

**Office of School Quality**

Danville City Public Schools

VBOE Spring Report

March 2023

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| **Division Information** |
| Region: **VI** |
| Chairperson of the Board: **Ty’Quan Graves** |
| Superintendent’s Name: **Dr. Angela Hairston**  |
| Memorandum of Understanding (MOU) Date: **July 16, 2020** |
| Corrective Action Plan (CAP) Date: **November 2020** |

*The Superintendent of Public Instruction shall assist local school boards in the implementation of action plans for increasing educational performance and individual student growth in those school divisions and schools that are identified as not meeting the approved criteria. The Superintendent of Public Instruction shall monitor the implementation of and report to the Board on the effectiveness of the corrective actions taken to improve the educational performance in such school divisions and schools. [*[*§ 22.1-253.13:3.*](https://law.lis.virginia.gov/vacode/22.1-253.13%3A3/)*]*

In fulfilling this requirement and the responsibilities of the Virginia Board of Education as stated in the Memorandum of Understanding with the Danville City Public School Board, the Office of School Quality (OSQ) meets with the school division and reviews:

(1) artifacts that serve as evidence of the implementation of the required actions detailed in the corrective action plan; and

(2) quarterly data that serve as evidence of progress made towards the attainment of the goals of the corrective action plan.

Danville City Public Schools will continue for 2022-2023 under the guidance of a Memorandum of Understanding (MOU) with the Board. This report aims to provide an update regarding Danville’s profile, profiles of schools in the division, and recent data associated with state accreditation and federal accountability. Additionally, this report provides an outline of the responsibilities of Danville’s Superintendent and Local Board for the 2022-2023 school year. The Office of School Quality will provide details of various supports offered to Danville and highlight the progress Danville has made regarding the essential actions from its Corrective Action Plan. Lastly in this report, Danville provides a summary of priority essential actions for the 2022-2023 in the areas of Academics and Student Success, Human Resources, and Leadership and Governance.

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**Report Details**

1. **Division Characteristics**

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| **Division Profile**  |
| **Division Website:** <https://www.danvillepublicschools.org/>**Vision:** *We envision a school division that cultivates excellence for all.***Mission:** *The mission of Danville Public Schools is to inspire, educate, and develop students, in collaboration with families and the community, to ensure students graduate college and/or are career ready.* |
| **Location:** Danville is a small school division located in the city of Danville, VA. |
| **Superintendent Profile:** [Superintendent’s Corner](https://www.danvillepublicschools.org/domain/35) |
| **Division Board of Education**: [Danville City Public Schools Board of Education](https://www.danvillepublicschools.org/domain/44) is composed of a seven-member group of elected citizens. The board generally meets on the first and third Thursday of each month at the School Board Office. |
| **Division Schools Quality Profile:** [Danville City Public Schools Quality Profile](https://schoolquality.virginia.gov/divisions/danville-city-public-schools) Danville City consists of two preschools, six elementary schools, two middle schools, and two high schools. |
| **Student Enrollment**[[1]](#footnote-1): 2021-2022 (5,736 Full Time Students); 2020-2021 (5,505 Full Time Students) |
| **Educator Totals**[[2]](#footnote-2): 2021-2022 (474 Educators); 2020-2021 (497 Educators) |
| **School Year Calendar[[3]](#footnote-3):** Opening Day-August 8, 2022; Closing Day-June 9, 2023  |

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| **School Profiles[[4]](#footnote-4)** |
| **School Name** | **Principal** | **Grade Levels** | **Student Enrollment****(21/22)** |
| Grove Park Preschool | Rhonda Wright | Pre-K | 119 |
| The Northside Preschool | Pre-K | 134 |
| Edwin A. Gibson Elementary | Dr. Star Norton | K-5 | 534 |
| Forest Hills Elementary | James Kirkpatrick | K-5 | 225 |
| G.L.H. Johnson Elementary | Kevin Bowman | K-5 | 516 |
| Park Avenue Elementary | Elizabeth Bennett | K-5 | 394 |
| Schoolfield Elementary | LaTonya Simmons | K-5 | 504 |
| Woodberry Hills Elementary | Lesa Shelton | K-5 | 397 |
| O. Trent Bonner Middle | Wayne Mayo | 6-8 | 726 |
| Westwood Middle | Muriel Waldron | 6-8 | 561 |
| Galileo Magnet High | Angela Michelle Ramsey | 9-12 | 251 |
| George Washington High | Reyhan Deskins | 9-12 | 1375 |

1. **Accountability Reporting**

[**Accreditation**](https://www.doe.virginia.gov/boe/accreditation/): The Virginia Board of Education accreditation standards provide a comprehensive view of school quality, encourage continuous improvement for all schools and emphasize closing achievement gaps. The accreditation standards measure performance on multiple school quality indicators, including student achievement, chronic absenteeism, graduation, drop-out, and participation rates.

**State-Level** [**Accountability**](https://www.doe.virginia.gov/boe/accreditation/2017-school-accred.shtml): Schools are rated on each school quality indicator and also receive a summative rating of either **“Accredited,”** **“Accredited with Conditions,”** or in the case of a school that has not made a good faith effort to implement corrective actions, **“Accreditation Denied.”**

Accreditation Ratings - Under the current system, schools earn one of the following three accreditation ratings:

* **Accredited** — Schools with all school quality indicators at either Level One or Level Two;
* **Accredited with Conditions** — Schools with one or more school quality indicators at Level Three;
* **Accreditation Denied** — Schools that fail to adopt or fully implement required corrective actions to address Level Three school quality indicators.
	+ A school rated as Accreditation Denied may regain state accreditation by demonstrating to the Board of Education that it is fully implementing all required corrective action plans.

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| **State Summary[[5]](#footnote-5)** | **Elementary** | **Middle** |  **High** | **Totals** |
| Total Number of Schools in Division | 6 | 2 | 2 | 10 |
| Accredited | 1 | - | 1 | 2 |
| Accredited with Conditions | 5 | 2 | 1 | 8 |

[**Federal Level Accountability**](https://www.doe.virginia.gov/statistics_reports/accreditation_federal_reports/federal_accountability/index.shtml)**:** Under the Every Student Succeeds Act (ESSA), schools are identified for support and improvement for federal support and improvement based on multiple performance indicators. These indicators include academic achievement measured by pass rates on the Standards of Learning reading and mathematics assessments, growth in reading and mathematics achievement for elementary and middle schools, high school graduation rates, progress in English Learners gaining proficiency in English, and chronic absenteeism. In addition, schools are reviewed using the most recent school year's data. There are four federal identifications:

* Comprehensive Support and Improvement (**CSI**): Title I schools that are performing in the bottom five (5) percent across the state **or** any **ATSI Title I** school that does not exit after three consecutive years of identification based on all students;
* Comprehensive Support and Improvement- Federal Graduation Indicator **(CSI-FGI)**: Any school with a graduation class that has a graduation rate below 67%;
* Targeted Support and Improvement (**TSI**): Any school, Title I and non-Title I, with one or more consistently underperforming (two consecutive years) student group(s) and are identified annually;
* Additional Targeted Support and Improvement (**ATSI**) schools are identified every three years from among schools identified for targeted support and improvement, with one or more student groups performing below the level of the highest performing comprehensive support and improvement school.

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| **Federal Summary[[6]](#footnote-6)** | **Elementary** | **Middle** | **High**  | **Totals** |
| Total Number of Schools in Division | 6 | 2 | 2 | 10 |
| CSI | 3 | 1 | - | 4 |
| TSI | - | - | - | - |
| ATSI | 1 | 1 | - | 2 |

1. **Memorandum of Understanding (MOU) Monitoring Process**

Per the Memorandum of Understanding (MOU):

*The* ***Danville City School Board****, the central office staff, and stakeholders will develop a corrective action plan (CAP) in conjunction with the Office of School Quality (OSQ) and other relevant VDOE offices and implement essential actions to comply with the Standards of Quality and improve student achievement with a focus on the following categories:*

*● Academics and Student Success*

*● Leadership and Governance*

*● Operations and Support Services*

*● Human Resource Leadership [pg. 2]*

*OSQ staff will meet every two months with the Division Superintendent and appropriate staff to review progress in implementing the CAP and to review quarterly data, which may include the following data points: student attendance, teacher attendance, student discipline reports, student transfer data, student intervention participation and progress by intervention type, number and quality of teacher observations and walkthroughs conducted per month, and local assessment data in English, math, history, and science. OSQ staff may request additional data. Feedback on the steps taken by Danville City Public Schools (DCPS) to implement the essential actions in the CAP will be communicated by OSQ staff via a written bi-monthly report provided to the Division Superintendent (who will share it with the Danville City School Board). Specific next steps will be developed as needed. [pg. 2 Item #3]*

*The Danville City School Board will direct the division superintendent and appropriate staff to meet every two months with the Office of School Quality to review (1) artifacts that serve as evidence of the implementation of the required actions detailed in the CAP; and (2) quarterly data that serve as evidence of progress made towards the attainment of the goals of the CAP. Data points to be reviewed may include the following: student attendance, teacher attendance, student discipline reports, student transfer data, student intervention participation and progress by intervention type, number and quality of teacher observations and walkthroughs conducted per month, and local assessment data in English, mathematics, history, and science. OSQ staff may request additional data. Feedback on the steps taken by DCPS to implement the essential actions in the CAP will be communicated by OSQ staff via a written bi-monthly report provided to the Division Superintendent (who will share it with the Danville City School Board). Specific next steps will be developed as needed. [pg. 4 Item #2]*

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| **Superintendent and Board Responsibilities** |
| Per the MOU, “the State Superintendent of Public Instruction and the State Board President will meet with the Local Board Chair at least twice per year to facilitate communication and regular updates. All meetings shall be conducted according to applicable Open Meeting Laws.” *[pg 2, #2]* Meetings will be held in the fall and spring with the VDOE Superintendent of Public Instruction, the VBOE President, the LEA, and the Division Superintendent. These meetings will provide Danville City Public Schools the opportunity to update the Virginia Department of Education and the Virginia Board of Education on the progress of certain CAP elements. Additionally, consistent with requirements outlined in the MOU, the DCPS Board received annual training from the Virginia School Board Association (VSBA) on October 28, 2021. Training date for the 2022-2023 school year, TBD. *[pg 5, #9]* |

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| **OSQ Progress Meetings** |
| Corrective Action Plan (CAP) Meetings for 2022-2023 will occur in September, November, January, March, May, and July. Additional meetings with division leadership and OSQ will occur for the following processes * Fall Division Monitoring Meetings - Division leaders that have schools with Level 3 School Quality Indicators participated in a fall division level monitoring meeting to discuss systems and processes the division utilizes to support continuous school improvement, including data analysis, comprehensive school improvement plan development and monitoring the comprehensive school improvement plan for implementation and impact.
* Spring School Monitoring Meetings - Schools with Level 3 school quality indicators will participate in a spring virtual monitoring meeting with OSQ. The purpose of these reflective conversations between building principals and OSQ is to discuss evidence provided by the school of the implementation and impact of the comprehensive school improvement plan and consider next steps. Division leaders will attend these meetings to observe and will follow-up with OSQ after the school meetings to reflect on trends, support, and next steps.
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| **Essential Action Progress** |
| Per the MOU, the Danville City Public School Board, the central office staff, and stakeholders will develop a corrective action plan (CAP) in conjunction with the Office of School Quality and other relevant VDOE offices and implement essential actions to comply with the Standards of Quality and improve student achievement with a focus on the following categories: * Academics and Student Success
* Leadership and Governance
* Operations and Support Services
* Human Resource Leadership

The Office of School Quality (OSQ) monitors Danville City’s progress on the essential actions in each priority area identified in the Corrective Action Plan (CAP) on a bi-monthly basis, and provides feedback. At these meetings, OSQ monitors the implementation of the CAP to ensure the division is making progress toward improving systems and processes that influence student achievement. Below is a limited highlight of areas of progress and improvement that OSQ provided at these meetings. **Notable areas of progress include, but are not limited to:** * Forest Hills Elementary School and Galileo Magnet High School are fully accredited. *(P1: Academics and Student Success)*
* DCPS leadership has developed and implemented a process to systematically review, revise, and monitor school board policies ensuring compliance with the Standards of Quality and the alignment with division practices. Division leaders and the school board remain engaged in the process and ensure internal and external stakeholders have voice and input. *(P2; Leadership and Governance)*
* DCPS Superintendent reported the division continues to monitor and expand recruitment and retention efforts. Division leaders have implemented revisions to their onboarding processes and included new hire feedback to inform and support retention efforts. DCPS reported a successful opening of school. *(P4; Human Resources Leadership)*

**Notable focus areas for improvement include, but are not limited to:** * Reduce the number of schools not fully accredited. *(P1; Academics and Students Success)*
* Reduce the number of schools federally identified for support and improvement (CSI and ATSI). *(P1; Academics and Students Success)*
* Develop and implement a process to systematically review, revise, and monitor early interventions and supports to increase student attendance and reduce chronic absenteeism rate. Although the use of the Chronic Absenteeism indicator was waived for the accreditation year of 2022-2023 school year, 80% of schools in DCPS have a level 2 or level 3 school quality indicator rating in chronic absenteeism. *(P1; Academics and Student Success)*
* Continue refining and monitoring processes and supports for graduation cohorts of students for early identification of students at-risk to improve student graduation and drop-out rates. *(P1; Academic and Student Success)*

OSQ remains committed to supporting the continuous improvement efforts of Danville City Public Schools. |

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| **Technical Assistance Topics** |
| *The Director of the Office of School Quality (OSQ) will coordinate with the OSQ staff, division staff, and other VDOE offices to provide technical assistance in support of the MOU and CAP. [pg.2, #1]**The Division Superintendent will direct appropriate division staff to participate in OSQ-required technical assistance and other professional development identified by the Office of School Quality, when invited, to support the implementation of strategies for improving student achievement in low-performing schools. The Division Superintendent will ensure that appropriate division staff implements with fidelity actions/next steps resulting from all technical assistance provided as a result of the MOU. [pg.5, #7]* |
| **Overview of Technical Assistance Offerings**The OSQ has coordinated various technical assistance for the 2022-2023 school year. The listing of technical assistance offerings (see Appendix) is not intended to be exhaustive; instead, it provides a brief overview of scheduled technical assistance and other professional development opportunities to support the implementation of strategies for improving student outcomes.   Danville City Public Schools is currently operating under an MOU with the Virginia Board of Education and has a total of 12 schools. |

1. **Data for 2022-2023 Accountability**

**School Quality Indicators:** Schools earn accreditation ratings (Section B) based on performance on school quality indicators.

*The [current] accreditation standards measure performance on multiple school quality indicators, not just on overall student achievement on state tests.*

*Elementary and middle schools are evaluated on the following indicators: Overall proficiency and growth in English reading/writing achievement (including progress of English learners toward English-language proficiency); Overall proficiency and growth in mathematics; Overall proficiency in science; English achievement gaps among student groups; Mathematics achievement gaps among student groups; and [chronic]absenteeism*

*High schools are evaluated on the following school quality indicators: Overall proficiency in English reading/ writing and progress of English learners toward English-language proficiency; Overall proficiency in mathematics; Overall proficiency in science; English achievement gaps among student groups; Mathematics achievement gaps among student groups; Graduation and completion; Dropout rate; [chronic] absenteeism; and College, career and civic readiness.*

*Performance on each school quality indicator is rated at one of three levels:*

* *Level One: Meets or exceeds standard or sufficient improvement*
* *Level Two: Near standard or making sufficient improvement*
* *Level Three: Below standard*

The table below provides a summary of the division performance level ratings for each school quality indicator for the 2022-2023 school year. Totals for the current year and previous years appear at the bottom of the table. There is no data for 2020-2021 and 2021-2022 since accreditation was waived.

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| **School Quality Indicator****Distribution [[7]](#footnote-7)** | **Level One** | **Level Two** | **Level Three** | **Totals** |
| Academic Achievement - English | 3 | 2 | 5 | 10 |
| Achievement Gap - English | 2 | 3 | 5 | 10 |
| Academic Achievement - Math | 4 | 1 | 5 | 10 |
| Achievement Gap - Math | 2 | 2 | 6 | 10 |
| Academic Achievement - Science | 1 | 1 | 8 | 10 |
| Chronic Absenteeism | 2 | 5 | 3 | 10 |
| Graduation and Completion Index | 1 | 1 | - | 2 |
| Dropout Rate | 1 | - | 1 | 2 |
| **Totals (Accred. Yr: 2022-2023)** | **16** | **15** | **33** | **64** |
| **Totals (Accred. Yr: 2019-2020)** | **19** | **18** | **31** | **68** |
| **Totals (Accred. Yr: 2018-2019)** | **25** | **11** | **28** | **64** |

**Standards of Learning (SOL) Division Subject Pass Rates:** As referenced in Superintendent Balow’s August 18, 2022 News Release, the impact of the pandemic was seen in Danville. The table below represents Danville’s subject level pass rates from SOL test administration for *all students*. Data represents the 2021-2022 test administration and pre-pandemic SOL administration for 2018-2019 and 2017-2018. For comparison purposes, state subject level pass rates in 2021-2022 for *all students* were 73% in English Reading; 65% in English Writing; 66% in Mathematics; 65% in Science; and 66% in History and Social Sciences. Previous state pass rates for 2018-2019 for *all students* were 78% in English Reading; 76% in English Writing; 82% in Mathematics; 81% in Science; and 80% in History and Social Sciences.

| **Subject Area[[8]](#footnote-8)** | **2021/2022** **(Assessment Year)** | **2018/2019****(Assessment Year)** | **2017/2018****(Assessment Year)** |
| --- | --- | --- | --- |
| English: Reading | 48.38  | 51.51  | 56.25  |
| English: Writing | 36.43 | 51.26  | 60.61  |
| Mathematics | 35.67  | 51.41  | 48.23  |
| Science | 36.27  | 48.74  | 60.19  |
| History and Social Sciences | 30.71  | 48.9  | 63.53  |

**Cohort Data:** The data reported below represent the division’s four-year graduation and dropout rates which show the percentage of *all students* who earn diplomas or drop out within four years of entering high school for the first time. Additionally, the Division’s Federal Graduation Indicator represents the number of diplomas earned with no flexibility for limited-English proficient students and students with disabilities. Details on the graduation calculator can be found [in this document.](https://doe.virginia.gov/statistics_reports/graduation_completion/cohort_reports/va_ontime_gradrate_estimated.pdf) Any school failing to meet the federal four-year adjusted cohort graduation rate of 67% may be identified for comprehensive support and improvement (CSI).

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| **Rate Type[[9]](#footnote-9)** | **2022** | ***2021*** | ***2020*** | **2019** | **2018** |
| Virginia On-Time Graduation Rate | 76.50 | *79.14* | *81.17* | 81.69 | 80.62 |
| Drop Out Rate | 12.30 | *10.70* | *9.16* | 9.62 | 8.91 |
| Federal Graduation Indicator | 72.51 | *75.27* | *76.28* | 73.94 | 74.72 |

1. **Division Action Plan for 2022-2023**

For the 2022-2023 school year DPS identified essential actions and goals to address the following areas:

* Student Academic Achievement *(Academics and Student Success)*
* Student Attendance (*Academics and Student Success*)
* Graduation Rate and Drop Outs (*Academics and Student Success*)
* Retention, Evaluation and Recruitment of Staff in all areas (i.e. Administrators, Teachers, Counselors, Bus Drivers, etc.) (*Human Resources)*
* Professional Development for School Leadership (*Leadership and Governance*)

**Student Academic Achievement**

**SMART Goals:**

* By June 2023, to achieve level 1 accreditation status in English Reading in all elementary schools, 75% of students in grades 3-5 will achieve their expected growth level in English Reading as outlined by the SOL growth measure.
* By June 2023, to achieve level 1 accreditation status in English in all middle schools, 75% of students in grades 6-8 will achieve their expected growth level in English as outlined by the SOL growth measure.
* By June 2023, to achieve level 1 accreditation status in mathematics in all elementary schools, 70% of students in grades 3-5 will achieve their expected growth level in mathematics as outlined by the SOL growth measure.
* By June 2023, to achieve level 1 accreditation status in mathematics in all middle schools, 70% of students in grades 6-8 will achieve their expected growth level in mathematics as outlined by the SOL growth measure.
* By June 2023, to improve science proficiency, the 5th grade students will increase from 31% to 41% in science as measured by the science Standards of Learning assessment.

**Essential Actions:**

* The division will continue to develop, implement, and evaluate a plan for ensuring its curriculum, classroom instruction, and assessments are aligned with Virginia Standards of Learning.
* The division will continue to develop, implement, and evaluate established structures and processes for instructional rounds (lesson plan reviews, classroom observations, and Professional Learning Community (PLC) observations) that focus on alignment of content and cognitive levels of English, mathematics, and science standards.

**Graduation Rate and Drop Outs**

**SMART Goals:**

* By June 2023, schools will improve the overall on-time graduation rate from 76.5% to 85.5% as measured by the number of students earning standard and advanced diplomas.
* By June 2023, schools will improve the overall on-time graduation rate of males from 70.2% to 80.2% as measured by the number of students earning standard and advanced diplomas.
* By June 2023, schools will improve the overall on-time graduation rate of students with disabilities from 62.5% to 72.5% as measured by the number of students earning standard and advanced diplomas.
* By June 2023, reduce the dropout rate from 12.3% to 7.3% as measured by the number of students coded as a dropout in PowerSchool.

**Essential Actions:**

* The division will develop, implement, and evaluate a plan for targeted programs that identify and address the needs of students at risk of not graduating on-time.
* The division will develop, implement, and evaluate a plan for targeted programs that identify and address the needs of individuals functioning below the high school completion level.
* The division will develop, implement, and evaluate a plan for targeted programs that identify and address the needs of students at risk of dropping out.

**Student Attendance**

**SMART Goals:**

* By June 2023, schools will improve the overall chronic absenteeism rate from 72.1% to 82.1% as measured by the number of students who missed less than 10% of school (excused or unexcused).
* By June 2023, schools will improve the chronic absenteeism rate of students with disabilities from 68.8% to 78.8% as measured by the number of students who missed less than 10% of school (excused or unexcused).

**Essential Actions:**

* The division will develop, implement, and evaluate a plan for targeted programs that identify and address the needs of students at risk for chronic absenteeism.
* The division will develop, implement, and evaluate a tiered approach to attendance including foundational support for the whole division/school, followed by prevention-oriented supports (tier 1), more personalized outreach or early intervention (tier 2), and intensive interventions (tier 3).

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**Retention, Evaluation and Recruitment of Staff**

**SMART Goals:**

* By June 2023, 100% of Danville Public Schools employees, both certified and classified, will be evaluated using the Danville Public Schools Evaluation System housed in Frontline Education to analyze growth in student academic achievement.
* By June 2023, 100% of division leaders will actively participate in the VDOE approved hiring process, the Talent Acquisition Plan and TalentEd with 100% utilization.
* By June 2023, 100% of employees will participate in onboarding and professional development opportunities to improve staff retention.

**Essential Actions:**

* The division will develop, implement and evaluate division-wide processes for aligning employee evaluation practices with student academic achievement.
* The division will develop, implement and evaluatedivision-wide interview and hiring practices to ensure systematic, transparent and seamless interview and hiring processes.
* The division will ensure the onboarding process provides training for new staff and that the professional development is aligned with core job functions and performance evaluations

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**Professional Development for School Leadership**

**SMART Goals:**

* By October 2022, 100% of DPS schools will conduct a Comprehensive Needs Assessment and create a Comprehensive School Improvement Plan (CSIP) that represents the needs illuminated through that process.
* By January 20, 2023, all Danville Public Schools will have conducted the Academic Review Process, implemented findings into CSIPs and submitted required documentation to VDOE (by January 31, 2023).
* By June 2023, each principal in Danville Public Schools will have participated in district, state and national professional learning that increases knowledge and skill in instructional leadership.

**Essential Actions:**

* The division will develop, implement, and evaluate the professional learning to guide the Comprehensive Needs Assessment process and completion.
* The division will develop, implement, and monitor a process for conducting the Academic Review and implementing findings in the CSIP.
* The division will develop, implement, and evaluate monthly principal PLCs that include focus on instructional leadership, specifically rigor, alignment and feedback.
* The division will implement and evaluate newly appointed principals training.
1. Data Source: [Fall Membership Reports](https://p1pe.doe.virginia.gov/buildatable/fallmembership) [↑](#footnote-ref-1)
2. Data Source: [Virginia Educator Data](https://doe.virginia.gov/teaching/workforce_data/index.shtml) [↑](#footnote-ref-2)
3. Data Source: [Education Directories](https://doe.virginia.gov/directories/index.shtml) (Calendar 2022-2023) [↑](#footnote-ref-3)
4. Data Source: [School List with Principal Contact Information](https://www.va-doeapp.com/Download.aspx?n=School%20Listing) (csv) [↑](#footnote-ref-4)
5. Data Source: [School Accreditation Report 2022-2023](https://doe.virginia.gov/statistics_reports/accreditation_federal_reports/accreditation/index.shtml)  [↑](#footnote-ref-5)
6. Data Source: [School Quality Profile](https://schoolquality.virginia.gov/) [↑](#footnote-ref-6)
7. Data Source:[School Accreditation Reports](https://doe.virginia.gov/statistics_reports/accreditation_federal_reports/accreditation/index.shtml) [↑](#footnote-ref-7)
8. Data Source: [SOL Test Results](https://p1pe.doe.virginia.gov/apex/f?p=152:1:16522701869968:::::) [↑](#footnote-ref-8)
9. Data Source: [Virginia Cohort Reports](https://p1pe.doe.virginia.gov/buildatable/cohortgraduation); Cohort years 2021 and 2020 are italicized because the State allowed flexibility in graduation criteria since accreditation was waived. [↑](#footnote-ref-9)