

# Virginia's Opportunity Educational Institution

Virginia's Opportunity Educational Institution will support the intellectual, cultural and occupational development of the people of the Commonwealth by reinventing the educational opportunities of children attending chronically underperforming schools. The OEI is dedicated to creating sustainable change in those schools by collaborating with school leadership, empowering community stakeholders, and attracting superior instructors with high student expectations. These schools will become examples of academic rigor, student engagement and community connection.

# Virginia's Opportunity Educational Institution

Phases of Implementation

Goals

Focus Areas

# Phase I

## Laying A Solid Foundation

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### Goals

To involve all stakeholders in the process of school reinvention/rededication

To obtain a deep understanding of all aspects of each school and its community with special attention to historical academic challenges

To build a base of consensus around specific school conditions and support around steps for future success

# Phase I Focus Areas: Laying A Solid Foundation

- Site visits to observe evidence of interventions and assess critical needs
- Community forums to assess stakeholder desired outcomes
- Generate dialogue with district stakeholders to identify most recent effective interventions
- Create Community Advisory Councils for transparency of process and dissemination of information

# Phase II

## Planning A New Start

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### Goals

To create a new start plan that will incorporate all aspects of the school and its community with a focus on school levers that drive student achievement

To create a transparent template for success that allows for regular dialogue with the OEI Board, community stakeholders, staff, districts and Community Advisory Councils about each schools transformation plan and progress

# Phase II Focus Areas: Planning A New Start

- Staffing Opportunities

- Developing School Leaders
- Retaining/Recruiting Teachers

- Instructional Needs

- Instructional Model
- Educator training/development/support system

- Curricular Needs

- Prior OSI Interventions
- District Interventions

- Professional Development Needs

- Identify needs to support proposed changes
- Create living PD full year document

# Phase III

## Working With Partners

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### Goals

To create lasting partnerships with high quality, community supported school partners to enhance the model for non-accredited schools

To identify school partners with successful characteristics that have the potential for replication within districts and around the state

# Phase III Focus Areas: Working With Partners

- Identify high-quality educational partners
  - Assess previous educational partnership relationships and effectiveness
- Identify private and public partner opportunities based on needs of school community
  - Values and models that are acceptable for stakeholders
- Provide forum for stakeholder/educational partner discourse



# Phase IV

## Revitalization – Reinvention – Rededication

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### Goals

Manage all aspects of newly instituted models that have been established in schools

Maintain and expand a transparent and easily accessed line of communication between OEI Board, districts, each school and it's community

# Phase IV Focus Areas:

## Revitalization – Reinvention – Rededication

- Curriculum
  - Aligned and well planned
- Instruction
  - Purposeful, meaningful and rigorous
- Assessment
  - Used to inform instruction
  - Data used and analyzed
- School Culture and Climate
  - Educate the whole child
  - Multiple tiered interventions
- Shared Leadership
  - Defined school leadership teams
  - Defined stakeholder leadership

# Phase V

## Feedback Loop

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### Goals

To ensure oversight of school performance and provide timely course correction when necessary

To ensure school leadership possess autonomy necessary to make decisions to best serve the students, faculty and community of their school

To keep all stakeholders informed in a timely manner on the progress of each school

# Phase V Focus Areas: Feedback Loop

- Differentiated teacher professional development
  - Develop skills based on the needs of specific teachers
  - Develop observation schedules and procedures that directly affect instruction
- Focused leadership development
  - Develop process and procedures for shared leadership
  - Create structure for instructional leadership
  - Develop necessary leadership characteristics for continued growth