Virginia Board of Education Agenda Item

Agenda Item: I **Date:** October 27, 2016

Title	First Review of Revised Corrective Action Plan Required by the Division-level Review for Petersburg City Public Schools		
Presenter	Beverly Rabil, Director, Office of School Improvement, Division of Student Assessment and School Improvement		
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Purpose of Presentation:
Action required by state or federal law or regulation.

Previous Review or Action:
Previous review and action. Specify date and action taken below:
April 21, 2004: Approved Division Level Memorandum of Understanding
November 20, 2006: Approved Revised Division Level Memorandum of Understanding
November 17, 2009: Approved Revised Division Level Memorandum of Understanding
October 24, 2013: Approved an Updated Corrective Action Plan as Required by Petersburg City School Board's Memorandum of Understanding with the Virginia Board of Education
March 17, 2016: First Review of a Revised Memorandum of Understanding for Petersburg City Public Schools as Required for Divisions under Division Level Review
April 28, 2016: Final Review of Revised Memorandum of Understanding for Petersburg City Public Schools as Required for Divisions under Division Level Review

Action Requested:
Action will be requested at a future meeting. Specify anticipated date below:
Final Review: November 17, 2016

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: Requiring Petersburg City Public Schools to develop and implement a corrective action plan supports the Virginia Board of Education's goal of ensuring accountability for student learning.

The Standards of Quality (SOQ) require local school boards to maintain *Fully Accredited* schools and to take corrective actions for schools that are not *Fully Accredited*.

> § 22.1-253.13:3**.** Standard 3. Accreditation, other standards and evaluation.
>
> …Each local school board shall maintain schools that are fully accredited pursuant to the standards of accreditation as prescribed by the Board of Education. Each local school board shall review the accreditation status of all schools in the local school division annually in public session. Within the time specified by the Board of Education, each school board shall submit corrective action plans for any schools within its school division that have been designated as not meeting the standards as approved by the Board.
>
> …When the Board of Education determines through the school academic review process that the failure of schools within a division to achieve full accreditation status is related to division-level failure to implement the Standards of Quality or other division-level action or inaction, the Board may require a division-level academic review. After the conduct of such review and within the time specified by the Board of Education, each school board shall submit to the Board for approval a corrective action plan, consistent with criteria established by the Board setting forth specific actions and a schedule designed to ensure that schools within its school division achieve full accreditation status. If the Board determines that the proposed corrective action plan is not sufficient to enable all schools within the division to achieve full accreditation, the Board may return the plan to the local school board with directions to submit an amended plan pursuant to Board guidance. Such corrective action plans shall be part of the relevant school division's comprehensive plan pursuant to § 22.1-253.13:6.

Summary of Important Issues:

In April 2004, Petersburg City Public Schools and the Virginia Board of Education (VBOE) signed an initial division level Memorandum of Understanding (MOU). Based on the 2005-2006 assessment results, Petersburg City Public Schools entered into a second MOU on November 20, 2006. On November 17, 2009, the Virginia Board of Education revised the MOU for Petersburg City Public Schools. This MOU was to have remained in effect until all schools were *Fully Accredited*. As required by the MOU, Petersburg City Public Schools developed a corrective action plan beginning in the 2009-2010 school year. An updated corrective action plan was approved by the VBOE on October 24, 2013.

In fall 2015, the superintendent of Petersburg City Schools resigned and the Petersburg School Board appointed an interim superintendent who began work in Petersburg in early November 2015. In December 2015, teams from the Offices of School Improvement, Special Education Program Improvement, and Student Services conducted an on-site review in Petersburg City Public Schools. One of the purposes of this review was to identify areas of need within Petersburg City schools so that corrective actions could be determined and a revised corrective action plan could be developed. Upon completion of the on-site review, VDOE staff and Petersburg City Schools interim superintendent reviewed the findings from the on-site review and developed a draft revised corrective action plan that reflected needs identified in the on-site review.

In January 2016 the Petersburg City School Board announced its search for a new superintendent with the goal that a new superintendent would be named prior to the start of the 2016-2017 school year. In preparation for the appointment of a new superintendent, a revised MOU, Attachment A1, was developed and approved by Virginia Board of Education April 28th, 2016. The revised MOU was based on the comprehensive review conducted in December 2015 by VDOE staff and specifies responsibilities

of the Petersburg City School Board, the Petersburg superintendent and the Virginia Department of Education. The General Assembly provided additional funding to support executive leadership positions. These funds may be released or withheld by the VDOE based on Petersburg City School Board's compliance with the MOU.

The new superintendent and VDOE staff met in August 2016 to review the MOU and draft corrective action plan in order to develop a timeline for completing the final version of the corrective action plan.

The Petersburg City School Board held a Back-to-School Community Meeting on Wednesday, September 14, 2016 at Petersburg High School. (See Attachment A2.) Approximately 150 members of the community attended the meeting representing parents, community members, business leaders, the faith community, higher education, teachers, school administrators and central office leaders. Details of the corrective action plan, developed collaboratively by division leadership and the Virginia Department of Education, were provided by school division staff. The participants were divided into five groups where they were asked to reflect on the goals and related essential actions outlined in the division's corrective action plan and to provide feedback. Each group reflected on one of the five goals outlined in the plan. The goals are 1) Implement Quality Instruction and Curricula Alignment; 2) Monitor Human Resource Management System and Retain, Hire, and Develop Quality Leadership Staff and Teachers; 3) Develop, Adopt, and Implement a Unified Strategic Plan/Purpose and Direction; 4) Maintain a Safe and Supportive Environment; and 5) Develop and Implement a Parental Engagement Plan. Central office leaders with responsibility for overseeing the development, implementation, and monitoring of the goals and essential actions served as facilitators. This afforded them the opportunity to hear firsthand the thoughts and ideas of the community. Central office leaders identified ways to incorporate the feedback into the work needed to address the requirements of the corrective action plan. Additionally, the feedback will be shared with the facilitators assisting with the development of the division's strategic plan. Based upon community feedback, five broad corrective action plan goals were developed. The amended corrective action plan is included as Attachment A3.

Essential actions in the Petersburg City Corrective Action Plan are prioritized by date within each of the goal areas. Timelines take into consideration development, implementation, and monitoring of appropriate essential actions. Legislation by the 2016 General Assembly provides the Virginia Board of Education with the authority to withhold At-Risk Add-On funds if there is evidence of lack of adequate and timely progress in implementing the corrective action plan. Ongoing communication between the Petersburg superintendent, the Petersburg division leadership team, and VDOE staff is a key factor in the collaborative work to develop, implement, and monitor the corrective action plan.

Impact on Fiscal and Human Resources:
The Office of School Improvement will use the academic review budget to fund contractors for the technical assistance sessions and any additional technical assistance.

Timetable for Further Review/Action:
Final review is expected at the November 17, 2016, Board meeting.

Superintendent's Recommendation:
The Superintendent of Public Instruction recommends that the Virginia Board of Education receive for first review the Revised Corrective Action Plan Required by the Division-level Review for Petersburg City Public Schools.

MEMORANDUM OF UNDERSTANDING
BETWEEN
VIRGINIA BOARD OF EDUCATION
AND
PETERSBURG CITY SCHOOL BOARD

THIS MEMORANDUM OF UNDERSTANDING ("MOU") is made and entered into as of the 18th day of April, 2016, by and between the Virginia Board of Education ("State Board") and the Petersburg City School Board ("School Board").

Statutory Authority

The Standards of Quality ("SOQ") require local school boards to maintain fully accredited schools and to take corrective actions for schools that are not fully accredited.

> Standard 3. Accreditation, other standards and evaluation.
>
> Each local school board shall maintain schools that are fully accredited pursuant to the standards of accreditation as prescribed by the Board of Education. Each local school board shall review the accreditation status of all schools in the local school division annually in public session. Within the time specified by the Board of Education, each school board shall submit corrective action plans for any schools within its school division that have been designated as not meeting the standards as approved by the Board.

Va. Code § 22.1-253.13:3

Further, the SOQ provides the State Board with the authority to seek school division compliance with the SOQ.

> When the Board of Education determines that a school division has failed or refused, and continues to fail or refuse, to comply with any such Standard, the Board may petition the circuit court having jurisdiction in the school division to mandate or otherwise enforce compliance with such standard, including the development or implementation of any required corrective action plan that a local school board has failed or refused to develop or implement in a timely manner.

Va. Code § 22.1-253.13:8.

> When the Board of Education has obtained evidence through the school academic review process that the failure of schools within a division to achieve full accreditation status is related to division level failure to implement the Standards of Quality, the Board may require a division level academic review. After the conduct of such review and within the time specified by the Board of Education, each school board shall submit for approval by the Board a corrective action plan, consistent with criteria established by the Board and setting forth specific actions and a schedule designed to ensure that schools within its

school division achieve full accreditation status. Such corrective action plans shall be part of the relevant school division's comprehensive plan pursuant to §22.1-253.13:6.

Va. Code § 22.1-253.13:3

Period of Enactment of the Memorandum of Understanding

This MOU will be in place until all schools with the Petersburg City School Division are fully accredited or until revised by the parties. This MOU will be subject to annual review by the State Board.

For purposes of this MOU, the 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 Resource Management System 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 Compact

The following are responsibilities of the State Board and Department of Education ("VDOE"):

The Director of the Office of School Improvement ("OSI") will serve as the Superintendent of Public Instruction's designee unless otherwise noted.

1. The Director of OSI will coordinate with school division staff and other VDOE offices to develop a Corrective Action Plan for Petersburg City Public Schools and to provide technical assistance in support of the MOU and Corrective Action Plan.

2. 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 this MOU shall be held in accordance with all applicable laws.

3. In the event of a vacancy in the position of the Division Superintendent, the State Superintendent of Public Instruction and, at his discretion, the Board President will serve as an adviser and resource during the selection of Interim Superintendent and the recruitment, screening, and selection of the new Superintendent.

4. The Director of OSI will meet at least 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, mathematics, history, and science. OSI may request additional data. Specific next steps will be developed as needed.

5. OSI staff will review the School Board's planned uses of state, federal, and local funds and will provide feedback to the Division Superintendent on a quarterly basis. Any concerns resulting from this review and subsequent feedback will be reported to Director of OSI.

6. OSI staff will work closely with the school and division personnel to implement instruction aligned to the Standards of Learning. OSI staff will review all recommendations regarding new or modified instructional programs. Any proposed new or modified instructional program must be aligned with the results of a division or school-specific asset mapping exercise or with the school division's strategic plan.

7. The 2016-2017 biennial budget provides, establishes, and funds the Petersburg Executive Leadership Recruitment Incentives ("Incentive Funds") The VDOE shall have the authority to release or withhold the Incentive Funds based on the School Board's compliance with the terms of this MOU and the Corrective Action Plan.

The following are responsibilities of the School Board and the Division Superintendent:

1. In the event of a vacancy occurs in the position of Division Superintendent, the School Board will work collaboratively with the State Superintendent of Public Instruction and the State Board President in selecting an Interim and a new Superintendent. Collaboration will include regular communication to report progress on the search and selection process. In addition, the School Board must provide the Superintendent of Public Instruction and the State Board President the names and credentials of its top finalists to fill a vacancy of Division Superintendent or Interim Superintendent at least 5 business days prior to making an offer to the preferred candidate. The credentials of applicants should include

experience in leading successful school and division turnaround efforts as evidenced by a multi-year trajectory of improved student achievement outcomes on the Virginia Standards of Learning tests or comparable state-mandated assessments in school divisions outside of Virginia.

2. In exchange for authorization to use the Incentive Funds referenced above, the School Board agrees to the following:

   a. The School Board, Superintendent, and any senior staff selected by the Superintendent will participate in a Strategic Planning Process. The results of this planning process will be shared with the State Board and the local community before its adoption.

   b. The School Board will accept organizational recommendations and nominations for the appointment of personnel from the Superintendent as long as recommended candidates meet the qualifications for the related positions.

   c. The School Board will conduct an Annual Evaluation on the performance of the Superintendent to determine division progress on accomplishing goals identified in the Strategic Plan. The Superintendent shall be solely responsible for the evaluation of all other division level staff.

   d. The School Board affirms that the following are its major responsibilities:

      1. To establish policies and plans for the division;

      2. To select and evaluate the Superintendent;

      3. To determine instructional studies to be pursued;

      4. To provide safe and suitable schools for effective teaching and learning;

      5. To care for, manage, and control the School Board property ;

      6. To provide for the preparation and the adoption of the annual budget;

      7. To act upon the recommendations of the Superintendent in all matters of policy, personnel actions, salary schedules, and other matters pertaining to the welfare of the schools;

      8. To review reports from the Superintendent concerning the status and needs of the schools;

9. To review the effectiveness of the schools, using an accountability system that includes the monitoring of key measures;

10. To maintain effective communication with the community, and its elected and appointed officials, concerning progress and needs of the schools;

11. To provide for a system of pupil transportation;

12. To provide for continuing and professional development of staff and School Board members;

13. To obtain adequate funding for school programs and facilities;

14. To encourage private as well as public support for the school system;

15. To approve the mission statement, goals and objectives;

16. To review and approve long-range capital improvement plans;

17. To establish school attendance zones;

18. To ensure compliance with the Standards of Quality, including the Standards for Accrediting Public Schools and the Standards of Learning referenced in the Standards of Quality, and other state and federal mandates;

19. To set policies to aid in recruitment and retention of qualified teachers;

20. To support, promote and model for students and staff the community's core values of respect, responsibility, honesty, and accountability as the foundation for all relationships;

21. To, at least annually, survey the division to identify critical shortages of teachers and administrative personnel by subject matter, and report such critical shortages to the Superintendent of Public Instruction and to the Virginia Retirement System; however, the School Board may request the Superintendent to conduct such survey and submit such report to the School Board, the Superintendent of Public Instruction, and the Virginia Retirement System; and

22. To ensure that the public schools within the division are registered with the Department of State Police to receive electronic notice of

the registration or re-registration of any sex offender within the division pursuant to Va. Code § 9.1-914.

e. The School Board affirms that the following are the major responsibilities of the Division Superintendent:

1. Develop the Corrective Action Plan, in cooperation with OSI, for presentation to and consideration by the School Board.

2. Enforce and implement the policies of the School Board, provide on-going training to familiarize staff with their provisions, and monitor and report to the School Board on the implementation of policy where such reports are requested by the School Board. The Superintendent may also provide additional reports to the School Board;

3. Attend meetings of the School Board, except for those meetings held to discuss the Superintendent's performance or salary, and to serve as an ex officio member of School Board committees, unless otherwise directed by the School Board;

4. Report on a regular basis to the School Board on the status of division goals, the implementation of major school and division initiatives and programs, challenges confronting the division, and the quality and efficiency of operations;

5. Ensure compliance with state and national accountability standards for student achievement;

6. Oversee the instructional program, including the provision and evaluation of curriculum, textbooks, supplies, and supervision within the framework of the regulations of the State Board and the goals and policies of the School Board;

7. Oversee department and school planning tied to the division's comprehensive plan with a focus on continuous improvement of student achievement;

8. Oversee emergency planning for the division including, but not limited to, the development of individual school and departmental emergency plans, and ensure that the division's emergency planning efforts are coordinated with those of the City as necessary;

9. Oversee the provision of a staff development program for employees, consistent with professional growth plans and within the budget approved by the School Board, to include the authority

to employ lecturers or consultants, grant temporary leaves, approve travel, and develop professional libraries;

10. Control and exercise general supervision of the individual schools and departments of the school system by approving plans and procedures as may be proposed by administrators or principals;

11. Recommend for School Board approval the establishment or altering of attendance boundaries for the individual schools;

12. Nominate all employees of the school system to be approved by the School Board. The Superintendent shall define their duties, assign them to their various positions, recommend salaries consistent with any pay plan adopted by the School Board, and ensure performance evaluation consistent with State Board guidelines;

13. Consistent with applicable law, assign, transfer, suspend and recommend for promotion or dismissal any employee of the school system;

14. Reassign any teacher, principal or assistant principal for the remainder of a school year to any school within such division in the best interest of the school system and transfer employees at any time when such transfers are in the best interest of the school system;

15. Consolidate classes, assign students to buildings and classes, transfer individual students from any school to another, and may, within the limitations set by law, suspend students from school. The expulsion of any student shall be subject to recommendation of the Superintendent and must be approved by the School Board;

16. Recommend an annual school calendar to the School Board for approval;

17. Ensure the housing of offices and schools, including oversight of activities related to plans and specifications; site acquisition; renovation, construction and equipping of buildings; and responsibility for conducting research studies and surveys to determine building needs and providing the necessary physical plant for the operation of schools;

18. Recommend the school system's organizational structure for School Board approval;

19. Establish and maintain a program of public information designed to educate the general public and staff about the vision, mission, goals, programs, and policies and procedures of the school system.

20. Promote a positive atmosphere in schools and offices focused on student, employee, school, and community success;

21. Prepare the annual budget and capital improvements plan for School Board approval;

22. Insure that expenditures are within the limits approved by the School Board;

23. Report to the School Board on the financial condition of the division;

24. Report to the School Board on the physical condition of schools and other facilities;

25. Promulgate regulations establishing procedures for procurement of equipment and supplies;

26. Fiscally manage the school system consistent with applicable law, State Board regulations, the City Charter, and relevant financial policies of the School Board; and

27. Represent the School Board and Petersburg City Public Schools with federal, state, and local elected and appointed officials, facilitating a favorable working relationship among all parties.

28. Close public school buildings which appear to him/her to be unfit for occupancy.

29. Delegate duties to subordinate officers or employees as required for the effective administration of the school system except in such matters where the statutes or policies of the School Board prohibit such delegation. Work completed upon delegation of the Superintendent shall be deemed as having been done by the Superintendent. All reports or recommendations to the School Board from any employee under the direction of the Superintendent shall be made first to the Superintendent unless otherwise directed by the School Board.

f. The School Board affirms the partnership between it and the Superintendent to achieve the vision and accomplish the mission of Petersburg City Public Schools. The basic principle for division of duties and responsibilities is that the policymaking powers and functions shall

belong to the School Board. The Superintendent has the regulatory powers as delegated by the School Board and the administrative authority to fulfill the duties enumerated previously in section e. Given the overarching partnership that exists, the School Board shall consult with the Superintendent on matters of policy and the Superintendent acknowledges that School Board members, as elected officials, have an interest in issues that affect the Petersburg City Public Schools community, to include the resolution of administrative and procedural issues that may impact their constituents. This partnership means that both the School Board and Superintendent commit to ongoing communication to resolve issues that impact Petersburg City Public Schools and its community.

3. The School Board will direct the Division Superintendent and appropriate staff to meet at least quarterly with OIS to review (1) evidence of the implementation of the Corrective Action Plan; and (2) quarterly data that evidences progress made 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, mathematics, history, and science. OSI may request additional data. Specific next steps will be developed as needed.

4. The School Board will direct the Division Superintendent to provide OSI staff documentation on planned uses of local, state, and federal funds upon request.

5. The School Board will direct the Division Superintendent to consult with OSI staff on all recommendations regarding new or modified instructional programs prior to purchase or submission to the School Board for approvalAny proposed new or modified instructional program must be aligned with the results of a division or school-specific asset mapping exercise.

6. The School Board will approve a Corrective Action Plan for the essential actions identified in this MOU and submit this plan to the State Board for review and approval at a time to be determined by the State Board President and Superintendent of Public Instruction. The School Board will show evidence that the plan was shared with community stakeholders for feedback and this feedback was acted upon in the Corrective Action Plan submitted to the State Board for approval.

7. The School Board will direct the Division Superintendent to provide it with quarterly updates on the steps taken to complete the essential actions in the Corrective Action Plan. The agenda and supporting materials will be submitted to OSI within five days of each quarterly update.

8. The Division Superintendent will direct appropriate division staff to participate in OSI required technical assistance and other professional development identified

by OSI, 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.

9. The School Board and the Division Superintendent/or designee will appear before the State Board , as requested, to provide reports and answer questions about the implementation of the MOU and the Corrective Action Plan.

10. All members of the School Board and the Division Superintendent will participate at a minimum annually in board and superintendent professional development provided by appropriate organizations focusing on their respective roles and for improving student achievement in challenged schools. Meeting minutes that include the identification of next steps for implementation of the professional development will be sent to the Director of OSI, and will be reviewed at the quarterly meetings between the Division Superintendent and the Director of OSI.

Additional Consequences for Noncompliance

Anticipated legislation by the 2016 General Assembly provides the Board with the following authority:

> If the Board of Education has required a local school board to submit a corrective action plan pursuant to § 22.1-253.13:3, Code of Virginia, either for the school division pursuant to a division level review, or for any schools within its division that have been designated as not meeting the standards as approved by the Board of Education, the Superintendent of Public Instruction shall determine and report to the Board of Education whether each such local school board has met its obligation to develop and submit such corrective action plan(s) and is making adequate and timely progress in implementing the plan(s). Additionally, if an academic review process undertaken pursuant to § 22.1-253.13:3, Code of Virginia, has identified actions for a local school board to implement, the Superintendent of Public Instruction shall determine and report to the Board of Education whether the local school board has implemented required actions. If the Superintendent certifies that a local school board has failed or refused to meet any of those obligations, the Board of Education may, in its discretion, withhold payment of some or all At-Risk Add-On funds otherwise allocated to the affected division pursuant to this allocation for the pending fiscal year. In determining the amount of At-Risk Add-On funds to be withheld, the Board of Education shall take into consideration the extent to which such funds have already been expended or contractually obligated. The local school board shall be given an opportunity to correct its failure and, if successful in a timely manner, may have some or all of its At-Risk Add-On funds restored at the Board of Education's discretion.

Authorizations

I (We) have reviewed and understand the work required to implement the requirements of this MOU for the purpose of improving student achievement in the Petersburg City Public Schools.

Printed Name: Kenneth L. Pritchett **Title: Chair, Petersburg City School Board** **Signature:** Kenneth L. Pritchett **Date:** 4/18/16	**Printed Name:** Linda M. Shifflette **Title: Superintendent, Petersburg City Public Schools** **Signature:** Linda M. Shifflette **Date:** 4/18/16
Printed Name: **Title: President, Virginia Board of Education** **Signature:** **Date:** 6/8/16	**Printed Name:** Steven R. Staples **Title: Superintendent of Public Instruction** **Signature:** **Date:** 5/26/16

PETERSBURG CITY PUBLIC SCHOOLS

Back-to-School Community Meeting

Stakeholder Feedback on the Corrective Action Plan

Dr. Patricia J. Johnson, Compliance Officer

September 14, 2016

The Back-to-School Community Meeting held on Wednesday, September 14, 2016 provided the community the opportunity to learn about the PCPS Corrective Active Plan. Those in attendance shared their thoughts and ideas about actions they believe the division should implement to achieve the goals outlined in the plan.

Petersburg City Public Schools

Back-to-School Community Meeting

September 14, 2016

The Petersburg City School Board held a Back-to-School Community Meeting on Wednesday, September 14, 2016 at Petersburg High School from 6:00 pm until 8:00 pm. Superintendent of Schools, Dr. Marcus Newsome shared highlights from the first day of school for students on the traditional calendar and an update on proposed budget adjustments necessitated by a reduction in city funding. Dr. Newsome also highlighted the possibilities that await our young people driven by ongoing advances in technology. Additionally, student achievement data was shared underscoring the significant gaps in performance in reading and mathematics between the division and the state over the past five years. Details of the corrective action plan, developed collaboratively by division leadership and the Virginia Department of Education, were provided by Dr. Patricia Johnson, the school division's Compliance Officer.

Approximately 150 members of the community attended the meeting representing parents, community members, business leaders, the faith community, higher education, teachers, school administrators and central office leaders. The participants were divided into five groups where they were asked to reflect on the goals and related essential actions outlined in the division's corrective action plan and to provide feedback. Each group represented one of the five goals outlined in the plan. Central office leaders with responsibility for overseeing the development, implementation, and monitoring of the goals and essential actions served as facilitators. This afforded them the opportunity to hear firsthand the thoughts and ideas of the community.

In keeping with Dr. Newsome's theme, "*I believe*. . ., " participants responded to the prompt assigned to their respective groups.

Goal 1: Implement Quality Instruction and Curricula Alignment

What do you believe the school division needs to do to ensure quality teaching and learning in every classroom?

Goal 2: Monitor Human Resource Management System and Retain, Hire, and Develop Quality Leadership Staff and Teachers

What do you believe the school division needs to do to attract, retain, and develop quality leaders and teachers?

Goal 3: Develop, Adopt, and Implement a Unified Strategic Plan/Purpose and Direction

What do you believe the school division needs to consider as we prepare to develop a strategic plan designed to guide our efforts to improve the academic outcomes for all students?

Goal 4: Maintain a Safe and Supportive Environment

What do you believe the school division needs to do to maintain a safe and supportive environment for teaching and learning?

Goal 5: Develop and Implement a Parental Engagement Plan

What do you believe the school division needs to do to connect to and support parents?

Next Steps

Central Office leaders identified ways to incorporate the feedback into the work needed to address the requirements of the corrective action plan. Additionally, the feedback will be shared with the facilitators assisting with the development of the division's strategic plan. Based upon community feedback, the following five broad goals were developed.

Corrective Action Plan Goals

Petersburg City Public Schools will

- *Engage students in challenging and relevant learning experiences that foster creativity, critical thinking, collaboration, and communication.*
- *Recruit, hire, and retain quality leaders and teachers who believe their talent and investment of time make a difference.*
- *Establish purpose and direction for the division through the development of a strategic plan.*
- *Create environments conducive to teaching and learning by strengthening relationships within schools.*
- *Strategically engage parents in the academic success of their children by collaborating with community partners.*

Stakeholder Feedback/Recommendations

Goal 1: Implement Quality Instruction and Curricula Alignment

Whole Group Consensus

- Recruit and maintain high quality teachers
- Professional development on student learning styles and engagement
- 21st century skills and technology

Additional Feedback

- Consider the learning styles of all students and teach them where they are, such as; audio, visual, kinesthetic, and tactile
- Provide consistency with employees, retention of employees. Centralize staff development.
- Develop a fluent(?) written curriculum and ensuring resources are available to implement

- Bring up to speed with 21st century technology-as an education tool, educate workforce for tech careers
- School division has the responsibility to actively pursue highly qualified teachers that have the ability to develop relationships, rapport/expose, help students visualize relevancy here, now and future
- The state VDOE needs to provide online tutoring. All should have online school support by state where family can learn together which eliminate financial gaps
- Tutoring partners in classroom to assist with lower performing students for remediation to use as part of lesson plan
- Setting higher achievement standards for students. Increase vocabulary
- Training for new teachers and inclusion teachers on how to deal with special needs students
- Learning data/how to really read the data

Additional comments/questions (submitted typed, unsigned)

Curriculum and Instruction Comments/Questions

1. The *SOL Curriculum Framework* consists of the content teachers are expected to teach and students are expected to learn. Are they being used?
2. The *SOL Enhanced Scope and Sequence* sample lesson plans align instruction with the standards and cover essential understandings, knowledge, and skills found in the *Curriculum Framework*. Are they being used?
3. What happens to students who are not progressing as expected?
4. What happens when students have demonstrated mastery of material?
5. Review School Plans to ascertain whether there is a focus on utilizing student data to evaluate performance, prioritizing areas for improvement, and implementing best practices and research-based instructional strategies.
6. Focus on what students CAN do rather than what they CAN'T do. Success builds motivation.
7. Focus on how instruction can be tailored to meet individual learning needs. Are instructional activities varied to address students' learning styles?
8. Are there opportunities built into the school day for core teacher collaborations, peer teacher observations, development of common core assessments, or data-driven dialogues?
9. Are all teachers fully certified or endorsed in the subject areas they teach?
10. Are there on-going teacher induction and mentoring programs for novice and transitioning veteran teachers?
11. Are school teacher leaders and instructional coaches used?

Goal 2: Monitor Human Resource Management System and Retain, Hire, and Develop Quality Leadership Staff and Teachers

Whole Group Consensus

- Develop our pipeline to support a program through(?) the universities for our future teachers and leaders. Provide incentives for the program through grants.
- Train and recruit teachers and leaders, create teacher mentor program and collaboration opportunities within the day
- Create an atmosphere for accountability, appreciation and discipline

Additional Feedback

- Educate, train, develop teachers and students
- Find leaders and teachers that are about students and not just paychecks
- Create an atmosphere for accountability, appreciation and discipline
- Develop an aggressive plan for teacher recruitment, use all available resources from VDOE, think outside of the box
- Strong teacher/mentor program
- Apply personnel policies fairly
- Require all school administrators to properly evaluate and document the performance of teachers to make the hard decisions to recommend dismissal if necessary
- Develop and implement opportunities built into the school day for core teacher collaboration, peer teacher observations, development of common core assessments or data driven dialogues
- Improve and increase the # of SPED teachers
- Incentivize by helping fund students' education; create a pipeline with universities early, use grants to create fellowships

Goal 3: Develop, Adopt, and Implement a Unified Strategic Plan/ Purpose and Direction

Whole Group Consensus

- Parental involvement
- Communication with parents
- Use data to drive instruction

Additional Feedback

- Parental involvement
- Communication with parents/up-to-date contact info
- Qualified educators—holding staff, parents and students accountable
- Better and additional data training on every 9 weeks test
- Correlate pacing time to 9 week test scores
- Partner with local businesses to come in to volunteer in schools

- Increasing parental involvement and communication
- Incentives to hire highly qualified teachers and staff
- Improve security efforts in schools

Goal 4: Maintain a Safe and Supportive Environment

Whole Group Consensus

- In depth testing such as drug testing for staff, tutoring, ISS engagement, and mental health assessments for students and staff
- Communication with families, administrators, teachers—taking it to the streets knocking on doors, reach out to volunteers that are real people to deal with real situations (we have special people that need special help). Culturally relevant training for teachers and help parents with technology
- Develop/increase partnerships with community programs, colleges and universities to implement student support services and professional development for PCPS faculty and staff

Additional Feedback

- In depth testing such as drug testing for staff, tutoring, ISS engagement, and mental health assessments
- Develop/Increase partnerships with community programs, college/university to implement student support services and professional development for teachers/staff
- Communication—across the board with families, administrators, teachers reach out to volunteers that are real people to handle our real situations (we have special situations that require special help). Culturally relevant training for all teachers to understand our population and helping parents with technology and access to information across the board POWER SCHOOL

Goal 5: Develop and Implement a Parental Engagement Plan

Whole Group Consensus

- <u>Respect!</u>
- Schools pushing into communities
- Relationships and Communications

Additional Feedback

- Communication—Flyers, word of mouth
- ??? – volunteer
- Proclamation of Education Hope—Sell—Brand education as a reality
- There needs to be a workshop for some parents to learn how to be parents to their children

- Workshops for parents to experience what their child is learning so that they may better help them
- Parent's mindset has to be changed to make them realize they are responsible for their child and not someone else
- Have a parenting workshop and incentivize parents to attend
- Parents should be required to go through trauma training
- Give parents information showing the contrast between students with parental involvement and those without
- Offer parents access to programs designed to support them only after they attend parental workshops
- Start at the OB/GYN and hospital level. All local hospitals need info and follow up linked with social services
- Counseling classes on parenting skills. Moral obligation of being a parent, priorities of parent, family dynamics
- Hold parents accountable for attendance by enforcing truancy laws and mandating counseling for families where this is an issue
- Parent's day in school, parents act like a student

Additional comments/questions (submitted typed, unsigned, same author as above)

- What % of homes in Petersburg have computer access?
- Can parents remotely access their child's/children's grades, etc.?
- Does the school system offer parenting—skills workshops, seminars, or training programs
- Are there parent-family centers located in the schools that provide resources and services to help parents become more engaged in their children's education?

Additional comments/questions (submitted typed, unsigned, same author as above)

(*Thought this statement was powerful*) Graphic with the words Change From Within was included

According to Michael Fullan, systems don't change unless the people in them do. He suggests this approach to systemic change:

"The starting point for what's worth fighting for is not system change, not change in others around us, but change in ourselves. This is both more achievable and paradoxically is the first step towards system change because it contributes actions, not words." (1998)

Graphic of street signs crossing—Change Blvd/Same Old St

Are you willing to travel along **Change Blvd**. or continue down **that Same Old St**.? ☺

Additional Comments on Notecards

- Improve parent-teacher relationships by personal contact
- Make sure classrooms are clean and attractive
- For functions please provide transportation or a buddy system/carpool so that parents with no transportation can participate
- Need textbooks especially for math
- Out of school suspension needs to be evaluated for effectiveness
- Improving efforts to attract qualified teachers and staff
- Improve conditions of school
- Improve parental
- Reading specialist—improve testing and identifying the students early
- Tap into faith community, retirement community
- Parent education classes

"The starting point for what's worth fighting for is not system change, not change in others around us, but change in ourselves. This is both more achievable and paradoxically is the first step towards system change because it contributes actions, not words."

(Fullan, 1998?)

(Quote submitted by participant to the Back-to-School Community Meeting, September 14, 2016)

Attachment A3

Petersburg City Public Schools

Corrective Action Plan 2016-2021

Dr. Marcus J. Newsome, Superintendent
255 South Boulevard East
Petersburg, VA 23805
804-732-0510

I believe.

Petersburg City Public Schools
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 a safe, secure and nurturing environment. We will provide experiences for our students to become lifelong learners and contributing members in a global society.

Petersburg City Public Schools
Corrective Action Plan 2016-2021

developed with feedback from

- teachers
- building administrators
- central office administrators
- parents
- community members
- business partners

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Goals

Petersburg City Public Schools will

- *Engage students in challenging and relevant learning experiences that foster creativity, critical thinking, collaboration, and communication.*
- *Recruit, hire, and retain quality leaders and teachers who believe their talent and investment of time make a difference.*
- *Establish purpose and direction for the division through the development of a strategic plan.*
- *Create environments conducive to teaching and learning by strengthening relationships within schools.*
- *Strategically engage parents in the academic success of their children by collaborating with community partners.*

Goal 1 Engage students in challenging and relevant learning experiences that foster creativity, critical thinking, collaboration and communication

Implement Quality Instruction and Curricula Alignment

Essential Action	Title of Person(s) Responsible for Essential Action	Title of Person(s) Monitoring	Dates (Timeframe)	Documentation Required to Support Evidence of Progress/Completion
Provide guidance to appropriate division level leaders regarding explicit expectations for monitoring the written and taught curriculum.	Superintendent Chief Academic Officer	PCPS School Board Superintendent	Completed by September 30, 2016	Written expectations for all division leaders, including details about roles and responsibilities for each appropriate division leader; specific expectations for warned content areas; meeting agendas and minutes with explicit next steps; professional development on monitoring expectations with agendas, materials, and written next steps
Monitor implementation of the written and taught curriculum and provide written feedback to appropriate division leaders.	Chief Academic Officer	Superintendent	October 2016-June 2020	Monitoring documents; artifacts of division leaders' feedback provided to principals on written and taught curriculum; next steps for division leaders
Develop and provide procedures to monitor issues of compliance related to the provision of special education services and supports at the division and school level.	Director of Student Support Services	Executive Director for Student Success	Completed by September 30, 2016	Written procedures, including details about roles and responsibilities for each appropriate division leader; monitoring documents
Provide guidance to principals regarding explicit expectations for staff designated to serve as the LEA Representative for Special Education Processes at each school.	Director of Student Support Services Supervisor of Special Education	Executive Director for Student Success	Completed by September 30, 2016	Written expectations for all principals; specific expectations for participation in eligibility/IEP Meetings; completion of the Results Driven Accountability Action Plan
Provide guidance to principals regarding explicit expectations for monitoring the written and taught curriculum.	Chief Academic Officer	Superintendent	Completed by June 2017	Written expectations for all principals; specific expectations for warned content areas; meeting agendas and minutes with explicit next steps; professional development for

Implement Quality Instruction and Curricula Alignment

Essential Action	Title of Person(s) Responsible for Essential Action	Title of Person(s) Monitoring	Dates (Timeframe)	Documentation Required to Support Evidence of Progress/Completion
				principals on monitoring expectations with agendas, materials, and written next steps
Monitor implementation of the written and taught curriculum and provide written feedback to principals.	Chief Academic Officer	Superintendent	July 2017-June 2020	Monitoring documents; artifacts of principals' feedback provided to teachers on written and taught curriculum; next steps for principals
Develop, implement and monitor principal training on how to use a variety of student formative and summative data to make inferences as to why questions were missed, why students fall into established categories, and how to create plans for future instruction.	Curriculum Specialist Director of Testing	Chief Academic Officer	July 1, 2017-June 30, 2018	Professional development materials/ presentations; next steps; sign-in roster; agenda; written plan for monitoring next steps; student data; data analysis tools; template for student plans based on data analysis
Develop a process to ensure that formative and summative assessment items are aligned with the Standards of Learning in content and cognitive levels.	Director of Testing Curriculum Specialist	Chief Academic Officer	Completed by June 2018	Written process for assessment development using Tables of Specification; evidence of unpacking the Standards of Learning and Curriculum Framework in content and cognitive levels; evidence of alignment to the test Blueprints; formative and summative assessment samples
Develop and implement aligned curricula that include suggested learning activities which facilitate students' use of higher level thinking skills, utilize aligned curriculum resources, and provide sample formative and summative assessments.	Development: Curriculum Specialist Implementation: Teachers and Principals	Development: Chief Academic Officer Implementation: Teachers: Principals Principals:	March 2018-June 2020	Established guidelines; samples of expectations; timeline for curriculum development in all content areas and grade levels; curricula documents and supporting documents

Implement Quality Instruction and Curricula Alignment

Essential Action	Title of Person(s) Responsible for Essential Action	Title of Person(s) Monitoring	Dates (Timeframe)	Documentation Required to Support Evidence of Progress/Completion
		Chief Academic Officer		
Provide explicit professional development to teachers and principals on the use of curriculum documents and suggested learning activities, resources, and assessments.	Curriculum Specialist	Chief Academic Officer	Completed in stages from June 2018-June 2021	Written expectations for teachers; professional development agendas and materials with explicit next steps; lesson plans
Provide training to teachers and principals on the process used to develop classroom assessments which are aligned to the Standards of Learning and the taught curriculum.	Curriculum Specialist Director of Testing	Chief Academic Officer	June 2018-August 2018	Professional development agendas and materials with explicit next steps for principals and teachers; classroom assessment samples
Implement and monitor a process to develop classroom summative and formative assessments which are aligned to the Standards of Learning in content and cognition and contain a sufficient number of items to assess mastery of the taught standards in a given time period.	Development: Curriculum Specialist Director of Testing Implementation: Teachers and Principals	Chief Academic Officer Implementation: Teachers: Principals Principals: Chief Academic Officer	August 2018-June 2021	Written process for alignment; written expectations of teachers; assessment samples aligned to SOLs and blueprints; samples of completed Tables of Specification

Goal 2

Recruit, hire and retain quality leaders and teachers who believe their talent and investment of time make a difference

Monitor Human Resource Management System and Retain, Hire, and Develop Quality Leadership Staff and Teachers

Essential Action	Title of Person(s) Responsible for Essential Action	Title of Person(s) Monitoring	Dates (Timeframe)	Documentation Required to Support Evidence of Progress/Completion
Develop division level leadership roles/responsibilities.	Revised Organizational chart: Superintendent Job Descriptions: Director of Human Resources; VDOE Office of School Improvement (OSI)	Petersburg City School Board Executive Director for HR and Operations	Completed by June 30, 2016 Completed by September 30, 2016	Organizational chart; job descriptions of division positions; artifacts from organizational chart and job description professional development
Establish written policies, procedures and practices.	Policy Manual: Director of Student Support Services	Executive Director for HR and Operations	Framed: Completed by July 1, 2016 Procedures: July 1, 2017	Policy manual including regulations and procedures
Implement and monitor policies, procedures and practices at the division and school level.	Policy and Regulations: Superintendent's Cabinet Revised Organizational Chart/Job Descriptions: Superintendent	Superintendent PCPS School Board	Initial implementation: Completed by October 31, 2016 Training and Monitoring Process: November 30, 2016 (process is	Written process for monitoring implementation of policies; artifacts from policy manual; professional development with specific attention to: awarding of credit accommodations for eligible standard diploma students with disabilities, homeless children, attendance, student conduct, discipline/referral process, outside agencies, Petersburg

Monitor Human Resource Management System and Retain, Hire, and Develop Quality Leadership Staff and Teachers

Essential Action	Title of Person(s) Responsible for Essential Action	Title of Person(s) Monitoring	Dates (Timeframe)	Documentation Required to Support Evidence of Progress/Completion
	Superintendent's Cabinet	Superintendent	followed by continuous monitoring)	City Public Schools' Rights and Responsibilities Handbook; timeline for regular policy revisions/updates
Create a division plan for professional development based on the division and school needs.	Superintendent's Cabinet Chief Academic Officer Executive Director for HR and Operations Executive Director for Student Success Curriculum Specialist Principals Superintendent's Advisory Council (teachers)	Superintendent	Completed by June 2017	Written division process for determining professional development needs; division professional development plan, including expected outcomes, aligned to needs assessment
Provide support and opportunities for division leaders, including principals, to effectively implement and monitor learning from professional development.	Chief Academic Officer Executive Director for HR and Operations Executive Director for Student	Superintendent	September 2017-June 30, 2019	Written guidance on professional development opportunities; monitoring protocol for the selection and implementation of opportunities; written feedback and/or next steps as needed

Monitor Human Resource Management System and Retain, Hire, and Develop Quality Leadership Staff and Teachers

Essential Action	Title of Person(s) Responsible for Essential Action	Title of Person(s) Monitoring	Dates (Timeframe)	Documentation Required to Support Evidence of Progress/Completion
	Success			
Monitor implementation and outcomes of professional learning at the division level and provide feedback to division leaders, including principals, on their use of professional learning with an explicit focus on identified outcomes.	Superintendent	PCPS School Board	October 1, 2017-June 30, 2019	Monitoring protocol for implementation, including identified outcomes, of professional development opportunities; written feedback and/or next steps as needed
Establish guidelines for the expectations for principals to develop professional development plans for the needs specific to each school.	Chief Academic Officer	Superintendent	Completed by June 30, 2018	Written expectations; written school process for determining professional development needs aligned to needs assessment
Create a school plan for professional development based on school needs.	Principals	Chief Academic Officer	September 2018-June 30, 2020	School professional development plan, including expected outcomes, aligned to needs assessment
Monitor implementation and outcomes of professional learning at the school level and provide feedback to teachers on their use of professional learning with an explicit focus on identified outcomes.	Principals	Chief Academic Officer	October 1, 2018-June 30, 2020	Monitoring protocol for implementation, including identified outcomes, of professional development opportunities; written feedback and/or next steps as needed
Provide support and opportunities for teachers to effectively implement and monitor learning from professional development.	Curriculum Specialist Principals	Chief Academic Officer	September 30, 2018- June 30, 2020	Written guidance on professional development opportunities; monitoring protocol for the selection and implementation of opportunities; written feedback and/or next steps as needed
Monitor implementation and outcomes of professional learning in schools and provide feedback to teachers on their use of	Principals	Chief Academic Officer	October 1, 2018-June 30, 2020	Monitoring protocol for implementation, including identified outcomes, of professional

Monitor Human Resource Management System and Retain, Hire, and Develop Quality Leadership Staff and Teachers

Essential Action	Title of Person(s) Responsible for Essential Action	Title of Person(s) Monitoring	Dates (Timeframe)	Documentation Required to Support Evidence of Progress/Completion
professional learning with an explicit focus on student outcomes.	Assistant Principals Curriculum Specialist	Principals Chief Academic Officer		development opportunities; written feedback and/or next steps as needed

Goal 3

Establish purpose and direction for the division through the development of a strategic plan

Develop, Adopt, and Implement a Unified Strategic Plan/Purpose and Direction

Essential Action	Title of Person(s) Responsible for Essential Action	Title of Person(s) Monitoring	Dates (Timeframe)	Documentation Required to Support Evidence of Progress/Completion
Develop, implement and monitor data-informed decision making process for division and building leaders in order to establish short- and long-term goals and objectives.	Chief Academic Officer	Superintendent	Develop by October 31, 2016 Implement November 1, 2016-June 30, 2018 Monitor July 1, 2017-June 30, 2018	Data; data analysis tools; professional development agenda, materials and next steps; written artifacts for implementation and monitoring next steps
Conduct asset mapping in each school to make informed decisions regarding resources.	Virginia Department of Education/Office of School Improvement	VDOE Assistant Superintendent of Student Assessment and School Improvement Chief Academic Officer	April 2016-June 30, 2017	Completed asset mapping tool for each school; written protocol for monitoring next steps
Participate in community school partnership strategic planning process to define collaborative roles in supporting schools.	Superintendent	PCPS School Board	November 2015- June 2018	Agency and division partnership expectations and communications pathways document; minutes from meetings with Petersburg City Partnership with Schools, including committees such as Housing Stability, Enhanced Access to Healthcare, Improved Nutrition and Access to Meals, Transformed School Climate, Holiday Planning; strategic plan for the partnership; committee reports; data:

Develop, Adopt, and Implement a Unified Strategic Plan/Purpose and Direction

Essential Action	Title of Person(s) Responsible for Essential Action	Title of Person(s) Monitoring	Dates (Timeframe)	Documentation Required to Support Evidence of Progress/Completion
				housing, attendance, health, nutrition, discipline; presentations to School Board and City Council; committee rosters and attendance; data from school climate survey

Goal 4

Create environments conducive to teaching and learning by strengthening relationships within schools

Maintain a Safe and Supportive Environment

Essential Action	Title of Person(s) Responsible for Essential Action	Title of Person(s) Monitoring	Dates (Timeframe)	Documentation Required to Support Evidence of Progress/Completion
Develop, implement, and monitor division student behavior and support plans.	Develop division plan: Division-level Virginia Tiered System of Supports-Positive Behavioral Interventions Supports (VTSS-PBIS) Leadership Team	Develop division plan: Executive Director for Student Success	Develop division-level plan: Completed by January 30, 2017	Infrastructure plan for VTSS supports; action plan; decision-making model document; communication plan; completed District Capacity Assessment Tool; meeting minutes with next steps; designated division level coordinator; Professional development on VTSS-PBIS (including appropriate division staff and bus drivers): sign-in sheets, training agendas, materials, and next steps
	Implement and monitor division plan: Division-level VTSS-PBIS Leadership Team	Implement and monitor division plan: Executive Director for Student Success VTSS Coach	Implement and monitor division-level plan: January 2017- June 2019	Division-level plan; division VTSS-PBIS team meeting agendas/minutes with next steps; threat assessment team roster
Develop an infrastructure for the Office of Student Services that addresses attendance, social, emotional, behavioral, physical and mental health of students.	Director for Student Support Services	Executive Director for Student Success	January 1, 2017- June 30, 2017	Tiered mapping document of evidence based programs and gaps; internal communications flow chart

Maintain a Safe and Supportive Environment

Essential Action	Title of Person(s) Responsible for Essential Action	Title of Person(s) Monitoring	Dates (Timeframe)	Documentation Required to Support Evidence of Progress/Completion
Develop, implement, and monitor school student behavior and support plans.	Develop school plan: Selected Division-level VTSS-PBIS team members, Principals, School-level VTSS-PBIS team Implement and monitor school level plan: Principals and teachers	Develop school plan: Director for Student Support Services VTSS Coach Implement and monitor school level plan: Division-level VTSS-PBIS team; VTSS Coach	Develop school-level plans: Completed by June 30, 2017 Implement and monitor school-level plans: September 2017- June 2019	Infrastructure plan for VTSS supports; action plan; decision-making model document; communication plan; completed Tiered Inventory Fidelity Assessment Tool; meeting minutes with next steps; designated division level coordinator; professional development on VTSS-PBIS (including teachers, cafeteria workers, custodians, and other support staff as applicable): sign-in sheets, training agendas, materials, and next steps; school-level plan; school VTSS-PBIS team meeting agendas/minutes with next steps: threat assessment team roster
Conduct school counseling program audit at division and school level.	VDOE Office of Student Services (OSS)	VDOE Office of School Improvement (OSI)	September 2017- June 2018	Audit report; next steps; technical assistance/professional development defined by the audit report; Corrective Action Plan essential actions as appropriate

Goal 5

Strategically engage parents in the academic success of their children by collaborating with community partners

Develop and Implement a Parental Engagement Plan

Essential Action	Title of Person(s) Responsible for Essential Action	Title of Person(s) Monitoring	Dates (Timeframe)	Documentation Required to Support Evidence of Progress/Completion
Build strategies and programs for connecting/supporting parents in the education of their children with the Petersburg City School Partnership.	Superintendent	PCPS School Board	November 2015- June 2018	Community School Partnership Strategic Plan; meeting minutes with next steps
Develop and implement alternative methods of connecting with parents. (ex. communications through faith-based community, neighborhood organizations, early childhood centers, cell phone applications)	Executive Director for Student Success Public Information Officer (PIO) Division-level VTSS-PBIS Leadership Team; School-level VTSS-PBIS Leadership Team; Petersburg City School Partnership	Superintendent	September 2017- June 2020	List of alternative methods of communications; communication documentation; meeting minutes from non-school groups with next steps
Develop, implement, and monitor division- and school-level parental engagement plans.	Develop division plan: Executive Director for Student Success Division-level VTSS-PBIS Leadership Team Implement and monitor division	Develop division plan: Superintendent Implement and monitor division	Develop division-level plan: Completed by September 2018 Implement and monitor	Profession development on cultural responsiveness to economically disadvantaged students and parents, examination of explicit and implicit biases, and trauma-informed staff practices: sign-in sheets, training agendas, materials, and next steps; professional development on VTSS-PBIS: sign-in sheets, training agendas, materials, and next steps; division-level plan with evidence of cultural

Develop and Implement a Parental Engagement Plan

Essential Action	Title of Person(s) Responsible for Essential Action	Title of Person(s) Monitoring	Dates (Timeframe)	Documentation Required to Support Evidence of Progress/Completion
	plan: Division-level VTSS-PBIS Leadership Team Develop school plan: Selected Division-level VTSS-PBIS team member, Principals, School-level VTSS-PBIS team Implement and monitor school level plan: Principals and teachers	plan: Executive Director for Student Success Develop school plan: Director of Student Support Services Implement and monitor school level plan: Division-level VTSS-PBIS team	division-level plan: October 2018-June 2020 Develop school-level plans: Completed by September 2018 Implement and monitor school-level plans: October 2018-June 2020	responsiveness to the impacts of poverty and explicit/implicit biases; individual school-level plans with evidence of cultural responsiveness to the impacts of poverty and explicit/implicit biases; division and school VTSS-PBIS team meeting agendas/minutes with next steps

Attachment A3

Authorizations

I (We) have reviewed and understand the work required to implement the essential actions required in the Corrective Action Plan for the purposes of improving student achievement in Petersburg City Public Schools.

Printed Name: Kenneth L. Pritchett	**Printed Name:**
Title: Chairperson of Petersburg City Public Schools	**Title:** Director, Office of School Improvement
Signature: Kenneth L. Pritchett	**Signature:**
Date: 9/21/16	**Date:**
Printed Name: Dr. Marcus J. Newsome	
Title: Superintendent of Petersburg City Public Schools	
Signature: Marcus J. Newsome	
Date: 9/21/16	