

## Board of Education Agenda Item

Item: D.

Date: September 17, 2009

**Topic:** First Review of Requests for Continuation of the Rating of Conditionally Accredited from Norfolk City School Board and Richmond City School Board

**Presenter:** Dr. Kathleen M. Smith, Director, Office of School Improvement, Division of Student Assessment and School Improvement

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### Origin:

Topic presented for information only (no board action required)

Board review required by  
 State or federal law or regulation  
 Board of Education regulation  
 Other: \_\_\_\_\_

Action requested at this meeting     Action requested at future meeting:

### Previous Review/Action:

No previous board review/action

Previous review/action  
date September 25, 2008  
action Board accepted for first review a request for a continued rating of *Conditionally Accredited*

### Background Information:

Once a school has failed to achieve a *Fully Accredited* status for four consecutive years based on its academic performance, as stated in 8 VAC 20-131-300.C, the school shall be rated *Accreditation Denied*. As outlined in 8 VAC 20-131-315, as an alternative to the memorandum of understanding required for schools rated *Accreditation Denied*, a local school board may choose to reconstitute the school and apply to the Board of Education for a rating of *Conditionally Accredited*. The application shall outline specific responses that address all areas of deficiency that resulted in the *Accreditation Denied* status.

As defined by the Standards of Accreditation, "reconstitution" means a process that may be used to initiate a range of accountability actions to improve pupil performance, curriculum, and instruction to address deficiencies that caused a school to be rated *Accreditation Denied*. Actions may include, but not be limited to, restructuring a school's governance, instructional program, staff, or student population.

## Summary of Major Elements

Last year, thirteen schools were granted an accreditation rating of *Conditionally Accredited*. As indicated by preliminary data, seven of those schools will be *Fully Accredited*; three of those schools have been closed by their respective local school boards; and one of those schools will be denied accreditation. Two schools from two divisions are requesting a continued rating of *Conditionally Accredited* for the third consecutive year. These two schools are indicated below:

<b>Division</b>	<b>School Name</b>	<b>Subjects Warned in 2006</b>	<b>Subjects Warned in 2007</b>	<b>Subjects Warned in 2008</b>	<b>Subjects Warned in 2009</b>
Norfolk City	Lake Taylor Middle School	Mathematics	Mathematics	Mathematics	Mathematics
Richmond City	Thomas C. Boushall Middle School	English, Mathematics, History	English, Mathematics, History	English, Mathematics, History, Science	Mathematics, History

The chart below summarizes the primary and the additional justifications provided in September 2009 by the two school divisions for reconstitution efforts in the two schools.

<b>School Division</b>	<b>School Name</b>	<b>Governance</b>	<b>Staff</b>
Norfolk City	Lake Taylor Middle	Primary	Primary
Richmond City	Thomas C. Boushall Middle	Primary	

## Governance

These schools have been implementing alternative governance through an oversight or shared governance committee. The purpose of the oversight or shared governance committee is to:

1. Serve as a formal mechanism to guide instructional decisions based on data including, but not limited to, formative assessment data, classroom observations, and review of lesson plans.
2. Monitor and adjust the school's improvement plan frequently.
3. Provide outside expertise and knowledge in the content area of warning and/or in research-based instructional practices that foster improved student achievement.
4. Align division resources with the needs of the school, including additional help and support from the central office.
5. Share the governance in the instructional area(s) of warning through a formal decision-making process. In these committees, the principal is not the sole instructional decision-maker.

## Staffing

At Lake Taylor Middle School, the entire mathematics instructional team has been staffed with teachers who are highly qualified to teach mathematics. The division has recruited master teachers from the division to work at Lake Taylor Middle School for the 2009-2010 year.

At both Lake Taylor Middle School and Thomas C. Boushall Middle School, there is a focus on adult actions for accountability from all levels of the organization (Attachments B and C).

## Achievement

Attachment A provides a summary of each school's present and past SOL pass rates, area(s) of warning, overview of the reconstitution efforts, the department's recommendations, and projected follow-up.

Schools that were granted a rating of *Conditional Accreditation* and *Warned in Mathematics* in 2008-2009 were required to administer the Algebra Readiness Diagnostic Test (ARDT) to all sixth- and seventh-grade students throughout the year. The ARDT tracks the number of students who are on grade level. Pre- and post-test results for the schools requesting a third conditional rating as a result of being warned in mathematics for the third consecutive year are included below:

Lake Taylor Middle  
Number/percentage of 6<sup>th</sup>-grade students scoring at each grade level

Grade Level	Pre-Test		Post-Test	
	# of Students	% of Students	# of Students	% of Students
3	15	7%	5	3%
4	95	43%	79	41%
5	88	40%	65	34%
6	24	11%	43	22%
7	0	0%	0	0%
8	0	0%	0	0%
Total	222		192	

Lake Taylor Middle  
Number/percentage of 7<sup>th</sup>-grade students scoring at each grade level

Grade Level	Pre-Test		Post-Test	
	# of Students	% of Students	# of Students	% of Students
3	0	0%	0	0%
4	85	45%	65	41%
5	93	50%	69	43%
6	6	3%	11	7%
7	3	2%	14	9%
8	0	0%	0	0%
Total	187		159	

Thomas C. Boushall Middle

Number/percentage of 6<sup>th</sup>-grade students scoring at each grade level

Grade Level	Pre-Test		Post-Test	
	# of Students	% of Students	# of Students	% of Students
3	2	2%	2	2%
4	51	45%	39	34%
5	44	39%	44	39%
6	17	15%	29	25%
7	0	0%	0	0%
8	0	0%	0	0%
Total	114		114	

Thomas C. Boushall Middle

Number/percentage of 7<sup>th</sup>-grade students scoring at each grade level

Grade Level	Pre-Test		Post-Test	
	# of Students	% of Students	# of Students	% of Students
3	0	0%	0	0%
4	55	50%	40	36%
5	40	36%	46	41%
6	9	8%	12	11%
7	7	6%	13	12%
8	0	0%	0	0%
Total	111		111	

**Technical Assistance**

Schools granted a rating of *Conditional Accreditation* in 2009-2010 will also be required to participate in technical assistance from the department. Through a partnership with the Appalachia Regional Comprehensive Center (ARCC), the Virginia Foundation of Educational Leadership (VFEL), the Center for Innovation and Improvement (CII) and the Virginia Department of Education, division staff will continue to be provided a series of technical assistance provided via webinars. The technical assistance will continue to provide division staff with information regarding the division-level indicators that support the rapid improvement of low-performing schools. These indicators are as follows:

1. **Community.** The division includes civic leaders, community organizations, and churches in the division and school improvement planning and maintains regular communication with them.
2. **Achievement Targets.** The division sets division, school, and student subgroup achievement targets.
3. **Data System.** The division ensures that key pieces of user-friendly data are available in a timely fashion at the division, schools and classroom levels.
4. **Program Evaluation.** The division examines existing school improvement strategies being implemented across the division and determines their value, expanding, modifying, and culling as evidence suggests.
5. **Curriculum.** The division provides a cohesive division curriculum guide aligned with state standards or otherwise places curricular expectation on the school.

6. **Data Training.** The division provides the technology, training, and support to facilitate the school's data management needs.
7. **Staff Incentives.** The division provides incentives for staff who work effectively in hard-to-staff and restructured schools
8. **Resource Reallocation.** The division regularly reallocates resources to support school, staff, and instructional improvement.
9. **Quality Staff.** The division recruits, trains, supports, and places personnel to competently address the problems of schools in need of improvement.
10. **Division Intervention.** The division intervenes early when a school is not making adequate progress.
11. **Progress Monitoring.** The school reports and documents its progress monthly to the superintendent, and the superintendent reports the school's progress to the school board.
12. **Division Contact.** The division designates a central office contact person for the school, and that person maintains close communication with the school and an interest in its progress.
13. **Division-School Communication.** Division and school decision-makers meet at least twice a month to discuss the school's progress.
14. **Professional Development.** Professional development is built into the school schedule by the division, but the school is allowed discretion in selecting, training and consulting that fit the requirements of its improvement/restructuring plan and its evolving needs.
15. **Programs and Practices.** The improvement/restructuring plan includes research-based, field-proven programs, practices, and models.
16. **Vision.** The improvement/restructuring plan includes a clear vision of what the school will look like when restructured or substantially improved.
17. **Quick Wins.** The improvement/restructuring plan focuses on "quick wins," early successes in improvement.
18. **School Teams.** A team structure is officially incorporated into the school improvement plan and school governance policy.
19. **Student Support.** The division works with the school to provide early and intensive intervention for students not making progress.
20. **Instruction and Performance.** The school's Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.

It is imperative to emphasize not only the shared leadership between the central office and the school, but the importance of shared instructional leadership within the school. In the 2009-2010 school year, VDOE's partnership with ARCC, VFEL and CII will continue to provide technical assistance with a concentration on continued division-level support and school-level support with a focus on shared instructional leadership. Division staff, principals, school improvement teams, and lead teachers will receive research-based technical assistance throughout the school year prepared by CII and delivered by VFEL faculty and VDOE staff on the following rapid improvement leadership indicators. Rapid improvement leaders:

1. Make an action plan so that everyone involved knows specifically what they need to do differently.
2. First concentrate on a very limited number of changes to achieve early, visible wins for the school.
3. Make changes that deviate from organization's norms and rules if necessary to gain visible wins.

4. Implement an action plan in which change is mandatory for all staff, not optional.
5. Replace or redeploy some staff as necessary based on careful examination of skills and readiness for change.
6. Quickly discard tactics that don't work and spend more resources and time on tactics that work.
7. Report progress but keep the school's focus on high goals.
8. Motivate others inside and outside the school to contribute to success.
9. Use various tactics to help staff empathize with those they serve and be motivated for change.
10. Work hard to gain the support of trusted influencers among staff and community.
11. Silence critics with speedy success on "quick win" objectives.
12. Personally analyze data about the organization's performance to identify high-priority problems that can be fixed quickly.
13. Set up systems to measure and report interim results often.
14. Share results in open-air meetings to hold all staff accountable for results and to focus on solving problems.

Systems and processes are also necessary for improvement. For this reason, additional technical assistance will be provided by CII and delivered by VFEL faculty and VDOE staff to focus on the following systems and processes:

1. Establishing a team structure with specific duties and time for instructional planning.
2. Focusing the principal's role on building leadership capacity, achieving learning goals, and improving instruction.
3. Aligning classroom observations with evaluation criteria and professional development.
4. Engaging teachers in aligning instruction with standards and benchmarks.
5. Engaging teachers in assessing and monitoring student mastery.
6. Engaging teachers in differentiating and aligning learning activities.
7. Assessing student learning frequently with standards-based assessments.
8. Expecting and monitoring sound instruction in a variety of modes.
9. Expecting and monitoring sound homework practices and communication with parents.
10. Expecting and monitoring sound classroom management.

The importance of data cannot be underestimated for schools that are chronically underachieving. Using research-based indicators that lead to increased student achievement is imperative for improvement. The VDOE has designed a quarterly reporting instrument that will help divisions and schools monitor critical indicators that are related not only to immediate increases in student achievement, but also to those indicators that are attributed to students not graduating on time.

### **Recommendations**

The following recommendations are for both schools requesting a continued rating of *Conditional Accreditation*:

1. The VDOE will appoint an auditor through the academic review process or the PASS program to monitor the implementation of the schools' reconstitution efforts monthly.
2. Local educational agency (LEA) staff assigned to work with the schools throughout the year will continue to attend technical assistance provided by the VDOE regarding division support and the division framework needed to restructure and support low-performing schools. In addition, school staff, including the principal, will attend similar technical assistance regarding

rapid improvement leadership indicators and systems and processes that support increased student achievement. This technical assistance will be provided by the VFEL, ARCC, and CII and will be monitored by a monthly online reporting system.

3. If warned in mathematics in the middle school grades, the Algebra Readiness Diagnostic Test (ARDT) will be given to all sixth- and seventh-grade students throughout the year. The Office of School Improvement and the LEA representative will set a schedule for this testing based on recommendations from VDOE’s mathematics specialist.
4. The divisions and schools will submit the required data profile as specified by the VDOE, at least quarterly.
5. The divisions will adhere to any additional recommendations indicated in the Conditional Request and Follow-up form or by the auditor throughout the year and will comply with any reporting requirements requested (submission of ARDT data on a regular monthly basis, reporting to the superintendent and Office of School Improvement). Specific recommendations for each school are as follows:

Division	School Name	Recommendations
Norfolk City Schools	Lake Taylor Middle School	Division staff, VDOE contractor, and school staff must participate in a monthly meeting to discuss the progress in the school’s implementation of the school improvement plan, issues related to mathematics instruction, and the alignment of state and LEA resources. A VDOE mathematics specialist will be assigned to support the school’s progress as requested by Norfolk City Schools.
Richmond City Schools	Thomas C. Boushall Middle School	A new auditor will be assigned to this school who will meet with a division-level representative and the principal at least monthly. The purpose of this meeting is to align division and school resources as well as discuss the implementation of the school’s improvement plan.

Attachment B is the request from Norfolk City School Board for a continued rating of *Conditional Accreditation* for Lake Taylor Middle School. Attachment C is the request from Richmond City School Board for a continued rating of *Conditional Accreditation* for Thomas C. Boushall Middle School.

**Superintendent's Recommendation:** The Superintendent of Public Instruction recommends that the Board of Education waive first review and approve the recommendations and ratings of *Conditionally Accredited* for Lake Taylor Middle School and Thomas C. Boushall Middle School as requested by the Norfolk City School Board and Richmond City School Board, respectively.

**Impact on Resources:** The Office of School Improvement will be required to use the academic review budget to fund the auditors assigned to these schools.

**Timetable for Further Review/Action:** None

Virginia Department of Education  
 Division of Student Assessment and School Improvement  
 Conditional Request & Recommendations

Name of Division: Norfolk City		Name of School: Lake Taylor Middle School	
Title I: N	School Improvement Status: N/A		Grades: 6-8
Subjects Warned in 2006: Mathematics	Subjects Warned in 2007: Mathematics	Subjects Warned in 2008: Mathematics	Subjects Warned in 2009: Mathematics
2009-2010 request	In addition to alternative governance, Norfolk City Public Schools has replaced staff with master teachers. A Virginia Department of Education (VDOE) mathematics specialist will work with division and school staff.		

Adequate Yearly Progress (AYP) Pass Rates	2006	2007	2008	2009
English Performance	66.48	70.52	67.83	73.7
Mathematics Performance	40.68	49.5	59.44	62.23
Science Performance	74.31	73.79	80.92	79.58
History Performance	66.48	70.52	67.83	73.7

Recommendations
<p>The department recommends the following for each school requesting a rating of Conditionally Accredited:</p> <ol style="list-style-type: none"> <li>1. The VDOE will appoint an auditor through the academic review process or the PASS program to monitor the implementation of the school's reconstitution efforts monthly.</li> <li>2. Local educational agency (LEA) staff assigned to work with the school throughout the year will continue to attend technical assistance provided by the department regarding division support and the division framework needed to restructure and support low-performing schools. In addition, school staff, including the principal, will attend similar technical assistance regarding rapid improvement leadership indicators and systems and processes that support increased student achievement. This technical assistance will be provided by the Virginia Foundation of Educational Leadership (VFEL), the Appalachian Regional Comprehensive Center (ARCC), and the Center for Innovation and Improvement (CII) and will be monitored by a monthly online reporting system.</li> <li>3. If warned in mathematics in the middle school grades, the Algebra Readiness Diagnostic Test (ARDT) will be given to all sixth- and seventh-grade students throughout the year. The Office of School Improvement and the LEA representative will set a schedule for this testing based on recommendations from the department's middle school mathematics specialist.</li> <li>4. The division and school will submit the required data profile as specified by the VDOE at least quarterly.</li> <li>5. The division will adhere to any additional recommendations indicated in the Conditional Request and Recommendations form or by the auditor throughout the year and will comply with any reporting requirements requested (submission of ARDT data on a regular basis, monthly reporting to the superintendent and Office of School Improvement).</li> </ol> <p>Specific recommendations for each school are as follows: VDOE contractor, division staff and school staff must participate in a meeting monthly to discuss the progress in the school's implementation of the school improvement plan, issues related to mathematics instruction, and the alignment of state and LEA resources. A VDOE mathematics specialist will be assigned to support the school's progress as requested by Norfolk City Schools.</p>

Virginia Department of Education  
 Division of Student Assessment and School Improvement  
 Conditional Request & Recommendations

Name of Division: Richmond City		Name of School: Thomas Boushall Middle School	
Title I: N	School Improvement Status: N/A		Grades: 6-8
Subjects Warned in 2006: English, Mathematics, and History	Subjects Warned in 2007: English, Mathematics, and History	Subjects Warned in 2008: English, Mathematics, History, and Science	Subjects Warned in 2009: Mathematics and History
2009-2010 request	Continued alternative governance.		

Adequate Yearly Progress (AYP) Pass Rates	2006	2007	2008	2009
English Performance	55.26	61.14	57.47	76.13
Mathematics Performance	46.5	47.07	47.96	54.44
Science Performance	69.61	74.13	64.78	84.3
History Performance		45.29	58.43	71.7

**Recommendations**

The department recommends the following for each school requesting a rating of Conditionally Accredited:

1. The VDOE will appoint an auditor through the academic review process or the PASS program to monitor the implementation of the school's reconstitution efforts monthly.
2. Local educational agency (LEA) staff assigned to work with the school throughout the year will continue to attend technical assistance provided by the department regarding division support and the division framework needed to restructure and support low-performing schools. In addition, school staff, including the principal, will attend similar technical assistance regarding rapid improvement leadership indicators and systems and processes that support increased student achievement. This technical assistance will be provided by the Virginia Foundation of Educational Leadership (VFEL), the Appalachian Regional Comprehensive Center (ARCC), and the Center for Innovation and Improvement (CII) and will be monitored by a monthly online reporting system.
3. If warned in mathematics in the middle school grades, the Algebra Readiness Diagnostic Test (ARDT) will be given to all sixth- and seventh-grade students throughout the year. The Office of School Improvement and the LEA representative will set a schedule for this testing based on recommendations from the department's middle school mathematics specialist.
4. The division and school will submit the required data profile as specified by the VDOE at least quarterly.
5. The division will adhere to any additional recommendations indicated in the Conditional Request and Recommendations form or by the auditor throughout the year and will comply with any reporting requirements requested (submission of ARDT data on a regular basis, monthly reporting to the superintendent and Office of School Improvement).

Specific recommendations for each school are as follows: A new auditor will be assigned to this school who will meet with a division-level representative and the principal at least monthly. The purpose of this meeting is to align division and school resources as well as discuss the implementation of the school's improvement plan.



**Norfolk Public Schools**  
NATIONALLY RECOGNIZED. GLOBALLY COMPETITIVE.

August 25, 2009

Dr. Mark E. Emblidge  
President  
Virginia Board of Education  
413 Stuart Circle  
Suite 303  
Richmond, VA 23220

Dear Dr. Emblidge:

Norfolk Public Schools is requesting a continued rating of conditional accreditation for Lake Taylor Middle School (LTMS) for the 2009-2010 school year. They have been conditional for the past two years. The district has directed much support to the school. The curriculum coordinators and teacher specialists have spent an average of two to three days weekly in the building working with teachers in planning and delivering quality instruction. The school's Data Team has received training in data analysis and data-driven decision making by certified trainers and they have received ongoing support in data analysis. The district administers quarterly assessments in the core content based on state standards. Teachers received much assistance using this data to drive instruction in their classrooms. Teachers in the math department have had the opportunity to participate in numerous full day "power planning" sessions sponsored by the district. These work sessions allowed teachers from all schools to work and plan with their grade level colleagues. Best instructional practices and data-driven decision making are the focus of these sessions. The district also provided the school with six additional math teachers to help lower class size and provide team teaching and peer mentoring, and the master schedule was adjusted to allow for 90 minutes of daily instruction in mathematics for 6<sup>th</sup> and 7<sup>th</sup> graders. They also had training and support on CFA's with high rigor.

Additionally support has been provided to the school from outside experts. Dr. Doug Reeves provided coaching and support to the principal and teachers on instructional best practices through quarterly webinars and Dr. Linda Gregg worked on site with the special education staff to raise achievement in all contents. Both of these individuals are from the Leadership and Learning Center founded by Dr. Douglas Reeves. In addition, Lake Taylor has had the support from the College of William and Mary. Dr. Margie Mason serves on the Shared Governance Team. The district conducted a comprehensive Academic Review using an in-house team consisting of: Executive Director of Elementary Schools, high school Algebra teacher, math and science teacher specialists, reading specialist and the Senior Director of Special Education. The Academic Review provided much insight into the operations of the school and math department.

Upon receipt of the preliminary scores this July and in-depth analysis of the results, it became apparent to us that further steps would be necessary if we are to ensure success for all students at Lake Taylor Middle School. For the 2009-2010 academic year:

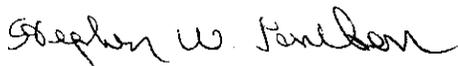
- The entire math instructional team has been staffed with teachers who are highly qualified to teach mathematics. The district had a targeted recruitment of Master Teachers from the district to work at LTMS.
- Norfolk Public Schools is requesting conditional accreditation based on these staff changes and the implementation of shared governance in the area of mathematics. The shared governance committee will include representation from the school, district, And state and university levels.
- Collaboration with the mathematics consultant assigned to VDOE and NPS math senior coordinator to review curriculum and professional development
- A focus on the adult actions for accountability from all levels of the organization including:
  - Executive Director to monitor and provide feedback of monthly data team meeting minutes and attend when possible
  - Chief Academic Officer and Executive Director will review the quarterly content observations completed by LTMS administrators and department chairs
  - The Superintendent's senior leadership team will receive monthly status updates and provide support through the various departments (Academics, Operations, Human Resources, Technology, Testing, Finance)
  - Accountability Plan will focus on adult actions. The Executive Director will monitor the deep implementation of these actions. Quarterly reports will be reviewed.

We believe that through these efforts, the students at Lake Taylor Middle School will benefit from improved instruction and will be able to demonstrate increased academic success.

We look forward to meeting the Board to make this formal request for conditional accreditation for Lake Taylor Middle School.

Thank you for your consideration of these issues.

Very truly yours,



Dr. Stephen W. Tonelson  
Chairman  
Norfolk School Board

CC: Kathleen Smith



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August 27, 2009

Dr. Mark Emblidge, President  
Commonwealth of Virginia  
Board of Education  
413 Stuart Circle, Suite 130  
Richmond, Virginia 23220

Dear Dr. Emblidge:

This correspondence is in response to information received from Dr. Kathleen Smith, Director of School Improvement at the Virginia Department of Education, informing us that Boushall Middle School will not meet the requirements for full accreditation for the fifth year and will subsequently be rated as Accreditation Denied.

As an alternative to the development of a Memorandum of Understanding (MOU) between the Board of Education and the Richmond Public Schools Board, we are submitting a request to continue implementing our reconstitution plan and to apply for a rating of Conditionally Accredited. The reconstitution plan for Boushall School has been updated and is outlined in attachment A.

Boushall made significant gains on the spring 2009 Standards of Learning tests and the school made AYP for 2009-10. Therefore, we are certain that with additional training of administrative and instructional staff, coaching, and tutorial assistance, the students will demonstrate increased performance in Mathematics and Social Science as evidenced by state and local assessment data. We look forward to meeting with the State Board to make the formal request for the Conditionally Accredited status.

Thank you for your consideration.

Sincerely,

A handwritten signature in cursive script, appearing to read "Chandra H. Smith".

Chandra H. Smith  
Chair

## **RICHMOND PUBLIC SCHOOLS**

### **Boushall Middle School**

Boushall Middle School serves 479 students in grades six through eight. The school serves a population that includes 94.38% of African-American, 1.87% Caucasian and 3.75% Hispanic students; 89.74% students qualify to receive free or reduced lunch. The school also serves 26% of students who qualify to receive special education services.

For the 2009-2010 school year, we will focus on the crucial role of school leaders in promoting powerful teaching and learning and develop a stronger, more intense instructional program. School leaders at Boushall will receive additional training and assistance in developing a coherent instructional vision and a broader use of data to make instructional decisions. The principal and assistant principals will receive additional training on classroom walk-throughs and evaluations and how to use the data to make effective instructional decisions. A strong professional development plan for teachers will be implemented in the areas of mathematics, inclusionary practices, and differentiation of instruction.

Instructionally, we will focus on developing specific professional development opportunities for individual teachers, monitor instruction more closely by several stakeholders, to include the Executive Director of Secondary Education, Chief Academic Officer and the Title I Manager, employ a mathematics consultant to work with teachers and administrators to effectively implement the math curriculum, utilize intervention programs, technology tools, and other resources. We will also employ the service of a data / intervention coach to assist in monitoring the progress of individual students and to ensure that they receive the appropriate intervention.

Boushall Middle has entered into a long term technical assistance agreement with the Technical Training Assistance Center at Virginia Commonwealth University focusing on training staff on how to implement school-wide inclusive practices. A major focus this year will be on the monitoring and training of the exceptional education department. This will include a retraining of all staff and our exceptional education oversight committee.

The performance for the students at Boushall Middle School is noted in the chart below. This year, Boushall made significant gains in the areas of English, science and social science / history and modest gains in mathematics. Boushall made AYP for the 2009-10 school year. They are holding in year four of school improvement and will offer school choice and supplemental educational services.

### SOL SCORES (Percent Passing)

School Year	English	Math	History	Science
2006-2007	64	48	44	73
2007-2008	61	51	47	72
2008-2009	60	54	58	61
2009-2010	78	58	68	80

The final phase of the plan includes a change in governance with respect to instructional decisions. A team of central office staff will be assigned to the school to work with the administrative and instructional staffs. The committee will consist of:

Dionne Ward, Executive Director of Secondary Education  
Victoria Oakley, Chief Academic Officer  
Ernestine Scott, Title I Manager  
Kenya Wallach, Mathematics Instructional Specialist  
Maria Crenshaw, Title I Mathematics Instructional Specialist  
Richard Staton, English Instructional Specialist  
Tiffany Frierson, Title I Reading Instructional Specialist  
Barbara Ulschmid, Social Studies Instructional Specialist  
Helena Easter, Science Instructional Specialist  
Michelle Boyd, Coordinator of Secondary Exceptional Education  
Brittany Hott, Exceptional Education Instructional Specialist

The role of the committee will be to set the stage for improved academic achievement. The committee will meet with the appropriate instructional staff at the school by September 18<sup>th</sup> to discuss its function and to provide a meeting format and required preparation for each session. The committee will review the School Improvement Plan to include the day-to-day instructional plans, remediation and intervention strategies and distribution of physical and fiscal resources that are directed towards instructional best practices. Instructional decisions will be made by consensus.

The Alternative Governance Committee will meet the second and fourth Thursday of every month. The Instructional Specialists, Chief Academic Officer, Executive Director of Secondary Education and the Title I Manager will also conduct instructional observations bi-weekly and conduct planning with core departments during their scheduled planning times. Data will be shared by the data / intervention coach and department chairs, student by student to check progress and ensure the correct use of intervention strategies. This information, along with formative and summative student assessment data, will be reviewed at the bi-monthly Alternative Governance Committee meetings to drive and retool instructional practices. We will also focus on best practices and the development and monitoring of intervention plans for all students who do not master bi-weekly and nine week objectives.

Additional instructional oversight will be provided by the RPS Charting the Course Team. This team of central office administrators will visit the school on a bi-weekly basis to review school based formative assessments, make classroom observations and

meet with the administrative and instructional team. An emphasis will be placed on reviewing and analyzing data and making necessary alterations to instructional strategies.