Our Mission:
Every Learner.
Every Day.
Everyone.

CHARLOTTESVILLE · CITY · SCHOOLS
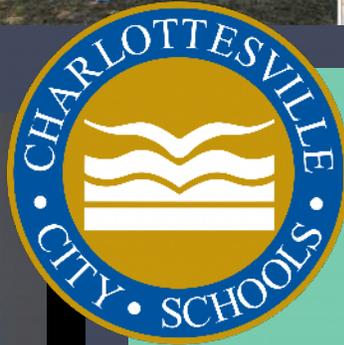
Dr. Royal A. Gurley, Jr.

Charlottesville City Schools

October 4, 2021

Superintendent's
100 DAY ENTRY PLAN

A Message from Dr. Royal A. Gurley, Jr.

Dear Staff, Students, Families, & Community Partners of Charlottesville City Schools,

It is an honor to be joining such an amazing team! I have already seen first-hand the labor of love that goes into ensuring the success of students and the school division. I want to assure you that as your superintendent, my goal is to propel us to even higher heights. Throughout this document, you will find that I have prioritized my first 100 days into the following focus areas:

- Culture of Care,
- Student Achievement,
- Equity, and
- Safe Schools.

As you will read, I have divided the focus areas into two categories, "Listen" and "Learn". By creating two categories, this will give me the opportunity to engage various stakeholders in conversations relative to those areas. Moreover, by listening and learning new information from the proposed actions, I will be more informed in my decision-making in the near future.

I consider my first 100 days vitally important to my transition to Charlottesville City Schools (CCS) as this time will help me establish relationships with the schools and community, understand the inner workings of CCS, and communicate my vision for EXCELLENCE!

Best Regards,

Royal A. Gurley, Jr., Ed.D.

Superintendent

CULTURE OF CARE

Charlottesville City Schools (CCS) will create an environment where everyone feels welcomed, included, affirmed, that they matter and that they belong. Communication is a key element of a culture of care. It is essential to the success of any organization that stakeholders understand where to get assistance and resolve concerns.

STUDENT ACHIEVEMENT

It is paramount to the success of students that they have the tools necessary to be successful for life beyond graduation. CCS will ensure that students have access to quality reading instruction and school personnel are trained to diagnose and intervene when students are not reading with mastery. Additionally, student interest will be audited to ensure that rigorous and relevant programming is occurring in PK-12.

EQUITY

At the center of all decision-making, CCS will use equity as a key tenet to ensure students and staff members have the resources and support necessary to achieve optimal outcomes. CCS will create measurable indicators to ensure all stakeholders understand equity is not a "buzzword"; rather it's an action with qualitative and quantitative measures.

SAFE SCHOOLS

In any school, the top priority is the safety of students and staff members. The safety of students is not limited to their physical well-being; we must also meet their social and emotional needs. Mental health will be a priority as adverse childhood experiences significantly impact students ability to be successful when left unsupported.

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Listen

- **Conduct** listening sessions for each school to meet families and the CCS community.
- **Conduct** meetings with division staff members, instructional leaders, and operational teams to gather climate data and information regarding departments and schools.
- **Convene** a superintendent's advisory group to gain feedback as it relates to how information is communicated and disseminated throughout the school division.

Learn

- **Review** the most recent school and district climate data to garner the immediate needs of the school division.
- **Gather** more information from departments and schools relative to how stakeholder concerns are addressed with CCS.
- **Learn** more about the diversity, equity, and inclusion practices of CCS.

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Listen

- **Meet** with the instructional teams to hear about the work that is currently in progress to support student learning.
- **Work** with a student advisory group to hear more about the "glows and grows" relating to the instructional programming.

Learn

- **Review** the most recent growth assessment data for students in grades 3 through 8.
- **Develop** an instructional asset map to determine the resources available to students and teachers by content areas.
- **Evaluate** the recruitment plan and strategies to address hard-to-staff areas.

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Listen

- **Meet** with the Equity Supervisor to learn about the current initiatives and programs to advance equity throughout the school division.
- **Audit** the current equity program to ensure that diverse voices throughout CCS have been included in the conversations and work.
- **Collaborate** with a student advisory group to the superintendent to hear their perspectives on equity and race issues within CCS.

Learn

- **Conduct** a review of key school board policies to determine if there are any barriers created as a result of their implementation.
- **Learn** more about the community and family engagement processes and how we can continue to leverage partnerships.
- **Evaluate** current access and opportunity gaps relating to academics and human resources.
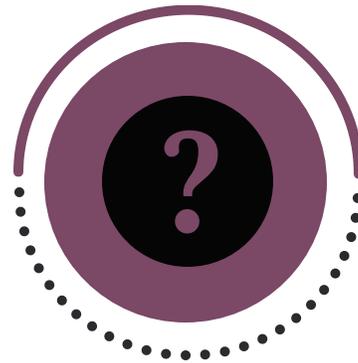
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Listen

- **Leverage** the feedback of teacher and student advisory groups to garner a better understanding of priority areas within school safety.
- **Meet** with a cross functional team to ensure that all aspects of school safety are being considered and addressed.
- **Facilitate** discussions with division-level and building-level teams to ensure we are deploying appropriate supports for the Social and Emotional Learning of students.

Learn

- **Review** the most recent school climate survey to gain a better understanding of CCS and any immediate next steps.
- Continue to **gather** available COVID-19 data to ensure all stakeholders have a clear understanding about the health of CCS.
- **Learn** more about the wrap-around services available to students and how those resources are deployed.

Progress Monitoring Guide

CULTURE OF CARE

Focus Areas	Status
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Gather more information from departments and schools relative to how stakeholder concerns are addressed with CCS.	
Learn more about the diversity, equity, and inclusion practices of CCS.	

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