

**Office of School Quality**

Petersburg City Public Schools

VBOE Spring Report

March 2023

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| **Division Information** |
| Region: **I** |
| Chairperson of the Board: **Kenneth L. Pritchett** |
| Superintendent’s Name: **Dr. Tamara Sterling** |
| Memorandum of Understanding (MOU) Date: **June 8, 2016** |
| Corrective Action Plan (CAP) Date: **September 2021** |

*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 Petersburg City 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.

Petersburg 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 Petersburg's profile, profiles of schools in the divisions, and recent data associated with state accreditation and federal accountability. Additionally, this report provides an outline of the responsibilities of Petersburg's Superintendent and Local Board for the 2022-2023 school year. The Office of School Quality will provide details of various supports offered to Petersburg and highlight the progress Petersburg has made regarding the essential actions from their Corrective Action Plan. Lastly in this report, Petersburg 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.petersburg.k12.va.us/ **Mission:** *To develop students through rigorous educational and co-curricular programs into critical, reflective thinkers with the knowledge and skills to communicate effectively, to integrate technology for learning, and to contribute to an ever-changing, diverse community.* |
| **Location:** Petersburg is a large suburban school division located in Petersburg, VA. |
| **Superintendent Profile:** [Superintendent’s Corner](https://www.petersburg.k12.va.us/domain/18) |
| **Division Board of Education**: [Petersburg City Public Schools Board of Education](https://www.petersburg.k12.va.us/domain/95) is composed of seven members. The board meets generally on the first and third Wednesdays of each month at Petersburg High School. |
| **School Quality Profiles of the Division:** [Petersburg City Public Schools Quality Profile](https://schoolquality.virginia.gov/divisions/petersburg-city-public-schools)Petersburg City consists of one preschool, four elementary schools, one middle school, and one high school. |
| **Student Enrollment**[[1]](#footnote-1): 2021-2022 (4,179 Full Time Students); 2020-2021 (4,045 Full Time Students) |
| **Educator Totals**[[2]](#footnote-2): 2021-2022 (343 Educators); 2020-2021 (341 Educators) |
| **School Year Calendar[[3]](#footnote-3):** Opening Day-August 30, 2022; Closing Day-June 9, 2023  |

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| **School Profiles[[4]](#footnote-4)** |
| **School Name** | **Principal** | **Grade Levels** | **Student Enrollment****(21/22)** |
| Westview Early Childhood Education Center | Stacie Parham | PreK | 324 |
| Cool Spring Elementary | Jennifer Kelley | K-5 | 521 |
| Lakemont Elementary | Erika Moseley | K-5 | 342 |
| Pleasants Lane Elementary | Ryan Sykes | K-5 | 523 |
| Walnut Hill Elementary | Mandelia Fisher | K-5 | 525 |
| Vernon Johns Middle | Reva Green | 6-8 | 917 |
| Petersburg High | Alicia L. Fields | 9-12 | 1027 |

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 | 4 | 1 | 1 | 6 |
| Accredited | - | - | 1 | 1 |
| Accredited with Conditions | 4 | 1 | - | 5 |

[**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 | 4 | 1 | 1 | 6 |
| CSI | 2 | 1 | - | 3 |
| TSI | - | - | - | - |
| ATSI | - | - | 1 | 1 |

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

Per the Memorandum of Understanding (MOU):

*The* ***Petersburg City School Board*** *and its central office staff will adopt the following key priorities and implement essential actions to comply with the Standards of Quality and improve student achievement:*

*1. Implement Quality Instruction and Curricula Alignment*

*2. Monitor Human Resources Management Systems and Retain, Hire, and Develop Quality Leadership Staff and Teachers*

*3. Develop, Adopt, and Implement a Unified Strategic Plan*

*4. Develop and Implement a Superintendent Leadership and Board Governance [pg. 2]*

*The Director of OSQ (former OSI) will meet quarterly with the Division Superintendent and appropriate staff to review (1) evidence of the implementation of the Corrective Action Plan; and (2) quarterly data that evidences progress towards the attainment of the goals of the Corrective Action Plan. Data points to be reviewed include, but are not limited to, 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, math, history, and science. OSQ staff may request additional data. Specific next steps will be developed as needed. [pg. 3 Item #4]*

*The School Board will direct the Division Superintendent and appropriate staff to meet at least quarterly OSQ to review (1) artifacts that serve as evidence of the implementation of the Corrective Action Plan; and (2) quarterly data that serves as evidence of progress towards the attainment of the goals of the Corrective Action Plan. Data points to be reviewed include, but are not limited to, 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, math, history, and science. OSQ staff may request additional data. Specific next steps will be developed as needed. [pg. 9 Item #3]*

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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 School Board chair at least twice per year to facilitate communication and regular updates. Other members of the State Board and School Board may be invited to attend these bi-annual meetings or additional meetings at the discretion of the State Board. All meetings conducted pursuant to the MOU shall be held in accordance with all applicable 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 Petersburg 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 PCPS School Board and Division Superintendent will participate at a minimum annually in board and superintendent professional development provided by appropriate organizations focusing on their respective roles and improving student achievement in challenged schools. *[pg 10, #10]* The PCPS Board is scheduled to participate in annual training with the Virginia School Board Association (VSBA) on January 25, 2023.  |

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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 observe these meetings 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 Petersburg City School Board and its central office staff will adopt the following priorities and implement essential actions to comply with the Standards of Quality and improve student achievement. * Implement Quality Instruction and Curricula Alignment *(Academics and Student Success)*
* Monitor Human Resource Management System and Retain, Hire, and Develop Quality Leadership Staff and Teachers *(Human Resource Leadership)*
* Develop, Adopt, and Implement a Unified Strategic Plan *(Leadership and Governance)*
* Develop and Implement a Superintendent Leadership and Board Governance Compact *(Leadership and Governance)*

The Office of School Quality (OSQ) monitors Petersburg 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:*** Petersburg High School is fully accredited for the 2022-2023 school year. *(P1: Academics and Student Success)*
* Petersburg City Division Leaders have developed and implemented a new division lead process, Instructional Evaluation Rounds (IER), to review data (i.e. student performance, professional development, and curricula alignment) and monitor instruction quarterly. *(P1: Academics and Student Success)*
* PCPS continues to expand and enhance school-community partnerships to support student achievement, strategic planning, and continuous improvement efforts. In addition, the division continues to leverage social media platforms to build and maintain connections with families. *(P1: Academics and Student Success)*
* In December 2021, VDOE acknowledged and celebrated the closure of the PCPS Results Driven Accountability (RDA) CAP. The 2016 CAP required correction of noncompliance discovered during file reviews as part of the Division Level Review within one year of the report. The program improvement RDA CAP was implemented in 2016. The RDA CAP was revised by Petersburg City Public Schools, approved by VDOE, and implemented on July 22, 2020. This closure reflects significant improvements in the division’s policies, procedures, and practices for the education of students with disabilities.

**Notable focus areas for improvement include, but are not limited to:** * Reduce the number of schools not fully accredited. *(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 the chronic absenteeism rate. Although the Chronic Absenteeism indicator was waived for the accreditation year the 2022-2023 school year, 100% of schools in PCPS have a level 2 or level 3 school quality indicator rating in chronic absenteeism. *(P1; Academics and Student Success)*
* From a cross-division collaborative lens, PCPS division leaders are encouraged to integrate professional development focus areas from the Human Resources and Talent Development department with the Instruction department. *(P3; Human Resource Leadership)*
* Develop a plan to address the needs of students with disabilities at Petersburg High School, which has been federally identified for Additional Targeted Support and Improvement (ATSI) in 2022. *(P1: Academics and Student Success)*
* Reduce the number of schools federally identified for support and improvement: Based on preliminary data (2022), Lakemont Elementary, Pleasants Lane Elementary, and Vernon Johns Middle have all been federally identified as Comprehensive Support & Improvement schools (CSI).

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

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| **Technical Assistance Topics** |
| *The Director of the Office of School Quality (OSQ), formerly Office of School Improvement (OSI), will coordinate with school division staff and other VDOE offices to develop a Corrective Action Plan for Petersburg City Public Schools and 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 the required actions identified as a result of the technical assistance are implemented with fidelity. [pg.9, Item #8]*  |
| **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.  Petersburg City Public Schools is currently operating under an MOU with the Virginia Board of Education and has a total of seven 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 | 1 | **6** |
| Achievement Gap - English | 2 | 2 | 2 | **6** |
| Academic Achievement - Math | 2 | 2 | 2 | **6** |
| Achievement Gap - Math | 1 | 2 | 3 | **6** |
| Academic Achievement - Science | - | 1 | 5 | **6** |
| Chronic Absenteeism | - | 3 | 3 | **6** |
| Graduation and Completion Index | 1 | - | - | **1** |
| Dropout Rate | 1 | - | - | **1** |
| **Totals (Accred. Yr: 2022-2023)** | **10** | **12** | **16** | **38** |
| **Totals (Accred. Yr: 2019-2020)** | **13** | **7** | **18** | **38** |
| **Totals (Accred. Yr: 2018-2019)** | **9** | **17** | **12** | **38** |

**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 Petersburg. The table below represents Petersburg’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 | 46.34 | 52.14 | 56.92 |
| English: Writing | 33.96 | 38.28 | 44.26 |
| Mathematics | 31.07 | 52.43 | 49.62 |
| Science | 32.83 | 46.7 | 52.31 |
| History and Social Sciences | 25.2  | 52.17 | 53.07 |

**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 | 85.65 | *86.64* | *86.55* | 83.68 | 83.03 |
| Drop Out Rate | 4.22 | *3.45* | *6.91* | 9.03 | 6.14 |
| Federal Graduation Indicator | 79.67 | *80.95* | *80.66* | 75.00 | 74.45 |

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*)

See [Petersburg City's Corrective Active Plan](https://www.petersburg.k12.va.us//site/default.aspx?PageID=2391) (link) to Cross-Reference EA’s Referenced Below

**Student Academic Achievement (Academics and Student Success)**

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| **S.M.A.R.T Goal(s):** Based on the 2022-2023 SOA data for Petersburg City Public Schools, each school will at a minimum, reduce the failure rate by 10% in the categories of mathematics, science, and English in the “all category” on the Spring 2023 SOL assessments.  |
| **Essential Actions** | **Steps Needed to Achieve the Action** | **Resources Needed (Things, People, & Time)** | **Responsible Members (Title) Implementation & Monitoring** | **Reasonable Target Checkpoints & Completion Dates** |
| EA 2.1 | Action Steps: 2.1a, 2.1b, 2.1e | More direct support staff are needed in elementary and secondary schools. | Chief Academic Officer, Principals, Teachers, Coaches, Executive Director of Teaching & Learning | MonthlySept - June 22-23 |
| EA 2.2 | Action Steps: 2.2a, 2.2b,2.2c | More direct support staff are needed in elementary and secondary schools. | Principal, Teachers, Title 1, Coaches | MonthlySept - June 22-23 |
| EA 2.3 | Action Steps: 2.3a, 2.3b, 2.3c | More direct support staff are needed in elementary and secondary schools. | Chief Academic Officer, Principals | QuarterlySept - June 22-23 |
| **Brief Evidence Summary:** Principals are required to conduct walkthroughs each week in addition to the formal and informal observations required by the department of human resources. Principals note trends and patterns and share them with their staff and the school division. Some of the areas of growth indicated in the walkthroughs are the same as the areas of growth indicated in formal and informal observations. Principals also note that lesson planning compliance and teacher attendance has improved. However, classroom management, alignment, and rigor continue to be the most significant areas of need. PCPS leaders use Instructional Excellence Reviews as a process to monitor the written, taught, and tested curriculum; look-fors for lesson planning and observations, formative assessments, and data protocols. The guidelines for this work are outlined for each administrator as an expectation of their work. Data is also consistently monitored at the school level. Title 1 teachers and specialists serve students in Tier 2 and Tier 3 providing differentiated instruction to ensure that these students move from below grade level to meeting grade level status. School administrators and division personnel track this data to ensure that no student is left behind and that groups remain fluid.  |

**Student Attendance (Academics and Student Success)**

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| **S.M.A.R.T Goal(s):** Based on SOQ data from the 2021-2022 school year, at a minimum, all PCPS schools will move from Level Three to Level Two performance for Chronic Absenteeism by June 30, 2023. |
| **Essential Actions** | **Steps Needed to Achieve the Action** | **Resources Needed (Things, People, & Time)** | **Responsible Members (Title) Implementation & Monitoring** | **Reasonable Target Checkpoints & Completion Dates** |
| EA 2.3 | Ensure monthly planning meetings are held with State Coaches to ensure VTSS is implemented with fidelity at the division and school level to monitor weekly attendance. | Monthly meetings with State VTSS Coaches along with each school and the division team. Time is needed for weekly school attendance teams to address absences through calls, letters, and home visits via Wave Van or mileage reimbursement. | Division VTSS Team: ELT members, Cabinet Members, Behavior Coordinator,School SLT/VTSS & Attendance Teams: School Admin, Counselor, Title I, Grade Level Leads or Dept. Chairs, Student Support Specialist, Truancy | Monthly Sept - June 2023 |
| EA 2.3d | Principals implement monthly incentive planning and programming to increase daily attendance. | Incentive funding, student recognition teams, and culture calendar completion and monitoring are needed. | Chief Student Advancement Officer, Principals, Asst. Principals, Student Support Specialist, Truancy | Monthly Sept - June 2023 |
| EA 2.3  | Division support to increase daily attendance through attendance campaigns, marketing, social media, community canvassing, and events are needed. | Funding is needed for marketing and canvassing materials (billboards, flyers, signs). Our Wave Bus, Wave Van, and school buses will be used.  | Chief Student Advancement Officer, Director of Student Support, Student Support Specialists, Truancy Case Managers, PRC/MV Wave Team, School staff, Central Office, and Community  | Monthly Sept - June 2023 |
| **Brief Evidence Summary:** Attendance improvement efforts will be coordinated and monitored at the school level and division level. Weekly attendance data tracking spreadsheets will be reviewed by school/division team members. School teams hold weekly attendance meetings and log calls/home visits/letters for accountability and monitoring. Attendance is also discussed and monitored in School Leadership/VTSS meetings where notes from weekly attendance meetings are shared as well as meeting minutes taken about the next steps to decrease absences. Each month the state VTSS coaches review data with school and division teams in planning meetings and minutes are taken to monitor progress. Data from marketing, canvassing, and events in the community and at the school level are monitored and tracked for monitoring the success of implementation. With all of the various efforts, more students should be recognized for school attendance, yielding at least a 10% decrease in students who are chronically absent at each school, thus allowing us to reach our goal of all schools moving to Level Two performance for chronic absenteeism.  |

**Graduation Rate and Drop Outs (Academics and Student Success)**

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| **S.M.A.R.T Goal(s):** Based on SOQ data from the 2021-2022 school year, Petersburg High School’s (PHS) GCI will increase from 86% to 92% and the dropout rate will be reduced from 4.2% to 3.5%.  |
| **Essential Actions** | **Steps Needed to Achieve the Action** | **Resources Needed (Things, People, & Time)** | **Responsible Members (Title) Implementation & Monitoring** | **Reasonable Target Checkpoints & Completion Dates** |
| EA 2.3 | Action Steps: 2.3dMonitor cohort data during monthly GCI meetings  | Updated spreadsheets, GCI team, and time are needed. | School Admin, Counselors, Grad Coach, Bev Britt (OSQ), Supt, CSAO, Central Office, SPED, ESL, Student Support Staff, CTE | Monthly Sept - June 2023  |
| EA 2.3 | Action Steps: 2.3dAssign mentors to identified students in the PCPS “Take 5” Mentor Program  | Weekly check-ins with mentors and monthly group sessions with mentors/mentees are needed. Coordination of Business Partner Sessions is needed. | Chief Student Advancement Officer, Central Office Mentors, Community Mentors  | Monthly Sept - June 2023 |
| EA 2.3 | Action Steps: 2.3dConduct home visits and community outreach for support  | Use of the Wave Van, Wave Bus, or mileage reimbursement to staff are other needs. | GCI Team Members  | Monthly Sept - June 2023 |
| **Brief Evidence Summary:** The PHS GCI team will continue to update and monitor the current GCI list with fidelity, paying close attention to students needing verified credits and courses. The team’s deep discussion of each student and direct assistance to provide specified support (staff, mentors, or other resources) is critical. The team will maintain contact logs from calls, home visits, and meetings with students and guardians and update the GCI document with this information. Mrs. Bev Britt’s (OSQ Designee) insight and feedback provide specific next steps that help the team to see progress. This intentional monitoring process will allow the team to realize marked improvements in its GCI and OTG.  |

**Retention, Evaluation, and Recruitment of Staff in all areas (i.e. Administrators, Teachers, Counselors, Bus Drivers, etc.)**

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| **S.M.A.R.T Goal(s) # 1:** By June 15, 2023, PCPS will capitalize on the current 3-5 local, regional, or national partnerships with Institutions of Higher Education (IHEs) which will provide talent pipelines, aid with required licensing coursework, and maintain data analysis processes to reach the desired outcomes. (CAP Components) |
| **Essential Actions** | **Steps Needed to Achieve the Action** | **Resources Needed (Things, People, & Time)** | **Responsible Members (Title) Implementation & Monitoring** | **Reasonable Target Checkpoints & Completion Dates** |
| EA 3.3  | Action Steps: 3.3d Provide teacher preparation coursework to staff in need of courses for licensure | Time and staff are needed to conduct research on each current or aspiring employee required courses, licensing and assessment needs.  | Director of HR and Talent Manager | MonthlySept - June 2023 |
| EA 3.2 | Action Steps: 3.2b Provide robust professional developmentopportunities for teachers, leaders, and staff | Tight coordination between departments, defined training staff roles, and means to measure employee efficacy outcome data are needed. | Director of HR and Talent Manager | MonthlySept - June 2023 |
| EA 3.1 | Action Steps: 3.1d & 3.1eDevelopment of awarenesscampaigns will lead to increasedhiring of highly qualified talentfor PCPS | Collaboration of Communications Officer, Technology Liaison, and Hiring Managers are needed. There is also a need to identify additional funding sources for marketing campaigns. | Director of HR andTalent Manager | Jan. 15 (Draft)MonthlyJan-June 2023 |
| **Brief Evidence Summary:** Petersburg City Public Schools has designed a set of integrated organizational human resources processes to attract, develop, motivate, and retain productive employees. This leads to CAP Essential Action 3.1 in which the school division will recruit a diverse workforce, while also investing in continuous learning to improve work performance and efficiencies in an equitable and inclusive manner. While we will engage in a recruitment campaign where we go out to find talent, we seek to complement the external recruiting with the grow-your-own internal model through local/regional partnerships from H.S. through Institutions of Higher Education training, residencies, and then hire.  |

**Professional Development for School Leadership (Leadership and Governance)**

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| **S.M.A.R.T Goal(s):** By June 2023, PCPS will execute the documented PD Plan to support the growth of the division-level leaders and school-based leaders to enhance overall leader growth, school performance, and academic outcomes. |
| **Essential Actions** | **Steps Needed to Achieve the Action** | **Resources Needed (Things, People, & Time)** | **Responsible Members (Title) Implementation & Monitoring** | **Reasonable Target Checkpoints & Completion Dates** |
| EA 4.1 | Action Steps:4.1c | Monthly Leadership Session Facilitators, Regular Comprehensive Data Review Meetings, Leaders Growth & Satisfaction Survey | Superintendent, Executive Leadership Team, Cabinet, & All Building Instructional Leaders | Monthly:July 2022 - June 2023 |
| EA 4.1 | Action Steps:4.1d | Student Support Plan, Family Engagement Plan, Stakeholder Survey Data | Superintendent, Executive Leadership Team, Cabinet, & All Building Instructional Leaders | Monthly:July 2022 - June 2023 |
| EA 4.1 | Action Steps:4.1j | Principals’ Meeting Agendas, Professional Development Calendars, Leader 360 & Leader Strengths Assessments, Individual Leadership Development Plans | Superintendent, Executive Leadership Team, Cabinet, & All Building Instructional Leaders | Monthly:July 2022 - June 2023 |
| **Brief Evidence Summary:** In an effort to measure outcomes associated with Essential Action 4.1c, PCPS intends to provide evidence related to leader growth, leader satisfaction, and student outcome data. PCPS will utilize artifacts such as Student Support Plan, Family Engagement Plan, and Stakeholder Survey Data to measure the completion of EA 4.1d. In addition to principal meeting agendas, PCPS will provide PD & Individual Leadership Plans as evidence of implementation for essential actions related to 4.1j. |

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)