

**Office of School Quality**

Prince Edward County Public Schools

VBOE Spring Report

March 2023

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| **Division Information** |
| Region: **VIII** |
| Chairperson of the Board: **Lucy B. Carson** |
| Superintendent’s Name: **Dr. Barbara Johnson** |
| Memorandum of Understanding (MOU) Date: **June 25, 2020** |
| Corrective Action Plan (CAP) Date: **January 13, 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/22.1-253.13:3/)*]*

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

Prince Edward 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 Prince Edward County’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 Prince Edward County’s Superintendent and Local Board for the 2022-2023 school year. The Office of School Quality will provide details of various supports offered to Prince Edward and highlight the progress Prince Edward has made regarding the essential actions from its Corrective Action Plan. Lastly in this report, Prince Edward provides a summary of priority essential actions for 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.pecps.k12.va.us/>  **Vision:** *“United in Excellence”*  **Mission:** *“We are an inclusive, student-centered community focused on inspiring confident, knowledgeable, and productive citizens who are empowered to lead.”* |
| **Location:** Prince Edward is a remote school division located in the town of Farmville, VA. |
| **Superintendent Profile:** [Superintendent’s Corner](https://www.pecps.k12.va.us/about_/departments/superintendent) |
| **Division Board of Education**: [Prince Edward County Public Schools Board of Education](https://www.pecps.k12.va.us/school_board/members_and_meetings) is composed of eight members one of which is vacant. The board meets monthly at the School Board Office. |
| **School Quality Profiles of the Division:** [Prince Edward County Public Schools Quality Profile](https://schoolquality.virginia.gov/divisions/prince-edward-county-public-schools)  Prince Edward County consists of one elementary, one middle, and one high school. |
| **Student Enrollment**[[1]](#footnote-1): 2021-2022 (1,917 Full Time Students); 2020-2021 (1,949 Full Time Students) |
| **Educator Totals**[[2]](#footnote-2): 2021-2022 (174 Educators); 2020-2021 (171 Educators) |
| **School Year Calendar[[3]](#footnote-3):** Opening Day-August 9, 2022; Closing Day-May 23, 2023 |

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| **School Profiles[[4]](#footnote-4)** | | | |
| **School Name** | **Principal** | **Grade Levels** | **Student Enrollment**  **(21/22)** |
| Prince Edward Elementary | Teresa Vance | PreK- 4 | 774 |
| Prince Edward Middle | Shelley Clark-Reed | 5-8 | 560 |
| Prince Edward County High | Gwendolyn McQuaige-Hicks | 9-12 | 580 |

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** | **Totals** |
| Total Number of Schools in Division | 1 | 1 | 1 | 3 |
| Accredited | 1 | - | - | 1 |
| Accredited with Conditions | - | 1 | 1 | 2 |

[**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 1 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 | 1 | 1 | 1 | 3 |
| CSI | - | - | - | - |
| TSI | - | - | - | - |
| ATSI | - | 1 | - | 1 |

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

**Per the Memorandum of Understanding (MOU):**

*The* ***Prince Edward County 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*

*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 Prince Edward County Public Schools (PECPS) 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 Prince Edward County School Board). Specific next steps will be developed as needed. [pg. 2 Item 3]*

*The Prince Edward 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 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 PECPS to implement the essential actions in the CAP will be communicated by OSQ staff via a written bimonthly report provided to the Division Superintendent (who will share it with the Prince Edward County 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 Prince Edward County 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 the requirements outlined in the MOU, the PECPS Board received training from the Virginia School Board Association (VSBA) on July 6, 2022. *[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 Prince Edward County 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 Prince Edward’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:**   * Prince Edward Elementary School is fully accredited and exited federal identification as a Targeted Support and Improvement School (TSI), based on preliminary data (2022).*(P1: Academics and Student Success)* * PECPS division leadership team in collaboration with school leaders has developed and instituted a data-dig process focused on monitoring the implementation and impact of curricula work. *(P1: Academics and Student Success)* * PECPS division leaders have developed a technology plan and committee to ensure data security, privacy, and instructional and operational needs are met to support student achievement. The plan reflects the engagement of a variety of stakeholder groups. *(P3; Operations and Support Services)* * PECPS Superintendent reported success in their recruitment and recruitment efforts, as evident in the number of vacancies throughout the division for the 2022-2023 school year, in comparison to the 2021-2022 school year. For instance, the division reported eight vacancies county-wide at their September CAP meeting; in comparison to one of its secondary schools having to navigate fourteen vacancies throughout the entire 2021-2022 school. *(P4; Human Resource 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 challenges for economically-disadvantaged and students with disabilities at Prince Edward Middle School that continue as areas of federal identification as an Additional Targeted Support and Improvement (ATSI), based on preliminary data (2022).*(P1; Academics and Students Success)* * Develop and implement a process to systematically review, revise, and monitor school board policies ensuring compliance with the Standards of Quality and alignment with division practices. The process should ensure internal and external stakeholder input. *(P2; Leadership and Governance)* * Continue refining 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)*   OSQ remains committed to supporting the continuous improvement efforts of Prince Edward County 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. An OSQ-selected representative may also be assigned to attend and participate in all leadership team meetings and leadership activities to ensure the alignment of division programs and processes to the MOU, the CAP, and the PECPS Division’s Strategic Plan. [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 implement 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.   Prince Edward County Public Schools is currently operating under an MOU with the Virginia Board of Education and has a total of three 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 | - | 1 | **3** |
| Achievement Gap - English | 1 | 1 | 1 | **3** |
| Academic Achievement - Math | 2 | 1 | - | **3** |
| Achievement Gap - Math | 1 | 1 | 1 | **3** |
| Academic Achievement - Science | - | - | 2 | **2** |
| Chronic Absenteeism | - | 2 | 1 | **3** |
| Graduation and Completion Index | - | 1 | - | **1** |
| Dropout Rate | 1 | - | - | **1** |
| **Totals (Accred. Yr: 2022-2023)** | **7** | **6** | **6** | **19** |
| **Totals (Accred. Yr: 2019-2020)** | **6** | **7** | **6** | **19** |
| **Totals (Accred. Yr: 2018-2019)** | **9** | **7** | **3** | **19** |

**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 Prince Edward. The table below represents Prince Edward’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 | 59.96 | 60.55 | 63.61 |
| English: Writing | 50.54 | 61.13 | 66.05 |
| Mathematics | 50.94 | 60.57 | 57.92 |
| Science | 42.73 | 60.03 | 63.85 |
| History and Social Sciences | 44.01 | 58.5 | 65.74 |

**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 | 82.12 | *74.17* | *85.90* | 85.55 | 89.31 |
| Drop Out Rate | 5.30 | *13.91* | *9.62* | 8.09 | 6.29 |
| Federal Graduation Indicator | 81.25 | *68.79* | *80.65* | 75.71 | 81.01 |

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*)

**Student Academic Achievement**

*Rationale: While over the last two years, PECPS has worked to develop a curriculum aligned to the Virginia Standards of Learning, there is an existing need to focus on intervention strategies which target individual student academic and behavioral needs. Additionally, updating the walkthrough tool to look for specific teacher and student actions aligned to targeted intervention and classroom strategies will allow the division to further use data to provide targeted professional development, coaching and pedagogical support.*

Essential Action #1: The division will implement strategies to increase the Standards of Learning (SOL) scores in English, math, and science for the 2022-2023 school year.

* Provide instructional coaching in English, math, and science to plan and implement evidence-based practices.
* Monitor lesson planning and implementation for alignment with the SOLs.

Essential Action #2: The division will utilize the data from walkthroughs to determine the impact on student achievement for the 2022-2023 school year.

* Revise the walkthrough form to include targeted, content-specific look-for that align with the standards of learning.
* Conduct monthly walkthroughs (minimum of ten walkthroughs per month /per administrative team) involving division and school leaders.

Essential Action #3: The division will collect and analyze student data targeting intervention and remediation programs for the 2022-2023 school year.

* Implement the division data dig process at the classroom level to monitor individual student interventions for struggling students.
* Monitor the implementation of professional development to determine the impact of progress on student achievement (student achievement and behavioral data).

**Student Attendance**

*Rationale: Data from 2021-2022 indicate that school attendance has been greatly impacted by quarantine requirements and uncertainties around the pandemic. Analysis of data also indicate a need to train division and school staff on state coding requirements to ensure data accuracy.*

Essential Action #1: The division will launch a county-wide campaign to improve student attendance for the 2022-2023 school year.

* Partner with a Virginia Transformational Leadership Academy (VTLA) mentor to develop and implement a division-wide attendance campaign (work-embedded capstone for division leaders)
* Solicit supports, ideas, and strategies regarding attendance from the Parental Involvement Committee
* Develop a strategic alliance and community partnership to solicit support, ideas, and strategies regarding attendance

Essential Action #2: The division-wide attendance team will monitor school processes, including coding, home visits, and communication efforts to increase division-wide attendance.

* Train division personnel on the Virginia Department of Education (VDOE) requirements for attendance and behavioral coding (SRC – student record collection and SBAR – student behavior and administrative response)
* Partner with the Department of Social Services to implement the truancy process
* Partner with local agencies for mental health services (Crossroads)
* Review student-specific attendance plans at the school level to assess the need for intervention

**Graduation and Dropouts**

*Rationale: Pre-pandemic, the Graduation and Completion Index (GCI) for the division’s only high school was 88.3 (Class of 2019). For 2021-2022, GCI for accreditation was 80.6. Data for the Career, College, and Civic Readiness Indicator (CCCRI) indicate that students need additional qualifying work-based- or service-learning experiences prior to graduation.*

Essential Action #1: The division will increase the Graduation and Completion Index (GCI) to eighty-eight (88) for the 2022-2023 school year.

* Conduct monthly meetings with a representative from the Office of School Quality to review student level progress towards graduation requirements;
* Monitor the cohort database weekly to ensure that individual student needs are met to prevent dropout;
* Offer personalized pathways to graduation that may include but not limited to flexible scheduling, Saturday school, and graduation contracts for students at-risk for dropout and/or on-time graduation.

Essential Action #2: The division will develop and implement a process to increase work-based learning opportunities for students to meet the Career, College, and Civic Readiness Indicator (CCCRI) for the 2022-2023 school year.

* Establish and monitor partnerships with community and business organizations to support work-based learning opportunities as outlined by VDOE for the 2022-2023 school year;
* Review and edit the division’s *Program of Studies* to include new courses that address CCCRI needs;
* Compile a comprehensive, division-wide career connections section in the existing Prince Edward County Public Schools (PECPS) curriculum guides to address all grade levels.

**Retention, Evaluation, Recruitment of Staff in all areas**

*Rationale: Data from the 2021-2022 end-of-year Positions and Exit Collection (PEC) indicate most teachers are exiting due to employment in the education field/accepted another job in a Virginia public school division (23 teaching positions), followed by employment outside of the field of education (4), and family/health considerations (3).*

Essential Action #1: The division will reduce the number of instructional staff members leaving/exiting PECPS by 10% by the end of the 2022-2023 school year, as indicated by the *Positions and Exits Report.*

* Examine/research the feasibility of implementing a sick leave/gifting bank as a retention incentive;
* Implement a bi-weekly payroll as a retention incentive;
* Increase staff recognition activities;
* Utilize instructional mentors to collaborate with teachers who are new or in need of support;
* Provide bus driver retention bonuses.

Essential Action #2: The division will identify, using multiple data points, areas of professional growth for instructional leaders and teachers and provide opportunities to address these areas, within and between the schools, that tie teaching to student outcomes for the 2022-2023 school year

* Monitor and adjust the feedback and evaluation processes for teachers to ensure the nexus between student outcomes and professional evaluations;
* Provide evaluation process training for administrators by a VDOE consultant.

Essential Action #3: The division will extend recruitment efforts of the instructional staff for the 2022-2023 and 2023-2024 school years.

* Expand sign-on bonuses to include more positions;
* Utilize private organizations to solicit and hire qualified staff;
* Support teacher learning and leadership opportunities by expanding the tuition reimbursement program (para to teacher, additional teacher endorsements);
* Provide interview training to administrators and teacher leaders by a VDOE consultant.

**Professional Development**

*Rationale: Professional development activities for the division support the instructional goals of providing and monitoring interventions to target specific student needs. Classroom walkthrough data will monitor school-level literacy and math interventions. Teachers indicated a desire to self-select professional development topics based on their individual needs and interests.*

Essential Action #1: The division will develop a division-wide intervention plan for behavior and academics through job embedded professional development for 2022-2023.

* Partner with Virginia Tiered Systems of Support (VTSS) and Virginia Commonwealth University (VCU) technical assistance teams to plan and deliver advanced tiers training using the train-the-trainer model;
* Utilize the classroom walkthrough information to monitor the implementation of classroom interventions.

Essential Action #2: The division will provide professional development sessions focusing on instructional need and interest, every month (excluding November and December), based on teacher survey data from 2021-2022.

* Allow teacher-choice in monthly workshops based on their self-identified needs;
* Offer a variety of professional development topics that address division needs;
* Utilize community partners (Longwood, 4-H, Hampden-Sydney, businesses, Virginia Credit Union) to provide monthly training sessions.

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)