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| Petersburg City Public Schools |
| PCPS Corrective Action Plan 2016-2021 |
| Progress Report April 2018—June 2018 |

Attachment A4

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| Prepared by: Dr. Patricia J. Johnson, Accountability Officer  7/31/2018 |

**Memorandum of Understanding (MOU) as Required for Divisions under Division Level Review**

**Corrective Action Plan (CAP)**

**Memorandum of Understanding (MOU) as Required for Divisions under Division Level Review**

* Signed by the PCPS Board Chair and Interim Superintendent on April 18, 2016
* Approved by the Virginia Board of Education on April 28, 2016
* Outlines responsibilities for State Board of Education and VDOE, PCPS School Board and Superintendent
* Remains in force until all schools are fully accredited in accordance with § 22.1-253.13:3

**Corrective Action Plan (CAP)**

* Approved by the PCPS School Board on September 21, 2016
* Approved by the Virginia Board of Education on November 17, 2016
* Goals developed on the basis of the findings of the division-level academic review were modified with stakeholder input (noted in italics on the chart below).
* Identified essential actions for each goal on the basis of the division- and school-level academic reviews
* Selected essential actions listed below (Please refer to the CAP for a complete description)

| **Key Priorities in MOU** | **Goals in CAP 2016-2021** |
| --- | --- |
| 1. Implement Quality Instruction and Curricula Alignment | * Implement Quality Instruction and Curricula Alignment |
| 1. Monitor Human Resource Management System and Retain, Hire, and Develop Quality Leadership Staff and Teachers | * Monitor Human Resource Management System and Retain, Hire, and Develop Quality Leadership Staff and Teachers |
| 1. Develop, Adopt, and Implement a Unified Strategic Plan | * Develop, Adopt, and Implement a Unified Strategic Plan |
| 1. Develop and Implement a Superintendent Leadership and Board Governance Compact |  |
|  | * Maintain a Safe and Supportive Environment |
| * Develop and Implement a Parental Engagement Plan |

**Overview of Corrective Action Plan 2016-2021**

| **Goals in CAP** | **Recap of Essential Actions** |
| --- | --- |
| ***Engage students in challenging and relevant learning experiences that foster creativity, critical thinking, collaboration, and communication.***   * Implement Quality Instruction and Curricula Alignment (12 essential actions) | * Expectations for alignment of the written, taught, and tested curriculum * Compliance related to the provisions of special education * Formative and summative assessments—development, use, and analysis * Data analysis * Professional development |
| ***Recruit, hire, and retain quality leaders and teachers who believe their talent and investment of time make a difference.***   * Monitor Human Resource Management System and Retain, Hire, and Develop Quality Leadership Staff and Teachers (11 essential actions) | * Division leadership roles and responsibilities * Written policies, procedures and practices * Division/School plans for professional development * Monitoring implementation and impact of professional development |
| ***Establish purpose and direction for the division through the development of a strategic plan.***   * Develop, Adopt, and Implement a Unified Strategic Plan (3 essential actions) | * Data-informed decision-making process for division and building leaders * Conduct asset mapping at each school to make informed decisions regarding resources * Participate in community school partnership strategic planning process |
| ***Create environments conducive to teaching and learning by strengthening relationships within schools.***   * Maintain a Safe and Supportive Environment (4 essential actions) | * Develop, implement, and monitor division and school student behavior and support plans * Develop infrastructure for Office of Student Services that addresses attendance, social, emotional, behavioral, physical and mental health of students * Conduct school counseling program audit at division and school level |
| ***Strategically engage parents in the academic success of their children by collaborating with community partners.***   * Develop and Implement a Parental Engagement Plan (3 essential actions) | * Build strategies and programs for connecting/supporting parents * Develop and implement alternative methods of connecting with parents * Develop, implement, and monitor division- and school-level parental engagement plans |

**Corrective Action Plan Essential Actions Identified for 2017-2018**

| **Goal 1** | **Essential Actions** | **Status** |
| --- | --- | --- |
| **Implement Quality Instruction and Curricula Alignment** | 1.6 Monitor implementation of the written and taught curriculum and provide written feedback to principals | Designed and implemented additional critical processes and procedures during the 2017-2018:  [Link: https://www.boarddocs.com/vsba/pitpsva/Board.nsf/files/AWPPYM66EA6D/$file/Building%20the%20Foundation%20-%20Presentation%203-7-18.pdf](https://www.boarddocs.com/vsba/pitpsva/Board.nsf/files/AWPPYM66EA6D/$file/Building%20the%20Foundation%20-%20Presentation%203-7-18.pdf)   * Conducted instructional walks and engagement walks monthly at each school * Assigned division level leaders to school teams * Created and utilized Feedback forms to monitor content, student engagement * Provided classroom instructional delivery rubric to monitor taught curriculum * Collected and analyzed Data * Held debriefing sessions with school administrators |
| 1.7 Develop, implement and monitor principal training on how to use a variety of student formative and summative data to make inferences as to why questions were missed, why students fall into established categories, and how to create plans for future instruction. | Developed written protocol for assessment development including Tables of Specification; evidence of unpacking the Standards of Learning and Curriculum Framework in content and cognitive levels; evidence of alignment to the test Blueprints; formative and summative assessment samples |
| 1.8 Develop process to ensure that formative and summative assessment items are aligned with the Standards of Learning in content and cognitive levels. | Identified and implemented research-based process to develop aligned assessment items at the division level |
| 1.9 Develop and implement aligned curricula that include suggested learning activities which facilitate students’ use of higher level thinking skills, utilize aligned curriculum resources, and provide sample formative and summative assessments. | Facilitated higher level thinking skills by engaging students in coding  [Link: https://www.boarddocs.com/vsba/pitpsva/Board.nsf/files/AVQLW357D733/$file/Hour%20of%20Code.ppt%20(2)%202-7-18.pdf](https://www.boarddocs.com/vsba/pitpsva/Board.nsf/files/AVQLW357D733/$file/Hour%20of%20Code.ppt%20(2)%202-7-18.pdf)  Integrated technology resources into the instructional program  [Link: https://www.boarddocs.com/vsba/pitpsva/Board.nsf/files/AR7KDR4FC2EF/$file/Discovery%20Education%20-%20Petersburg\_VA\_Meeting\_2017Sep20.pdf](https://www.boarddocs.com/vsba/pitpsva/Board.nsf/files/AR7KDR4FC2EF/$file/Discovery%20Education%20-%20Petersburg_VA_Meeting_2017Sep20.pdf)  Awarded $2M grant to support personalized learning at Vernon Johns Middle School  [Link:https://www.boarddocs.com/vsba/pitpsva/Board.nsf/files/AQ9VDU6FDC2D/$file/Window%20to%20the%20World%20Board%20Presentation%208-16-17.pdf](https://www.boarddocs.com/vsba/pitpsva/Board.nsf/files/AQ9VDU6FDC2D/$file/Window%20to%20the%20World%20Board%20Presentation%208-16-17.pdf) |

| **Goal 2** | **Essential Actions** | **Status** |
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| **Monitor HR Management System and Retain, Hire, and Develop Quality Leadership Staff and Teachers** | 2.5 Provide support and opportunities for division leaders, including principals, to effectively implement and monitor learning from professional development. | [Link: https://www.boarddocs.com/vsba/pitpsva/Board.nsf/files/AQPTHS6BB3EB/$file/Summer%20PLC%20with%20Principals%209-6-17.pdf](https://www.boarddocs.com/vsba/pitpsva/Board.nsf/files/AQPTHS6BB3EB/$file/Summer%20PLC%20with%20Principals%209-6-17.pdf)   * Used monthly principals meetings to provide professional development to principals and division level leaders. * Identified explicit next steps at the conclusion of each session to include delivering professional * development to staff * Participated in VDOE leadership training (series of six sessions 2017-2018) * Developed and delivered Summer Professional Learning Community (PLC) * Organized PLC for principals to build instructional leadership capacity * Modeled expectations following plan, do study, act (PDSA) process |
| 2.6 Monitor implementation and outcomes of professional learning at the division level and provide feedback to division leaders, including principals, on their use of professional learning with an explicit focus on identified outcomes. | * Provided training at each principals meeting * Required principals to replicate the training with their teachers using the same material * Collected and analyzed a variety of data are to measure impact of professional development |
| 2.7 Establish guidelines for the expectations for principals to develop professional development plans for the needs specific to each school. | * Required principals to use data collected during instructional walks to create 20 day plans to move their schools to the next level * Designed structures to provide appropriate guidance to principals |

| **Goal 3** | **Essential Actions** | **Status** |
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| **Develop, Adopt, and Implement a Unified Strategic Plan/Purpose and Direction** | 3.1 Develop, implement and monitor data-informed decision making process for division and building leaders in order to establish short- and long-term goals and objectives. | * Provided common lesson plan data template to guide the data analysis, leading to data driven professional development (PD) * Created a School Improvement Plan (SIP) data coaching tool/form to help teachers unpack the data * Established a monthly SIP reporting tool that uses data to guide the conversation |
| 3.2 Conduct asset mapping in each school to make informed decisions regarding resources | Completed asset mapping at each school focused on positions not funded by the Standards of Quality (SOQ), programs and computer applications and was conducted by the Virginia Department of Education by the Office of School Improvement.  2016-2017   * Lakemont Elementary School (formerly Robert E. Lee) * Vernon Johns Middle School (formerly Peabody)   2017-2018   * Pleasants Lane Elementary School (formerly J. E.B. Stuart) * Walnut Hill Elementary School * Petersburg High School * Cool Spring Elementary School (formerly A. P. Hill)   Developed, implemented and monitored processes and procedures to ensure all positions, programs and computer applications support effective teaching and learning and the efficient use of the division’s resources   * Technical assistance provided by the Office of School Improvement (OSI) to address next steps identified during the asset mapping process |
| 3.3 Participate in community school partnership strategic planning process to define collaborative roles in supporting schools. | City and Schools Partnership Health and Wellness Work Group—School Based Health Center Initiative  [Link: https://www.boarddocs.com/vsba/pitpsva/Board.nsf/files/AZC2TJ03BBED/$file/School-Based%20Health%20Centers%20-%20Petersburg%20School%20Board%20Presentation%20v2%20(1)%206-6-18.pdf](https://www.boarddocs.com/vsba/pitpsva/Board.nsf/files/AZC2TJ03BBED/$file/School-Based%20Health%20Centers%20-%20Petersburg%20School%20Board%20Presentation%20v2%20(1)%206-6-18.pdf)  [Link: https://www.boarddocs.com/vsba/pitpsva/Board.nsf/files/AVRLCK55EA75/$file/School%20Board%20Presentation\_2-7-18\_v1.0%20(Health%20Center%20Initiative).pdf](https://www.boarddocs.com/vsba/pitpsva/Board.nsf/files/AVRLCK55EA75/$file/School%20Board%20Presentation_2-7-18_v1.0%20(Health%20Center%20Initiative).pdf)  [Link: http://www.boarddocs.com/vsba/pitpsva/Board.nsf/files/ARDTYT5F9DAB/$file/Petersburg%20Education%20Volunteer%20Initiative%20Mayo%20Sept.%2020%202017.pdf](http://www.boarddocs.com/vsba/pitpsva/Board.nsf/files/ARDTYT5F9DAB/$file/Petersburg%20Education%20Volunteer%20Initiative%20Mayo%20Sept.%2020%202017.pdf)  <http://www.boarddocs.com/vsba/pitpsva/Board.nsf/files/ASNHBH479CB1/$file/Sights%20%26%20Scenes%2011.01.17.pdf>  [Link: http://www.boarddocs.com/vsba/pitpsva/Board.nsf/files/AQRR956A0F05/$file/Back%20to%20School%20Support%209-6-17.pdf](http://www.boarddocs.com/vsba/pitpsva/Board.nsf/files/AQRR956A0F05/$file/Back%20to%20School%20Support%209-6-17.pdf)  [Link: http://petersburg.k12.va.us/District/Department/3-Volunteer-Opportunities](http://petersburg.k12.va.us/District/Department/3-Volunteer-Opportunities) |

| **Goal 4** | **Essential Actions** | **Status** |
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| **Maintain a Safe and Supportive Environment** | 4.1 Develop, implement, and monitor division student behavior and support plans. | * Received $15,000 grant for exploration and installation series for Virginia Tiered Systems of Supports (VTSS)Collaboration among CIS, Pupil Personnel Services and Special Education through monthly meetings * Sponsored Trauma-Informed Care Basics Workshop for staff. Was also attended by PCPS School Board * Trained principals and counselors in Functional Behavior Assessments (FBA)   [Link: http://www.boarddocs.com/vsba/pitpsva/Board.nsf/files/APUR7U6BED50/$file/Executive%20Summary%20for%20Student%20Handbook1718%20August%202%202017.pdf](http://www.boarddocs.com/vsba/pitpsva/Board.nsf/files/APUR7U6BED50/$file/Executive%20Summary%20for%20Student%20Handbook1718%20August%202%202017.pdf)  [Link: http://www.boarddocs.com/vsba/pitpsva/Board.nsf/files/APUG8L4295EA/$file/Petersburg%20Handbook%208-2-17%20(Rev.).pdf](http://www.boarddocs.com/vsba/pitpsva/Board.nsf/files/APUG8L4295EA/$file/Petersburg%20Handbook%208-2-17%20(Rev.).pdf)  [Link: https://www.boarddocs.com/vsba/pitpsva/Board.nsf/files/ARP2NY031006/$file/Bullying%20Powerpoint%202017%20(2)%2010-4-17.pdf](https://www.boarddocs.com/vsba/pitpsva/Board.nsf/files/ARP2NY031006/$file/Bullying%20Powerpoint%202017%20(2)%2010-4-17.pdf) |
| 4.3 Develop, implement and monitor school student behavior and support plans. | * Realigned the work of the behavior interventionist to address the needs of students and schools * Developed a mentorship program for students at Blandford * Addressed student attendance concerns with the assistance of two social workers provided by the Petersburg Department of Social Services   + [Link: https://www.boarddocs.com/vsba/pitpsva/Board.nsf/files/AUXTEC717319/$file/Update%20on%20Attendance%20and%20Discipline%201818%20(1)%20(Attachment%201-17-18).pdf](https://www.boarddocs.com/vsba/pitpsva/Board.nsf/files/AUXTEC717319/$file/Update%20on%20Attendance%20and%20Discipline%201818%20(1)%20(Attachment%201-17-18).pdf) |
| 4.4 Conduct school counseling program audit at division and school level. | * Participated in audit conducted on-site by VDOE * Developed draft corrective action plan to address findings with a focus on implementing research-based school counseling practices |

| **Goal 5** | **Essential Actions** | **Status** |
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| **Develop and Implement a Parental Engagement Plan** | 5.1 Build strategies and programs for connecting/supporting parents in the education of their children with the Petersburg City School Partnership | * Developed Comprehensive five-year family engagement action plan   + [Link: https://www.boarddocs.com/vsba/pitpsva/Board.nsf/files/AZRK3Z4F9E14/$file/Family%20Engagement%205%20Y66%20June%2020%202018.pdf](https://www.boarddocs.com/vsba/pitpsva/Board.nsf/files/AZRK3Z4F9E14/$file/Family%20Engagement%205%20Y66%20June%2020%202018.pdf) * Virginia's Acting Superintendent of Public Instruction Steven Constantino shared his expertise about family engagement with PCPS leaders and members of the City and Schools Partnership as one strand of a joint effort to improve student attendance. * Virginia Secretary of Education Atif Qarni attended the City and Schools Partnership meeting and offered to assist PCPS |
| 5.2 Develop and implement alternative methods of connecting with parents. | Updated division  Upgraded from Blackboard Connect to ParentLink  [Link: https://www.petersburg.k12.va.us/domain/95](https://www.petersburg.k12.va.us/domain/95) |