

- The Division Contact will ensure the academic review and the Academic Review Report have been completed for all schools with any **Level Three school quality indicator(s)** and will send each **signed report along with the updated comprehensive school improvement plan to the Office of School Quality osq@doe.virginia.gov. Due: January 31, 2023**
- Schools with Level Three indicator(s) will submit the Academic Review Report and the updated comprehensive school improvement plan. This satisfies the corrective action plan requirement per the Standards of Accreditation.
- **Please save reports in this format.** Division_SchoolName_ARReport_Year (ex. ABCDivision_XYZElementary_ARReport_20XX-XX)

Academic Review Tools			
Mark Tools Used	Academic Achievement Tools	Mark Tools Used	Achievement Gap and Student Engagement and Outcomes Tools
X	*Instructional Leadership		Social and Emotional Support
X	*Classroom Lesson Evaluation		Resource Management
	Culture and Climate		**Chronic Absenteeism
	Professional Development		**Graduation, Dropout & College, Career, and Civic Readiness (schools with graduating class only)
	Data Analysis		
	Master Schedule	<p>*Tools required for schools with Level Two or Level Three in any of the Academic Achievement school quality indicators for all students. In addition, schools with any Level Three Achievement Gap indicators must also complete the Social and Emotional Support and Resource Management tools.</p> <p>**Tool(s) required for schools with Level Three school quality indicator(s) in Chronic Absenteeism and/or Graduation, Dropout & College, Career, and Civic Readiness (schools with graduating class only). The Social and Emotional Support and Resource Management tools are recommended in conjunction with required tools.</p>	
	Assessment		

Division Name: Richmond City Public Schools

School Name: J.L. Francis Elementary School

[Link to RPS Academic Review Folder](#)- includes all schools' required tools artifacts.

Findings

J. L. Francis Elementary School underwent an Academic Review on December 1, 2022. The overall school environment was warm and welcoming with very positive student/teacher interactions. The academic review team conducted real-time observations in Reading and Science. Additionally, the team reviewed written Reading and Science lesson plans and lesson observations completed by the administrative team at J. L. Frances.

The following Academic Review Tools were utilized for the review:

Classroom Lesson Evaluation Tool:

- Student engagement was high in the Science Classroom, however, students should be given the opportunity to engage in productive struggle
- Develop, implement and monitor a plan to ensure that the written, taught, tested is aligned to the Virginia Standards of Learning Curriculum Framework in content and cognition in Reading and Science
- Learning objectives were not clearly written to include behaviors, conditions, and criteria that can be understood by
- Lesson plans should include more details to monitor how time is being utilized, the intentional use of higher level questions, and content vocabulary taught within context
- Add the details of the standard to the walkthrough to allow the teacher opportunities for reflection during lesson planning to identify teaching strategies aligned to the standard.
- Students with a clear focus on what will be accomplished at the end of the block
- Science investigation and inquiry is not present in lesson plans or lesson observations
- Strategies/activities are not aligned to the content or cognitive level of the standard in all content areas reviewed
- Develop a data tracking process to monitor student progress and ongoing growth

Instructional Leadership Tool:

- Provide explicit expectations to teachers regarding instructional practices that must be implemented in the written and taught curriculum
- Provide feedback that includes actionable steps and process for monitoring implementation
- Attend planning sessions with teachers to provide real time coaching on the written lesson plans to ensure alignment of the taught and tested
- Monitor the implementation of the written and taught curriculum to ensure compliance with expectations
- Work with staff to implement and evaluate formative and summative assessments that drive instructional practice

Division Name: Richmond City Public Schools

School Name: J.L. Francis Elementary School

- Provide professional development during planning meetings on how to utilize the curriculum framework to build and deliver aligned lessons
- Monitor and provide feedback to teachers on their use of professional development learning through a measurable and explicit focus on student outcomes

DIVISION NOTE:

Based on the academic reviews conducted by VDOE, Richmond Public Schools division leadership committed to develop and implement the following:

- Provide professional development for division and school level instructional personnel (managers, specialists and coaches) on properly utilizing the Virginia Standards of Learning Curriculum Framework and how to build lesson plans that are aligned in content and cognition. In turn, division and school level instructional staff alongside building level administrators will build the capacity of teachers on an ongoing basis
- Develop and implement division level expectations for schools on student-centered instructional practices that support the alignment of the written, taught and tested curriculum
- Revisit and define all division level instructional support staff by outlining roles, responsibilities and measures of accountability that support student achievement
- Review all Richmond Public Schools instructional resources and determine if they are aligned to the Virginia Standards of Learning and determine their impact on student achievement
- Develop and implement a Monitor and Support Team where division level leaders regularly monitor schools by scheduling onsite visits that will support all components of student achievement to include detailed next steps for each team member and personalized professional development where needed


Division Name: Richmond City Public Schools

School Name: J.L. Francis Elementary School

Academic Review Essential Actions (EA) <i>Essential Action(s) are to be incorporated into the comprehensive school improvement plan (CSIP) as an essential action or action step.</i>	Note page where EA is addressed in the CSIP	Priority	Timeline
		(Immediate or Subsequent)	(Start Date to Full Implementation)
<p>Essential Action(s):</p> <p>Communicate clear expectations to teachers on student centered instructional practices and on the use of the Standards of Learning Curriculum Framework and provide ongoing professional development (utilize planning time to provide coaching questions) to teachers on the use of the curriculum framework in writing and delivering aligned lessons that include clear learning objectives that include the conditions, behaviors, and criteria.</p> <p>Monitor the implementation of the written, taught, tested by focusing on evidenced based feedback using coaching questions to support teachers on the written, taught, and tested curriculum aligned to the Standards of Learning Curriculum Frameworks in both content and cognition.</p>	Reading and Science Tab on CSIP	Immediate	January 2023 - June 2023 Ongoing
<p>Essential Action(s):</p> <p>Develop and implement a plan that focuses on analyzing assessment data to ensure alignment, attainment, and proficiency on the Virginia Standards of Learning with a specific focus on all student groups and adjust existing practices, programs, and strategies as needed.</p>	Reading and Science Tab on CSIP	Immediate	January 2023 - June 2023 Ongoing
<p>Essential Action(s):</p> <p>Provide clear expectations to teachers on their use of professional development learning and monitor and provide evidence-based feedback to teachers with an explicit focus on student learning outcomes.</p>	Reading and Science Tab on CSIP	Immediate	January 2023 - June 2023 Ongoing

Office of School Quality
Academic Review Report
2022-2023




Date of Review: November 18, 2022



General Information	
Division	Richmond City Public Schools
School	John Marshall High School
Review Team Members (Name/Title)	<p>OSQ: Widad Abed and Rebecca Hall</p> <p>Richmond City: James Austin Brown - Principal Director Cluster 4 Monica Murray - Principal Allen Vernon - Assistant Principal Patrick Cheatum - Assistant Principal Camilla Battle - School Counselor Department Chair- John Marshall Stephanie Smith-Principal Intern Carolyn Waller - Department Chair/Science Kristen McKenney- Intervention Specialist Karen Mullins - Literacy Specialist/Secondary Cassandra Bell- Manager Mathematics Wendy Just - Science Elementary Specialist Vickie Drew - Science Secondary Specialist Tyra Harrison - Executive Director Teacher and Learning Leslie Wiggins - Principal Director Cluster 1 Elementary-Co Chief Academic Officer Sidney Gunter - Director of Teaching and Learning Stephannie Crutchfield - Manager of School Improvement</p>
Superintendent's Name	Jason Kamras
Superintendent's Signature	 SJ




Division Name: Richmond City Public Schools

School Name: John Marshall High School

School Quality Indicators

Academic Achievement		
English	Level One	
Mathematics	Level One	
Science	Level Three	

Achievement Gaps		
English	Level Two	
Mathematics	Level Two	

Student engagement & Outcomes		
Chronic Absenteeism	Level One	
Dropout Rate	Level One	
Graduation and Completion	Level One	

State Identification of School Quality Indicators (SQI) (based on 2021-2022 performance)	
Level Three Area(s):	Academic Achievement: Science
Level Two Area(s):	Achievement Gaps: English and Mathematics

Note: School division leaders, along with school administrators, are responsible for developing and implementing a monitoring process to measure the effectiveness of the comprehensive school improvement plan on a regular basis and make adjustments as necessary.

Complete the Academic Review Report

Directions for Schools with Level Two Academic Achievement for All Students in English, Mathematics and/or Science:

- The Division Contact will ensure the academic review and the Academic Review Report have been completed for all schools with **Level Two academic achievement indicators** for all students in English, mathematics and/or science. A copy of reports should be kept locally and available upon request. Divisions will certify that an academic review was conducted and findings have been incorporated into the comprehensive school improvement plan. Divisions will submit the **Superintendent's Certification Form** to the Office of School Quality osq@doe.virginia.gov. **Due: January 31, 2023**
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Division Name: Richmond City Public Schools

School Name: John Marshall High School

Directions for Schools with Level Three School Quality Indicators:

- The Division Contact will ensure the academic review and the Academic Review Report have been completed for all schools with any **Level Three school quality indicator(s)** and will send each **signed report along with the updated comprehensive school improvement plan to the Office of School Quality osq@doe.virginia.gov. Due: January 31, 2023**
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- **Please save reports in this format.** Division_SchoolName_ARReport_Year (ex. ABCDivision_XYZElementary_ARReport_20XX-XX)

Academic Review Tools			
Mark Tools Used	Academic Achievement Tools	Mark Tools Used	Achievement Gap and Student Engagement and Outcomes Tools
X	*Instructional Leadership		Social and Emotional Support
X	*Classroom Lesson Evaluation		Resource Management
	Culture and Climate		**Chronic Absenteeism
	Professional Development		**Graduation, Dropout & College, Career, and Civic Readiness (schools with graduating class only)
	Data Analysis		
	Master Schedule	<p>*Tools required for schools with Level Two or Level Three in any of the Academic Achievement school quality indicators for all students. In addition, schools with any Level Three Achievement Gap indicators must also complete the Social and Emotional Support and Resource Management tools.</p> <p>**Tool(s) required for schools with Level Three school quality indicator(s) in Chronic Absenteeism and/or Graduation, Dropout & College, Career, and Civic Readiness (schools with graduating class only). The Social and Emotional Support and Resource Management tools are recommended in conjunction with required tools.</p>	
	Assessment		

Division Name: Richmond City Public Schools**School Name: John Marshall High School**

Findings

John Marshall High School underwent an Academic Review on November 18, 2022. It is important to note that the school's climate is warm, welcoming and there is evidence of positive teacher/student relationships in the classrooms observed. Additionally, the student/ teacher ratio is approximately sixteen to one in the classrooms observed, lending to a conducive learning environment. The academic review team, at the request of the division, conducted real-time observations in English, mathematics and science. However, it is important to note the review team was unable to begin the observations at the beginning of the period due to a consistently late (30 minutes) bus carrying sixty students. Additionally, the team reviewed written English, mathematics and science lesson plans and lesson observations. The review team also determined that higher expectations for teaching and learning should be put in place for all classrooms. The following Academic Review Tools were utilized for the review:

Classroom Evaluation Tool:

The academic review team concluded that all lesson plans reviewed did not have strong evidence of alignment to the Standards of Learning Curriculum Framework specifically to the cognitive level of the standard. Additionally, lesson observations reviewed lacked evidence of alignment to the cognitive level of the standard.

Real-time classroom lesson observations and written lessons revealed the following:

- A focus on the Virginia Standards of Learning Curriculum Framework as a primary source for the written, taught and tested curriculum is needed
- Evidence of using the curriculum framework to build and deliver lessons was not apparent
- A need for strong Tier I instruction that provides opportunities for student to carry the cognitive load
- Learning objectives were not clearly written to include behaviors, conditions, and criteria that can be understood by students (students should have an understanding of "why" they are learning and "what" they will be able to do by the end of block)
- Lesson plans should include a narrow focus on the specific sub-standards/standard details to be covered during the class period, along with detailed time frames to ensure all instructional time is utilized
- Checks for understanding/formative assessments should be aligned to the cognitive level of the standard and outlined prior to instruction
- Strategies/activities are not aligned to cognitive level of the standard
- Student engagement is limited to low-level activities with little evidence of higher level thinking questions
- Science investigation and inquiry is not present in lesson plans or lesson observations

Division Name: Richmond City Public Schools**School Name: John Marshall High School****Instructional Leadership Tool:**

Based on the Instructional Leadership Tool, the principal acknowledged that the current process for providing feedback to teachers on the written is not yielding aligned lessons. Therefore, all administrators will begin meeting with teachers during planning time.

School level administrators should:

- Provide explicit expectations to teachers on non-negotiables for strong tier 1 instructional practices-(reading, vocabulary development and writing should occur in every content area)
- Level set as an administrative team on how to coach teachers during planning meetings and ensure consistency of expectations
- Attend planning sessions with teachers to provide real-time coaching and professional development on the written lesson plans to ensure alignment of the taught and tested
- Develop a system to monitor and provide evidence based feedback to teachers to ensure alignment of the taught and tested to the cognitive level of the standard
- Provide teachers with written expectations for implementing their professional learning and monitor for implementation. Utilize faculty and planning meetings to incorporate professional learning focused on instructional practices.
- Monitor and provide feedback to teachers on their use of professional development learning through a measurable and explicit focus on student outcomes.

DIVISION NOTE:

Based on the academic reviews conducted for the four Richmond Public Schools, division leadership committed to develop and implement the following:

- Provide professional development for division and school level instructional personnel (managers, specialists and coaches) on properly utilizing the Virginia Standards of Learning Curriculum Framework and how to build lesson plans that are aligned in content and cognition. In turn, division and school level instructional staff alongside building level administrators will build the capacity of teachers on an ongoing basis
- Develop and implement division level expectations for schools on student-centered instructional practices that support the alignment of the written, taught and tested curriculum
- Revisit and define all division level instructional support staff by outlining roles, responsibilities and measures of accountability that support student achievement
- Review all Richmond Public Schools instructional resources and determine if they are aligned to the Virginia Standards of Learning and determine their impact on student achievement
- Develop and implement a Monitor and Support Team where division level leaders regularly monitor schools by

Division Name: Richmond City Public Schools

School Name: John Marshall High School

scheduling onsite visits that will support all components of student achievement to include detailed next steps for each team member and personalized professional development where needed

Division Name: Richmond City Public Schools

School Name: John Marshall High School


Academic Review Essential Actions (EA) <i>Essential Action(s) are to be incorporated into the comprehensive school improvement plan (CSIP) as an essential action or action step.</i>	Note page where EA is addressed in the CSIP	Priority	Timeline
		(Immediate or Subsequent)	(Start Date to Full Implementation)
Essential Action(s): Communicate clear expectations to teachers on instructional practices and on the use of the Standards of Learning Curriculum Framework and provide ongoing professional development (utilize planning time to provide coaching questions) to teachers on the use of the curriculum framework in writing and delivering aligned lessons that include clear learning objectives that include the conditions, behaviors, and criteria. Monitor the implementation of the written, taught, tested by focusing on evidenced based feedback using coaching questions to support teachers on the written, taught, and tested curriculum aligned to the Standards of Learning Curriculum Frameworks in both content and cognition.	Science Tab on CSIP	Immediate	January 2023 - June 2023 Ongoing
Essential Action(s): Develop and implement a plan that focuses on analyzing assessment data to ensure alignment, attainment, and proficiency on the Virginia Standards of Learning with a specific focus on all student groups and adjust existing practices, programs, and strategies as needed.	Science Tab on CSIP	Immediate	January 2023 - June 2023 Ongoing
Essential Action(s): Provide clear expectations to teachers on their use of professional development learning and monitor and provide evidence-based feedback to teachers with an explicit focus on student learning outcomes.	Science Tab on CSIP	Immediate	January 2023 - June 2023 Ongoing

Office of School Quality



Academic Review Report

2022-2023




Date of Review: December 7, 2022

General Information	
Division	Richmond City Public Schools
School	George Wythe High School
Review Team Members (Name/Title)	Sidney Gunter - Director of Academic Programs and Supports (Lead) Kevin Olds - Interim Principal Jennifer Blackwell - Assistant Principal KaKim Fung - Academic Dean J. Austin Brown - High School Principal Director Ashley Winkler - LIEP Graduation and Dropout Support Specialist Rebecca Fox - Secondary Success Support Specialist Linda Tarry - Secondary Mathematics Specialist Julie O'Bryant - Alternative Programs School Counselor Vickey Drew - Science Career Coach Karen Mullins - High School ELA Instructional Specialist Shadae Harris - Chief Engagement Officer Juanzel Cardoza - Exceptional Ed. Specialist
Superintendent's Name	Jason Kamras
Superintendent's Signature	 SJ

School Quality Indicators

Academic Achievement		
English	Level Three	
Mathematics	Level Three	
Science	Level Three	

Achievement Gaps		
English	Level Three	
Mathematics	Level Three	

Student engagement & Outcomes		
Chronic Absenteeism	Level Three	
Dropout Rate	Level Three	
Graduation and Completion	Level Three	

Division Name: Richmond City Public Schools

School Name: George Wythe High School

State Identification of School Quality Indicators (SQI) (based on 2021-2022 performance)		Federal Identification (If applicable)	
Level Three Area(s):	Academic Achievement: English, Mathematics, Science Achievement Gaps: English, Mathematics Student Engagement & Outcomes: Chronic Absenteeism, Dropout Rate, Graduation and Completion	Yes/No	Identification Area: CSI-All Students
Level Two Area(s):	Achievement Gaps: N/A	<u>Evidence-based Intervention (EBI)s:</u> Reading: Recommendation 1 <u>Provide explicit vocabulary instruction- Strong Evidence.</u> Math: IXL via Intensified Algebra course	

Note: School division leaders, along with school administrators, are responsible for developing and implementing a monitoring process to measure the effectiveness of the comprehensive school improvement plan on a regular basis and make adjustments as necessary.

Complete the Academic Review Report

Directions for Schools with Level Two Academic Achievement for All Students in English, Mathematics and/or Science:

- The Division Contact will ensure the academic review and the Academic Review Report have been completed for all schools with **Level Two academic achievement indicators** for all students in English, mathematics and/or science. A copy of reports should be kept locally and available upon request. Divisions will certify that an academic review was conducted and findings have been incorporated into the comprehensive school improvement plan. Divisions will submit the **Superintendent's Certification Form** to the Office of School Quality osq@doe.virginia.gov. **Due: January 31, 2023**
- **Please save reports in this format.** Division_SchoolName_ARReport_Year (ex. ABCDivision_XYZElementary_ARReport_20XX-XX)

Directions for Schools with Level Three School Quality Indicators:

Division Name: Richmond City Public Schools

School Name: George Wythe High School

- The Division Contact will ensure the academic review and the Academic Review Report have been completed for all schools with any **Level Three school quality indicator(s)** and will send each **signed report along with the updated comprehensive school improvement plan to the Office of School Quality osq@doe.virginia.gov. Due: January 31, 2023**
- Schools with Level Three indicator(s) will submit the Academic Review Report and the updated comprehensive school improvement plan. This satisfies the corrective action plan requirement per the Standards of Accreditation.
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Academic Review Tools			
Mark Tools Used	Academic Achievement Tools	Mark Tools Used	Achievement Gap and Student Engagement and Outcomes Tools
XX	*Instructional Leadership	XX	Social and Emotional Support
XX	*Classroom Lesson Evaluation	XX	Resource Management
	Culture and Climate	XX	**Chronic Absenteeism
	Professional Development	XX	**Graduation, Dropout & College, Career, and Civic Readiness (schools with graduating class only)
	Data Analysis		
	Master Schedule	<p><i>*Tools required for schools with Level Two or Level Three in any of the Academic Achievement school quality indicators for all students. In addition, schools with any Level Three Achievement Gap indicators must also complete the Social and Emotional Support and Resource Management tools.</i></p> <p><i>**Tool(s) required for schools with Level Three school quality indicator(s) in Chronic Absenteeism and/or Graduation, Dropout & College, Career, and Civic Readiness (schools with graduating class only). The Social and Emotional Support and Resource Management tools are recommended in conjunction with required tools.</i></p>	
	Assessment		

Division Name: Richmond City Public Schools**School Name: George Wythe High School**

Findings

George Wythe High School underwent an Academic Review on December 7, 2022. It is important to note that the school community is recovering from the unfortunate loss of their Principal at the beginning of the school year and they currently have a new Interim Principal. The academic review team conducted real-time observations in English, mathematics and science. Additionally, the team reviewed written English, mathematics and science lesson plans and lesson observations. The review team determined that expectations for lesson planning and instruction aligned to the VA SOLs as well as an emphasis on high expectations for students should be put in place. The following Academic Review Tools were utilized for the review:

Classroom Lesson Evaluation Tool:

The academic review team concluded that lesson plans reviewed did not have strong evidence of alignment to the Standards of Learning Curriculum Framework in content and cognition.

Real-time classroom lesson observations and written lessons revealed the following:

- A focus on the Virginia Standards of Learning Curriculum Framework as a primary source for the written, taught and tested curriculum is needed.
- Strong Tier I instruction as well as differentiated instruction for all student groups should be a focus.
- Learning objectives were not clearly written to include behaviors, conditions, and criteria that can be understood by students with a clear focus on what will be accomplished at the end of the block.
- Lesson plans should include more details to monitor how time is being utilized, the intentional use of higher level questions, checking for understanding and content vocabulary taught within context.
- Strategies/activities are not aligned to the content or cognitive level of the standard in all content areas reviewed.
- Strong Tier I instruction as well as differentiated instruction for all student groups should be a focus.
- Student engagement is limited to low-level activities

Instructional Leadership Tool:

Based on the Instructional Leadership Tool, the review team did not observe that lesson plan or walk through feedback provided by the team resulted in an aligned written or delivered lesson. School level administrators should:

Division Name: Richmond City Public Schools

School Name: George Wythe High School

- Attend professional learning opportunities with teachers and provide explicit expectations on how teachers will implement the learning in their lesson planning and lesson delivery
- Provide explicit expectations to teachers on non-negotiables for student-centered instructional practices-(reading, vocabulary development and writing should occur in every content area).
- Attend planning sessions with teachers to provide real-time coaching on the written lesson plans to ensure alignment of the taught and tested.
- Provide professional development during planning meetings on how to utilize the curriculum framework to build and deliver aligned lessons.
- Provide teachers with written expectations for implementing their professional learning and monitor for implementation.
- Monitor and provide feedback to teachers on their use of professional development learning through a measurable and explicit focus on student outcomes for all learners.

Graduation/Dropout/CCCR Tool:

Based on the Graduation/Dropout/CCCR tool, the artifacts show the following data for the 2023 cohort:

School Graduation Progress Monitoring Report – January 10, 2023	
Number of students in cohort 2023	480 (326)
Number of students on track to graduate in June 2023	176
Number of students on track to graduate in March 2023	17
Number of students at risk of not graduating in June 2023	106
Number of dropouts	154
Number of seniors failing one or more core subjects at end of semester one	95
Number of seniors with chronic absenteeism at end of semester one	116
Number of seniors needing one or more verified credits	215
Number of seniors needing an industry certification	178

The graduation dashboard indicates that the alternative program and dropout recovery data for George Wythe High School shows 12 possible March 2023 graduates with one being from George Wythe HS and one being completely done. THRIVE has six possible March 2023 graduates with two from George Wythe for the 2022 cohort.

Division Name: Richmond City Public Schools

School Name: George Wythe High School

School level administrators should:

- Utilize your school's OGR report to match the CCCRI numbers against the students in the 2023 cohort. Note any discrepancies and clear them up immediately.
- Identify seniors that need to be enrolled in a CTE class during the 2nd term or may need to complete a service learning project prior to graduation and facilitate.

Social and Emotional Tool:

Based on an observation of the school climate and culture, the team should:

- Adopt a framework and process for managing the continuum of social, emotional, and mental health support for all students and interventions for those in need, particularly for English Learners.
- Analyze student group trend data to identify needs, monitor interventions, and adjust existing practices, programs and strategies as needed.
- Develop a systematic and flexible approach for integrating and sustaining evidence-based practices, programs, and strategies to enhance a positive school climate and safe school environment.

Resource Management Tools:

The team at George Wythe should develop and maintain a system to ensure appropriate allocation and distribution of resources based on student needs (including, but not limited to funding sources; materials, technology, supplies, services). This is the first year George Wythe has been designated as a SIG school.

Chronic Absenteeism:

Based on an analysis of Chronic Absenteeism data, the GWHS team should:

- Refine processes for a school attendance team with the purpose of analyzing student-level and school-level data and subsequently implementing attendance priorities and strategies to establish a school and/or student attendance plan(s).
- Follows division protocol to ensure attendance data is accurately recorded, including consistent data definitions, regular audits of attendance data, defined procedures of how and when to collect data, and a system for training staff.

Division Name: Richmond City Public Schools

School Name: George Wythe High School

- Use school activities and multiple forms of school-to-home and home-to-school communication in language families can understand to engage and educate families, build shared accountability and provide related support around the importance of school attendance.
- Develops strategic partnerships between divisions, community and business partners to address specific attendance barriers and mobilize support for students and families.

DIVISION NOTE:

Based on the academic reviews conducted for the four Richmond Public Schools with VDOE and the remaining 31 school reviews completed by the division academic review teams, division leadership committed to develop and implement the following:

- Provide professional development for division and school level instructional personnel (managers, specialists and coaches) on properly utilizing the Virginia Standards of Learning Curriculum Framework and how to build lesson plans that are aligned in content and cognition. In turn, division and school level instructional staff alongside building level administrators will build the capacity of teachers on an ongoing basis
- Develop and implement division level expectations for schools on student-centered instructional practices that support the alignment of the written, taught and tested curriculum
- Revisit and define all division level instructional support staff by outlining roles, responsibilities and measures of accountability that support student achievement
- Review all Richmond Public Schools instructional resources and determine if they are aligned to the Virginia Standards of Learning and determine their impact on student achievement
- Develop and implement a Monitor and Support Team where division level leaders regularly monitor schools by scheduling onsite visits that will support all components of student achievement to include detailed next steps for each team member and personalized professional development where needed

Division Name: Richmond City Public Schools

School Name: George Wythe High School


<p style="text-align: center;">Academic Review Essential Actions (EA) <i>Essential Action(s) are to be incorporated into the comprehensive school improvement plan (CSIP) as an essential action or action step.</i></p>	<p style="text-align: center;">Note page where EA is addressed in the CSIP</p>	Priority	Timeline
		(Immediate or Subsequent)	(Start Date to Full Implementation)
<p>Essential Action(s):</p> <p>Communicate clear expectations to teachers on instructional practices and on the use of the Standards of Learning Curriculum Framework and provide ongoing professional development (utilize planning time to provide coaching questions) to teachers on the use of the curriculum framework in writing and delivering aligned lessons that include clear learning objectives that include the conditions, behaviors, and criteria.</p> <p>Monitor the implementation of the written, taught, tested by focusing on evidenced based feedback using coaching questions to support teachers on the written, taught, and tested curriculum aligned to the Standards of Learning Curriculum Frameworks in both content and cognition.</p>	Math, English & science tabs	Immediate	January 2023- June 2023 Ongoing
<p>Essential Action(s):</p> <p>Develop and implement a plan that focuses on analyzing assessment data to ensure alignment, attainment, and proficiency on the Virginia Standards of Learning with a specific focus on all student groups and adjust existing practices, programs, and strategies as needed.</p>	Math, English & science tabs	Immediate	January 2023- June 2023 Ongoing
<p>Essential Action(s):</p> <p>Provide clear expectations to teachers on their use of professional development learning and monitor and provide evidence-based feedback to teachers with an explicit focus on student learning outcomes.</p>	Math, English & science tabs	Immediate	January 2023- June 2023 Ongoing

Office of School Quality




Academic Review Report

2022-2023


Date of Review: December 6, 2022

General Information	
Division	Richmond City Public Schools
School	Henderson Middle School
Review Team Members (Name/Title)	Sidney Gunter, Director of Academic Programs and Supports (Lead) Solomon Jefferson, Interim CAO, Director of Secondary School Principals Melinda Lawson - Assistant Principal Sheanna McCloud - Assistant Principal Sharne Francis - Assistant Principal Eboni Massey - Manager of Literacy Pamela Randolph - Secondary Mathematics Intervention Instructional Specialist AzurDe Greenhill - Middle School ELA Instructional Specialist Cierra Scott - Secondary Reading Intervention Specialist Vickie Drew - Science Career Coach Tikisha White - Coordinator of Exceptional Ed. Johnnie Jones - Exceptional Ed. Specialist
Superintendent's Name	Jason Kamras
Superintendent's Signature	 SJ

School Quality Indicators

Academic Achievement		
English	Level Three	
Mathematics	Level Three	
Science	Level Three	

Achievement Gaps		
English	Level Three	
Mathematics	Level Three	

Student engagement & Outcomes		
Chronic Absenteeism	Level Two	

Division Name: Richmond City Public Schools

School Name: Henderson Middle School

State Identification of School Quality Indicators (SQI) (based on 2021-2022 performance)		Federal Identification (If applicable)	
Level Three Area(s):	Academic Achievement: English, Mathematics, Science Achievement Gaps: English, Mathematics	Yes/No	Identification Area: CSI- All students
Level Two Area(s):	Chronic Absenteeism		<p><u>Evidence-based Intervention (EBI)s:</u></p> <p>Reading: Identify the Reading Evidence-based Intervention: Routinely use a set of comprehension-building practices to help students make sense of the text</p> <p>Part 3A. Build students' world and word knowledge so they can make sense of the text</p> <p>Math: Identify the Mathematics Evidence-based Intervention: Expose students to multiple problem-solving strategies. - Recommendation #4</p>

Note: School division leaders, along with school administrators, are responsible for developing and implementing a monitoring process to measure the effectiveness of the comprehensive school improvement plan on a regular basis and make adjustments as necessary.

Complete the Academic Review Report

Directions for Schools with Level Two Academic Achievement for All Students in English, Mathematics and/or Science:

- The Division Contact will ensure the academic review and the Academic Review Report have been completed for all schools with **Level Two academic achievement indicators** for all students in English, mathematics and/or science. A copy of reports should be kept locally and available upon request. Divisions will certify that an academic review was conducted and findings have been incorporated

Division Name: Richmond City Public Schools

School Name: Henderson Middle School

into the comprehensive school improvement plan. Divisions will submit the **Superintendent's Certification Form** to the Office of School Quality osq@doe.virginia.gov. **Due: January 31, 2023**

- **Please save reports in this format.** Division_SchoolName_ARReport_Year (ex. ABCDivision_XYZElementary_ARReport_20XX-XX)

Directions for Schools with Level Three School Quality Indicators:

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- **Please save reports in this format.** Division_SchoolName_ARReport_Year (ex. ABCDivision_XYZElementary_ARReport_20XX-XX)

Academic Review Tools			
Mark Tools Used	Academic Achievement Tools	Mark Tools Used	Achievement Gap and Student Engagement and Outcomes Tools
XX	*Instructional Leadership	XX	Social and Emotional Support
XX	*Classroom Lesson Evaluation	XX	Resource Management
	Culture and Climate		**Chronic Absenteeism
	Professional Development		**Graduation, Dropout & College, Career, and Civic Readiness (schools with graduating class only)
	Data Analysis		

Division Name: Richmond City Public Schools

School Name: Henderson Middle School

	Master Schedule	<p><i>*Tools required for schools with Level Two or Level Three in any of the Academic Achievement school quality indicators for all students. In addition, schools with any Level Three Achievement Gap indicators must also complete the Social and Emotional Support and Resource Management tools.</i></p> <p><i>**Tool(s) required for schools with Level Three school quality indicator(s) in Chronic Absenteeism and/or Graduation, Dropout & College, Career, and Civic Readiness (schools with graduating class only). The Social and Emotional Support and Resource Management tools are recommended in conjunction with required tools.</i></p>
	Assessment	

Findings
<p>Henderson Middle School underwent an Academic Review on December 6, 2022. It is important to note that the principal is currently on leave and the review was attended by the Assistant Principal team. The academic review team conducted real-time observations in English, mathematics and science. Additionally, the team reviewed written English, mathematics and science lesson plans and lesson observations. The review team determined that expectations for lesson planning and instruction aligned to the VA SOLs as well as an emphasis on high expectations for students should be put in place. The following Academic Review Tools were utilized for the review:</p> <p>Classroom Evaluation Tool:</p> <p>The academic review team concluded that all lesson plans reviewed did not have strong evidence of alignment to the Standards of Learning Curriculum Framework in content and cognition.</p> <p>Additionally, no formal lesson observations were submitted for review. Walkthrough forms were submitted that did include a component for observation of the SOL Objective and learning target as well as the teacher and students actions and checking for understanding.</p> <p>Real-time classroom lesson observations and written lessons revealed the following:</p> <ul style="list-style-type: none"> ● A focus on the Virginia Standards of Learning Curriculum Framework as a primary source for the written, taught and tested curriculum is needed. ● Strong Tier I instruction as well as differentiated instruction for all student groups should be a focus. ● Learning objectives were not clearly written to include behaviors, conditions, and criteria that can be understood by students with a clear focus on what will be accomplished at the end of the block. ● Lesson plans should include more details to monitor how time is being utilized, the intentional use of higher level

Division Name: Richmond City Public Schools

School Name: Henderson Middle School

questions, checking for understanding and content vocabulary taught within context.

- Strategies/activities are not aligned to the content or cognitive level of the standard in all content areas reviewed.
- Student engagement is limited to low-level activities.
- Students should be given the opportunity to engage in productive struggles.
- Science investigation and inquiry is not present in lesson plans or lesson observations.

Instructional Leadership Tool:

Based on the Instructional Leadership Tool, the administrative team reviews lesson plans prior to delivery and provides feedback, however, the review team did not observe that the feedback provided by the team resulted in an aligned written or delivered lesson. There is evidence of walkthrough observations and feedback to teachers. However, there is no evidence that these processes support the alignment of the written, taught and tested curriculum.

School level administrators should:

- Provide explicit expectations to teachers on non-negotiables for student-centered instructional practices-(reading, vocabulary development and writing should occur in every content area).
- Attend planning sessions with teachers to provide real-time coaching on the written lesson plans to ensure alignment of the taught and tested.
- Provide professional development during planning meetings on how to utilize the curriculum framework to build and deliver aligned lessons.
- Clarify roles of coaches and administrators.
- Develop a system to monitor and provide feedback to teachers to ensure alignment of the written taught and tested to the cognitive level of the standard.
- Provide teachers with written expectations for implementing their professional learning and monitor for implementation.
- Monitor and provide feedback to teachers on their use of professional development learning through a measurable and explicit focus on student outcomes.

Division Name: Richmond City Public Schools

School Name: Henderson Middle School

Social and Emotional Support Tool:

Based on a review of the tool, Henderson middle school has an initial implementation of a system of supports for social and emotional well being. Henderson has a Mental Health Support team and uses a digital rewards app for positive behavior support. The school also uses Second Step lessons for students and partners with CIS and other entities to provide targeted support.

The school team should:

- Implement a Multi Tiered System of Supports as outlined by RPS.
- Capture and respond to data about student behaviors and social/emotional support needs.
- Monitor for fidelity to ensure there are positive student outcomes.

Resource Management Tools:

Based on a review of the tool, the academic review team agreed that there were no major findings at this time. Henderson Middle School should continue to practice an equitable distribution of resources to ensure that all students are supported.


Division Name: Richmond City Public Schools

School Name: Henderson Middle School

Academic Review Essential Actions (EA) <i>Essential Action(s) are to be incorporated into the comprehensive school improvement plan (CSIP) as an essential action or action step.</i>	Note page where EA is addressed in the CSIP	Priority	Timeline
		(Immediate or Subsequent)	(Start Date to Full Implementation)
<p>Essential Action(s): Communicate clear expectations to teachers on student centered instructional practices and on the use of the Standards of Learning Curriculum Framework and provide ongoing professional development (utilize planning time to provide coaching questions) to teachers on the use of the curriculum framework in writing and delivering aligned lessons that include clear learning objectives that include the conditions, behaviors, and criteria.</p> <p>Monitor the implementation of the written, taught, tested by focusing on evidenced based feedback using coaching questions to support teachers on the written, taught, and tested curriculum aligned to the Standards of Learning Curriculum Frameworks in both content and cognition.</p>	English, Math and Science tabs	Immediate	January 2023- June 2023 Ongoing
<p>Essential Action(s): Develop and implement a plan that focuses on analyzing assessment data to ensure alignment, attainment, and proficiency on the Virginia Standards of Learning with a specific focus on all student groups and adjust existing practices, programs, and strategies as needed.</p>	English, Math and Science tabs	Immediate	January 2023- June 2023 Ongoing
<p>Essential Action(s): Provide clear expectations to teachers on their use of professional development learning and monitor and provide evidence-based feedback to teachers with an explicit focus on student learning outcomes.</p>	English, Math and Science tabs	Immediate	January 2023- June 2023 Ongoing

Office of School Quality
Academic Review Report
2022-2023

Date of Review: December 7, 2022

General Information	
Division	Richmond City Public Schools
School	Huguenot High School
Review Team Members (Name/Title)	<p>RPS: Tyra Harrison- Executive Director, Teaching & Learning J. Austin Brown- Principal Director Cluster 4 Erin Brown- Director of Engagement Devin Canaday- Assistant Director of Engagement Joi Lowery- Coordinator of School Improvement Cierra Scott- Reading Intervention Specialist Juanzel Cardoza- Exceptional Education Specialist Kristin Mckinney- Intervention Systems Specialist Karen Mullins- ELA Instructional Specialist Natalie Waller- Math/Science Instructional Specialist John Van Zandt- Secondary Pathways Specialist Silvia Winkler- Graduation/Dropout Support Specialist (LIEP)</p> <p>Huguenot HS: Robert Gilstrap- Principal Lyons Sanchez Concha- Graduation Coach</p>
Superintendent's Name	Jason Kamras
Superintendent's Signature	 SJ

Division Name: Richmond City Public Schools

School Name: Huguenot High School

School Quality Indicators

Academic Achievement		
English	Level Two	
Mathematics	Level One	
Science	Level Three	

Achievement Gaps		
English	Level Three	
Mathematics	Level Two	

Student engagement & Outcomes		
Chronic Absenteeism	Level Three	
Dropout Rate	Level Two	
Graduation and Completion	Level One	

State Identification of School Quality Indicators (SQI) (based on 2021-2022 performance)		Federal Identification (If applicable)	
Level Three Area(s):	Academic Achievement- Science Achievement Gap-English Chronic Absenteeism	Yes/ No	Identification Area: N/A
Level Two Area(s):	Academic Achievement- English Achievement Gap- Math Dropout	<u>Evidence-based Intervention (EBI)s:</u> Reading: N/A Math: N/A	

Note: School division leaders, along with school administrators, are responsible for developing and implementing a monitoring process to measure the effectiveness of the comprehensive school improvement plan on a regular basis and make adjustments as necessary.

Division Name: Richmond City Public Schools

School Name: Huguenot High School

Complete the Academic Review Report

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Division Name: Richmond City Public Schools

School Name: Huguenot High School

Academic Review Tools			
Mark Tools Used	Academic Achievement Tools	Mark Tools Used	Achievement Gap and Student Engagement and Outcomes Tools
X	*Instructional Leadership	X	Social and Emotional Support
X	*Classroom Lesson Evaluation	X	Resource Management
	Culture and Climate	X	**Chronic Absenteeism
	Professional Development	X	**Graduation, Dropout & College, Career, and Civic Readiness (schools with graduating class only)
	Data Analysis		
	Master Schedule	<p><i>*Tools required for schools with Level Two or Level Three in any of the Academic Achievement school quality indicators for all students. In addition, schools with any Level Three Achievement Gap indicators must also complete the Social and Emotional Support and Resource Management tools.</i></p> <p><i>**Tool(s) required for schools with Level Three school quality indicator(s) in Chronic Absenteeism and/or Graduation, Dropout & College, Career, and Civic Readiness (schools with graduating class only). The Social and Emotional Support and Resource Management tools are recommended in conjunction with required tools.</i></p>	
	Assessment		

[Link to RPS Academic Review Folder](#)- includes all schools' required tools artifacts.

Division Name: Richmond City Public Schools**School Name: Huguenot High School**

Findings

Huguenot High School underwent an Academic Review on December 7, 2022. It is important to note that the school's climate is warm, welcoming and there is evidence of positive teacher/student relationships in the classrooms observed. It is evident that there has been intentional and dedicated work to developing a positive culture and climate of the building. Additionally, the team reviewed written English, mathematics and science lesson plans and lesson observations. However, it is important to note the review team was unable to begin the observations at the beginning of the period due to a consistently late (30 minutes) bus carrying several students and it created a steady stream of late arrivals to classes that caused them to miss pertinent instruction. The review team also determined that higher expectations for teaching and learning should be put in place for English classrooms from a division perspective. The following Academic Review Tools were utilized for the review:

Classroom Evaluation Tool:

The academic review team concluded that English and science lesson plans reviewed did not have strong evidence of alignment to the Standards of Learning Curriculum Framework specifically to the cognitive level of the standard. Additionally, lesson observations reviewed lacked evidence of alignment to the cognitive level of the standard. It is important to note that math classroom(s) observed were in alignment to the written, taught and tested and instructional delivery was to the cognitive level of the standards for all students.

Real-time classroom lesson observations and written lessons revealed the following:

- A focus on the Virginia Standards of Learning Curriculum Framework as a primary source for the written, taught and tested curriculum is needed to include verification of using the current 2017 SOL Curriculum Framework for English.
- Evidence of using the curriculum framework to build and deliver lessons was not apparent in English
- The Curriculum Framework should be the basis of each lesson. This is the place that teachers should continually visit to ensure that they are providing students with instruction that is at the appropriate cognitive level of each standard that is taught.
- A focus on the Virginia Standards of Learning Curriculum Framework as a primary source for the written, taught and tested curriculum is needed
- A need for strong Tier I instruction that provides opportunities for student to carry the cognitive load as well as differentiated instruction for all student groups
- Learning objectives were not clearly written to include behaviors, conditions, and criteria that can be understood by students(criteria percentages need to be removed and replaced with what the students will produce)
- A clear focus on the specific sub-standards to be covered during the class period along with aligned checks for

Division Name: Richmond City Public Schools

School Name: Huguenot High School

understanding related to the identified sub-standards should be evident in written plans

- Strategies/activities are teacher centered and students are not provided the opportunity to grapple with content or engage in productive struggles
- Students are engaged in low-level in science activities
- Science investigation and inquiry is not present in lesson plans or lesson observation

Instructional Leadership Tool:

Based on the Instructional Leadership Tool, the principal has implemented a process to review lesson plans prior to instruction and a process for providing feedback to teachers on the written. The artifacts also indicate that learning walks and walk through observations take place in addition to formal and informal observations; however the English 11 courses were using 2010 standards, thus misalignment of teaching standards were identified. There is evidence of walkthrough observations and feedback to teachers. However, there is no evidence that students received an aligned lesson in English and science.

School level administrators should:

- Implement the current processes and protocols for instructional delivery and student mastery used by the math department for English and science classrooms.
- Provide explicit expectations to teachers on non-negotiables for strong tier 1 instructional practices-(reading, vocabulary development and writing should occur in every content area; increased wait time, increased opportunities for productive struggle, connections to Richmond and real life examples of the hydrological cycle. Use more student to student discourse and student centered learning activities)
- Support the need for strong Tier I instruction that provides opportunities for students to carry the cognitive load and differentiation of instruction for all students.
- Level set as an administrative team on how to coach teachers during planning meetings and ensure consistency of expectations
- Attend planning sessions with teachers to provide real-time coaching and professional development on the written lesson plans to ensure alignment of the taught and tested
- Develop a system to monitor and provide evidence based feedback to teachers to ensure alignment of the taught and tested to the cognitive level of the standard
- Provide teachers with written expectations for implementing their professional learning and monitor for implementation. Utilize faculty and planning meetings to incorporate professional learning focused on instructional practices.
- Monitor and provide feedback to teachers on their use of professional development learning through a measurable and explicit focus on student outcomes.

Division Name: Richmond City Public Schools

School Name: Huguenot High School

Chronic Absenteeism Tool:

Based on the chronic absenteeism tool, artifacts that show existence of a school based team responsible for the strategic planning of interventions, with established goals to positive attendance engagement. The Post-Verification Report shows the level of teacher engagement and timely entry of student attendance on a daily basis. The school tracker provides a dashboard to monitor daily attendance for the school, with emphasis on the Attendance Totals and Attendance Summary Tab to summarize concerning trends for student groups. However, the agendas were not linked, thus the team was unable to indicate that data was an essential part of each meeting and lacked specificity around follow-up and action items for team members to ensure increased student engagement and attendance.

School level administrators should:

- Update the attendance tracker with plans for interventions for students that demonstrated team analysis may improve the rating.
- Closeout older 10 day attendance intervention plans (3+ weeks old)
- Follow up on actions with identified stakeholders on 5-Day attendance plans
- Incorporate provisions for more outreach methods for W9 at risk students. Current outreach uses phone calls as the primary method with information summary only as the outcome. Shift the focus of outreach to include resources and/or problem solving to maximize the status of implementation.
- Include the Post-verification and a report of machine adjusted codes to provide accurate attendance recording and increase implementation of chronic absenteeism improvement strategies.
- Include action steps or follow up efforts on the school attendance tracker dashboard to include comments that indicate specifics of the interventions being implemented and identification of student patterns across groups

Graduation/Dropout/CCCR Tool:

Based on the Graduation/Dropout/CCCR tool, the artifacts show the following data for the 2023 cohort:

Division Name: Richmond City Public Schools

School Name: Huguenot High School

School Graduation Progress Monitoring Report – January 10, 2023	
Number of students in cohort 2023	434(387)
Number of students on track to graduate in June 2023	300(170)
Number of students on track to graduate in March 2023	8
Number of students at risk of not graduating in June 2023	130
Number of dropouts	44
Number of seniors failing one or more core subjects at end of semester one	56
Number of seniors with chronic absenteeism at end of semester one	80
Number of seniors needing one or more verified credits	183
Number of seniors needing an industry certification	120

- The graduation dashboard indicates that the alternative program and dropout recovery data for Huguenot HS shows 12 possible March 2023 graduates with four being from Huguenot; THRIVE has six possible March 2023 graduates with three from Huguenot HS(2-cohort 2021, 1-cohort 2022).

School level administrators should:

- Utilize your school's OGR report to match the CCCR numbers against the students in the 2023 cohort. Note any discrepancies and clear them up immediately.
- Identify seniors that need to be enrolled in a CTE class during the 2nd term or may need to complete a service learning project prior to graduation and facilitate.

Social and Emotional and Resource Management Tools:

Based on a review of both tools, the academic review team agreed that there were **no major findings** at this time.

DIVISION NOTE:

Based on the academic reviews conducted for the four Richmond Public Schools with VDOE and the remaining 31 school reviews completed by the division academic review teams, division leadership committed to develop and implement the following:

- Provide professional development for division and school level instructional personnel (managers, specialists and coaches) on properly utilizing the Virginia Standards of Learning Curriculum Framework and how to build lesson plans that are aligned in content and cognition. In turn, division and school level instructional staff alongside

Division Name: Richmond City Public Schools

School Name: Huguenot High School

building level administrators will build the capacity of teachers on an ongoing basis

- Develop and implement division level expectations for schools on student-centered instructional practices that support the alignment of the written, taught and tested curriculum
- Revisit and define all division level instructional support staff by outlining roles, responsibilities and measures of accountability that support student achievement
- Review all Richmond Public Schools instructional resources and determine if they are aligned to the Virginia Standards of Learning and determine their impact on student achievement
- Develop and implement a Monitor and Support Team where division level leaders regularly monitor schools by scheduling onsite visits that will support all components of student achievement to include detailed next steps for each team member and personalized professional development where needed

Division Name: Richmond City Public Schools

School Name: Huguenot High School



Academic Review Essential Actions (EA) <i>Essential Action(s) are to be incorporated into the comprehensive school improvement plan (CSIP) as an essential action or action step.</i>	Note page where EA is addressed in the CSIP	Priority	Timeline
		(Immediate or Subsequent)	(Start Date to Full Implementation)
<p>Essential Action(s):</p> <p>Communicate clear expectations to teachers on instructional practices and on the use of the Standards of Learning Curriculum Framework and provide ongoing professional development (utilize planning time to provide coaching questions) to teachers on the use of the curriculum framework in writing and delivering aligned lessons that include clear learning objectives that include the conditions, behaviors, and criteria.</p> <p>Monitor the implementation of the written, taught, tested by focusing on evidenced based feedback using coaching questions to support teachers on the written, taught, and tested curriculum aligned to the Standards of Learning Curriculum Frameworks in both content and cognition.</p>	Located on the ELA tab	Immediate	December 2022 - June 2023 Ongoing
<p>Essential Action(s):</p> <p>Develop and implement a plan that focuses on analyzing assessment data to ensure alignment, attainment, and proficiency on the Virginia Standards of Learning with a specific focus on all student groups and adjust existing practices, programs, and strategies as needed.</p>	Located on the ELA, math and science tabs	Immediate	December 2022 - June 2023 Ongoing
<p>Essential Action(s):</p> <p>Provide clear expectations to teachers on their use of professional development learning and monitor and provide evidence-based feedback to teachers with an explicit focus on student learning outcomes.</p>	Located on the ELA, math and science tabs	Immediate	December 2022 - June 2023 Ongoing

Office of School Quality




Academic Review Report



2022-2023

Date of Review: January 18, 2023

General Information	
Division	Richmond City Public Schools
School	Linwood Holton Elementary School
Review Team Members (Name/Title)	<p>Division Team: Stephannie Crutchfield - Manager of School Improvement Indira Lipscomb-Quarles - Principal Director - Cluster 2 Carol Smith- Specialist Exceptional Education Cassandra Bell - Manager Math Instruction</p> <p>School Team: Terri Anderson - Assistant Principal Tiwori Bibby - Math Coach Erin Campbell - Reading Coach Tafia Childs - Student Intervention Liaison</p>
Superintendent's Name	Jason Kamras
Superintendent's Signature	 

School Quality Profile

Academic Achievement		
English	Level One	
Mathematics	Level One	
Science	Level One	

Achievement Gaps		
English	Level One	
Mathematics	Level Three	

Student engagement & Outcomes		
Chronic Absenteeism	Level One	

Division Name: Richmond City Public Schools

School Name: Linwood Holton Elementary School

State Identification of School Quality Indicators (SQI) (based on 2021-2022 performance)		Federal Identification (If applicable)	
Level Three Area(s):	Mathematics - GAP Groups	Yes/No	Identification Area: N/A
Level Two Area(s):		<u>Evidence-based Intervention (EBI)s:</u> Reading: N/A Math: N/A	

Note: School division leaders, along with school administrators, are responsible for developing and implementing a monitoring process to measure the effectiveness of the comprehensive school improvement plan on a regular basis and make adjustments as necessary.

Complete the Academic Review Report

Directions for Schools with Level Two Academic Achievement for All Students in English, Mathematics and/or Science:

- The Division Contact will ensure the academic review and the Academic Review Report have been completed for all schools with **Level Two academic achievement indicators** for all students in English, mathematics and/or science. A copy of reports should be kept locally and available upon request. Divisions will certify that an academic review was conducted and findings have been incorporated into the comprehensive school improvement plan. Divisions will submit the **Superintendent's Monitoring Certification Form** to the Office of School Quality osq@doe.virginia.gov. **Due: Spring 2023**
- **Please save reports in this format.** Division_SchoolName_ARReport_Year (ex. ABCDivision_XYZElementary_ARReport_20XX-XX)

Directions for Schools with Level Three School Quality Indicators:

Division Name: Richmond City Public Schools

School Name: Linwood Holton Elementary School

- The Division Contact will ensure the academic review and the Academic Review Report have been completed for all schools with any **Level Three school quality indicator(s)** and will send each **signed report along with the updated comprehensive school improvement plan to the Office of School Quality osq@doe.virginia.gov. Due: January 31, 2023**
- Schools with Level Three indicator(s) will submit the Academic Review Report and the updated comprehensive school improvement plan. This satisfies the corrective action plan requirement per the Standards of Accreditation.
- **Please save reports in this format.** Division_SchoolName_ARReport_Year (ex. ABCDivision_XYZElementary_ARReport_20XX-XX)

Academic Review Tools			
Mark Tools Used	Academic Achievement Tools	Mark Tools Used	Achievement Gap and Student Engagement and Outcomes Tools
X	*Instructional Leadership		Social and Emotional Support
X	*Classroom Lesson Evaluation		Resource Management
	Culture and Climate		**Chronic Absenteeism
	Professional Development		**Graduation, Dropout & College, Career, and Civic Readiness (schools with graduating class only)
	Data Analysis		
	Master Schedule	<p>*Tools required for schools with Level Two or Level Three in any of the Academic Achievement school quality indicators for all students. In addition, schools with any Level Three Achievement Gap indicators must also complete the Social and Emotional Support and Resource Management tools.</p> <p>**Tool(s) required for schools with Level Three school quality indicator(s) in Chronic Absenteeism and/or Graduation, Dropout & College, Career, and Civic Readiness (schools with graduating class only). The Social and Emotional Support and Resource Management tools are recommended in conjunction with required tools.</p>	
	Assessment		

Division Name: Richmond City Public Schools

School Name: Linwood Holton Elementary School

Findings

Linwood Holton Elementary School underwent an Academic Review on January 18, 2023. The academic review team noted that the climate and culture of the school is warm and welcoming, with positive student/teacher interactions. The Academic Review Team observed math instruction in three classrooms. The assistant principal noted that the school had a high teacher satisfaction rate based on the Richmond City Schools (RPS) survey. Linwood Holton also maintains a high teacher retention rate.

Classroom Lesson Evaluation Tool:

The academic review team concluded that this school does not require teachers to submit a lesson plan that is aligned with the Curriculum Framework. The administration stated that they have not been successful with the expectation to require teachers to submit lesson plans. This was established as a means to have teachers submit some type of plan for the instruction of the students. They submit what is referred to as a "Small Group" lesson plan which does not contain evidence of alignment to the Standards of Learning Curriculum Framework in content and cognition.

- A focus on the Virginia Standards of Learning Curriculum Framework as a primary source for the written, taught, and tested curriculum is needed
- Strong Tier I instruction as well as differentiated instruction for all student groups must be a focus
- Lesson plans must be a requirement for all teachers
- Lesson Plans must be aligned to the Curriculum Framework and demonstrate alignment with written and taught curriculum
- Lesson plans should include details to monitor how time is being utilized, the intentional use of higher level questions, content vocabulary taught within the context
- Instruction is teacher centered, time needs to be implemented to allow students discern what is being taught
- Division support is needed to close gaps between the Standards of Learning Curriculum Framework and Division Curriculum Resources
- Professional Development focused on the development of learning targets needs to be provided at the Division Level.

Instructional Leadership Tool:

Based on the Instructional Leadership tool, the principal has implemented a process to review lesson plans during Professional Learning Time (PLT) prior to delivery and provide feedback. During the Academic Review, the team determined the School level administrators should:

- The administration has provided the staff with written expectations for the submission of lesson plans, however staff does not comply with the expectations
- Continue to work as a team to ensure specific feedback to teachers regarding teacher walkthroughs and observations provides a consistent message to teachers and remains focused on the content and cognition of the lesson, what was seen in the lesson, what students are doing, and provides evidence of student progress.

Division Name: Richmond City Public Schools

School Name: Linwood Holton Elementary School

- Continue providing ongoing, timely, and specific feedback on lesson plans to ensure that teachers have the opportunity to learn how to teach the strategies and can make necessary adjustments.
- Ensure the instructional strategies, in both Tier 1 and Tier 2 instruction, align to the cognitive level of the standard and standard detail.
- Consider adding the details of the standard to the walkthrough to allow the teacher opportunities for reflection during lesson planning to identify teaching strategies aligned to the standard.

DIVISION NOTE:

Based on the academic reviews conducted by VDOE, Richmond Publics Schools division leadership committed to develop and implement the following:

- Provide professional development for division and school level instructional personnel (managers, specialists and coaches) on properly utilizing the Virginia Standards of Learning Curriculum Framework and how to build lesson plans that are aligned in content and cognition. In turn, division and school level instructional staff alongside building level administrators will build the capacity of teachers on an ongoing basis
- Develop and implement division level expectations for schools on student-centered instructional practices that support the alignment of the written, taught and tested curriculum
- Revisit and define all division level instructional support staff by outlining roles, responsibilities and measures of accountability that support student achievement
- Review all Richmond Public Schools instructional resources and determine if they are aligned to the Virginia Standards of Learning and determine their impact on student achievement
- Develop and implement a Monitor and Support Team where division level leaders regularly monitor schools by scheduling onsite visits that will support all components of student achievement to include detailed next steps for each team member and personalized professional development where needed

Division Name: Richmond City Public Schools

School Name: Linwood Holton Elementary School



Academic Review Essential Actions (EA) <i>Essential Action(s) are to be incorporated into the comprehensive school improvement plan (CSIP) as an essential action or action step.</i>	Note page where EA is addressed in the CSIP	Priority	Timeline
		(Immediate or Subsequent)	(Start Date to Full Implementation)
<p>Essential Action(s):</p> <p>Communicate clear expectations to teachers on student centered instructional practices and on the use of the Standards of Learning Curriculum Framework and provide ongoing professional development (utilize planning time to provide coaching questions) to teachers on the use of the curriculum framework in writing and delivering aligned lessons that include clear learning objectives that include the conditions, behaviors, and criteria.</p> <p>Monitor the implementation of the written, taught, tested by focusing on evidenced based feedback using coaching questions to support teachers on the written, taught, and tested curriculum aligned to the Standards of Learning Curriculum Frameworks in both content and cognition.</p>	Math CSIP Tab	Immediate	January 2023 - June 2023 Ongoing
<p>Essential Action(s):</p> <p>Develop and implement a plan that focuses on analyzing assessment data to ensure alignment, attainment, and proficiency on the Virginia Standards of Learning with a specific focus on all student groups and adjust existing practices, programs, and strategies as needed.</p>	Math CSIP Tab	Immediate	January 2023 - June 2023 Ongoing
<p>Essential Action(s):</p> <p>Provide clear expectations to teachers on their use of professional development learning and monitor and provide evidence-based feedback to teachers with an explicit focus on student learning outcomes</p>	Math CSIP Tab	Immediate	January 2023 - June 2023 Ongoing

Office of School Quality




Academic Review Report



2022-2023


Date of Review: December 9, 2022

General Information	
Division	Richmond City Public Schools
School	Miles Jones Elementary School
Review Team Members (Name/Title)	<p>District Team Members:</p> <p>Stephannie Crutchfield - Manager of School Improvement Leslie Wiggins - Interim CAO/Principal Director Ro Stark - Math Specialist April Burwell - Exceptional Education Specialist</p> <p>School Team Members:</p> <p>Sonya Shaw - Principal</p>
Superintendent's Name	Jason Kamras
Superintendent's Signature	 

School Quality Profile

Academic Achievement	
English	Level One 
Mathematics	Level One 
Science	Level Three 

Achievement Gaps	
English	Level Two 
Mathematics	Level Three 

Student engagement & Outcomes	
Chronic Absenteeism	Level One 

State Identification of School Quality Indicators (SQI)

Federal Identification

Division Name: Richmond City Public Schools

School Name: Miles Jones Elementary School

(based on 2021-2022 performance)		(If applicable)	
Level Three Area(s):	Science - All Students	Yes/No	Identification Area: N/A
Level Two Area(s):	English - GAP Groups	<u>Evidence-based Intervention (EBI)s:</u> Reading: N/A Math: N/A	

Note: School division leaders, along with school administrators, are responsible for developing and implementing a monitoring process to measure the effectiveness of the comprehensive school improvement plan on a regular basis and make adjustments as necessary.

Complete the Academic Review Report

Directions for Schools with Level Two Academic Achievement for All Students in English, Mathematics and/or Science:

- The Division Contact will ensure the academic review and the Academic Review Report have been completed for all schools with **Level Two academic achievement indicators** for all students in English, mathematics and/or science. A copy of reports should be kept locally and available upon request. Divisions will certify that an academic review was conducted and findings have been incorporated into the comprehensive school improvement plan. Divisions will submit the **Superintendent's Monitoring Certification Form** to the Office of School Quality osq@doe.virginia.gov. **Due: Spring 2023**
- **Please save reports in this format.** Division_SchoolName_ARReport_Year (ex. ABCDivision_XYZElementary_ARReport_20XX-XX)

Directions for Schools with Level Three School Quality Indicators:

- The Division Contact will ensure the academic review and the Academic Review Report have been completed for all schools with any **Level Three school quality indicator(s)** and will send each **signed report along with the updated comprehensive school improvement plan** to the Office of School Quality osq@doe.virginia.gov. **Due: January 31, 2023**

Division Name: Richmond City Public Schools

School Name: Miles Jones Elementary School

- Schools with Level Three indicator(s) will submit the Academic Review Report and the updated comprehensive school improvement plan. This satisfies the corrective action plan requirement per the Standards of Accreditation.
- **Please save reports in this format.** Division_SchoolName_ARReport_Year (ex. ABCDivision_XYZElementary_ARReport_20XX-XX)

Academic Review Tools			
Mark Tools Used	Academic Achievement Tools	Mark Tools Used	Achievement Gap and Student Engagement and Outcomes Tools
X	*Instructional Leadership		Social and Emotional Support
X	*Classroom Lesson Evaluation		Resource Management
	Culture and Climate		**Chronic Absenteeism
	Professional Development		**Graduation, Dropout & College, Career, and Civic Readiness (schools with graduating class only)
	Data Analysis		
	Master Schedule	<p><i>*Tools required for schools with Level Two or Level Three in any of the Academic Achievement school quality indicators for all students. In addition, schools with any Level Three Achievement Gap indicators must also complete the Social and Emotional Support and Resource Management tools.</i></p> <p><i>**Tool(s) required for schools with Level Three school quality indicator(s) in Chronic Absenteeism and/or Graduation, Dropout & College, Career, and Civic Readiness (schools with graduating class only). The Social and Emotional Support and Resource Management tools are recommended in conjunction with required tools.</i></p>	
	Assessment		

[Link to RPS Academic Review Folder](#)- includes all schools' required tools artifacts.

Division Name: Richmond City Public Schools

School Name: Miles Jones Elementary School

Findings

Miles Jones Elementary School underwent an Academic Review on December 9, 2022. In this time, there is evidence of school and classroom routines and rituals and small class sizes that support a conducive learning environment. The academic review team conducted real-time observations in mathematics and science. Additionally, the team reviewed written mathematics and science lesson plans and lesson observations. The review team determined that expectations for student centered instruction with an emphasis on high expectations should be put in place.

The Academic Review Tools utilized were:

Classroom Lesson Evaluation Tool:

- Student engagement was high in the Science Classroom, however, students should be given the opportunity to engage in productive struggle
- Develop, implement and monitor a plan to ensure that the written, taught, tested is aligned to the Virginia Standards of Learning Curriculum Framework in content and cognition in Reading and Science
- Learning objectives were not clearly written to include behaviors, conditions, and criteria that can be understood by
- Lesson plans should include more details to monitor how time is being utilized, the intentional use of higher level questions, and content vocabulary taught within context
- Add the details of the standard to the walkthrough to allow the teacher opportunities for reflection during lesson planning to identify teaching strategies aligned to the standard.
- Students should have a clear focus on what will be accomplished at the end of the block
- Science investigation and inquiry is not present in lesson plans or lesson observations
- Strategies/activities are not aligned to the content or cognitive level of the standard in all content areas reviewed
- Develop a data tracking process to monitor student progress and ongoing growth

Instructional Leadership Tool:

- Provide explicit expectations to teachers regarding instructional practices that must be implemented in the written and taught curriculum
- Provide feedback that includes actionable steps and process for monitoring implementation
- Attend planning sessions with teachers to provide real time coaching on the written lesson plans to ensure alignment of the taught and tested
- Monitor the implementation of the written and taught curriculum to ensure compliance with expectations
- Work with staff to implement and evaluate formative and summative assessments that drive instructional practice

Division Name: Richmond City Public Schools

School Name: Miles Jones Elementary School

- Provide professional development during planning meetings on how to utilize the curriculum framework to build and deliver aligned lessons
- Monitor and provide feedback to teachers on their use of professional development learning through a measurable and explicit focus on student outcomes

DIVISION NOTE:

Based on the academic reviews conducted for the four Richmond Public Schools, division leadership committed to develop and implement the following:

- Provide professional development for division and school level instructional personnel (managers, specialists and coaches) on properly utilizing the Virginia Standards of Learning Curriculum Framework and how to build lesson plans that are aligned in content and cognition. In turn, division and school level instructional staff alongside building level administrators will build the capacity of teachers on an ongoing basis
- Develop and implement division level expectations for schools on student-centered instructional practices that support the alignment of the written, taught and tested curriculum
- Revisit and define all division level instructional support staff by outlining roles, responsibilities and measures of accountability that support student achievement
- Review all Richmond Public Schools instructional resources and determine if they are aligned to the Virginia Standards of Learning and determine their impact on student achievement
- Develop and implement a Monitor and Support Team where division level leaders regularly monitor schools by scheduling onsite visits that will support all components of student achievement to include detailed next steps for each team member and personalized professional development where needed

Division Name: Richmond City Public Schools

School Name: Miles Jones Elementary School


Academic Review Essential Actions (EA) <i>Essential Action(s) are to be incorporated into the comprehensive school improvement plan (CSIP) as an essential action or action step.</i>	Note page where EA is addressed in the CSIP	Priority	Timeline
		(Immediate or Subsequent)	(Start Date to Full Implementation)
<p>Essential Action(s): Communicate clear expectations to teachers on student centered instructional practices and on the use of the Standards of Learning Curriculum Framework and provide ongoing professional development (utilize planning time to provide coaching questions) to teachers on the use of the curriculum framework in writing and delivering aligned lessons that include clear learning objectives that include the conditions, behaviors, and criteria.</p> <p>Monitor the implementation of the written, taught, tested by focusing on evidenced based feedback using coaching questions to support teachers on the written, taught, and tested curriculum aligned to the Standards of Learning Curriculum Frameworks in both content and cognition.</p>	Math and Science CSIP Tab	Immediate	January 2023 - June 2023 Ongoing
<p>Essential Action(s): Develop and implement a plan that focuses on analyzing assessment data to ensure alignment, attainment, and proficiency on the Virginia Standards of Learning with a specific focus on all student groups and adjust existing practices, programs, and strategies as needed</p>	Math and Science CSIP Tab	Immediate	January 2023 - June 2023 Ongoing
<p>Essential Action(s): Provide clear expectations to teachers on their use of professional development learning and monitor and provide evidence-based feedback to teachers with an explicit focus on student learning outcomes.</p>	Math and Science CSIP Tab	Immediate	January 2023 - June 2023 Ongoing

Office of School Quality


Academic Review Report

2022-2023


Date of Review: December 7, 2022

General Information	
Division	Richmond City Public Schools
School	Martin Luther King, Jr. Middle School
Review Team Members (Name/Title)	RPS Team: Shadae Harris- Chief of Engagement Erin Brown- Director of Engagement Devin Canaday- Assistant Director of Engagement Eboni Massey- Manager of ELA Joi Lowery- Coordinator of School Improvement Natalie Waller- Math/Science Specialist Cierra Claughton- Reading Intervention Specialist Johnnie Jones- Exceptional Education Specialist Pamela Randolph- Math Intervention Specialist MLK Team: Inett Dabney- Principal Pamela Coucher- Assistant Principal Clifton Murray- Assistant Principal
Superintendent's Name	Jason Kamras
Superintendent's Signature	 SW

School Quality Indicators

Academic Achievement		
English	Level Three	
Mathematics	Level Three	
Science	Level Three	

Achievement Gaps		
English	Level Three	
Mathematics	Level Three	

Student engagement & Outcomes		
Chronic Absenteeism	Level Three	

Division Name: Richmond City Public Schools

School Name: Martin Luther King, Jr. Middle School

State Identification of School Quality Indicators (SQI) (based on 2021-2022 performance)		Federal Identification (If applicable)	
Level Three Area(s):	Academic Achievement - English Academic Achievement - Math Academic Achievement - Science Achievement Gap - English Achievement Gap - Math Chronic Absenteeism	Yes/No	Identification Area: CSI-All students
Level Two Area(s):		<p><u>Evidence-based Intervention (EBI)s:</u></p> <p>Reading:</p> <p>Recommendation 2 Provide purposeful fluency-building activities to help students read effortlessly.</p> <p>Recommendation 3 Routinely use a set of comprehension building practices to help students make sense of the text.</p> <p style="padding-left: 40px;">Part 3A. Build students' world and word knowledge so they can make sense of the text Part 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read Part 3C. Teach students a routine for determining the gist of a short section of text Part 3D. Teach students to monitor their comprehension as they read</p> <p>Math:</p> <p>Recommendation 3: Teach students how to use visual representations, which can be found in the Improving Mathematical Problem Solving in Grades 4 through 8 in the What Works Clearinghouse IES Practice Guide (pgs. 29-37). Using visual representations during instruction and teaching students how to use visual representations.</p>	

Division Name: Richmond City Public Schools

School Name: Martin Luther King, Jr. Middle School

Note: School division leaders, along with school administrators, are responsible for developing and implementing a monitoring process to measure the effectiveness of the comprehensive school improvement plan on a regular basis and make adjustments as necessary.

Complete the Academic Review Report

Directions for Schools with Level Two Academic Achievement for All Students in English, Mathematics and/or Science:

- The Division Contact will ensure the academic review and the Academic Review Report have been completed for all schools with **Level Two academic achievement indicators** for all students in English, mathematics and/or science. A copy of reports should be kept locally and available upon request. Divisions will certify that an academic review was conducted and findings have been incorporated into the comprehensive school improvement plan. Divisions will submit the **Superintendent's Monitoring Certification Form** to the Office of School Quality osq@doe.virginia.gov. **Due: Spring 2023**
- **Please save reports in this format.** Division_SchoolName_ARReport_Year (ex. ABCDivision_XYZElementary_ARReport_20XX-XX)

Directions for Schools with Level Three School Quality Indicators:

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Division Name: Richmond City Public Schools

School Name: Martin Luther King, Jr. Middle School

Academic Review Tools			
Mark Tools Used	Academic Achievement Tools	Mark Tools Used	Achievement Gap and Student Engagement and Outcomes Tools
X	*Instructional Leadership	X	Social and Emotional Support
X	*Classroom Lesson Evaluation	X	Resource Management
	Culture and Climate	X	**Chronic Absenteeism
	Professional Development		**Graduation, Dropout & College, Career, and Civic Readiness (schools with graduating class only)
	Data Analysis		
	Master Schedule	<p>*Tools required for schools with Level Two or Level Three in any of the Academic Achievement school quality indicators for all students. In addition, schools with any Level Three Achievement Gap indicators must also complete the Social and Emotional Support and Resource Management tools.</p> <p>**Tool(s) required for schools with Level Three school quality indicator(s) in Chronic Absenteeism and/or Graduation, Dropout & College, Career, and Civic Readiness (schools with graduating class only). The Social and Emotional Support and Resource Management tools are recommended in conjunction with required tools.</p>	
	Assessment		

[Link to RPS Academic Review Folder](#)- includes all schools' required tools artifacts.

Division Name: Richmond City Public Schools**School Name: Martin Luther King, Jr. Middle School**

Findings

Martin Luther King, Jr. Middle School underwent an Academic Review on December 7, 2022. It is important to note that the climate and culture of the school is warm, welcoming, with positive student/teacher interactions. The division academic review team conducted real-time observations in English, mathematics and science. Additionally, the team reviewed written English, mathematics and science lesson plans and lesson observations. The following Academic Review Tools were utilized for the review:

Classroom Evaluation Tool:

The academic review team concluded that all lesson plans reviewed did not always have strong evidence of alignment to the Standards of Learning Curriculum Framework in content and cognition. Walkthrough observations forms were submitted but did not consistently provide evidence of alignment to the curriculum framework.

Real-time classroom lesson observations and written lessons revealed the following:

- A focus on the Virginia Standards of Learning Curriculum Framework as a primary source for the written, taught and tested curriculum is needed
- A need for strong Tier I instruction as well as differentiated instruction for all student groups
- Learning objectives were not clearly written to include behaviors, conditions, and criteria that can be understood by students(criteria percentages need to be removed and replaced with what the students will produce)
- A clear focus on the specific sub-standards to be covered during the class period along with aligned checks for understanding related to the identified sub-standards should be evident in written plans
- Strategies/activities are teacher centered and students are not provided the opportunity to grapple with content or engage in productive struggles
- Students are engaged in low-level activities
- Vocabulary is taught in isolation
- Inquiry and investigations need to be included in science lessons where students are doing the work and not the teacher
- A need to revisit all instructional support resources used for small group work (iReady) to ensure alignment to the curriculum framework as well as connecting to Tier 1 instruction

Division Name: Richmond City Public Schools**School Name: Martin Luther King, Jr. Middle School****Instructional Leadership Tool:**

Based on the Instructional Leadership Tool, the principal/administrative team has implemented a process to review lesson plans prior to instruction. However, the review team did not observe that the feedback provided by the principal/administrative team is consistently being utilized to ensure aligned written or delivered lessons. There is evidence of walkthrough observations and feedback to teachers. The team agreed feedback on alignment should be given prior to instruction instead of through classroom observations.

School level administrators should:

- Provide explicit expectations to teachers on non-negotiables for instructional practices-(reading, vocabulary development and writing should occur in every content area)
- Attend planning sessions with teachers to provide real-time coaching and professional development on the written lesson plans to ensure alignment of the taught and tested prior to lessons being delivered
- Clarify roles and responsibilities for collaborative special education teachers
- Develop a system to monitor and provide feedback to teachers to ensure alignment of the taught and tested to the cognitive level of the standard (include a focus on specific student groups during the walkthroughs)
- Provide teachers with written expectations for implementing their professional learning and monitor for implementation and utilize planning time to provide job-embedded professional development
- Monitor and provide feedback to teachers on their use of professional development learning through a measurable and explicit focus on student outcomes.

Chronic Absenteeism Tool:

Based on the chronic absenteeism tool, artifacts that show existence of a school based team responsible for the strategic planning of interventions, with established goals to positive attendance engagement. The Post-Verification Report shows the level of teacher engagement and timely entry of student attendance on a daily basis. The school tracker provides a dashboard to monitor daily attendance for the school, with emphasis on the Attendance Totals and Attendance Summary Tab to summarize concerning trends for student groups.

School level administrators should:

- Ensure that goals in the plan should be SMART and show clear timelines and strategies for reaching goals.
- Develop, discuss and provide evidence of preventative strategies for groups of students who exhibit decreased engagement in addition to individual students.
- Ensure that contact/outreach notes are documented on the Attendance Tracker
- Incorporate provisions for more outreach methods for W9 at risk students. Current outreach uses phone calls as the

Division Name: Richmond City Public Schools

School Name: Martin Luther King, Jr. Middle School

primary method with information summary only as the outcome. Shift the focus of outreach to include resources and/or problem solving to maximize the status of implementation.

- Include the Post-verification and a report of machine adjusted codes to provide accurate attendance recording and increase implementation of chronic absenteeism improvement strategies.
- Include action steps or follow up efforts on the school attendance tracker dashboard to include comments that indicate specifics of the interventions being implemented and identification of student patterns across groups

Social and Emotional and Resource Management Tools:

Based on a review of both tools, the academic review team agreed that there were **no major findings** at this time. Martin Luther King, Jr. Middle School currently employs a Multi Tiered Systems of Support. The school level administrators agreed to monitor for fidelity and to increase their community partnerships to support positive student outcomes that will connect to support chronic absenteeism initiatives.

DIVISION NOTE:

Based on the academic reviews conducted for the four Richmond Public Schools with VDOE and the remaining 31 school reviews completed by the division academic review teams, division leadership committed to develop and implement the following:

- Provide professional development for division and school level instructional personnel (managers, specialists and coaches) on properly utilizing the Virginia Standards of Learning Curriculum Framework and how to build lesson plans that are aligned in content and cognition. In turn, division and school level instructional staff alongside building level administrators will build the capacity of teachers on an ongoing basis
- Develop and implement division level expectations for schools on student-centered instructional practices that support the alignment of the written, taught and tested curriculum
- Revisit and define all division level instructional support staff by outlining roles, responsibilities and measures of accountability that support student achievement
- Review all Richmond Public Schools instructional resources and determine if they are aligned to the Virginia Standards of Learning and determine their impact on student achievement
- Develop and implement a Monitor and Support Team where division level leaders regularly monitor schools by scheduling onsite visits that will support all components of student achievement to include detailed next steps for each team member and personalized professional development where needed

Division Name: Richmond City Public Schools

School Name: Martin Luther King, Jr. Middle School



Academic Review Essential Actions (EA) <i>Essential Action(s) are to be incorporated into the comprehensive school improvement plan (CSIP) as an essential action or action step.</i>	Note page where EA is addressed in the CSIP	Priority	Timeline
		(Immediate or Subsequent)	(Start Date to Full Implementation)
Essential Action(s): Communicate clear expectations to teachers on instructional practices and on the use of the Standards of Learning Curriculum Framework and provide ongoing professional development (utilize planning time to provide coaching questions) to teachers on the use of the curriculum framework in writing and delivering aligned lessons that include clear learning objectives that include the conditions, behaviors, and criteria. Monitor the implementation of the written, taught, tested by focusing on evidenced based feedback using coaching questions to support teachers on the written, taught, and tested curriculum aligned to the Standards of Learning Curriculum Frameworks in both content and cognition.	ELA/math & science tabs	Immediate	January 2023- June 2023 Ongoing
Essential Action(s): Develop and implement a plan that focuses on analyzing assessment data to ensure alignment, attainment, and proficiency on the Virginia Standards of Learning with a specific focus on all student groups and adjust existing practices, programs, and strategies as needed.	ELA/math & science tabs	Immediate	January 2023- June 2023 Ongoing
Essential Action(s): Provide clear expectations to teachers on their use of professional development learning and monitor and provide evidence-based feedback to teachers with an explicit focus on student learning outcomes.	ELA/math & science tabs	Immediate	January 2023- June 2023 Ongoing

Office of School Quality




Academic Review Report



2022-2023


Date of Review: December 13, 2022

General Information	
Division	Richmond City Public Schools
School	Oak Grove-Bellemeade Elementary School
Review Team Members (Name/Title)	<p>Division Team:</p> <p>Stephannie Crutchfield, Manager of School Improvement Indira Lipscomb-Quarles - Principal Director-Cluster 2 Eboni Massey - Manager Literacy Instruction Vickey Drew - Science Specialist Carol Smith - Exceptional Education Specialist Jessica Sarkees - Reading Interventionist Natalie Waller- Math Specialist Devin Canady - Associate Director Family Engagement</p> <p>School Team:</p> <p>Fatima Smith - Principal Dr. Joyce Otey - Assistant Principal</p>
Superintendent's Name	Jason Kamras
Superintendent's Signature	 

School Quality Profile

Academic Achievement	
English	Level Three 
Mathematics	Level Two 
Science	Level Three 

Achievement Gaps	
English	Level Two 
Mathematics	Level Two 

Student engagement & Outcomes	
Chronic Absenteeism	Level Three 

Division Name: Richmond City Public Schools

School Name: Oak Grove-Bellemeade Elementary School

State Identification of School Quality Indicators (SQI) (based on 2021-2022 performance)		Federal Identification (If applicable)	
Level Three Area(s):	English - All Students Science - All Students Chronic Absenteeism	Yes/No	Identification Area: CSI
Level Two Area(s):	Mathematics - All Students English - GAP Group Mathematics - GAP Group	Evidence-based Intervention (EBI)s: Reading: Recommendation #3 - Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening. Math: Recommendation #1 Provide systematic instruction during the intervention to develop student understanding of mathematical ideas.	

Note: School division leaders, along with school administrators, are responsible for developing and implementing a monitoring process to measure the effectiveness of the comprehensive school improvement plan on a regular basis and make adjustments as necessary.

Complete the Academic Review Report

Directions for Schools with Level Two Academic Achievement for All Students in English, Mathematics and/or Science:

- The Division Contact will ensure the academic review and the Academic Review Report have been completed for all schools with **Level Two academic achievement indicators** for all students in English, mathematics and/or science. A copy of reports should be kept locally and available upon request. Divisions will certify that an academic review was conducted and findings have been incorporated into the comprehensive school improvement plan. Divisions will submit the **Superintendent's Monitoring Certification Form** to the Office of School Quality osq@doe.virginia.gov. **Due: Spring 2023**

Division Name: Richmond City Public Schools

School Name: Oak Grove-Bellemeade Elementary School

- **Please save reports in this format.** Division_SchoolName_ARReport_Year (ex. ABCDivision_XYZElementary_ARReport_20XX-XX)

Directions for Schools with Level Three School Quality Indicators:

- The Division Contact will ensure the academic review and the Academic Review Report have been completed for all schools with any **Level Three school quality indicator(s)** and will send each **signed report along with the updated comprehensive school improvement plan to the Office of School Quality osq@doe.virginia.gov. Due: January 31, 2023**
- Schools with Level Three indicator(s) will submit the Academic Review Report and the updated comprehensive school improvement plan. This satisfies the corrective action plan requirement per the Standards of Accreditation.
- **Please save reports in this format.** Division_SchoolName_ARReport_Year (ex. ABCDivision_XYZElementary_ARReport_20XX-XX)

Academic Review Tools			
Mark Tools Used	Academic Achievement Tools	Mark Tools Used	Achievement Gap and Student Engagement and Outcomes Tools
X	*Instructional Leadership	X	Social and Emotional Support
X	*Classroom Lesson Evaluation	X	Resource Management
	Culture and Climate		**Chronic Absenteeism
	Professional Development		**Graduation, Dropout & College, Career, and Civic Readiness (schools with graduating class only)
	Data Analysis		
	Master Schedule	*Tools required for schools with Level Two or Level Three in any of the Academic Achievement school quality indicators for all students. In addition, schools with any Level Three Achievement Gap indicators must also complete the Social and Emotional Support and Resource Management tools. **Tool(s) required for schools with Level Three school quality indicator(s) in Chronic Absenteeism and/or Graduation, Dropout & College, Career, and Civic Readiness (schools with graduating class only). The Social and Emotional Support and Resource Management tools are recommended in conjunction with required tools.	
	Assessment		

Division Name: Richmond City Public Schools

School Name: Oak Grove-Bellemeade Elementary School

Findings

Oak Grove-Bellemeade Elementary School underwent an Academic Review on December 13, 2022. The climate and culture of the building appears to be warm and welcoming in support of students. The Academic Review Team conducted real-time observations in Reading and Science. Additionally, the team reviewed written Reading, Math and Science lesson plans and lesson observations. The review team determined that higher expectations for teaching and learning should be put into place in ALL of the instructional areas in the school. The following Academic Review Tools were utilized for the review:

Classroom Lesson Evaluation

- A focus on the Virginia Standards of Learning Curriculum Framework as a primary source for the written, taught and tested curriculum is needed
- Strong Tier I instruction as well as differentiated instruction for all student groups should be a focus
- Learning objectives were not clearly written to include behaviors, conditions, and criteria that can be understood by students with a clear focus on what will be accomplished at the end of the block
- Lesson plans should include more details to monitor how time is being utilized, the intentional use of higher level questions, and content vocabulary taught within context
- Strategies/activities are not aligned to the content or cognitive level of the standard in all content areas reviewed
- Students should be given the opportunity to engage in productive struggles

Instructional Leadership

- Provide explicit expectations to teachers on non-negotiables for instructional practices-(reading, vocabulary development and writing should occur in every content area)
- Attend planning sessions with teachers to provide real-time coaching on the written lesson plans to ensure alignment of the taught and tested with the curriculum framework
- Provide professional development to all staff on how to utilize the curriculum framework to build and deliver aligned lessons
- Develop a system to monitor and provide feedback to teachers to ensure alignment of the written taught and tested to the cognitive level of the standard
- Provide teachers with written expectations for implementing their professional learning and monitor for implementation
- Attend professional learning opportunities with teachers and provide explicit expectations on how teachers will implement the learning in their lesson planning and lesson delivery
- Monitor and provide feedback to teachers on their use of professional development learning through a measurable

Division Name: Richmond City Public Schools

School Name: Oak Grove-Bellemeade Elementary School

and explicit focus on student outcomes.

- Identify work streams for Assistant Principal to support in the evaluation and observation process for teachers and staff

Social and Emotional and Resource Management Tools:

Based on a review of both tools, the academic review team agreed that there were **no major findings** at this time. Oak Grove-Bellemeade Elementary School currently employs multiple systems to support students including Positive Behavioral Intervention Supports and Multi Tiered Systems of Support. The school level administrators agreed to monitor for fidelity to ensure there are positive student outcomes.

DIVISION NOTE:

Based on the academic reviews conducted for the four Richmond Public Schools, division leadership committed to develop and implement the following:

- Provide professional development for division and school level instructional personnel (managers, specialists and coaches) on properly utilizing the Virginia Standards of Learning Curriculum Framework and how to build lesson plans that are aligned in content and cognition. In turn, division and school level instructional staff alongside building level administrators will build the capacity of teachers on an ongoing basis
- Develop and implement division level expectations for schools on student-centered instructional practices that support the alignment of the written, taught and tested curriculum
- Revisit and define all division level instructional support staff by outlining roles, responsibilities and measures of accountability that support student achievement
- Review all Richmond Public Schools instructional resources and determine if they are aligned to the Virginia Standards of Learning and determine their impact on student achievement
- Develop and implement a Monitor and Support Team where division level leaders regularly monitor schools by scheduling onsite visits that will support all components of student achievement to include detailed next steps for each team member and personalized professional development where needed.

Division Name: Richmond City Public Schools

School Name: Oak Grove-Bellemeade Elementary School



Academic Review Essential Actions (EA) <i>Essential Action(s) are to be incorporated into the comprehensive school improvement plan (CSIP) as an essential action or action step.</i>	Note page where EA is addressed in the CSIP	Priority	Timeline
		(Immediate or Subsequent)	(Start Date to Full Implementation)
<p>Essential Action(s):</p> <p>Communicate clear expectations to teachers on student centered instructional practices and on the use of the Standards of Learning Curriculum Framework and provide ongoing professional development (utilize planning time to provide coaching questions) to teachers on the use of the curriculum framework in writing and delivering aligned lessons that include clear learning objectives that include the conditions, behaviors, and criteria.</p> <p>Monitor the implementation of the written, taught, tested by focusing on evidenced based feedback using coaching questions to support teachers on the written, taught, and tested curriculum aligned to the Standards of Learning Curriculum Frameworks in both content and cognition.</p>	Reading, Math, and Science CSIP Tab	Immediate	January 2023 - June 2023 Ongoing
<p>Essential Action(s):</p> <p>Develop and implement a plan that focuses on analyzing assessment data to ensure alignment, attainment, and proficiency on the Virginia Standards of Learning with a specific focus on all student groups and adjust existing practices, programs, and strategies as needed.</p>	Reading, Math, and Science CSIP Tab	Immediate	January 2023 - June 2023 Ongoing
<p>Essential Action(s):</p> <p>Provide clear expectations to teachers on their use of professional development learning and monitor and provide evidence-based feedback to teachers with an explicit focus on student learning outcomes.</p>	Reading, Math, and Science CSIP Tab	Immediate	January 2023 - June 2023 Ongoing

Office of School Quality




Academic Review Report



2022-2023


Date of Review: December 14, 2022

General Information	
Division	Richmond City Public Schools
School	Overby Sheppard Elementary School
Review Team Members (Name/Title)	<p>District Team Members:</p> <p>Stephannie Crutchfield - Manager of School Improvement Sidney Gunter - Director of Academic Programs and Support Vickey Drew - Science RTR Career Coach Talent Office Elizabeth Landry - Instructional Specialist - Instruction</p> <p>School Team Members:</p> <p>Shayla Holeman - Principal Lilicea Henry Angela Foster Linda Jaeger</p>
Superintendent's Name	Jason Kamras
Superintendent's Signature	 

School Quality Profile

Academic Achievement		
English	Level One	
Mathematics	Level One	
Science	Level Three	

Achievement Gaps		
English	Level One	
Mathematics	Level Two	

Student engagement & Outcomes		
Chronic Absenteeism	Level Two	

Division Name: Richmond City Public Schools

School Name: Overby Sheppard Elementary School

State Identification of School Quality Indicators (SQI) (based on 2021-2022 performance)		Federal Identification (If applicable)	
Level Three Area(s):	Science - All Students	Yes/No	Identification Area: CSI
Level Two Area(s):	Mathematics - GAP Groups	<p><u>Evidence-based Intervention (EBI)s:</u></p> <p>Reading:</p> <p>(Practice Guide: Assisting Students Struggling with Reading): Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades - Recommendation 3)</p> <p>1. Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening.</p> <p>Math:</p> <p>(Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades - Recommendation 1)</p> <p>1. Systematic Instruction: Provide systematic instruction during intervention to develop student understanding of mathematical ideas</p>	

Note: School division leaders, along with school administrators, are responsible for developing and implementing a monitoring process to measure the effectiveness of the comprehensive school improvement plan on a regular basis and make adjustments as necessary.

Complete the Academic Review Report

Directions for Schools with Level Two Academic Achievement for All Students in English, Mathematics and/or Science:

Division Name: Richmond City Public Schools

School Name: Overby Sheppard Elementary School

- The Division Contact will ensure the academic review and the Academic Review Report have been completed for all schools with **Level Two academic achievement indicators** for all students in English, mathematics and/or science. A copy of reports should be kept locally and available upon request. Divisions will certify that an academic review was conducted and findings have been incorporated into the comprehensive school improvement plan. Divisions will submit the **Superintendent's Monitoring Certification Form** to the Office of School Quality osq@doe.virginia.gov. **Due: Spring 2023**
- **Please save reports in this format.** Division_SchoolName_ARReport_Year (ex. ABCDivision_XYZElementary_ARReport_20XX-XX)

Directions for Schools with Level Three School Quality Indicators:

- The Division Contact will ensure the academic review and the Academic Review Report have been completed for all schools with any **Level Three school quality indicator(s)** and will send each **signed report along with the updated comprehensive school improvement plan to the Office of School Quality osq@doe.virginia.gov. Due: January 31, 2023**
- Schools with Level Three indicator(s) will submit the Academic Review Report and the updated comprehensive school improvement plan. This satisfies the corrective action plan requirement per the Standards of Accreditation.
- **Please save reports in this format.** Division_SchoolName_ARReport_Year (ex. ABCDivision_XYZElementary_ARReport_20XX-XX)

Academic Review Tools			
Mark Tools Used	Academic Achievement Tools	Mark Tools Used	Achievement Gap and Student Engagement and Outcomes Tools
X	*Instructional Leadership	X	Social and Emotional Support
X	*Classroom Lesson Evaluation	X	Resource Management
	Culture and Climate		**Chronic Absenteeism
	Professional Development		**Graduation, Dropout & College, Career, and Civic Readiness (schools with graduating class only)
	Data Analysis		

Division Name: Richmond City Public Schools

School Name: Overby Sheppard Elementary School

	Master Schedule	<p><i>*Tools required for schools with Level Two or Level Three in any of the Academic Achievement school quality indicators for all students. In addition, schools with any Level Three Achievement Gap indicators must also complete the Social and Emotional Support and Resource Management tools.</i></p> <p><i>**Tool(s) required for schools with Level Three school quality indicator(s) in Chronic Absenteeism and/or Graduation, Dropout & College, Career, and Civic Readiness (schools with graduating class only). The Social and Emotional Support and Resource Management tools are recommended in conjunction with required tools.</i></p>
	Assessment	

Findings

Overby Sheppard Elementary School underwent Academic Review on December 14, 2022 .It is important to note that the climate and culture of the school is warm, welcoming, with positive student/teacher interactions in the classrooms observed. The academic review team conducted real-time observations in mathematics and science. Additionally, the team reviewed written English, mathematics and science lesson plans and lesson observations. The following Academic Review Tools were utilized for the review:

Classroom Lesson Evaluation Tool:

- A focus on the Virginia Standards of Learning Curriculum Framework as a primary source for the written, taught and tested curriculum was evident
- Strong Tier I instruction as well as differentiated instruction for all student groups was a focus
- The overarching standard was not always present in the lesson plans or lesson observations
- Learning objectives were written, however needs to be more specific to include behaviors, conditions, and criteria that can be understood by students with a clear focus on what will be accomplished at the end of the time period
- Instruction is student centered with several opportunities for students to make decisions regarding the content independently
- Student engagement is high, and activities strategies/activities are aligned to the content and however be mindful of the cognitive level of the standard in all content areas reviewed
- Content vocabulary should be intentionally planned and taught within context
- Monitor the amount of time that is spent on a specific topic during the instructional block
- Science investigation and inquiry is was present in lesson plans, feedback on lesson plans needs to be more specific in this area

Division Name: Richmond City Public Schools

School Name: Overby Sheppard Elementary School

Instructional Leadership Tool:

Based on the Instructional Leadership Tool, the principal has implemented a process to review lesson plans during Professional Learning Time (PLT) prior to delivery and provide feedback. The Team observed that the feedback provided to teachers resulted in an aligned to written and delivered lesson. The administration has established an process with clear expectations for staff in the lesson plan development process.

- Provides explicit expectations to teachers on non-negotiables for instructional practices
- Attends planning sessions with teachers to provide real-time coaching on the written lesson plans to ensure alignment of the taught and tested with the curriculum framework
- Provides professional development to all staff on how to utilize the curriculum framework to build and deliver aligned lessons
- Developed a system to monitor and provide feedback to teachers to ensure alignment of the written taught and tested to the cognitive level of the standard
- Provides teachers with written expectations for implementing their professional learning and monitor for implementation
- Attends professional learning opportunities with teachers and provides explicit expectations on how teachers will implement the learning in their lesson planning and lesson delivery
- Monitor and provide feedback to teachers on their use of professional development learning through a measurable and explicit focus on student outcomes was not observed but the team informed the administration that this needed to be a focus

Social and Emotional and Resource Management Tools:

Based on a review of both tools, the academic review team agreed that there were **no major findings** at this time. Woodville Elementary School currently employs multiple systems to support students including Positive Behavioral Intervention Supports and Multi Tiered Systems of Support. The school level administrators agreed to monitor for fidelity to ensure there are positive student outcomes.

DIVISION NOTE:

Based on the academic reviews conducted for the four Richmond Public Schools, division leadership committed to develop and implement the following:

- Provide professional development for division and school level instructional personnel (managers, specialists and coaches) on properly utilizing the Virginia Standards of Learning Curriculum Framework and how to build lesson plans that are aligned in content and cognition. In turn, division and school level instructional staff alongside building level administrators will build the capacity of teachers on an ongoing basis

Division Name: Richmond City Public Schools

School Name: Overby Sheppard Elementary School

- Develop and implement division level expectations for schools on student-centered instructional practices that support the alignment of the written, taught and tested curriculum
- Revisit and define all division level instructional support staff by outlining roles, responsibilities and measures of accountability that support student achievement
- Review all Richmond Public Schools instructional resources and determine if they are aligned to the Virginia Standards of Learning and determine their impact on student achievement
- Develop and implement a Monitor and Support Team where division level leaders regularly monitor schools by scheduling onsite visits that will support all components of student achievement to include detailed next steps for each team member and personalized professional development where needed

Division Name: Richmond City Public Schools

School Name: Overby Sheppard Elementary School


Academic Review Essential Actions (EA) <i>Essential Action(s) are to be incorporated into the comprehensive school improvement plan (CSIP) as an essential action or action step.</i>	Note page where EA is addressed in the CSIP	Priority	Timeline
		(Immediate or Subsequent)	(Start Date to Full Implementation)
<p>Essential Action(s):</p> <p>Communicate clear expectations to teachers on student centered instructional practices and on the use of the Standards of Learning Curriculum Framework and provide ongoing professional development (utilize planning time to provide coaching questions) to teachers on the use of the curriculum framework in writing and delivering aligned lessons that include clear learning objectives that include the conditions, behaviors, and criteria.</p> <p>Monitor the implementation of the written, taught, tested by focusing on evidenced based feedback using coaching questions to support teachers on the written, taught, and tested curriculum aligned to the Standards of Learning Curriculum Frameworks in both content and cognition.</p>	Reading, Math, and Science CSIP Tab	Immediate	January 2023 - June 2023 Ongoing
<p>Essential Action(s):</p> <p>Develop and implement a plan that focuses on analyzing assessment data to ensure alignment, attainment, and proficiency on the Virginia Standards of Learning with a specific focus on all student groups and adjust existing practices, programs, and strategies as needed</p>	Reading, Math, and Science CSIP Tab	Immediate	January 2023 - June 2023 Ongoing
<p>Essential Action(s):</p> <p>Provide clear expectations to teachers on their use of professional development learning and monitor and provide evidence-based feedback to teachers with an explicit focus on student learning outcomes.</p>	Reading, Math, and Science CSIP Tab	Immediate	January 2023 - June 2023 Ongoing

Office of School Quality




Academic Review Report



2022-2023




Date of Review: January 5, 2023

General Information	
Division	Richmond City Public Schools
School	Richmond Alternative School (RAS)
Review Team Members (Name/Title)	RPS: Solomon Jefferson- Principal Director Clusters 3/4; Co-Chief Academic Officer Renesha Parks- Director of Exceptional Education, Sidney Gunter- Director of Academic Programs & Supports Stephannie Crutchfield- Manager of School Improvement Cassandra Bell- Manager of Mathematics Eboni Massey- Manager of ELA Cierra Scott- Reading Intervention Specialist Pamela Randolph- Math Intervention Specialist Karen Mullins- ELA Instructional Specialist Wendy Just- Elementary Science Specialist Jennifer Romero- Coordinator of Exceptional Education RAS: Lamont Trotter- Principal
Superintendent's Name	Jason Kamras
Superintendent's Signature	 SW

School Quality Indicators

Academic Achievement		
English	Level One	
Mathematics	Level Three	
Science	Level Two	

Achievement Gaps		
English	Level Three	
Mathematics	Level Three	

Student engagement & Outcomes		
Chronic Absenteeism	Level Two	
Dropout Rate	Level Three	
Graduation and Completion	Level Three	

Division Name: Richmond City Public Schools

School Name: Richmond Alternative School (RAS)

State Identification of School Quality Indicators (SQI) (based on 2021-2022 performance)		Federal Identification (If applicable)	
Level Three Area(s):	Academic Achievement - Math Achievement Gap-English Achievement Gap- Math College, Career, and Civic Readiness Dropout Rate Graduation and Completion Index	Yes/No	Identification Area: CSI-FGI ONLY ATSI-BL/ED
Level Two Area(s):	Academic Achievement - Science Chronic Absenteeism	<u>Evidence-based Intervention (EBI)s:</u> Reading: READ 180® Math: Practice Guide 20 - Teaching Strategies for Improving Algebra Knowledge in Middle and High School Students Teach students to intentionally choose from alternative algebraic strategies when solving problems using i-Ready Math	

Note: School division leaders, along with school administrators, are responsible for developing and implementing a monitoring process to measure the effectiveness of the comprehensive school improvement plan on a regular basis and make adjustments as necessary.

Complete the Academic Review Report

Directions for Schools with Level Two Academic Achievement for All Students in English, Mathematics and/or Science:

- The Division Contact will ensure the academic review and the Academic Review Report have been completed for all schools with **Level Two academic achievement indicators** for all students in English, mathematics and/or science. A copy of reports should be kept locally and available upon request. Divisions will certify that an academic review was conducted and findings have been incorporated into the comprehensive school improvement plan. Divisions will submit the **Superintendent's Monitoring Certification Form** to the Office of School Quality osq@doe.virginia.gov. **Due: Spring 2023**

Division Name: Richmond City Public Schools

School Name: Richmond Alternative School (RAS)

- **Please save reports in this format.** Division_SchoolName_ARReport_Year (ex. ABCDivision_XYZElementary_ARReport_20XX-XX)

Directions for Schools with Level Three School Quality Indicators:

- The Division Contact will ensure the academic review and the Academic Review Report have been completed for all schools with any **Level Three school quality indicator(s)** and will send each **signed report along with the updated comprehensive school improvement plan to the Office of School Quality osq@doe.virginia.gov. Due: January 31, 2023**
- **Schools with Level Three indicator(s) will submit the Academic Review Report and the updated comprehensive school improvement plan. This satisfies the corrective action plan requirement per the Standards of Accreditation.**
- **Please save reports in this format.** Division_SchoolName_ARReport_Year (ex. ABCDivision_XYZElementary_ARReport_20XX-XX)

Academic Review Tools			
Mark Tools Used	Academic Achievement Tools	Mark Tools Used	Achievement Gap and Student Engagement and Outcomes Tools
X	*Instructional Leadership	X	Social and Emotional Support
X	*Classroom Lesson Evaluation	X	Resource Management
	Culture and Climate		**Chronic Absenteeism
	Professional Development	X	**Graduation, Dropout & College, Career, and Civic Readiness (schools with graduating class only)
	Data Analysis		

Division Name: Richmond City Public Schools

School Name: Richmond Alternative School (RAS)

	Master Schedule	<p><i>*Tools required for schools with Level Two or Level Three in any of the Academic Achievement school quality indicators for all students. In addition, schools with any Level Three Achievement Gap indicators must also complete the Social and Emotional Support and Resource Management tools.</i></p> <p><i>**Tool(s) required for schools with Level Three school quality indicator(s) in Chronic Absenteeism and/or Graduation, Dropout & College, Career, and Civic Readiness (schools with graduating class only). The Social and Emotional Support and Resource Management tools are recommended in conjunction with required tools.</i></p>
	Assessment	

[Link to RPS Academic Review Folder](#)- includes all schools' required tools artifacts.

Findings
<p>Richmond Alternative School underwent an academic review on January 5, 2023. The division academic review team conducted real-time observations in English, mathematics and science. Additionally, the team reviewed written English, mathematics and science lesson plans and lesson observations. The following Academic Review Tools were utilized for the review:</p> <p>Classroom Lesson Evaluation Tool:</p> <p>Real-time classroom lesson observations and written lessons revealed the following:</p> <ul style="list-style-type: none"> ● A focus on the Virginia Standards of Learning Curriculum Framework as a primary source for the written, taught and tested curriculum is needed ● Evidence of using the curriculum framework to build and deliver lessons was not apparent ● A need for strong Tier I instruction that provides opportunities for student to carry the cognitive load ● Learning objectives were not clearly written to include behaviors, conditions, and criteria that can be understood by students (students should have an understanding of “why” they are learning and “what” they will be able to do by the end of block) ● Lesson plans should include a narrow focus on the specific sub-standards/standard details to be covered during the class period, along with detailed time frames to ensure all instructional time is utilized ● Checks for understanding/formative assessments should be aligned to the cognitive level of the standard and

Division Name: Richmond City Public Schools

School Name: Richmond Alternative School (RAS)

outlined prior to instruction

- Student engagement is limited to low-level activities
- Science investigation and inquiry is not present in lesson plans or lesson observations and does not reflect the use of 2018 Curriculum Framework Standards
- Instruction is teacher centered with few opportunities for students to grapple with the content independently

Instructional Leadership Tool:

Based on the Instructional Leadership Tool, the administrative team reviews lesson plans prior to delivery and provides feedback, however, the review team did not observe that the feedback provided by the team resulted in an aligned written or delivered lesson. There is evidence of walkthrough observations and feedback to teachers. However, there is no evidence that these processes support the alignment of the written, taught and tested curriculum.

School level administrators should:

- Attend professional learning opportunities with teachers and provide explicit expectations on how teachers will implement the learning in their lesson planning and lesson delivery
- Attend planning sessions with teachers to provide real-time coaching on the written lesson plans to ensure alignment of the taught and tested.
- Develop a system to monitor and provide feedback to teachers to ensure alignment of the written taught and tested to the cognitive level of the standard.
- Provide teachers with written expectations for implementing their professional learning and monitor for implementation.
- Monitor and provide feedback to teachers on their use of professional development learning through a measurable and explicit focus on student outcomes.

Social and Emotional and Resource Management Tools:

Based on a review of both tools, the academic review team agreed that there were **no major findings** at this time.

Division Name: Richmond City Public Schools

School Name: Richmond Alternative School (RAS)

Graduation/Dropout/CCCR Tool:

Based on the Graduation/Dropout/CCCR tool, the artifacts show the following data for the 2023 cohort:

School Graduation Progress Monitoring Report – January 10, 2023	
Number of students in cohort 2023	128
Number of students on track to graduate in June 2023	20(total)
Number of students on track to graduate in March 2023	5
Number of students at risk of not graduating in June 2023	15 (Att)
Number of dropouts	31
Number of seniors failing one or more core subjects at end of semester one	6
Number of seniors with chronic absenteeism at end of semester one	15
Number of seniors needing one of more verified credits	20
Number of seniors needing an industry certification	11

School level administrators should:

- Utilize your school's OGR report to match the CCCR numbers against the students in the 2023 cohort. Note any discrepancies and clear them up immediately.
- Identify seniors that need to be enrolled in a CTE class during the 2nd term or may need to complete a service learning project prior to graduation and facilitate.

DIVISION NOTE:

Based on the academic reviews conducted for the four Richmond Public Schools with VDOE and the remaining 31 school reviews completed by the division academic review teams, division leadership committed to develop and implement the following:

- Provide professional development for division and school level instructional personnel (managers, specialists and coaches) on properly utilizing the Virginia Standards of Learning Curriculum Framework and how to build lesson plans that are aligned in content and cognition. In turn, division and school level instructional staff alongside building level administrators will build the capacity of teachers on an ongoing basis
- Develop and implement division level expectations for schools on student-centered instructional practices that support the alignment of the written, taught and tested curriculum

Division Name: Richmond City Public Schools

School Name: Richmond Alternative School (RAS)

- Revisit and define all division level instructional support staff by outlining roles, responsibilities and measures of accountability that support student achievement
- Review all Richmond Public Schools instructional resources and determine if they are aligned to the Virginia Standards of Learning and determine their impact on student achievement
- Develop and implement a Monitor and Support Team where division level leaders regularly monitor schools by scheduling onsite visits that will support all components of student achievement to include detailed next steps for each team member and personalized professional development where needed

Academic Review Essential Actions (EA) <i>Essential Action(s) are to be incorporated into the comprehensive school improvement plan (CSIP) as an essential action or action step.</i>	Note page where EA is addressed in the CSIP	Priority	Timeline
		(Immediate or Subsequent)	(Start Date to Full Implementation)
<p>Essential Action(s):</p> <p>Communicate clear expectations to teachers on instructional practices and on the use of the Standards of Learning Curriculum Framework and provide ongoing professional development (utilize planning time to provide coaching questions) to teachers on the use of the curriculum framework in writing and delivering aligned lessons that include clear learning objectives that include the conditions, behaviors, and criteria.</p> <p>Monitor the implementation of the written, taught, tested by focusing on evidenced based feedback using coaching questions to support teachers on the written, taught, and tested curriculum aligned to the Standards of Learning Curriculum Frameworks in both content and cognition.</p>	Located on the ELA tab	Immediate	December 2022 - June 2023 Ongoing
<p>Essential Action(s):</p> <p>Develop and implement a plan that focuses on analyzing assessment data to ensure alignment, attainment, and proficiency on the Virginia Standards of Learning with a specific focus on all student groups and adjust existing practices, programs, and strategies as needed.</p>	Located on the ELA, math and science tabs	Immediate	December 2022 - June 2023 Ongoing

Division Name: Richmond City Public Schools

School Name: Richmond Alternative School (RAS)


Essential Action(s): Provide clear expectations to teachers on their use of professional development learning and monitor and provide evidence-based feedback to teachers with an explicit focus on student learning outcomes.	Located on the ELA, math and science tabs	Immediate	December 2022 - June 2023 Ongoing
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Office of School Quality

Academic Review Report

2022-2023


Date of Review: December 8, 2022

General Information	
Division	Richmond City Public Schools
School	River City Middle School
Review Team Members (Name/Title)	Sidney Gunter - Director of Academic Programs and Supports (Lead) Jacqueline Murphy-Braxton - Principal Michaé Jamison - Assistant Principal Ana Estrada Williams - Assistant Principal Christal Blue - Assistant Principal Vickey Drew - Science Career Coach Linda Tarry - Secondary Mathematics Instructional Specialist Pamela Randolph - Secondary Mathematics Intervention Instructional Specialist Eboni Massey - Manager of Literacy AzurDe Greenhill - Middle School ELA Instructional Specialist Cierra Scott - Secondary Reading Intervention Instructional Specialist Lily Mirjahangiri - LIEP Newcomer Instructional Specialist Rossi Volley - Interim Director of Exceptional Education Jennifer Romero - Coordinator of Exceptional Ed.
Superintendent's Name	Jason Kamras
Superintendent's Signature	 SJ

School Quality Indicators

Academic Achievement		
English	Level Three	
Mathematics	Level Three	
Science	Level Three	

Achievement Gaps		
English	Level Three	
Mathematics	Level Three	

Student engagement & Outcomes		
Chronic Absenteeism	Level Two	

Division Name: Richmond City Public Schools

School Name: River City Middle School

State Identification of School Quality Indicators (SQI) (based on 2021-2022 performance)		Federal Identification (If applicable)	
Level Three Area(s):	Academic Achievement: English, Mathematics, Science Achievement Gaps: English, Mathematics	Yes/No	Identification Area: CSI-All Students
Level Two Area(s):	Academic Achievement: N/A	<u>Evidence-based Intervention (EBI)s:</u> Reading: Improving literacy through effective classroom and intervention practices such as providing explicit vocabulary instruction and providing direct and explicit comprehension strategy instruction Math: Improving mathematical problem solving through assisting students in monitoring and reflecting on the problem-solving process and teaching students how to use visual representations.	

Note: School division leaders, along with school administrators, are responsible for developing and implementing a monitoring process to measure the effectiveness of the comprehensive school improvement plan on a regular basis and make adjustments as necessary.

Complete the Academic Review Report

Directions for Schools with Level Two Academic Achievement for All Students in English, Mathematics and/or Science:

- The Division Contact will ensure the academic review and the Academic Review Report have been completed for all schools with **Level Two academic achievement indicators** for all students in English, mathematics and/or science. A copy of reports should be kept locally and available upon request. Divisions will certify that an academic review was conducted and findings have been incorporated into the comprehensive school improvement plan. Divisions will submit the **Superintendent's Certification Form** to the Office of School Quality osa@doe.virginia.gov. **Due: January 31, 2023**
- **Please save reports in this format.** Division_SchoolName_ARRReport_Year (ex. ABCDivision_XYZElementary_ARRReport_20XX-XX)

Division Name: Richmond City Public Schools

School Name: River City Middle School

Directions for Schools with Level Three School Quality Indicators:

- The Division Contact will ensure the academic review and the Academic Review Report have been completed for all schools with any **Level Three school quality indicator(s)** and will send each **signed report along with the updated comprehensive school improvement plan to the Office of School Quality osq@doe.virginia.gov. Due: January 31, 2023**
- Schools with Level Three indicator(s) will submit the Academic Review Report and the updated comprehensive school improvement plan. This satisfies the corrective action plan requirement per the Standards of Accreditation.
- **Please save reports in this format.** Division_SchoolName_ARReport_Year (ex. ABCDivision_XYZElementary_ARReport_20XX-XX)

Academic Review Tools			
Mark Tools Used	Academic Achievement Tools	Mark Tools Used	Achievement Gap and Student Engagement and Outcomes Tools
XX	*Instructional Leadership	XX	Social and Emotional Support
XX	*Classroom Lesson Evaluation	XX	Resource Management
	Culture and Climate		**Chronic Absenteeism
	Professional Development		**Graduation, Dropout & College, Career, and Civic Readiness (schools with graduating class only)
	Data Analysis		
	Master Schedule	<p>*Tools required for schools with Level Two or Level Three in any of the Academic Achievement school quality indicators for all students. In addition, schools with any Level Three Achievement Gap indicators must also complete the Social and Emotional Support and Resource Management tools.</p> <p>**Tool(s) required for schools with Level Three school quality indicator(s) in Chronic Absenteeism and/or Graduation, Dropout & College, Career, and Civic Readiness (schools with graduating class only). The Social and Emotional Support and Resource Management tools are recommended in conjunction with required tools.</p>	
	Assessment		

Division Name: Richmond City Public Schools**School Name: River City Middle School**

Findings

River City Middle School underwent an Academic Review on December 8, 2022. The academic review team conducted real-time observations in English, mathematics and science. Additionally, the team reviewed written English, mathematics and science lesson plans and lesson observations. The review team determined that expectations for lesson planning and instruction aligned to the VA SOLs as well as an emphasis on differentiation of instruction for all learners should be put in place. The following Academic Review Tools were utilized for the review:

Classroom Lesson Evaluation Tool:

The academic review team concluded that lesson plans reviewed did not have strong evidence of alignment to the Standards of Learning Curriculum Framework in content and cognition.

Real-time classroom lesson observations and written lessons revealed the following:

- A focus on the Virginia Standards of Learning Curriculum Framework as a primary source for the written, taught and tested curriculum is needed.
- Strong Tier I instruction as well as differentiated instruction for all student groups should be a focus.
- Learning objectives were not clearly written to include behaviors, conditions, and criteria that can be understood by students with a clear focus on what will be accomplished at the end of the block.
- Lesson plans should include more details to monitor how time is being utilized, the intentional use of higher level questions, checking for understanding and content vocabulary taught within context.

Instructional Leadership Tool:

Based on the Instructional Leadership Tool, the review team did not observe that lesson plan or walk through feedback provided by the team resulted in an aligned written or delivered lesson. School level administrators should:

- Provide explicit expectations to teachers on non-negotiables for student-centered instructional practices-(reading, vocabulary development and writing should occur in every content area).
- Attend planning sessions with teachers to provide real-time coaching on the written lesson plans to ensure alignment of the taught and tested.
- Provide professional development during planning meetings on how to utilize the curriculum framework to build and

Division Name: Richmond City Public Schools

School Name: River City Middle School

deliver aligned lessons.

- Provide teachers with written expectations for implementing their professional learning and monitor for implementation.
- Monitor and provide feedback to teachers on their use of professional development learning through a measurable and explicit focus on student outcomes for all learners.

Social and Emotional Support Tool:

Based on an observation of the school climate and culture, the team should:

- Adopt a framework and process for managing the continuum of social, emotional, and mental health support for all students and interventions for those in need, particularly for English Learners.
- Analyze student group trend data to identify needs, monitor interventions, and adjust existing practices, programs and strategies as needed.
- Develop a systematic and flexible approach for integrating and sustaining evidence-based practices, programs, and strategies to enhance a positive school climate and safe school environment.

Resource Management Tools:

Based on a review of the tool, the academic review team agreed that there were no major findings at this time. River City Middle School should continue to practice an equitable distribution of resources to ensure that all students are supported.

DIVISION NOTE:

Based on the academic reviews conducted for the four Richmond Public Schools with VDOE and the remaining 31 school reviews completed by the division academic review teams, division leadership committed to develop and implement the following:

- Provide professional development for division and school level instructional personnel (managers, specialists and coaches) on properly utilizing the Virginia Standards of Learning Curriculum Framework and how to build lesson plans that are aligned in content and cognition. In turn, division and school level instructional staff alongside building level administrators will build the capacity of teachers on an ongoing basis
- Develop and implement division level expectations for schools on student-centered instructional practices that support the alignment of the written, taught and tested curriculum
- Revisit and define all division level instructional support staff by outlining roles, responsibilities and measures of accountability that support student achievement

Division Name: Richmond City Public Schools

School Name: River City Middle School

- Review all Richmond Public Schools instructional resources and determine if they are aligned to the Virginia Standards of Learning and determine their impact on student achievement
- Develop and implement a Monitor and Support Team where division level leaders regularly monitor schools by scheduling onsite visits that will support all components of student achievement to include detailed next steps for each team member and personalized professional development where needed

Academic Review Essential Actions (EA) <i>Essential Action(s) are to be incorporated into the comprehensive school improvement plan (CSIP) as an essential action or action step.</i>	Note page where EA is addressed in the CSIP	Priority	Timeline
		(Immediate or Subsequent)	(Start Date to Full Implementation)
<p>Essential Action(s):</p> <p>Communicate clear expectations to teachers on instructional practices and on the use of the Standards of Learning Curriculum Framework and provide ongoing professional development (utilize planning time to provide coaching questions) to teachers on the use of the curriculum framework in writing and delivering aligned lessons that include clear learning objectives that include the conditions, behaviors, and criteria.</p> <p>Monitor the implementation of the written, taught, tested by focusing on evidenced based feedback using coaching questions to support teachers on the written, taught, and tested curriculum aligned to the Standards of Learning Curriculum Frameworks in both content and cognition.</p>	Math, English & science tabs	Immediate	January 2023- June 2023 Ongoing
<p>Essential Action(s):</p> <p>Develop and implement a plan that focuses on analyzing assessment data to ensure alignment, attainment, and proficiency on the Virginia Standards of Learning with a specific focus on all student groups and adjust existing practices, programs, and strategies as needed.</p>	Math, English & science tabs	Immediate	January 2023- June 2023 Ongoing

Division Name: Richmond City Public Schools

School Name: River City Middle School



Essential Action(s): Provide clear expectations to teachers on their use of professional development learning and monitor and provide evidence-based feedback to teachers with an explicit focus on student learning outcomes.	Math, English & science tabs	Immediate	January 2023- June 2023 Ongoing
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Office of School Quality

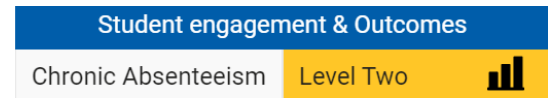
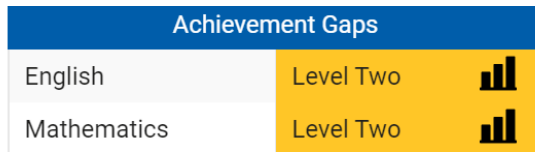
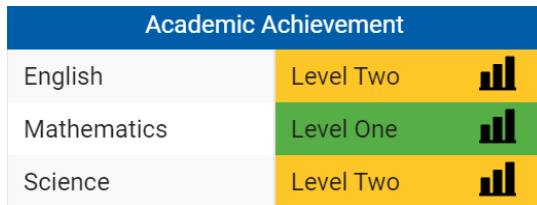
Academic Review Report

2022-2023

Date of Review: November 30 2022

General Information	
Division	Richmond City Public Schools
School	Southampton Elementary School
Review Team Members (Name/Title)	<p>District Team: Stephannie Crutchfield - Manager of School Improvement Sidney Gunter - Director of Academic Programs Indira Lipscomb-Quarles - Cluster 2 Principal Director Natalie Waller - Math/Science Specialist Carol Smith - Specialist Exceptional Education Elizabeth Landry - Instructional Specialist Susanna Hogan - Intervention Specialist Eboni Massey - Manager Literacy Instruction</p> <p>School Team: Sheleta Crews - Principal Kelly Taylor - Literacy Coach</p>
Superintendent's Name	Jason Kamras
Superintendent's Signature	 

School Quality Profile



State Identification of School Quality Indicators (SQI)

Federal Identification

Division Name: Richmond City Public Schools

School Name: Southampton Elementary School

(based on 2021-2022 performance)		(If applicable)	
Level Three Area(s):		Yes/No	Identification Area: N/A
Level Two Area(s):	English - All Students Science - All Students English - Gap Group Math - Gap Group	<u>Evidence-based Intervention (EBI)s:</u> Reading: N/A Math: N/A	

[Link to RPS Academic Review Folder](#)- includes all schools' required tools artifacts.

Note: School division leaders, along with school administrators, are responsible for developing and implementing a monitoring process to measure the effectiveness of the comprehensive school improvement plan on a regular basis and make adjustments as necessary.

Complete the Academic Review Report

Directions for Schools with Level Two Academic Achievement for All Students in English, Mathematics and/or Science:

- The Division Contact will ensure the academic review and the Academic Review Report have been completed for all schools with **Level Two academic achievement indicators** for all students in English, mathematics and/or science. A copy of reports should be kept locally and available upon request. Divisions will certify that an academic review was conducted and findings have been incorporated into the comprehensive school improvement plan. Divisions will submit the **Superintendent's Monitoring Certification Form** to the Office of School Quality osq@doe.virginia.gov. **Due: Spring 2023**
- **Please save reports in this format.** Division_SchoolName_ARReport_Year (ex. ABCDivision_XYZElementary_ARReport_20XX-XX)

Directions for Schools with Level Three School Quality Indicators:

Division Name: Richmond City Public Schools

School Name: Southampton Elementary School

- The Division Contact will ensure the academic review and the Academic Review Report have been completed for all schools with any **Level Three school quality indicator(s)** and will send each **signed report along with the updated comprehensive school improvement plan to the Office of School Quality osq@doe.virginia.gov. Due: January 31, 2023**
- Schools with Level Three indicator(s) will submit the Academic Review Report and the updated comprehensive school improvement plan. This satisfies the corrective action plan requirement per the Standards of Accreditation.
- **Please save reports in this format.** Division_SchoolName_ARReport_Year (ex. ABCDivision_XYZElementary_ARReport_20XX-XX)

Academic Review Tools			
Mark Tools Used	Academic Achievement Tools	Mark Tools Used	Achievement Gap and Student Engagement and Outcomes Tools
X	*Instructional Leadership		Social and Emotional Support
X	*Classroom Lesson Evaluation		Resource Management
	Culture and Climate		**Chronic Absenteeism
	Professional Development		**Graduation, Dropout & College, Career, and Civic Readiness (schools with graduating class only)
	Data Analysis		
	Master Schedule		<p><i>*Tools required for schools with Level Two or Level Three in any of the Academic Achievement school quality indicators for all students. In addition, schools with any Level Three Achievement Gap indicators must also complete the Social and Emotional Support and Resource Management tools.</i></p> <p><i>**Tool(s) required for schools with Level Three school quality indicator(s) in Chronic Absenteeism and/or Graduation, Dropout & College, Career, and Civic Readiness (schools with graduating class only). The Social and Emotional Support and Resource Management tools are recommended in conjunction with required tools.</i></p>
	Assessment		

[Link to RPS Academic Review Folder](#)- includes all schools' required tools artifacts.

Division Name: Richmond City Public Schools

School Name: Southampton Elementary School

Findings

Southampton Elementary School underwent an Academic Review on November 30, 2022. The overall school environment was warm and welcoming to students and staff. The Academic Review Team conducted real-time observations in Reading and Science. Additionally, the team reviewed written Reading and Science lesson plans and lesson observations. The review team determined that higher expectations for teaching and learning should be put into place in the Reading and Science classroom, as well as, all the instructional areas in the school.

The following Academic Review Tools were utilized:

Classroom Lesson Evaluation Tool:

The academic review team concluded that all lesson plans reviewed did not have strong evidence of alignment to the Standards of Learning Curriculum Framework in the content and cognition. Real-time classroom observations and written lesson plans indicate the following:

- Develop, implement and monitor a plan to ensure that the written, taught, tested is aligned to the Virginia Standards of Learning Curriculum Framework in content and cognition
- Lesson plans should contain more details to monitor how time is being utilized, the intentional use of higher level questions, and content vocabulary taught within context
- Strong Tier I and Tier II Instruction, as well as differentiation and scaffolding instruction for all students groups must be a focus
- Strategies and activities are not aligned to the content or cognitive level of the standard in the content areas observed
- Science investigation and inquiry is not present in lesson plans or lesson observations
- Learning objectives were not clearly written to include behaviors, conditions, and criteria that can be understood by students with a clear focus on what will be accomplished at the end of the instructional session
- Lesson plans should include more details to monitor how time is being utilized, the intentional use of higher level questions, and content vocabulary taught with in context
- Instruction is teacher centered with few opportunities for students to engage in reading authentic text in the reading classrooms

Instructional Leadership Tool:

Based on the Instructional Leadership Tool, the principal must implement a process to review lesson plans that provides feedback to teachers prior to the delivery of the lesson. Based on a review of walkthrough form, observation feedback form and principal input, these are the findings:

- Provide explicit expectations to teachers regarding instructional practices that must be implemented in the written and taught

Division Name: Richmond City Public Schools

School Name: Southampton Elementary School

- curriculum
- Provide feedback that includes actionable steps and process for monitoring implementation
- Attend planning sessions with teachers to provide real time coaching on the written lesson plans to ensure alignment of the taught and tested
- Define and clarify the role of the Reading coach and attend planning and modeling sessions to provide feedback
- Monitor the implementation of the written and taught curriculum to ensure compliance with expectations
- Work with staff to implement and evaluate formative and summative assessments that drive instructional practice
- Provide professional development during planning meetings on how to utilize the curriculum framework to build and deliver aligned lessons
- Monitor and provide feedback to teachers on their use of professional development learning through a measurable and explicit focus on student outcomes

DIVISION NOTE:

Based on the academic reviews conducted by VDOE, Richmond Publics Schools division leadership committed to develop and implement the following:

- Provide professional development for division and school level instructional personnel (managers, specialists and coaches) on properly utilizing the Virginia Standards of Learning Curriculum Framework and how to build lesson plans that are aligned in content and cognition. In turn, division and school level instructional staff alongside building level administrators will build the capacity of teachers on an ongoing basis
- Develop and implement division level expectations for schools on student-centered instructional practices that support the alignment of the written, taught and tested curriculum
- Revisit and define all division level instructional support staff by outlining roles, responsibilities and measures of accountability that support student achievement
- Review all Richmond Public Schools instructional resources and determine if they are aligned to the Virginia Standards of Learning and determine their impact on student achievement
- Develop and implement a Monitor and Support Team where division level leaders regularly monitor schools by scheduling onsite visits that will support all components of student achievement to include detailed next steps for each team member and personalized professional development where needed

Division Name: Richmond City Public Schools

School Name: Southampton Elementary School



Academic Review Essential Actions (EA) <i>Essential Action(s) are to be incorporated into the comprehensive school improvement plan (CSIP) as an essential action or action step.</i>	Note page where EA is addressed in the CSIP	Priority	Timeline
		(Immediate or Subsequent)	(Start Date to Full Implementation)
<p>Essential Action(s):</p> <p>Communicate clear expectations to teachers on student centered instructional practices and on the use of the Standards of Learning Curriculum Framework and provide ongoing professional development (utilize planning time to provide coaching questions) to teachers on the use of the curriculum framework in writing and delivering aligned lessons that include clear learning objectives that include the conditions, behaviors, and criteria.</p> <p>Monitor the implementation of the written, taught, tested by focusing on evidenced based feedback using coaching questions to support teachers on the written, taught, and tested curriculum aligned to the Standards of Learning Curriculum Frameworks in both content and cognition.</p>			
<p>Essential Action(s):</p> <p>Develop and implement a plan that focuses on analyzing assessment data to ensure alignment, attainment, and proficiency on the Virginia Standards of Learning with a specific focus on all student groups and adjust existing practices, programs, and strategies as needed.</p>			
<p>Essential Action(s):</p> <p>Provide clear expectations to teachers on their use of professional development learning and monitor and provide evidence-based feedback to teachers with an explicit focus on student learning outcomes.</p>			

Office of School Quality




Academic Review Report


2022-2023


Date of Review: December 13, 2022

General Information	
Division	Richmond City Public Schools
School	Swansboro Elementary School
Review Team Members (Name/Title)	Sidney Gunter, Director of Academic Programs and Supports (Lead) Indira Quarles - Principal Director Theron Sampson - Principal Kennette Lee-Anderson - Assistant Principal Jessica Sarkees - Elementary Reading Intervention Instructional Specialist Natalie Waller - Elementary Mathematics Instructional Specialist Rogelia Stark - Elementary Mathematics Intervention Instructional Specialist Rossi Volley - Interim Director of Exceptional Ed. Wendy Just - Elementary Science Instructional Specialist Elizabeth Landry - Elementary ELA Instructional Specialist Cassandra Bell - Manager of Mathematics April Burwell - Exceptional Ed. Specialist
Superintendent's Name	Jason Kamras
Superintendent's Signature	 

School Quality Indicators

Academic Achievement		
English	Level Two	
Mathematics	Level Three	
Science	Level Three	

Achievement Gaps		
English	Level Two	
Mathematics	Level Three	

Student engagement & Outcomes		
Chronic Absenteeism	Level Two	

Division Name: Richmond City Public Schools

School Name: Swansboro Elementary School

State Identification of School Quality Indicators (SQI) (based on 2021-2022 performance)		Federal Identification (If applicable)	
Level Three Area(s):	Academic Achievement: Mathematics, Science Achievement Gaps: Mathematics	Yes/No	Identification Area: CSI- All Students
Level Two Area(s):	Achievement Gaps: English		<u>Evidence-based Intervention (EBI)s:</u> Reading: Recommendation #3 - Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening. Math: Recommendation #1 Provide systematic instruction during the intervention to develop student understanding of mathematical ideas.

Note: School division leaders, along with school administrators, are responsible for developing and implementing a monitoring process to measure the effectiveness of the comprehensive school improvement plan on a regular basis and make adjustments as necessary.

Complete the Academic Review Report

Directions for Schools with Level Two Academic Achievement for All Students in English, Mathematics and/or Science:

- The Division Contact will ensure the academic review and the Academic Review Report have been completed for all schools with **Level Two academic achievement indicators** for all students in English, mathematics and/or science. A copy of reports should be kept locally and available upon request. Divisions will certify that an academic review was conducted and findings have been incorporated into the comprehensive school improvement plan. Divisions will submit the **Superintendent's Certification Form** to the Office of School Quality osq@doe.virginia.gov. **Due: January 31, 2023**
- **Please save reports in this format.** Division_SchoolName_ARReport_Year (ex. ABCDivision_XYZElementary_ARReport_20XX-XX)

Division Name: Richmond City Public Schools

School Name: Swansboro Elementary School

Directions for Schools with Level Three School Quality Indicators:

- The Division Contact will ensure the academic review and the Academic Review Report have been completed for all schools with any **Level Three school quality indicator(s)** and will send each **signed report along with the updated comprehensive school improvement plan to the Office of School Quality osa@doe.virginia.gov. Due: January 31, 2023**
- Schools with Level Three indicator(s) will submit the Academic Review Report and the updated comprehensive school improvement plan. This satisfies the corrective action plan requirement per the Standards of Accreditation.
- **Please save reports in this format.** Division_SchoolName_ARReport_Year (ex. ABCDivision_XYZElementary_ARReport_20XX-XX)

Academic Review Tools			
Mark Tools Used	Academic Achievement Tools	Mark Tools Used	Achievement Gap and Student Engagement and Outcomes Tools
XX	*Instructional Leadership	XX	Social and Emotional Support
XX	*Classroom Lesson Evaluation	XX	Resource Management
	Culture and Climate		**Chronic Absenteeism
	Professional Development		**Graduation, Dropout & College, Career, and Civic Readiness (schools with graduating class only)
	Data Analysis		
	Master Schedule		<p><i>*Tools required for schools with Level Two or Level Three in any of the Academic Achievement school quality indicators for all students. In addition, schools with any Level Three Achievement Gap indicators must also complete the Social and Emotional Support and Resource Management tools.</i></p> <p><i>**Tool(s)required for schools with Level Three school quality indicator(s) in Chronic Absenteeism and/or Graduation, Dropout & College, Career, and Civic Readiness (schools with graduating class only). The Social and Emotional Support and Resource Management tools are recommended in conjunction with required tools.</i></p>
	Assessment		

[Link to RPS Academic Review Folder](#)- includes all schools' required tools artifacts.

Division Name: Richmond City Public Schools

School Name: Swansboro Elementary School

Findings

Swansboro Elementary School underwent an Academic Review on December 13, 2022. The division academic review team conducted real-time observations in English, mathematics and science. Additionally, the team reviewed written English, mathematics and science lesson plans and lesson observations. The following Academic Review Tools were utilized for the review:

Classroom Lesson Evaluation Tool:

The academic review team concluded that some lesson plans reviewed did not have strong evidence of alignment to the Standards of Learning Curriculum Framework in content and cognition. Learning targets did not clearly articulate the intended outcome for the day and were not aligned in content and cognition to the Curriculum Framework.

- A continual focus on the Virginia Standards of Learning Curriculum Framework as a primary source for the written, taught and tested curriculum is needed.
- Learning objectives were not clearly written to include behaviors, conditions, and criteria that can be understood by students with a clear focus on what will be accomplished at the end of the block.
- Strategies/activities are not aligned to the content or cognitive level of the standard in some content areas reviewed.
- Lesson plans should include a narrow focus on the specific sub-standards/standard details to be covered during the class period, along with detailed time frames to ensure all instructional time is utilized
- Content vocabulary should be intentionally planned and taught within context.

Instructional Leadership Tool:

Based on the Instructional Leadership Tool, the administrative team reviews lesson plans by leaving comments directly on the plan, however, the review team did not observe that the feedback provided by the team resulted in an aligned written or delivered lesson. There is evidence of walkthrough observations and feedback to teachers that contain learning target "look-fors." However, these processes do not fully support the alignment of the written, taught and tested curriculum. The leadership team at

- Attend professional learning opportunities with teachers and provide explicit expectations on how teachers will implement the learning in their lesson planning and lesson delivery

Division Name: Richmond City Public Schools

School Name: Swansboro Elementary School

- Attend planning sessions with teachers to provide real-time coaching on the written lesson plans to ensure alignment of the taught and tested with the curriculum framework
- Provide professional development to all staff on how to utilize the curriculum framework to build and deliver aligned lessons
- Develop a system to monitor and provide feedback to teachers to ensure alignment of the written taught and tested to the cognitive level of the standard
- Provide teachers with written expectations for implementing their professional learning and monitor for implementation

Social and Emotional and Resource Management Tools:

Based on a review of both tools, the academic review team agreed that there were **no major findings** at this time.

DIVISION NOTE:

Based on the academic reviews conducted for the four Richmond Public Schools with VDOE and the remaining 31 school reviews completed by the division academic review teams, division leadership committed to develop and implement the following:

- Provide professional development for division and school level instructional personnel (managers, specialists and coaches) on properly utilizing the Virginia Standards of Learning Curriculum Framework and how to build lesson plans that are aligned in content and cognition. In turn, division and school level instructional staff alongside building level administrators will build the capacity of teachers on an ongoing basis
- Develop and implement division level expectations for schools on student-centered instructional practices that support the alignment of the written, taught and tested curriculum
- Revisit and define all division level instructional support staff by outlining roles, responsibilities and measures of accountability that support student achievement
- Review all Richmond Public Schools instructional resources and determine if they are aligned to the Virginia Standards of Learning and determine their impact on student achievement
- Develop and implement a Monitor and Support Team where division level leaders regularly monitor schools by

Division Name: Richmond City Public Schools

School Name: Swansboro Elementary School

scheduling onsite visits that will support all components of student achievement to include detailed next steps for each team member and personalized professional development where needed


Division Name: Richmond City Public Schools

School Name: Swansboro Elementary School

Academic Review Essential Actions (EA) <i>Essential Action(s) are to be incorporated into the comprehensive school improvement plan (CSIP) as an essential action or action step.</i>	Note page where EA is addressed in the CSIP	Priority	Timeline
		(Immediate or Subsequent)	(Start Date to Full Implementation)
<p>Essential Action(s):</p> <p>Communicate clear expectations to teachers on instructional practices and on the use of the Standards of Learning Curriculum Framework and provide ongoing professional development (utilize planning time to provide coaching questions) to teachers on the use of the curriculum framework in writing and delivering aligned lessons that include clear learning objectives that include the conditions, behaviors, and criteria.</p> <p>Monitor the implementation of the written, taught, tested by focusing on evidenced based feedback using coaching questions to support teachers on the written, taught, and tested curriculum aligned to the Standards of Learning Curriculum Frameworks in both content and cognition.</p>	Math & science tabs	Immediate	January 2023- June 2023 Ongoing
<p>Essential Action(s):</p> <p>Develop and implement a plan that focuses on analyzing assessment data to ensure alignment, attainment, and proficiency on the Virginia Standards of Learning with a specific focus on all student groups and adjust existing practices, programs, and strategies as needed.</p>	Math & science tabs	Immediate	January 2023- June 2023 Ongoing
<p>Essential Action(s):</p> <p>Provide clear expectations to teachers on their use of professional development learning and monitor and provide evidence-based feedback to teachers with an explicit focus on student learning outcomes.</p>	Math & science tabs	Immediate	January 2023- June 2023 Ongoing

Office of School Quality
Academic Review Report
2022-2023

Date of Review: December 5, 2022

General Information	
Division	Richmond City Public Schools
School	Thomas Jefferson High School
Review Team Members (Name/Title)	<p>RPS: J. Austin Brown- Principal Director Cluster 4 Joi Lowery- Coordinator of School Improvement Cassandra Bell- Manager of Mathematics Eboni Massey- Manager of ELA Juanzel Cardoza- Exceptional Education Specialist Kristin Mckinney- Intervention Systems Specialist Karen Mullins- ELA Instructional Specialist Pamela Randolph- Math Intervention Specialist Vickey Drew- Secondary Science Specialist</p> <p>Thomas Jefferson HS: Cherita Sears- Principal Crystal Potee- Assistant Principal Chris Barnard- Science Department Chair</p>
Superintendent's Name	Jason Kamras
Superintendent's Signature	 SJ

Division Name: Richmond City Public Schools

School Name: Thomas Jefferson High School

School Quality Indicators

Academic Achievement		
English	Level One	
Mathematics	Level Three	
Science	Level Three	

Achievement Gaps		
English	Level Two	
Mathematics	Level Three	

Student engagement & Outcomes		
Chronic Absenteeism	Level Two	
Dropout Rate	Level One	
Graduation and Completion	Level One	

State Identification of School Quality Indicators (SQI) (based on 2021-2022 performance)		Federal Identification (If applicable)	
Level Three Area(s):	Academic Achievement- Math Academic Achievement- Science Achievement Gap- English Achievement Gap- Math College, Career, and Civic Readiness	Yes/No	Identification Area: ATSI-SWD
Level Two Area(s):	Chronic Absenteeism	<u>Evidence-based Intervention (EBI)s:</u> Reading: Read 180 Math: Recommendation #3- Teach students to intentionally choose from alternative algebraic strategies when solving problems. This can be found in the What Works Clearinghouse (WWC) IES practice guide titled: Teaching Strategies for Improving Algebra Knowledge in Middle and High School Students.	

Note: School division leaders, along with school administrators, are responsible for developing and implementing a monitoring process to measure the effectiveness of the comprehensive school improvement plan on a regular basis and make adjustments as necessary.

Division Name: Richmond City Public Schools

School Name: Thomas Jefferson High School

Complete the Academic Review Report

Directions for Schools with Level Two Academic Achievement for All Students in English, Mathematics and/or Science:

- The Division Contact will ensure the academic review and the Academic Review Report have been completed for all schools with **Level Two academic achievement indicators** for all students in English, mathematics and/or science. A copy of reports should be kept locally and available upon request. Divisions will certify that an academic review was conducted and findings have been incorporated into the comprehensive school improvement plan. Divisions will submit the **Superintendent's Monitoring Certification Form** to the Office of School Quality osq@doe.virginia.gov. **Due: Spring 2023**
- **Please save reports in this format.** Division_SchoolName_ARReport_Year (ex. ABCDivision_XYZElementary_ARReport_20XX-XX)

Directions for Schools with Level Three School Quality Indicators:

- The Division Contact will ensure the academic review and the Academic Review Report have been completed for all schools with any **Level Three school quality indicator(s)** and will send each **signed report along with the updated comprehensive school improvement plan to the Office of School Quality** osq@doe.virginia.gov. **Due: January 31, 2023**
- **Schools with Level Three indicator(s) will submit the Academic Review Report and the updated comprehensive school improvement plan. This satisfies the corrective action plan requirement per the Standards of Accreditation.**
- **Please save reports in this format.** Division_SchoolName_ARReport_Year (ex. ABCDivision_XYZElementary_ARReport_20XX-XX)

Division Name: Richmond City Public Schools

School Name: Thomas Jefferson High School

Academic Review Tools			
Mark Tools Used	Academic Achievement Tools	Mark Tools Used	Achievement Gap and Student Engagement and Outcomes Tools
X	*Instructional Leadership	X	Social and Emotional Support
X	*Classroom Lesson Evaluation	X	Resource Management
	Culture and Climate		**Chronic Absenteeism
	Professional Development	X	**Graduation, Dropout & College, Career, and Civic Readiness (schools with graduating class only)
	Data Analysis		
	Master Schedule	<p>*Tools required for schools with Level Two or Level Three in any of the Academic Achievement school quality indicators for all students. In addition, schools with any Level Three Achievement Gap indicators must also complete the Social and Emotional Support and Resource Management tools.</p> <p>**Tool(s) required for schools with Level Three school quality indicator(s) in Chronic Absenteeism and/or Graduation, Dropout & College, Career, and Civic Readiness (schools with graduating class only). The Social and Emotional Support and Resource Management tools are recommended in conjunction with required tools.</p>	
	Assessment		

[Link to RPS Academic Review Folder](#)- includes all schools' required tools artifacts.

Division Name: Richmond City Public Schools**School Name: Thomas Jefferson High School**

Findings

Thomas Jefferson High School underwent an Academic Review on December 5, 2022. It is important to note that the school's climate is warm, welcoming and there is evidence of positive teacher/student relationships in the classrooms observed. It is evident that there has been intentional and dedicated work to developing a positive culture and climate of the building. Additionally, the team reviewed written mathematics and science lesson plans and lesson observations. The review team also determined that higher expectations for teaching and learning should be put in place for all classrooms from a division perspective. The following Academic Review Tools were utilized for the review:

Classroom Evaluation Tool:

The academic review team concluded that the science lesson plans reviewed did not have strong evidence of alignment to the Standards of Learning Curriculum Framework specifically to the cognitive level of the standard. Additionally, lesson observations reviewed lacked evidence of alignment to the cognitive level of the standard.

Real-time classroom lesson observations and written lessons revealed the following:

- The learning target or "I can" states, I can describe the uses of genetic technology does not reflect the 2018 standard for standard 5. Science and engineering practices are listed on the lesson plan separately but should be embedded within the lesson and not taught in isolation. The task must generate evidence to make learning visible for learners. It was suggested for the teacher to consider using a resource on loan from Virginia Tech for gel electrophoresis. Another suggestion would be for student groups to lead a discussion from a worksheet using Claim Evidence and Reason to support learner agency.
- The Curriculum Framework should be the basis of each lesson. This is the place that teachers should continually visit to ensure that they are providing students with instruction that is at the appropriate cognitive level of each standard that is taught.
- A focus on the Virginia Standards of Learning Curriculum Framework as a primary source for the written, taught and tested curriculum is needed
- A need for strong Tier I instruction as well as differentiated instruction for all student groups
- Learning objectives were not clearly written to include behaviors, conditions, and criteria that can be understood by students(criteria percentages need to be removed and replaced with what the students will produce)
- A clear focus on the specific sub-standards to be covered during the class period along with aligned checks for understanding related to the identified sub-standards should be evident in written plans
- A need to revisit all instructional support resources used for small group work (IXL, iReady, etc) to ensure alignment to the curriculum framework as well as connecting to Tier 1 instruction

Division Name: Richmond City Public Schools

School Name: Thomas Jefferson High School

- Strategies/activities are teacher centered and students are not provided the opportunity to grapple with content or engage in productive struggles
- Students are engaged in low-level activities
- Science investigation and inquiry is not present in lesson plans or lesson observations

Instructional Leadership Tool:

Based on the Instructional Leadership Tool, the principal has implemented a process to review lesson plans prior to instruction and a process for providing feedback to teachers on the written. The artifacts also indicate that learning walks and walk through observations take place in addition to formal and informal observations. Additionally, both the math and science teams use the SWIVL video component to allow teachers to grow and self-reflect on teaching methods to enhance the overall coaching plan for instructional delivery development and expanding the professional learning community (PLC) experience.

School level administrators should:

- Provide explicit expectations to teachers on non-negotiables for strong tier 1 instructional practices-(reading, vocabulary development and writing should occur in every content area)
- Level set as an administrative team on how to coach teachers during planning meetings and ensure consistency of expectations
- Attend planning sessions with teachers to provide real-time coaching and professional development on the written lesson plans to ensure alignment of the taught and tested
- Develop a system to monitor and provide evidence based feedback to teachers to ensure alignment of the taught and tested to the cognitive level of the standard
- Provide teachers with written expectations for implementing their professional learning and monitor for implementation. Utilize faculty and planning meetings to incorporate professional learning focused on instructional practices.
- Monitor and provide feedback to teachers on their use of professional development learning through a measurable and explicit focus on student outcomes.

Social Emotional Support:

Based on the Social Emotional Support Tool, the administrative team has implemented social emotional learning (SEL) strategies to create trauma-informed classrooms that include weekly updates to staff and students and community circles. Additionally, the school utilizes a PBIS rewards system along with a specific academy for Freshmen.

Division Name: Richmond City Public Schools

School Name: Thomas Jefferson High School

Resource Management Tools:

Based on a review of the tool, the academic review team agreed that there were **no major findings** at this time.

College, Career and Civic Readiness:

Based on the Graduation/Dropout/CCCR tool, the artifacts show the following data for the 2023 cohort:

School Graduation Progress Monitoring Report – January 10, 2023	
Number of students in cohort 2023	256/187
Number of students on track to graduate in June 2023	205
Number of students on track to graduate in March 2023	3
Number of students at risk of not graduating in June 2023	18
Number of dropouts	7
Number of seniors failing one or more core subjects at end of semester one	18
Number of seniors with chronic absenteeism at end of semester one	7
Number of seniors needing one or more verified credits	86
Number of seniors needing an industry Certification	57

- The graduation dashboard indicates that the alternative program and dropout recovery data for Thomas Jefferson shows 12 possible March 2023 graduates with three being from Thomas Jefferson HS (Cohorts - 1- 2023, 4-2022, 2-2021, 2-2020, 3-2019); *There are 57 seniors that still need an industry certification to meet the CCCR and graduation requirement(s).*

School level administrators should:

- Utilize your school's OGR report to match the CCCR numbers against the students in the 2023 cohort. Note any discrepancies and clear them up immediately.
- Identify seniors that need to be enrolled in a CTE class during the 2nd term or may need to complete a service learning project prior to graduation and facilitate.

DIVISION NOTE:

Based on the academic reviews conducted for the four Richmond Public Schools with VDOE and the remaining 31 school reviews completed by the division academic review teams, division leadership committed to develop and implement the

Division Name: Richmond City Public Schools

School Name: Thomas Jefferson High School

following:

- Provide professional development for division and school level instructional personnel (managers, specialists and coaches) on properly utilizing the Virginia Standards of Learning Curriculum Framework and how to build lesson plans that are aligned in content and cognition. In turn, division and school level instructional staff alongside building level administrators will build the capacity of teachers on an ongoing basis
- Develop and implement division level expectations for schools on student-centered instructional practices that support the alignment of the written, taught and tested curriculum
- Revisit and define all division level instructional support staff by outlining roles, responsibilities and measures of accountability that support student achievement
- Review all Richmond Public Schools instructional resources and determine if they are aligned to the Virginia Standards of Learning and determine their impact on student achievement
- Develop and implement a Monitor and Support Team where division level leaders regularly monitor schools by scheduling onsite visits that will support all components of student achievement to include detailed next steps for each team member and personalized professional development where needed

Division Name: Richmond City Public Schools

School Name: Thomas Jefferson High School



Academic Review Essential Actions (EA) <i>Essential Action(s) are to be incorporated into the comprehensive school improvement plan (CSIP) as an essential action or action step.</i>	Note page where EA is addressed in the CSIP	Priority	Timeline
		(Immediate or Subsequent)	(Start Date to Full Implementation)
Essential Action(s): Communicate clear expectations to teachers on instructional practices and on the use of the Standards of Learning Curriculum Framework and provide ongoing professional development (utilize planning time to provide coaching questions) to teachers on the use of the curriculum framework in writing and delivering aligned lessons that include clear learning objectives that include the conditions, behaviors, and criteria. Monitor the implementation of the written, taught, tested by focusing on evidenced based feedback using coaching questions to support teachers on the written, taught, and tested curriculum aligned to the Standards of Learning Curriculum Frameworks in both content and cognition.	Located on the ELA tab	Immediate	December 2022 - June 2023 Ongoing
Essential Action(s): Develop and implement a plan that focuses on analyzing assessment data to ensure alignment, attainment, and proficiency on the Virginia Standards of Learning with a specific focus on all student groups and adjust existing practices, programs, and strategies as needed.	Located on the ELA, math and science tabs	Immediate	December 2022 - June 2023 Ongoing
Essential Action(s): Provide clear expectations to teachers on their use of professional development learning and monitor and provide evidence-based feedback to teachers with an explicit focus on student learning outcomes.	Located on the ELA, math and science tabs	Immediate	December 2022 - June 2023 Ongoing

Office of School Quality



Academic Review Report



2022-2023


Date of Review: December 12, 2022

General Information	
Division	Richmond City Public Schools
School	Westover Hills Elementary School
Review Team Members (Name/Title)	Sidney Gunter - Director of Academic Programs and Supports (Lead) Allison El Koubi - Principal Nokomis Alston - Assistant Principal Leslie Wiggins - Interim CAO, Elementary Principal Director Vickey Drew - Science Career Coach Diane Fleming - Elementary ELA Instructional Specialist Jessica Sarkees - Elementary Reading Intervention Instructional Specialist Tamara Robertson - Literacy Coach Elena Dimitri - LIEP Teacher Janea Reed - Math Coach
Superintendent's Name	Jason Kamras
Superintendent's Signature	 

School Quality Indicators

Academic Achievement		
English	Level Two	
Mathematics	Level One	
Science	Level Three	

Achievement Gaps		
English	Level Two	
Mathematics	Level Two	

Student engagement & Outcomes		
Chronic Absenteeism	Level Two	

Division Name: Richmond City Public Schools

School Name: Westover Hills Elementary School

State Identification of School Quality Indicators (SQI) (based on 2021-2022 performance)		Federal Identification (If applicable)	
Level Three Area(s):	Academic Achievement - Science	Yes/No	Identification Area: ATSI-BL/ED
Level Two Area(s):	Academic Achievement - English Achievement Gap - English Achievement Gap - Math Chronic Absenteeism	<p><u>Evidence-based Intervention (EBI)s:</u></p> <p>Reading: Identify the Reading Evidence-based Intervention: Provide systematic instruction during core instruction and intervention to develop student understanding of reading concepts using EL Reading and additional evidenced based research strategies to support student needs.</p> <p>A. Develop awareness of the segments of sounds in speech and how they link to letters (K-1st)</p> <p>B. Teach students to decode words, analyze word parts, and write and recognize words (K-3)</p> <p>C. Routinely use a set of comprehension-building practices to help students make sense of the text (3-5)</p> <p>Math: (Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades - Recommendation 1)</p> <ol style="list-style-type: none"> 1. Systematic Instruction: Provide systematic instruction during intervention to develop student understanding of mathematical ideas. 	

Note: School division leaders, along with school administrators, are responsible for developing and implementing a monitoring process to measure the effectiveness of the comprehensive school improvement plan on a regular basis and make adjustments as necessary.

Division Name: Richmond City Public Schools

School Name: Westover Hills Elementary School

Complete the Academic Review Report

Directions for Schools with Level Two Academic Achievement for All Students in English, Mathematics and/or Science:

- The Division Contact will ensure the academic review and the Academic Review Report have been completed for all schools with **Level Two academic achievement indicators** for all students in English, mathematics and/or science. A copy of reports should be kept locally and available upon request. Divisions will certify that an academic review was conducted and findings have been incorporated into the comprehensive school improvement plan. Divisions will submit the **Superintendent's Certification Form** to the Office of School Quality osq@doe.virginia.gov. **Due: January 31, 2023**
- **Please save reports in this format.** Division_SchoolName_ARReport_Year (ex. ABCDivision_XYZElementary_ARReport_20XX-XX)

Directions for Schools with Level Three School Quality Indicators:

- The Division Contact will ensure the academic review and the Academic Review Report have been completed for all schools with any **Level Three school quality indicator(s)** and will send each **signed report along with the updated comprehensive school improvement plan to the Office of School Quality** osq@doe.virginia.gov. **Due: January 31, 2023**
- **Schools with Level Three indicator(s) will submit the Academic Review Report and the updated comprehensive school improvement plan. This satisfies the corrective action plan requirement per the Standards of Accreditation.**
- **Please save reports in this format.** Division_SchoolName_ARReport_Year (ex. ABCDivision_XYZElementary_ARReport_20XX-XX)

Academic Review Tools			
Mark Tools Used	Academic Achievement Tools	Mark Tools Used	Achievement Gap and Student Engagement and Outcomes Tools
XX	*Instructional Leadership		Social and Emotional Support
XX	*Classroom Lesson Evaluation		Resource Management
	Culture and Climate		**Chronic Absenteeism

Division Name: Richmond City Public Schools

School Name: Westover Hills Elementary School

	Professional Development		**Graduation, Dropout & College, Career, and Civic Readiness (schools with graduating class only)
	Data Analysis		
	Master Schedule	*Tools required for schools with Level Two or Level Three in any of the Academic Achievement school quality indicators for all students. In addition, schools with any Level Three Achievement Gap indicators must also complete the Social and Emotional Support and Resource Management tools. **Tool(s) required for schools with Level Three school quality indicator(s) in Chronic Absenteeism and/or Graduation, Dropout & College, Career, and Civic Readiness (schools with graduating class only). The Social and Emotional Support and Resource Management tools are recommended in conjunction with required tools.	
	Assessment		

[Link to RPS Academic Review Folder](#)- includes all schools' required tools artifacts.

Findings
<p>Westover Hills Elementary School underwent an Academic Review on December 12, 2022. It is of note that WHES experienced a tragic community event directly outside of the school early in the school year and the principal noted that the school is continually working to strengthen its climate and culture that has shifted as a result of the event. The academic review team conducted real-time observations in English, mathematics and science. Additionally, the team reviewed written English, mathematics and science lesson plans and lesson observations. The review team determined that expectations for lesson planning and instruction aligned to the VA SOLs as well as an emphasis on high expectations for all students should be put in place. The following Academic Review Tools were utilized for the review:</p> <p>Classroom Evaluation Tool:</p> <p>The academic review team concluded that some lesson plans reviewed did not have strong evidence of alignment to the Standards of Learning Curriculum Framework in content and cognition. Additionally, formal lesson observations, lesson plan review forms and walk through forms were submitted for review. Observation forms did include a component for observation of the SOL Objective and learning target.</p> <p>Real-time classroom lesson observations and written lessons revealed the following:</p> <ul style="list-style-type: none"> • While the school does have structures in place for collaborative planning, a continual focus on the Virginia Standards of Learning Curriculum Framework as a primary source for the written, taught and tested curriculum is needed.

Division Name: Richmond City Public Schools

School Name: Westover Hills Elementary School

- Strong Tier I instruction as well as differentiated instruction for all student groups should be a focus.
- Learning objectives were not clearly written to include behaviors, conditions, and criteria that can be understood by students with a clear focus on what will be accomplished at the end of the block.
- Strategies/activities are not aligned to the content or cognitive level of the standard in some content areas reviewed.
- Lesson plans should include a narrow focus on the specific sub-standards/standard details to be covered during the class period, along with detailed time frames to ensure all instructional time is utilized
- Students should be given the opportunity to engage in productive struggles.
- Science investigation and inquiry is not present in lesson plans or lesson observations.

Instructional Leadership Tool:

Based on the Instructional Leadership Tool, the administrative team reviews lesson plans prior to delivery and provides feedback, however, the review team did not observe that the feedback provided by the team resulted in an aligned written or delivered lesson. There is evidence of walkthrough observations and feedback to teachers. However, there is no evidence that these processes support the alignment of the written, taught and tested curriculum.

School level administrators should:

- Provide explicit expectations to teachers on non-negotiables for student-centered instructional practices-(reading, vocabulary development and writing should occur in every content area).
- Attend planning sessions with teachers to provide real-time coaching on the written lesson plans to ensure alignment of the taught and tested.
- Provide professional development during planning meetings on how to utilize the curriculum framework to build and deliver aligned lessons.
- Clarify roles of coaches and administrators.
- Develop a system to monitor and provide feedback to teachers to ensure alignment of the written taught and tested to the cognitive level of the standard.

Division Name: Richmond City Public Schools

School Name: Westover Hills Elementary School

- Provide teachers with written expectations for implementing their professional learning and monitor for implementation.
- Monitor and provide feedback to teachers on their use of professional development learning through a measurable and explicit focus on student outcomes.

DIVISION NOTE:

Based on the academic reviews conducted for the four Richmond Public Schools with VDOE and the remaining 31 school reviews completed by the division academic review teams, division leadership committed to develop and implement the following:

- Provide professional development for division and school level instructional personnel (managers, specialists and coaches) on properly utilizing the Virginia Standards of Learning Curriculum Framework and how to build lesson plans that are aligned in content and cognition. In turn, division and school level instructional staff alongside building level administrators will build the capacity of teachers on an ongoing basis
- Develop and implement division level expectations for schools on student-centered instructional practices that support the alignment of the written, taught and tested curriculum
- Revisit and define all division level instructional support staff by outlining roles, responsibilities and measures of accountability that support student achievement
- Review all Richmond Public Schools instructional resources and determine if they are aligned to the Virginia Standards of Learning and determine their impact on student achievement
- Develop and implement a Monitor and Support Team where division level leaders regularly monitor schools by scheduling onsite visits that will support all components of student achievement to include detailed next steps for each team member and personalized professional development where needed

Division Name: Richmond City Public Schools

School Name: Westover Hills Elementary School



Academic Review Essential Actions (EA) <i>Essential Action(s) are to be incorporated into the comprehensive school improvement plan (CSIP) as an essential action or action step.</i>	Note page where EA is addressed in the CSIP	Priority	Timeline
		(Immediate or Subsequent)	(Start Date to Full Implementation)
<p>Essential Action(s): Communicate clear expectations to teachers on student centered instructional practices and on the use of the Standards of Learning Curriculum Framework and provide ongoing professional development (utilize planning time to provide coaching questions) to teachers on the use of the curriculum framework in writing and delivering aligned lessons that include clear learning objectives that include the conditions, behaviors, and criteria.</p> <p>Monitor the implementation of the written, taught, tested by focusing on evidenced based feedback using coaching questions to support teachers on the written, taught, and tested curriculum aligned to the Standards of Learning Curriculum Frameworks in both content and cognition.</p>	ELA, math & science tabs	Immediate	January 2023- June 2023 Ongoing
<p>Essential Action(s): Develop and implement a plan that focuses on analyzing assessment data to ensure alignment, attainment, and proficiency on the Virginia Standards of Learning with a specific focus on all student groups and adjust existing practices, programs, and strategies as needed.</p>	ELA, math & science tabs	Immediate	January 2023- June 2023 Ongoing
<p>Essential Action(s): Provide clear expectations to teachers on their use of professional development learning and monitor and provide evidence-based feedback to teachers with an explicit focus on student learning outcomes.</p>	ELA, math & science tabs	Immediate	January 2023- June 2023 Ongoing

Office of School Quality

Academic Review Report

2022-2023




Date of Review: November 16, 2022

General Information	
Division	Richmond City Public Schools
School	Woodville Elementary School
Review Team Members (Name/Title)	<p>OSQ: Widad Abed, Rebecca Hall</p> <p>Richmond City: Leslie Wiggins - Principal Director Cluster 1/Co Chief Academic Officer for Elementary Tyra Harrison - Executive Director of Teaching and Learning Rossi Volley - Associate Director Exceptional Education Indira Lipscombe Quarles - Principal Director Cluster 2 Sidney Gunter - Director Academic Programs and Supports Stephannie Crutchfield - Manager School Improvement Joi Lowery - Coordinator School Improvement Eboni Massey - Manager Literacy Instruction Cassandra Bell - Manager Mathematics Instruction Wendy Just - Science Specialist Kristen McKinney - Intervention Systems Specialist Rickeita Jones - Principal Dava Allen Miller - Assistant Principal Chantele Turner - Academic Coordinator Brooke McCann - Literacy Coach Ashley Allen - Math Coach Tameka Burke - Math Coach</p>
Superintendent's Name	Jason Kamras
Superintendent's Signature	 


Division Name: Richmond City Public Schools

School Name: Woodville Elementary School

School Quality Indicators

Academic Achievement		
English	Level Three	
Mathematics	Level Three	
Science	Level Three	

Achievement Gaps		
English	Level Two	
Mathematics	Level Three	

Student engagement & Outcomes		
Chronic Absenteeism	Level Three	

State Identification of School Quality Indicators (SQI) (based on 2021-2022 performance)	
Level Three Area(s):	Academic Achievement: English, Mathematics, Science Achievement Gaps: Mathematics
Level Two Area(s):	Achievement Gaps: English

Note: School division leaders, along with school administrators, are responsible for developing and implementing a monitoring process to measure the effectiveness of the comprehensive school improvement plan on a regular basis and make adjustments as necessary.

Complete the Academic Review Report

Directions for Schools with Level Two Academic Achievement for All Students in English, Mathematics and/or Science:

- The Division Contact will ensure the academic review and the Academic Review Report have been completed for all schools with **Level Two academic achievement indicators** for all students in English, mathematics and/or science. A copy of reports should be kept locally and available upon request. Divisions will certify that an academic review was conducted and findings have been incorporated into the comprehensive school improvement plan. Divisions will submit the **Superintendent's Certification Form** to the Office of School Quality osq@doe.virginia.gov. **Due: January 31, 2023**
- **Please save reports in this format.** Division_SchoolName_ARReport_Year (ex. ABCDivision_XYZElementary_ARReport_20XX-XX)

Division Name: Richmond City Public Schools

School Name: Woodville Elementary School

Directions for Schools with Level Three School Quality Indicators:

- The Division Contact will ensure the academic review and the Academic Review Report have been completed for all schools with any **Level Three school quality indicator(s)** and will send each **signed report along with the updated comprehensive school improvement plan to the Office of School Quality osq@doe.virginia.gov. Due: January 31, 2023**
- Schools with Level Three indicator(s) will submit the Academic Review Report and the updated comprehensive school improvement plan. This satisfies the corrective action plan requirement per the Standards of Accreditation.
- **Please save reports in this format.** Division_SchoolName_ARReport_Year (ex. ABCDivision_XYZElementary_ARReport_20XX-XX)

Academic Review Tools			
Mark Tools Used	Academic Achievement Tools	Mark Tools Used	Achievement Gap and Student Engagement and Outcomes Tools
X	*Instructional Leadership	X	Social and Emotional Support
X	*Classroom Lesson Evaluation	X	Resource Management
	Culture and Climate		**Chronic Absenteeism
	Professional Development		**Graduation, Dropout & College, Career, and Civic Readiness (schools with graduating class only)
	Data Analysis		
	Master Schedule		<p>*Tools required for schools with Level Two or Level Three in any of the Academic Achievement school quality indicators for all students. In addition, schools with any Level Three Achievement Gap indicators must also complete the Social and Emotional Support and Resource Management tools.</p> <p>**Tool(s) required for schools with Level Three school quality indicator(s) in Chronic Absenteeism and/or Graduation, Dropout & College, Career, and Civic Readiness (schools with graduating class only). The Social and Emotional Support and Resource Management tools are recommended in conjunction with required tools.</p>
	Assessment		

Division Name: Richmond City Public Schools

School Name: Woodville Elementary School

[Link to RPS Academic Review Folder](#)- includes all schools' required tools artifacts.

Findings

Woodville Elementary School underwent an Academic Review on November 16, 2022. It is important to note that this is the principal's second year as principal of Woodville. In this time, there is evidence of school and classroom routines and rituals and small class sizes that support a conducive learning environment. The academic review team, at the request of the division, conducted real-time observations in English, mathematics and science. Additionally, the team reviewed written English, mathematics and science lesson plans and lesson observations. The review team determined that expectations for student centered instruction with an emphasis on high expectations should be put in place. The following Academic Review Tools were utilized for the review:

Classroom Evaluation Tool:

The academic review team concluded that all lesson plans reviewed did not have strong evidence of alignment to the Standards of Learning Curriculum Framework in content and cognition. Additionally, no formal lesson observations were submitted for review. Walkthrough forms were submitted but did not include a focus on alignment of instruction to include specific standards, evidence of the alignment throughout the lesson, etc.

Real-time classroom lesson observations and written lessons revealed the following:

- A focus on the Virginia Standards of Learning Curriculum Framework as a primary source for the written, taught and tested curriculum is needed
- Strong Tier I instruction as well as differentiated instruction for all student groups should be a focus
- Learning objectives were not clearly written to include behaviors, conditions, and criteria that can be understood by students with a clear focus on what will be accomplished at the end of the block
- Lesson plans should include more details to monitor how time is being utilized, the intentional use of higher level questions, and content vocabulary taught within context
- A need to revisit the two hour reading block and determine how much time is provided for students to engage in reading authentic text (reading and writing should also take place in other content areas)
- A need to revisit the the SIPPS time and use of iReady to ensure connections to aligned Tier 1 instruction and to measure for impact on student outcomes
- Strategies/activities are not aligned to the content or cognitive level of the standard in all content areas reviewed
- Students should be given the opportunity to engage in productive struggles

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- Science investigation and inquiry is not present in lesson plans or lesson observations

Instructional Leadership Tool:

Based on the Instructional Leadership Tool, the principal has implemented a process to review lesson plans during planning time prior to delivery and provide feedback. However, the review team did not observe that the feedback provided by the principal resulted in an aligned written or delivered lesson. There is evidence of walkthrough observations and feedback to teachers. However, there is no evidence that these processes support the alignment of the written, taught and tested curriculum.

School level administrators should:

- Provide explicit expectations to teachers on non-negotiables for student-centered instructional practices-(reading, vocabulary development and writing should occur in every content area)
- Attend planning sessions with teachers to provide real-time coaching on the written lesson plans to ensure alignment of the taught and tested
- Provide professional development during planning meetings on how to utilize the curriculum framework to build and deliver aligned lessons
- Clarify roles of coaches and administrators
- Develop a system to monitor and provide feedback to teachers to ensure alignment of the written taught and tested to the cognitive level of the standard
- Provide teachers with written expectations for implementing their professional learning and monitor for implementation
- Monitor and provide feedback to teachers on their use of professional development learning through a measurable and explicit focus on student outcomes.

Social and Emotional and Resource Management Tools:

Based on a review of both tools, the academic review team agreed that there were **no major findings** at this time. Woodville Elementary School currently employs multiple systems to support students including Positive Behavioral Intervention Supports and Multi Tiered Systems of Support. The school level administrators agreed to monitor for fidelity to ensure there are positive student outcomes.

DIVISION NOTE:

Based on the academic reviews conducted for the four Richmond Public Schools, division leadership committed to develop and implement the following:

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- Provide professional development for division and school level instructional personnel (managers, specialists and coaches) on properly utilizing the Virginia Standards of Learning Curriculum Framework and how to build lesson plans that are aligned in content and cognition. In turn, division and school level instructional staff alongside building level administrators will build the capacity of teachers on an ongoing basis
- Develop and implement division level expectations for schools on student-centered instructional practices that support the alignment of the written, taught and tested curriculum
- Revisit and define all division level instructional support staff by outlining roles, responsibilities and measures of accountability that support student achievement
- Review all Richmond Public Schools instructional resources and determine if they are aligned to the Virginia Standards of Learning and determine their impact on student achievement
- Develop and implement a Monitor and Support Team where division level leaders regularly monitor schools by scheduling onsite visits that will support all components of student achievement to include detailed next steps for each team member and personalized professional development where needed

Division Name: Richmond City Public Schools

School Name: Woodville Elementary School


Academic Review Essential Actions (EA) <i>Essential Action(s) are to be incorporated into the comprehensive school improvement plan (CSIP) as an essential action or action step.</i>	Note page where EA is addressed in the CSIP	Priority	Timeline
		(Immediate or Subsequent)	(Start Date to Full Implementation)
<p>Essential Action(s):</p> <p>Communicate clear expectations to teachers on student centered instructional practices and on the use of the Standards of Learning Curriculum Framework and provide ongoing professional development (utilize planning time to provide coaching questions) to teachers on the use of the curriculum framework in writing and delivering aligned lessons that include clear learning objectives that include the conditions, behaviors, and criteria.</p> <p>Monitor the implementation of the written, taught, tested by focusing on evidenced based feedback using coaching questions to support teachers on the written, taught, and tested curriculum aligned to the Standards of Learning Curriculum Frameworks in both content and cognition.</p>	English, Science and Math CSIP Tab	Immediate	January 2023 - June 2023 Ongoing
<p>Essential Action(s): Develop and implement a plan that focuses on analyzing assessment data to ensure alignment, attainment, and proficiency on the Virginia Standards of Learning with a specific focus on all student groups and adjust existing practices, programs, and strategies as needed.</p>	English, Science and Math CSIP Tab	Immediate	January 2023 - June 2023 Ongoing
<p>Essential Action(s): Provide clear expectations to teachers on their use of professional development learning and monitor and provide evidence-based feedback to teachers with an explicit focus on student learning outcomes.</p>	English, Science and Math CSIP Tab	Immediate	January 2023 - June 2023 Ongoing

Office of School Quality

Academic Review Report

2022-2023


Date of Review: December 7, 2022

General Information	
Division	Richmond City Public Schools
School	Lucille M. Brown Middle School
Review Team Members (Name/Title)	Sidney Gunter - Director of Academic Programs and Supports (Lead) Stacey Gaines - Principal Cornelius Smith - Assistant Principal Stephanie Douglas Jackson - Assistant Principal Stephannie Crutchfield - Manager of School Improvement Linda Tarry - Middle School Mathematics Instructional Specialist Eboni Massey - Manager of Literacy Cassandra Bell - Manager of Mathematics Jennifer Romero - Coordinator of Exceptional Ed. Wendy Just - Elementary Science Instructional Specialist AzurDe Greenhill - Middle School ELA Instructional Specialist
Superintendent's Name	Jason Kamras
Superintendent's Signature	 <i>SK</i>

School Quality Indicators

Academic Achievement		
English	Level Three	
Mathematics	Level Three	
Science	Level Three	

Achievement Gaps		
English	Level Three	
Mathematics	Level Three	

Student engagement & Outcomes		
Chronic Absenteeism	Level One	

Division Name: Richmond City Public Schools

School Name: Lucille M. Brown Middle School

State Identification of School Quality Indicators (SQI) (based on 2021-2022 performance)	
Level Three Area(s):	Academic Achievement: English, Mathematics, Science Achievement Gaps: English, Mathematics
Level Two Area(s):	Achievement Gaps: N/A

Note: School division leaders, along with school administrators, are responsible for developing and implementing a monitoring process to measure the effectiveness of the comprehensive school improvement plan on a regular basis and make adjustments as necessary.

Complete the Academic Review Report

Directions for Schools with Level Two Academic Achievement for All Students in English, Mathematics and/or Science:

- The Division Contact will ensure the academic review and the Academic Review Report have been completed for all schools with **Level Two academic achievement indicators** for all students in English, mathematics and/or science. A copy of reports should be kept locally and available upon request. Divisions will certify that an academic review was conducted and findings have been incorporated into the comprehensive school improvement plan. Divisions will submit the **Superintendent's Certification Form** to the Office of School Quality osq@doe.virginia.gov. **Due: January 31, 2023**
- **Please save reports in this format.** Division_SchoolName_ARReport_Year (ex. ABCDivision_XYZElementary_ARReport_20XX-XX)

Directions for Schools with Level Three School Quality Indicators:

- The Division Contact will ensure the academic review and the Academic Review Report have been completed for all schools with any **Level Three school quality indicator(s)** and will send each **signed report along with the updated comprehensive school improvement plan to the Office of School Quality** osq@doe.virginia.gov. **Due: January 31, 2023**
- Schools with Level Three indicator(s) will submit the Academic Review Report and the updated comprehensive school improvement plan. This satisfies the corrective action plan requirement per the Standards of Accreditation.
- **Please save reports in this format.** Division_SchoolName_ARReport_Year (ex. ABCDivision_XYZElementary_ARReport_20XX-XX)

Division Name: Richmond City Public Schools

School Name: Lucille M. Brown Middle School

Academic Review Tools			
Mark Tools Used	Academic Achievement Tools	Mark Tools Used	Achievement Gap and Student Engagement and Outcomes Tools
XX	*Instructional Leadership	XX	Social and Emotional Support
XX	*Classroom Lesson Evaluation	XX	Resource Management
	Culture and Climate		**Chronic Absenteeism
	Professional Development		**Graduation, Dropout & College, Career, and Civic Readiness (schools with graduating class only)
	Data Analysis		
	Master Schedule	<p><i>*Tools required for schools with Level Two or Level Three in any of the Academic Achievement school quality indicators for all students. In addition, schools with any Level Three Achievement Gap indicators must also complete the Social and Emotional Support and Resource Management tools.</i></p> <p><i>**Tool(s) required for schools with Level Three school quality indicator(s) in Chronic Absenteeism and/or Graduation, Dropout & College, Career, and Civic Readiness (schools with graduating class only). The Social and Emotional Support and Resource Management tools are recommended in conjunction with required tools.</i></p>	
	Assessment		

Division Name: Richmond City Public Schools

School Name: Lucille M. Brown Middle School

Findings

Lucille Brown Middle School underwent an Academic Review on December 7, 2022. It is important to note that the climate of the school is welcoming and friendly. It is also important to note that Lucille Brown embraces a full school International Baccalaureate model and the staff receives training and professional development on practices related to IB implementation. The division academic review team conducted real-time observations in English, mathematics and science. Additionally, the team reviewed written English, mathematics and science lesson plans and lesson observations. The following Academic Review Tools were utilized for the review:

Classroom Lesson Evaluation Tool:

The academic review team concluded that lesson plans reviewed have moderate evidence of alignment to the Standards of Learning Curriculum Framework in content and cognition. In some instances, learning targets did not clearly articulate the intended outcome for the day and were not aligned in content and cognition to the Curriculum Framework.

- While the school does have structures in place for collaborative planning, the planning sessions should maintain a continual focus on the Virginia Standards of Learning Curriculum Framework as a primary source for the written, taught and tested curriculum.
- Refine learning objectives to explicitly include behaviors, conditions, and criteria that can be understood by students with a clear focus on what will be accomplished at the end of the block.
- Lesson plans should include a narrow focus on the specific sub-standards/standard details to be covered during the class period, along with detailed time frames to ensure all instructional time is utilized.
- Content vocabulary should be intentionally planned and taught within context.

Instructional Leadership Tool:

Based on the Instructional Leadership Tool, the administrative team reviews lesson plans prior to delivery and provides in depth feedback, including suggestions to improve alignment. There is evidence of walkthrough observations and feedback to teachers which also contain elements that center on alignment of lessons.

School level administrators should:

- Provide explicit expectations to teachers on non-negotiables for student-centered instructional practices-(reading, vocabulary development and writing should occur in every content area).
- Attend planning sessions with teachers to provide real-time coaching on the written lesson plans to continue to

Division Name: Richmond City Public Schools

School Name: Lucille M. Brown Middle School

ensure alignment of the taught and tested.

- Provide professional development during planning meetings on how to utilize the curriculum framework to build and deliver aligned lessons.
- Monitor and provide feedback to teachers on their use of professional development learning through a measurable and explicit focus on student outcomes.

Social and Emotional Support Tool

Based on a review of the tool, Lucille Brown Middle School has a system of supports for social and emotional well being. Brown has a Mental Health Support team and positive behavior support system. The school also partners with CIS and other entities to provide targeted support and has a restorative room that allows students to reflect on choices and behaviors.

Resource Management Tool:

Based on a review of the tool, the academic review team agreed that there were no major findings at this time. Lucille Brown Middle School should continue to practice an equitable distribution of resources to ensure that all students are supported.

Division Name: Richmond City Public Schools

School Name: Lucille M. Brown Middle School

Academic Review Essential Actions (EA) <i>Essential Action(s) are to be incorporated into the comprehensive school improvement plan (CSIP) as an essential action or action step.</i>	Note page where EA is addressed in the CSIP	Priority	Timeline
		(Immediate or Subsequent)	(Start Date to Full Implementation)
<p>Essential Action(s):</p> <p>Communicate clear expectations to teachers on instructional practices and on the use of the Standards of Learning Curriculum Framework and provide ongoing professional development (utilize planning time to provide coaching questions) to teachers on the use of the curriculum framework in writing and delivering aligned lessons that include clear learning objectives that include the conditions, behaviors, and criteria.</p> <p>Monitor the implementation of the written, taught, tested by focusing on evidenced based feedback using coaching questions to support teachers on the written, taught, and tested curriculum aligned to the Standards of Learning Curriculum Frameworks in both content and cognition.</p>	Math, English & science tabs	Immediate	January 2023- June 2023 Ongoing
<p>Essential Action(s):</p> <p>Develop and implement a plan that focuses on analyzing assessment data to ensure alignment, attainment, and proficiency on the Virginia Standards of Learning with a specific focus on all student groups and adjust existing practices, programs, and strategies as needed.</p>	Math, English & science tabs	Immediate	January 2023- June 2023 Ongoing
<p>Essential Action(s):</p> <p>Provide clear expectations to teachers on their use of professional development learning and monitor and provide evidence-based feedback to teachers with an explicit focus on student learning outcomes.</p>	Math, English & science tabs	Immediate	January 2023- June 2023 Ongoing