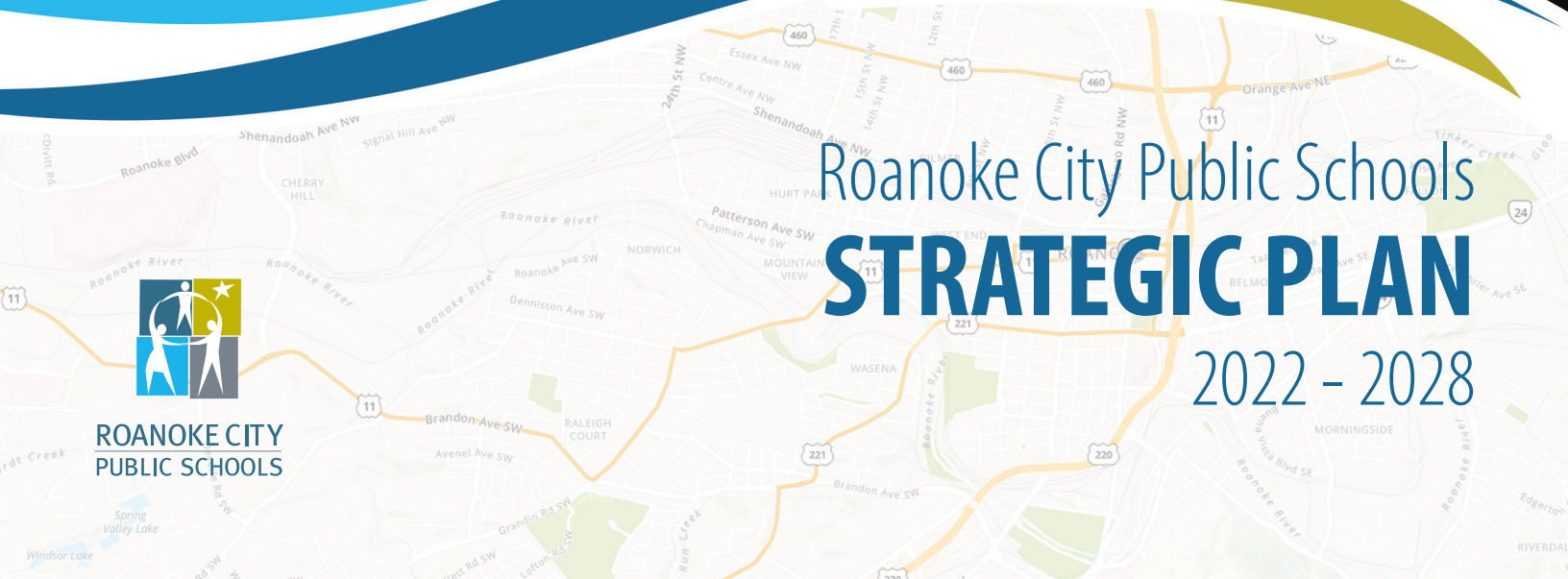


THE ROADMAP TO STUDENT SUCCESS



Roanoke City Public Schools **STRATEGIC PLAN**

2022 - 2028



**ROANOKE CITY
PUBLIC SCHOOLS**

FROM OUR SUPERINTENDENT



"I believe we must help our students connect the dots between their educational success and the life they envision for themselves. We want our students to graduate with a diploma AND a resume of rich skills and experiences that will benefit them on their college and career paths. This type of robust head-start benefits our community, as a new generation will be ready, willing, and more than capable of entering tomorrow's workforce."

- Verletta White

In Roanoke City Public Schools (RCPS), our mission is to keep our students at the center of every conversation, decision, initiative, and in everything we do. In July 2020, I outlined my vision for RCPS, entitled *Destination 2030*. The strategic plan provided in this document is the roadmap that has been developed to guide our path forward toward student success and to realize the goals of *Destination 2030*. Community input has been an important component in the development of this strategic plan. We are eternally grateful for each member of the *Destination 2030* Strategic Plan Steering Committee for their contribution of time, talent, and energy to this endeavor. The steering committee worked in tandem with our RCPS stakeholders, including students, teachers, administrators, parents, higher education and business partners, and community members to ensure that the pathways we have identified are those that will allow all our students to thrive, both now and in the future.



As you read through the pathways, which will guide our way toward *Destination 2030*, you will discover that this journey will take all of us, working together and staying focused, to accomplish our goals. This strategic plan is comprehensive, as it includes enhancements, such as: reducing class sizes; adding college, career, and technical education offerings; expanding operational efficiencies; enhancing the recruitment and retention of our employees; and increasing efforts to ensure staff and student well-being. Needless to say, this plan is comprehensive, and it will challenge all of us to be our best for our students. I am proud to say that this plan has been developed for RCPS, by RCPS and I am excited about the possibilities that lie ahead for our students.

Together, we will provide all our students with a high-quality educational program that will allow them to realize their dreams. Thank you for your continued advocacy and support of Roanoke City Public Schools!

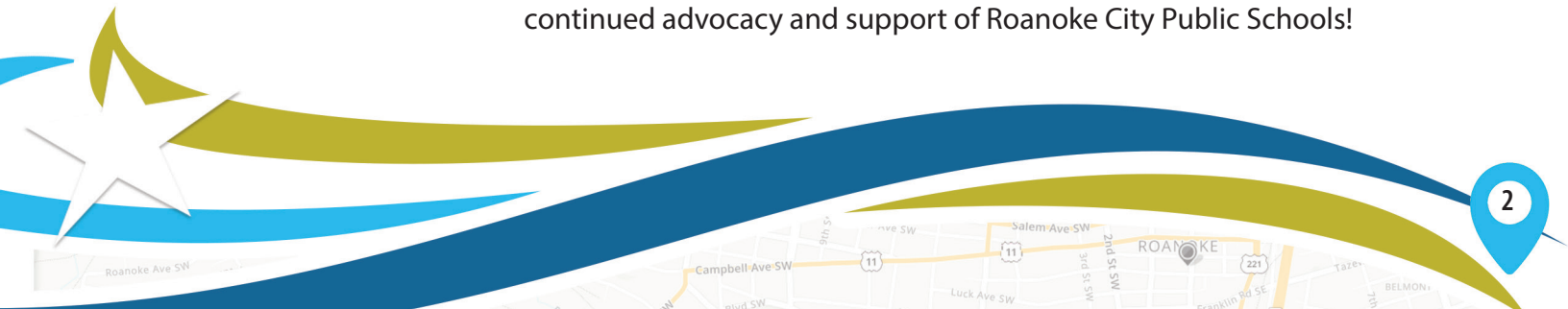


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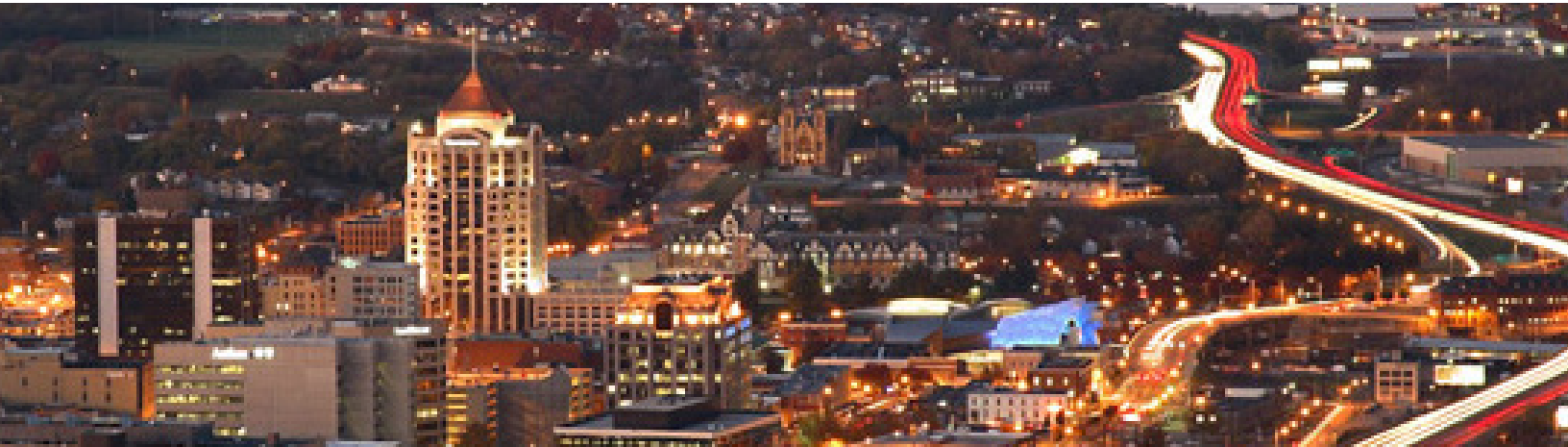
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OUR CONTEXT



RCPS Fast Facts*

- Elementary Schools: 17
- Middle Schools: 5
- High Schools: 2
- Programs: 4
- Number of students: 13,854
- Total Staff: 2,200
- Students with disabilities: 2,469
- English Learners: 1,905
- Gifted Students: 785

* As of February 7, 2022

The beautiful and vibrant “Star City” is the backdrop for our service to children. Home to 100,000 residents, Roanoke is a hub for innovation, healthcare, and outdoor enthusiasts. Culturally, ethnically, and racially diverse, our strength as a community is rooted in this diversity and the inclusive nature of our city.

Equity is a thread that is woven into all we do in Roanoke City Public Schools. As educators, we know every child has a preferred learning style with unique aspirations. We must tailor instruction to meet the needs of our individual students, so they achieve their dreams.

While the COVID-19 pandemic has impacted our nation, our region, our city, and our school community, we know our students will recover and accelerate their learning, and this plan is our roadmap to their success.

On the horizon is the execution of the Equity in Action project, which includes building a new Roanoke Technical Education Center (ROTEC) at William Ruffner. This project will double and enhance the number of Career and Technical Education program offerings for our students, provide a centralized location for Central Administration, and establish the Booker T. Washington Center for Community Empowerment and Education.

Our journey is an exciting one, and we are grateful for the support of our students, families, staff, and the community.

This plan will provide the roadmap for Roanoke City Public Schools to accomplish the stated goals by the end of the 2027-2028 school year, with progress monitoring every two years beginning in 2024-2025.



VISION, MISSION, & CORE BELIEFS

Our Vision

To provide all students with a strong educational foundation that enables them to become lifelong learners and contributing members and leaders of the global community.

Our Mission

Roanoke City Public Schools provides an inclusive and equitable, student-centered culture that empowers lifelong learning. Through meaningful, relevant, and engaging learning opportunities, we will empower all students to dream, excel, and meet their full potential to benefit our city and its citizens.

Core Beliefs

- We put students first.
- We embrace equity and celebrate diversity.
- We value effective, high-quality instruction.
- We value our community.
- We value YOU!

Theory of Action

In Roanoke City Public Schools, our theory of action is to graduate our students with a diploma and resume of skills and experiences that are based on effective daily instruction and relationship building. It is also steeped in our values of:

- Equity
- Collective teacher efficacy
- Community engagement and involvement
- Organizational trust

These practices will be evident in a literacy-rich learning environment for all students.



PORTRAIT OF A GRADUATE



In RCPS, we aspire to have graduates who are . . .

Innovative

- Approach challenges with a growth mindset
- Nurture their curiosity and creativity
- Are open-minded and responsive to new and diverse perspectives

Resilient

- Adapt to evolving job opportunities in a changing world
- Think critically and collaboratively to solve complex problems
- Persevere to reach their maximum potential

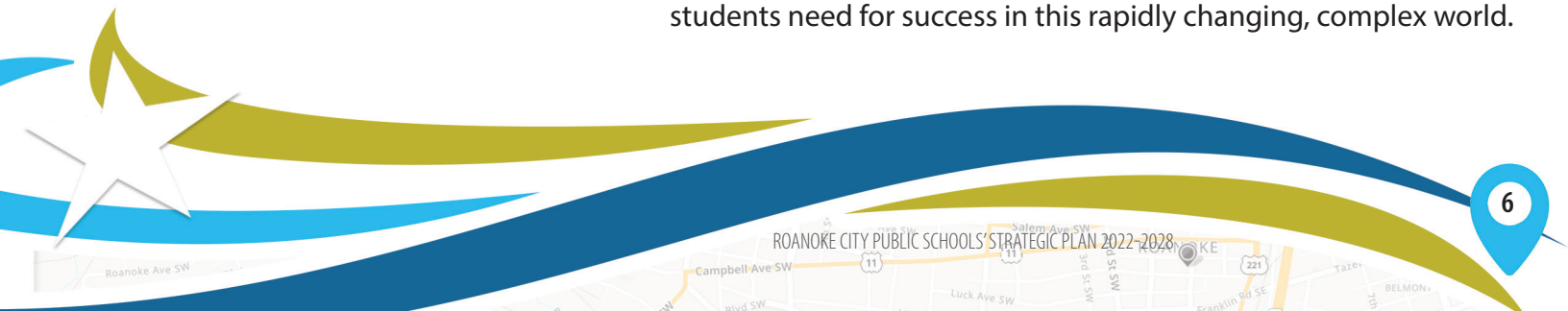
Dedicated

- Lead by example and with integrity
- Contribute to their communities and on a global scale in meaningful ways
- Authentically engage with others and always seek to find understanding

Empowered

- Can imagine a life they envision for themselves
- Inspire others to act
- Possess all the tools needed to achieve their dreams

A Portrait of a Graduate represents the skills or traits that Roanoke City Public Schools envisions in every student who graduates from our school division. It includes a combination of the hopes and dreams the community has for graduates along with the skills and mindsets students need for success in this rapidly changing, complex world.



OVERVIEW OF PATHWAYS & GOALS

Early Literacy

- RCPS will ensure students are reading at or above grade level by the end of 3rd grade.

Academics

- RCPS will eliminate achievement and opportunity gaps, while simultaneously accelerating academic growth for every student in reading and math.

Post-Secondary Success

- RCPS will improve access to and achievement in advanced courses and career and technical education (CTE) programs for every student.
- RCPS will increase on-time high school graduation rates overall and by reporting group.

Overall Well-Being and Sense of Belonging

- RCPS will foster inclusive, safe, and welcoming learning communities for students, staff, and families.
- RCPS will invest in the whole child by promoting student participation in the arts and co/extra-curricular activities that interest them, such as athletics and school clubs.

Communications and Community Engagement

- RCPS will openly communicate with all students, families, and the community, utilizing multiple relevant channels and languages, and providing timely information. This will foster a sense of belonging and involvement in the education and well-being of our students.
- RCPS will facilitate family outreach and engagement opportunities that foster an inclusive culture for students, families, and our community.

Recruitment, Retention, and Talent Development

- RCPS will actively recruit talent to create and retain a highly effective and diverse workforce.
- RCPS will know our employees, learn what matters to them, and align our supports to their specific needs.

Operations

- RCPS will be good stewards of the budget, the environment, and in providing equitable and universal access to safe, healthy, and secure school and work facilities.
- RCPS' outsourced vendor services will meet expectations outlined in contractual agreements.

PATHWAY 1: EARLY LITERACY

Goal

1: RCPS will ensure students are reading at or above grade level by the end of 3rd grade.

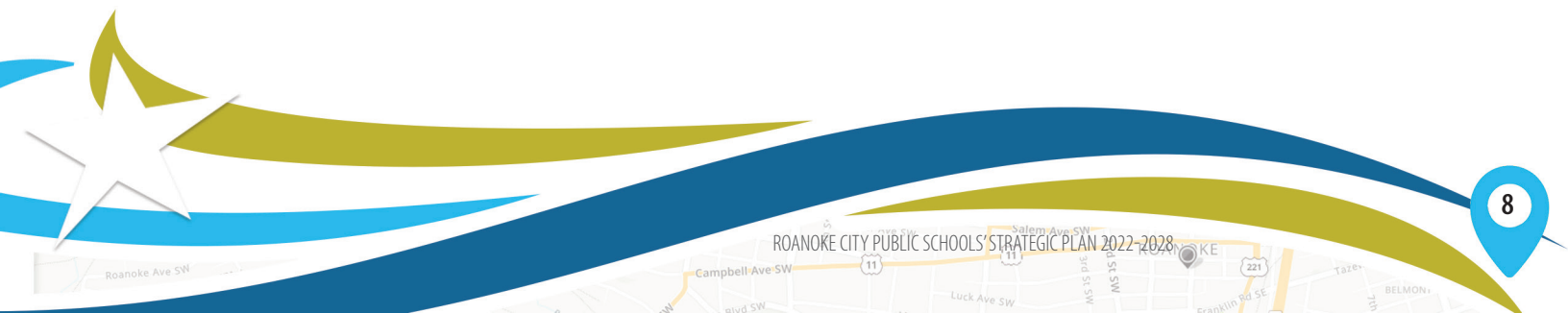


Target

Target 1: Ensure at least 75% of students will be reading at or above grade level by the end of 3rd grade (based on the SOL school pass rate required by the Virginia Department of Education for accreditation.)

Measure

MAP for Reading in grades Kindergarten through 3rd grade (RIT scores) and Phonological Awareness Literacy Screening (PALS) in K-2.



EARLY LITERACY: STRATEGIES

Strategies

Implementation Years

	22-23	23-24	24-25	25-26	26-27	27-28
Strategy 1: Partner with community service providers to ensure any student who wants to attend Pre-K is able to do so and that their transition to kindergarten is positive. G1T1*	I	I	I	I	R	R
Strategy 2: Develop and refine processes that ensure all students in Pre-K are prepared to successfully transition into kindergarten. G1T1	P	I	I	R	R	R
Strategy 3: Train and ensure all Pre-K through 3rd grade teachers effectively implement the Science of Reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension.) G1T1	I	I	I	R	R	R
Strategy 4: Embed authentic literacy across all content areas (including daily reading, writing, and discussion opportunities.) G1T1	I	I	R	R	R	R
Strategy 5: Align job-embedded supports (coaching, observations, and timely feedback) to the Science of Reading professional development. G1T1	I	I	R	R	R	R
Strategy 6: Provide training on Tier 2 and Tier 3 interventions to all elementary teachers. G1T1	P	I	R	R	R	R
Strategy 7: Ensure additional Tier 2 and Tier 3 interventions are provided to identified students. G1T1	P	I	R	R	R	R
Strategy 8: Develop and implement a parent and guardian early literacy academy. G1T1	P	I	R	R	R	R

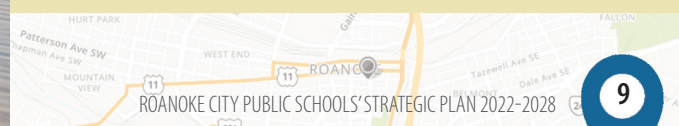
Planning (P)

Implementation (I)

Refinement (R)



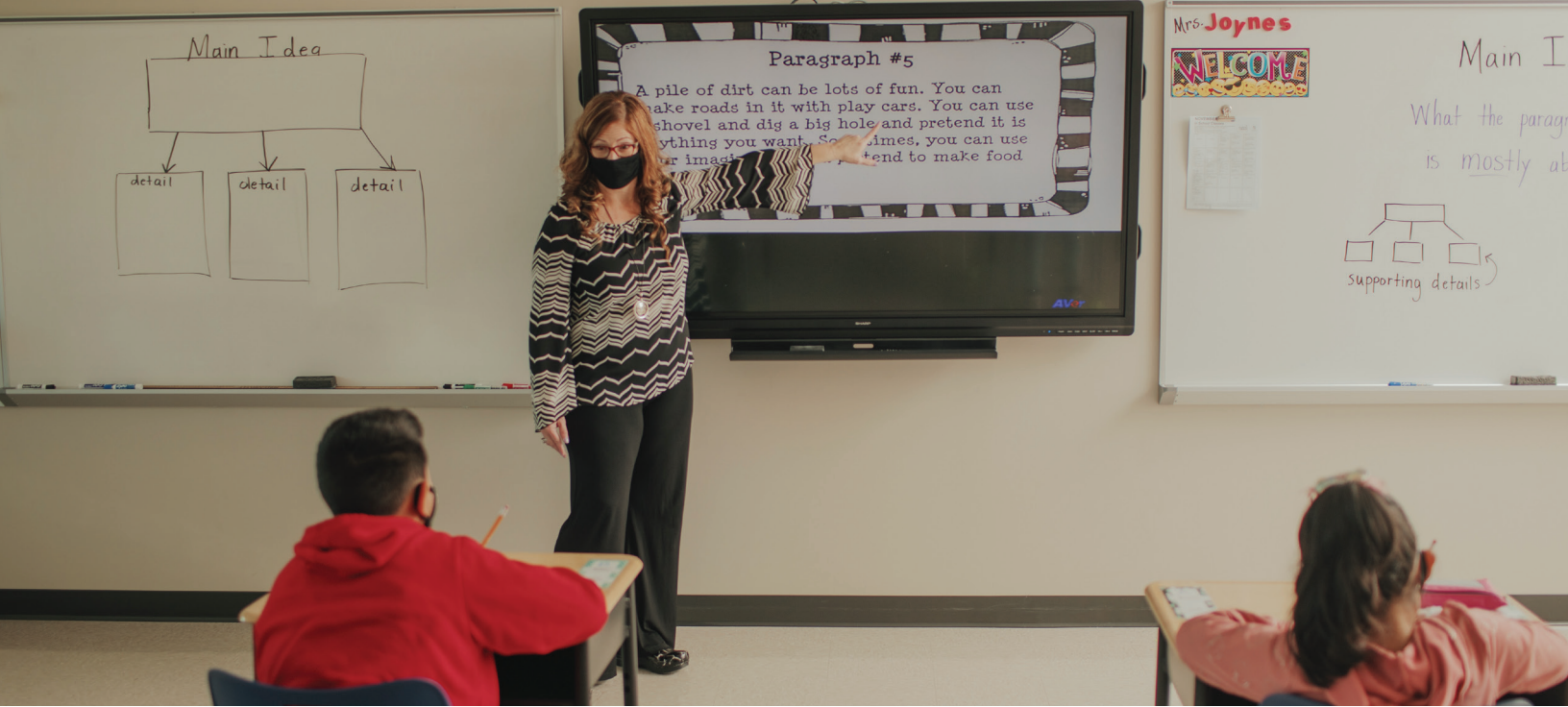
*Throughout this document, the Goal(s) and Target(s) the strategy supports will be referenced following the strategy with a "G" for Goal and "T" for Target. Example: G1T1 is referencing Goal 1 and Target 1.



PATHWAY 2: ACADEMICS

Goal

1: RCPS will eliminate achievement and opportunity gaps, while simultaneously accelerating academic growth for every student in reading and math.



Target

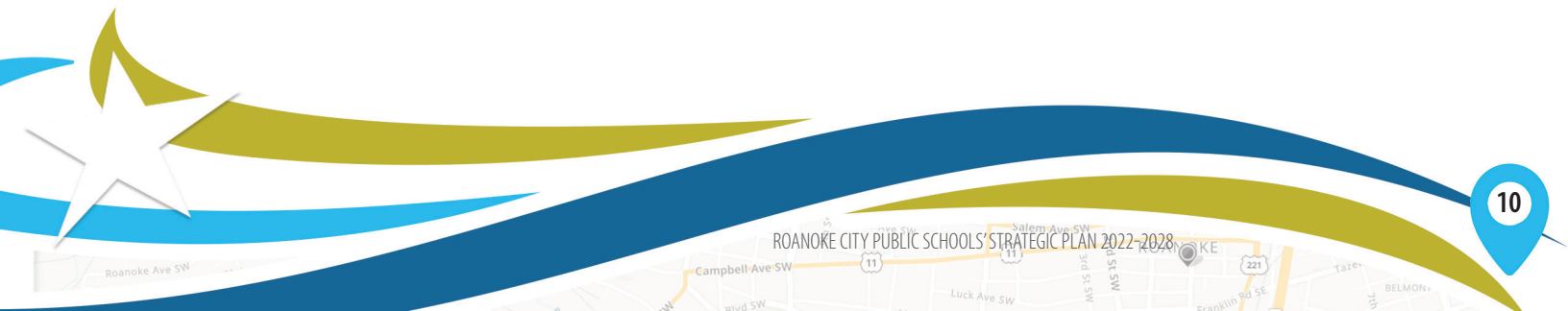
Target 1: Accelerate reading achievement for all students to reach the Virginia Department of Education's benchmark of 75% proficiency in reading.

Target 2: Accelerate learning in math to meet the Virginia Department of Education's benchmark of 70% proficiency in mathematics.

Measure

MAP for Reading in Grades K-12 (RIT scores) and Virginia Department of Education Standards of Learning Tests 3-12.

MAP for Mathematics in Grades K-12 and Virginia Department of Education Standards of Learning Tests 3-12.



ACADEMICS: STRATEGIES

Implementation Years

Strategies

22-23 23-24 24-25 25-26 26-27 27-28

Strategy 1: Conduct and use a root-cause analysis of barriers to better understand what leads to achievement and what leads to opportunity gaps for RCPS students in reading and math. G1T1&T2	I	I	R	R	R	R
Strategy 2: Develop an instructional framework that clearly outlines the components of high-quality instruction including the Multi-Tiered System of Supports (MTSS) in reading and math. G1T1 & T2	P	I	I	R	R	R
Strategy 3: Implement and monitor the use of the instructional framework that ensures high quality instruction occurs in every classroom in reading and math. G1T1 & T2	P	I	R	R	R	R
Strategy 4: Ensure Tier 1 "first instruction" is high-quality, explicit, and delivered with fidelity and consistency across the school division in reading and math. G1T1 & T2	I	I	R	R	R	R
Strategy 5: Ensure specially-designed instruction for students with disabilities is individualized and coordinated across instructors and/or service providers in reading and math. G1T1 & T2	P	I	I	R	R	R
Strategy 6: Ensure specially-designed instruction for English Learners is individualized and coordinated across the school division. G1 T1 & T2	P	I	I	R	R	R
Strategy 7: Utilize predictive testing data to facilitate small group instruction as a means of closing achievement gaps and continuing to accelerate growth in reading and math. G1T1 & T2	I	R	R	R	R	R
Strategy 8: Ensure an accelerated learning design in reading and math (e.g. high-dosage targeted tutoring, differentiated staffing, extended learning day, extended learning year, virtual academies, etc.) are in place and implemented division-wide. G1T1 & T2	P	I	I	R	R	R
Strategy 9: Develop and implement a targeted approach to improving early math fluency and number sense. G1T2	I	I	I	R	R	R
Strategy 10: Increase student attendance to meet VDOE standards. G1T1 & T2	I	I	R	R	R	R
Strategy 11: Maintain robust academic, arts, and athletic programs that are accessible by all learners. G1T1 & T2	I	I	R	R	R	R

Planning (P)

Implementation (I)

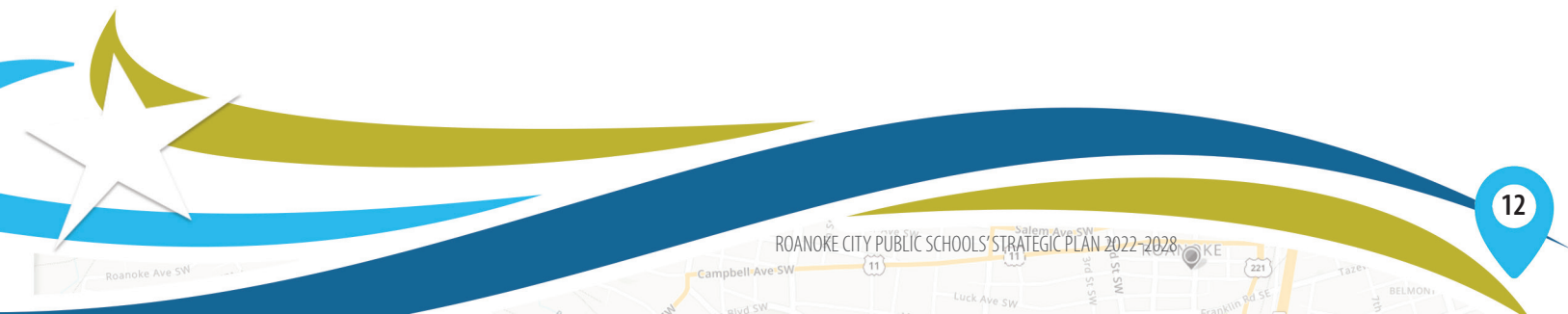
Refinement (R)

PATHWAY 3: POST-SECONDARY SUCCESS

Goal

- 1: RCPS will improve access to and achievement in advanced courses and career/technical education (CTE) programs for every student.
- 2: RCPS will increase on-time high school graduation rates overall and by reporting group.

Target	Measure
Target 1: At least 25% of all high school students are enrolled in at least one dual enrollment (college level) course.	Percentage of students enrolled in dual enrollment courses.
Target 2: At least 30% of all high school students are enrolled in an Advanced Placement (AP) course and at least 60% of students enrolled successfully pass the corresponding AP exam with a 3 or better.	Enrollment and passage rates in AP courses.
Target 3: At least 60% of all middle and high school students are enrolled in a CTE course.	Percentage of students in CTE course enrollment.
Target 4: At least 90% of students completing a 2-year CTE program will earn a CTE credential.	Percentage of students receiving industry credential.
Target 5: Double the percent of students enrolled in Algebra I by 8th grade.	Percentage of students enrolled in Algebra I in middle school.
Target 6: Double the percent of students passing Algebra I with a B or better.	Percentage of students passing Algebra I with a grade of B or better.
Target 7: At least 93% of all RCPS students graduate high school on time.	Percentage of students with on-time graduation rates.



POST-SECONDARY SUCCESS: STRATEGIES

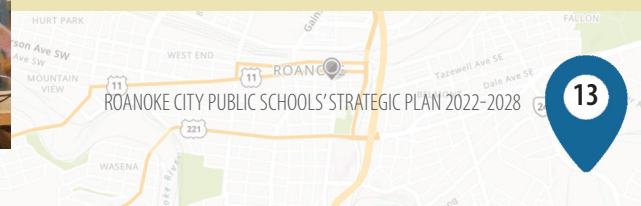
Implementation Years

Strategies	Implementation Years					
	22-23	23-24	24-25	25-26	26-27	27-28
Strategy 1: Create the Roanoke Technical Education Center (ROTEC) near William Fleming HS (former William Ruffner MS.) G1T2, T3 & T4	P	P	I	I	R	R
Strategy 2: Increase opportunities for students in every middle school to take CTE and/or advanced courses before entering high school. G1T3, T4, T5 & T6	P	I	R	R	R	R
Strategy 3: Ensure every student engages in an Academic Career Plan Portfolio (ACPP) process. G1 & G2	I	I	I	R	R	R
Strategy 4: Increase the number of teachers who are certified to teach dual enrollment and AP courses. G1T2	P	I	I	R	R	R
Strategy 5: Increase the diversity of and participation in dual enrollment and AP courses through one-on-one counseling and development/implementation of ACPP. G1T2	P	I	R	R	R	R
Strategy 6: Establish a "Math Institute" at the elementary school level to equip teachers to provide high-quality, foundational math instruction. G1T5 & T6	P	I	I	R	R	R
Strategy 7: Offer a coordinated "SAT Day" and "PSAT Day" for all high school students (with costs covered by RCPS on that day.) G1	P	I	R	R	R	R
Strategy 8: Cover costs associated with taking AP exams and dual enrollment courses particularly for students who are economically disadvantaged. G1T1 & T2	P	I	R	R	R	R
Strategy 9: Advancement Via Individual Determination (AVID) program will be offered as a college preparation pathway to increase college admission and completion rates. G1T1, T2, & G2T7	I	I	R	R	R	R

Planning (P)

Implementation (I)

Refinement (R)



PATHWAY 4: OVERALL WELL-BEING & SENSE OF BELONGING



Goal

- 1: RCPS will foster inclusive, safe, and welcoming learning communities for students, staff, and families.
- 2: RCPS will invest in the whole child by promoting student participation in the arts and co/extra-curricular activities that interest them, such as athletics and school clubs.

Target

Measure

Target 1: Annually improve upon student perception survey.

Student survey data.

Target 2: Annually improve upon staff perception survey.

Employee engagement survey data.

Target 3: Annually improve upon school climate survey.

School climate survey data.

Target 4: Ensure an annual decrease in out-of-school suspensions and alternative placements due to disciplinary reasons (overall and by reporting group.)

Rate of out-of-school suspensions and alternative placements for disciplinary reasons.

Target 5: Ensure an annual increase in students participating in the arts and/or co/extra-curricular activities.

Number of students participating in the arts and/or co/extra-curricular activities.

Target 6: Increase employee participation in RCPS self-care offerings, including mindfulness, employee assistance programs, and wellness initiatives.

Employee attendance and participation rates in RCPS self-care offerings.



OVERALL WELL-BEING & SENSE OF BELONGING: STRATEGIES

Strategies

Implementation Years

22-23 23-24 24-25 25-26 26-27 27-28

Strategy 1: Expand and enhance partnerships with community organizations to help supplement school-based mental health services available to students, families, and staff (communities of care.) G1	P	I	I	I	R	R
Strategy 2: Reframe disciplinary practices by investing in prevention and restorative programming followed by logical consequences (i.e. restorative practices, positive interventions, and Multi-Tiered System of Supports (MTSS).) G1T4	P	I	I	I	R	R
Strategy 3: Develop and maintain programs that facilitate supportive adult relationships at school. G1T1, T3 & T4	P	I	I	I	R	R
Strategy 4: Continue integrating responsive practices into lessons in every content area to create a personalized learning experience for every student (Cultural Responsiveness, SEL, Co-teaching, etc.) G1T1,T3 & T4	I	I	R	R	R	R
Strategy 5: Continue to provide trauma-informed care professional learning for staff. G1T1,T3 & T4	I	I	I	R	R	R
Strategy 6: Establish the Booker T. Washington Center for Community Empowerment & Education to create a community hub for children and their families (i.e., Welcome Center, job fairs, adult education courses, etc.) G1 & G2	P	P	I	I	R	R
Strategy 7: Research and establish processes for implementing self-regulation and MTSS practices, and for monitoring their effectiveness. G1T3 & T4	P	I	I	R	R	R
Strategy 8: Promote awareness among employees of self-care and wellness initiative offerings. G1T6	P	I	I	R	R	R
Strategy 9: Invest in and establish youth development initiatives to create a sense of belonging for all students and to deter gang affiliations. G1, G2, T1, T3, T4 & T5	I	I	I	R	R	R
Strategy 10: Establish, monitor, and strengthen best practices for recruiting, retaining, and developing elementary and secondary arts programs. G2T5	I	I	R	R	R	R

Planning (P)

Implementation (I)

Refinement (R)

PATHWAY 5: COMMUNICATIONS & COMMUNITY INVOLVEMENT

Goal

- 1: RCPS will openly communicate with all students, families, and the community, utilizing multiple, relevant channels and languages, providing timely information. This will foster a sense of belonging and involvement in the education and well-being of our students.
- 2: RCPS will facilitate family outreach and engagement opportunities that foster an inclusive culture for students, families, and our community.

Target

Measure

Target 1: Maintain a daily average digital online communication platform reach that is 2.5 to 3 times the total households in Roanoke City with children under the age of 18.

The number of people reached through RCPS' division-level communication tools.

Target 2: Reduce the number of incorrect phone numbers/addresses in the Mass Notification System to a maximum of 2%.

Percentage of correct phone numbers/addresses in Mass Notification System.

Target 3: Increase the percentage of parent accounts with email addresses to 70%.

Percentage of parent accounts with email addresses.

Target 4: Increase Calendar Survey participation to 10%.

Calendar survey participation/input from stakeholders through surveys, town halls, etc.

Target 5: Increase Principal Input Survey participation to 15%.

Principal Input Survey participation.

Target 6: Increase participation in Town Hall meetings.

Town Hall meeting participation.

Target 7: Close the gap on language assistance so usage is proportionate to the percentage of students speaking a specific language.

Access to communications by people whose home language is another language other than English, including number of telephone-based interpretation services other than Spanish.

COMMUNICATIONS & COMMUNITY INVOLVEMENT, CONTINUED

Target	Measure
<p>Target 8: Track trends regarding visits and concerns received by Constituent Services and Government Relations Officer to inform opportunities for improvement.</p>	<p>Evaluation of tracked trends to inform opportunities for improvement and/or enhanced communications.</p>
<p>Target 9: Increase engagement of elected officials, including participation during the General Assembly session.</p>	<p>Number of engaged elected officials, including participation during the General Assembly session.</p>
<p>Target 10: Have an active and engaged parent organization, such as PTA, with annually increasing membership at each school.</p>	<p>Number of participants at each school and year-over-year changes in membership numbers and activities sponsored by a parent organization.</p>
<p>Target 11: Increase annual attendance at school-based events (such as Back-to-School (BTS) Night, Parent/ Teacher Conferences, and Workshops for families.)</p>	<p>Attendance at school-based events.</p>
<p>Target 12: Increase annual attendance at division-wide special events (such as BTS Extravaganza & Breakfast with Santa, etc.)</p>	<p>Attendance of division-wide events.</p>
<p>Target 13: Increase monetary and in-kind community support of RCPS by 5% annually.</p>	<p>Annual increase of monetary and in-kind supports.</p>
<p>Target 14: Develop and maintain a strong partnership with the Education Foundation to initiate programs that will align with the vision and mission of RCPS and will benefit schools and students, via scholarships.</p>	<p>Increase in school, staff, and student scholarships awarded by the Education Foundation.</p>

COMMUNICATIONS & COMMUNITY INVOLVEMENT: STRATEGIES

Strategies

Implementation Years

	22-23	23-24	24-25	25-26	26-27	27-28
Strategy 1: Utilize diverse communication channels to inform and engage families and the community in the success of students. G1 & G2	I	I	I	R	R	R
Strategy 2: Research new communication channels so we can continue to evolve. Examples: Other social media channels, podcasts, etc. G1	P	I	I	R	R	R
Strategy 3: Engage stakeholders in two-way communications, where they feel safe providing feedback, to inform division decision making. G1T1, T4, T5, T6, T7 & T8 & G2T11 & T12	I	I	I	R	R	R
Strategy 4: Ensure communications are accessible to all students, families, and the community. G1T2, T3 & T7	P	I	I	I	R	R
Strategy 5: Increase the use of telephone or web-based interpreting services for communication with families whose home language is something other than Spanish. G1T7	P	I	I	R	R	R
Strategy 6: Partner with local, state, and national elected officials to advocate for students, families, and staff. G1T9, T10 & T14	I	I	I	I	R	R
Strategy 7: Cultivate a robust and active PTA or other parent network across all school communities. G2T11	P	I	I	I	R	R
Strategy 8: Increase awareness, access, and opportunity to family engagement opportunities, including Back-to-School Nights, Parent/Teacher Conferences, and workshops. G2T12 & T13	P	I	I	I	R	R
Strategy 9: Cultivate support and engagement both internally and externally through special events, fundraising, and “friend-raising.” G1 & G2T13 & T14	I	I	I	R	R	R

Planning (P)

Implementation (I)

Refinement (R)





WE ARE



RCPS Proud

PATHWAY 6: RECRUITMENT, RETENTION & TALENT DEVELOPMENT



Goal

- 1: RCPS will actively recruit talent to create and retain a highly effective and diverse workforce.
- 2: RCPS will know our employees, learn what matters to them, and align our supports to their specific needs.

Target

Measure

Target 1: Continuously examine the components of consistent high-quality instructional practice.

Teacher evaluations.

Target 2: Achieve and maintain at least 90% overall retention rate and 95% retention of teachers who are effective or highly effective.

Teacher retention rate.

Target 3: Annually increase the diversity of the teacher workforce to align more closely with student demographics.

Staff diversity data.

Target 4: Annually increase the number of staff reporting a positive work environment on the staff perception survey.

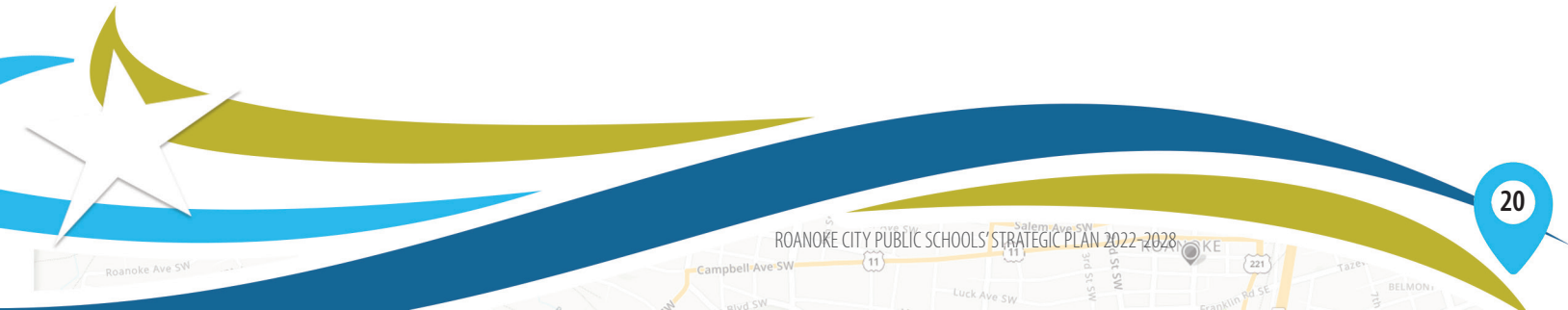
Climate survey - staff engagement data.

Target 5: Increase the percentage of staff who report professional development is effective or highly effective.

Evaluation results from professional learning opportunities.

Target 6: Increase attendance rates for all staff.

Attendance rates as reported by substitute vendor partner.



RECRUITMENT, RETENTION & TALENT DEVELOPMENT: STRATEGIES

Strategies

Implementation Years

	22-23	23-24	24-25	25-26	26-27	27-28
Strategy 1: Codify and create more consistent staff evaluation systems. G1T1	P	P	I	I	R	R
Strategy 2: Determine the engagement levels of RCPS employees by conducting a baseline engagement survey that segments by location (to identify division areas where RCPS needs to strengthen engagement.) G1T2 & T4	P	I	I	I	R	R
Strategy 3: Address areas of growth across the organization for all staff (and provide growth opportunities for all staff.) G1T1, T2 & T5	P	I	I	I	R	R
Strategy 4: Monitor effectiveness of growth opportunities and adjust based on data. G1T1 & T5	P	P	I	I	I	R
Strategy 5: Align school-based plans and employee goals and/or objectives to the strategic plan, so everyone understands their connection to better outcomes for students. G1T2 & T4	P	I	I	I	R	R
Strategy 6: Create professional opportunities for staff to connect with other RCPS employees outside of their worksite. G1T2 & T4	P	I	I	R	R	R
Strategy 7: Continue to make compensation and benefits top priorities each budget cycle. G1T2	I	I	I	I	I	R
Strategy 8: Establish and support cohort groups with opportunities for new and novice teachers to be mentored and coached by teacher leaders. G1T2 & T4	P	I	I	I	R	R
Strategy 9: Monitor effectiveness of mentoring and/or coaching programs and adjust based on data. GIT4	P	P	I	I	I	R
Strategy 10: Analyze student and teacher diversity by school and use data to actively recruit to increase the diversity of staff in each school. G1T3	I	I	I	R	R	R
Strategy 11: Create Diversity Recruitment and Retention committee. G1T3	P	I	I	I	R	R
Strategy 12: Track employee absences and meet with supervisors to discuss employees with high absenteeism rates. Offer bonuses for meeting attendance targets. G2T6	P	I	I	I	I	R
Strategy 13: Provide teachers with job embedded professional learning opportunities, driven by the Empower Educators to Excel (E3+) grant, to build on the expertise of the consortium of educators who participate in the Networked Improvement Community (NIC).	P	I	I	R	R	R

Planning (P)

Implementation (I)

Refinement (R)

PATHWAY 7: OPERATIONS

Goal

- 1: RCPS will be good stewards of the budget, the environment, and in providing equitable and universal access to safe, healthy, and secure school and work facilities.
- 2: RCPS' outsourced vendor services will meet expectations outlined in the contractual agreements.

Target	Measure
Target 1: Decrease the age of school assets by 4%.	Age of school assets
Target 2: Decrease the age of servers by 50%.	Age of servers
Target 3: Ensure 75% of devices are no more than 3 years old.	Age of computers and iPads.
Target 4: Upgrade/replace 100% of camera servers.	Number of camera servers upgraded and replaced
Target 5: Upgrade/replace 50% of building alarm systems.	Number of buildings that had alarm systems upgraded or replaced
Target 6: Upgrade/replace 30% of classroom doors.	Number of classroom doors upgraded or replaced
Target 7: Decrease the age of kitchen and cafeteria equipment by 25%.	Age of kitchen and cafeteria equipment
Target 8: Achieve VDOE guidelines for teacher-to-student ratios.	Teacher-to-student ratios
Target 9: Achieve 25% reduction in utility cost.	Utility costs
Target 10: Achieve access to Wi-Fi 6E.	Access to Wi-Fi 6E
Target 11: Decrease the age of desk phones by 75%.	Age of desk phones
Target 12: Develop and evaluate satisfaction surveys to gauge outsourced vendor performance versus effectiveness of service delivery.	Vendor satisfaction survey data for Food & Nutrition, School Crossing Guards, Student Health Services, Substitutes, and Transportation
Target 13: RCPS will champion green initiatives focusing on energy conservation and sustainability.	Number of green "projects" and data on energy savings.

OPERATIONS: STRATEGIES

Strategies

Implementation Years

	22-23	23-24	24-25	25-26	26-27	27-28
Strategy 1: Establish a baseline of the age of resources and spaces. G1T1	I	I	I	R	R	R
Strategy 2: Utilize polling for community and staff feedback. G1	I	I	I	R	R	R
Strategy 3: Assess budget requirements and time constraints. G1	I	I	I	I	R	R
Strategy 4: Create a visual progress dashboard showing current age/state of resources and space. G1	P	P	I	I	I	R
Strategy 5: Evaluate current status and compare to VDOE standards. G1T9	I	I	I	R	R	R
Strategy 6: Develop a plan for maximizing space in schools, including the review of Attendance Zones. G1T8	P	P	I	I	I	R
Strategy 7: Conduct a space utilization survey. G1T1, T8 & T9	I	I	I	I	I	R
Strategy 8: Increase usable space through renovation, new builds, and additions. G1T1	P	I	I	R	R	R
Strategy 9: Evaluate facilities, vehicles, and equipment (mechanical, electrical, plumbing, accessibility, locks/alarms, security) for inefficiencies. G1T13	P	I	I	I	I	R
Strategy 10: Identify equipment to be replaced or upgraded with a focus on energy conservation for replacements if possible. G1G2, T1-T7, T11, T12, & T13	P	I	I	I	I	R
Strategy 11: Secure partnerships, grants, and funding incentives. G1, G2 & T13	P	P	I	I	I	R
Strategy 12: Identify and implement attendance incentives. G2T12	I	I	I	R	R	R
Strategy 13: Identify and implement recruitment, retention, and employee recognition incentives. G1G2, T12	P	I	I	I	R	R
Strategy 14: Use ISO standards to hold the district accountable as an organization. G1G2, T1-13	P	P	I	I	I	R
Strategy 15: Invest in solar arrays to enhance energy conservation and to promote renewable energy. G1T13	I	I	I	R	R	R
Strategy 16: Conduct a feasibility study for electric vehicles and installing recharging stations at RCPS facilities.	P	P	I	I	I	R
Strategy 17: Align division budgeting and Capital Improvement Planning with Strategic Plan and utilize an equity lens to ensure resources support all students and staff. This strategy crosses all pathways and goals within this plan.	I	R	R	R	R	R

Planning (P)

Implementation (I)

Refinement (R)

ROANOKE CITY SCHOOL BOARD



School Board Members Pictured from Left to Right:

Diane M. Casola

Mark K. Cathey

Joyce W. Watkins

Lutheria H. Smith, Chair

Eli C. S. Jamison, Ph.D.,
Vice-Chair

Michael L. Cherry, II

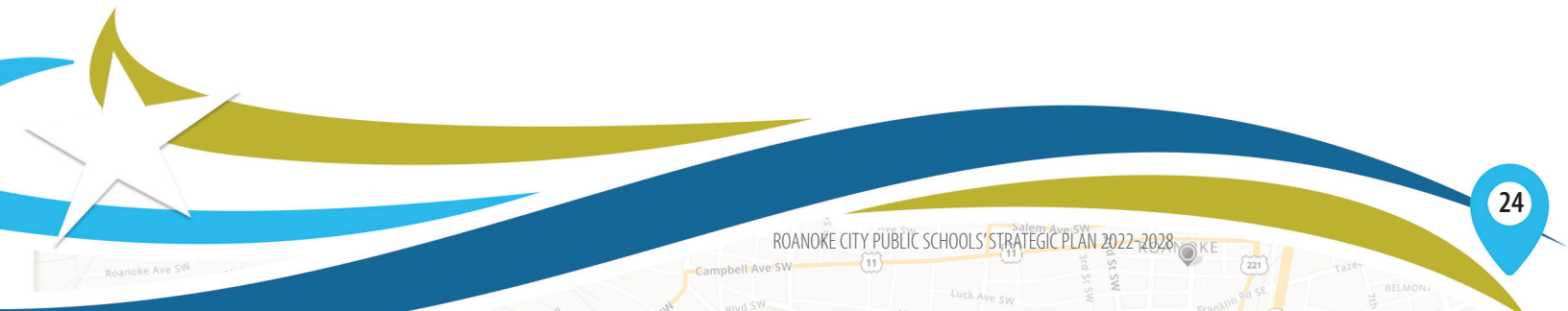
Natasha N. Saunders

School Board Priorities

The priorities of the Roanoke City School Board are reflected in The Roadmap to Student Success Strategic Plan and serves as the governing framework for the school system.

The priorities are:

- Achieve academic excellence for all students.
- Ensure the safest schools for our students and staff.
- Attract, train, and retain the best staff for our urban division.
- Ensure efficient use, maintenance, and improvement of the division's facilities and infrastructure.
- Enhance arts, athletics, and extracurricular activities.



THANK YOU

This strategic plan, *The Roadmap to Student Success* would not be possible without the support of so many in our RCPS family and our community. Whether you:

- played a part in the creation of this Strategic Plan;
- are a teacher, principal, administrator, or Central Office staff member;
- are a student or family member;
- or a community member who gives generously of your time and talents;

we cannot thank you enough for your support of Roanoke City Public Schools and for investing in the lives of all our students.



ROANOKE CITY
PUBLIC SCHOOLS

The following individuals and groups contributed to the development of this plan, sharing their feedback and insight:

Destination 2030 Strategic Planning Committee

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Destination 2030 Focus Groups

Central Council PTA
Patrick Henry High School Students
William Fleming High School Students
Superintendent's Teacher Advisory Council
RCPS Support Staff

APPENDIX A: RATIONALE FOR GOALS

Roanoke City Public Schools has chosen seven pathways that will guide our work for the next six years. Goals and strategies in this plan are intentionally aligned to these pathways in order to increase the success rate of initiatives and to clear doubt for the division when faced with decisions. The pathways serve as an anchor for decisions related to allocation of time, money, and other resources needed to ensure the success of our students.

Early Literacy

A long-term study by the Annie E. Casey Foundation found that students who were not proficient in reading by the end of third grade were four times more likely to drop out of high school than proficient readers. If students are not proficient readers when they begin fourth grade, as much as half of the curriculum they will be taught will be incomprehensible. (From the National Conference of State Legislatures; published online 12/17/19)

Academics

Even before COVID-19, students with disabilities and other historically marginalized populations, including students of color, students impacted by poverty, and English Learners, experienced persistent opportunity gaps and lower achievement compared to their peers. Given that so many students have missed critical instruction since the start of the pandemic, there is an urgent need to identify what works and to focus on core academic subjects as a means of accelerating learning and improving outcomes for all students, now and in the years to come. (From the National Center for Learning Disabilities; published online 2/19/21)

Post-Secondary Success

Research suggests that students who take college-level courses — via Advanced Placement, dual enrollment, or International Baccalaureate programs — in high school are more likely to graduate, go on to college, and earn a degree. (The Education Trust; published online 1/8/20) The same is true for Algebra I, a course frequently referred to as a gatekeeper to college study or careers in science, technology, engineering, or math. In addition, when we look at Career and Technical Education (CTE) instruction, we know today's workforce has increased demand for CTE skilled workers, both regionally and nationally. (RCPS Equity in Action – Destination 2030 Plan; initially shared on 5/3/21 and later approved by School Board)



APPENDIX A, CONTINUED

Overall Well-Being and Sense of Belonging

Students did not just lose academic learning during the pandemic. Some lost family members; others had caregivers who lost their jobs and sources of income; and almost all experienced social isolation. Broader student well-being is not independent of academics. Parents and guardians whose children have fallen significantly behind academically are one-third more likely to say that they are very or extremely concerned about their children's mental health. Unaddressed mental health challenges will likely have a cumulative effect on academics going forward as well. Research shows that trauma and other mental health issues can influence children's attendance, their ability to complete schoolwork in and out of class, and even the way they learn. (From McKinsey & Company; published online 7/27/21)

Community Engagement and Communications

Communication between teachers, families, and the division is the cornerstone to positive relationships and experiences for our students. Effective two-way communication helps to inform, reassure, and engage students, their families, and the community.

Recruitment, Retention, and Talent Development

The majority of school districts have historically struggled with developing talent and/or offering pathways for their most motivated educators. Studies have shown that compensation is not the greatest factor driving great practitioners from classrooms, but rather the limited professional opportunities the classroom presents. It is no surprise that when the job market is strong, districts have a difficult time attracting and keeping the best people. Employees, students, their families, and the larger community would greatly benefit if districts became engines of talent development. (From Getting Smart; published online 10/16/20) To that end, if we don't know who our district employees are, how will we know what they need?

Operations

Educational leaders who serve in the area of district-wide operations serve an essential role. These leaders are tasked with managing all the district resources toward the goal of ensuring each student's academic success and overall well-being. Dr. Marcia Baldanza, author of Baldanza's model of 21st Century Instructional Leadership, explains that the link between operations leaders is not just about strategically enhancing the academic resources for students, but includes "...having the right teachers in front of students every day. It's about having restrooms fully stocked with supplies. It's about protecting learning time from disruptions and distractions. It's about making sure the facility is safe and healthy."

The chief operating officer of the 10th largest district in the nation at the School District of Palm Beach County, Dr. Donald E. Fennoy II, shares that many people only think of operations when buses run late or a project goes over budget; however, he considers it his job to make, "...safety, security, food service, facility maintenance, facility construction and transportation seamless so that teachers, administrators and students can focus on learning. This makes Operations Leaders key players in upholding the core beliefs, mission, and vision of the district."

APPENDIX B: GLOSSARY OF TERMS

Academic Career Plan Portfolio (ACPP)– Beginning in the elementary school years, students explore the different occupations associated with career clusters and select an area or areas of interest. Students develop an Academic and Career Plan Portfolio to include information about interests, values such as dependability and responsibility, and skills supporting decisions about their future interests and goals.

Achievement Gap – An achievement gap occurs when one group of students (Black, White, Hispanic, Asian, English learners, special education, economically disadvantaged) outperforms another group and the difference in average scores for the two groups is statistically significant.

Comprehension – The ability to understand what is read.

Culturally Responsive Practices – Those instructional practices that recognize and incorporate the assets and strengths all students bring into the classroom, and ensure that learning experiences, from curriculum through assessment, are relevant to all students.

Differentiated Staffing – Staffing based on the specific needs of the students in the school.

Fluency – The ability to read with accuracy, speed, and expression.

Industry Certification – Credentials defined as: state-issued professional license required for entry into a specific occupation as determined by a Virginia state licensing agency; full industry certification from a recognized industry, trade, or professional association validating essential skills of a particular occupation; pathway industry certification, which may consist of entry-level exams as a component of a suite of exams in an industry certification program leading toward full certification; or occupational competency assessment which is a national standardized assessment of skills/knowledge in a specific career and/or technical area.

MAP – The NWEA MAP Growth Test (Measures of Academic Progress) is an adaptive achievement and growth test. It creates a personalized assessment experience by adapting to each student’s learning level—precisely measuring progress and growth for each individual student. RCPS assesses each student three times annually using the MAP Reading and Mathematics assessments.

Mindfulness – Mindfulness is a practice in which you focus on being intensely aware of what you are sensing and feeling in the moment, without interpretation or judgment. Practicing mindfulness involves breathing methods, guided imagery, and other practices to relax the body and mind and help reduce stress.

Multi-Tiered System of Supports (MTSS) - A data-informed decision making framework for establishing the academic, behavioral and social-emotional supports needed for a school to be an effective learning environment for all students.

Networked Improvement Community: Drawing from improvement science, the Network Improvement Community Model (NIC) is a relatively new approach that provides a framework for deep, networked problem solving. For school and district leaders wanting to improve outcomes in a specific area, this model can serve an efficient way to organize participants. In the case of RCPS, the NIC will be focused on critical levers impacting student achievement, recruitment and retention, promotion of educators of color, and school leader effectiveness.

APPENDIX B, CONTINUED

On-Time Graduation Rate – The percentage of students who earn a diploma (Advanced, Standard, or Applied Studies) within four years, adjusting for English Learners and students with disabilities who may take longer than four years to graduate.

Opportunity Gap – The opportunity gap describes the ways in which the education playing field is not level for all students due to the unequal or inequitable distribution of resources and opportunities.

Phonemic Awareness – The awareness of individual speech sounds, and the ability to manipulate those sounds. For example, the word “dog” is made up of three sounds: /d/ /o/ /g/.

Phonics – The relationship between written letters and the sounds they represent.

Predictive Testing – Evaluating students’ learning progress to determine whether they are on track to perform well on future assessments.

Restorative Practices – The promotion of inclusiveness, relationship-building, and problem-solving, through restorative methods ranging from circles for teaching and conflict resolution to conferences that bring victims, offenders, and their supporters together to address wrongdoing.

RIT Score – MAP Growth uses a scale called RIT to measure student achievement and growth. RIT stands for Rasch UnIT and is a measurement scale developed to simplify the interpretation of test scores. It is an equal-interval scale, like feet and inches on a ruler, so scores can be added together to calculate accurate class or school averages. The RIT scale ranges from 100–350. RIT scores make it possible to follow a student’s educational growth from year to year. As an example of how math RIT scores change as students move from grade to grade, a student may score in the 170s in third grade and advance to the 220s by high school.

Root-Cause Analysis – Root cause analysis is the process of discovering the underlying causes of problems to identify appropriate solutions.

Science of Reading – A body of research, based on years of scientific knowledge, around how the brain learns to read.

SEL – Social emotional learning (SEL) helps students of all ages to better comprehend their emotions, to feel those emotions fully, and demonstrate empathy for others.

Tier 1, 2, 3 Instruction - Tiered instruction represents a model in which the instruction delivered to students varies on several dimensions that are related to the nature and severity of the student’s difficulties. Tier 1 is high-quality classroom instruction, screening, and group interventions received by all students. Tier 2 includes specific targeted interventions. Tier 3 adds intensive interventions and comprehensive evaluation.

Trauma-Informed Care – Providing care for students and staff while being informed about and sensitive to trauma, and providing a safe, stable, and understanding environment.

A Special Thank You to



Your guidance, insight, and partnership
allowed us to develop *The Roadmap for
Student Success*.