

Virginia Board of Education Agenda Item



Agenda Item: U

Date: June 27, 2013

Title	Report on Updates to Petersburg City Public Schools' Corrective Action Plan Required by the Memorandum of Understanding with the Virginia Board of Education		
Presenter	Mrs. Shelley Loving-Ryder, Assistant Superintendent, Division of Student Assessment and School Improvement Dr. Joseph C. Melvin, Division Superintendent, Petersburg City Public Schools		
E-mail	Shelley.Loving-Ryder@doe.virginia.gov	Phone	(804) 225-2102

Purpose of Presentation:

Action required by Board of Education regulation.

Previous Review or Action:

Other. Specify below:

Date: February 28, 2013

Action: Received report on the Memorandum of Understanding for Petersburg City Public Schools

Action Requested:

No action requested.

Alignment with Board of Education Goals: Please indicate (X) all that apply:

X	Goal 1: Accountability for Student Learning
	Goal 2: Rigorous Standards to Promote College and Career Readiness
	Goal 3: Expanded Opportunities to Learn
	Goal 4: Nurturing Young Learners
	Goal 5: Highly Qualified and Effective Educators
	Goal 6: Sound Policies for Student Success
	Goal 7: Safe and Secure Schools
	Other Priority or Initiative. Specify:

Background Information and Statutory Authority:

Goal 1: 8 VAC 20-70-40 requires the Board of Education to monitor the progress of school divisions under a Memorandum of Understanding. This report by Petersburg City Public Schools satisfies this requirement.

On November 17, 2009, the Board of Education (BOE) revised the Memorandum of Understanding (MOU) for Petersburg City Public Schools. This MOU will remain in effect until all schools are *Fully Accredited*. As required by the MOU, Petersburg City Public Schools developed a corrective action plan beginning in the 2009-2010 school year (Attachment A).

Petersburg City Public Schools last provided a report on the MOU to the School and Division Accountability Committee of the Virginia Board of Education on February 28, 2013. Information was provided on the key priorities of the MOU: Enhanced Leadership Capacity; Improved Student Achievement; Improved Teacher Quality; Strengthen Communications with all Stakeholders; and Promote a Safe and Secure Environment.

At the February 28, 2013, meeting, the Board requested that Petersburg City Schools provide an update at the June 27, 2013, meeting on the revisions to the corrective action plan, specifically, revisions that impact teacher licensure, teacher retention strategies, and teacher recruitment strategies.

Summary of Important Issues:

At this time Petersburg City Schools is in the process of revising the corrective action plan, Attachment A. This plan should be completed for review by the BOE by September 26, 2013. At the June 2013 meeting, the Superintendent of Petersburg City Public Schools will provide an update on certain strategies, indicated above, as requested by the BOE. These strategies will subsequently be included in the updated corrective action plan.

Impact on Fiscal and Human Resources:

Federal school improvement funds are being used to provide technical assistance and monitoring of the MOU.

Timetable for Further Review/Action:

The Board will review the completed corrective action plan and receive report on Standards of Learning assessment scores for all schools at the September 26, 2013, Board meeting.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Virginia Board of Education accept the report on updates to Petersburg City Public Schools' corrective action plan.



**Petersburg City Public Schools
Corrective Action Plan**

**Memorandum of Understanding
Beginning in 2009-2010**



Petersburg City Public Schools

Corrective Action Plan

Sept 3, 2009

MISSION STATEMENT
Petersburg City Public Schools will provide a quality education to all students that will meet or exceed local state and national standards. We commit to challenge and provide the necessary support so that each student will achieve at his or her highest potential in safe, secure and nurturing environment. We will provide experiences for our students to become life long learners and contributing members in a global society.

GOALS	OBJECTIVES	STRATEGIES	MEASURES
<p>1. Improve Student Achievement and increase the number of students who successfully pass the SOL Assessments</p>	<p>1. In the 2009-2010 school term, teachers will continue to utilize curriculum correlated with Standards of Learning (SOL) with supporting SOL curriculum frameworks which delineates the essential knowledge and skills to be taught, pacing guides and the SOL blueprints.</p>	<p>1.1.1 Continue to implement Alternative Governance at schools that did not make AYP requirements according to the NCLB guidelines, those schools are Vernon Johns Junior High School, Peabody Middle School, and J.E.B. Stuart Elementary School.</p> <p>1.1.2 Directors and instructional specialists and lead teachers will conduct an evaluation of pacing guides each 9 weeks. Revisions and additions to pacing guides will be conducted each 9 weeks using SOL blueprints and 4 ½ and 9 weeks benchmark assessments.</p> <p>1.1.3 Teachers will be provided with time and training on the use of pacing guides, curriculum frameworks, enhanced scope and sequence and alignment of core curriculum material with SOL, facilitated by Central Office Staff, Coaches, and designated Consultants.</p> <p>1.1.4 Principals will review lesson plans on a weekly basis, checking for alignment with pacing guides and teacher’s use of effective teaching strategies.</p> <p>1.1.5 Administrators will demonstrate understanding of training in effective instructional practices by modeling effective conferencing skills through the Collaborative Observation process; which is directly implemented by Assistant Superintendent for Instruction, Directors, and school-level administrators.</p> <p>1.1.6 All teachers will be trained on research-based effective teaching practices.</p> <p>1.1.7 Instructional Technology Resource Teachers will be utilized to assist teachers in use of technology in developing lesson plans and providing students with experiences to expose them to the integration of technology in lessons through the use of the Promethean Boards at the elementary and secondary levels, to directly impact the implementation of differentiation of instruction.</p> <p>1.1.8 Continue to implement the smaller learning community at Peabody Middle school to address groups of students who require additional remediation instruction. This program enables students to accelerate, and increase on-time graduation rates.</p> <p>1.1.9 Implement Instruction Leadership Teams at the building level, to provide training and in-service in teaching the SOL and identifying strategies that work. The team provides instructional leadership to others throughout the school to build high quality implementation of strategies for SOL success. The team focuses on strategic use of SOL Curriculum frameworks, SOL Blueprints, and SOL Pacing Guides.</p>	<p>1.1.a Schedule of meeting dates, date of completion, agenda and reports to directors.</p> <p>1.1.b Percent of students who are making satisfactory progress toward mastery of curricula as indicated by district formative assessments 4 ½ weeks.</p> <p>1.1.c All schools will meet AYP by the traditional or safe harbor method.</p> <p>1.1.d All schools will be fully accredited.</p> <p>1.1.e Increase in the number of students in the senior class who graduate.</p> <p>1.1.f Increase in the students who graduate in four years.</p> <p>1.1.g Increase in students enrolled in dual enrollment and AP courses.</p> <p>1.1.h Increase in the number of students taking the SAT and scoring above 500.</p> <p>1.1.i Increase in the number of students participating in career and technical education who meet national and state standards.</p> <p>1.1.j Increase in the number of students who are accepted into college or enroll in other post-secondary programs.</p> <p>1.1.k Increase in the number of teachers whose instruction and all activities are specifically aligned with the SOL and reflect the teaching of essential knowledge and skill frameworks.</p>

Petersburg City Public Schools Corrective Action Plan

<i>GOALS</i>	<i>OBJECTIVES</i>	<i>STRATEGIES</i>	<i>MEASURES</i>
	2. In the 2009-2010 school term, the implementation of the reformed system of formative student assessment will be in progress.	<p>1.2.1 Common benchmark assessments will be developed by directors instructional specialists, and teachers aligned with SOL and based on pacing guides (SOLAR).</p> <p>1.2.2 Benchmark Assessments will be administered quarterly to assess the strengths and weaknesses of students every 4 ½ weeks on the mastery of the content.</p> <p>1.2.3 After 4 ½ weeks testing, teachers will systematically conduct an analysis of the results to identify students' needs for remediation and interventions. Data will be generated through SOLAR to expedite this process.</p> <p>1.2.4 Principals will schedule data meetings with teachers to review results and develop student remediation strategies and timelines within two weeks of testing.</p> <p>1.2.5 Bi-weekly assessments will be developed by grade level and/or departments with assistance from instructional specialist.</p> <p>1.2.6 All teachers will administer by-weekly tests to assess students for content mastery, analyze and discuss in team/department meetings and implement remediation strategies.</p> <p>1.2.7 Each principal will incorporate a remediation period during the regular school day to address the remediation needs of students on a continuous basis.</p> <p>1.2.8 Principals will meet with teachers to assess the impact of remediation process on a bi-weekly basis using data analysis reports.</p> <p>1.2.9 Documents for teaching and monitoring test results will be developed for use by teachers and administrators.</p> <p>1.2.10 SOLAR tests will be administered at the 4th marking period in non-SOL tested classes.</p> <p>1.2.11 Recently released SOL test items will be used as practice tests.</p> <p>1.2.12 Data reports generated by SOLAR will be provided and interpreted by Assistant Superintendent and Directors with school principals during the Data Review Sessions which will be held with principals monthly.</p>	<p>1.2.a Schedule of meeting dates, date of completion, agenda and reports to Directors.</p> <p>1.2.b Percent of students who are making satisfactory progress toward mastery of curricula as indicated by district formative assessments 1st, 2nd, 3rd marking periods.</p> <p>1.2.c All schools will meet AYP by the traditional or safe harbor method.</p> <p>1.2.d All schools will be accredited.</p> <p>1.2.e Increase in the number of students in the senior class who graduate.</p> <p>1.2.f Increase in the students who graduate in four years.</p> <p>1.2.g Increase in students enrolled in dual enrollment and AP Courses.</p> <p>1.2.h Increase in the number of students taking the SAT and Scoring above 500.</p> <p>1.2.i Increase in the number of students participating in career and technical education who meet national and state Standards.</p>

**Petersburg City Public Schools
Corrective Action Plan**

<i>GOALS</i>	<i>OBJECTIVES</i>	<i>STRATEGIES</i>	<i>MEASURES</i>
2. Enhance Leadership Capacity	1. In school term 2009-2010, the Petersburg School Board will implement a system for strategic planning.	2.1.1 The School Board will participate in a School Board Advance to review and revise practices and initiatives which are reflected in the Corrective Action Plan. 2.1.2 The School Board will participate in VSBA conferences and seminars to meet SOQ requirements for board development. 2.1.3 The School Board continues to implement a plan for revision of school board policies and regulations, and continue to review and revise as appropriate.	2.1.a Schedule of meetings with state superintendent. 2.1.b Completion of leadership training as specified by the Virginia Department of Education. 2.1.c Updated School Board Policy Manual.
	2. By June 2009, implement a plan for enhancing instructional leadership for school level administrators and a system of management processes to include school improvement planning.	2.2.1 Assistant superintendent and Directors will provide assistance to principals with the development of School Improvement Plans which are developed and updated monthly through the CII website. The SIP are reviewed through webinars and Alternate Governance meetings, with input from chief academic officer. 2.2.2 All administrators will participate in a summer Leadership Academy emphasizing instructional leadership and making data-driven decisions. 2.2.3 The superintendent will devote time during weekly Cabinet meetings and monthly meetings with principals for the exchange of ideas/ knowledge and review division wide strategic plan. (Corrective Action Plan) 2.2.4 District level administrators will spend 2 days per week visiting schools on informal or formal reviews. 2.2.5 School improvement plans will be reviewed with the superintendent quarterly. 2.2.6 A culture of collegiality, caring and respect will be demonstrated by all administrative staff. 2.2.7 Participate in Tiers of Possibilities, a university cohort group, which provides the opportunity for teachers to receive an Administrative Endorsement.	2.2.a Percent of principals successfully completing leadership course. 2.2.b Percent of projects and plans completed on time and on budget. 2.2.c Percent of principals participating in conferences and other Staff Development Opportunities. 2.2.d Percent of school principals trained in effective instructional practices. 2.2. e Percent of teachers completing course work.

Petersburg City Public Schools Corrective Action Plan

<i>GOALS</i>	<i>OBJECTIVES</i>	<i>STRATEGIES</i>	<i>MEASURES</i>
3. Improve Teacher Quality	<p>1. During the 2009-2010 school term, teachers on provisional licenses will develop a professional development plan to become highly qualified.</p> <p>2. During the 2009-2010 school term, the implementation of a quality staff development program will be aligned with the division, school and/or department goals; to deepen content; utilizing research-based strategies.</p> <p>3. By March 2010, implement a plan to recruit and retain highly qualified teachers and ensure schools are equitably staffed.</p>	<p>3.1.1 Provisionally and conditionally licensed teachers will meet with VADOE licensure staff to review licensure requirements.</p> <p>3.1.2 College courses will be offered through state universities and neighboring colleges and made accessible to teachers throughout the school division.</p> <p>3.1.3 Tuition costs will be offset with district and grant funds when available.</p> <p>3.1.4 A plan to assist teachers with National Board certification will be implemented.</p> <p>3.1.5 Assistance will be provided to teachers having difficulty passing state exams through partnerships with local colleges and universities.</p> <p>3.2.1 Staff will investigate analyze and select effective training models based on division wide and individual school goals.</p> <p>3.2.2 Ongoing training will be scheduled to create the fundamental use of strategies and skills through a Structure to minimize loss of instructional time.</p> <p>3.3.3 Teachers will be given numerous opportunities for training and working with colleagues through team structures.</p> <p>3.3.1 Provide salary and benefits to remain competitive regionally</p> <p>3.3.2 Provide training for interviewers to ensure consistency in order to select teachers who will be successful.</p> <p>3.3.3 Analyze the current and anticipated teacher shortage areas to plan for recruitment early in the school year.</p> <p>3.3.4 Review present teacher pay incentives and expand.</p> <p>3.3.5 Provide intensive building level support, and mentoring of teachers during their first year of teaching.</p> <ul style="list-style-type: none"> • Provide monthly new teachers round-up sessions to actively support teacher needs for resources, guidance and in-service. • Provide in-service training for teachers assigned as mentors in all schools. • Provide mentors release time and a stipend. • Provide new teachers release time and have them observe in highly qualified teacher's classroom. • Teacher mentor program will begin with the new teacher induction in August. <p>3.3.6 Implement an employee recognition program based on tenure in Petersburg City Public Schools</p>	<p>3.1.a Decrease the percent of teachers with a provisional license.</p> <p>3.1.b Percent of teachers achieving full licensure.</p> <p>3.1.c Percent of teachers highly qualified under federal guidelines.</p> <p>3.1.d Percent of teachers National Board certified and receiving stipends.</p> <p>3.2.a Percent of staff completing professional development.</p> <p>3.3.a Percent of schools fully staffed prior to school opening.</p> <p>3.3.b Percent of highly qualified staff.</p> <p>3.3.c Decrease in number of highly qualified teacher resignations.</p> <p>3.3.d Decrease employees' absenteeism.</p> <p>3.3.e Implementation of employee recognition program.</p>

Petersburg City Public Schools Corrective Action Plan

<i>GOALS</i>	<i>OBJECTIVES</i>	<i>STRATEGIES</i>	<i>MEASURES</i>
4. Strengthen Communications With all Stakeholders	1. Refine and implement protocol for internal and external communications. 2. By June 2010, implement a communication system to inform stakeholders (internal and external) of the division goals, objectives, and strategies. 3. Implement plan for partnering with community organizations and developing a cadre of volunteers to improve student achievement. 4. Collaborate with local entities to implement a plan to increase student attendance, reduce truancy and dropout ratios.	4.1.1 The public relations officer and superintendent’s executive team will develop the communication protocol. 4.1.2 Established protocol should aim to make communications faster, more efficient, barrier free, streamlined, standardized, and aid in the decision-making process. 4.2.1 A division Public Relations Committee will be formed and chaired by the public relations officer. 4.2.2 Principals will discuss division wide and school level improvement plans at faculty meetings throughout the school term. 4.2.3 Principals will host parent coffees or similar meetings to inform the school community of goals and progress. 4.3.1 Study the current status of the business partnerships and make recommendations to increase involvement by the business community in all schools. 4.3.1a. The public relations officer will report by June 2010, the number and type of business partnerships currently in place and ways of increasing mutually beneficial relationships with businesses. 4.4.1 The school division will continue to enhance partnerships with the faith based community, Commonwealth Attorney’s Office, Police Department and Social Services to share information and programs which assist children.	4.1a Data when protocol is available for use. 4.2.a Percentage of staff informed of plans. 4.2.b Number of public meetings held. (forums) 4.3.a Number of partnerships with colleges and universities, businesses, government, civic and community. 4.3.b Number of volunteers and number of volunteer hours. 4.3.c Parent and community satisfactory survey. 4.4.a Percentage of students dropping out. 4.4.b Percentage of increase in student attendance.

Petersburg City Public Schools Corrective Action Plan

<i>GOALS</i>	<i>OBJECTIVES</i>	<i>STRATEGIES</i>	<i>MEASURES</i>
<p>5. Promote a Safe and Secure Environment</p>	<p>1. Implement processes to create a safe, orderly, and nurturing environment.</p>	<p>5.1.1 Provide district-wide training for staff to develop skills for positively building relationships with students, parents, and staff.</p> <p>5.1.2 Upgrade and/or install surveillance cameras in all buses and school facilities.</p> <p>5.1.3 Continue annual school safety audits and update school crisis plans and share with the Petersburg School Board.</p> <p>5.1.4 Conduct practice simulated crisis drills to test effectiveness of crisis plans.</p> <p>5.1.5 Revise and enhance communication methods for emergencies.</p> <p>5.1.6 Develop and maintain working relationships with city law enforcement, fire/emergency and medical services.</p> <p>5.1.7 Provide staff development on classroom management and training in de-escalation process for student discipline.</p> <p>5.1.8 Continue the peer mediation and anti-bullying programs in K-12.</p> <p>5.1.9 Continuously track disciplinary referrals and consequences and use data to determine new and appropriate interventions.</p> <p>5.1.10 Evaluate and revise the existing alternative School as necessary.</p> <p>5.1.11 Determine and implement strategies for rewarding positive student behavior including school attendance.</p> <p>5.1.12 Accelerate the implementation of the Capital Improvement Plan</p> <p>5.1.13 Closely monitor custodial and maintenance staff operations to assure adequate staffing, resources and training.</p> <p>5.1.14 Provide Staff Development focused on positive student behaviors which will assist staff in implementing processes and strategies to address the appropriate student behaviors.</p>	<p>5.1.a Percent of students requiring alternative education setting.</p> <p>5.1.b Daily operation of alternative program to meet individual students needs.</p> <p>5.1.c Reduction of suspensions and expulsions, specifically repeated offenders.</p> <p>5.1.d Percent of Petersburg City Public Schools that meet federal and state standards for safe schools.</p> <p>5.1.e Plan facilities equipment and safety audits.</p> <p>5.1.f Completion of Capital Improvement Plan.</p>