

**Office of School Quality**

Greensville County Public Schools

VBOE Spring Report

March 2023

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| **Division Information** |
| Region: **VIII** |
| Chairperson of the Board: **Jason Rook** |
| Superintendent’s Name: **Dr. Kelvin Edwards** |
| Memorandum of Understanding (MOU) Date: **April 25, 2018** |
| Corrective Action Plan (CAP) Date: **March 26, 2019** |

*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/22.1-253.13:3/)*]*

In fulfilling this requirement and the responsibilities of the Virginia Board of Education as stated in the Memorandum of Understanding with the Greensville County 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.

Greensville County 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 Greensville'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 Greensville’s Superintendent and Local Board for the 2022-2023 school year. The Office of School Quality will provide details of various supports offered to Greensville and highlight the progress Greensville has made regarding the essential actions from its Corrective Action Plan. Lastly in this report, Greenville 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.gcps1.com/>  **Vision:** *Our Vision. Their Future. Moving To The Next Degree. | 212° The Extra Degree*  **Mission:** *Greensville County Public Schools, the Driving Force and Cultivator of Excellence, commits to educate the whole child to achieve the dream of becoming a productive citizen in a competitive global society, guided by committed educators in partnership with families, schools, and the entire community.* |
| **Location:** Greensville is a rural school division located in Emporia, VA. |
| **Superintendent Profile:** [Superintendent’s Corner](https://www.gcps1.com/apps/pages/index.jsp?uREC_ID=506707&type=d) |
| **Division Board of Education**: [Greensville County Public Schools Board of Education](https://www.gcps1.com/domain/22) is composed of four members from four districts. The board meets the second Monday of each month at Greensville County High School. |
| **Division Schools Quality Profile:** [Greensville County Public Schools Quality Profile](https://schoolquality.virginia.gov/divisions/greensville-county-public-schools)  Greensville County consists of two elementary schools, one middle school, and one high school. |
| **Student Enrollment**[[1]](#footnote-1): 2021-2022 (2,037 Full Time Students); 2020-2021 (2,137 Full Time Students) |
| **Educator Totals**[[2]](#footnote-2): [No data was reported for 2021-2022 or 2020-2021 for Greensville County in the Virginia Educator Report] |
| **School Year Calendar[[3]](#footnote-3):** Opening Day-September 6, 2022; Closing Day-June 16, 2023 |

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| **School Profiles[[4]](#footnote-4)** | | | |
| **School Name** | **Principal** | **Grade Levels** | **Student Enrollment**  **(21/22)** |
| Belfield Elementary School | Mary Person | Grade 5 Only | 163 |
| Greensville Elementary School | Nicole Coker | PreK -4 | 804 |
| E.W. Wyatt Middle School | Victor Fenner | 6-8 | 489 |
| Greensville County High School | Dana Hawes | 9-12 | 581 |

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** | **Combined** | **High School** | **Totals** |
| Total Number of Schools in Division | 2 | 1 | 1 | 4 |
| Accredited | - | - | - | - |
| Accredited with Conditions | 2 | 1 | 1 | 4 |

[**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** | **Combined** | **High** | **Totals** |
| Total Number of Schools in Division | 2 | 1 | 1 | 4 |
| CSI | - | - | - | - |
| TSI | - | 1 | - | 1 |
| ATSI | 1 | - | - | 1 |

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

Per the Memorandum of Understanding (MOU):

*For purposes of this MOU, the* ***Greensville County School Board****, the central office staff will adopt five key priorities and implement essential actions to comply with the Standards of Quality and improve student achievement.*

1. *Academics and Student Success*
2. *Leadership and Governance*
3. *Operations and Support Services*
4. *Human Resource Leadership*
5. *Community Relations and Communications [pg. 1]*

*OSQ (former OSI) 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, including but not limited to, 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 Greensville County Public Schools (GCPS) to implement the essential actions in the corrective action plan will be communicated by OSQ staff via a written bi-monthly report provided to the Director of School Quality (former Improvement), Division Superintendent and the Greensville County School Board. Specific next steps will be developed as needed. [pg. 2 Item 3]*

*The Greensville County 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 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. 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 Greensville County Public Schools to implement the essential actions in the corrective action plan will be communicated by OSQ staff via a written bi-monthly report provided to the Director of School Quality (former Improvement), Division Superintendent, and the Greensville County School Board. Specific next steps will be developed as needed. [pg. 3 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 and any other interested Greensville County School Board members 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 Instruction, VBOE President, the LEA, and the Division Superintendent. These meetings will provide Greensville County Public Schools the opportunity to update the Virginia Department of Education and Virginia Board of Education on the progress of certain CAP elements. Additionally, consistent with requirements outlined in the MOU, the GCPS Board received annual training from the Virginia School Board Association (VSBA) on April 29, 2022. Also, a GCPS Board Retreat with VSBA is scheduled to take place in January 2023. [pg 5, #11] |

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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 Greensville County Public School Board and the central office staff will adopt five key priorities and implement CAP essential actions to comply with the five key priorities and the Standards of Quality in order to improve student achievement.   * Academics and Student Success * Leadership and Governance * Operations and Support Services * Human Resource Leadership * Community Relations and Communications   The Office of School Quality (OSQ) monitors Greensville’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**:   * GCPS Superintendent has initiated several councils (i.e. Superintendent Student Advisory Council, Teacher Advisory Council, and Business Council) to solicit and gather stakeholder input regarding continuous improvement efforts. In addition, GCPS is in good standing by attending the required annual training facilitated by the Virginia School Board Association (VSBA). The superintendent reported that the support of the Virginia School Board Association (VSBA) has led to the organization of committees, focused on finance and operations improvements, an additional board retreat, and resulted in training for all current board members. *(P2; Leadership and Governance)* * GCPS has instituted the use of a transportation program to assist with tracking buses and scheduling routes in a more efficient and timely manner for parents, students, and the community. The division reports continuing to use its social media platforms as a vehicle to expand and enhance communication with the broader school community. *(P3; Operations and Support Services)* * GCPS has developed and implemented processes to recruit and retain quality staff and personnel. GCPS has created a mentor handbook and instituted a new teacher support/mentor program to provide guidance and encouragement through a professional network of support. For the 2022-2023 school year, GCPS reported a successful opening of schools with minimal staffing vacancies. Also, the division has welcomed two new principals. *(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)* * Address increase of additional school, Edward W. Wyatt Middle, being federally identified for Targeted Support and Improvement (TSI) based on preliminary data (2022). * Continue to refine and monitor the implementation of professional development and Tier I instructional practices in the classroom and the impact on student progress. *(P1; Academics and Students Success)* * Develop tracking 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)* * Initiate the planning process for the development of a new strategic plan. *(P2; Leadership and Governance)*   OSQ remains committed to supporting the continuous improvement efforts of Greensville County Public Schools. |

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| **Technical Assistance Topics** |
| *The Director of the Office of School Quality (formerly known as the Office of School Improvement) will coordinate with the CAO/OSQ staff, division staff, and other VDOE offices to provide technical assistance in support of the MOU and corrective action plan. [pg. 2, #1]*  *The Division Superintendent will direct appropriate division staff to participate in OSQ (formerly OSI)-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, #9]* |
| **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.  Greensville County Public Schools is currently operating under an MOU with the Virginia Board of Education and has a total of four 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 | 2 | - | 2 | **4** |
| Achievement Gap - English | 2 | 1 | 1 | **4** |
| Academic Achievement - Math | 4 | - | - | **4** |
| Achievement Gap - Math | 3 | 1 | - | **4** |
| Academic Achievement - Science | - | - | 3 | **3** |
| Chronic Absenteeism | - | 2 | 2 | **4** |
| Graduation and Completion Index | - | 1 | - | **1** |
| Dropout Rate | - | - | 1 | **1** |
| **Totals (Accred. Yr: 2022-2023)** | **11** | **5** | **9** | **25** |
| **Totals (Accred. Yr: 2019-2020)** | **9** | **10** | **6** | **25** |
| **Totals (Accred. Yr: 2018-2019)** | **12** | **9** | **5** | **26** |

**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 Greensville. The table below represents Greensville’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 | 53.88 | 57.27 | 60.63 |
| English: Writing | 20.96 | 48 | 55.1 |
| Mathematics | 57.05 | 68.13 | 59.83 |
| Science | 41.4 | 61.46 | 60.74 |
| History and Social Sciences | 48.4 | 60.94 | 72.38 |

**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 | 79.11 | *91.06* | *94.38* | 87.10 | 88.77 |
| Drop Out Rate | 13.29 | *4.47* | *5.0* | 9.14 | 8.56 |
| Federal Graduation Indicator | 77.56 | *86.26* | *90.63* | 82.80 | 81.82 |

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

For the 2022-2023 school year, the division identified essential actions and goals to address each of 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*)

**Academics and Student Success**

***Essential Action: Develop, implement, and monitor a comprehensive, division-wide plan to improve student achievement in reading across all grade levels and content areas.***

**GOAL:** By June of 2023, Greensville County Public Schools will show proficiency with at least 75% of students scoring at or above proficiency in the following reporting categories: demonstrating comprehension of fiction and nonfiction texts.

**Action Steps:**

* Greensville County Public Schools is developing a division-wide literacy plan to support core literacy instruction.
* Teachers will participate in the following high quality professional development to support early reading and writing instruction; utilizing grade level texts building background, vocabulary, oral language, and advance phonemic awareness and morphology.
* OSQ Professional Development “Written, Taught & Tested Curriculum”
* 2022 Virtual English SOL Institutes (K-2 - October 4 & 6; Grades 3-5 - October 11-13; Grades 6-8 - October 18 & 20; Grades 9-12 - October 25 & 27)
* VDOE English Learning Labs
* Reading teachers in grades K-2 are currently enrolled in LETRS to complete coursework in and demonstrate mastery of evidenced-based literacy instruction (September 2022- June 2023).
* Division leaders, building level administrators, instructional coaches, and principal coaches will conduct observations of instructional delivery; provide timely feedback with probing questions on the delivery of identified strategies and opportunities for students to demonstrate comprehension of fictional and nonfiction texts.

***Essential Action: Develop, implement, and monitor a comprehensive, division-wide plan to improve student achievement in writing across all grade levels and content areas.***

**GOAL:** By June 2023, all students will develop skills to write effectively in response to reading, writing for various purposes and audiences, and writing to prepare for real-world authentic communication as measured by responses to quarterly writing prompts.

**Action Steps:**

* The division will create a division-wide writing plan with strategies for implementation of writing across the curriculum to include professional development.
* Students will complete a quarterly writing prompt. Rubrics will be used for scoring.
* Greensville County Public Schools writing instructional guidance will be developed, approved and communicated with all teachers to include best practices for writing instruction and monitoring protocol. (September 1-30, 2022)
* All students will utilize a writing portfolio to house artifacts of writing development and feedback throughout the year with specific grade-level focus areas, cross-content expectations, and evidence.
* Teachers will conduct regular writing small group instruction, conferences, and writing stations in their literacy blocks.

***Essential Action: Develop, implement, and monitor a comprehensive, division-wide plan to improve student achievement in science across all grade levels.***

**GOAL:** By June of 2023, at least 70% of students will show proficiency in science by scoring at or above proficiency, through the implementation and delivery of the six critical components for achieving science literacy.

**Action Steps:**

* Teachers will participate in various professional development opportunities including, but not limited to, Scientific Engineering Practices, 5E’s of inquiry, alternative thinking strategies, guided practice, the use of formative assessments, and VDOE Teachers in Action science series spring 2023.
* Division leaders, building level administrators, coaches and teachers will participate in lesson planning meetings. Lesson plans will be analyzed, using a lesson plan feedback tool, to ensure the inclusion of scientific and engineering practices, 5E’s of inquiry, and alternative thinking strategies.
* The division will support the implementation of experimental science learning through the purchase of science resources.
* Conduct observations of instructional delivery; provide timely feedback with probing questions on the delivery of identified strategies and identify specific opportunities for students to engage in hands-on opportunities, ask questions, carry out investigations, examine data, and use higher order thinking skills in alignment with the curriculum framework.
* Division leaders, building level administrators, coaches and lead teachers will meet quarterly to review student data including benchmarks, and interventions and CSIP essential actions/action steps in order to determine next steps for supporting student achievement.

**Student Attendance**

***Essential Action: Develop, implement, and monitor a comprehensive plan to meet student achievement goals based on data.***

**GOAL:** By June of 2023, all schools’ final performance level for chronic absenteeism will be at Level I as evidenced on the school quality report.

**Action Steps:**

* Hire two part-time attendance officers to conduct home visits to capture those students who have not returned to school since spring 2021.
* Review GCPS Compulsory Attendance Procedures during the opening staff meeting and implement with fidelity. Attendance procedures will be followed-up during individual grade level meetings.
* Review student attendance data to determine who will require additional support, and create a beginning of the year student watch list. Watch list will be updated at monthly attendance meetings.
* All school attendance officers will review monthly attendance data to determine student watch list for the month.

**Graduation and Dropout Rates**

***Essential Action: Develop, implement and monitor the tracking and analysis processes to ensure early identification of at-risk students to increase student graduation rates and reduce drop-out rates.***

**GOAL:** By June of 2023, the 2023 graduation cohort at Greensville County High School will increase from a level two at 81% to a level one at 88%; and the dropout rate will decrease from level three at 13% to level two at 9%.

**Action Steps:**

* In order to identify students at-risk of not graduating on time, school counselors and administrators will closely monitor the graduation requirements tracking spreadsheet.
* School counselors and administrators will meet with the at-risk students and their parents/guardians every 4 ½ weeks to monitor progress of the graduation plans and adjust as appropriate.
* Mentors will be assigned to at-risk students to provide a level of mental support and encouragement by way of daily or weekly check-ins and home visits when necessary.
* Online curriculum will be used for credit recovery and extenuating circumstances, as well as providing extra-help opportunities before, during, and after school and on Saturday.
* School counselors will review the OGR cohort report monthly for accuracy.

**Retention, Evaluation, and Recruitment in all areas**

***Essential Action: Align recruitment efforts with the goals of the division and the Standards of Quality (SOQ) set by the VDOE.***

**GOAL:**  By June 2023, the Human Resources department of Greensville County Public Schools will allocate time and resources to improve school climate, support a positive work environment, and boost morale to increase our staff retention rate as measured by end of year surveys.

**Action Steps:**

* Welcome Faculty and Staff Feedback: Provide feedback opportunities for faculty and staff by conducting monthly surveys to address any questions or concerns they may have. This staff information will give us valuable feedback on how to improve our district’s work environment.
* Stay Survey: We will conduct quarterly “Stay” surveys to monitor staff morale and the effectiveness of the monthly “Questions and Concerns” inquiry. Stay interviews are conducted to help division leaders understand why employees stay and what might cause them to leave.
* Teacher Mentor Program: Greensville County Public Schools provides a new teacher mentoring program to teachers with 0-5 years and teachers new to the division.
* The GCPS new teacher mentor program is evaluated yearly through the administration of surveys to determine program effectiveness.

**Professional Development**

***Essential Action: Provide professional development on data analysis including analyzing information from multiple data points to determine effectiveness of strategies and make adjustments.***

**GOAL:** By June 2023, all building leaders will participate in high quality professional development to improve student academic achievement and culture and climate as evidenced by assessment data and survey results.

**Action Steps:**

* Develop a school leadership calendar for professional development opportunities during the 2022-23 school year.
* The superintendent will participate in the Virginia Transformation Leadership Academy.
* Assistant principals will attend GCPS Leadership Academy sessions.
* The assistant superintendent will participate in Virginia Leads Innovation Network 4.0.
* School board members will attend the annual conference and board retreat delivered by the Virginia School Board Association.

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)