Virginia Board of Education Agenda Item

Agenda Item: L **Date:** September 27, 2012

Title	First Review of Request for a Rating of Conditionally Accredited from Alexandria City School Board for Jefferson-Houston Elementary School		
Presenter	Dr. Kathleen M. Smith, Director, Office of School Improvement, Division of Student Assessment and School Improvement		
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Purpose of Presentation:
Action required by Board of Education regulation.

Previous Review or Action:
No previous review or action.

Action Requested:
Action will be requested at a future meeting. Specify anticipated date below:
October 25, 2012

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

	Goal 1: Expanded Opportunities to Learn
X	Goal 2: Accountability of Student Learning
	Goal 3: Nurturing Young Learners
	Goal 4: Strong Literacy and Mathematics Skills
	Goal 5: Highly Qualified and Effective Teachers and Administrators
	Goal 6: Sound Policies for Student Success
	Goal 7: Safe and Secure Schools
	Other Priority or Initiative. Specify:

Background Information and Statutory Authority:
Goal 2: Considering the request for *Conditional Accreditation* from Alexandria City School Board for Jefferson-Houston Elementary will provide the most appropriate course of action to ensure accountability of student learning.

8 VAC 20-131-300.C states that a school shall be rated *Accreditation Denied* based on its academic performance and its failure to achieve the minimum threshold for the graduation and completion index required to be rated *Fully Accredited* or *Provisionally Accredited-Graduation Rate*, for the preceding three consecutive years or for three consecutive years anytime thereafter.

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.

If a local school board chooses to reconstitute a school, it may annually apply for an accreditation rating of *Conditionally Accredited* as provided for in 8 VAC 20-131-300 C 5. The *Conditionally Accredited* rating may be granted for a period not to exceed three years if the school is making progress toward a rating of *Fully Accredited* in accordance with the terms of the Board of Education's approval of the reconstitution application. The school will revert to a status of *Accreditation Denied* if it fails to meet the requirements to be rated *Fully Accredited* by the end of the three-year term or if it fails to have its annual application for such rating renewed.

Summary of Important Issues:

Alexandria City School Board is requesting a rating of *Conditionally Accredited* rather than *Accreditation Denied* for Jefferson-Houston Elementary School. Attachment A provides the division's explanation and rationale for making this request.

On September 26, 2007, the Board approved a rating of *Conditionally Accredited* for Jefferson-Houston Elementary School. The rating was granted based on the school's reconstitution efforts and change in governance. Jefferson-Houston Elementary School was rated *Conditionally Accredited* for one year, as noted in the school's accreditation profile below. This school has been fully accredited one year in the past eleven years.

State Accountability – Accreditation Designation based on Statewide Assessment Pass Rates

Year	Accreditation Rating	Based on Statewide Assessments In	Areas of Warning
2002-2003	*Provisionally Accredited/Needs Improvement*	2001-2002	With this rating, no areas were indicated
2003-2004	*Provisionally Accredited/Needs Improvement*	2002-2003	With this rating, no areas were indicated
2004-2005	*Accredited with Warning*	2003-2004	English, Mathematics, Science
2005-2006	*Accredited with Warning*	2004-2005	Mathematics, History, Science
2006-2007	*Accredited with Warning*	2005-2006	English, Mathematics
2007-2008	*Conditionally Accredited*	2006-2007	English, Mathematics
2008-2009	*Fully Accredited*	2007-2008	None
2009-2010	*Accredited with Warning*	2008-2009	English
2010-2011	*Accredited with Warning*	2009-2010	English, History
2011-2012	*Accredited with Warning*	2010-2011	English, History, Science
2012-2013	*Accreditation Denied*	2011-2012	English, Mathematics, History, Science

Federal Accountability

Jefferson-Houston Elementary School has been identified as a priority school in accordance with Virginia's approved *Application for U.S. Department of Education Flexibility from Certain Requirements of the Elementary and Secondary Education Act of 1965* (ESEA). Based on 723 schools identified as Title I in school year 2011-2012, Virginia identified a number of schools equal to five percent of the state's Title I schools, or 36 schools (5 percent of 723 schools), as priority schools for school year 2012-2013 using the criteria below. Jefferson-Houston Elementary School was identified under Criterion C.

Criterion A	Schools receiving School Improvement Grant (SIG) funds under Section 1003(g) of ESEA in Federal Fiscal Year 2009 (Cohort I) or 2010 (Cohort II) and identified and served as a Tier I or Tier II school
Criterion B	Title I high schools with a federal graduation indicator* of 60 percent or less for two or more of the most recent consecutive years
Criterion C	Title I schools based on the "all students" performance in reading and/or mathematics performance on federal AMOs
Criterion D	Title I schools failing to meet the 95 percent participation rate in reading and/or mathematics for three consecutive years

* The ESEA federal graduation indicator recognizes only Standard and Advanced Studies diplomas.

Federal Accountability Indicator

Year	Based on Assessments in	Federal Status
2009-2010	2008-2009	Did not Make AYP English and Mathematics – Year 4
2010-2011	2009-2010	Did not Make AYP English and Mathematics – Year 5
2011-2012	2010-2011	Did not Make AYP English and Mathematics – Year 6
2012-2013	2011-2012	Identified as a Priority School (Criteria C)

Federal Annual Measurable Objective (AMO)–Performance Based on Statewide Assessments in 2011-2012

Group	Reading AMO	Reading Pass Rate	Mathematics AMO	Mathematics Pass Rate
All Students	85%	61%	61%	35%
Gap Group 1	76%	57%	47%	31%
Gap Group 2	76%	59%	45%	29%
Gap Group 3	80%	58%	52%	47%

Notes: Gap Group 1 is composed of students with disabilities, students who are economically disadvantaged and students who are English language learners. Gap Group 2 is composed of black students. Gap Group 3 is composed of Hispanic students.

Federal Accountability Pass Rates

Assessment Type	Pass Rates – Based on Statewide Assessments in Years -				
	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
English- Reading	75%	70%	69%	67%	61%
Mathematics	76%	73%	81%	62%	35%
Science	75%	68%	67%	51%	43%
History	71%	65%	57%	38%	48%

Priority schools must select a Lead Turnaround Partner (LTP) and implement one of the four U. S. Department of Education (USED) models as outlined in Virginia's approved *Application for U.S. Department of Education Flexibility from Certain Requirements of the Elementary and Secondary Education Act of 1965* (ESEA); this meets the requirements of reconstitution as a change in governance. Priority schools receive federal funding per the USED 2011 1003(g) School Improvement Grant (SIG) initiative to support school reform.

Technical Assistance

Schools granted a rating of *Conditionally Accredited* in 2012-2013 will be required to participate in technical assistance from the Virginia Department of Education (VDOE). Since Jefferson-Houston Elementary School will be required to implement one of the four USED reform models, the principals, internal lead partners, and a VDOE-contracted lead turnaround partner facilitator will participate in technical assistance activities to assist them with successful implementation of the model. Through a partnership with the Appalachia Regional Comprehensive Center (ARCC), the Center for Innovation and Improvement (CII), Corbett Education Consulting, and the VDOE, participants will be provided a series of technical assistance activities provided via webinars and monthly meetings.

Using research-based indicators that lead to increased student achievement is imperative for improvement. As part of the requirements for priority schools, the school will provide quarterly reports to the Office of School Improvement (OSI) on the following minimum school-level data points:

- Student attendance
- Teacher attendance
- Formative assessment data
- Reading, mathematics, science and history grades
- Student discipline reports
- Phonological Awareness Literacy Screening (PALS) data (fall and spring)
- World-Class Instructional Design and Assessment (WIDA) data for ELL students
- Student transfer data
- Student intervention participation by intervention type

Impact on Fiscal and Human Resources:
The OSI will be required to use the academic review budget to fund the auditor assigned to this school.

Timetable for Further Review/Action:
Final review at the October 25, 2012, meeting.

Superintendent's Recommendation:
The Superintendent of Public Instruction recommends that the Board of Education accept for first review the request for a rating of *Conditionally Accredited* for Jefferson-Houston Elementary from Alexandria City School Board.

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Alexandria City Public Schools

Attachment A

Superintendent
Morton Sherman, Ed.D.

School Board Chairman
Sheryl Gorsuch

Vice Chairman
Helen Morris

Members
Ronnie Campbell
Mimi Carter
Yvonne A. Folkerts
Blanche D. Maness
Arthur E. Peabody, Jr.
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The Alexandria City Public Schools will:

Set the international standard for educational excellence, where all students achieve their potential and actively contribute to our local and global communities.

August 31, 2012

David M. Foster, President
Virginia Board of Education

Dear Mr. Foster,

On Monday, July 9, 2012, the Alexandria City Public Schools received a notification from the Virginia Department of Education regarding the accreditation status of Jefferson-Houston PreK-8 School. The notification stated that Jefferson-Houston may be rated Accreditation Denied by the Virginia Department of Education based on its academic performance during the prior four school years. 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.

Alexandria City Public Schools (ACPS) respectfully requests a rating of Conditionally Accredited based on the reconstitution of Jefferson-Houston PreK-8 School which occurred between August 2011 – August 2012, and the continuing transformation efforts planned for September 2012 – June 2013.

ACPS submits this request, which outlines specific responses that address all areas of deficiency that resulted in the Accreditation Denied status. As defined by the Regulations Establishing Standards of Accrediting Public Schools in Virginia, "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. During the 2011 – 2012 school year, ACPS reconstituted Jefferson-Houston K-8 School by implementing numerous actions to restructure the school's governance, instructional program, and staff, as described in this communication. Efforts continue, expand and deepen as we move into the 2012 – 2013 school year. Supporting documentation is also provided in the Appendices.

Background

During the 2009-2010 school year, ACPS examined student achievement data at Jefferson-Houston School and realized that the initial School Improvement approach was not working/and or the original School Improvement Plan was not being correctly implemented. During the 2010-2011 school year, two different consultants were utilized to address student achievement issues and support the full implementation of the School Improvement Plan. However, in June 2011, ACPS recognized that the School Improvement Plan was not addressing the personnel needs and core instructional needs of the school, but was attempting to improve student achievement through uncoordinated interventions.

2011 – 2012: Reconstitution

In June 2011, ACPS began reconstituting Jefferson-Houston PreK-8 School with a new governance structure, changes in instructional programming, and significant changes in school staffing, including the school's principal.

Between June and August 2011, ACPS created a new school leadership structure for the school, and selected personnel to serve in the new roles. Formed in August 2011, the School Leadership Team was comprised of the Principal, Assistant Principal, Internal Lead Partner, Administrative Officer, IB/SPED Coordinator and the School Improvement Coach. Five of the six staff in these leadership positions were new to Jefferson-Houston. However, it should be noted that the new Internal Lead Partner who began in August, left the school division in January 2012; a replacement was not identified until May 2012, and did not fully join the School Leadership Team until July 2012.

Ms. Rosalyn Rice-Harris was selected as the school's principal in August 2011. Prior to her role at Jefferson-Houston, Ms. Rice-Harris was a middle school associate principal with ACPS for two years, and worked as an elementary and charter school principal in Washington, D.C., prior to joining ACPS. She holds a Bachelor of Science degree from Carnegie-Mellon University and a Master of Education degree from Trinity University.

Ms. Rice-Harris' selection followed internal interviews and a series of public meetings in which staff and community members provided positive feedback regarding Ms. Rice-Harris and the school's new leadership structure. Ms. Rice-Harris and the new School Leadership Team were given a mandate to work closely with an external Lead Turnaround Partner to develop and implement a School Education Plan that would produce student achievement results.

In August 2011, a contract was signed with an external Lead Turnaround Partner, Brenda Clark Consulting (Appendix A). Dr. Brenda Clark utilizes a whole-school approach to address school leadership development and governance, instructional programming improvements, staffing, and community engagement. She has extensive experience implementing the Baldrige model of continuous improvement and works with numerous struggling schools to implement data-driven quality improvement plans. During the 2011-2012 school year, Dr. Clark provided expert assistance as Jefferson-Houston implemented this year's School Education Plan. A specific focus of the external Lead Turnaround Partner was the utilization of data school wide.

As a component of the governance structure implemented in August 2011, the School Leadership Team was supported and monitored by the Alternative Governance Team. This Team, comprised of the Superintendent, the Executive Director of K-12 Programs, the Chief Academic Officer, the Executive Director of Special Education, and the Title I Program Director, met monthly to review the progress Jefferson-Houston made towards School Education Plan implementation, and to facilitate access to critical division resource requested by the School Leadership Team.

Governance

During September 2011, the Lead Turnaround Partner met extensively with the School Leadership Team; by October 2011, the School Leadership Team and the Lead Turnaround Partner had developed the School Education Plan (SEP – Appendix B). Implementation began immediately. The SEP focused its first year on 1) addressing behavior and discipline plans, 2) improving primary grade literacy, and 3) improving middle school grade instruction; data was utilized to track implementation and improvement on an ongoing basis. Data analyses suggest that improvements have been achieved in these three areas, even in this first year (Appendix C).

To implement the SEP, eight Goal Teams were established in October 2011, comprised of all Jefferson-Houston staff (Appendix D). Goal Teams met bi-weekly to examine activities, assess improvements, and plan next steps, altering plans as necessary to ensure continuous improvement. The use of data on a quarterly basis to measure and track SEP implementation and student achievement improvements was a main focus of the Goal Teams.

The external Lead Turnaround Partner provided support and coaching throughout the year to the School Leadership Team and Goal Teams. The Alternative Governance Team ensured critical resources were provided as needed (Appendix E). In addition, the Title I Division Leadership Support Team reviewed SEP and student achievement data to ensure Title I resources were appropriately and effectively utilized.

Instructional Program

Components of the SEP addressed Jefferson-Houston's instructional program, with a specific focus on Reading and Math. To improve literacy, Success For All (SFA) was implemented with fidelity in grades K-4 (Appendix F). Staff members received coaching and support on an ongoing basis from SFA coaches. Implementation included bi-weekly meetings with teachers for training, goal setting and progress monitoring. To improve math proficiency, all grade levels implemented the new ACPS curriculum guides, designed to present a detailed set of curriculum materials that constitute a new approach to curriculum design for the division.

Staff

In the month of August 2011, 13 staff were replaced with new staff, including the Principal and Assistant Principal. Two additional new positions were created, the IB/SPED Coordinator and Administrative Officer, and filled with personnel new to Jefferson-Houston. In addition, during and following the 11-12 school year, 12 more staff were replaced. At a school with a total full-time staff of approximately 50, more than 50% of the staff were replaced or new to the school during the one year period between August 2011 – July 2012. New staff are experienced; many have backgrounds working in turnaround schools and charter schools.

Student Population

During the past four years, Jefferson-Houston has been expanding its student body to serve middle grades. During the 11-12 school year, 8th grade was taught to 13 students at Jefferson-Houston for the first time, completing the transition from elementary to a PreK-8 school. Because Jefferson-Houston is the only PreK-8 school in the division, and school choice is available to all ACPS students in grades K-8, many middle school children with special needs chose to attend Jefferson-Houston, rather than attend the division's larger middle schools. This resulted in a higher proportion of Special Education students

enrolled in grades 6 -8 at Jefferson-Houston than were enrolled in the division's traditional middle schools.

Additional student population changes are anticipated as a result of the State's recent request for and approval of the NCLB waiver with regard to school choice. This waiver has resulted in an almost immediate investment in the school by neighborhood parents. We anticipate that this waiver will result in additional changes to Jefferson-Houston's student population and increased community and parental engagement. (Appendix G)

2012-2013 School Year

These reconstitution efforts will continue, expand, and deepen as we move into the 2012 – 2013 school year, utilizing the same governance structure and implementing additional instructional programming strategies. Looking forward, during the 2012-2013 school year, Jefferson-Houston students will benefit from extended learning time. ACPS is in the process of planning to extend the core instructional day for grades K to 8. In addition, Jefferson-Houston ongoing efforts will focus on the Baldrige model of continuous improvement (Plan, Do, Study, Act – PDSA), utilizing data from the classroom to central office to measure and track improvements.

The National Center on Time and Learning in Boston has documented how under performing schools have used time as a significant leverage point in raising student achievement, enriching and adding depth to learning, and empowering teachers to collaboratively use data to improve student outcomes. A critical factor in adding time is to add time as a part of the core instructional program, and not through add-on programs after school. ACPS is in the process of planning for an extended core instructional day at Jefferson-Houston for grades K to 8. The school day would be extended by 90 minutes four days a week for students, and 5 days a week for teachers, with an estimated start date of October 2012. This additional instructional time would incorporate the engaging, participatory learning begun in the 2011-12 school year and expand to include even more physical activity in learning, and project based learning. Examples might include extending the Learning Labs in kindergarten and adding additional literacy blocks for elementary students. Students reading below level would have the opportunity to master lessons at twice the pace, more quickly closing the gap. Students reading on or above grade level would have the opportunity to extend learning around the text by exploring connections to content areas such as science or art. At the middle grade levels, students might have the opportunity in each of the four core areas to extend learning (one day a week for each core) to incorporate project based learning and make connections to other content areas. On the fifth day, students would not have an additional 90 minutes of core learning time, but would have the opportunity to participate in a variety of clubs and/or participate in after school care. However, teachers would have a 90 minute collaborative professional time focused around using student data to plan the next instructional units and improving instructional practice. This proposal has been discussed during a series of meetings with Jefferson-Houston staff, PTA leadership, and the community. Logistics regarding transportation and aftercare are being addressed. The Alexandria School Board will be meeting in early September to discuss and approve the extended learning time proposal for implementation in October 2012.

The approved 2012-2013 Jefferson – Houston SEP focuses on six critical areas: Reading; Math; Skillful Teacher; Family Engagement; Inclusive Practice; and Positive Behavioral Interventions and Supports (PBIS) (Appendix H). 2011 – 2012 strategies will continue and new strategies for the 2012 – 2013 school year will include the expansion of SFA to the 5th grade, advanced Skillful Teacher training for all Jefferson-Houston teachers, the implementation of the ACPS Teacher Growth and Assessment system, the initiation of a Professional Development School model with George Mason University (Appendix N), and the provision of targeted academic and parenting supports for the families of identified students.

Finally, a Response to Intervention Matrix has been developed that will address the needs of all students. (Appendix K).

Past and Future Actions

Jefferson-Houston's School Leadership Team, together with the external Lead Turnaround Partner and support from the Alternative Governance Team, has implemented and continues to drive the implementation of the following:

Governance:

1. Develop, monitor, and implement School Education Plan
   - School Leadership Team formed in August 2011
   - External Lead Turnaround Partner identified and contract executed in August 2011 (Appendix A)
   - Alternative Governance Team established in August 2011 (Appendix E)
   - School Education Plan (SEP) adopted in October 2011 (Appendix B)
   - Goal Teams established in October 2011 to implement and monitor SEP (Appendix D)
   - Utilize quarterly planning and evaluation processes to ensure SEP implementation success – data analysis is critical to this work
   - SY12-13 will focus on the utilization of data in the classroom to inform instruction
2. Provide formative and ongoing reports on program effectiveness to include, but not limited to, student achievement, parental involvement, student attendance, and student discipline.
   - In October 2011, acquired and began utilizing ROSworks to generate and utilize formative assessments (Appendix I)
   - SY12-13 will also utilize SchoolNet
3. Promote student motivation for learning
   - Positive Behavioral Interventions and Supports (PBIS)
4. Secure parental commitment and involvement
   - Parents involved in the creation of School-Parent Compact at the beginning of the year - outlines the roles, responsibilities and expectations for the school year
   - Community Walk Events
   - Kindergarten outreach
   - Targeted academic and parenting supports for the families of identified students
   - New Jefferson-Houston building planning outreach and planning groups – involves parents and the larger community (Appendix J)
5. Promote parental capacity to support student engagement, motivation, and learning within the school, home, and community
   - Home visits as necessary
   - Kindergarten outreach
6. Work with the school division to expand community and City support for the planning of the new physical structure (Appendix J). The groups below are involved in the planning for the new building and involve City staff and/or community members:
   - Vision Committee
   - Educational Specifications Group
   - Core Group
   - Steering Committee
   - Key Communicators Group
   - Public Community Meetings

7. Make changes to school calendar according to student and program needs
   - Class schedule changes planned for SY12-13
     - 90 minute uninterrupted literacy blocks for all grade levels
     - 90 minute blocks in Math for grades 5-8
     - 60 minutes blocks in Math in grades 1-4
   - Using the Response to Intervention (RTI) Model with new schedule allows opportunities for structured intervention periods for identified students using the tiered support structure (Appendix K)
   - Extended Learning Time for SY12-13 – pending approval by School Board
8. Require commitment from parents to allow for additional time for instruction
   - Extended Learning Time for SY12-13
9. Work with the school division to obtain a commitment from teachers to allow for additional time for instruction and professional development
   - Extended Learning Time for SY12-13 for additional instruction time
   - Extended Learning Time for SY12-13 to provide additional professional development for staff
   - Extended Learning Time for SY 12-13 will provide teachers with opportunities to plan collaboratively
10. Consistent with the state Standards of Learning recommend alignment of curriculum, instruction, classroom formative assessment and sustained professional development to build rigor, foster student-teacher relationships, and provide relevant instruction that engages and motivates students
    - SEP, with focus on Reading and Math
    - Utilization of data and formative assessments
    - ACPS curriculum (Appendix L)
    - Staff professional development, including Skillful Teacher
    - ACPS Learning and Teaching Model with focus on interactions between Curriculum-Instruction-Relationships
    - Response to Intervention matrix (Appendix K)
11. Organize programming to engage students in a strong sense of local community, cooperation, collaboration, and integration with the larger, global community.
    - International Baccalaureate curriculum
12. Develop and implement evidence-based discipline programs that minimize time out of school and/or class
    - Positive Behavioral Interventions and Supports (PBIS)
    - Responsive Classroom
    - Harry Wong
    - Uniforms – Policy to be implemented for 12-13 school year
13. Identify and recommend supporting partners to address social, emotional and behavioral issues
    - Accessing division-level resource to provide professional development and consultation to Goal Team addressing tiered intervention systems and inclusive practices
    - Partner with two private companies, Dominion Day Treatment and Youth Excel and Advancement (YEA), to provide social, emotional and behavioral supports to identified children and families (Appendix O)
14. Identify and obtain adequate materials from division (such as curriculum, assessment tools, equipment)
    - ROSworks – formative assessment software
    - I Can Learn – computerized math intervention program for middle school students
    - Compass Learning – instructional software
15. Identify and recommend outside resources needed in the reform effort
    - Alternative Governance Team process to secure resources through central office

- Extended Learning Time request to School Board

16. Develop school budget to align with and support School Education Plan
17. Integrate all academic and support services
    - School Education Plan provides overarching framework across school
    - Utilize Success For All and new ACPS Math curriculum to address critical Reading and Math achievement
    - School Support Team - Team is comprised of IB/SPED Coordinator, Social Worker, Guidance Counselor, and others as needed based on individual child. Team works with students and families who have been referred based on academics or behavioral concerns. Team identifies goals and implements appropriate interventions; student progress is monitored.

Instructional Program

18. Employ research-based strategies that provide an immediate and dramatic turnaround in student achievement.
    - Extended learning time – core instructional program
    - In October 2011 adopted new reading program in grades K-4, Success For All (SFA)
        - Scholastic Reading Inventory (SRI) data suggest average reading levels for 3rd grade students increased from 1st grade to mid-2nd grade during the 11-12 school year (Appendix C)
    - Began utilizing and will continue to utilize formative assessments in reading, math, science and social studies
    - Utilizing new ACPS Curriculum
    - SFA will be expanded to 5th grade in SY12-13
    - In SY12-13, grades 6-8 teachers will supplement the curriculum guide's instructional approach to meta-cognitive and academic vocabulary strategies learned in the primary grades through SFA
19. Develop and engage teachers and the leader in professional development aligned to programmatic goals
    - Skillful Teacher
    - Math coaching and professional development - conceptual understanding
    - Curriculum differentiation
    - Co-planning
    - Inclusion
    - Principal and School Improvement Coach are becoming certified Skillful Teacher Trainers
    - Principal and Assistant Principal certified in Baldrige Based System Reform
20. Provide comprehensive, coherent, manageable and integrated instructional and support programs
    - Extended Learning time – core instructional program
    - SFA K-4 will go through 5th grade next year, utilizing the strategies through 8th grade
    - Positive Behavioral Interventions and Supports (PBIS)
    - Skillful Teacher
    - Response to Intervention Matrix

Staff

21. Work with the school division to recruit and recommend teachers and a leader(s) who have a proven record of success of increasing student achievement.
    - In August 2011 a new Principal selected
    - Between August 2011 – July 2012, over 50% of the school staff was replaced
    - New teachers are experienced, with backgrounds at turnaround schools and charter schools
22. Evaluate teacher and leader performance and outcomes and make staffing recommendations accordingly

- New ACPS Teacher Growth and Assessment system
- Staff participation in SEP Goal Teams contributes to teacher growth as measured in evaluation system

23. Develop constructive relationships with existing school personnel
    - Goal Teams involve all staff in SEP implementation and monitoring

Student Population

24. During the 2011 – 2012 school year, Jefferson-Houston taught 8th grade students for the first year; higher proportions of special needs middle grades students attended Jefferson-Houston to benefit from the smaller school environment
    - Implementing the ACPS Middle School curriculum
    - Utilizing inclusive teaching practices and RTI strategies

Please find significant documentation attached to support the activities described and listed above. We hope it is clear that during the 2011-2012 school year, ACPS took significant steps to reconstitute Jefferson-Houston PreK-8 School, addressing governance, instructional programming, and staff. A Virginia Department of Education Academic Review conducted in February 2012 noted gains and improvements in the establishment of routines to maximize instructional time, the use of the School Education Plan to drive improvement, attention to the established curriculum, and extensive job-embedded professional learning (Appendix M).

Upcoming efforts build on last year's successes, extending learning time and core instructional programming. We are confident that these efforts will result in continued improvements in student achievement in future years.

Thank you very much for considering our request to grant Jefferson-Houston a rating of *Conditional Accreditation*.

Sincerely,

Helen Morris
Vice Chair, Alexandria City School Board

Jefferson-Houston Accreditation Request

Appendices

Appendix A: 2011 – 2012 Brenda Clark Consultant Agreement

Appendix B: 2011 – 2012 Jefferson Houston School Education Plan (SEP)
Please note: Only the SEP overview is attached. Detailed plans for each SMART Objective is maintained and tracked in a large Excel Spreadsheet

Appendix C: 2011 – 2012 SEP data
Discipline Data
Reading Data
Math Data

Appendix D: 2011 – 2012 Goal Team Structure, Membership and Meeting Schedule

Appendix E: Alternative Governance Team Membership and Meeting Schedule

Appendix F: Success For All (SFA) Contract

Appendix G: Jefferson-Houston Student Demographics

Appendix H: 2012 – 2013 Jefferson Houston School Education Plan (SEP)
Please note: Only the SEP overview is attached. Detailed plans for each SMART Objective are maintained and tracked in a large Excel Spreadsheet

Appendix I: ROSworks Contract

Appendix J: Jefferson-Houston New Building Planning Community Involvement Documents

Appendix K: Response to Intervention Matrix

Appendix L: Jefferson-Houston School - ACPS Curriculum Rollout and Formative Assessment Implementation Schedule

Appendix M: Virginia Department of Education Academic Review

Appendix N: George Mason University Professional Development School (PDS) Partnership

Appendix O: MOUs for social, emotional and behavioral supports – Dominion and Youth Excel and Advancement (YEA)

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Alexandria City Public Schools

ACPS Contract #11-12-091

CONSULTANT AGREEMENT

ALEXANDRIA CITY PUBLIC SCHOOLS
-and-

BRENDA CLARK CONSULTING, INC.

This Agreement is made by and between Alexandria City Public Schools (hereinafter referred to as "ACPS"), a public entity and/or political subdivision of the Commonwealth of Virginia; and Brenda Clark Consulting, Inc., (hereinafter referred to as "Consultant"), a corporation formed under the laws of the State of North Carolina and authorized to do business within the Commonwealth of Virginia.

RECITALS

WHEREAS, ACPS seeks to obtain professional services from an independent contractor, Brenda Clark Consulting, Inc., vis-à-vis, Brenda Clark, who will provide consulting services wherein he will advise ACPS, via unique strategies and structures, on alternative ways to create and improve upon its existing learning environments;

WHEREAS, ACPS, who has not sought out other means of competition, seek to engage the exclusive consultant services of the Brenda Clark, who is the only source and unique in providing certain organizational development work; and thus ACPS has declared this Consultant as a "sole source" vendor as that term is defined by Virginia Public Procurement Act §2.2-4303 (E); and

WHEREAS, ACPS, in order to provide the best possible services to its student body, in particular the students at Jefferson Houston School, seek to enter into a consultant agreement with Brenda Clark.

AGREEMENT FOR PROFESSIONAL SERVICES

For good and sufficient consideration, the receipt of which is hereby acknowledged, the parties hereby agree to the following terms and conditions:

Contracts/Cons

1. **Scope of Consultant Services:**

- The Consultant shall facilitate and support the Jefferson-Houston school leadership team (SLT) to increase student achievement using best practice and/or other Virginia Department of Education ("VDOE") accepted approaches and those that may be refreshed/refined/added during the performance of the contract.

- The Consultant shall provide direct assistance to the Jefferson-Houston School Alternative Governance Team which includes the creation of systems and processes to support the: development and facilitation of the meeting agenda; evaluation of instructional delivery; assessment and use of student performance data; completion of state reports; and planning for instructional changes based on a needs analysis for the 2011-12 school year. Specifically, the Consultant will plan for and support ten (10) monthly Alternative Governance Team meetings. The Consultant's primary contact for this work is the School Improvement Coach at Jefferson-Houston School. These meetings dates should be combined with other division meetings such as SEP training where possible to reduce district costs. Virtual collaboration is also encouraged.

- Through the support provided by the Jefferson-Houston school education plan (SEP), the Consultant shall also serve as a thought partner to the school to execute the Jefferson-Houston School improvement initiative. As such, the Consultant may recommend ideas and considerations for improvement to include:
    a. Use of the student Individual Achievement Plan ("IAP") and Individual Education Plan ("IEP").
    b. Use of the staff Professional Learning Plan ("PLP").
    c. Monitoring and use of student achievement and student progress measures.
    d. School efforts on academic program implementation (*e.g.* reading program).
    e. Integration of other instructional supports and training into the school (*e.g.* Skillful Teacher and Skillful Leader).
    f. Research-based strategies that provide an immediate and dramatic improvement in student achievement.
    h. Teacher performance and relationships with students.
    i. Actions to promote student engagement, motivation, and learning within the school, at home and in the community.
    j. Use of data management reviews using current information resources (such as PALS, SRI, SOL, CRT, *etc.*)

- The Consultant will create and facilitate a process that provides the school leadership team of Jefferson-Houston School with the capacity to prepare and provide ACPS with detailed written reports, within fifteen (15) days of each consulting session. That report should contain the recommendations, objections and plan of action for Jefferson-Houston School. It is further recommended that the Consultant use a formative approach so that each report builds progress towards improvement.

- Additionally, as needed, the Consultant will provide advice to the school leadership team on development of reports to the Alexandria School Board, Virginia Department of Education ("VDOE"), and Indistar, which is the state reporting system.

2. **Consultant's Additional Duties:**
The Consultant shall:

a. Provide professional consultant services to ACPS as outlined in this agreement, as well as participate in VDOE webinars as determined by ACPS.

b. Perform the professional services using the degree of skill care and diligence to be expected from a consultant experienced in the provision of services of similar scope, size and complexity.

c. Use reasonable endeavors to complete the professional services within the time or program agreed, but ACPS will not hold the Consultant responsible for any delay beyond her/his reasonable control.

d. Conform and adhere to all applicable executive orders, federal, state and local laws, rules and regulations and policies in effect which govern the ACPS site or facility. Moreover, Consultant agrees to emphasize to each employee, representative or agent involved with providing professional consultant services to ACPS, the importance of conforming and adhering to all applicable executive orders, federal, state and local laws, rules and regulations and policies in effect which govern the ACPS site or facility.

e. Obtain and shall maintain comprehensive bodily injury, property damage and professional liability insurance, at the Consultant's expense, for her employees, representatives and agents who perform activities at an ACPS site or facility pursuant to this Agreement. The comprehensive bodily injury, property damage and Workers Compensation insurance shall contain a combined single occurrence limit of not less than One Million Dollars ($1,000,000.00); and a professional liability insurance policy with general aggregate of at least One Million Dollars ($1,000,000.00), shall also be maintained by the Consultant. The Consultant shall provide ACPS with a certificate of insurance or otherwise furnish adequate proof of insurance.

f. To the extent provided by the local and state laws of the Commonwealth of Virginia, Consultant agrees that she, as well as her representatives, agents or employees, shall be responsible for their simple negligent and willful acts or omissions committed during the commission of any duty or service performed under this Agreement, which may cause harm or injury to persons.

g. Provide that during or after the term of this Agreement, the Consultant, as well as her employees, representatives and agents, shall not at any time, without the prior written consent of the ACPS, either directly or indirectly, divulge, disclose or communicate in any manner whatsoever to any person not employed or affiliated with the ACPS: (a) any confidential information, including, but not limited to, student information

protected under HIPAA and FERPA; information regarding the quality assurance, risk management and peer review activities as it relates to such programs protected under HIPAA and FERPA; and (b) any confidential or proprietary information concerning any matters affecting or relating to the business, operations or future plans for the ACPS or any of its affiliations, including, but not limited to, the ACPS policies. This prohibition shall include, but not limited to, divulging such information for the purpose of acting as an expert witness, reviewer, or consultant on behalf of a plaintiff or any attorney acting on behalf of a plaintiff, in a claim or action against the APCS, provided however, that this provision shall not prohibit or restrict any such divulgence, disclosure or communication made to an order of a court of competent jurisdiction or otherwise required by law, including providing testimony or other sworn statements or documents pursuant to lawful process or subpoena. This provision shall not prohibit any such disclosure or communication required in connection with the defense of any claim or action against Consultant, its faculty, students, employees, or agents. However, the Consultant must notify ACPS of her intention to disclose such information and reasonably cooperates with ACPS to limit such disclosure to information which, in the opinion of the Consultant's counsel, is required for her defense. The Consultant shall inform each faculty, employee, representative or agent, who performs activities pursuant to this agreement, of their confidentiality obligations hereunder.

h. Indemnify and hold harmless ACPS, its employees, representatives and/or agents (collectively, the "Indemnified Parties") from and against any and all liability, damages, or costs arising from, or by virtue of: (i) any act, failure to act, or negligence on the part of any agent, employee, or representative of Consultant occurring in connection with any activity which is the subject of this agreement; (ii) any breach by Consultant of its obligations under this agreement; and/or (iii) any breach by Consultant of any of her duties or obligations under (HIPAA or FERPA). Consultant shall reimburse ACPS and the Indemnified Parties for all damages, costs, and expenses, as incurred, including but not limited to: (i) the amount of a judgment or settlements; (ii) all costs and expenses of any type in defending such claims; and (iii) reasonable attorneys' fees, including but without limitation, any legal fees required to enforce this agreement. The right of ACPS and its Indemnified Parties hereunder shall be in addition to any other rights that each may have under this agreement or as a matter of law or equity. Consultant shall be solely responsible for the acts or omissions of her employees, agents and under this agreement. Nothing herein shall require the Consultant to indemnify the Indemnified Parties for their own negligence or intentional conduct or acts committed that are not related to this Agreement. The Consultant's indemnity obligations hereunder shall not be limited by any limitation on the amount of damages that it may owe (or those for whom it is liable or responsible may owe) under any employee benefit acts, including but not limited to workers compensation and disability acts. The Consultant shall further defend the Indemnified Parties using legal counsel selected by the Indemnified Parties. It is the sole obligation of the Consultant promptly to pay attorneys' fees and costs in connection with such defense, or to reimburse ACPS or the Indemnified Parties for such attorneys' fees and costs.

i. Certify that neither the Consultant, nor any of her agents, employees, or representatives, who are directly involved with administering services to children within ACPS, have been convicted of: (i) a felony or any offense involving the sexual molestation or physical or sexual abuse or rape of a child; and/or (ii) a crime of moral turpitude. A conviction of the above-crimes shall serve as immediate disqualification and/or removal of that agent, employee, or representative.

j. (i) Provide a drug-free workplace for the herself, as well as her employees, representatives or agents; (ii) post in conspicuous places, which is made available to employees and applicants for employment, a statement notifying employees that the unlawful manufacture, sale, distribution, dispensation, possession, or use of a controlled substance or marijuana is prohibited in the contractor's workplace and specifying the actions that will be taken against employees for violations of such prohibition; (iii) state in all solicitations or advertisements for employees placed by or on behalf of the Consultant that the consultant maintains a drug-free workplace; and (iv) include the provisions of the foregoing clauses in every subcontract or purchase order of over $10,000.00 dollars, so the provisions will be binding upon each subcontractor or vendor.

k. Certify that neither the Commonwealth of Virginia, nor any other jurisdiction within the United States, currently debars or prohibits her from offering the types of goods and/or services covered by this MOU, nor is she an agent of any person or entity that is currently so debarred.

3. **Mutual Responsibilities:**

a. No modifications of this Agreement shall be valid unless it is in writing and executed with the same formality as this agreement.

b. Any changes in the content of the scope of services, or the previously agreed upon delivery of those services, must be approved by both the Consultant and a designee or agent of ACPS.

c. The fee contained in this Agreement is for the scope of work and services as defined herein. Only work performed after the execution of this agreement, and pursuant to the duties required under this agreement, shall be included in the fee structure.

d. The parties shall mutually agree upon key dates for final information and the delivery of the performance of consultant services required under this Agreement, so as to enable Consultant to carry out his duties in an efficient and thorough manner. Any collateral or subsequent agreement as to the agreed upon delivery of such services and/or information shall be incorporated into this Agreement as an addendum or rider.

4. **General Provisions**:

a. **Termination.** ACPS shall have the right to terminate this Agreement at any time, for any reason, effective immediately upon receipt by Consultant of its thirty (30) day's written notice of termination. In the event of termination by the ACPS, unless such termination shall be specified for cause, Consultant shall be entitled to payment for services rendered up to that point.

b. **Independent Contractors.** The relationship of the parties to each other is solely that of independent contractors. No party named herein shall be considered an employee, agent, partner or fiduciary of the other except for such purposes as specifically enumerated herein. Nor shall anything contained in this Agreement be construed to create any partnership or joint venture between Consultant and ACPS or any of its sites or facilities.

c. **Notice.** Any notice required by this Agreement, including termination or cancellation notice, shall be in writing and must be delivered by services rendering and confirming receipt (such as registered or certified mail). Alternatively, notices may be sent via a nationally recognized overnight service, or may be personally served upon the appropriate party. The following individuals shall serve as contacts for the respective parties:

Contact Information for Consultant:
Brenda Clark Consulting, Inc.
90 Hickory Forest Road
Fairview, NC 28730
Phone: (727)-515-2362

Contact Information for ACPS:
A) Legal Authorization:
Alexandria City Public Schools
Department of Finance
2000 North Beauregard Street, Suite 205
Alexandria, VA 22311
Attn: Andrea E. Allen, J.D., Procurement Officer.

B) Billing:
Rosalyn Rice-Harris, Principal
Jefferson-Houston School
1501 Cameron Street
Alexandria, VA 22314

C) School Improvement and Meeting Coordination:
Ginja Canton
School Improvement Coach
Jefferson-Houston School
1501 Cameron Street
Alexandria, VA 22314

d. **Term.** The term of this Agreement shall commence on the date of execution, July 1, 2011, and shall expire on **June 30, 2012**, unless such Agreement is terminated in accordance with the terms and conditions as provided herein.

e. **Fees and Incidental Expenses.** In consideration of rights and benefits granted under this Agreement, ACPS shall pay Consultant a fee of $1,500.00 dollars for each day that professional services are rendered. ACPS further agrees to reimburse the Consultant for incidental expenses associated with each consulting session. Specifically, in accordance with the U.S. General Services Administration ("GSA") approved rates, ACPS will reimburse for the cost of meals (not to exceed $43 per day, and shall not include alcoholic beverage purchases); airfare (coach class, ticket price shall not exceed $500.00 for round-trip ticket); lodging (approved hotel rates are $183-$224 per night from November 2011 through June 2012); and reasonable ground transportation fees. Lodging and travel reservations must be reserved within a reasonable time prior to the consultation date(s). Note, ACPS will only reimburse such expenses if accompanied by original receipts in accordance with GSA and ACPS internal policies. The Consultant shall further provide ACPS with an invoice requesting payment within thirty (30) days of the last date that services are rendered. All invoices should reference the above-contract number; and should specifically detail the work performed under that invoice. All invoices are to be submitted to:

Rosalyn Rice-Harris, Principal
Jefferson-Houston School
1501 Cameron Street
Alexandria, VA 22314

Failure to deliver or timely deliver the required documentation and services required under this contract may result in a material breach and further serve as the basis for withholding payment of fees until such defect is cured.

f. **Availability of Funds.** This Agreement shall be deemed executory only to the extent of the budget appropriations available to each Department for the purchase of such articles or services. Any extended obligations on ACPS' executory contracts, which may require extended funding through successive fiscal periods, shall be contingent upon the actual budget appropriations for those subsequent years.

g. **Removal of Consultant.** ACPS will withdraw or remove the Consultant, or any of the Consultant's employees, agents or representatives, from an ACPS site or facility whose conduct, work or health status may interfere with the ACPS' ability to provide quality service or otherwise interferes with the Consultant's, or any of his employees, agents or representatives, ability to properly perform and execute the duties outlined herein.

h. **Warranty.** Consultant shall provide his services and meet her obligations under this Agreement in a timely and professional manner, using knowledge and

recommendations for performing services which meet generally acceptable standards in the Consultant's field and profession. Consultant will further provide a standard of care equal to, or superior to, the care used by consultants on similar projects.

i. **Default.** The failure to make available or deliver the required services under this Agreement, and in the manner provided under this agreement, shall be deemed a material breach; and the ACPS will declare the Consultant in default. ACPS will promptly notify Consultant, in writing, within ten (10) days of the discovery of the material breach or default.

j. **Remedies.** In addition to any and all other rights ACPS may have available to it under Virginia law, if the Consultant defaults or materially breaches by failing to substantially perform a material provision, term or condition under this Agreement, including, without limitation, failing to provide the professional services promised under this agreement or failing to timely provide such services, ACPS, has a right to withhold payment and/or seek reimbursement for payments previously remitted.

k. **Applicable Law; Venue.** This Agreement shall be construed, governed and interpreted by and in accordance with the laws of the Commonwealth of Virginia. Any litigation with respect to this agreement shall be brought before a court of competent jurisdiction in the Commonwealth of Virginia.

l. **Force Majeure.** Neither party will be liable for any failure to perform as required by this Agreement if the failure to perform is caused by circumstances reasonably beyond its control, such as labor disturbances or labor disputes of any kind, accidents, failure of any governmental approval required for full performance, civil disorders or commotions, acts of aggression, acts of God, energy or other conservation measures, explosions, failure of utilities, mechanical breakdowns, material shortages, disease, thefts, or other such occurrences. The parties, at their discretion, may decide to reschedule the consulting sessions.

m. **Third-Party Beneficiaries.** This Agreement is by and between the parties noted herein. No third-party is entitled to rely on any of the representations, warranties and promises contained in this agreement. No party shall assume any liability to any third-party because of any reliance on the representations or warranties contained in this agreement.

n. **Insurance.** The Commonwealth of Virginia, its institutions, representatives, employees and agents thereof, are covered by the Risk Management Plan of the Commonwealth of Virginia to the limits prescribed by law. This coverage does not extend to any of employee, agent or representative of Consultant. ACPS, or its sites and facilities, shall maintain, at its sole expense, adequate insurance or self-insurance coverage to satisfy any of its obligations under this Agreement. Nothing contained herein shall be deemed an express or implied waiver of the sovereign immunity of ACPS or the Commonwealth of Virginia.

o. **Limitation of Liability.** ACPS shall not be responsible for the negligent acts or omissions of its representatives, agents and employees that may cause injury to persons not a party to this agreement. Nothing herein shall be deemed a waiver of the sovereign immunity of the Commonwealth of Virginia, or any agency or political subdivision thereof.

p. **Conflict of Interest.** As of the date of this Agreement, ACPS represents that it is not a party to any oral or written contract or understanding or legal or regulatory obligation that will in any way limit or conflict with its ability to fulfill the terms of this Agreement.

q. **Publicity, Use of Trademarks, and Protection of Intellectual Property.** Except as specifically provided for herein, neither party shall use, in its external advertising, marketing programs, or promotional efforts, any data, name, insignia, trademarks, pictures or other representation of the other party except on the specific written authorization by Consultant or ACPS. Any advertising of any sort (printed, audio or electronic) must be approved by the respective parties' agents before distribution. The copyright of any items, instruments, constructs, and measures used and provided under this Agreement shall remain the property of the respective legal owners. All requests for authorization must be received in writing by Consultant or ACPS no later than ten (10) days in advance of the anticipated use date.

r. **FERPA Compliance.** This Agreement and any data sharing or information given to Consultant regarding any student of shall be governed by the Family Education Rights and Privacy Act ("FERPA"), 20 U.S.C. §1232g (P.L. 1974), and federal regulation, 34 C.F.R. Part 99, which makes certain student information private and confidential. Pursuant thereto, ACPS will only release directory information which is considered public. ACPS will not release non-directory information, such as educational records, of any of its students. Such records may include information on special education and special needs students, as well as information on government-funded programs for which a student, based on financial need, may be entitled to receive.

s. **Immigration Reform Act Compliance.** Consultant certifies that she does not and shall not, during the performance of this contract for goods and services in the Commonwealth of Virginia, knowingly employ an unauthorized alien as defined in the federal Immigration Reform and Control Act of 1986.

t. **Severability.** Should any portion of this Agreement be declared invalid or unenforceable for any reason, only that portion which is deemed invalid shall be severable from the agreement; however, the remainder of this agreement shall remain fully valid and enforceable.

u. **Waiver.** The failure of a party to enforce any provision in this Agreement shall not be deemed a waiver of such right.

v. **Assignment.** Neither party shall assign or otherwise transfer its rights or delegate its obligations under this Agreement without the prior written consent of the other party. Any attempted assignment, transfer or delegation of this Agreement without such consent shall be null and void. All of the terms and provisions of this agreement shall be binding upon and inure to the benefit of the parties hereto and their successors and assigns.

w. **Entire Agreement.** This Agreement constitutes the entire understanding of the parties with respect to the subject matter herein and supersedes all prior oral and or written agreement with respect to the subject matter herein. This agreement can be modified or amended only by a writing signed by all of the parties.

x. **Non-discrimination.** The Alexandria City Public School Board and the Consultant do not discriminate on the basis of race, color, origin, sex, disability, age, religion, sexual orientation, marital status, status as a parent, or pregnancy in its programs and activities. Please direct all inquiries regarding ACPS' non-discrimination polices to: Alexandria City Public Schools, Executive Director of Human Resources, 2000 N. Beauregard St., Alexandria, VA 22311, and (703) 824-6946.

In witness whereof, the parties hereto have executed this Agreement on **this July 1st, 2011.**

CONSENTED and AGREED TO BY:

ALEXANDRIA CITY PUBLIC SCHOOLS

By: _____
Andrea Allen, J.D., Procurement Officer

BRENDA CLARK CONSULTING, INC.

By: _____
Brenda Clark, Principal/Owner

By: _____
Rosalyn Rice-Harris, Principal
Jefferson-Houston School

Aligned to Division Objective(s):

Improve proficiency in Language Arts/Literacy at K-3 level.

3-yr SMART Objective (Specific, Measureable, Aligned to the Division Education Plan, Results driven, Time-bound):

By June 2013, Jefferson-Houston students will increase reading proficiency by 30% from 67% to 97% as measured by VA SOL

1-yr SMART Objective (Specific, Measureable, Aligned to the Division Education Plan, Results driven, Time-bound):

By June 2012, Jefferson-Houston students will increase reading proficiency by 24% from 67% to 91% as measured by VA SOL

CYCLE 1 Tactic:

Develop and utilize a training, coaching and support framework that enables PK-4 staff to implement SFA to high levels in Reading.

Aligned to Division Objective(s):

Create an inclusive learning env't in which every child with disabilities has access to the standard curriculum (based on SOL) across a continuum of services.

3-yr SMART Objective (Specific, Measureable, Aligned to the Division Education Plan, Results driven, Time-bound):

3-yr SMART Objective: By June 2013, 80% of students with disabilities will spend more than 80% of their day in regular education classes.

1-yr SMART Objective (Specific, Measureable, Aligned to the Division Education Plan, Results driven, Time-bound):

1-yr SMART Objective: By June 2012, 80% of students with disabilities will spend more than 70% of their day in regular education classes.

CYCLE 1 Tactic:

Define and implement a high-performing inclusive practice approach across the school.

Aligned to Division Objective(s):

Ensure high quality instructional delivery in every ACPS classroom through the creation of a tiered system of professional learning that includes individualized PD plans for all instructional staff aligned with the goals of the ACPS Strategic Plan.

3-yr SMART Objective (Specific, Measureable, Aligned to the Division Education Plan, Results driven, Time-bound):

By June, 2014, 100% of Jefferson Houston teachers will be procificient in the 18 Skillful Teacher areas of performance as measured by classroom walkthroughs.

1-yr SMART Objective (Specific, Measureable, Aligned to the Division Education Plan, Results driven, Time-bound):

By June, 2011, 100% of Jefferson Houston teachers will be proficient in at least 50% of the Skillful Teacher areas of performance as measured by classroom walkthroughs.

CYCLE 1 Tactic:

Create and implement an assessment and support system to enable staff to become high performing in the areas of Management (Space, Attention, Time, Momentum, Routines and Discipline), and Instructional Strategies (Clarity, Principles of Learning and Models of Teaching) as outlined in Skillful Teacher

Aligned to Division Objective(s):

Improve student achievement through engaging parents and guardians as partners with the division in educating students.

3-yr SMART Objective (Specific, Measureable, Aligned to the Division Education Plan, Results driven, Time-bound):

By June 2014, 100% of Jefferson-Houston PK-8 parents will participate in 4 or more educational workshops offered by Alexandria City Public Schools.

1-yr SMART Objective (Specific, Measureable, Aligned to the Division Education Plan, Results driven, Time-bound):

By June 2011, 70% of Jefferson-Houston PK-8 parents will participate in 3 or more educational workshops offered by Alexandria City Public Schools.This objective needs to go beyond participation. This area is about parental engagement to increase parent skills in supporting their students academically. Please re-write both objectives to reflect that and define a measure for your objectives.

CYCLE 1 Tactic:

Provide educational opportunities for parents that support student achievement.

Aligned to Division Objective(s):

Raise the overall level of math proficiency across K-8, and specifically increase the successful participation of students in Algebra in Grade 8.

3-yr SMART Objective (Specific, Measureable, Aligned to the Division Education Plan, Results driven, Time-bound):

3-yr SMART Objective: By June 2013, Jefferson-Houston students will increase math proficiency by 35% from 62% passing to 97% passing on the Virginia SOL tests.

1-yr SMART Objective (Specific, Measureable, Aligned to the Division Education Plan, Results driven, Time-bound):

1-yr SMART Objective: By June 2011, Jefferson-Houston students will increase math proficiency by 28% from 62 % to 90% passing on the Virginia SOL tests.

CYCLE 1 Tactic:

Implementation of the ACPS Division Math Curriculum with fidelity

Aligned to Division Objective(s):

Ensure high quality instructional delivery in every ACPS classroom through the creation of a tiered system of professional learning that includes individualized PD plans for all instructional staff aligned with the goals of the ACPS Strategic Plan.

3-yr SMART Objective (Specific, Measureable, Aligned to the Division Education Plan, Results driven, Time-bound):

By June 2014, 80% of Jefferson-Houston's student population will be proficient

1-yr SMART Objective (Specific, Measureable, Aligned to the Division Education Plan, Results driven, Time-bound):

By June 2012, x% of Jefferson-Houston students will be proficient as measured by the grade level SOL assessments, with only Tier 1 instruction. Please complete your one year objective,

CYCLE 1 Tactic:

Develop a structure to facilitate the training, coaching and utilization of the RTI system for student support in academics and behavior. (Send a copy to Tanisha and Sherri)

Aligned to Division Objective(s):

Establish an exemplary program (e.g. International Baccalaureate - PYP/MYP) across all schools.

3-yr SMART Objective (Specific, Measureable, Aligned to the Division Education Plan, Results driven, Time-bound):

By June, 2014, Jefferson-Houston will have a fully authorized International Baccaulaureate Primary Years Programme within our school as measured by IBO.

1-yr SMART Objective (Specific, Measureable, Aligned to the Division Education Plan, Results driven, Time-bound):

By April, 2012, Jefferson-Houston will submit the Authorization Application for the Primary Years Programme to the International Baccalaureate Organization.

CYCLE 1 Tactic:

Engage Jefferson Houston K-5 teachers in developing the PYP Programme of Inquiry and an introduction to the IB MYP

Aligned to Division Objective(s):

Ensure high quality instructional delivery in every ACPS classroom through the creation of a tiered system of professional learning that includes individualized PD plans for all instructional staff aligned with the goals of the ACPS Strategic Plan.

3-yr SMART Objective (Specific, Measureable, Aligned to the Division Education Plan, Results driven, Time-bound):

Focus on students with multiple referrals: five students with over five referrals each since beginning of school year. Student survey data indicates that 67% of the students approved of the incentives. This exhibits a need to acquire better incentives. Staff survey data indicates that 60% of staff feel that administration actively supports the implementation of PBIS. This indicates a need for further administrative support.

1-yr SMART Objective (Specific, Measureable, Aligned to the Division Education Plan, Results driven, Time-bound):

By June 2014, we will decrease the yearly total of discipline referrals to the office by 25%.

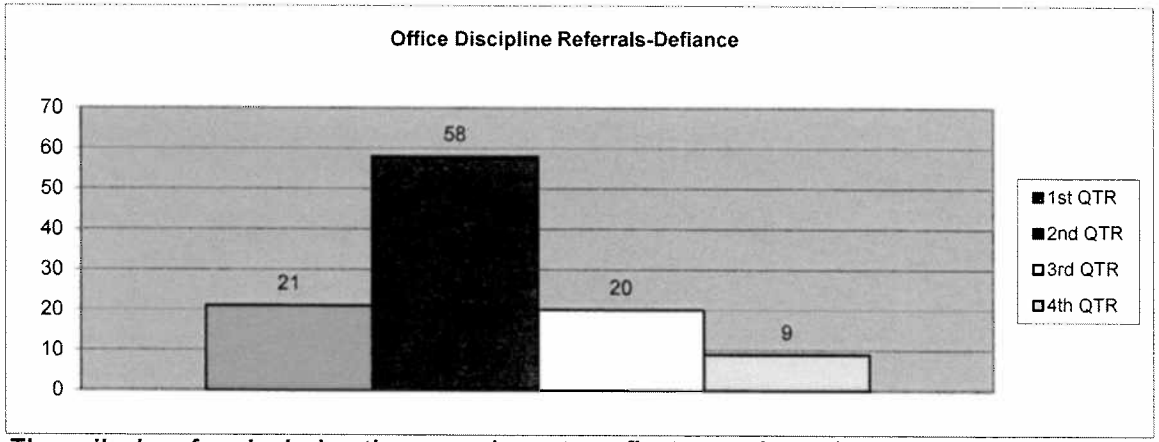
CYCLE 1 Tactic:

Based on data collected, identify opportunities to use PBIS to reduce the number of office referrals.

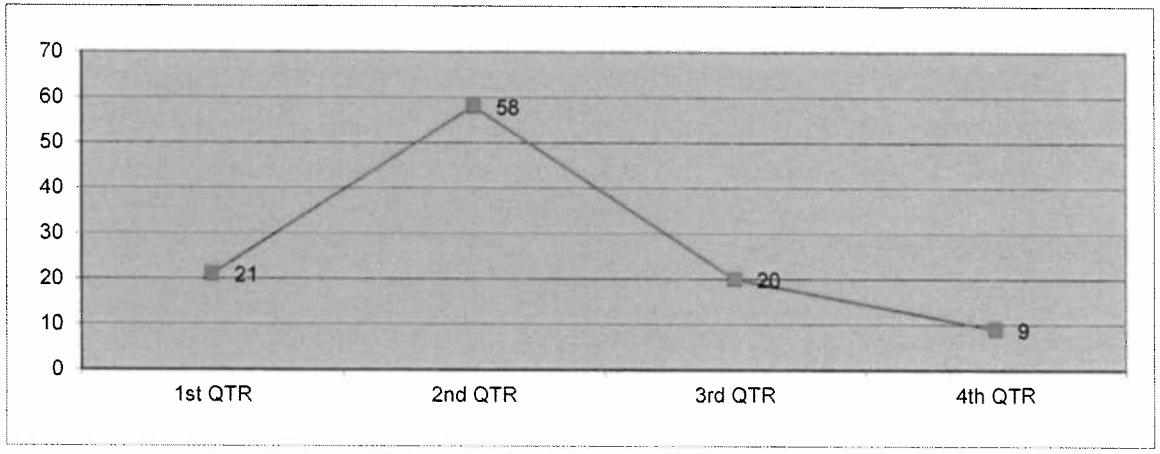
Performance Based Interventions and Supports – Data

Office Discipline Referrals-Defiance

1st QTR	2nd QTR	3rd QTR	4th QTR
21	58	20	9



The spike in referrals during the second quarter reflects consistent implementation of the PBIS program.



Reading Data

Proficiency Growth Report

PROGRESS MONITORING

SCHOOL: JEFFERSON-HOUSTON ELEMENTARY

Time Period: 09/06/11 – 06/20/12

Total SRI Students: 206

Jefferson-Houston Elementary (206 total students)

	FIRST TEST IN TIME PERIOD		LAST TEST IN TIME PERIOD	
PERFORMANCE STANDARD	STUDENTS	PERCENTAGE OF STUDENTS	STUDENTS	PERCENTAGE OF STUDENTS
Advanced	12	6%	30	15%
Proficient	47	23%	70	34%
Basic	55	27%	70	34%
Below Basic	92	45%	36	17%

Grade K (0 total students)

	FIRST TEST IN TIME PERIOD		LAST TEST IN TIME PERIOD	
PERFORMANCE STANDARD	STUDENTS	PERCENTAGE OF STUDENTS	STUDENTS	PERCENTAGE OF STUDENTS
Advanced	0	0%	0	0%
Proficient	0	0%	0	0%
Basic	0	0%	0	0%
Below Basic	0	0%	0	0%

Grade 1 (5 total students)

	FIRST TEST IN TIME PERIOD		LAST TEST IN TIME PERIOD	
PERFORMANCE STANDARD	STUDENTS	PERCENTAGE OF STUDENTS	STUDENTS	PERCENTAGE OF STUDENTS
Advanced	0	0%	2	40%
Proficient	4	80%	3	60%
Basic	1	20%	0	0%
Below Basic	0	0%	0	0%

Using This Report

Purpose: This report shows changes in distribution across performance standards over time by district, school, grade, and teacher.

Follow-Up: Identify schools (or grades within a school, or classes for individual teachers) that are not showing adequate growth over time and provide extra help to optimize SRI performance.

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Proficiency Growth Report (Page 2)

PROGRESS MONITORING

SCHOOL: JEFFERSON-HOUSTON ELEMENTARY

Time Period: 09/06/11 – 06/20/12

Grade 2 (39 total students)

	FIRST TEST IN TIME PERIOD		LAST TEST IN TIME PERIOD	
PERFORMANCE STANDARD	STUDENTS	PERCENTAGE OF STUDENTS	STUDENTS	PERCENTAGE OF STUDENTS
Advanced	2	5%	9	23%
Proficient	5	13%	12	31%
Basic	7	18%	14	36%
Below Basic	25	64%	4	10%

Grade 3 (27 total students)

	FIRST TEST IN TIME PERIOD		LAST TEST IN TIME PERIOD	
PERFORMANCE STANDARD	STUDENTS	PERCENTAGE OF STUDENTS	STUDENTS	PERCENTAGE OF STUDENTS
Advanced	0	0%	0	0%
Proficient	2	7%	4	15%
Basic	6	22%	11	41%
Below Basic	19	70%	12	44%

Grade 4 (33 total students)

	FIRST TEST IN TIME PERIOD		LAST TEST IN TIME PERIOD	
PERFORMANCE STANDARD	STUDENTS	PERCENTAGE OF STUDENTS	STUDENTS	PERCENTAGE OF STUDENTS
Advanced	1	3%	5	15%
Proficient	14	42%	15	45%
Basic	6	18%	8	24%
Below Basic	12	36%	5	15%

Grade 5 (44 total students)

	FIRST TEST IN TIME PERIOD		LAST TEST IN TIME PERIOD	
PERFORMANCE STANDARD	STUDENTS	PERCENTAGE OF STUDENTS	STUDENTS	PERCENTAGE OF STUDENTS
Advanced	1	2%	5	11%
Proficient	8	18%	13	30%
Basic	14	32%	21	48%
Below Basic	21	48%	5	11%

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PROGRESS MONITORING

Proficiency Growth Report (Page 3)

SCHOOL: JEFFERSON-HOUSTON ELEMENTARY

Time Period: 09/06/11 – 06/20/12

Grade 6 (22 total students)

	FIRST TEST IN TIME PERIOD		LAST TEST IN TIME PERIOD	
PERFORMANCE STANDARD	STUDENTS	PERCENTAGE OF STUDENTS	STUDENTS	PERCENTAGE OF STUDENTS
Advanced	2	9%	3	14%
Proficient	4	18%	8	36%
Basic	10	45%	6	27%
Below Basic	6	27%	5	23%

Grade 7 (23 total students)

	FIRST TEST IN TIME PERIOD		LAST TEST IN TIME PERIOD	
PERFORMANCE STANDARD	STUDENTS	PERCENTAGE OF STUDENTS	STUDENTS	PERCENTAGE OF STUDENTS
Advanced	3	13%	4	17%
Proficient	5	22%	8	35%
Basic	8	35%	7	30%
Below Basic	7	30%	4	17%

Grade 8 (13 total students)

	FIRST TEST IN TIME PERIOD		LAST TEST IN TIME PERIOD	
PERFORMANCE STANDARD	STUDENTS	PERCENTAGE OF STUDENTS	STUDENTS	PERCENTAGE OF STUDENTS
Advanced	3	23%	2	15%
Proficient	5	38%	7	54%
Basic	3	23%	3	23%
Below Basic	2	15%	1	8%

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Math - Middle School Grades Data

PROGRESS MONITORING

Proficiency Growth Report

GRADE: 6

School: Jefferson-Houston Elementary

Time Period: 09/06/11 – 06/20/12

Total SRI Students: 44

Grade 6 (44 total students)

	FIRST TEST IN TIME PERIOD		LAST TEST IN TIME PERIOD	
PERFORMANCE STANDARD	STUDENTS	PERCENTAGE OF STUDENTS	STUDENTS	PERCENTAGE OF STUDENTS
Advanced	4	9%	6	14%
Proficient	8	18%	16	36%
Basic	20	45%	12	27%
Below Basic	12	27%	10	23%

Tyrone Burson (11 total students)

	FIRST TEST IN TIME PERIOD		LAST TEST IN TIME PERIOD	
PERFORMANCE STANDARD	STUDENTS	PERCENTAGE OF STUDENTS	STUDENTS	PERCENTAGE OF STUDENTS
Advanced	1	9%	2	18%
Proficient	2	18%	5	45%
Basic	4	36%	2	18%
Below Basic	4	36%	2	18%

Joseph Cooke (11 total students)

	FIRST TEST IN TIME PERIOD		LAST TEST IN TIME PERIOD	
PERFORMANCE STANDARD	STUDENTS	PERCENTAGE OF STUDENTS	STUDENTS	PERCENTAGE OF STUDENTS
Advanced	1	9%	1	9%
Proficient	2	18%	3	27%
Basic	6	55%	4	36%
Below Basic	2	18%	3	27%

Using This Report

Purpose: This report shows changes in distribution across performance standards over time by district, school, grade, and teacher.

Follow-Up: Identify schools (or grades within a school, or classes for individual teachers) that are not showing adequate growth over time and provide extra help to optimize SRI performance.

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PROGRESS MONITORING

Proficiency Growth Report (Page 2)

GRADE: 6

Time Period: 09/06/11 – 06/20/12

Jennifer Schober (22 total students)

	FIRST TEST IN TIME PERIOD		LAST TEST IN TIME PERIOD	
PERFORMANCE STANDARD	STUDENTS	PERCENTAGE OF STUDENTS	STUDENTS	PERCENTAGE OF STUDENTS
Advanced	2	9%	3	14%
Proficient	4	18%	8	36%
Basic	10	45%	6	27%
Below Basic	6	27%	5	23%

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PROGRESS MONITORING

Proficiency Growth Report

GRADE: 7

School: Jefferson-Houston Elementary

Time Period: 09/06/11 – 06/20/12

Total SRI Students: 46

Grade 7 (46 total students)

	FIRST TEST IN TIME PERIOD		LAST TEST IN TIME PERIOD	
PERFORMANCE STANDARD	STUDENTS	PERCENTAGE OF STUDENTS	STUDENTS	PERCENTAGE OF STUDENTS
Advanced	6	13%	8	17%
Proficient	10	22%	16	35%
Basic	16	35%	14	30%
Below Basic	14	30%	8	17%

Tyrone Burson (23 total students)

	FIRST TEST IN TIME PERIOD		LAST TEST IN TIME PERIOD	
PERFORMANCE STANDARD	STUDENTS	PERCENTAGE OF STUDENTS	STUDENTS	PERCENTAGE OF STUDENTS
Advanced	3	13%	4	17%
Proficient	5	22%	8	35%
Basic	8	35%	7	30%
Below Basic	7	30%	4	17%

Justin Girard (23 total students)

	FIRST TEST IN TIME PERIOD		LAST TEST IN TIME PERIOD	
PERFORMANCE STANDARD	STUDENTS	PERCENTAGE OF STUDENTS	STUDENTS	PERCENTAGE OF STUDENTS
Advanced	3	13%	4	17%
Proficient	5	22%	8	35%
Basic	8	35%	7	30%
Below Basic	7	30%	4	17%

Using This Report

Purpose: This report shows changes in distribution across performance standards over time by district, school, grade, and teacher.

Follow-Up: Identify schools (or grades within a school, or classes for individual teachers) that are not showing adequate growth over time and provide extra help to optimize SRI performance.

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PROGRESS MONITORING

Proficiency Growth Report

GRADE: 8

School: Jefferson-Houston Elementary

Time Period: 09/06/11 – 06/20/12

Total SRI Students: 26

Grade 8 (26 total students)

	FIRST TEST IN TIME PERIOD		LAST TEST IN TIME PERIOD	
PERFORMANCE STANDARD	STUDENTS	PERCENTAGE OF STUDENTS	STUDENTS	PERCENTAGE OF STUDENTS
Advanced	6	23%	4	15%
Proficient	10	38%	14	54%
Basic	6	23%	6	23%
Below Basic	4	15%	2	8%

Tyrone Burson (13 total students)

	FIRST TEST IN TIME PERIOD		LAST TEST IN TIME PERIOD	
PERFORMANCE STANDARD	STUDENTS	PERCENTAGE OF STUDENTS	STUDENTS	PERCENTAGE OF STUDENTS
Advanced	3	23%	2	15%
Proficient	5	38%	7	54%
Basic	3	23%	3	23%
Below Basic	2	15%	1	8%

Justin Girard (13 total students)

	FIRST TEST IN TIME PERIOD		LAST TEST IN TIME PERIOD	
PERFORMANCE STANDARD	STUDENTS	PERCENTAGE OF STUDENTS	STUDENTS	PERCENTAGE OF STUDENTS
Advanced	3	23%	2	15%
Proficient	5	38%	7	54%
Basic	3	23%	3	23%
Below Basic	2	15%	1	8%

Using This Report

Purpose: This report shows changes in distribution across performance standards over time by district, school, grade, and teacher.

Follow-Up: Identify schools (or grades within a school, or classes for individual teachers) that are not showing adequate growth over time and provide extra help to optimize SRI performance.

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Jefferson – Houston
2011-2012 Goal Team Membership

Reading	Math	Inclusive Practices	Parent Engagement
Stacey Kennedy Sara Boizelle Denise Matthews Ruth St. John Markell Thorne Linda Fletcher *Rosalyn Rice-Harris	Justin Girard Andrea Heckel Tiffany Scartz Clarence Cain Debra Rogers *Helena Payne	Sheri Hilditch Salih Alexander Marie Power Nina Smith Marilyn Murphy DeeDee Lee *Ginja Canton	Karima Wade Vashon Johnson Susan Barnett Pamela Frost Crystal Johnson Mark Dean Joseph Cooke *Ginja Canton
PBIS	**Skillful Teacher**	**International Baccalaureate**	**RTI**
Phillip Elliot Tyrone Burson Susan Russo Jennifer Beza Ashley Fulwiler-Jackson *Terrance Hilton	Elizabeth Smearman Alice Mwandigha Terisha Fahie Brooke Matthews *Rosalyn Rice-Harris	LaGina Gross Kathy Sutton Sara Shaw Joel Paul Cynthia Chase Margaret Hoffer *Kermit Burks	Caitlyn Schnure Jennifer Schober Tranae Johnson Trevor Beckingham Alice Shairzay Stefanie Lailari *Helena Payne

* Representative of the School Leadership Team

2011-2012 Goal Team Meeting Dates	
10/21/2011 Staff Overview of Goal Team Structures (Make up sessions 10/26) 10/25/2011 11/01/2011 11/15/2011 12/06/2011 12/20/2011	1/03/2012 1/17/2012 2/07/2012 2/21/2012 3/06/2012 3/20/2012 4/10/2012 4/24/2012 5/08/2012 5/22/2012 6/05/2012 6/12/2012

Jefferson-Houston Alternative Governance Team

2011-2012 School Year

Membership/Role	Meeting Dates
Dr. Morton Sherman/Superintendent	10/28/2011
Dr. Greg Hutchings/Executive Director of K-12 Programs	11/05/2011
Dr. GwenCarol Holmes/Chief Academic Officer	12/02/2011
Dr. Jane Quenneville/Executive Director of Special Education	1/18/2011
Natalie Mitchell/Title 1 Program Director	2/17/2012
	5/04/2012
	6/15/2012

11-12-092

Success for All
FOUNDATION

Contract Number: 100589

AGREEMENT FOR SERVICES

The SUCCESS FOR ALL FOUNDATION, INC. (the "Foundation"; Federal Employer Identification Number 52-2061820), a Maryland not-for-profit corporation, located at 200 W. Towsontown Boulevard, Baltimore, Maryland 21204, and Alexandria City Public Schools or ACPS (the "School/District"), 2000 N. Beauregard Street Alexandria, VA 22311, on behalf of Jefferson-Houston K-8 School have executed and delivered this Agreement for Services (the "Contract") as of July 1, 2011 ("Effective Date").

WHEREAS, the mission of the Foundation is to develop and disseminate certain educational programs, materials, and/or services to schools and other educational institutions to help students achieve at the highest academic levels;

WHEREAS, the School/District wants to engage the Foundation for the provision of certain educational programs, materials, and/or services;

NOW, THEREFORE, in consideration of the mutual covenants and promises set forth below, the parties agree as follows:

1. The Engagement, the Work, the Terms and Conditions. Subject to the terms and conditions set forth in this Contract, the School/District engages the Foundation to carry out the work (the "Work") described in the attached Exhibit A – Professional Development Services and Exhibit B – Materials and/or Fees (if applicable). The Work includes all services and materials the Foundation has agreed to provide (together, the "Program") in the time frame that the Foundation has agreed to complete the Work.

2. Contract Term. The term of the Contract shall begin as of the Effective Date and end on June 30, 2014 unless terminated sooner by the parties as provided in this Contract.

3. Payment/Fees. Costs for Program Participation and Payment terms are set forth on Exhibit C. Any change in services or materials must be pre-approved in writing by the Foundation and the School/District. In consideration of rights and benefits granted under this Agreement, ACPS shall pay an aggregate fee of $178,961.00 dollars. This fee shall include the price of consulting services, as well as incidental expenses. The Foundation shall further provide ACPS with an invoice requesting payment within 30 days of the last date that service is rendered. All invoices should reference the above-contract number, and should summarize the work performed under that invoice. All Invoices must be submitted to:

contract

Rosalyn Rice-Harris, Principal
Jefferson-Houston School
1501 Cameron Street
Alexandria, VA 22314

All invoices should reference the contract number, and should summarize the work performed under that invoice. Failure to deliver or timely deliver required services may result in a material breach and serve as the basis for withholding payment of fees until such defect is cured.

4. Compliance with Applicable Law. The parties shall comply with all applicable federal, state, and local laws and regulations in connection with this Contract. No person shall be excluded from participation in, be denied the proceeds of, or be subject to discrimination in the performance of this Contract on account of age, race, color, sex, sexual orientation, handicap, disability, religious creed, ancestry or national origin.

During the performance of this contract, the Foundation agrees to (i) provide a drug-free workplace for the Foundation's employees; (ii) post in conspicuous places, available to employees and applicants for employment, a statement notifying employees that the unlawful manufacture, sale, distribution, dispensation, possession, or use of a controlled substance or marijuana is prohibited in the Foundation's workplace and specifying the actions that will be taken against employees for violations of such prohibition; (iii) state in all solicitations or advertisements for employees placed by or on behalf of the Foundation that the Foundation maintains a drug-free workplace; and (iv) include the provisions of the foregoing clauses in every subcontract or purchase order of over $10,000, so the provisions will be binding upon each subcontract or vendor.

The Foundation does not, and shall not during the performance of this contract for goods and services in the Commonwealth of Virginia; knowingly employ an unauthorized alien as defined in the federal Immigration Reform and Control Act of 1986.

The Foundation certifies that neither it, nor any of it workers or sub-contractors have been convicted of: (i) a felony or any offense involving the sexual molestation or physical or sexual abuse or rape of a child; or (ii) a crime of moral turpitude.

5. Legal Compliance. The Foundation shall make every effort to emphasize to each staff member, representative, agent or employee involved with contract services, the importance of conforming and adhering to all applicable executive orders, federal, state and local laws, rules and regulations and policies in effect which govern ACPS.

6. Returns. Materials properly ordered by and delivered to the School/District may be returned to the Foundation within ninety (90) days of receipt for a restocking fee equal to 25% of the order plus a 10% reshipping fee. All returns must be unused, in original packaging and accompanied by a Foundation issued return authorization number. Any defective materials may be returned within ninety (90) days of receipt and replacement materials will be provided without charge.

7. Termination; Renewal:

(i) Termination for Cause. This Contract may be terminated by either party for cause, provided that written notice containing a detailed description of the cause has been afforded to the other party at least sixty (60) days prior to the termination date, and further provided that during the sixty (60) days following the written notice, the party alleged to have breached the Contract shall have failed to remedy the alleged breach. On termination of this Contract, the Foundation shall retain all payments previously made, and shall be paid promptly for all services performed and products ordered through the date of termination.

(ii) Availability of ACPS Funds. This Agreement shall be deemed executory only to the extent of the budget appropriations available to each Department for the purchase of such articles or services. Any extended obligations on ACPS' executory contracts, which may require extended funding through successive fiscal periods, shall be contingent upon the actual budget appropriations for those subsequent years.

(iii) Termination. ACPS shall have the right to terminate this Agreement at any time, for any reason, effective immediately upon receipt by the Foundation of its written notice of termination. In the event of termination by the ACPS, unless such termination shall be specified for cause, the Foundation shall be entitled to payments for services rendered up to that point.

(iv) Renewal. This Contract will renew automatically for one (1) year terms following the expiration of the initial term unless either party gives the other party notice of non-renewal at least ninety (90) days prior to the expiration of the initial or any subsequent terms. Services for each renewal term shall be negotiated in good faith and mutually agreed upon by the parties, as evidenced by the contract planning form for the renewal term.

8. Subcontracts; Assignment

(i) The Foundation will not delegate nor enter into any subcontract for any work described within this Contract without the prior written consent from the School/District not to be unreasonably withheld or delayed. The Foundation shall have the right to assign this Contract to successors to the Foundation.

(ii) The School/District shall not assign this Contract or its rights and obligations, in whole or in part, to a third party without the prior written consent of the Foundation.

9. Force Majeure. : Neither party will be liable for any failure to perform as required by this Agreement if the failure to perform is caused by circumstances reasonably beyond its control, such as labor disturbances or labor disputes of any kind, accidents, failure of any governmental approval required for full performance, civil disorders or commotions, acts of aggression, acts of God, energy or other conservation measures, explosions, failure of utilities, mechanical breakdowns, material shortages, disease, thefts, or other such occurrences.

10. Indemnification

(i) The Foundation shall defend, indemnify, and hold harmless the School/District and its affiliates and their respective directors, officers, principals, shareholders, members, employees, agents, legal representatives, predecessors, successors and assigns from and against all liabilities, damages and costs, including reasonable attorney's fees, arising from any third-party claim (a) that the authorized use by the School/District of any materials provided by the Foundation under this Contract infringes a third-party's trademark or copyright rights; or (b) for which it becomes legally liable as a result of any negligent act or omission committed by or on behalf of the Foundation in the course of providing services under this Contract. No settlement which does not provide the School/District with a complete release may be made without the prior written consent of the School/District.

(ii) To the extent allowable under Virginia law, the School/District shall defend, indemnify, and hold harmless the Foundation and its affiliates and their respective directors, officers, principals, shareholders, members, employees, agents, legal representatives, predecessors, successors and assigns from and against all liabilities, damages and costs, including reasonable attorney's fees, arising from any third-party claim for which it becomes legally liable as a result of any negligent act or omission committed by or on behalf of the School/District in the course of receiving services under this Contract. No settlement which does not provide the Foundation with a complete release may be made without the prior written consent of the Foundation.

11. Insurance. The Commonwealth of Virginia, its institutions, representatives, employees and agents thereof, are covered by the risk management plan of the Commonwealth of Virginia to the limits prescribed by law. This coverage may not extend to the Foundation. ACPS or its site shall maintain, at its sole expense, adequate insurance or self-insurance coverage to satisfy any of its obligations under this agreement. Nothing contained herein shall be deemed an express or implied waiver of the sovereign immunity of ACPS or the Commonwealth of Virginia.

12. Confidentiality; Student Records

(i) Confidential Information. Each party (the "Receiving Party") agrees not to use or disclose to any third party any confidential, nonpublic, competitively sensitive, private, and/or proprietary information ("Confidential Information") disclosed to it by the other party (the "Disclosing Party") for any purpose other than as contemplated by this Contract and to protect the Disclosing Party's Confidential Information with at least the same degree of care it uses to protect its own Confidential Information, but at a minimum to use commercially reasonable efforts. Although certain of the Disclosing Party's Confidential Information may be labeled "Confidential" or "Proprietary" (or with some similar wording), or identified orally as such, unlabeled information shall also be treated as Confidential Information to the extent the Receiving Party should reasonably construe it to be confidential or proprietary under the circumstances. These confidentiality obligations shall not apply to Confidential Information to the extent that the Receiving Party can prove through credible evidence (a) was lawfully received by the Receiving Party from a third party free of any obligation to keep it confidential; (b) is or becomes publicly available, by other than unauthorized disclosure; (c) is independently developed without any reference to the Confidential Information, as evidenced by contemporaneous written records of the Receiving Party; or (d) is required to be disclosed by law, regulation or court order; provided that, with respect to the foregoing clause (iv), the Receiving Party shall give the Disclosing Party prompt notice prior to such disclosure. Upon termination of this Contract for any reason, the Receiving Party shall promptly destroy or return to the Disclosing Party, at the Disclosing Party's sole option, any Confidential Information of the Disclosing Party, including but not limited to electronic copies thereof.

(ii) Student Records. The Foundation shall keep in strict confidence any and all records and information, in whatever form or format received, pertaining to the School/District's individual students, including but not limited to any academic or grade information, attendance, truancy, discipline, receipt of special education services, social security or public benefits, or information as to race, ethnicity or disability. The School/District represents and warrants that it is duly authorized to transmit such student records to the Foundation for the purposes of the Foundation providing the services under this Contract.

This agreement and any data sharing or information given regarding any student of ACPS shall be governed by the Family Education Rights and Privacy Act ("FERPA"), 20 U.S.C. §1232g (P.L. 1974), and

federal regulation, 34 C.F.R. Part 99, which makes certain student information private and confidential. Pursuant thereto, the respective parties will only release directory information which is considered public. Further, the parties shall not release non-directory information, such as educational records, of any of its students. Such records may include information on special education and special needs students, as well as information on government-funded programs for which a student, based on financial need, may be entitled to receive.

13. Intellectual Property

(i) All right, title, and interest in and to all intellectual property rights in all materials, Program components and other items made available or provided by the Foundation shall remain the exclusive property of the Foundation and/or its licensors. All components of materials provided to the School/District are copyrighted materials held by or licensed to the Foundation, which is the only distributor of the materials to support these programs. The Foundation possesses all rights necessary to license the Program to the School/District under the terms of this Contract.

(ii) The School/District is granted a license to use the intellectual property solely for the purposes of implementing the Program and at the specified school(s) during the term of this Contract. The School/District is not permitted to resell the Program or to sublicense any of the rights to the intellectual property granted by this Contract or use any of the materials to create derivative works. All right, title, and interest in and to any suggestions provided by the School/District as it relates to the Program shall be the exclusive property of the Foundation and/or its licensors. The School/District is forbidden to duplicate any copyright protected materials provided without the express written permission of the Foundation. The School/District shall cooperate in the protection of the intellectual property rights by promptly notifying the Foundation of any infringement or other unauthorized use of the intellectual property rights licensed to the School/District. Upon any termination of the Contract, the School/District will cease to use the Program and, upon the Foundation's request, will return or destroy all of the materials provided in connection with the Program.

14. Conflict of Interest. The Foundation represents, warrants and covenants that it has no public or private interest which does or may conflict in any manner with the performance of this Contract and that neither it, nor any of its officers, employees or subcontractors has or shall acquire any such interest. The Foundation shall promptly and fully disclose to the School/District all interests which may constitute such a conflict. As of the date of this Agreement, the Foundation represents that it is not a party to any oral or written contract or understanding or legal or regulatory obligation that will in any way limit or conflict with its ability to fulfill the terms of the Agreement.

15. Applicable Law This Agreement shall be governed and construed by the laws of the State of Virginia and the Terms and Conditions of Alexandria City Public Schools

16. Severability; Survival

(i) If a court holds any term, covenant or condition of this Contract invalid, such holding shall not affect or impair the validity of any other terms, covenants or conditions of this Contract, which the Foundation and School/District hereby deem severable and which shall remain in full force and effect.

(ii) Any and all provisions of this Contract which contemplate performance by the Foundation or School/District after the expiration or termination of this Contract shall survive and be enforceable after such expiration or termination, including without limitation, provisions relating to intellectual property and indemnification.

17. Independent Contractor. The School/District has engaged the Foundation as an independent contractor to carry out the work described within this Contract. Neither the Foundation nor any of the Foundation's agents, employees or subcontractors shall in any way or for any purpose be deemed agents or employees of the School/District.

18. Notices. Any notices to be given under this Contract shall be in writing and shall be delivered by either (a) registered or certified mail, return receipt requested, or (b) overnight messenger service that provides a receipt for delivery.

Notices shall be addressed as follows:

To the Foundation:

Success for All Foundation, Inc.
Attn: Roger Morin, CFO
200 W. Towsontown Boulevard
Baltimore, MD 21204
Telephone: (800) 548-4998

To the School/District:

Alexandria City Public Schools
Attn: Andrea Allen, Procurement Officer
2000 N. Beauregard Street
Alexandria VA 22311
Telephone:(703) 824-6600

19. Order of Precedence. The parties have attached the following Exhibits to this Contract, each of which the parties have agreed to incorporate and make part of this Contract.

Exhibit A	Professional Development Services
Exhibit B	Materials and/or Fees (if applicable)
Exhibit C	Program Participation Fee and Payment Terms
Exhibit D	Program Components & Expectations (first year contract only)
Exhibit E	SFA Achievement Snapshot

In the event of conflict between any Exhibit and another Exhibit, or this Agreement for Services, the following order of precedence shall apply: first, this Agreement for Services, second, Exhibit A, B, and C, and third, Exhibit D and E.

20. Waiver. No waiver by either party of any right under this Contract shall be deemed to be either a waiver of any other right or provision or a waiver of that same right or provision at any other time.

21. Debarment Status. The Foundation certifies that the Commonwealth of Virginia does not currently debar them from offering the type of goods or services covered by this contract, nor are they an agent of any person or entity that is currently so debarred.

22. Non-discrimination. The Alexandria City School Board does not discriminate on the basis of race, color, national origin, sex, disability, age, religion, sexual orientation, marital status, status as a parent, or pregnancy in its programs and activities. Please direct all inquiries regarding ACPS non-discrimination policies to the Executive Director of Human Resources, 2000 N. Beauregard St., Alexandria, VA 22311, 703-824-6946.

23. Entire Agreement. This Contract, including all and any Exhibits (which are incorporated by reference herein), constitutes the entire agreement between the parties and supersedes all prior and contemporaneous oral and written agreements and statements. This Contract supersedes any course of conduct, performance or dealing between the parties. No amendment or modification changing this Contract's scope or terms shall have any force or effect unless executed and delivered in writing and signed by both parties.

24. Counterparts. This Contract may be executed in counterparts, each of which shall constitute an original, including by facsimile, but all of which together shall constitute one and the same instrument.

25. SFA Performance Outcome Target. If the school achieves the program implementation targets delineated in Exhibit E (the Snapshot), then the school will increase the percentage of students reading at or above grade level by at least 5 or 6% for continuously enrolled students, by the end of the year as measured by the Grade Summary Form. If the Exhibit E targets are achieved and the above percentage of students reading at or above grade level is not achieved, then the Foundation shall provide an additional 2 days of onsite coaching/professional learning at no charge for the first year implementation. New targets/goals are set each year based on the continuous review of new achievement data.

26. Testing Results and Corrective Actions. AYP testing results will be validated and confirmed by the ACPS Department of Accountability. Within 30-days of confirmation of the testing results, the foundation and the principal shall meet to discuss performance indicators, outcomes and future actions. Should an agreement on future progress requirements not be achieved then the parties may consider termination
under the provisions as noted in paragraph (7).

27. Deliverables. The Foundation shall provide the following:

a) Program support. SFA will provide the guidance, support and program management to assist the principal with implementing the SFA reading program and use of the SFA Achievement Snapshot to monitor implementation and performance.

b) Data reviews with the school principal. At a minimum, the SFA Achievement Snapshot, Roots assessment, and SRI will be used each quarter to monitor progress toward meeting the overall AYP goal.

c) Reporting requirements. SFA will provide ongoing, formative reports on program implementation and program effectiveness. The following reports will be delivered:

1) Site visit. At the conclusion of an on-site visit, the consultant(s) will provide a verbal outbriefing to the principal (or designee).The consultant(s) will submit a written report of the visit outlining at a minimum, observations, findings and recommendations for making progress.

2) Monthly report. A monthly/30-day report will be submitted on September 1, 2011, October 1, 2011, December 1, 2011, March 1, 2012, May 1, 2012 to the principal (or designee).

3) Quarterly report. A quarterly/90-day report will be submitted on November 1, 2011 and April 1, 2012 to the principal (or designee) and CEO/alternative governance team. Besides other information, this report must also contain an assessment of teacher capacity and effectiveness to use the program, the use of response-to-interventional strategies, and impact of computer assisted tutoring.

4) Mid-year report. On January 15, 2012, a mid-year report will be submitted to the principal (or designee), CEO/alternative governance team and Superintendent. Besides other information, this report must include an assessment of school culture to become one that is better focused on teaching and learning and creating independent readers.

5) Annual report. On June 1, 2012, an annual report will be submitted to the principal (or designee), CEO/alternative governance team, and Superintendent. Information from this report should be used to provide long-term planning guidance for the follow-on year.

28. Advance Notification of On-Site Visits. The principal and CEO shall be notified at least 5-working days in advance of any site-visit via email.

In witness whereof, the parties, have executed and delivered this Contract as of the day and year set forth above.

SUCCESS FOR ALL FOUNDATION, INC.	ALEXANDRIA CITY PUBLIC SCHOOLS
By: Roger A. Morin	By:
Roger A. Morin/CFO	Name/Title Procurement Officer
Date: 10/28/2011	Date: 10/20/2011

EXHIBIT A – PROFESSIONAL DEVELOPMENT SERVICES

The following professional development services are provided for Jefferson Houston PK-8 School as part of this contract:

Year One On-site Professional Development	Total # of Sessions
Overview (entire staff)	1
Curiosity Corner Initial Training (pre-K teachers and facilitator)	2
KinderCorner Initial Training (K teachers and facilitator)	2
Reading Roots 4th Initial Training (1st grade reading level teachers and facilitator)	2
Tutoring (tutoring staff and facilitator)	1
Reading Wings 4th Initial Training (2nd-6th grade reading level teachers)	2
Support and Coaching	22
Total	32

Year one on-site professional development days include an unfulfilled ½ day initial training session. This session will be completed at a later date during the first year of the contract. On-site days will be scheduled by mutual consent. Cancellations of on-site days within 15 days of scheduled dates will be subject to cancellation fees.

Year One Conference or Regional Training	Total # of Attendees
New Leaders Conference – 4.5 day Conference for New Principals, Facilitators, Solutions Coordinators and District Administrators	4
Experienced Sites Conference – 2.5 day Conference for Experienced District and School Leadership Teams and School Teachers	3

A separate advance conference registration will be required for each conference participant. Conference registrations cancelled within 21 days of scheduled conference date will be subject to cancellation fees.

Year One Technology Support and Other Services
Technology Support includes unlimited access and use of the Success for All Member Center, Resource Centers, and Data Tools
Other Services includes • Goal-focused achievement planning and progress monitoring with quarterly student progress summaries • Frequent telephone contact for informal support

Year Two On-site Professional Development	**Total # of Sessions**
Leading for Solutions	1
Refresher Training	3
Support & Coaching	15
Total	19

On-site days will be scheduled by mutual consent. Cancellations of on-site days within 15 days of scheduled dates will be subject to cancellation fees.

Year Two Conference Registrations	**Total # of Attendees**
Experienced Sites Conference – 2.5 day Conference for Experienced District and School Leadership Teams and School Teachers	3

A separate advance conference registration will be required for each conference participant. Conference registrations cancelled within 21 days of scheduled conference date will be subject to cancellation fees.

Year Two Technology Support and Other Services
Technology Support includes unlimited access and use of the Success for All Member Center, Resource Centers, and Data Tools
Other Services includes • Goal-focused achievement planning and progress monitoring with quarterly student progress summaries • Frequent telephone contact for informal support

Year Three On-site Professional Development	**Total # of Sessions**
Leading for Solutions	1
Refresher Training	3
Support & Coaching	14
Total	18

On-site days will be scheduled by mutual consent. Cancellations of on-site days within 15 days of scheduled dates will be subject to cancellation fees.

Year Three Conference Registrations	**Total # of Attendees**
Experienced Sites Conference – 2.5 day Conference for Experienced District and School Leadership Teams and School Teachers	3

A separate advance conference registration will be required for each conference participant. Conference registrations cancelled within 21 days of scheduled conference date will be subject to cancellation fees.

Year Three Technology Support and Other Services
Technology Support includes unlimited access and use of the Success for All Member Center, Resource Centers, and Data Tools
Other Services includes • Goal-focused achievement planning and progress monitoring with quarterly student progress summaries • Frequent telephone contact for informal support

Jefferson-Houston Enrollment Data

Student Demographics

2012-2013

Jefferson-Houston PreK-8	Students
Male	200
Female	157
Students with Disability	92
Black	226
Asian	10
Hispanic	55
White	66
Unspecified	1
TOTAL	**357**

Aligned to Division Priorities:

3-yr SMART Goal (Specific, Measureable, Achievable, Results driven, Time-bound):

By June, 2015, all students will increase reading proficiency from % passing to % passing on the Virginia SOL.

1-yr SMART Goal (Specific, Measureable, Achievable, Results driven, Time-bound):

By June, 2013, all students will increase reading proficiency from % passing to 75% passing on the Virginia SOL.

CYCLE 1 Strategy - What strategy will you implement to achieve your 1-year SMART goal?

Implement SFA with fidelity in grades K-5 and specific strategies in grades 6-8.

CYCLE 2 Strategy - What strategy will you implement to achieve your 1-year SMART goal? Will you continue your strategy from previous cycle or create a new strategy based on the data analysis?

CYCLE 3 Strategy - What strategy will you implement to achieve your 1-year SMART goal? Will you continue your strategy from previous cycle or create a new strategy based on the data analysis?

CYCLE 4 Strategy - What strategy will you implement to achieve your 1-year SMART goal? Will you continue your strategy from previous cycle or create a new strategy based on the

Aligned to Division Priorities:

3-yr SMART Goal (Specific, Measureable, Achievable, Results driven, Time-bound):

By June, 2015, all students will increase math proficiency from 29% passing to ___ % passing on the Virginia SOL.

1-yr SMART Goal (Specific, Measureable, Achievable, Results driven, Time-bound):

By June, 2015, all students will increase math proficiency from 29% passing to ___ % passing on the Virginia SOL.

CYCLE 1 Strategy - What strategy will you implement to achieve your 1-year SMART goal?

CYCLE 2 Strategy - What strategy will you implement to achieve your 1-year SMART goal? Will you continue your strategy from previous cycle or create a new strategy based on the data analysis?

CYCLE 3 Strategy - What strategy will you implement to achieve your 1-year SMART goal? Will you continue your strategy from previous cycle or create a new strategy based on the data analysis?

CYCLE 4 Strategy - What strategy will you implement to achieve your 1-year SMART goal? Will you continue your strategy from previous cycle or create a new strategy based on the

Aligned to Division Priorities:

3-yr SMART Goal (Specific, Measureable, Achievable, Results driven, Time-bound):

By June, 2015, all students will increase reading proficiency from % passing to ___ % passing on the Virginia SOL.

1-yr SMART Goal (Specific, Measureable, Achievable, Results driven, Time-bound):

By June, 2013, all students will increase reading proficiency from % passing to 75% passing on the Virginia SOL.

CYCLE 1 Strategy - What strategy will you implement to achieve your 1-year SMART goal?

Implement a plan for differentiation and cooperative learning in grades K-8.

CYCLE 2 Strategy - What strategy will you implement to achieve your 1-year SMART goal? Will you continue your strategy from previous cycle or create a new strategy based on the data analysis?

CYCLE 3 Strategy - What strategy will you implement to achieve your 1-year SMART goal? Will you continue your strategy from previous cycle or create a new strategy based on the data analysis?

CYCLE 4 Strategy - What strategy will you implement to achieve your 1-year SMART goal? Will you continue your strategy from previous cycle or create a new strategy based on the data analysis?

Aligned to Division Priorities:

3-yr SMART Goal (Specific, Measureable, Achievable, Results driven, Time-bound):

1-yr SMART Goal (Specific, Measureable, Achievable, Results driven, Time-bound):

CYCLE 1 Strategy - What strategy will you implement to achieve your 1-year SMART goal?

CYCLE 2 Strategy - What strategy will you implement to achieve your 1-year SMART goal? Will you continue your strategy from previous cycle or create a new strategy based on the data analysis?

CYCLE 3 Strategy - What strategy will you implement to achieve your 1-year SMART goal? Will you continue your strategy from previous cycle or create a new strategy based on the data analysis?

CYCLE 4 Strategy - What strategy will you implement to achieve your 1-year SMART goal? Will you continue your strategy from previous cycle or create a new strategy based on the data analysis?

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3-yr SMART Goal (Specific, Measureable, Achievable, Results driven, Time-bound):

1-yr SMART Goal (Specific, Measureable, Achievable, Results driven, Time-bound):

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CYCLE 2 Strategy - What strategy will you implement to achieve your 1-year SMART goal? Will you continue your strategy from previous cycle or create a new strategy based on the data analysis?

CYCLE 3 Strategy - What strategy will you implement to achieve your 1-year SMART goal? Will you continue your strategy from previous cycle or create a new strategy based on the data analysis?

CYCLE 4 Strategy - What strategy will you implement to achieve your 1-year SMART goal? Will you continue your strategy from previous cycle or create a new strategy based on the

Aligned to Division Priorities:

% Pass on Math SOL - SPED students (3 year trajectory to close gap)

3-yr SMART Goal (Specific, Measureable, Achievable, Results driven, Time-bound):

By June, 2015, all students will increase math proficiency from 29% passing to ___ % passing on the Virginia SOL.

1-yr SMART Goal (Specific, Measureable, Achievable, Results driven, Time-bound):

By June, 2013, all students will increase math proficiency from 29% passing to 70 % passing on the Virginia SOL.

CYCLE 1 Strategy - What strategy will you implement to achieve your 1-year SMART goal?

Implement tiered structures to support students in need of academic intervention.

CYCLE 2 Strategy - What strategy will you implement to achieve your 1-year SMART goal? Will you continue your strategy from previous cycle or create a new strategy based on the data analysis?

0

CYCLE 3 Strategy - What strategy will you implement to achieve your 1-year SMART goal? Will you continue your strategy from previous cycle or create a new strategy based on the data analysis?

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CYCLE 4 Strategy - What strategy will you implement to achieve your 1-year SMART goal? Will you continue your strategy from previous cycle or create a new strategy based on the

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Aligned to Division Priorities:

% Pass on Math SOL - SPED students (3 year trajectory to close gap)

3-yr SMART Goal (Specific, Measureable, Achievable, Results driven, Time-bound):

By June, 2015, all students will increase math proficiency from 29% passing to ___ % passing on the Virginia SOL.

1-yr SMART Goal (Specific, Measureable, Achievable, Results driven, Time-bound):

By June, 2013, all students will increase math proficiency from 29% passing to 70 % passing on the Virginia SOL.

CYCLE 1 Strategy - What strategy will you implement to achieve your 1-year SMART goal?

Implement a plan for differentiation and cooperative learning in grades K-8.

CYCLE 2 Strategy - What strategy will you implement to achieve your 1-year SMART goal? Will you continue your strategy from previous cycle or create a new strategy based on the data analysis?

CYCLE 3 Strategy - What strategy will you implement to achieve your 1-year SMART goal? Will you continue your strategy from previous cycle or create a new strategy based on the data analysis?

CYCLE 4 Strategy - What strategy will you implement to achieve your 1-year SMART goal? Will you continue your strategy from previous cycle or create a new strategy based on the data analysis?

Aligned to Division Priorities:

% Pass on Math SOL - SPED students (3 year trajectory to close gap)

3-yr SMART Goal (Specific, Measureable, Achievable, Results driven, Time-bound):

By June, 2015, all students will increase math proficiency from 29% passing to ___ % passing on the Virginia SOL.

1-yr SMART Goal (Specific, Measureable, Achievable, Results driven, Time-bound):

By June, 2013, all students will increase math proficiency from 29% passing to 70 % passing on the Virginia SOL.

CYCLE 1 Strategy - What strategy will you implement to achieve your 1-year SMART goal?

Implemenetation of the ACPS curriculum with fidelity with Skillful Teacher practices embedded.

CYCLE 2 Strategy - What strategy will you implement to achieve your 1-year SMART goal? Will you continue your strategy from previous cycle or create a new strategy based on the data analysis?

CYCLE 3 Strategy - What strategy will you implement to achieve your 1-year SMART goal? Will you continue your strategy from previous cycle or create a new strategy based on the data analysis?

CYCLE 4 Strategy - What strategy will you implement to achieve your 1-year SMART goal? Will you continue your strategy from previous cycle or create a new strategy based on the data analysis?

Aligned to Division Priorities:

0

3-yr SMART Goal (Specific, Measureable, Achievable, Results driven, Time-bound):

By June, 2015, all students will increase math proficiency from 29% passing to ____ % passing on the Virginia SOL.

1-yr SMART Goal (Specific, Measureable, Achievable, Results driven, Time-bound):

By June, 2013, all students will increase math proficiency from % passing to 75% passing on the Virginia SOL.

CYCLE 1 Strategy - What strategy will you implement to achieve your 1-year SMART goal?

Implement tiered structures to support students in need of academic intervention.

CYCLE 2 Strategy - What strategy will you implement to achieve your 1-year SMART goal? Will you continue your strategy from previous cycle or create a new strategy based on the data analysis?

0

CYCLE 3 Strategy - What strategy will you implement to achieve your 1-year SMART goal? Will you continue your strategy from previous cycle or create a new strategy based on the data analysis?

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CYCLE 4 Strategy - What strategy will you implement to achieve your 1-year SMART goal? Will you continue your strategy from previous cycle or create a new strategy based on the data analysis?

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Aligned to Division Priorities:

0

3-yr SMART Goal (Specific, Measureable, Achievable, Results driven, Time-bound):

By June, 2015, all students will increase reading proficiency from % passing to ____ % passing on the Virginia SOL.

1-yr SMART Goal (Specific, Measureable, Achievable, Results driven, Time-bound):

By June, 2013, all students will increase reading proficiency from % passing to 75% passing on the Virginia SOL.

CYCLE 1 Strategy - What strategy will you implement to achieve your 1-year SMART goal?

Provide educational opportunities for parents of targeted students that support student achievement.

CYCLE 2 Strategy - What strategy will you implement to achieve your 1-year SMART goal? Will you continue your strategy from previous cycle or create a new strategy based on the data analysis?

0

CYCLE 3 Strategy - What strategy will you implement to achieve your 1-year SMART goal? Will you continue your strategy from previous cycle or create a new strategy based on the data analysis?

0

CYCLE 4 Strategy - What strategy will you implement to achieve your 1-year SMART goal? Will you continue your strategy from previous cycle or create a new strategy based on the data analysis?

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ACPS#11-12-034

ROSworks LLC
5310 Markel Rd., Ste. 104
Richmond, VA 23230
Toll free: 866-724-9722
Local: 804-282-3111
Fax: 804-282-4126

Alexandria City Public Schools

Date: 5/10/11

Term: The order is 2011-2012 school year.

Item	Quantity	Extended Cost
*Reports Online System*** Student Usage Fee	735 students	$ 3,000
Network Interface Rental	2 @ $150 per year	$ 300.00
Staff Development Training	½ day	Free of charge
Total Cost		**$ 3,300.00**

Software/Scanning Station equipment, maintenance & software upgrade.
Purchases and Replacement equipment not eligible for prorated prices.

***ROS* and *TfHS* are priced and licensed separately. *ROS* usage fees with additional purchase of *TfHS* content and confirmed site license are assessed at a discounted rate.**

Professional development training is available onsite and customized to meet your needs. Telephone training is free for one person or small groups. Unlimited, free e-mail and telephone support are included with every purchase. We have enhanced our customer support with dedicated personnel to handle your calls and emails promptly.

Note: This covers installation, maintenance, and use of the software and scanning station equipment as specified, and unlimited* access to the client's account data to be held on ROSworks' servers. **Online Testing** option is available at no additional cost. * Restrictions to access during maintenance periods are expected to be minimal.
ROS equipment pricing above does not include subscription/site license for TfHS content.

Access:

Alexandria City Public Schools will have the full use of each of the parts of the integrated system:

- Unlimited assignment of TfHS tests (separately purchased) and printing of student answer sheets with pre-coded student/test identification.
- Local Scanning Technology -- scanning of the pre-coded student answer sheets
- Teacher/District Test Authoring -- entry of unlimited numbers of locally-produced or teacher-created multiple-choice tests or modification to TfHS tests.
- Computer Assisted Data Entry (CADE) -- hand entry or editing of scanned student assessment data, if necessary.

- **Online Testing** option includes using client supplied tests as Exam View™ XML export files and requires Exam View™ (Exam View™ client license not included). Also uses *ROS* ABC™ and ROS Test Importer™ .

ROSworks LLC to provide:

Scanning Station equipment consisting of a sheet/batch-fed scanner, its dedicated network interface, and appropriate connecting cables and power cords, normal maintenance, upgrades, and equipment return/exchange shipping costs. All equipment above will remain the property of ROS unless otherwise purchased.

Importation of client population data to include student names, identifications, demographic/ NCLB data (if provided), teachers and administrators names and identifications, and client organizational data.

Unlimited* access to the ROS web site for the purposes of assigning testing sessions and the printing of student answer sheets, introduction of newly created/modified test materials, answer keys, and standards associations (TDTA), hand entry of student answer sheets (CADE), and viewing and printing of reports based on collected student response data.

* Restrictions to access during maintenance periods are expected to be minimal.

Client to provide:

1. An IP address and Ethernet port on the Client's local area network (LAN) with access to the Internet for the scanning station. The station will upload (only) the scanned images of the student answer sheets. No incoming contact of the scanning station will be made by ROSworks.
2. Standard 120 volt power receptacle for the scanning station.
3. Initial upload and timely updates of student/classroom roster from client's student information system.
4. Computer workstations with Internet access, in sufficient quantity, available to teachers/administrators wishing to access the features of the Reports Online System.
5. A laser printer (should be conveniently accessible to those assigning testing sessions) for the purpose of printing pre-coded student answer sheets.
6. A client owned license of ExamView™ available for users of the **Online Testing** option.

Usage:

Usage fees are assessed on a per-student basis of the anticipated student population in those grades/classes using the system in coordination with TfHS content materials. Projected membership figures are suitable for this purpose.

ROS usage fees with additional purchase of *TfHS* content and confirmed site license are assessed at a discounted rate.

Thank you for considering our product and requesting ar its use. We look forward to the opportunity to serve you and to develop a mutually rewarding relationship.

Pricing is valid for 30 days from date of original. Please call Jennifer Fleisher if you need any additional information, changes or additions to this 866-724-9722 or 54-293-4560 or email jdc@rosworks.com.

Once an invoice has been received, checks can be made payable to *ROSworks LLC.*

* ExamView™, a product of FS Creations, Inc., (www.fscreations.com/examview.php) is a test question editor and test banking system used by many K-12 text book companies to supply their chapter and end-of-unit tests to textbook users. Many school districts are already licensed users of ExamView™, as they have adopted one or more of those text book series.

ALEXANDRIA CITY PUBLIC SCHOOLS
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Project Description

- General Information
- Pre-K Instructional Program
- Site Considerations
- Capital Improvement Budget
- LEED (Leadership in Energy and Environmental Design)
- Educational Specifications
- Key Criteria (PDF)
- Architectural Drawings (PDF)
- Report of Geotechnical Exploration (PDF)
- Polling Data (PDF)

GENERAL INFORMATION

The mission of Alexandria City Public Schools is to provide the environment, resources, and commitment to ensure that each and every student succeeds — academically, emotionally, physically, and socially. ACPS believes in educational excellence, in higher achievement for all, in continuous improvement and accountability, and in environmental stewardship. The ACPS School Board has adopted a Strategic Plan whose vision is to set the international standard for educational excellence, where all students achieve their potential and actively contribute to our local and global communities. The adopted Division Education plan includes the following objectives:

- Provide clean, safe and conducive learning environments that utilize best practices for energy efficiency and environmental sustainability. And integrate environmental stewardship throughout the curriculum, as well as facility design, construction and operations.
- Ensure ACPS facilities will support a high quality, 21st century learning environment through a long-term facilities plan that enhances community schools.
- Achieve the Eco-City vision in collaboration with the City of Alexandria.

Student enrollment in ACPS has increased 3.8% per year over the last four years and is projected to increase an average of 2.9% over the next five years. As part of the capacity expansion, the ACPS School Board has approved the construction of a new PreK-8 school to replace the existing K-5 Jefferson-Houston Elementary School. The division has three new K-8 schools in addition to Jefferson-Houston in the Capital Improvement Program Budget. A new school on the Patrick Henry site is funded beginning in FY 2013. A new school for the Cora Kelly site is requested for FY 2016, as well as one at an unnamed location for FY 2018.

The existing Jefferson-Houston school building, located at 1501 Cameron Street, Alexandria, VA, was constructed in the early 1960's as an open plan school, based on an educational curriculum model that is no longer in use. The school is within the Parker-Gray Historic District which was named for the Parker Gray School which opened in 1920. This neighborhood was listed on the National Register in part for its contribution to African American ethnic heritage. The most significant architecture in the area is nineteenth-century townhouses and row houses and twentieth-century Colonial Revival style houses.

The existing facility is a one-story all-electric building that is not energy efficient and does not meet current and

future educational program requirements. It has been converted to a PreK-8 school and does not have all of the educational facilities recommended for middle school curriculum.

The school is adjacent to Alexandria's Durant Recreation Center and an outdoor city swimming pool. This will continue to be a shared public use site during and after the construction of the new school. There is also the possibility of significant archaeological remains on the site that could affect the site approval.

The site is the focus of significant community involvement and interest, and offers Alexandria City Public Schools (ACPS) the opportunity to build an award-winning school, for its academic facilities, its connections to the community, the design, and for its use of energy saving technology. ACPS is committed to constructing a building that will become an integral part of the historic architecture of Old Town Alexandria, and that will serve Alexandria students well for the next 50 to 75 years.

The ACPS School Board approved the budget for construction of a new state-of-the-art LEED-certified building which is designed specifically for a PreK-8 curriculum program on May 12, 2011. The new school will be approximately 120,000 square feet. The ACPS School Board has set an aggressive timetable for completion of this project so the facility will be ready to open for the 2014-15 school year. The use of modular construction techniques will facilitate meeting this timetable, and close coordination between stakeholders must also occur.

Energy efficiency and environmental responsibility are of paramount concern to the ACPS School Board. Accordingly, and in recognition of the City of Alexandria's Green Building Policy, the new school building must be designed such that it is capable of achieving certification under the U.S. Green Building Council's LEED 2009 for Schools New Construction and Major Renovations Rating System. The level of certification shall be at least Silver, and the Proposer shall evaluate and explain the costs and benefits of pursuing higher levels of certification.

PRE-K INSTRUCTIONAL PROGRAM

To develop the PreK-8 educational specifications, an Educational Specifications Consultant will work with ACPS instructional leaders, administrators, parents, and teachers to develop this program and detail PreK-8 Educational Specifications for ACPS review and approval.

The Educational Specifications will be the basis of design for the new PreK-8 Jefferson Houston School and several other proposed schools for ACPS. The ACPS School Board has set an aggressive timetable for completion of this project so the facility will be ready to open for the 2014-2015 school year. To meet this timetable, close coordination must occur at all times by the stakeholders.

The overall project will be managed by the Project Manager.

SITE CONSIDERATIONS

The existing Jefferson-Houston Elementary school is a single story 83,385 square foot facility that is located on 10.0 acres. The school is adjacent to an existing City Recreation Center and swimming pool complex. All three

facilities share parking facilities on this site.

The existing city facilities shall remain in operation during all phases of the project. The exact phasing of the school construction and demolition has yet to be determined. The architect, in coordination with the Educational Specifications Consultant and other representatives of ACPS, will develop a phasing plan that allows all existing facilities (school, rec center, swimming pool, and parking lots) to operate during all phases of the project.

CAPITAL IMPROVEMENT BUDGET

The currently proposed CIP budget for this project is $35.9 million, programmed in FY2012-2014. This includes construction of a new 120,000 square feet school, stormwater management allowance, and demolition of the existing school facility. These budgeted funds are preliminary and may be revised after approval of the PreK-8 instructional program educational specifications.

LEED (LEADERSHIP IN ENERGY AND ENVIRONMENTAL DESIGN)

The City of Alexandria adopted a Green Building Policy in 2009 that sets the expectation that all new development will achieve a LEED Silver rating.

The LEED green building certification program is an internationally recognized system for providing verification that a building was designed and built using strategies aimed at improving performance across five metrics: energy savings, water efficiency, carbon emissions reduction, improved indoor environmental quality, and stewardship of resources and sensitivity to their impacts.

The LEED for Schools Rating System recognizes the unique nature of the design and construction of K-12 schools. It addresses issues such as classroom acoustics, master planning, mold prevention and environmental site assessment. LEED for Schools provides a unique, comprehensive tool for schools that wish to build green, with measurable results. LEED certified schools are healthy for students, comfortable for teachers, and cost-effective.

For more information visit www.usgbc.org/LEED/.

PK-8 SCHOOL EDUCATIONAL SPECIFICATIONS EXECUTIVE SUMMARY

Educational Specifications: A User's Guide (PDF)

The Educational Specifications (Ed Specs) document provides a written means of communication between stakeholders and design professionals. The purpose of this document is to articulate the educational and community needs and how they relate to the physical environment for Pre-K through Grade 8 schools in Alexandria City Public Schools. The goal is to provide facilities that will support those needs through flexible learning environments that will support Alexandria, VA for many years to come.

Therefore, these facilities must be flexible and dynamic to support evolving programs over time. This

Educational Specifications document will provide relevant information for each type of space being designed in a PK-8 school in ACPS and should be consulted throughout the design process. In order to provide consistency in PK-8 schools built in the future, please use this document as a tool during the design process for each facility.

View the entire document (PDF)

JEFFERSON-HOUSTON PROJECT

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Jefferson-Houston Project Core Group

Core Group members consist of ACPS staff, the architect team from VMDO/Concordia and their consultants, the project managers for the project from Brailsford & Dunlavey, a representative of the School Board, Recreation, Parks, and Cultural Activities staff, and others as required.

The Core Group receives updates on the project, sets the agendas for the Steering Commmitee, Key Communicators group and community meetings, and drives the project.

CORE GROUP MEMBERS

- Mark Eisenhour, ACPS Principal on Assignment
- Madye G. Henson, ACPS Deputy Superintendent, Student Support and Institutional Advancement
- GwenCarol Holmes, ACPS Chief Academic Officer
- Monika Szczepaniec, ACPS Construction Program Manager
- Laurel Hammig, ACPS Educational Facilities
- Helen Morris, ACPS School Board
- Ron Kagawa, City of Alexandria
- Dana Wedeles, City of Alexandria
- John Montemayor, Brailsford & Dunlavey

- Jay Brinson, Brailsford & Dunlavey
- Will Mangrum, Brailsford & Dunlavey
- Steve Davis, VMDO
- Bob Moje, VMDO
- Justin Walton, VMDO
- Steven Bingler, Concordia
- Bobbie Hill, Concordia
- Thom Smith, Concordia

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Jefferson-Houston Project Educational Specifications Committee

The Educational Specifications Planning Committee works to develop the preK-8 educational specifications (which determine building requirements) for the new Jefferson-Houston building. The K-8 educational specifications are submitted to Dr. Sherman for review and approval and then to the School Board for approval.

Membership: 11 permanent members plus ad hoc participants

- GwenCarol Holmes, Chief Academic Officer or Designee (Chair)
- John Brown, Executive Director, Curriculum Design and Services
- Elizabeth Hoover, Executive Director of Technology
- Kelly Dresen, PTA representative
- Julie Rocchio, PTA representative
- Roslyn Rice-Harris, Jefferson-Houston Representative
- Blanche Maness, School Board representative
- Other Curriculum and Instruction staff on an ad hoc basis, depending on the topic

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Jefferson-Houston Project Key Communicators

The Key Communicators group is comprised of community members who provide valuable input and feedback from the groups they represent. The intent of the Key Communicators group is to ensure transparency along with facilitating two-way communication on key aspects of the project.

KEY COMMUNICATORS GROUP MEMBERS

Membership: 22 permanent members plus ad hoc participants

Permanent Members

- Mark Eisenhour, Principal on Assignment
- Madye Henson, Deputy Superintendent, Student Support and Institutional Advancement (Chair)
- Mimi Carter, ACPS School Board
- Charles Wilson, ACPS School Board
- Kelly Dresen, PTA representative
- Julie Rocchio, PTA Representative
- Roslyn Rice-Harris, Jefferson-Houston Principal
- K. Scott Brown, Upper King Street Civic Association
- Laura Campbell, Upper King Street Civic Association

- James Spencer, West Old Town Civic Association
- Leslie Zupan, West Old Town Civic Association
- Tijuana Manning, Braddock Station Civic Association
- Joe McCoy, Braddock Station Civic Association
- Lakisha Morris, Jefferson Village representative
- D. Owens, ARHA representative
- Joy Trejo, The Campagna Center
- Bill Cambell, at-large community representative appointed by the School Board
- Jim Henson, at-large community representative appointed by the School Board
- Colleen Monahan, at-large community representative appointed by the School Board
- Eric Gray, at-large community representative appointed by the School Board
- John Montemayor, Brailsford & Dunlavey
- Jay Brinson, Brailsford & Dunlavey

Ad Hoc Participants

- GwenCarol Holmes, Chief Academic Officer
- Madye Henson, Deputy Superintendent, Student Support and Institutional Advancement
- John Brown, Executive Director, Curriculum Design and Services
- Elizabeth Hoover, Executive Director, Technology Services
- Gregory Hutchings, Director, PreK-12 Programs
- Marya Runkle, Director, Technology Services
- Rosalyn Rice-Harris, Jefferson-Houston Principal
- Terrance Hilton, Jefferson-Houston Administrative Officer
- Blanch Maness, School Board representative
- Rosanna Gioia, PTA representative
- Julio Rocchio, PTA representative
- Casey Klein, Brailsford & Dunlavey

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Jefferson-Houston Project Steering Committee

The Steering Committee is comprised of Core Group members plus City of Alexandria departmental staff (Planning & Zoning, Board of Architects, Parker-Gray Historical Review Board, Transportation, Recreation, Parks, and Cultural Activities), PTA representation, and Parks Commission representatives. The steering committee advises on major planning items.

The goal of the Jefferson-Houston Steering Committee is to build an innovative, state-of-the art preK-8 school that well-serves the children of Alexandria, on time, on budget, with student, parent, staff, and community input. The committee will oversee the entire project from planning, programming, design, contracting, construction, occupancy, and project close-out.

Meetings are scheduled for 11:00 a.m. each Thursday at Jefferson-Houston School or via virtual web meeting. All meetings are open to the public. All attendees may participate in committee discussions. However, only permanent members or their designated proxies are eligible to vote.

- Steering Committee Meeting Schedule
- Steering Committee Meeting Archives

Membership: 15 permanent members plus ad hoc participants (permanent members can designate a proxy to act in their stead)

- Mark Eisenhour, ACPS Principal on Assignment
- GwenCarol Holmes, Chief Academic Officer
- Madye Henson, Deputy Superintendent, Student Support and Institutional Advancement
- Gregory Hutchings, Director, PreK-12 Programs
- Elizabeth Hoover, Executive Director, Technology Services
- Ron Kagawa, Parks, Recreation, & Cultural Activities Department, City of Alexandria
- Gwen Wright, Planning and Zoning, City of Alexandria
- Steve Kaii-Ziegler, Planning and Zoning, City of Alexandria
- Dirk Geratz, Planning and Zoning, City of Alexandria
- Kelly Dresen, Jefferson-Houston PTA President
- Beth Coast, Jefferson-Houston PTA Past-President
- Helen Morris, School Board Member
- Bill Cromley, School Board appointee
- John Montemayor, Brailsford & Dunlavey
- Jay Brinson, Brailsford & Dunlavey

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Jefferson-Houston Project Vision Committee

MEETINGS

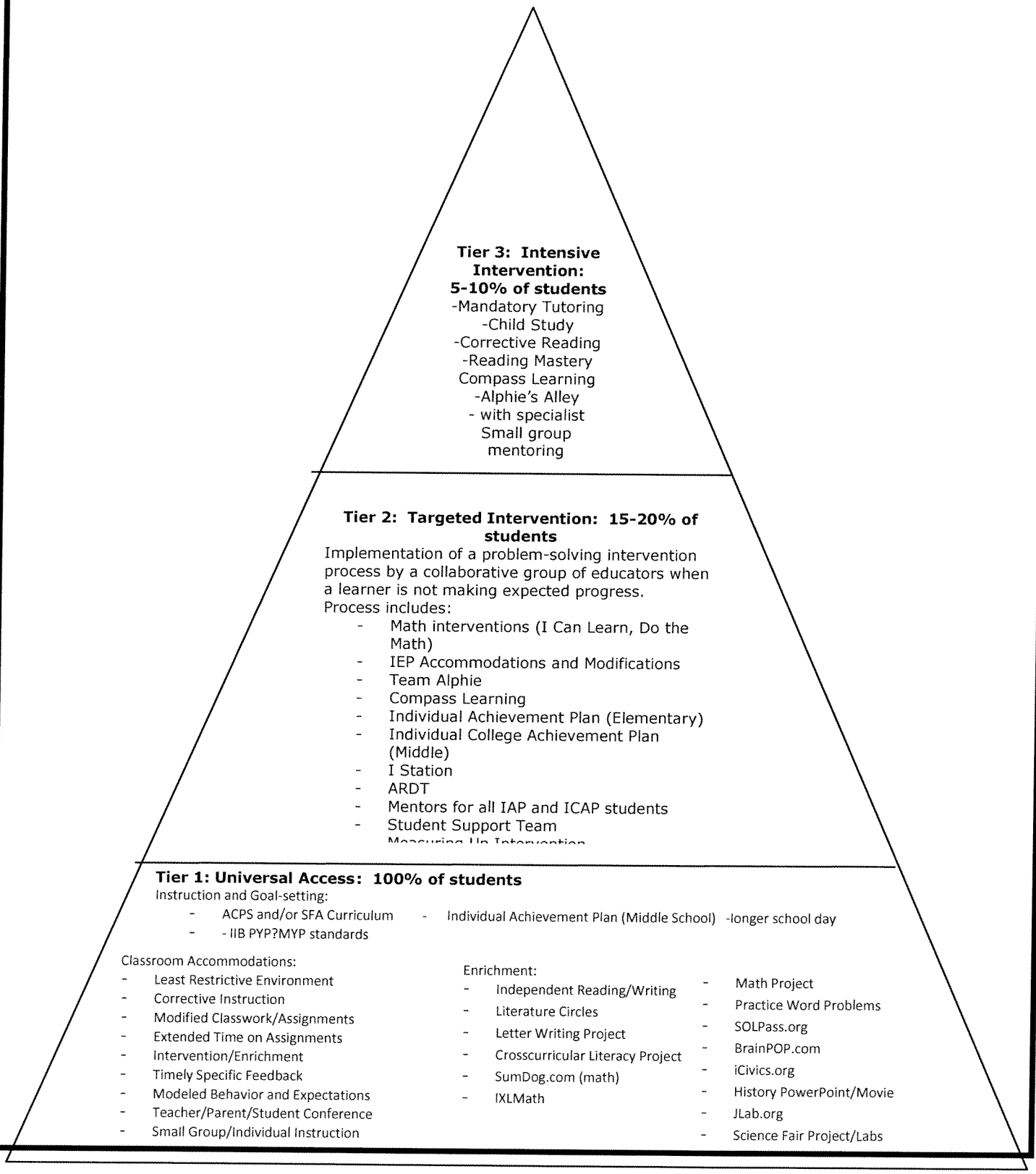
- October 4, 2011 - Minutes (PDF)
- September 1, 2011 - Minutes (PDF)

MEMBERS

- Morton Sherman, Superintendent
- Madye Henson, Deputy Superintendent, Student Support and Institutional Advancement
- GwenCarol Holmes, Chief Academic Officer
- Coleen Mann, Coordinator of Volunteer and Community Partnerships
- Francis Chase, Cultural Competency Specialist
- Helen Morris, School Board representative
- Charles Wilson, School Board representative
- Amy Conrad
- Trey Hanbury
- Douglas Owens
- Peter Pennington

Intervention and Enrichment

Jefferson-Houston School
Pyramid of Interventions



Tier 3: Intensive Intervention: 5-10% of students
-Mandatory Tutoring
-Child Study
-Corrective Reading
-Reading Mastery
Compass Learning
-Alphie's Alley
- with specialist
Small group
mentoring

Tier 2: Targeted Intervention: 15-20% of students

Implementation of a problem-solving intervention process by a collaborative group of educators when a learner is not making expected progress.
Process includes:

- Math interventions (I Can Learn, Do the Math)
- IEP Accommodations and Modifications
- Team Alphie
- Compass Learning
- Individual Achievement Plan (Elementary)
- Individual College Achievement Plan (Middle)
- I Station
- ARDT
- Mentors for all IAP and ICAP students
- Student Support Team
- Measuring Up Intervention

Tier 1: Universal Access: 100% of students

Instruction and Goal-setting:

- ACPS and/or SFA Curriculum
- - IIB PYP?MYP standards
- Individual Achievement Plan (Middle School)
-longer school day

Classroom Accommodations:

- Least Restrictive Environment
- Corrective Instruction
- Modified Classwork/Assignments
- Extended Time on Assignments
- Intervention/Enrichment
- Timely Specific Feedback
- Modeled Behavior and Expectations
- Teacher/Parent/Student Conference
- Small Group/Individual Instruction

Enrichment:

- Independent Reading/Writing
- Literature Circles
- Letter Writing Project
- Crosscurricular Literacy Project
- SumDog.com (math)
- IXLMath
- Math Project
- Practice Word Problems
- SOLPass.org
- BrainPOP.com
- iCivics.org
- History PowerPoint/Movie
- JLab.org
- Science Fair Project/Labs

Jefferson-Houston School

Pyramid Response to Interventions

Intervention Descriptions

Pyramid Level	Intervention	Targeted Students	Intensity	Contract Requirements
2-Targeted	**I Can Learn** Online math intervention class that supplements the ACPS math curriculum	Students performing below grade level in math 5-8	3x weekly	Students will exit ICL after demonstrating consistent grade level performance
2-Targeted	**Do the Math** Math program focusing on number sense, computation and problem solving to strengthen numeracy and operational skills	Students performing below grade level in math 2-4	3x weekly	N/A
2-Targeted	**IEP Accommodations and Modifications** Students will receive accommodations and/or modifications as dictated by their Individual Education Plans for special education	Students currently receiving special education services	Daily or as dictated by IEP	N/A
2-Targeted	**Compass Learning** Online program to practice SOL content strand in all contents and provide intervention on not yet mastered standards	All students will have access, but Tier 2 students in grades 1-8 will be targeted with performance goals.	At least 2x weekly	N/A
1-Universal	**Extended Learning Time** Additional 90-minute block of intervention after the regular school day for students needing support in small groups for reading and/or math	Students performing below grade level in reading and/or math	4x weekly	N/A
2-Targeted	**Individual Achievement Plan** This plan documents the academic goals for a student in collaboration with the student, parents, and teachers. Goals are monitored for progress.	All middle school students and elementary students who are performing below grade level in reading and/or math	As needed, ongoing	N/A
2-Targeted	**Student Support Team** Collaboration between the counselor, psychologist, social worker, special education director, and administrators to identify and support teachers with the implementation of student interventions	Students showing behaviors that indicate a need for continuing academic, social or emotional support	As needed, ongoing	N/A

Pyramid Level	Intervention	Targeted Students	Intensity	Contract Requirements
2-Targeted	**Team Alphie** Small group online intervention program to build phonemic awareness, fluency, vocabulary and comprehension	Special education students reading far below grade level in K-4	20-30 minutes daily	Students may exit upon showing consistent grade level performance in reading.
2-Targeted	**Measuring Up** Supplemental test preparation materials for math based on the Virginia SOL exams	Students below grade level in math	2-3x daily	N/A
3-Intensive	**Child Study** Committee reviews previous interventions and implement new intervention prior to local screening, student could be Referred to local screening for 504 or special education testing	Special needs learners	As needed	N/A
3-Intensive	**Alphie's Alley** One-to-one online intervention program to build phonemic awareness, fluency, vocabulary and comprehension	Students who performing in the lowest 25% according to SRI/Roots Data	20-30 minutes daily	Students may exit Alphie's Alley upon showing progress toward Tier 2. They may be placed in Team Alphie at that point.
3-Intensive	**Corrective Reading/Reading Mastery** Reading intervention to support students with decoding and comprehension	Students who performing in the lowest 25% according to SRI/Roots Data	5x weekly	Students will be placed in Corrective Reading for the year and removed only if consistent grade level progress is shown.
3-Intensive	**Small group or individual support with specialist** Students will be provided support by a specialist to target specific skill areas in cases where the general ed or special ed classroom does not provide enough time for practicing skills and other interventions are already in place.	Students performing lowest 15% in content areas; students who have continuous behavioral issues that require social skills support to be productive in the classroom	3x weekly	N/A

Formative Assessment Implementation Schedule

1. Has Jefferson-Houston delivered any of the Formative Assessment training?
In SY 2010-2011, Formative Assessment Training was delivered to our staff at Jefferson-Houston.
We began training teachers last year using the TeachFirst (Editure) resources. We studied the following areas:

1. Assessment for Learning (Understanding the differences between formative and summative assessments)
2. Feedback (Providing meaningful feedback evidenced by improved student work products)
3. Checking for Understanding (Lesson plan design/content includes checks for understanding throughout each lesson)

Each module was delivered to the entire staff. Staff members participated in each session, read provided materials related to each module, answered discussion questions and completed exit slips. Walk-throughs were conducted by the School Leadership Team and teachers were provided with additional support and coaching where needed. Additional training took place in subject or grade level areas or on an individual basis with every staff member presenting evidence of implementation, including student work before and after meaningful feedback was provided.

2. What is the plan for delivering Formative Assessment training for the 2011-2012 SY?
50% of our teachers are new this year. It is necessary to address the needs of our new staff in addition to the needs of our returning staff members. Our school division has mandated that we implement a new curriculum this year, and has provided schools with instructional coaches to facilitate and support the process. We are using the End in Mind Design to ensure that we have Essential Questions and desired outcomes at the forefront of each lesson. All staff members are required to participate in **monthly** training sessions to assist in the curriculum rollout.

See below.

ACPS aspires to provide all its children with a 21st century curriculum that is both taught and mastered by all students. Toward that end, the new ACPS Curriculum Guides are being developed over a five-year time period. To date, Stage One curriculum guides have been completed in all content and program areas. At the beginning of the 2011-2012 academic year,

we will publish three-stage units in all content areas and grade levels, including Stage Two transfer tasks and Stage Three learning plans.
A 21st century internationally-benchmarked curriculum differs from existing SOL pacing guides in the following ways. Specifically, the new ACPS curriculum guides contain units that include:

1. *Stage One Desired Results: Transfer Goals, Essential Questions, Enabling Knowledge Objectives (Know/Do), and Suggested Resources (with Hyperlinks)*

2. *Stage Two Assessment Evidence: Transfer Tasks with Scoring Rubrics Plus Suggestions for Diagnostic/Pre-Assessment and Formative Assessment*

3. *Stage Three Learning Plans: Instructional Suggestions (Including Sequencing) Related to Preparing All Students for Success on Unit Transfer Tasks*

However, a written curriculum alone does not ensure that students have access to a 21st century education. There must be alignment between and among the following levels of the curriculum as a system for facilitating and promoting high levels of student learning:

1. *Written: Curriculum guides, units, lesson plans*

2. *Assessed: Transfer Tasks, Quarterly criterion-referenced tests, SOLs, teacher-generated common assessments*

3. *Supported: Texts, Electronic resources, support resources, physical space, scheduling, technology*

4. *Taught: The pedagogy employed by instructors to implement the written and assessed curricula*

5. *Learned: What students actually know, do, and understand as a result of items 1, 2, 3 and 4 above*

Our Instructional Coach explicitly highlights the connection between the new curriculum training and the modules available on the TeachFirst site. The Instructional Conversation Guides have been an excellent resource, and the tool we will use

most this year. The PowerPoint presentations offered by our school division show connections between the curriculum and the use and importance of formative assessments, and they will be used in addition to a modified version of the TeachFirst/Editure PowerPoint Presentations. Below you will find the plan to provide staff members with Formative Assessment Training for the 2011-2012 school year.

Month	Curriculum Module	TeachFirst/Editure Formative Assessment Module
September	Module 1: Introduction to the New ACPS Curriculum	**Assessment for Learning**- Participants will be able to: 1. Explain the difference between formative and summative assessments 2. Identify assessments that provide data relevant to the essential questions and big ideas. 3. Explain how data from formative assessments can be used.
October	Module 2: Essential Questions	**Assessment for Learning**- Participants will be able to: 1. Identify a clear lesson objective and student learning expectations
November	Module 3: Balanced Assessments	**Assessment for Learning**- Participants will be able to: 1. Analyze different examples of assessment and student work and determine how effective assessments were in improving student learning 2. Identify ways to improve the effectiveness of their assessments for increasing student learning
December	Module 4: Holistic Scoring of Transfer Tasks	**Assessment for Learning**- Participants will be able to: 1. Explain what summative and formative assessments are, and how their features and their purposes differ 2. Describe some of the ways in which each kind of assessment impacts student learning

		Feedback- In this session participants will explore guidelines for providing effective feedback and practice writing feedback using descriptive feedback starters in response to student work samples. Participants will be able to: 1. Describe guidelines for giving feedback 2. Provide descriptive feedback based on student work samples 3. Determine the pros and cons of giving feedback using this method
January	Module 5: Language Acquisition Strategies **This module is being delivered in three separate settings: #1 Small group (Conducted during planning periods with connections to the ACPS Curriculum) #2 Whole staff training on Uncovering Student Misconceptions taken directly from the TeachFirst/Editure website. #3 Small Group (Conducted during planning periods with connections to the ACPS Curriculum)	**Checking for Understanding-** Participants will be able to: 1. Monitor building of background knowledge and schema development while framing the learning. 2. Monitor and analyze student understanding of concepts through well-chosen explanatory devices **Uncovering Misconceptions-** Participants will be able to: 1. Identify ways to build background knowledge for all learners and to develop schema
February	Module 6: Inclusion and Differentiation Strategies	**Assessment for Learning-** Participants will be able to: 1. Explain the key elements of differentiated assessment and instruction and apply those elements to lesson

		design and implementation. 2. Promote students' sense of belonging to an inclusive learning community. **Checking for Understanding-** Participants will be able to: 1. Review data to modify content, process and product
March	Module 7: Strategies for Promoting Student Engagement in the ACPS Classroom	**Assessment for Learning-** Participants will be able to: 1. Use a range of instructional, assessment, and grouping strategies to promote student engagement. **Developing Self-Regulated Learners-** Participants will be able to: 1. Ensure that all students are engaged in the learning process and see its value to them. 2. Use questioning and discussion techniques to ensure that every learner answers questions 3. Ask students to reflect on their learning and respond to lesson essential questions.
April	Module 8: Integrating the Five ACPS College Competencies into Lesson Design	**Checking for Understanding-** Participants will be able to: 1. Facilitate students' discussion and analysis of required text involves their responding to a **range of higher-order questions** designed to promote their understanding (e.g., questions requiring analysis, synthesis, evaluation, comparison/contrast, application, interpretation). **Feedback-** Participants will be able to: 1. Provide students with coaching and support to use

		key reading processes with proficiency and growing levels of independence (e.g., SQ3R; reciprocal teaching; Before-During-After). 2. Participants will be able to: Provide students with coaching and support to prepare for end of unit transfer tasks **Developing Self-Regulated Learners-** Participants will be able to: 1. Provide students with coaching and support to use **key reading processes** with proficiency and growing levels of independence (e.g., SQ3R; reciprocal teaching; Before-During-After).
May	Module 9: Analyzing and Critiquing ACPS Lesson Plans	**Assessment for Learning-** Participants will be able to: 1. Use a range of instructional, assessment, and grouping strategies to promote student engagement. **Checking for Understanding-** Participants will be able to: 1. Analyze the contents of the Curriculum guides to create lesson plans that include **balanced assessments, checks for understanding** and opportunities to provide students with **meaningful feedback** to help them become **self-regulated learners.**

VIRGINIA DEPARTMENT OF EDUCATION

Office of School Improvement

Academic Review Report
Technical Assistance Profile
2011 - 2012

School:

Jefferson-Houston Elementary
1501 Cameron St
Alexandria, VA 22314

Division:

Alexandria City
2000 N Beauregard St
Alexandria, VA 22311

Team Leader:

Glen Stark
(804) 225-2865
gstark@rockbridge.net

Principal:

Rosalyn Rice-Harris
(703) 706-4534
rosalyn.rice-harris@acps.k12.va.us

Superintendant:

Dr. Morton Sherman
(703) 824-6610
morton.sherman@acps.k12.va.us

Virginia Department of Education
Academic Review Report
Technical Assistance Profile (2011 - 2012)

School Name:	Jefferson-Houston Elementary		
Division:	Alexandria City		
Grade Range:	PK - 08	School Membership:	366
Title I Schoolwide Program:	Yes	Title I Targeted Assistance School:	No
Percentage of Highly Qualified teachers for 10 - 11 :	97.14%	Limited English Proficient:	11.2%
Students with Disabilities:	26.5%	Students Identified as Disadvantaged:	67.76%
Holding:	No		

School Pass Rates and State Standards Of Learning Pass Rates

This chart contains the pass rates for the Virginia Standards of Learning (SOL) assessments and the pass rates for this school. To achieve a rating of Fully Accredited, these state pass rates must be met or exceeded. Schools which do not meet these pass rates in each of the academic areas listed below are denoted by the * and the school is rated Accredited with Warning.

	2011 / 2012 School/State	2010 / 2011 School/State	2009 / 2010 School/State
Grade 3 - 5 English	* 66.44% / 75%	* 71.3% / 75%	* 69.05% / 75%
English	77.08% / 70%	78.57% / 70%	-
Mathematics	73.17% / 70%	81.51% / 70%	75.28% / 70%
Grade 3 History	60.87% / 50%	65.63% / 50%	72.41% / 50%
History	* 38.27% / 70%	* 52.83% / 70%	71.81% / 70%
Grade 3 Science	63.64% / 50%	61.29% / 50%	68.97% / 50%
Science	* 45.45% / 70%	80% / 70%	70% / 70%
Graduate Completer Index	-	-	-
Alternate Benchmark for Graduate Completer Index	-	-	-

Part IIB: No Child Left Behind/Adequate Yearly Progress

This chart contains the yearly achievement benchmarks in reading and mathematics established by the Board of Education as part of Virginia's implementation of the No Child Left Behind Act of 2001 (NCLB). To achieve Adequate Yearly Progress (AYP), these benchmarks, also known as Annual Measurable Objectives (AMO), must be met or exceeded.

	2010 - 2011	2011 - 2012	2012 - 2013	2013 - 2014	2014 - 2015
Mathematics	85%	90%	95%	100%	%
English	86%	91%	96%	100%	%

School Status: Year 2004

	All Students	Black	Disadv.	Hispanic	LEP	Race Unknown	Students with Disabilities	White	Factors in Making Adequate Yearly Progress (AYP): TS	R10	PP	I
* English	54.63%	51.11%	45.57%	70%	0%	0%	23.08%	75%				
Mathematics	59.26%	55.56%	53.33%	80%	100%	0%	53.85%	75%				

* Denotes Title I In School Improvement

TS: Too small to be evaluated , R10=Met the objective due to 10 percent reduction in the failure rate PP=Met Objective when the Proxy Percent (14%) was added, I = Met Objective by showing improvement in failure rate

Year 1 No Child Left Behind Act of 2001 (NCLB): Title I School Improvement Sanctions (To be completed after on-site visit)

Sanctions:

1. Public School Choice

Evidence of Implementation:

No Data Entered

School Status: Year 2005

	All Students	Black	Disadv.	Hispanic	LEP	Race Unknown	Students with Disabilities	White	Factors in Making Adequate Yearly Progress (AYP): TS	R10	PP	I
* English	57.28%	57.65%	51.85%	44.44%	0%	0%	32%	62.5%				
* Mathematics	47.57%	43.53%	40.74%	55.56%	0%	0%	32%	75%				

* Denotes Title I In School Improvement

TS: Too small to be evaluated , R10=Met the objective due to 10 percent reduction in the failure rate PP=Met Objective when the Proxy Percent (14%) was added, I = Met Objective by showing improvement in failure rate

Year 2 No Child Left Behind Act of 2001 (NCLB): Title I School Improvement Sanctions (To be completed after on-site visit)

Sanctions:

1. Public School Choice

2. Public School Choice and Supplemental Education Services

Evidence of Implementation:
No Data Entered

School Status: Year 2006

	All Students	Black	Disadv.	Hispanic	LEP	Race Unknown	Students with Disabilities	White	Factors in Making Adequate Yearly Progress (AYP): TS	R10	PP	I
* English	66.14%	63.46%	64%	75%	64.29%	0%	38.24%	100%				
* Mathematics	59.2%	52.88%	56.57%	86.67%	76.92%	0%	21.21%	100%				

*** Denotes Title I In School Improvement**

TS: Too small to be evaluated , R10=Met the objective due to 10 percent reduction in the failure rate PP=Met Objective when the Proxy Percent (14%) was added, I = Met Objective by showing improvement in failure rate

Year 3 No Child Left Behind Act of 2001 (NCLB): Title I School Improvement Sanctions (To be completed after on-site visit)

Sanctions:

1. Public School Choice

2. Public School Choice and Supplemental Education Services

Evidence of Implementation:
No Data Entered

School Status: Year 2007

	All Students	Black	Disadv.	Hispanic	LEP	Race Unknown	Students with Disabilities	White	Factors in Making Adequate Yearly Progress (AYP): TS	R10	PP	I
* English	61.98%	56.38%	59.41%	80%	71.43%	0%	30.43%	85.71%				
* Mathematics	59.02%	55.79%	56.44%	66.67%	50%	0%	39.13%	71.43%				

*** Denotes Title I In School Improvement**

TS: Too small to be evaluated , R10=Met the objective due to 10 percent reduction in the failure rate PP=Met Objective when the Proxy Percent (14%) was added, I = Met Objective by showing improvement in failure rate

Year 4 No Child Left Behind Act of 2001 (NCLB): Title I School Improvement Sanctions (To be completed after on-site visit)

Sanctions:

1. Public School Choice

2. Public School Choice and Supplemental Education Services

3. Corrective Action
Significantly decrease management authority at the school level.

Evidence of Implementation:
No Data Entered

School Status: Year 2008

	All Students	Black	Disadv.	Hispanic	LEP	Race Unknown	Students with Disabilities	White	Factors in Making Adequate Yearly Progress (AYP): TS	R10	PP	I
* English	75.49%	72.15%	75.61%	91.67%	70%	0%	40%	85.71%				
* Mathematics	76.47%	73.42%	75.61%	91.67%	70%	0%	30%	71.43%				

*** Denotes Title I In School Improvement**

TS: Too small to be evaluated , R10=Met the objective due to 10 percent reduction in the failure rate PP=Met Objective when the Proxy Percent (14%) was added, I = Met Objective by showing improvement in failure rate

Year 5 No Child Left Behind Act of 2001 (NCLB): Title I School Improvement Sanctions (To be completed after on-site visit)

Sanctions:

1. Public School Choice

2. Public School Choice and Supplemental Education Services

3. Corrective Action
Significantly decrease management authority at the school level.

Evidence of Implementation:
No Data Entered

School Status: Year 2009

	All Students	Black	Disadv.	Hispanic	LEP	Race Unknown	Students with Disabilities	White	Factors in Making Adequate Yearly Progress (AYP): TS	R10	PP	I
* English	70.24%	67.74%	66.18%	70%	66.67%	0%	75%	100%				
* Mathematics	72.62%	69.35%	67.65%	66.67%	50%	0%	60%	100%				

* Denotes Title I In School Improvement	TS: Too small to be evaluated , R10=Met the objective due to 10 percent reduction in the failure rate PP=Met Objective when the Proxy Percent (14%) was added, I = Met Objective by showing improvement in failure rate

Year 6 No Child Left Behind Act of 2001 (NCLB): Title I School Improvement Sanctions (To be completed after on-site visit)

Sanctions:

1. Public School Choice

2. Public School Choice and Supplemental Education Services

3. Corrective Action

Appoint an outside expert to advise the school on its progress toward making adequate yearly progress based on its school plan.

4. Plan for Alternative Governance

Any other major restructions of the schools governance arrangement that makes fundamental reforms, such as significant changes in the schools staffing and governance, to improve student academic achievement in the school and that has substantial promise of enabling the school to make AYP.

Other

Evidence of Implementation:

This school received a NCLB Review during the 2009-2010 school year

School Status: Year 2010

	All Students	Black	Disadv.	Hispanic	LEP	Race Unknown	Students with Disabilities	White	Factors in Making Adequate Yearly Progress (AYP):			
									TS	R10	PP	I
* English	68.75%	65.85%	64.44%	72.22%	69.23%	0%	60%	75%				
* Mathematics	80.53%	77.11%	76.67%	83.33%	84.62%	0%	85%	100%				

* Denotes Title I In School Improvement	TS: Too small to be evaluated , R10=Met the objective due to 10 percent reduction in the failure rate PP=Met Objective when the Proxy Percent (14%) was added, I = Met Objective by showing improvement in failure rate

Year 7 No Child Left Behind Act of 2001 (NCLB): Title I School Improvement Sanctions (To be completed after on-site visit)

Sanctions:

1. Public School Choice

2. Public School Choice and Supplemental Education Services

3. Corrective Action

Appoint an outside expert to advise the school on its progress toward making adequate yearly progress based on its school plan.

4. Plan for Alternative Governance

Any other major restructions of the schools governance arrangement that makes fundamental reforms, such as significant changes in the schools staffing and governance, to improve student academic achievement in the school and that has substantial promise of enabling the school to make AYP.

5. Implement Alternative Governance

Any other major restructions of the schools governance arrangement that makes fundamental reforms, such as significant changes in the schools staffing and governance, to improve student academic achievement in the school and that has substantial promise of enabling the school to make AYP.

Other

Evidence of Implementation:

No Data Entered

School Status: Year 2011

	All Students	Black	Disadv.	Hispanic	LEP	Race Unknown	Students with Disabilities	White	Factors in Making Adequate Yearly Progress (AYP):			
									TS	R10	PP	I
* English	66.67%	63.79%	61.95%	68.42%	57.14%	0%	45.65%	92.86%				
* Mathematics	62.18%	57.76%	56.64%	73.68%	57.14%	0%	47.83%	78.57%				

* Denotes Title I In School Improvement	TS: Too small to be evaluated , R10=Met the objective due to 10 percent reduction in the failure rate PP=Met Objective when the Proxy Percent (14%) was added, I = Met Objective by showing improvement in failure rate

Year 8 No Child Left Behind Act of 2001 (NCLB): Title I School Improvement Sanctions (To be completed after on-site visit)

Sanctions:

1. Public School Choice

2. Public School Choice and Supplemental Education Services

3. Corrective Action

4. Plan for Alternative Governance

5. Implement Alternative Governance

6. Develop or Revise a School Improvement Plan

7. Additional Corrective Actions

8. Develop/Continue Improvement Plan in accordance with NCLB Requirements

9. Revise Improvement Plan; Additional Corrective Action by SEA prior to the end of the school year

10. Continue to Implement Alternative Governance

Evidence of Implementation:

Letters were sent to parents explaining the school improvement status and parents' options for school choice. An additional letter was sent to families who qualified for Supplemental Education Services. As a part of the corrective action plan created in school year 2009-2010, an alternative governance model was implemented. Subsequently, additional changes have been made to the alternative governance structure, including the addition of an administrative officer and an external consultant, to allow the principal and assistant principal to focus on instruction. In school year 2011-2012, the school improvement plan approach was modified to become a continuous improvement model which is reviewed and monitored quarterly by district level staff, the external consultant and by the Virginia Department of Education using the Indistar online school improvement planning tool, which meets all requirements of NCLB.

Unusual Circumstances

There were no unusual circumstances.

Virginia Department of Education
Academic Review Report
Technical Assistance Profile (2011 - 2012)

Division:	Alexandria City	**Tier:**		**Score:** **4 = Consistently** **3 = Usually** **2 = Occasionally** **1 = Never/not** **NR = Not Reviewed.**
School Name:	Jefferson-Houston Elementary	**Warnings:**	English, History, Science	
School Code:	101-0090	**Team Members:**	None	
Team Leader:	Stark, Glen			

CA - CURRICULUM ALIGNMENT

CA 1.01	CA 1.02	CA 1.03	CA 1.04	CA 1.05	CA 1.06	CA 1.07	CA 2.01	CA 2.02	CA 2.03	CA 2.04	CA 2.05	CA 2.06	CA 2.07	CA 2.08	CA 2.09	CA 2.10	CA 3.01	CA 3.02	CA 3.03	CA 3.04	CA 3.05	CA 3.06	CA 3.07
3	NR	2	NR	2	NR	NR	NR	NR	NR	NR	2	NR	2	NR	NR	NR	NR	NR	NR	2	NR	NR	NR

TS - TIME SCHEDULING

TS 1.01	TS 1.02	TS 1.03	TS 1.04	TS 1.05	TS 1.06	TS 1.07	TS 1.08	TS 2.01	TS 2.02	TS 2.03	TS 2.04	TS 2.05	TS 2.06	TS 2.07	TS 2.08	TS 2.09
NR	3	NR	2	NR	NR	NR	NR	NR	NR	NR	3	NR	NR	NR	NR	NR

D - USING DATA

D 1.01	D 1.02	D 1.03	D 1.04	D 1.05	D 1.06	D 1.07	D 2.01	D 2.02	D 2.03	D 2.04	D 2.05	D 2.06	D 2.07
NR	NR	4	NR	2	NR	NR	NR	NR	4	NR	NR	NR	NR

PD - PROFESSIONAL DEVELOPMENT

PD 1.01	PD 1.02	PD 1.03	PD 1.04	PD 1.05	PD 1.06	PD 1.07	PD 1.08	PD 2.01	PD 2.02	PD 2.03	PD 2.04	PD 2.05	PD 2.06	PD 2.07
3	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR

SIP - SCHOOL IMPROVEMENT PLANNING

SIP 1.01	SIP 1.02	SIP 1.03	SIP 1.04	SIP 1.05	SIP 1.06	SIP 1.07	SIP 1.08	SIP 1.09	SIP 1.10	SIP 1.11	SIP 1.12	SIP 1.13	SIP 2.01	SIP 2.02	SIP 2.03	SIP 2.04	SIP 2.05	SIP 2.06	SIP 2.07	SIP 3.01	SIP 3.02	SIP 3.03	SIP 3.04	SIP 3.05	SIP 3.06	SIP 3.07	SIP 3.08
NR	NR	NR	4	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR

SP - ORGANIZATIONAL SYSTEMS AND PROCESS

SP 1.01	SP 1.02	SP 1.03	SP 1.04	SP 1.05	SP 1.06	SP 2.01	SP 2.02	SP 2.03	SP 2.04	SP 2.05	SP 2.06	SP 2.07	SP 2.08	SP 3.01	SP 3.02	SP 3.03	SP 3.04	SP 3.05	SP 3.06
NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR

SC - SCHOOL CULTURE

SC 1.01	SC 1.02	SC 1.03	SC 1.04	SC 1.05	SC 1.06	SC 1.07	SC 2.01	SC 2.02	SC 2.03	SC 2.04	SC 2.05	SC 2.06	SC 2.07	SC 3.01	SC 3.02	SC 3.03	SC 3.04	SC 3.05	SC 3.06
NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR

RBI - RESEARCH-BASED INSTRUCTIONAL INTERVENTIONS

RBI 1.01	RBI 1.02	RBI 1.03	RBI 1.04	RBI 1.05	RBI 1.06	RBI 1.07	RBI 1.08	RBI 2.01	RBI 2.02	RBI 2.03	RBI 2.04	RBI 2.05	RBI 2.06	RBI 2.07	RBI 2.08	RBI 3.01	RBI 3.02	RBI 3.03	RBI 3.04	RBI 3.05	RBI 3.06	RBI 3.07	RBI 3.08
NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	4	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR

Division:	Alexandria City	**Tier:**		**Score:** **4 = Consistently** **3 = Usually** **2 = Occasionally** **1 = Never/not** **NR = Not Reviewed.**
School Name:	Jefferson-Houston Elementary	**Warnings:**	English, History, Science	
School Code:	101-0090	**Team Members:**	None	
Team Leader:	Stark, Glen			

Evaluation of Selected indicators (15)

CA 1.01: Making curriculum resources and supplementary materials available for use by teachers
Score: 3
Notes: While most staff have adequate resources and supplementary materials, occasional requests for additional supplemental resources have been received by the administration.
CA 1.03: Listing instructional strategies and learning activities that align with state learning standards and address essential understandings, knowledge, and skills
Score: 2
Notes: Teachers were observed using the assigned curriculum to instruct at the knowledge and comprehension levels; however, the higher order thinking pieces of the curriculum were usually not addressed.
CA 1.05: Using student performance data to develop daily lesson plans that reflect consideration of the learning strengths and needs of students
Score: 2
Notes: Occasionally teachers were observed collecting data and adjusting instruction based on the data, but this process should be evident in all classrooms on a consistent basis.
CA 2.05: Assigning projects and tasks that require students to integrate and apply their learning in meaningful contexts and to reflect on what they have learned
Score: 2
Notes: More focus is needed on assigning projects and tasks that require students to integrate and apply their learning in meaningful contexts and to reflect upon what they have learned.
CA 2.07: Differentiating instruction to meet the identified needs of individual students and groups of students
Score: 2
Notes: While the school differentiates on a quarterly basis, daily classroom differentiation within student groupings (including one-on-one interventions) should occur based on daily or weekly analyses of formative data.
CA 3.04: Using a variety of classroom-based assessment methods and tools (student self-evaluation, performance checklists, rubrics, scales, projects, products, tests, quizzes) before, during, and after units of study to monitor student progress
Score: 2
Notes: Although observed in some classrooms, there is a need for widespread use of a variety of student-centered assessement methods and tools before, during and after units of study to monitor student progress (e.g. student self-evaluation and self-reflection, performance checklists, and rubrics).
D 1.03: Sharing responsibility for collecting and compiling data related to instructional programs and services
Score: 4
Notes: The extensive School Education Plan process demands that all staff are closely involved in the collection and analyses of instructional program and support services data.
D 1.05: Collecting and compiling individual student performance data to identify students strengths and needs, plan instruction, and monitor individual student progress over time
Score: 2
Notes: While this is conducted quarterly, daily, in-class collection of data using a range of assessment tools could be improved.
D 2.03: Analyzing data over time to look for trends in student performance and to identify strengths and limitations of instructional programs and services
Score: 4
Notes: All staff participate in the monitoring of the School Education Plan.
PD 1.01: Designing an ongoing, school-based program of professional development that is based on the analyses of data and is aligned with the schools goals for improving student achievement
Score: 3
Notes: There is evidence of routine use of learning from Skillful Teacher, Success for All, the Primary Years Program (the primary version of the International Baccalaureate Program), and curriculum implementation. Continued work to move to a refined level of implementation is recommended.
RBI 2.04: Making internal and/or external facilitators available to teachers to provide the technical assistance necessary for successful implementation (staff development, consultation, collaborative problem solving)
Score: 4
Notes: Through the assistance of the central office staff and central office funding, both internal and external facilitators regularly provide technical assistance for the school staff.
SIP 1.04: Establishing clear goals that relate to student achievement
Score: 4
Notes: The school is developing a data-driven culture.

TS 1.02: Arranging classroom instructional time to allow for a variety of instructional activities
Score: 3
Notes: Observations indicate that classroom instruction usually involves multiple activities and groupings.
TS 1.04: Maintaining a high level of student engagement throughout the lesson
Score: 2
Notes: While some classrooms had engaged students, more school-wide focus is needed to promote high levels of student engagement in all classrooms.
TS 2.04: Allocating time in the schedule for teachers to collaborate with other teachers, parents, and students
Score: 3
Notes: Teachers are allocated one period per day for planning. This allows for some collaborative planning but not for vertical planning.

Review Summary

20 Classroom Observations	13 Interviews
1 Self-Studies Available	28 Data/Documents Reviewed

List of Self Studies

No Data Entered

Review of Relevant Data

Teacher Certification:
3-Year School Improvement Plan: Provided
Attendance Records: Provided
Belief/Mission Statements: Included in the School Improvement Plan
Staff Assignments/Duties: Included in Staff Handbook
Classroom Observation Log:
Classroom Observation Instruments: Provided
Parent/Community Communication : Provided
Communication with Professional Development: Provided
Curriculum Guides: Provided on-line
Curriculum Pacing Guides: Provided on-line
Daily Bell Schedule: Provided
Demographic Information: Provided
Descriptions of Volunteer Programs: Provided
Early Release Schedule: Included with the regular schedule
Enrollment Data: Provided
Lesson Plan Review: Provided in classrooms
Lesson/Unit Plans: Provided in classrooms
Mapping and Pacing Guides: Provided on-line
Master Schedule: Provided
Meeting Minutes: Posted on Indistar
Improvement Initiative Policy: Provided as a part of the Title I Corrective Action Plan
Results of Teacher Surveys: Provided
Improvement Plan Implementation: Included in the Title I Corrective Action Plan
School Report Card: Provided
SOL Test Score Analyses: Provided
Staff Handbook: Provided
Student Achievement Data: Provided
Student Handbook: Provided

Areas of Strength and Areas Needing Improvement

Areas of strength include: (1) establishment of routines to maximize instructional time, (2) use of the School Education Plan to drive improvement, (3) attention to the established curriculum, and (4) extensive job-embedded professional learning.

Areas needing improvement include: (1) greater focus upon rigor and the development of students' higher-order thinking, (2) use of formative data in the moment of instruction to adjust delivery of instruction to maximize student learning, and (3) moving to a refined level of delivery in the implementation of instructional programs and practices.

Evaluation of and Recommendations Concerning the School Improvement Process

The current School Education Plan appears to be appropriate and well-used. The identified Essential Actions may be incorporated as tasks under the already-established school goals.

Recommended Essential Actions (2) :

1. CA 23 - Provide differentiated instruction based on student needs.

Included in the SIP: Y

Status of Implementation: A school-based team has been working with division level Inclusion Specialists since the beginning of this school year to evaluate instructional practices in the building. The data collection tool directly measures the quality and quantity of differentiation taking place in inclusive settings. As a result of the Academic Review team's findings, the school improvement plan has been revised and the data collection procedures expanded to include all instructional settings for all students. A series of professional development offerings on differentiation has been planned throughout the 2012-2013 school year.

Need:

Recommended Interventions:

Measure of Effectiveness:

Recommended Follow-up Technical Assistance:

2. SIP 14 - Revise the School Improvement Plan to address findings of the Academic Review Team, seek approval of the plan from the local school board, and submit the plan to the Department of Education staff.

Included in the SIP: Y

Status of Implementation: The school improvement plan was revised to include the Academic Review Team's findings; the approved plan was submitted to the Department of Education.

Need:

Recommended Interventions:

Measure of Effectiveness:

Recommended Follow-up Technical Assistance:

Narrative

School and division leaders have incorporated the Academic Review Team's recommendations into the school improvement plan. The success of these and other improvement initiatives is critical as the school is in the 3rd year of Warning. Failure to meet accreditation benchmarks will result in a rating of Accreditation Denied.

Part VI: Required Title I School Improvement Plan Components

Only to be completed if this is a school in Title I School Improvement

Use the following ratings when evaluating the NCLB school improvement plan:

2 = Accomplished

1 = Not Accomplished

0 = Not included in the School Improvement Plan

The SIP includes the ten requirements per NCLB Title I , § 1116(b)(3)	Rating (2-0)
1. Incorporates strategies based on scientifically based research that will strengthen the core academic subjects in the school and address the specific academic issues that caused the school to be identified for school improvement	2
Comments: A research proven reading program has been implemented.	
2. Adopts policies and practices concerning the schools core academic subjects that have the greatest likelihood of ensuring that all groups of students specified in section 1111(b)(2)(C)(v) and enrolled in the school will meet the States proficiency level of achievement	2
Comments: A new curriculum was implemented this school year with the curriculum guides using the End in Mind Design.	
3. Allows for the required expenditure of not less than 10 percent of the funds available for the purpose of providing to the school teachers and principal high-quality professional development that (I) directly addresses the academic achievement problem. . (II) meets the requirements for Allows for the required expenditure of not less than 10 percent of the funds available. . . for the purpose of providing to the school teachers and principal high-quality professional development that (I) directly addresses the academic achievement problem. . (II) meets the requirements for professional development activities under 1119; and (III) is provided in a manner that affords increased opportunity for participating in that professional development	2
Comments: The division provides nine Instructional Coaches and one English Language Learners Inclusion Specialist. One coach is devoted full time to the school.	
4. Specifies how the funds will be used to remove the school from school improvement status	2
Comments: A school-based cohort is receiving Skillful Teacher training to strengthen the instructional practices of teachers. In addition, funds have been used to provide professional development to instructional staff on the Continuous Improvement Model.	
5. Establishes specific annual, measurable objectives for continuous and substantial progress by each group of students	2
Comments: A research proven reading program has been implemented. A new curriculum was implemented this school year, with the curriculum guides using the End in Mind Design. All teachers work to identify objectives and to create SMART goals in the School Improvement Plan.	
6. Describes how the school will provide written notice about the identification to parents	2
Comments: Parents were notified of the status in a letter dated May 5, 2011.	
7. Specifies the responsibilities of the school, the local educational agency, and the State educational agency including specifying the technical assistance to be provided by the local educational agency	2
Comments: A year-long plan was developed to provide differentiated support and coaching. The division provides support and training for all licensed professionals to develop a Professional Learning plan. The Virginia Department of Education provided formative assessment training and support. These roles were further clarified in a set of assurances that was submitted to the Virginia Department of Education.	
8. Includes strategies to promote effective parental involvement in the school	2
Comments: A school team has been formed to work toward the goal of increasing parent engagement. A calendar of events has been developed and provided to parents. During each event, parents are asked to give feedback on the importance and relevance of the subject matter. The data is used by the Parental Engagement Team in planning future events.	
9. Incorporates, as appropriate, activities before school, after school, during the summer, and during an extension of the school year	2
Comments: After school tutoring and summer extension services are provided for students who qualify.	
10. Incorporates a teacher mentoring program	2
Comments: A school-based cohort is receiving Skillful Teacher training to strengthen the instructional practices of teachers. All teachers new to the school division work with a mentor at their school site.	

GEORGE MASON UNIVERSITY

Office of the Dean

College of Education and Human Development
4400 University Drive, MS 2F1, Fairfax, Virginia 22030
Phone: 703-993-2004; Fax: 703-993-2001

July 26, 2012

Kathleen M. Smith, Ed.D.
Director of School Improvement
191 North 14th Street
PO Box 2120
Richmond, VA 23218-2120

Dr. Smith:

I am very pleased to write this brief letter affirming that the College of Education and Human Development at George Mason University will collaborate with Alexandria City Public Schools (ACPS) in the consideration and development of a Professional Development School (PDS) model for Jefferson-Houston School.

Our college, led by the faculty in our teacher education programs in elementary education, has collaborated with several school divisions in the Northern Virginia region in the sponsorship of Professional Development Schools (PDS). At present, we are involved with 18 schools that apply a general PDS model and are part of the "Mason Network" of PDS schools.

We anticipate entering into a planning process with the leadership of Jefferson-Houston School, and ACPS more generally, as a PDS model is considered and developed for the school. Our plan is to design a PDS that will meet the needs of the school, as well as an approach that will well-serve our educator preparation academic programs. Our objective will be to facilitate innovation and greater success in teaching and student learning consistent with both the transformational approach recently adopted for the school and in alignment with the Virginia Department of Education's goals for the school.

We look forward to the opportunity to partner with the ACPS and the Virginia Department of Education. I am confident that our collaboration positively will impact the school and its students.

If I may provide additional information, please feel free to contact me.

Sincerely,

Mark R. Ginsberg, Ph.D.
Dean and Professor

Learning to Live • Loving to Learn

ACPS

Alexandria City Public Schools

ACPS MOU # 11-12-005 M

MEMORANDUM OF UNDERSTANDING

ALEXANDRIA CITY PUBLIC SCHOOLS
-and-
DOMINION DAY COMMUNITY SERVICES WASHINGTON, LLC

This Memorandum of Understanding ("MOU") is made by and between Alexandria City Public Schools (hereinafter referred to as "ACPS"), a public entity and/or political subdivision of the Commonwealth of Virginia with an address located at 2000 N. Beauregard Street, Alexandria, Virginia; and **(Dominion Day Community Services Washington, LLC)*** (hereinafter "Provider"), existing under the laws of the Commonwealth of Virginia, with a business address at **(4600 Duke St. Suite 413, Alexandria Va. 22304)*** .

RECITALS

ACPS seeks to build and continue its relationship with organizations that share in its commitment to high quality education.

ACPS has determined that increasing and strengthening opportunities for children is a critical step in ensuring that children within its division are successful in school, as well as in life.

ACPS is committed to building effective programs that meets the needs of children, families, schools and communities and desires to create non-monetary partnerships between various program providers wherein its aims are as follows: (1) to establish a more organized and effective program for its youth; and (2) to standardize partnership responsibilities and deliverables for organizations and programs operating within ACPS.

ACPS, in order to provide for the best possible services to its student body, seek to enter into a cooperative MOU with the Provider for program services as outlined herein.

AGREEMENT

For good and sufficient consideration, the receipt of which is acknowledged, the parties hereby agree to the following terms and conditions:

NOW, THEREFORE, with the intent to be legally bound hereby, the parties to this MOU set forth the following as the terms and conditions of their understanding.

ACPS and the Provider agree as follows:

I. PROGRAM BACKGROUND

- (Dominion Day Community Services Washington) . provides direct service programs to ACPS students attending **(Patrick Henry Elementary School, Jefferson Houston Elementary and Middle School, and George Washington Middle School)***.

- The primary focus of the program is as follows: **(Therapeutic school based day treatment permits access to community-based mental health services in conjunction with and integrated into the student's educational program. Therapeutic school based day treatment brings together at one site, and in a coordinated manner, a broad range of services designed to strengthen student and family functioning, and prevent the student from requiring more restrictive services. The goal for students involved in therapeutic day treatment services is improved behavioral and academic success, and the development of age appropriate pro-social skills. By working collaboratively with school personnel, the students serviced and their families and community providers the potential is increased for students serviced to succeed academically, emotionally, physically, and socially).**

II. TERM

- The term of this MOU shall commence on the **9th** day of **December**, **2011** (the "Effective Date") and shall expire on **June 30, 2012.**

- The term of this MOU may be extended or modified by written mutual consent of the parties. Such written consent shall include the scope of work referencing this MOU and set forth the responsibilities of the parties.

III. SCOPE OF WORK

- No Cost. This MOU is a non-monetary agreement between the parties and, as such, is not intended to result in any direct or indirect costs to ACPS, or any costs to Program, except for normal operating expenses and additional costs.
- Summary of Program Description. **Therapeutic school based day treatment aids children with emotional and behavioral difficulties develop and maintain age appropriate coping skills and behaviors during the school year. Students involved in the service receive an individualized behavior plan customized to meet his or her needs by combining behavior modification, cognitive therapeutic interventions, group and individual counseling, case management/coordination, and therapeutic social activities. Therapeutic school based day treatment works collaboratively in the public school setting to provide mental health support in the least restrictive environment; designed to strengthen the student and the their family and prevent out of school placement and/or more restrictive services.**

IV. RESPONSIBILITIES OF THE PARTIES

- **Program or Provider Duties and Responsibilities:**

1. Provider and ACPS Meetings. ACPS will host scheduled meetings for all Executive Directors and/or Program Directors. The purpose of these meetings is to provide an opportunity for ACPS and the Provider to evaluate the effectiveness of the program. By way of submission of written reports and/or memorandum, the Provider shall share timely information; re-evaluate the program and ACPS' programmatic needs; work together with ACPS to solve problems; and engage in strategic planning for the future.

2. Requirements and Timeline for Submission of Program Reports. The Provider shall submit quarterly enrollment reports. The Provider shall also submit mid-year and final reports that include evidence of student progress (*i.e.*, attendance, grades, and standardized test data). Reports should also evaluate how the partnership helps ACPS' strategic plans and should articulate whether the stated program goals have been met. If the program goals and needs were not met, the report should state those reasons as to why they were not met.

3. Miscellaneous Reports. The Provider may be asked to complete other reports as needed, such as those involving any changes in policy, budget and organization that could impact the Provider's operation or ACPS' program goals.

4. Logistics and Resources. The Provider shall have adequate staffing, budgets and logistics which shall meet ACPS' articulated program needs. Information to be provided to ACPS, in order for them to assess its programmatic needs, shall include, but not be limited to: designation by Provider's Director of a Program contact person (name, telephone number, and Email address); sufficient number of staff members required to meet the Program's needs; exact time(s) and day(s) of operation; location and space requirements; and custodial requirements.

5. Recruiting. The Provider will be responsible for recruitment of the adequate number of students or participants to ensure the Program's success.

6. On-Site Contact Person. The Provider shall designate an on-site/on-call contact person for each Program location. That person shall be available by phone (office and mobile) and email, to be reached by ACPS or a student's parent or guardian in the event of an emergency.

7. Materials and Supplies. The Provider shall provide all tools and materials necessary to ensure the Program's effectiveness and success. Should the Provider need any additional resources from ACPS, aside from the facility, it must articulate so in writing prior to or simultaneous to the execution of this MOU. The Provider further understands that additional costs (in-kind or actual) costs may result.

8. Fees. In order to ensure equal access to all students, the Provider shall obtain written permission from ACPS prior to instituting any program participation fees regardless of whether such fees will be paid for by means of a third-party (*i.e.*, parent/guardian, or through federal, state, county or local government funding).

9. Emergency and Evacuation Protocols. The Program or Provider shall adhere to ACPS' (or

any Lessor of an ACPS facility or school), mandatory evacuation procedures in the event of a fire, natural disaster or security emergency. Such procedures will be provided by ACPS to the Program Director, whose responsibility it is to ensure that its staff understands and adheres to such emergent procedures.

10. Security Measures. The Provider shall adhere to and enforce ACPS' security policies. Only persons authorized to be on ACPS' premises (teachers, students, staff and custodial parents and/or guardians) shall be allowed access to the Program or Provider's site or facility. Moreover, the Provider shall adhere to strict security measures by screening admission and/or entry of all persons onto the premises during scheduled usage times. An on-site ACPS coordinator will also be responsible for screening admission to the facility.

11. Restricted Usage and Access of Facilities and Equipment. The Provider must complete and submit an ACPS building-use agreement and submit the required fees as outlined in that agreement. The Provider understands that its access to an ACPS facility or site is limited to the space and usage terms outlined in the building use agreement and this MOU. Neither the Provider, nor any of its staff members, shall be allowed or shall be otherwise entitled to access to any other portion of an ACPS school or facility and other non-designated areas, rooms or floors that are not required to be in-use during the program (*i.e.,* auditorium, classrooms, administrative offices, etc.) Moreover, the Provider shall not use or have access to equipment not required for the operation of its program (*i.e.*, musical equipment, electronic equipment, certain phones, printers, faces, kitchen oven and certain appliances, etc.)

12. Special Circumstances. For special events, the Program or Provider must complete an additional ACPS building use agreement to request written permission from ACPS to use any space not previously approved for use by the Provider. Such requests must be submitted no later than thirty (30) days prior to the event.

13. Supervision of Students. At all times, the Provider must provide adequate supervision of ACPS' students by an adult staff member, aged 18 and above, who is trained in emergency procedures, which include, but may not be limited to, CPR and first-aid procedures that are established and outlined by ACPS. Moreover, the Provider is responsible for the adequate supervision of students in all designated locations and common areas, including, but not limited to, entry areas, locker rooms and non-secured spaces within the ACPS site or facility.

14. Restitution for Damages and/or Cost of Repair. The Provider shall be liable to ACPS for restitution for the repair of any damage that occurs to its space, area, equipment or facility during the time periods in which Provider is in use and possession. Moreover, the Provider shall periodically inspect the premises after usage to determine whether there is any damage or theft of ACPS' property. The Provider shall promptly report damage or theft to ACPS property in writing within three (3) days of the discovery of same. Unless mutually agreed upon, under no circumstances shall the Provider make or schedule repairs to any damaged property.

15. Liability and Insurance Coverage. To the extent provided by the local and state laws of the Commonwealth of Virginia, the Provider shall be responsible for the simple negligent and willful acts or omissions of its representatives, agents and employees, committed during the

commission of any duty or service performed under this MOU, which may cause harm or injury to persons that are not parties to this MOU. The Provider shall also obtain and maintain comprehensive bodily injury, property damage and professional liability insurance, at the program's expense, for all employees, representatives and agents who perform activities at an ACPS site or facility pursuant to this MOU. The comprehensive bodily injury, property damage and professional liability insurance shall contain a combined single occurrence limit of not less than One Million Dollars ($1,000,000.00); and a professional liability insurance policy with General Aggregate of at least One Million Dollars ($1,000,000.00), shall also be maintained by the Provider. The Provider shall provide a Certificate of Insurance or otherwise furnish adequate proof of insurance to ACPS.

16. Removal of Staff. The Provider shall immediately withdraw any staff member, employee, representative and agent whose conduct, work or health status interferes with ACPS' ability to provide quality service or otherwise interferes with his or her ability to provide effective program services to children within ACPS. APCS may request that the Provider temporary suspend, remove or withdraw that staff member, employee, representative and agent determined to be in violation. The removal or termination of that staff member, employee, representative or agent shall be planned cooperatively by ACPS and the Provider's Program Director.

- **ACPS Duties and Responsibilities:**

1. Student Data. ACPS will provide the Provider's program director with information regarding the pertinent types of student data and information that is or will be made available to them in accordance with ACPS policies and all applicable confidentiality laws and regulations at the beginning of the term of this MOU. In addition, the Provider must adhere to the following:

    a. Partner organizations must obtain a signed parental authorization form that expressly grants permission to receive and view individual student data which may include attendance, grades, and standardized test scores.
    b. All student data is considered to be confidential under this MOU as well as under the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. §1232g *et seq.*, and any other federal or state statutes or regulations pertaining to student records, and will only be released in accordance with the applicable laws and regulations. All student data received by the Program shall be maintained by the Provider in a secure location.
    c. The Provider hereby acknowledges and agrees that any confidential documents and/or data, shall not be disclosed, discussed or transferred to any third party not party to this MOU, and any student data or information given to the Provider shall only be disclosed to employees of the Provider and ACPS employees who are directly involved in the program.
    d. Upon the expiration of this MOU, all student data and information shall be returned to the students (or students' parents/guardians) or destroyed. The Provider shall give written verification that all copies of student data, information and documents, including electronic or other media versions, have been returned or destroyed. Provider shall, however, be allowed to continue to possess aggregate numbers and statistics created based on student data which is used to measure the effectiveness of

the Program.

e. The Provider or Program understands and agrees that should ACPS find that it has violated any confidentiality clause of this MOU, or any of the applicable laws and regulations regarding confidentiality of student records, ACPS shall be entitled to immediately cease providing data or services to and for the program.

2. Provider Access to Facilities. All access to ACPS facilities will be coordinated with the building principal and/or the Facilities Department.

3. Emergency Protocol. ACPS, via a designated agent, shall provide the Program Coordinator or Director with its mandatory evacuation procedures in the event of fire, natural disaster or security emergency. The Provider must ensure that all ACPS' safety and fire regulations are observed and ensure that all emergency exits, hallways, entry ways, or room doors are not blocked or otherwise impeded.

V. COST-SHARING AND REVENUE SOURCES TO SUPPORT MOU

- **Annual Review of In-Kind Benefits.**
  1. Either party, upon written request, may review the respective benefits of the Program received by each party.
  2. Upon written request, ACPS and the Provider will conduct a review of the exchange of benefits and review annually thereafter on or before the close of each fiscal year (June 30th) using agreed upon performance measures based on costs, usage, fees, charges, capital investments and quantifiable benefits to ACPS students.
  3. ACPS and the Provider or Program will track performance measures on a monthly or quarterly basis or upon some other agreed upon time frame.

VI. USE OF TRADEMARKS, COPYRIGHTS AND TRADE NAMES

1. This MOU does not give the Provider any ownership rights or interest in ACPS trade names or trademarks.
2. Use of District's Name or Trademarks. The Provider shall be able to use the ACPS' name or trademark for the purposes of listing ACPS as a partner in publications such as advertisements, reports, publications, and web postings for the duration of the MOU. Providers shall obtain approval from ACPS prior to using the ACPS' trademarked logos, in any public communications including but not limited to advertisements, reports, publications and web postings. As an external provider seeking funding for a project that directly involves ACPS schools, staff, or the Division as a whole, Provider may not include ACPS in a proposal and/or any type of supporting document until permission for such is granted. The Provider will notify ACPS of any media interest and/or opportunities that relate to the relationship between ACPS and the Provider as noted in this MOU.
3. Use of Provider's Name or Trademarks. The Provider agrees to permit ACPS to feature its name and/or logo in a listing of its partners in various ACPS communications including but not limited to advertisements, reports, publications and web postings. ACPS shall obtain prior approval from Provider of any description of Provider's services for ACPS communications and/or proposal purposes. ACPS will notify the Provider of any

media interest and/or opportunities that relate to the relationship between ACPS and the Provider as noted in this MOU.

4. Publicity and Use of Trademarks. Except as specifically provided for herein, neither party shall use, in its external advertising, marketing programs, or promotional efforts, any data, name, insignia, trademarks, pictures or other representation of the other party except on the specific written authorization by the Provider or ACPS. All requests for authorization must be received in writing by the Provider no later than ten (10) days in advance of the anticipated use date.

VII. GENERAL PROVISIONS

1. Termination. ACPS shall have the right to terminate this MOU at any time, for any reason, effective immediately upon receipt by the Provider of its written notice of termination. In the event of termination by the ACPS, unless such termination shall be specified for cause, Provider shall be entitled to grant payments for services rendered up to that point.

2. Usage Schedule. Both parties agree to honor each other's scheduled events to the greatest extent possible and not to disrupt each other's scheduled programs. Should an unforeseen event occur which precludes a joint-use activity or program from occurring; ACPS will try its best to accommodate the program at an alternate ACPS location, site or room.

3. Notice. Any termination or cancellation notice or any notice required by this MOU shall be in writing and must be delivered by services rendering and confirming receipt (such as registered or certified mail). Alternatively, notices may be sent via a nationally recognized overnight service, or may be personally served upon the appropriate party. The following individuals shall serve as contacts for the respective parties:

Contact Information for Provider:
Dominion Day Community Services Washington, LLC
4600 Duke St. Suite 413
Alexandria Va. 22304
Attn: Darius Brown, MSW
Program Director Elementary Education

Contact Information for ACPS:
Alexandria City Public Schools
2000 North Beauregard Street, Suite 205
Alexandria, VA 22311
Attn: Andrea E. Allen, J.D., Procurement Officer

Alexandria City Public Schools
2000 North Beauregard Street, Suite 202
Alexandria, VA 22311
Attn: Dr. Coleen Mann, Ed.D.,
Coordinator of Volunteer and Community Partnerships

4. Availability of Funds. This MOU shall be deemed executory only to the extent of the budget appropriations available to ACPS. Any extended obligations on ACPS' executory contracts,

which may require extended funding through successive fiscal periods, shall be contingent upon the actual budget appropriations for those subsequent years.

5. Applicable Law; Venue. This MOU shall be construed, governed and interpreted by and in accordance with the laws of the Commonwealth of Virginia, and respective federal laws governing certain grants such as "Head Start" funds. Any litigation with respect to this MOU shall be brought before a court of competent jurisdiction in the Commonwealth of Virginia.

6. Force Majeure. Neither party will be liable for any failure to perform as required by this MOU if the failure to perform is caused by circumstances reasonably beyond its control, such as labor disturbances or labor disputes of any kind, accidents, failure of any governmental approval required for full performance, civil disorders or commotions, acts of aggression, acts of God, energy or other conservation measures, explosions, failure of utilities, mechanical breakdowns, material shortages, disease, thefts, or other such occurrences.

7. Modifications or Amendments. No modifications of this MOU shall be valid unless it is in writing and executed by the parties with the same formality as this MOU.

8. Assignment. Neither party shall assign or otherwise transfer its rights or delegate its obligations under this MOU without the prior written consent of the other party. Any attempted assignment, transfer or delegation of this MOU without such consent shall be null and void. All of the terms and provisions of this MOU shall be binding upon and inure to the benefit of the parties hereto and their successors and assigns.

9. Third-Party Beneficiaries. This MOU is by and between the parties noted herein. No third-party is entitled to rely on any of the representations, warranties and promises contained in this MOU. Further, no party shall assume any liability to any third-party because of any reliance on the representations or warranties contained in this MOU.

10. Entire MOU. This MOU constitutes the entire understanding of the parties with respect to the subject matter herein and supersedes all prior oral and or written MOU with respect to the subject matter herein. This MOU can be modified or amended only by a writing signed by all of the parties.

11. Severability. Should any portion of this MOU be declared invalid or unenforceable for any reason, only that portion which is deemed invalid shall be severable from the cooperative agreement. However, the remainder of this MOU shall remain fully valid and enforceable.

12. Waiver. The failure of a party to enforce any provision in this MOU shall not be deemed a waiver of such right.

13. Third-Party /Non-Provider Use of Facility Space. Third-party use of ACPS' premises is strictly prohibited by the Provider. If Provider desires to use designated ACPS facility for non-program reasons, it must request permission to do so in writing. Moreover, third-party or non-program use will result in additional costs and/or charges to the Provider.

14. Damages. In the event that damage or theft occurs to ACPS' facility, equipment, or space by the Provider or its employee, representative or agent, the Provider will be required to make restitution to ACPS for the cost of repair or replacement of that equipment or space.

15. Independent Contractors. The relationship of the parties to each other is solely that of independent contractors. No party named herein shall be considered an employee, agent, partner or fiduciary of the other except for such purposes as specifically enumerated herein. Nor shall anything contained in this MOU be construed to create any partnership or joint venture between the Provider and ACPS or any of its sites or facilities.

16. Liability and Insurance. Each party shall be acting as independent contractors in the performance of this Agreement, and shall be responsible for the payment of claims for loss, personal injury, death, property damage, or otherwise arising out of any act or omission of their respective employees or agents in connection with the performance of the program services for which they may be held liable under applicable law. Each party shall maintain at its sole expense adequate insurance or self-insurance coverage to satisfy its obligations under this Agreement nothing contained herein shall be deemed an express or implied waiver of the sovereign immunity of ACPS or the Commonwealth of Virginia.

17. ACPS' Insurance Coverage. The Commonwealth of Virginia, its institutions, representatives, employees and agents thereof, are covered by the Risk Management Plan of the Commonwealth of Virginia to the limits prescribed by law. This coverage does not extend to the Provider or any of its employees, representatives, and/or agents. ACPS shall maintain, at its sole expense, adequate insurance or self-insurance coverage to satisfy any of its obligations under this Agreement. Nothing contained herein shall be deemed an express or implied waiver of the sovereign immunity of ACPS or the Commonwealth of Virginia.

18. Limitation of Liability. ACPS shall not be responsible for the negligent acts or omissions of its representatives, agents and employees that may cause injury to persons not a party to this MOU. Nothing herein shall be deemed a waiver of the sovereign immunity of the Commonwealth of Virginia, or any agency or political subdivision therein.

19. Indemnification by the Provider. The Provider shall indemnify and hold harmless ACPS, its employees, representatives and/or agents (collectively referred to as the "Indemnified Parties") from and against any and all liability, damages, or costs arising from, or by virtue of: (i) any act, failure to act, or negligence on the part of any agent, representative, employee, or staff member of the Provider occurring in connection with any activity which is the subject of this MOU; (ii) any breach by the Provider of its obligations under this MOU; and/or (iii) any breach by the Provider of any of its duties or obligations under (HIPAA or FERPA). The Provider shall reimburse ACPS and the Indemnified Parties for all damages, costs, and expenses, as incurred, including but not limited to: (i) the amount of a judgment or settlements; (ii) all costs and expenses of any type in defending such claims; and (iii) reasonable attorneys' fees, including but without limitation, any legal fees required to enforce this MOU. The right of ACPS and ACPS' Indemnified Parties hereunder shall be in addition to any other rights that each may have under this MOU or as a matter of law or equity. The Provider shall be solely responsible for the acts or omissions of its employees, agents, representatives or staff members under this MOU. Nothing herein shall require the Provider to indemnify the Indemnified parties for their own negligence or intentional conduct or acts committed that are not related to this MOU. The Provider's indemnity

obligations hereunder shall not be limited by any limitation on the amount of damages that it may owe (or those for whom it is liable or responsible may owe) under any employee benefit acts, including but not limited to Workers' Compensation and disability acts. The Provider shall further defend the Indemnified Parties using legal counsel selected by the Indemnified Parties. It is the sole obligation of the Provider to pay attorneys' fees and costs in connection with such defense, or to reimburse the ACPS or the Indemnified Parties for such attorneys' fees and costs.

20. Legal Compliance. The Provider shall make every effort to emphasize to each staff member or employee involved with all ACPS activities, the importance of conforming and adhering to all applicable executive orders, federal, state and local laws, rules and regulations and policies in effect which govern the ACPS facility or site.

21. Drug-Free Workplace. The Provider shall: (i) provide and maintain a drug-free workplace for its employees; (ii) post in conspicuous places, which is made available to its employees and applicants for employment, a statement notifying employees that the unlawful manufacture, sale, distribution, dispensation, possession, or use of a controlled substance or marijuana is prohibited in the contractor's workplace and specifying the actions that will be taken against employees for violations of such prohibition; (iii) state in all solicitations or advertisements for employees placed by or on behalf of the contractor that the contractor maintains a drug-free workplace; and (iv) include the provisions of the foregoing clauses in every subcontract or purchase order of over $10,000.00 dollars, so the provisions will be binding upon each subcontractor or vendor.

22. Debarment Clause. The Provider certifies that neither the Commonwealth of Virginia, nor any other jurisdiction within the United States, currently debars or prohibits it from offering the types of goods and/or services covered by this MOU, nor is it an agent of any person or entity that is currently so debarred.

23. Background Check and Security Provisions. The Provider shall inform its employees, representatives and agents that his or her placement in an ACPS school or facility will be contingent upon the results of a criminal background check, background verification as well as a Sex Offender Registry Search. The failure to successfully pass ACPS' background check shall serve as grounds for immediate dismissal or removal of that employee, agent or representative from any program administered on an ACPS site or facility.

24. Provider's Criminal Certification. The Provider certifies that neither it, nor any of its employees, representatives, or agents has been convicted of: (i) a felony or any offense involving the sexual molestation or physical or sexual abuse or rape of a child; and/or (ii) a crime of moral turpitude. A conviction of the above-crimes shall serve as immediate disqualification and/or removal of that employee, representative, or agent.

25. Immigration Reform Compliance. Provider certifies that it does not, and shall not during the performance of the contract for goods and services in the Commonwealth; knowingly employ an unauthorized alien as defined in the Federal Immigration Reform and Control Act of 1986.

26. Conflict of Interest. As of the date of this MOU, ACPS represents that it is not a party to any oral or written contract or understanding or legal or regulatory obligation that will in any way limit or conflict with its ability to fulfill the terms of this MOU.

27. Non-discrimination. The Alexandria City Public School Board and the Provider do not discriminate on the basis of race, color, origin, sex, disability, age, religion, sexual orientation, marital status, status as a parent, or pregnancy in its programs and activities. Please direct all inquiries regarding ACPS' non-discrimination polices to: Alexandria City Public Schools, Executive Director of Human Resources, 2000 N. Beauregard St., Alexandria, VA 22311, and (703) 824-6946.

In witness whereof, the parties hereto have executed this Memorandum of Understanding on this 14th **DAY of December, 2011.** May 2012

CONSENTED and AGREED TO BY:

ALEXANDRIA CITY PUBLIC SCHOOLS

By: _____
Andrea Allen, J.D., Procurement Officer

Date: 5/14/2012

By: _____
Dr. Madye Henson, Deputy Superintendent

Date: 4/12/12

PROVIDER OR NAME OF PROGRAM

By: _____, MSW
Darius Brown, MSW., Program Director Elem. Ed.

Date: 12-9-11

MEMORANDUM OF UNDERSTANDING BETWEEN THE SCHOOL BOARD OF Alexandria City Public Schools, 2000 North Beauregard Street, Alexandria, VA 22311 AND Youth Excel and Advancement, LLC, 4222 BonnieBank Road, Suite 102, Richmond, VA 23234

THIS MEMORANDUM OF UNDERSTANDING ("Memorandum") is made and entered into the 13th day of June, 2011, by and between the **SCHOOL BOARD of Alexandria City Public Schools,** ("School Board") and Youth Excel and Advancement, LLC).

This agreement outlines the purpose, scope of services, and responsibilities entered into by Alexandria City Public Schools and Youth Excel and Advancement, LLC.

PURPOSE

The purpose of this Memorandum is to establish an expectations and an ongoing relationship between Alexandria City Public Schools and Youth Excel and Advancement, LLC.

SCOPE OF SERVICES

Through this agreement, the following understandings about services are established:

1. Fees:
    a. No participation fees will be charged to families.
    b. No Cost. This MOU is a non-monetary agreement between the parties and is not intended to result in any direct or indirect costs to ACPS.

2. Services to be provided:
    a. Individualized Service Plans that are aligned with Individual Education Plans (IEP) or student support plans
    b. Processing and skills development groups
    c. Behavior modification and incentive program aligned with school-wide, program, and or classroom behavior management programs
    d. Parent involvement
    e. Crisis intervention
    f. Collaboration with Division and school-based staff

3. Procedures:
    a. Assist Alexandria City Public Schools to identifying students who would benefit from additional support during the school day to avoid an out of school placement;

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b. Recommend steps to Alexandria City Public Schools that are required to successfully transition into each facility to begin providing services;
c. Work with eligible students and families to develop an Individual Service Plan for each student that focuses on anger management, social skills, peer mediation, conflict resolution, and other areas of need that will ensure that each child served is building on the skills needed to be a productive student; and
d. Youth Excel and Advancement, LLC will meet with the liaison from Alexandria City Public Schools on an ongoing basis to review reports and status updates that include but are not limited to assessments, Individual Service Plans and quarterly reports.

4. Training:

a. Staff and supervisors of Youth Excel and Advancement, LLC will work closely with the Alexandria City Public Schools' liaison both initially and ongoing to ensure that the staff of Youth Excel and Advancement, LLC is knowledgeable and up to date with pertinent Alexandria City Public Schools' policies and procedures.
b. Supervisors with Youth Excel and Advancement, LLC will work with each school principal, or designee, during transitions so that staff of Youth Excel and Advancement, LLC, as well as the staff from each school gain a full understanding of each school's policies and procedures and the roles and responsibilities for all involved.

5. Program Implementation and Post-Implementation Support

a. Youth Excel and Advancement, LLC will work closely with each school to determine the optimal schedule and location of the sessions, as well as define a balanced work flow that provides Alexandria City Public Schools with the necessary documentation for its files as well as meets minimum licensing standards for Youth Excel and Advancement, LLC.
b. Employees will arrive at school prior to student arrival and remain within the school until student departure time.
c. Youth Excel and Advancement, LLC will request and obtain a signed release of information from parents that allows the exchange of information between Youth Excel and Advancement, LLC and Alexandria City Public Schools.
d. Collaborate regularly with ACPS staff to identify and assist in the development of behavior support plans that address the needs of students being served.
e. Collect and maintain data to include the behavior that leads to removal from class, dates and times of removal, duration of removal from classroom, strategies and interventions implemented, student response, and impact on student behavior.

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f. Agency employees will provide feedback and updates on the progress of all students being served.
g. Agency employees will participate in ongoing multidisciplinary team meetings as scheduled by school-based teams.
h. The administrative staff of Youth Excel and Advancement, LLC will provide supervision of the day support program and will work to mold and shape the program to meet the growing needs of Alexandria City Public School.

6. Program goals

- Provide linkage to community resources
- Monitor student's academic performance and attendance
- Enhance services already provided by the school system
- Improve student-teacher relationships
- Encourage goal setting by students
- Address behavior issues that interfere with school performance
- Help students develop conflict resolution and anger management skills
- Facilitate a decrease in the incidence of disciplinary action
- Intervene with attendance and truancy related issues
- Provide on-site crisis intervention
- Identify the strengths and talents of each student
- Drug and alcohol counseling

7. Expected Outcomes

- Prevent at-risk youth from involvement with the juvenile court system
- Prevent out-of-school placement
- Improved academic, behavior and social skills performance

RESPONSIBILITIES OF THE PARTIES

In order to produce success of the day support program, a working partnership between Youth Excel and Advancement, LLC and school administration needs to occur. The following represents the respective obligations of each party.

1. Alexandria City Public Schools:

a. Provide consistent and accurate information as it relates to current students and their needs.
b. Provide Youth Excel and Advancement, LLC with space within its facilities to stage its employees on a daily basis and areas wherein the employees can provide individual and/or group sessions.

2. Youth Excel and Advancement, LLC:

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a. Provide the minimum licensure endorsement for employees providing services to students.
b. Collect, maintain, and share pertinent information regarding students receiving services to include, but not limited to assessment/evaluation, progress monitoring, and outcome data.
c. Provider and Principal Meetings: Youth Excel and Advancement, LLC will host quarterly meetings with Principals of the involved schools. These meetings will take place in August, November, February and May. These meetings are an opportunity for the principals and Youth Excel and Advancement, LLC to share timely information, to work together to solve problems and to plan for the future. Youth Excel and Advancement, LLC shall be prepared to report detailed status updates during meetings.
d. Provide Alexandria City Public Schools an end-of-year report addressing the program effectiveness and impact on students served. Data to be provided shall include, but not be limited to referral data, student groups served, strategies and interventions used, frequency and duration data, student response to strategies and interventions, number of cases opened and terminated, etc.

Terms:

The term of this Agreement shall commence as of June 13, 2011 and shall continue terminating as of June 30, 2012, unless earlier terminated as provided herein. This Memorandum of Understanding may be extended for three (3) one year periods if agreed upon by both parties in writing.

Termination: ACPS shall have the right to terminate this Agreement at any time, for any reason, effective immediately upon receipt by Youth Excel and Advancement, LLC of written notice of termination.

Governing Law: This contract shall be governed in all respects by the laws of the Commonwealth of Virginia and any litigation with respect thereto shall be brought in the courts of the City of Alexandria. Youth Excel and Advancement, LLC shall comply with applicable federal, state and local laws and regulations. These Conditions and Instructions shall be applicable to the extent that they are non-contradictory to the proposal terms and/or instructions on the following pages. The Contractor certifies that he does not and will not during the performance of the Contract violate the provisions of the Federal Immigration Reform and Control Act of 1986, which prohibits employment of illegal aliens.

Liability and Insurance: Each party shall be acting as independent contractors in, the performance of this Agreement, and shall be responsible for the payment of claims for loss, personal injury, death, property damage, or otherwise arising out of any act or omission of their respective employees or agents in connection with the performance of the Services for which they may be held liable under applicable law. Each party shall

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maintain at its s expense adequate insurance or self-insurance coverage to satisfy its obligations under this Agreement nothing contained herein shall be deemed an express or implied waiver of the sovereign immunity of ACPS or the Commonwealth of Virginia.

Independent Contractor: Youth Excel and Advancement, LLC acknowledges that it is an independent contractor providing services to ACPS and is not an employee or agent of ACPS. Youth Excel and Advancement, LLC acknowledges that it may not enter into agreements on behalf of ACPS or otherwise obligate ACPS in any manner and that Youth Excel and Advancement, LLC will not hold itself out as having authority to do so Youth Excel and Advancement, LLC shall be solely responsible for the payment of all applicable taxes imposed upon Youth Excel and Advancement, LLC and ACPS's Principal Contact as a result of the compensation paid under this Agreement.

Debarment Status: Contractor certifies that the Commonwealth of Virginia does not currently debar them from offering the type of goods or services covered by this contract, nor are they an agent of any person or entity that is currently so debarred.

Conflict of Interest: As of the date of this Agreement, Youth Excel and Advancement, LLC represents that it is not a party to any oral or written contract or understanding or legal or regulatory obligation that will in any way limit or conflict with its ability to fulfill the terms of the Agreement.

In accordance with Virginia State law, ACPS policy DJF requires any contractor or his employees that will be in the presence of students during regular school hours or during school sponsored activities certify that he/she has not been convicted of any felony or any offense involving the sexual molestation or physical or sexual abuse or rape of a child. A confirmation that a background check on each employee that will be having contact with ACPS students is required prior to them entering a school. A hard copy must be supplied to the ACPS Program manager.

Youth Excel and Advancement, LLC shall submit quarterly enrollment reports. Enrollment reports are due on November 1st, 2011, January 17, 2012,March 24, 2012 and June 1, 2012. Youth Excel and Advancement, LLC shall submit a mid-year progress report on December 15, 2011 and final progress report on July 15, 2011. Youth Excel and Advancement, LLC may be asked to complete other reports as needed.

Youth Excel and Advancement, LLC hereby acknowledges and agrees that any confidential documents and/or data provided by the schools, shall not be disclosed, discussed or transferred to any third party not party to this MOU, and any student data or information provided to Youth Excel and Advancement, LLC shall only be disclosed to employees of Youth Excel and Advancement, LLC and school employees who are directly involved in the Youth Excel and Advancement, LLC's program, or to other parties so long as no personally identifiable information is discernable.

Upon the expiration of this MOU, all student data and information shall be returned to the schools or destroyed. Youth Excel and Advancement, LLC shall provide written

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verification that all copies of student data, information and documents, including electronic or other media versions, have been returned to the schools or destroyed. Youth Excel and Advancement, LLC shall, however, be allowed to continue to possess aggregate numbers and statistics created based on student data which is used to measure the effectiveness of the Youth Excel and Advancement, LLC's program.

RESPONSE

This MOU correctly sets forth the understanding of the day treatment program to be delivered to Alexandria City Public Schools

Andrew E. A — 6/22/11

Procurement Officer- Alexandria City Public Schools — Date

LaMar Taylor Regional Director YEA — 6/28/11

Youth Excel and Advancement, LLC — Date

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