

Domain I: Academic Supports		Focus Area: High-Quality Instructional Practices		School Quality Indicator:		
Division-level Goal: Ensure all students receive instruction aligned with rigorous academic standards, delivered by skilled educators using evidence-based strategies.						
Barrier(s): Limited teacher training in differentiated instruction techniques; Inconsistent use of formative assessments to guide instruction; Lack of usage of division high-quality instructional materials.						
Strategy: Ensure that Tier 1 literacy instruction utilizes high-quality materials, is explicit and systematic, and is implemented consistently and with fidelity across the school division.						
Strategy: Deliver intellectually engaging instruction that promotes meaningful student discussions and demonstrates critical thinking in practice.						
Strategy: Provide ongoing professional development focused on differentiated instruction, appropriate scaffolding, and formative assessment practices.						
Strategy: Implement a division-wide adoption of a standards-aligned curriculum supported by digital tools.						
Strategy: Establish high leverage feedback and instructional coaching to model and reinforce high-quality practices in classrooms.						
Measurable Objective 1: By the end of the academic year, 85% of observed lessons will demonstrate evidence of differentiated instruction and high-quality instructional practices.				Measurable Objective 2: 90% of teachers will report improved confidence in using formative assessments effectively during quarterly surveys.		
Quarterly Progress Measures				Quarterly Progress Measures		
Quarter 1	Conduct a baseline survey of instructional practices.			Quarter 1	Organize instructional implementation and monitoring tools for aligned instruction.	
Quarter 2	Introduce instructional coaching cycles and feedback in all schools.			Quarter 2	Pilot full implementation of the use of standards-aligned curriculum across schools.	
Quarter 3	Analyze mid-year instructional look fors and practices across schools.			Quarter 3	Gather mid-year data on formative assessment usage.	
Quarter 4	Evaluate program outcomes through classroom observations, division debriefs, and teacher feedback.			Quarter 4	Publish a summary report and debrief of impact of high-quality instructional practices and recommendations for the following school year	
Action Plan						
OBJ: QTR	Action Steps (Describe the step and include who will implement and how often it will be implemented)	Other Collaborators	Position/Office/ Department Responsible for Monitoring	Start of Action Step	End of Action Step	Budget (local, state, federal funds)
OBJ 1: Q 1	Conduct initial training on differentiated instruction and appropriate scaffolding for teachers.	Department of Professional Learning	Department of Professional Learning Division Academic Department	July 2024	June 2025	Local, Title II

	The Academic Department, Professional Learning Department, and Content Supervisors will facilitate district professional development at the beginning of the school year August – October.	Division Content Supervisors Department of Special Education and Exceptional Learners				
OBJ 1: Q 2	Provide instructional feedback and coaching to administrators and teachers in high-priority schools. The Academic Department and school improvement team will facilitate district walkthroughs and learning walks each quarter.	Division Content Supervisors Targeted School Improvement Mentors Division Instructional Coaches Division Academic Department Principals and Other Building Level Administrators	Division Academic Department Division Leadership Team Division Supervisors	September 2024	May 2025	Local
OBJ 1: Q 3	Survey teachers about formative assessment tools and provide additional resources. The district school improvement team and school leadership teams will facilitate surveys once each semester.	Targeted School Improvement Mentors Division Instructional Coaches Principals and Other Building Level Administrators	Division Academic Department	January 2025	May 2025	Local
OBJ 1: Q 4	Collect and analyze data on student progress linked to instructional changes.	Office of Accountability and Strategic Initiatives	Office of Accountability and Strategic Initiatives Division Academic Department	Quarterly – October 2024	Quarterly - June 2025	Local

	<p>The Academic Team will collect and analyze student progress data after benchmark assessments after each quarter.</p> <p>The division team and school leadership teams will complete academic debrief, followed by the collaboration with assigned division leader to create, monitor, and implement quarterly action steps and responses.</p>	<p>Division Academic Department</p> <p>Principals and Other Building Level Administrators</p>				
OBJ 2: Q 1	<p>Conduct district learning walks to observe implementation of instructional strategies, student engagement, and assessment practices.</p> <p>This facilitation will be completed each quarter with all schools.</p>	<p>Division Leadership Team</p> <p>Division Content Supervisors</p> <p>Division Academic Department</p> <p>Division Instructional Coaches</p> <p>Office of Accountability and Strategic Initiatives</p> <p>Principals and Other Building Level Administrators</p>	<p>Division Content Supervisors</p> <p>Division Academic Department</p>	Quarterly – October 2024	Quarterly – June 2025	Local
OBJ 1: Q 2	<p>Develop and monitor school-based structures to have school teams review pertinent instructional data to ensure instruction is aligned to the new VA SOLs.</p>	<p>Division Leadership Team</p> <p>Division Content Supervisors</p>	<p>Division Academic Department</p> <p>Principals and Other Building Level School Leadership Teams</p>	August 2024	June 2025	Local/Title I/SIG

	The Academic Team will calibrate instructional practices monthly through professional development and principals' meetings.	Division Academic Department Division Instructional Coaches Office of Accountability and Strategic Initiatives Principals and Other Building Level Administrators				
OBJ 2: Q 3	<p>Monitor district walk-through process to provide feedback to teachers and school teams.</p> <p>The Academic Department along with school instructional leadership teams will continuously provide feedback through daily walkthroughs at the school level, and quarterly walkthroughs.</p> <p>The division team and school leadership teams will complete academic debrief, followed by the collaboration with assigned division leader to create, monitor, and implement quarterly action steps and responses.</p>	<p>Division Leadership Team</p> <p>Division Content Supervisors</p> <p>Division Academic Department</p> <p>Division Instructional Coaches</p> <p>Office of Accountability and Strategic Initiatives</p> <p>Principals and Other Building Level Administrators</p>	<p>Division Academic Department</p> <p>Principals and Other Building Level School Leadership Teams</p>	August 2024	June 2025	Local/SIG

*Division Academic Team: Chief Academic and Accountability Officer, Chief Instructional and Administrative Officer, Assistant Superintendent of Student Success and Support Services, Assistant Superintendent of Instruction and School Improvement, Executive Director of Alternative Programs, Student Accountability, and Special Projects, Executive Director of Special Education and Exceptional Learners, Executive Director of Literacy, Academics, and Targeted School Improvement, Executive Director of Division Accountability and Strategic Initiatives, Targeted School Improvement Supervisor

*Division Leadership Team: Chief Academic and Accountability Officer, Chief Instructional and Administrative Officer, Assistant Superintendent of Student Success and Support Services, Assistant Superintendent of Instruction and School Improvement, Executive Director of Alternative Programs, Student Accountability, and Special Projects, Executive Director of Special Education and Exceptional Learners, Executive Director of Literacy, Academics, and Targeted School Improvement, Executive Director of Division Accountability and Strategic Initiatives, Executive Director of Professional Learning, Executive Director of Professional Learning, Director of Organizational Diversity and Equity, Division Superintendent

*Division Content Supervisors: Elementary ELA, Secondary ELA, Math, Science, History, Gifted, EL and World Languages, Health and PE, Fine Arts, Literacy Specialists

Domain II: Staffing Supports			Focus Area: Teacher Recruitment				
Division-level Goal: RCPS will actively recruit talent to create and retain a highly effective and diverse workforce including teachers.							
Barrier(s): Teacher shortages exacerbated by declining enrollment in preparation programs; urban school division with high-needs student populations.							
Strategy 1: The division will partner with iTeach and Educate VA to Implement a “Grow Your Own” program.							
Strategy 2: The recruitment team will attend Jobs/Recruitment Fairs at colleges and universities, including historically Black Colleges and Universities where students are majoring in education.							
Measurable Objective 1: By the end of the 2024-25 school year, the division will recruit at least 20 participants from diverse backgrounds into the "Grow Your Own" program utilizing iTeach during the first year of implementation.			Measurable Objective 2: By the end of the 2024-25 school year, the division’s recruitment team will attend at least 15 recruitment fairs, with a minimum of five at HBCUs.				
Quarterly Progress Measures			Quarterly Progress Measures				
Quarter 1	Evaluate recruitment needs and post jobs.		Quarter 1	Complete registration with Handshake and other identified recruitment platforms by the end of the first quarter of the fiscal year.			
Quarter 2	Meeting with a representative from iTeach about the establishment and progress of the program		Quarter 2	Finalize a recruitment calendar detailing dates, locations, and target audiences for scheduled events.			
Quarter 3	Survey interested classified staff with interest in teaching, Screen applicants, conduct interviews, and begin onboarding processes.		Quarter 3	Initiate follow-up communication with targeted candidates contacted from entries on the Handshake Platform and all attended Job Fairs.			
Quarter 4	Onboard new hires, conduct orientation and reflect on recruitment efficacy.		Quarter 4	Review the number of fairs attended; candidates contacted applications received, and hires made from the year’s efforts. Incorporate feedback and data into the recruitment strategy for the next fiscal year, including refining materials, outreach methods, and target fairs.			
Action Plan							
OBJ: QTR	Action Steps (Describe the step and include who will implement and how often it will be implemented)		Other Collaborators	Position/Office/ Department Responsible for Monitoring	Start of Action Step	End of Action Step	Budget (local, state, federal funds)

OBJ 2: Q 3	Host job fairs targeting local and diverse candidates.		HR	January 2025	May 2025	Local
OBJ 1: Q 4	Engage in community partnerships to bolster local teacher pipelines.		HR and Community Partnerships	July 1, 2024	June 30, 2025	Local
OBJ 1: Q 4	The division will develop a retention toolkit.		HR	January 2025	May 2025	Local
OBJ 2: Q 3	Conduct surveys to assess teacher satisfaction and needs.		HR, Academics, and PL	Fall 2024	Spring 2025	Local
OBJ 1: Q 2	Continue to make compensation and benefits top priorities each budget cycle.		HR and Fiscal Services	Fall 2024	Spring 2025	Local
OBJ 1: Q 1	Establish mentorship and onboarding programs to support novice teachers		HR and PL	July 1, 2024	June 30, 2025	Title II
OBJ 2: Q 1	Provide teachers with job-embedded professional learning opportunities		PL, HR, and Academics	July 1, 2024	June 30, 2025	Local

*Division Human Resources Team: Chief Human Resource Officer, Executive Director of Human Resources, Executive Director of Professional Learning, Director of Employee Relations, Director of Recruitment, Director of Equity and Organizational Diversity, Classified Staffing Coordinator, Professional Staffing Coordinator, Benefits Coordinator, Licensure Coordinator, Coordinator of Professional Growth and Partnerships, Human Resources Specialist, Human Resources Associate

*Division Academic Team: Chief Academic and Accountability Officer, Chief Instructional and Administrative Officer, Assistant Superintendent of Student Success and Support Services, Assistant Superintendent of Instruction and School Improvement, Executive Director of Alternative Programs, Student Accountability, and Special Projects, Executive Director of Special Education and Exceptional Learners, Executive Director of Literacy, Academics, and Targeted School Improvement, Executive Director of Division Accountability and Strategic Initiatives, Targeted School Improvement Supervisor

* Community Partnerships: Constituent Services and Governmental Relations Officer, Director Community Engagement

* Fiscal Services: Chief Financial Officer, Director of Purchasing, Director of Accounting Services, Director of Payroll, Director of Federal Programs

Domain III: Organizational Learning Support			Focus Area: Professional Learning and Development			
Division-level Goal: RCPS will know our employees, learn what matters to them, and align our support to their specific needs.						
Barrier(s): Providing professional learning sessions that meet the wide range of learning needs of provisional, new, and veteran teachers and administrators.						
Strategy: The Professional Learning Department will analyze feedback from professional learning sessions to determine their effectiveness.						
Strategy: The Professional Learning Department will collaborate with content supervisors to provide learning opportunities based on needs identified from division learning walks, division leadership team, and responses to a learning needs survey.						
Measurable Objective 1: By the end of the 2024-25 school year, 80% of professional learning offerings will be tailored to meet needs identified by data sources.			Measurable Objective 2: By the end of the 2024-25 school year, 90% of employees will report professional learning sessions are effective or highly effective.			
Quarterly Progress Measures			Quarterly Progress Measures			
Quarter 1	Division learning walks, PowerSchool PL session survey feedback		Quarter 1	PowerSchool PL session survey feedback		
Quarter 2	Division learning walks, PowerSchool PL session survey feedback		Quarter 2	PowerSchool PL session survey feedback		
Quarter 3	Division learning walks, PowerSchool PL session survey feedback, Educational Needs Survey		Quarter 3	PowerSchool PL session survey feedback		
Quarter 4	PowerSchool PL session survey feedback, Educational Needs Survey Analysis		Quarter 4	PowerSchool PL session survey feedback		
Action Plan						
OBJ: OBJQTR	Action Steps (Describe the step and include who will implement and how often it will be implemented)	Other Collaborators	Position/Office/ Department Responsible for Monitoring	Start of Action Step	End of Action Step	Budget (local, state, federal funds)
OBJ 1-2: Q1	Root-Cause Analysis – Development of Problem of Practice Training	Academic Team	Professional Learning Department	July 19, 2024	July 22, 2024	Federal Funds (Title II)
OBJ 1-2 Q1	Leadership Conference for Division Leaders	Division Leadership Team Executive Director of Technology, Coordinator of Mindfulness	Professional Learning Department	August 6, 2024	August 6, 2024	Local Funds (PL Budget)

OBJ 1: Q 1	New Educator Orientation	Division Leadership Team, Content Supervisors, ITRTs, HR, Coordinator of Mindfulness	Professional Learning Department	August 9, 2024	August 10, 2024	Local Funds (PL Budget)
OBJ 2: Q 1	August Division-Wide Professional Learning Days	Content Supervisors, Division Leaders	Professional Learning Department	August 13, 2024	August 14, 2024	Local Funds (PL Budget)
OBJ 1: Q 4	Great Beginnings Mentoring Program	Site-Based New Teacher Mentors, Great Beginnings Mentoring Leadership Team	Professional Learning Department	August 2024	June 2025	Federal Funds (Title II)
OBJ 2: Q4	VLA Learning Modules, LETRS Vol 1 & 2 Trainings, RCPS Division Specific Literacy Modules	Content Supervisors	Professional Learning Department	August 2024	June 2025	Local Funds (PL Budget)
OBJ 1-2: Q2	Fall Professional Learning Course Catalog	Content Supervisors, ITRTs, Mindfulness Coordinator	Professional Learning Department	August 2024	December 2024	Local Funds (PL Budget)
OBJ -2: Q ALL	Monthly Principal Meetings – Instructional Focus	Academic Team, District Leadership Team	Professional Learning Department	September 2024	April 2025	Local Funds (PL Budget)
OBJ 1: Q 1	Virtual Q&A Sessions for New Educators	PL Team, Content Supervisors,	Professional Learning Department	September 10, 2024	November 19, 2024	Local Funds (PL Budget)

		ITRTs, Coordinator of Mindfulness				
OBJ 1-2: Q ALL	Executive Level Principal Coaching (Selected Principals)	Insight Education Group, Academic Team	Professional Learning Department	September 2024	February 2025	Federal Funds (Title II)
OBJ 1: Q 1	Classroom Ready: Self-Paced Learning for Provisional Teachers	PL Team	Professional Learning Department	October 2024	June 2025	Local Funds (PL Budget)
OBJ 2: Q 2	Fall Division-Wide Professional Learning Day	Content Supervisors	Professional Learning Department	November 1, 2024	November 1, 2024	Local Funds (PL Budget)
OBJ 1-2: Q2	3 Ways to Activate Student Engagement	Jorge Valenzuela – Educational Consultant Academic Team	Professional Learning Department	November 18, 2024	November 18, 2024	Local Funds (PL Budget)
OBJ 1-2: Q2	Building Confident Educators 101: The Art of Differentiating Instruction	Jorge Valenzuela – Educational Consultant Academic Team	Professional Learning Department	December 2, 2024	December 2, 2024	Local Funds (PL Budget)
OBJ 1: Q 3	Winter/Spring Professional Learning Course Catalog	Content Supervisors, ITRTs, Mindfulness Coordinator	Professional Learning Department	January 2025	May 2025	Local Funds (PL Budget)
OBJ 1-2 Q2 OBJ 2:	Calibrating Effective Instruction	Insight Education, Academic Team, PL Team	Professional Learning Department	January 16, 2025	January 17, 2025	Federal Funds (Title II)

OBJ 1: Q3	Educational Needs Survey for Professional Staff	PL Team	Professional Learning Department	January 2025	March 2025	Local Funds (PL Budget)
OBJ 1-2: Q3	Winter Division-Wide Safety and Professional Learning Day	School and Division Safety Team, Content Supervisors	Professional Learning Department	February 14, 2025	February 14, 2025	Local Funds (PL Budget)
OBJ 1-2: Q4	Summer Professional Learning Course Catalog	Content Supervisors, ITRTs, Mindfulness Coordinator	Professional Learning Department	June 2025	August 2025	Local Funds (PL Budget)

Division Professional Learning Department:

Executive Director of Professional Learning, Coordinator of Professional Growth and Partnerships, New Teacher Mentor, Coordinator of Mindfulness Education (Student Services Department), Executive Director of Technology (Operations Department)

Division Human Resources Team:

Chief of Human Resources, Executive Director of Professional Learning, Executive Director of Human Resources, Director of Employee Relations, Director of Equity and Organizational Diversity, Director of Recruitment and Retention

Division Academic Team: Chief Academic and Accountability Officer, Chief Instructional and Administrative Officer, Assistant Superintendent of Student Success and Support Services, Assistant Superintendent of Instruction and School Improvement, Executive Director of Alternative Programs, Student Accountability, and Special Projects, Executive Director of Special Education and Exceptional Learners, Executive Director of Literacy, Academics, and Targeted School Improvement, Executive Director of Division Accountability and Strategic Initiatives, Targeted School Improvement Supervisor

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***Division Content Supervisors:** Elementary ELA, Secondary ELA, Math, Science, History, Gifted, EL and World Languages, Health and PE, Fine Arts, Literacy Specialists, Instructional Technology Resource Teachers

Domain IV: School Climate Support			Focus Area: Attendance Supports			
Division-level Goal: Decrease percentage of students who are chronically absent.						
Barrier(s): Transportation, student/family engagement, students experiencing family and housing instability, percentage of students who qualify for free or reduced lunch						
Strategy: Increase family contacts and re-focus conversation to support and identify barriers.						
Strategy: Begin the contact of students who are absent at day one to discuss and identify the root cause for absenteeism.						
Measurable Objective 1: Decrease percentage of students who are chronically absent.			Measurable Objective 2: Increase number of students who have been referred to court services due to chronic absenteeism.			
Quarterly Progress Measures			Quarterly Progress Measures			
Quarter 1	Develop positive incentives for student engagement and attendance by school.		Quarter 1	Increase number of student positive contacts.		
Quarter 2	Implement at least one positive incentive to encourage attendance to close the end of the semester.		Quarter 2	Develop and provide positive communications for students and families number of student support meetings held.		
Quarter 3	Monitor the number of positive communications sent to families.		Quarter 3	Review and collect number of interdisciplinary meetings and diversions held.		
Quarter 4	Develop and implement end of school incentive for students and one event for family engagement.		Quarter 4	Ensure summer school registration for students who are court ordered.		
Action Plan						
OBJ: QTR	Action Steps (Describe the step and include who will implement and how often it will be implemented)	Other Collaborators*	Position/Office/ Department Responsible for Monitoring	Start of Action Step	End of Action Step	Budget (local, state, federal funds)
OBJ 1: Q 1	Develop and meet quarterly with community attendance team.	Blue Ridge Behavioral Healthcare, Roanoke City Social Services, Court Service Unit, 23A Juvenile and Domestic Judges, RCPS administrators, and RCPS student support specialists.	Student Success and Support Services	August 2024	June 2025	N/A
OBJ 1: Q 2	Meet monthly as a school-based attendance team to identify students in need of support and root causes for chronic absenteeism.	Building-level principals and administrators, school counselors, student support specialists	Student Success and Support Services	August 2024	June 2025	N/A

OBJ 1: Q 1	Create and utilize updated attendance and support communications to positively engage with families.	Assistant Superintendent of Student Success and Support, student support specialists, principals and other building-level administrators	Student Success and Support Services Office of Communications and Public Relations	August 2024	June 2025	N/A
OBJ 2: Q 1	Facilitate quarterly attendance and discipline review sessions with Division Academic Department and School Leadership Teams to create and implement action items.	Division Academic Team School Leadership Teams	Student Success and Support Services Office of Accountability and Strategic Initiatives	August 2024	July 2025	N/A

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*Division/ School Support: Student Support Specialists, School Counselors, School Social Workers