

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

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)

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 <i>(schools with graduating class only)</i>
	Data Analysis		
	Master Schedule		

	Assessment	<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>
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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

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 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

<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 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): 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): 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: November 17, 2022




General Information	
Division	Richmond City Public Schools
School	Albert Hill Middle School
Review Team Members (Name/Title)	OSQ: Widad Abed, Rebecca Hall Richmond City: 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

Division Name: Richmond City Public Schools


School Name: Albert Hill Middle School

Superintendent's Name	Jason Kamras
Superintendent's Signature	

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

Division Name: Richmond City Public Schools

School Name: Albert Hill 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**

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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	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 <i>(schools with graduating class only)</i>
	Data Analysis		
	Master Schedule		

	Assessment	<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>
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Findings
<p>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:</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. Additionally, no formal lesson observations were submitted for review. Walkthrough forms were submitted but did not provide evidence of alignment to the curriculum framework.</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 ● 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 I 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

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 NO TE:

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

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<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>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>			

Division Name: Richmond City Public Schools

School Name: Albert Hill Middle School

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)	OSQ: Widad Abed and Rebecca Hall 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
Superintendent's Name	Jason Kamras
Superintendent's Signature	

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:

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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 <i>(schools with graduating class only)</i>
	Data Analysis		
	Master Schedule		

Division Name: Richmond City Public Schools

School Name: John Marshall High School

	Assessment	<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>
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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

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 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
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<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>			
<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>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>			

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	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	

School Quality Indicators

Academic Achievement			Achievement Gaps			Student engagement & Outcomes		
English	Level Three		English	Level Two		Chronic Absenteeism	Level Three	
Mathematics	Level Three		Mathematics	Level Three				
Science	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**
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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 <i>(schools with graduating class only)</i>
	Data Analysis		
	Master Schedule		

	Assessment	<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>
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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
- 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:

- 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

<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 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): 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): 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>			

Division Name: Richmond City Public Schools

School Name: Woodville Elementary School