Virginia Board of Education Agenda Item

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

Title	First Review of Requests for Continued Ratings of Conditionally Accredited from Norfolk City School Board and Northampton County School Board		
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Purpose of Presentation:
Action required by Board of Education regulation.

Previous Review or Action:
Previous review and action. Specify date and action taken below:
Initial Ratings of *Conditionally Accredited* Approved by the Board of Education on October 27, 2011

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 Norfolk City School Board for Lindenwood Elementary and Northampton County School Board for Kiptopeke 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 include 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:

Lindenwood Elementary School in Norfolk City and Kiptopeke Elementary School in Northampton County were previously identified as persistently low-achieving Tier 1 schools as defined by U. S. Department of Education (USED) for the 2010 1003(g) School Improvement Grant (SIG) federal funding. For the purposes of federal funding available under 1003(g) of the *No Child Left Behind Act of 2001*, a persistently lowest-achieving Tier 1 school is defined as a Title I school in improvement, corrective action, or restructuring that is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring based on the academic achievement of the "all students" group in reading/language arts and mathematics combined and the school has not reduced its failure rate in reading/language arts and/or mathematics by 10 to 15 percent each year for the past two years.

In 2011, Norfolk City Public Schools selected Pearson Education as its Lead Turnaround Partner (LTP) for Lindenwood Elementary School and as such met the requirements of reconstitution as a change in governance. The school selected to implement the Transformation Model, one of four approved USED models. The Norfolk City Public Schools was awarded 1003(g) SIG funds for a three-year total of $1,758,099.

Northampton County Public Schools selected Edison Learning as its LTP for Kiptopeke Elementary School and as such met the requirements of reconstitution as a change in governance. The school selected to implement the Transformation Model, one of four approved USED models. The Northampton County Public Schools was awarded 1003(g) SIG funds for a three-year total of $2,368,132.

Both schools have implemented alternative governance through a contract with the LTP selected. The Memorandum of Understanding (MOU) between Norfolk City Public Schools and Pearson Education is included as Attachment A. The MOU between Northampton County Public Schools and Edison Learning is included as Attachment B. The LTP's proposals to the Virginia Department of Education (VDOE), which were approved through the RFP process, are available at http://www.doe.virginia.gov/school_finance/procurement/. Norfolk City Schools has designated an Internal Lead Partner (ILP) to oversee and manage implementation of the SIG as well as serve in the capacity of liaison between school leadership and the LTP. Together, the ILP (Norfolk), representative(s) from the external LTP, and school leadership from the school transformation team make decisions and drive the schools' reform efforts.

Lindenwood Elementary School and Kiptopeke Elementary School were each granted the rating of *Conditionally Accredited* in 2011 based on the schools' reconstitution efforts and their implementation of the USED Transformation model. Both schools are requesting the rating of *Conditionally Accredited* for a second year. Attachment C provides the explanation and rationale for the request from Norfolk City School Board, and Attachment D provides the explanation and rationale for the request from Northampton County School Board.

State Accountability- Accreditation Designation

Lindenwood Elementary School based on Statewide Assessment Pass Rates

Year	Accreditation Rating	Based on Statewide Assessments in	Areas of Warning
2008-2009	*Accredited with Warning*	2007-2008	English, Mathematics, Science
2009-2010	*Accredited with Warning*	2008-2009	English
2010-2011	*Accredited with Warning*	2009-2010	English, History, Science
2011-2012	*Conditionally Accredited*	2010-2011	English
2012-2013	Pending Board Approval	2011-2012	Mathematics

Kiptopeke Elementary School based on Statewide Assessment Pass Rates

Year	Accreditation Rating	Based on SOL Assessments in	Areas of Warning
2008-2009	*Accredited with Warning*	2007-2008	Mathematics, History, Science
2009-2010	*Accredited with Warning*	2008-2009	Mathematics, History, Science
2010-2011	*Accredited with Warning*	2009-2010	English, Science
2011-2012	*Conditionally Accredited*	2010-2011	History
2012-2013	Pending Board Approval	2011-2012	Mathematics

Federal Accountability

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)*, Lindenwood Elementary School and Kiptopeke Elementary School have been identified as priority schools. 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. Lindenwood Elementary and Kiptopeke Elementary were identified under Criterion A.

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 D	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 Sanction for Lindenwood Elementary

Year	Based on Assessments in	Federal Status
2009-2010	2008-2009	Did not make AYP – Mathematics - Year 1
2010-2011	2009-2010	Did not make AYP – Mathematics - Year 2
2011-2012	2010-2011	Did not make AYP – Mathematics - Year 3
2012-2013	2011-2012	Identified as a Priority School (Criteria A)

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

Group	Reading AMO	Reading Pass Rate	Mathematics AMO	Mathematics Pass Rate
All Students	85%	80%	61%	32%
Gap Group 1`	76%	79%	47%	30%
Gap Group 2	76%	78%	45%	28%
Gap Group 3	80%	100%	52%	60%

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 Sanction for Kiptopeke Elementary School

Year	Based on Assessments in	Federal Status
2009-2010	2008-2009	Did not make AYP – English and mathematics - Year 2
2010-2011	2009-2010	Did not make AYP – English and mathematics - Year 3
2011-2012	2010-2011	Did not make AYP – English and mathematics - Year 4
2012-2013	2011-2012	Identified as a Priority School (Criteria A)

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

Group	Reading AMO	Reading Pass Rate	Mathematics AMO	Mathematics Pass Rate
All Students	85%	76%	61%	59%
Gap Group 1	76%	72%	47%	53%
Gap Group 2	76%	72%	45%	52%
Gap Group 3	80%	70%	52%	55%

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

Lindenwood Elementary School

Assessment Type	Statewide Pass Rates – Based on Assessments in Years -				
	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Reading	62%	69%	65%	72%	80%
Mathematics	68%	71%	71%	67%	32%
Science	53%	76%	68%	69%	75%
History	64%	80%	69%	81%	81%

Kiptopeke Elementary School

Assessment Type	Statewide Pass Rates – Based on Assessments in Years -				
	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Reading	65%	80%	69%	73%	76%
Mathematics	61%	66%	69%	69%	59%
Science	54%	64%	66%	73%	79%
History	62%	67%	72%	60%	76%

Technical Assistance

Schools granted ratings of *Conditionally Accredited* are required to participate in technical assistance from the VDOE. Both Lindenwood Elementary School and Kiptopeke Elementary School implemented the USED Transformation Model in their first year rated *Conditionally Accredited*. The principals, internal lead partners, and a VDOE-contracted lead turnaround partner facilitator participated 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 were provided a series of technical assistance activities provided via webinars and monthly meetings. In the coming year, the schools will continue to participate in both the technical assistance initiatives from the VDOE and in specified technical assistance delivered by the LTP in accordance with each school's contract with the LTP.

Using research-based indicators that lead to increased student achievement is imperative for improvement. As part of the Transformation Model requirements, the schools will continue to 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 auditors assigned to these schools.

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 continued ratings of *Conditionally Accredited* for Lindenwood Elementary School from the Norfolk City School Board and Kiptopeke Elementary School from the Northampton County School Board.

Memorandum of Understanding

Between

Norfolk Public Schools

and

NCS Pearson, Inc.

August 1, 2012

THIS MEMORANDUM OF UNDERSTANDING ("**MOU**") constitutes an agreement between Norfolk Public Schools (the "**District**" or "**Customer**") and NCS Pearson, Inc. ("**Pearson**"). The District desires to engage Pearson to deliver certain professional services as more specifically described below.

I. PROJECT OVERVIEW

This MOU sets forth the Scope of Services for the second year of implementation for **Lindenwood Elementary School.**

Pearson's strategy and planned engagement is built upon the specifications embedded in the Virginia Department of Education's design for Lead Turnaround Partners. This MOU is consistent with that plan and the VDOE approval given to Pearson under award number E-100329-149-099.

II. SERVICE DELIVERY TERM

The term of this MOU will commence on August 1, 2012 and expire on June 30, 2013.

III. SCOPE OF SERVICES

The following sets forth the services to be delivered by Pearson to Lindenwood Elementary School in support of its year two implementation plan for SY2012-13.

Year 2 Plan: Pearson's Schoolwide Improvement Model - Intensifying the Work and Building Capacity

Introduction

Lindenwood Elementary School is going into its second year of working with Lead Turnaround Partner (LTP) Pearson to implement strategies to improve student success using SIG grant funding. Work during SY2012-13 will build on all that was accomplished and intensify what was begun during the previous year. Lindenwood has made strides in changing the culture of the school and implementing some instructional strategies that add rigor to student learning. This Year 2 Plan will intensify the focus on instruction across all grade levels and content areas, continuing to build capacity within the school, and beginning to put processes in place to ensure sustainability of improvement efforts when the grant ends and LTP support is no longer available. As detailed below, the first step in implementation is a Planning Conference. The focus of that conference is to review all data for the school and further refine the implementation plan described herein to meet Lindenwood's unique needs. The Planning Conference provides the opportunity and flexibility to fine tune details around the implementation plan described herein. Adjustments are often made during the year to reflect progress attained and specific areas that need more focus.

Help Your Students Achieve the Virginia Standards of Learning
Helping Lindenwood Elementary School meet the demands of the Virginia Standards of Learning and associated assessments (SOLs) is the foundation of the work. Lindenwood's Year 2 Plan has been crafted from the ground up to support the SOLS, to recognize the work that has been done, and to validate the progress that has been made. The Year 2 Plan continues the schoolwide instructional focus – all grade levels and all content areas. Additional concentration on Literacy/English language arts (ELA) and mathematics provides scaffolding to help teachers align their instruction to the SOLs. The Plan features a continued focus on Academic Language, the strategies of effective lessons, and learner competencies that encourage students to develop as independent learners, thereby strengthening the foundation for College and Career Readiness further down the road. Lindenwood's Year 2 Plan provides support for teachers to adapt their own curriculum materials to achieve the curriculum and instructional alignment that is required for students to meet the demands of the SOLs and to perform at high levels on the new assessments.

Provide High-Quality Instruction For All Students
Lindenwood will focus on high-quality instruction for all students by placing a primary emphasis on building the quality of the core instructional program—Tier 1 as defined in Response to Intervention (RtI). At the foundation of RtI is the concept that the instructional needs of the vast majority of students should be accommodated within the core instructional program. Since we take seriously the idea of high standards for all students, then we need to focus on how to organize instruction and learning within the core instructional program to meet that expectation. When the quality of "first" instruction is maximized, the number of students requiring supplementary support through Tier 2 and Tier 3 interventions is likely to be reduced as more students' learning needs are met within the regular classroom. In this way Tier 2 and Tier 3 interventions can be reserved for students whose needs cannot be met within the regular classroom and targeted specifically to these students' needs.

Reach Every Student, Every Subject, Every Day
Comprehensive and sustainable school improvement requires more than a focus on English language arts and mathematics. Essential as these core subjects are, they occupy only a portion of each student's day at school and involve only a fraction of the teaching faculty. Schoolwide improvement requires an approach that impacts—every day—teaching and learning for all students across all content areas (both core and elective) and leads to change in the systems that organize and link programs and practices throughout the school. Lindenwood staff has made progress this school year and is beginning to raise the bar on instructional rigor. Lindenwood's Year 2 Plan is designed to take schoolwide, high-quality instruction for all students to a higher level.

The Ingredients of Improvement

Lindenwood's Year 2 Plan continues to touch on five critical areas, each contributing to comprehensive, schoolwide improvement, capacity building, and sustainability.

1. Standards-Aligned Curriculum, Instruction, and Assessment
Standards-based learning, and the alignment of curriculum, instruction and assessment to the Virginia Standards of Learning continue to be the foundation of Lindenwood's Year 2 Plan. The Plan emphasizes the need for Lindenwood's staff to have collective commitment to systemic improvement to provide high-quality instruction for all students by combining deeper content area concentrations in math and literacy/ELA with their schoolwide focus on instructional practices that support students' development of College and Career Readiness. The concentrations in math and literacy/ELA include alignment of Tier 2 and Tier 3 academic interventions with the core (Tier 1) instructional program.

2. High-Performance Leadership, Management, and Organization
Lindenwood Elementary School will support school improvement and deepen its efforts at every level by:

- Empowering staff through distributed leadership
- Balancing support and pressure to help teachers transform their practices
- Focusing the school on organization-wide activities proven to positively impact student success

The district has also committed to supporting the Year 2 Plan so that Lindenwood can achieve deeper implementation of strategies ensure high student achievement.

3. High Achievement and Engagement
Complimenting Lindenwood's focus on standards-aligned instruction is a culture of high expectations for student achievement and strategies to build parent and community commitment to high expectations for student achievement. Support for students' commitment to their academic success, particularly when it comes from their parents, galvanizes learning. Strong family and community support, coupled with standards-aligned instruction,

connects students' engagement in learning with their social and emotional development. The result is a stable and healthy learning environment that promotes academic achievement. Lindenwood's administration recognizes the importance of family and community support and on-going communication as evidenced this past year and will continue to strengthen these ties and initiatives.

4. Data-Driven Culture
While continuing to center on the work of the Leadership Team, Lindenwood's Year 2 Plan calls for enhancing the role of the established Professional Learning Communities (**"PLCs"**) to solidify a data-driven school culture. This focus on building habits of appropriate and effective use of data to guide decisions will extend over time to an ever increasing number of teachers and school staff, thereby impacting and improving all aspects of school policy and practice. Data sources include both academic progress and achievement data and information related to students' engagement in learning. Special attention is given to examining how academic interventions support students' progress toward meeting the standards in relation to the outcomes that the data validate.

5. Sustainability for Continuing Improvement
Capacity building for continuing improvement is another focus of Lindenwood's Year 2 Plan and includes some of the following examples:

- Strengthening the PLCs that are in place and establishing an Engagement PLC
- Incorporating instructional strategies into learning strategies through cycles of planning, practice, and reflection on practice
- Securing and maintaining stable settings for focusing on the work needed to achieve school improvement with less and less need for Pearson Field Specialist support in maintaining that stability
- Utilizing Pearson's technical support to promote continuous improvement via distributed leadership and collaboration, as well as through professional development, coaching, and technical support
- Adjusting and sustaining implementation over time to ensure capacity-building and a gradual transfer of responsibility from Pearson staff to Lindenwood staff that enables the school to take the driver's seat in its continual improvement process.

A Walk Through the Year 2 Plan

What follows below are some of the highlights of the work the will be done during SY2012-13 in each of these areas described above. The work will be further refined during the Planning Conference to include Lindenwood's input. It is in the Planning Session that details how the implementation is adapted to fit the school's specific needs. The PLCs that Lindenwood has established play a critical role in doing the work described below. An Engagement PLC will focus more deeply on high achievement and engagement where engagement is used in the widest definition of the word.

All about Teaching: Standards-Aligned Curriculum, Instruction, and Assessment
Development of Academic Language and Independent Learner Competencies should start early and cross all content areas and grade levels. Academic Language is the formal discourse, both written and oral, that is used in schools. It is the vehicle used to convey complex information (as well as analyze it), express ideas, present arguments, propose solutions, and defend points of view. It differs from conversational language in terms of informational density, grammatical complexity, and use of technical and abstract vocabulary. We know that Academic Language does not come naturally and must be learned.

Independent Learner Competencies strengthen students' capacity for self-directed, independent learning. They align with the concept of building executive functions and higher-order complex tasks, alone or in collaboration with others, without the need for constant direction. Students can develop these competencies at an early age as long as they have consistent support to meet age-appropriate expectations.

The continued focus on literacy helps the school strengthen their program so that all students can achieve the high levels of student performance in reading, writing, and speaking required by the SOLs. And, the same can be said for mathematics. The following aspects of teaching literacy and mathematics at the elementary level in Year 2 are included in this focus:

Literacy

- Build knowledge and skills related to instruction aligned to the SOLs and plan instruction using the school's curriculum materials.
- Use the strategies established last year to build students' Academic Language and Independent Learner Competencies into instruction.

- Incorporate further strategies that will include age-appropriate techniques for close reading, attending to purpose and audience, planning and organizing work, and taking responsibility for self-assessment and revision.
- Focus on oral-language development in the primary grades
- Enhance scaffolds to support access to learning for English Language Learners and students with disabilities.
- Enhance Lindenwood's independent reading program with a focus on knowledge and skills of reading comprehension consistent with the SOL requirements, including a range of text types, tasks, and text complexity.
- Deepen writing instruction and practice, including the study of text types and purposes.
- Investigate the SOL demands of text complexity and implications for curriculum and instruction.
- Use SOL assessment-related performance tasks to build knowledge of SOL demands and expected levels of performance and consider implications for curriculum and instruction.
- Develop knowledge and skills in using data, including instructional artifacts and student work, to drive instructional decisions.

Math

- Build knowledge and skills related to instruction aligned to the SOLs and plan instruction using the school's curriculum materials.
- Use the strategies established last year to build students' Academic Language and independent Learner Competencies into instruction.
- Incorporate further strategies focused on planning and organizing work, and taking responsibility for self-assessment and revision.
- Enhance scaffolds to support access to learning for English Language Learners and students with disabilities.
- Use SOL-related performance tasks to build knowledge of SOL demands and expected levels of performance and consider the implications for curriculum and instruction.
- Develop knowledge and skills in using data, including instructional artifacts and student work, to drive instructional decisions
- Ensure that math best practices are well established in classrooms

All About Leadership: High-Performance Leadership, Management, and Organization

While the Standards-Aligned Instruction component provides the focus for much of the content, Leadership serves as the engine that drives the implementation process and monitors progress towards improved student achievement, supporting the principal's capacity to develop the role of strategic instructional leader. The school's Leadership Team, in turn, serves as the Leadership component's ignition and navigator. Lindenwood's Year 2 Plan includes a focus on the following:

- Sustaining a vision of improvement built on the goal of establishing all students on the pathway to Career and College Readiness and reflecting on the diverse needs of students in achieving the mission.
- Providing the anchor for deepening the data-driven culture consistent with the school's mission. Nurturing the use of data among PLCs.
- Driving and managing implementation of the Year 2 plan with a focus on staying on track and making sure resources and attention are focused on quality implementation.
- Monitoring progress and quality of implementation. Redirecting activity as indicated.
- Developing and nurturing collaboration using a systems approach to engage the entire school in shared responsibility and shared learning.

All About Data: The Data-Driven Culture at Your School

Research provides substantial evidence of the importance of an effective data-driven culture as a necessary driver of a high-performing school. Having a data-driven culture means that systematic use of data is embedded into the daily functioning of the school. Data use becomes the "way we do it" and stops being a separate, isolated activity. Instead data use is incorporated into meetings, curriculum planning, professional development, and, most importantly, into daily teaching and learning as a matter of course. The school understands that quality data are an integral part of teaching and learning and emphasizes collaborative use of data as a keystone for success. There is an atmosphere of openness, where all are viewed as learners and are open to examining their practice in order to build on strengths and make needed improvements. There is an institutional willingness to use data systematically to reveal important patterns and answer questions about policy, methods, and outcomes.

The work for Year 2 expands the foundation of knowledge and practice for data-driven culture to the PLCs. Data-driven practices of the Leadership Team and Principal, Assistant Principal and other members of the administrative team are deepened.

Activities are designed to develop further the capacity of the Leadership Team and the PLCs to systematize the processes of connecting performance and instruction scaffold the learning about data use. These activities are

conducted in series that are repeated throughout the year. Each series of activity starts with a knowledge-sharing professional development module. These modules include the content, information, techniques and protocols for effectively using data. The topics developed in these modules reflect the building blocks of an effective Data-Driven Culture. Lindenwood has made more progress in some of the areas listed below and less in others during their first year. During the Planning Conference the team will agree on adjustments that need to made and determine the focus for Year 2 work.

- The Language of Assessment and Data
- Investigating Data
- Analyzing Student Work:
- Triangulating and Reframing
- Describing Current Practice
- Identifying Strategies to Address Problems of Practice
- Measuring and Improving

Each of these knowledge-building modules connects to a cycle of guided practice and application by the Leadership Team. These cycles of knowledge-building, guided practice, and application are connected together in a recursive cycle that lays the foundation of a schoolwide data culture.

All about Students: High Achievement and Engagement
High Achievement and Expectations overlap with both Standards-Aligned Instruction and Leadership. Both draw together the complex web of connections between students' engagement in and commitment to learning and their circumstances and experience outside the classroom environment, including the messages they absorb about the importance of doing well in school and their capacity to do so.

On the one hand, High Achievement and Engagement concerns macro-level school policies and programs that connect the school with its larger community. On the other hand, this component revolves around the most individual of issues, personalization. That is, the question of how students develop confidence in themselves as learners so they can create ambitions and cultivate hope and promise for their futures. Integrating the macro with the micro requires close linkages between work on this component and the work of the school's Leadership Team and between this component and the work of teachers and students on Standards-Aligned Instruction.

Work during SY2012-13 will center on connecting a classroom culture of engagement to a school culture of high expectations and support for achievement. This involves building on systems of support for student engagement and high achievement that are already in place.

- Expanding parent and community involvement in the independent reading program
- Continuing to engage community organizations in provision of supports for student engagement and assuring students have timely access to supports.
- Expanding classroom engagement to a community-wide culture of high expectations. Communicating the importance of and strategies for students' achievement to all communities - schools, parents, outside community, and engaging each of these groups in supporting high expectations.
- Validating the knowledge and practice of the Engagement PLC to lead the initiatives that are undertaken to support high achievement and engagement.

Sustainability for Continuing Improvement Component
Sustainability for continuing improvement focuses on the "how" of the work around school improvement. From the outset, the school is put in the driver's seat of its own evolution. How does Lindenwood's Year 2 Plan do it? The Plan incorporates structures and processes for sustaining, monitoring, and adjusting implementation over time to ensure school-level capacity building and a gradual transfer of responsibility from Pearson staff to school staff.

Pearson's framework for improvement is the vehicle through which a school builds capacity gradually in an organic and sustainable way. Examples of the work during Year 2 includes:

- Emphasizing a College and Career Readiness-focused approach to instruction aligned to the SOLs, curriculum and assessment, and engagement
- Creating and maintaining stable settings for focusing on the work needed to achieve school improvement with less and less need for Pearson Field Specialist support
- Further strengthening linkages among settings for school improvement thus establishing systems that add to stable settings
- Nurturing development of the leadership involved in schoolwide improvement implementation and providing a "bench" for school leadership in support of succession planning.
- Expanding the foundation for data-driven culture to PLCs

Implementing the Lindenwood Year 2 Plan

The following information describes the work at Lindenwood for SY2012-13. Implementation is based upon the planning that took place at the Requirements Conference, held earlier this Spring, in order that the Year 2 Plan could be crafted specifically for Lindenwood, recognizing what has been accomplished this year and what the school's goals are for the Year 2 Plan. There will be an opportunity to further refine the details around the work during the Planning Conference also described below. Any and all decisions relating to the refinement of Lindenwood's Year 2 Plan are made collaboratively with the school administration.

Planning Conference
Planning Conference consists of two half-day sessions. The Planning Conference includes the principal and key school personnel as well as the Pearson team. The purpose of the meeting is to develop a detailed implementation plan, set a schedule of cooperative activities and project milestones, schedule key sessions, and establish shared accountability.

Year 2 Institute
The Year 2 Plan Institute initiates the school's process of improvement. It provides face-to-face professional development for the school faculty led by Pearson Field Specialists. Dates for the Year 2 Institute are established in consultation with the School and District. The Year 2 Institute incorporates six linked professional development activities, as follows:

1. Leadership Team Institute
Anchoring the Year 2 Institute is a one-day institute for the Leadership Team designed to launch its work in steering the implementation process for the work in SY2012-13. The Leadership Team includes the Principal, Assistant Principal, PLC facilitators, and designated leaders for functions related to student services and community engagement. The institute's content includes the following:

- Detailing Leadership supports for the Year 2 Plan components
- Outlining the roles and responsibilities of PLCs
- Supporting the deeper implementation of the Virginia Standards of Learning
- Continuing to focus on schoolwide instruction including its purpose, goals for SY2012-13, the role of the PLCs in doing the work, and the role of the Leadership Team in supporting it
- Planning for High Achievement and Engagement
- Continuing the development of a Data-Driven Culture
- Defining implementation expectations, including progress monitoring processes and systems
- Planning around implementation

2. Overview and Visioning Session for the Entire School Faculty
An Overview and Visioning session brings the entire school faculty into the Year 2 Institute, setting the stage for the school's work and serving as a prelude to the one-day session for all faculty that follows. Conducted over a half-day, this session provides an overview of Lindenwood's Plan for Year 2 and how the work on implementation unfolds. It builds on this foundation with an exercise that engages the school in creating a shared vision for teaching and learning in their school and the culture of high achievement and engagement that they will work to create.

3. Schoolwide Instructional Focus Institute
This one-day institute provides a unifying focus for instruction across the school. Teachers plan to launch their work during SY2012-13 around standards-aligned curriculum and instruction. The activities incorporate strategies for helping all students to develop the ability to use Academic Language and for helping them develop Independent Learner Competencies, including scaffolded support for English language learners and students with disabilities. The establishment of effective learning routines and rituals and instructional practices is emphasized throughout the institute.

4. Professional Learning Community Facilitators Training
PLCs are job-alike groups of school staff with a shared focus and area of responsibility for implementation of Lindenwood's Year 2 Plan. This session provides training for the PLC Facilitators. The PLCs that Lindenwood established last year will continue and an Engagement PLC will be established for staff with responsibility for non-instructional student services and community engagement to collaborate. This half-day training session is designed to help PLC Facilitators become familiar with the function of the PLCs, with the role of the PLC Facilitator, and to practice using shared protocols for supporting the success of the PLCs.

5. Literacy/ELA Institute
This institute continues the implementation of curriculum and instruction aligned to the Virginia ELA standards and related assessments. It focuses on improving the quality and rigor of instruction. The institute is delivered separately to teachers of K–2 and teachers of grades 3–5—each for one half day. Institute activities revolve around lessons that model standards-aligned instruction consistent with the EL SOLs.

6. Mathematics Institute
This institute continues the implementation of curriculum and instruction aligned to the Virginia Math standards and related assessments. It focuses on improving the quality and rigor of instruction. The institute is delivered separately to teachers of K–2 and teachers of grades 3–5—each for one half day. Institute activities revolve around establishing effective learning environments for math.

Continuing Implementation through Year 2
Support for continuing implementation throughout the year builds on the foundation established by the Year 2 Institute and includes the ongoing work of the Leadership Team, the Teacher PLCs, and the Engagement PLC.

What the Leadership Team Does
The Leadership Team is expected to meet on matters relating to implementation for approximately one hour at least three times each month and for an extended period of two hours four times during the year (with intervals of approximately three months). These extended meetings are for the purpose of progress monitoring (Progress Monitoring Meetings).

Leadership Team meetings incorporate three important settings: Professional development, progress monitoring, and implementation.

- **Professional Development** is conducted each month during which the team participates in a study of data knowledge and use to build the foundation necessary to establish a Data-Driven Culture. Content includes the language of assessment and data, investigating data, analyzing student work, and triangulating data to reframe performance problems into instructional issues.
- **Progress Monitoring** actually begins prior to the start of school with data gathered during the early engagement conversations between school leadership and Pearson. This data becomes crucial to the Leadership Team as they develop an initial action plan for implementation prior to the beginning of school.
- **Progress Monitoring Meetings**, conducted quarterly, allow the team to track and analyze implementation of the Year 2 Plan across the whole school using various tools, as well as data gathered from PLC meetings and classroom visits conducted by the principal and assistant principal.

Implementation Meetings occur at least every other week. Led by the principal, team members engage in decision making about the status of implementation and problem solve issues where needed. During these meetings, the principal and assistant principal share findings from classroom visits where they looked for evidence of the PLC learning and practices in which staff members are engaged. PLC Facilitators, in turn, report on implementation progress and challenges from their PLC meetings. The Leadership Team applies knowledge from Data-Driven Culture modules as team members analyze student work, address issues relating to the creation of a data collection system and/or engage in periodic Focus Walks to monitor implementation schoolwide.

What Teacher Professional Learning Communities Do
PLCs support collaboration among teachers to build the quality of literacy/ELA and math curriculum and instruction. They also stimulate collaboration among teachers to deepen their work around schoolwide instruction, focusing on instructional strategies to support students' development of Academic Language and Independent Learner Competencies.

Each PLC should meet 15 times during the year on a cycle that allows for flexibility in scheduling while assuring continuity of work. Meetings are designed to fit into a class period to allow them to be held during the school day, but they can also take place before or after school.

Meeting protocols guide a process of teachers' trying out strategies in their classrooms, sharing their experience with reference to student work and other artifacts, revising their approach based on their discussion and reflection and beginning the cycle of exploration anew.

The initial emphasis will be on maintaining effective learning Routines and Rituals, including taking into account the similarities and differences between the learning Routines and Rituals of literacy/ELA and math. Additional topics in literacy/ELA include independent reading, monitoring students' progress in reading, and analyzing student writing.

Math-specific topics include selecting rich problems and analyzing students' misconceptions in order to plan further instruction.

Supports for Continuing Implementation in Literacy/ELA and Math
Professional development in literacy/ELA and math injects support for continuing implementation at intervals throughout the year. As with the initial institute, the continuing professional development is organized by content area and grade span, K–2 and grades 3–5. These half-day professional development sessions are scheduled three times during the school year to provide timely support for teachers as they strive for deeper implementation, but also with an eye to flexibility to suit the school's calendar.

Each professional development session extends teachers' knowledge and skills relevant to the Virginia Standards of Learning. Within this context, strategies that support students' development of Academic Language and their capacity for independent learning receive particular attention as essential aspects of College and Career Readiness. Work on these strategies includes deliberate and systematic scaffolding of access for English language learners and students with disabilities.

What the Engagement Professional Learning Community Does
The Engagement PLC investigates and recommends school policies and practices that relate to cultivating strong connections between home and school in supporting children's engagement in school and their learning progress. This includes working on building parents' involvement in their children's learning and assisting in the schoolwide independent reading initiative by actively building partnerships with parents to support their children's reading. This is coordinated with the Principal's Book of the Month. The Engagement PLC also helps to build partnerships with community agencies that can provide supports for student's continuing engagement in their education and increase the visibility of Lindenwood students in the community. The Engagement PLC meets 12 times during the year.

Pearson Technical Support System
The Technical Support System leverages the tight linkages among the components of Lindenwood's Year 2 Plan, and between the Leadership Team and PLCs. With these design and operational synergies as the foundation, Pearson Field Specialists will continue technical support throughout implementation on a systematic basis to create a continuous loop of information and response to information that fosters a continuous cycle of improvement.

Pearson Field Specialists:

- Coach to deepen implementation practices
- Monitor practice
- Provide feedback on progress
- Model scaffolding as needed in order to maintain progress
- Nurture the development of strong linkages among all of the school's settings for implementing Lindenwood's Year 2 Plan

The Pearson Technical Support System also includes reports that are generated on a systematic basis and shared with the principal and other stakeholders in real time. These reports will rely heavily on analyzing Lindenwood's data and make use of the data in reports as requested by the district. These technical support reports are designed to provide information relevant to goal achievement, pinpoint specific issues, and support timely response to keep implementation on course.

Gradual increase in the responsibility of school personnel for implementation guides the provision of technical support. For example, the purposes and use of protocols and other tools to support implementation are made explicit to facilitate their widespread use. Data is shared to support communication and problem solving. Field Specialists provide scaffolding in the context of a plan for passing responsibility to the principal or other staff member(s), as appropriate. In this way, the Technical Support System actively supports sustainability for continuing improvement.

Leadership Gets Special Attention. As the engine for change, Leadership receives primary attention in terms of technical support. A Field Specialist participates in three Leadership Team settings each month. That participation includes facilitating the Data-Driven Culture professional development module, as well as providing technical support for the progress monitoring and implementation activities of the Leadership Team.

Allied with these activities, is guided practice by the Field Specialist. The Field Specialist works closely with the principal, assistant principals, and other Leadership Team members in classroom visits to establish systematic practices for data gathering, analysis, and triangulation that are aligned to Lindenwood's schoolwide instructional focus.

Technical support provided by Field Specialists reaches into the operations of the PLCs on an as-needed basis via participation in selected meetings and communication with PLC Facilitators, and as indicated by data gathered in the course of progress monitoring. The Leadership Team setting provides a venue for the continuing communication about needs and progress by and between the Field Specialist and the Leadership Team.

Pearson Leverages the Latest Technology to Support Implementation
To increase the effectiveness and efficiency of your school educators and administrators in their school improvement efforts, Pearson includes these tools and services:

- Powerful, cloud technology-based progress monitoring capabilities customized for the iPad and laptop that utilize observational protocols from Johns Hopkins University
- Anywhere, anytime 24/7 access to online tools and resources for Leadership Teams, PLC Facilitators, teachers and staff engaged in the work during SY2012-13
- Webinars on key implementation topics, delivered live periodically and recorded for later accessing

Examining Efficacy: Evaluating Implementation
Evaluation of Lindenwood's Year 2 Plan and of how well implementation is proceeding is integral to the Plan's success because it informs continuing improvement—a fundamental precept of the design of Year 2. Consistent with the tight linkages that characterize the Plan such as the interlocking nature of its five components and the interconnections between the defined settings, evaluation extends across all aspects of Lindenwood's Plan and engages all participants in the process of evaluation. Comprehensive program evaluation is built into and included in every implementation.

The evaluation team uses rich and multifaceted information to conduct a multi-level evaluation of Lindenwood's Year 2 Plan in order to examine a) the efficacy of the model itself as well as b) the quality of site-specific implementations. Actual outcomes are measured against expected outcomes to determine impact across a variety of data including student achievement, instructional quality, data usage, and student engagement. Implementation reports will document implementation strength and fidelity, provide feedback to the schools for the purpose of celebrating successes as well as to improve implementation and inform planning for the subsequent year. Field Specialists collaborate with school administrators to analyze the data and to use it to guide further implementation.

Lindenwood's Year 2 Implementation Plan

	Lindenwood's Year 2 Plan
Planning Conference	**1 Day (delivered at Lindenwood as 2 half- days) for the principal, key school and district personnel, and Pearson Field Specialists to develop a detailed implementation plan, set a schedule of cooperative activities and project milestones, and establish shared accountability.**
Year 2 Institute	**1.5–4 Days for every administrator, teacher, and support staff to participate in face-to-face professional development led by Pearson Field Specialists to initiate the school's Year 2 Plan for improvement. The Year 2 Institute includes all Institute materials and access to all online resources for one year of implementation. The Year 2 Institute consists of:** **A. Leadership Team Institute** 1-Day Institute for the Leadership Team designed to launch the work of the Leadership Team in steering the implementation process. **B. Overview and Visioning** ½-Day Session for the Principal, Assistant Principal(s) and all staff. This session provides an overview of Lindenwood's Year 2 Plan and how the work on implementation unfolds. It builds on this foundation with an exercise that engages the school in creating a shared vision for teaching and learning in their school and the culture of high achievement and engagement that they will continue to work on. **C. PLC Facilitators Training Session** ½-Day Session for PLC Facilitators to become familiar with the function of the PLCs, the role of the PLC Facilitator, and practice using shared protocols for supporting the success of the PLCs. **D. Schoolwide Instructional Focus Institute** 1-Day institute for all teachers to provide a unifying focus for instruction across the school that is built on a foundation of Learning Routines and Rituals combined with Effective Instructional

Lindenwood's Year 2 Plan	
	Practices and incorporates strategies for helping all students develop the ability to use Academic Language and develop Independent Learner Competencies. Teachers also learn how to provide scaffolded support for English language learners and students with disabilities **E. Literacy/ELA Institute** ½ Day institute for teachers of grades K-2 and ½ day institute for teachers of grades 3-5 to focus on improving the quality and rigor of instruction. Activities revolve around lessons that model instruction aligned to the Virginia English Language Arts standards and related assessments. **F. Mathematics Institute** ½ Day institute for teachers of grades K-2 and ½ day institute for teachers of grades 3-5 to focus on improving the quality and rigor of instruction. Activities revolve around establishing learning environments for math consistent with best practices outlined in the Virginia Mathematics standards and related assessments.
During Year 2: Leadership	**Approximately 30 Leadership settings supported annually onsite by Pearson Field Specialists including:** Strategic planning sessions with the Principal and Assistant Principal providing real time support for building strategic leadership of the school's improvement process, cultivating distributed leadership, aligning resource management to improvement goals, and guiding appropriate and timely interventions to create and sustain improvement momentum. **Approximately 30 Leadership Team settings supported annually onsite by Pearson Field Specialists (includes materials, online access to resources, data management and reporting) including:** **A. Leadership Team Professional Development Meeting** Monthly session focused on study and use of data, facilitated by a Pearson Field Specialist, to build the foundation necessary in deepening the Data-Driven Culture including the language of assessment and data, investigating data, analyzing student work, and triangulating data to reframe performance problems into instructional issues. **B. Guided Practice** Guided practice, facilitated by a Pearson Field Specialist at least six times during the year, provides the school's administration with expert partnership support during classroom observations. Guided Practice assists leadership with building linkage between implementation of the schoolwide instructional focus and additional focus areas for Standards-Aligned Instruction in English and Math, and classroom practice. **C. Leadership Team Progress Monitoring** Extended sessions, conducted quarterly, plus a pre-engagement baseline establishment to develop an initial action plan, analyze whole school implementation of SIM, and analyze data gathered from PLC meetings and classroom visits conducted by the principal and assistant principal(s). These sessions are facilitated by a Pearson Field Specialist. **D. Leadership Team Implementation Meetings** Bi-monthly settings (facilitated by a Pearson Field Specialist at least once each month), led by the principal to debrief PLC meetings and classroom observations, learn methods of implementing solutions to issues, apply knowledge from Data-Driven Culture module in real time, and develop plans to be carried out between meetings with teachers.
During Year 2: Department PLC, High Achievement and Engagement PLC	**Continuing Implementation for PLC consists of 15 meetings of grade level Teacher PLCs and 12 meetings of the Engagement PLC (including PLC materials, online resources, and support for PLC Facilitators) and onsite support of six meetings among all PLCs per month by a Pearson Field Specialist.** **A. Teacher PLCs** 15 meetings annually focusing on the implementation of standards-aligned curriculum and instruction and incorporating the Schoolwide Instructional Focus through a recursive, disciplined process of inquiry, guided practice, and assessment. 3 half days of continued professional development in Literacy/ELA for teachers of K-2 to provide more focused content on standards-aligned instruction (conducted approximately quarterly). 3 half days of continued professional development in Literacy/ELA for teachers of grades 3-5

Lindenwood's Year 2 Plan	
	to provide more focused content on standards-aligned instruction (conducted approximately quarterly). 3 half days of continued professional development in Math for teachers of K-2 to provide more focused content on standards-aligned instruction (conducted approximately quarterly). 3 half days of continued professional development in Math for teachers of grades 3-5 to provide more focused content on standards-aligned instruction (conducted approximately quarterly). **B. Engagement PLC** 12 meetings annually investigating school policies and practices that relate to cultivating strong connections between home and school in supporting children's engagement in school and learning progress, and building strategies for engaging parents and the community in supporting high expectations.
During Year 2: Instructional Support	**Support of all teachers in the context of their classroom practice (through coordinated support for Standards-Aligned Instruction) and strategic, job-embedded, direct onsite support of six teachers per month. Support typically includes some or all of the following in varying combinations, as needed:** A. Classroom Observation B. Monitoring of Practice and Provision of Feedback C. Reporting on Progress D. Providing Exemplars
Additional technical assistance/coaching	**60 days**

IV. School or School District Commitments for the Sustainability Plan:

Because this program represents a partnership between Pearson's School Achievement Services group and the school/district, we share a commitment to full participation and implementation of the Plan. In that regard, the District agrees to the following:

1. Arrange for participation by the school and designated school/district staff involved in the program, including attendance at professional development training sessions, meetings, and other related events.

2. Provide, at no charge to Pearson, meeting facilities for all onsite or local networks, meetings, and professional development training workshops and institutes. Any meals or refreshments provided at training are the responsibility of the Customer, at its sole discretion.

3. Work with Pearson Field Specialists in order to develop a mutually agreed to delivery schedule for onsite professional development training and technical support. School/District agrees to notify Pearson at least 48 hours in advance of cancellations or requests to reschedule a session. Any rescheduled sessions should be rescheduled within 14 days, subject to availability of Pearson staff.

4. For progress monitoring and to the extent permitted by applicable laws:
   - assist in the collection of and provide to Field Specialist(s) pre-data and post-data on a series of variables including leadership practices, data culture, teacher collaboration, quality of instruction, and student engagement;
   - allow Pearson Evaluation and Field Specialist(s) to administer a set of survey research instruments to faculty and students and to allow Evaluation Specialists to interview faculty members and observe classes and other school-related activities; and
   - provide other relevant student data.

V. FEES & PAYMENT

A. FEES

The estimated fees* for the services set forth in Section III above shall be as follows:

Description	Unit Price Per Student	# Students		Extended Price
For Lindenwood ES:			$	
Year 2 Plan: Pearson Schoolwide Improvement Model - Intensifying the Work and Building Capacity	$700	385	$	269,500
			$	
TOTAL ESTIMATED FEES			$	269,500

*The services fees will be based on the official 30-Day Count enrollment at the above applicable Unit Price. Enrollment figures for billing purposes will be based upon the enrollment for each applicable school as reported by the District to the VADOE for the current school year. The District will provide such final student enrollment numbers to Pearson on or before September 15, 2012. A one-time retroactive adjustment to the price reflecting the final enrollment will be made on the first invoice issued after receipt of numbers from the District.

District agrees to provide to Pearson a purchase order indicating the District's reference number, payment address and contact information. Purchase Orders should be sent to:

NCS Pearson, Inc.
Attn: Contracts Office
1919 M Street, NW, Suite 310
Washington, DC 20036

B. PAYMENT:

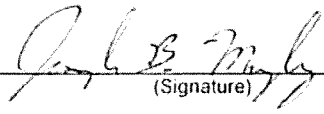
Pearson will issue invoices in accordance with the following schedule:

Monthly for the period August 1, 2012 to June 30, 2013

VI. ACCEPTANCE

By Customer's acceptance of the MOU, which shall be acknowledged by Customer's provision of a purchase order or other confirmation of Customer's placement of an order for the services described herein, Customer agrees to purchase, and Pearson agrees to furnish the Services described herein.

This MOU is agreed to and accepted by Pearson and Customer by their duly authorized representatives as of the date of the last signature below.

	NORFOLK PUBLIC SCHOOLS		**NCS PEARSON, INC.**
By:	(Name of Customer) (Signature)	By:	 (Signature)
Print Name:		Print Name:	Joseph B. Murphy
Title		Title	Vice President, Business Manager
Date		Date	
Contact	Dr. Natalie Halloran	Contact	Pat Whiteaker, Contracts Office
Address	800 East Main Street Norfolk, VA 23510	Address	1919 M Street, NW, Suite 310 Washington, DC 20036
Phone	757-628-3994	Phone	202-783-3668/202-378-2173
Fax	757-628-3820	Fax	202-783-3672
Email	nhallora@npsk12.com	Email	pat.whiteaker@pearson.com

Norfolk Public Schools
Department of Purchases & Supply
800 East City Hall Avenue, Room 1205
Norfolk, Virginia 23510-2723
Tel: (757) 628-3880 FAX: (757) 628-3871
e-mail: dps@nps.k12.va.us
Tax Exempt #54-6001460

ORIGINAL Purchase Order

Fiscal Year 2012 Expiration Date Page 1 of 1

THIS NUMBER MUST APPEAR ON ALL INVOICES, PACKAGES AND SHIPPING PAPERS.	CHANGE ORDER #
Purchase Order # 21200530	000

Retain this purchase order for proof of tax exemption.
Delivery must be made within doors of specified destination during normal working hours.
Carriers will confirm with Ship To contacts prior to delivery.

BILL TO
ACCOUNTS PAYABLE
800 E. CITY HALL AVE
ROOM P-03
NORFOLK VA 23510-2723
757-628-3883

VENDOR
NCS PEARSON INC
1919 M STREET
SUITE 310
ATTN CONTRACTS OFFICE
WASHINTON DC 20036
US

SHIP TO
COMPENSATORY EDUCATION PROG
800 E. CITY HALL AVE
ROOM 709
NORFOLK VA 23510-2723
757-628-3951

Vendor Phone Number	Vendor Fax Number	Requisition Number	Delivery Reference
800-627-7271	800-632-9011	21201005	DR. NATALIE HALLORAN/FLEMING

Date Ordered	Vendor Number	Date Required	Freight Method/Terms	Department/Location
09/21/2011	1021		F.O.B. Destination unless otherwise noted in the body of the PO/Contract.	COMPENSATORY EDUC PROGRAM

Item#	Description/Part No.	Qty	UOM	Unit Price	Extended Price
	Lindenwood ES				
	@(Ltrim ("" THE TERMS AND CONDITIONS CONTAINED IN"))				
	RFP#DOE 2010-03 APPLY TO THIS ORDER AND				
	SUPERSEDE ANY PRE-PRINTED TERMS THAT MAY				
	APPEAR ON THE CONTRACTOR'S FORMS, THIS				
	PURCAHSE ORDER AND ANY ATTACHEMENTS.				
	ALL INVOICES FOR PAYMENT MSUT BE SUBMITTED				
	TO THE ADDRESS SHOWN ON THE PURCHASE ORDER				
	ALL PAYMENTS WILL BE MADE BY THE ORDERING				
	ENTITY AND NOT BY VIRGINIA DEPT OF EDUCATO				
	@(Ltrim ("IN ""))				
1	PHASE 1: PRE-IMPLEMENATION FOR TOTAL STUDENT COUNT OF 383	383	Each	$164.00	$62,812.00
2	PHASE 2: IMPLEMENATION OF STAGE ONE, STUDENT COUNT OF 383 YEAR 1 CONTRACT SERVICES FOR SCHOOL IMPROVEMENT SUPPORT (LINDENWOOD ES) PER DR. NAT ALIE HALLORAN. THANKS	383	Each	$700.00	$268,100.00

Vendor Self Service (view POs, Invoices, Checks & 1099 info) and **NPS Purchase Order terms & conditions** are available online at www.nps.k12.va.us/purchases.

PURCHASE ORDER TOTAL **$330,912.00**

By _____
Senior Director Purchases & Supply

Memorandum of Understanding

Between

Norfolk Public Schools
and
NCS Pearson, Inc.

THIS MEMORANDUM OF UNDERSTANDING ("**MOU**") constitutes an agreement between Norfolk Public Schools (the "**District**" or "**Customer**") and NCS Pearson, Inc. ("**Pearson**"). The District desires to engage Pearson to deliver certain professional services as more specifically described below.

I. PROJECT OVERVIEW

Pearson School Achievement Services has made a proposal to implement the Pearson Comprehensive Improvement Model, and Norfolk Public Schools has selected Pearson to be the lead turnaround partner for **Lindenwood Elementary School.**

Pearson's strategy and planned engagement is built upon the specifications embedded in the Virginia Department of Education's design for Lead Turnaround Partners. This MOU is consistent with that plan and the VDOE approval given to Pearson under award number E-100329-149-099.

II. TERM; TERMINATION. This MOU is effective from the date on which it is executed by Customer and shall remain in force until June 30, 2014.

Service Delivery Term. Pearson will deliver the services described herein during the period commencing on the date of execution and expiring on June 30, 2012. Subsequent to this initial term, the Service Delivery Term shall be extended by written consent of the parties, which written consent includes a mutually agreed upon Scope of Work setting forth the responsibilities of the Parties for year 2 at the VDOE approved unit prices.

III. SCOPE OF SERVICES – INITIAL SERVICE DELIVERY TERM

The services to be delivered by Pearson to the District during the first year of the agreement relating to Stage One of the Comprehensive School Improvement Model will be provided in the following two Phases:

Phase I: Pre-Implementation (start August 2011)*;
Phase II: Stage One Implementation (September 2011 – June 2012)

***NOTE: Due to the late start of implementation, some of the professional development outlined for the Pre-Implementation may be delivered after the start of school.**

A. Schedule of Professional Development for School Year 2011-2012

Phase 1: Pre-Implementation (start August 2011):

Professional Development	Pre-Implementation	Implementation Focus
Needs assessment, analyses, customization of reporting process, and reports	6 days	This work involves Pearson staff onsite, and collaboration with the staff at each school
Leadership Retreat	2 days	Development of the Action Plan that comes out of the needs assessment data and sets the stage for the work during the school year. An Orientation of the Comprehensive Improvement Model, roles and responsibilities and implementation expectations. Preparing to conduct the orientation for all staff at the kick-off session before start of school. Fine tuning of safety nets and final placement of students in specific programs. Initial planning for programs like the 25-Book campaign.
Leadership Academy I	3 days	Initial PD on Leading for Change and Standards-Based Instruction.
Standards-Based Instruction • All staff with teaching and learning involvement	1 day	Overview of standards-based instruction to set the stage for on-grade level work during the year.

Phase II: Stage One Implementation (September 2011 – June 2012):

Focus of Stage One Implementation

The overarching priorities for Stage One implementation are:

- Establishing the school leadership team as the primary collaborative team focused on changing instructional practice to ensure that all students meet high expectations
- Initiating the use of instructional routines, classroom rituals, continual formative assessment, and student-centered structures in all core programs with the goal of establishing school wide standards-based instruction
- Instituting a "planning for results" process that focuses on mining formative and summative data in order to identify student needs
- Implementing targeted Tier 2 and Tier 3 interventions for students who are working below grade level

Professional Development	Stage One	Implementation Focus
Orientation • Principal • Leadership Team* • All staff	1 day	A one-day orientation will be conducted for all staff Participants will be given an orientation to the Comprehensive Improvement Model and an overview of Stage One implementation
Leadership Academies • Principal • Assistant Principal(s)	3 days	The Leadership Academy will describe the Stage One leadership expectations needed to implement the Model and the roles and responsibilities of the principal and members of the school leadership team, including monitoring of elements of the Implementation Expectations, use of student data to place students in appropriate interventions and supports, and effective implementation of instructional strategies and programs across the school.
Leadership Networks • Principal • Assistant Principal(s) or Leadership Team Member	6 sessions	Leadership Networks provide professional development and training in the core components of the Comprehensive Improvement Model. The Networks will focus on implementation issues, problem solving and key leadership content, including: • Standards-based instruction and developing rigor in core courses: comprehensive standards-aligned reading and writing, including skills, vocabulary, and language development, and teaching for conceptual understanding • Tier 2 and Tier 3 Intervention: Misconceptions and gaps in student learning • Assessment System: The ARO system as a guide to using data to guide instruction • Managing Change: Leadership and reform • Planning for Results: Working with the district and state data as well as formative assessment data to drive results
Literacy Institutes – Core Pre-K–3 • Coach plus one teacher from each of grades K–3	6 days	This professional development is designed to assist teachers in developing and strengthening the oral language, and reading and writing skills of elementary school students. The literacy training incorporates a strong focus on the development of oral language in the primary years as the fundamental building block for literacy. The focus on speaking and listening provides the foundation for a comprehensive standards-based approach to reading and writing that builds consistently from the primary years through to the bridge to middle school, using a readers and writers workshop
Literacy Institutes – Core 4 and 5 • Coach plus one teacher from each of grades 4 and 5	6 days	

Professional Development	Stage One	Implementation Focus
		model. The approach to reading focuses on establishing all students as independent readers by no later than 3rd grade. The training adopts a comprehensive approach that includes skill development as well as students' development of the habits and behaviors of effective independent readers. Support for the writing program includes genre studies designed for grades K through 5 that are aligned with the genre studies used in middle school. Standards-driven curriculum units guide teachers in providing students with a scaffolded sequence of learning experiences in which they study the literary techniques and writing styles of leading authors and learn to write proficiently in selected genres. The studies also provide instructional models from which teachers may develop their own curriculum units. Training will also focus on strengthening Readers and Writers Workshop structures. The coach and teachers will be expected to create demonstration classrooms for onsite training at their school site. The coach will utilize these demonstration classrooms to train teachers across each grade.
Math Institutes – Pre-K–2 • Coach plus one Lead Teacher from each of grades K–2	4 days	The K-2 professional development is designed to introduce the mathematics workshop model to primary teachers and support their initial implementation. Teachers who attend this professional development will be able to: • Implement Rituals and Routines, math "notebooks" and "journals" (adapted for primary students) in the context of lessons • Use formative assessment to differentiate student needs • Improve mathematical discourse by using talk strategies • Deliver lessons developed around the idea of counting, number recognition or MN lessons • Plan other lessons using their adopted program and lesson planning templates
Math Institutes – Grades 3-5 • Coach plus one Lead Teacher from each of grades 3-5	5 days	The Math Institute in Stage One provides an emphasis on an approach to teaching mathematics that combines skills, problem-solving, and conceptual understanding. The focus will be on teaching critical concepts that prepare students for success in higher mathematics, using the adopted materials. It will also include implementation of mathematics workshop structures to promote differentiated instruction. The Math Coach will be expected to create demonstration classrooms onsite at each grade.

Professional Development	Stage One	Implementation Focus
		The Math Institute will provide practice in specific elements of the Model approach to teaching mathematics for participants to take back and work on in their classrooms during the intervening periods. The institute sessions incorporate in-classroom modeling and coaching strategies to provide hands-on experience for participants to build upon in their school.
Coaching Institute	2	The Institute will focus on strengthening the skills of coaches and instructional support personnel and is organized around three themes: (1) developing skills for change, (2) coaching for content, and (3) fostering a coaching culture.

* **Leadership Team:** The role of the Leadership Team is to coordinate and monitor implementation of the Model. Its membership should include the Principal, Assistant Principal(s), Department Heads, Coaches, Parent and Community Outreach Coordinator, and appropriate representatives of English as a Second Language and Special Education.

**TA: These training sessions will be delivered at the school and will be included as part of the school's on-site technical assistance.

Note on scheduling: The School/District agrees to work with Pearson in order to develop a mutually agreed to schedule for professional development training and onsite technical assistance. All of the offsite workshops and seminars described above will be part of regularly scheduled Pearson programs and may include participants from other schools and other school districts. Professional development training for each subject area will be delivered to participants from the participating schools as a group. Pearson will work with the schools to schedule the professional development described above during the school year 2011-12. No professional development days carry over to year 2. In addition, any day of onsite technical assistance, as provided herein, that is scheduled and not canceled at least two business days in advance will not be rescheduled and will be counted as delivered. Any notification of cancellation must be submitted to the assigned field specialist or the appropriate Regional Office.

B. Onsite Technical Assistance

Field specialists will continue to work directly with each school's Leadership Team to provide onsite technical assistance, coaching, and support. The field specialist(s) will provide technical assistance services to the school, incorporating job-embedded professional development and coaching, planning, monitoring, and reporting.

The number of days of onsite technical assistance provided to each Designated School is **120 days**.

C. Other Services and Resources

1. Annual National Conference

The National Conference is available to staff from participating network schools and districts (registration fees are not included in this Scope of Work). The three-day conference will feature national and international experts on educational reform and improving student performance. It will also highlight

student work from the schools in the network, present topics and workshops on standards-based comprehensive school reform, and provide an opportunity to collaborate on implementation issues with other schools.

2. Community of Learning

The Community of Learning ("COL") is the online eLearning portal that provides materials, tools and online resources in support of implementation of the Pearson Comprehensive Improvement Model and Instructional Solutions. Designated school staff will access the implementation expectations (rubrics), monographs, study groups, blackline masters of assessments, scoring templates, videos and other handouts. Implementation tools *that are available only on the COL* are, as applicable: assessment scoring templates, monograph flipbooks, genre study online resources, and access to the Assessment Reporting Online System (see below). All files are posted in formats compatible with Microsoft Office – Word, PowerPoint, Excel – as well in Portable Document Format (PDF) files. Users of the COL will need broadband access, Adobe Flash Player 10.0 or higher and/or QuickTime Player 5.0 or higher to view downloadable videos.

In addition, social networking tools such as blogs, journals, discussion boards, chat rooms, etc., are available through COL for client use as part of study groups and online professional development, as applicable. Online professional development is designed to provide a self-study course environment enhanced by live, web-based sessions with content experts.

3. Assessments and Reports Online

If/when either of the Navigator programs is implemented, the schools will use the Assessments and Reports Online (ARO) system provided at no additional cost. The web-based ARO system is both an online student testing system and a robust reporting mechanism that provides progress monitoring, instructional direction and growth analysis for Mathematics Navigator and Literacy Navigator. Reports are available immediately after students conclude testing or when data is uploaded from paper/ pencil administrations of assessments. The reports are real-time actionable instructional guidance to teachers and students and satisfy requirements of federally defined criteria for progress monitoring. Reports can be generated at individual student level and at any level of aggregation up through user organization. They can be customized by any descriptive information (e.g. AYP subgroups) that users upload into the system. Students may take the tests online, but if preferred, the same tests can also be administered to students using traditional paper & pencil. Test responses from traditional administrations need to be either scanned or keyed into a spreadsheet file and sent to Pearson to be uploaded into ARO so that teachers and administrators can still have the full benefit of ARO's reporting features. Note that the responsibility for translating paper and pencil test results into uploadable electronic data is solely the responsibility of the district and/or school.

The ARO system is a fully Internet-based system. The system houses all the data in addition to the application programs. Users are not required to store any data or install any software on their computers. The only requirements are an Internet connected computer that runs one of the supported browsers, which include Safari, Firefox, or Internet Explorer. At this time Pearson does not offer a local test delivery or data storage option.

4. Continuation

The mutually agreed upon Scope of Work related to implementing subsequent stages of the Model will be provided upon extension of the Service Delivery Term of the MOU between Pearson and the District.

D. Service Delivery Assumptions

Successful implementation of the Model requires that schools and school districts agree to the following for all schools involved in the implementation effort:

1. Ensure participation by the school and designated school/district staff involved in the program, including attendance at professional development training sessions, meetings, networks, and other related events. In addition, the school agrees to send a team of staff members to the annual National Conference (registration fees, travel and related costs are not included herein).

2. Provide, at no charge to Pearson, meeting facilities for all onsite or local networks, meetings, and professional development training workshops and institutes. Any meals or refreshments provided at training are the responsibility of the Client, at its sole discretion.

3. Acquire teacher training materials for staff attending the professional development training as described in section III(A) above.

4. In order for designated school staff to have online access to materials and tools regarding the program, each school must provide all information requested by Pearson for the online Community of Learning system. Required information includes the full name, email address, and role (e.g., literacy coach) of each participant. It is also recommended that each school provide this information for other faculty or Customer's staff participating in the program. Pearson reserves the right to deny any individual access to the Community of Learning system at its sole discretion.

5. Fully implement the literacy components of the initiative:
   - For implementation of the literacy program:
     - — Acquire student and teacher support materials for Foundation Studies and Genre Studies.
     - — Implement the Developmental Reading Assessment (DRA).
   - For implementation of Literacy Navigator if/when the program is deemed appropriate for implementation during Stage 1:
     - — Schedule time for students to participate in the intervention during school and/or after school hours.
     - — Acquire the student materials needed to support implementation of the Literacy Navigator program.
     - — Administer the pre- and post-tests to students for each module completed.
     - — Collect data on student performance.

6. Fully implement the mathematics components of the initiative:
   - For implementation of the mathematics program:
     - — Acquire student and teacher support materials.
   - For implementation of Mathematics Navigator if/when the program is deemed appropriate for implementation during Stage 1:
     - — Schedule time for students to participate in the intervention during school and/or after school hours.
     - — Acquire the student materials needed to support implementation of the Mathematics Navigator program.
     - — Administer the Mathematics Navigator screener to determine which students should be involved in the intervention.
     - — Administer the pre- and post-tests to students for each module completed.
     - — Collect data on student performance.

7. Administer the appropriate assessments to students to guide the placement of students in interventions if/when mutually agreed as appropriate. These assessments are:
   - Mathematics Navigator screener
   - Literacy Navigator level locator

8. In addition, schools will collect additional diagnostic information to guide the placement of students in interventions, using available formative assessments. Results from these assessments will be used to plan for appropriate interventions to move students along the college and career readiness pathways. Also, the data will serve as a base line for evaluating student progress over time.

9. To the extent permitted by applicable laws, the District agrees to provide the Pearson evaluator with the results of the administration of the Developmental Reading Assessment and any other assessments used in the Model; to administer a set of survey research instruments to faculty and students; to provide other relevant student data; and to allow researchers to visit the participating schools to interview faculty members and observe classes and other school-related activities.

IV. FEES & PAYMENT

A. FEES

The estimated fees* for the services set forth in Section III above shall be as follows:

Description	Unit Price Per Student	# Students		Extended Price
For Lindenwood ES:			$	
Phase 1: Pre-implementation	$164	385	$	63,140
Phase 2: Implementation of Stage One	$700	385	$	269,500
			$	
TOTAL ESTIMATED FEES			$	332,640

*The services fees will be based on the official 30-Day Count enrollment at the above applicable Unit Price. Enrollment figures for billing purposes will be based upon the enrollment for each applicable school as reported by the District to the VADOE for the current school year. The District will provide such final student enrollment numbers to Pearson on or before September 15, 2011. A one-time retroactive adjustment to the price reflecting the final enrollment will be made on the first invoice issued after receipt of numbers from the District.

District agrees to provide to Pearson a purchase order indicating the District's reference number , payment address and contact information. Purchase Orders should be sent to:

NCS Pearson, Inc.
Attn: Contracts Office
1919 M Street, NW, Suite 310
Washington, DC 20036

B. PAYMENT:

Pearson will issue invoices in accordance with the following schedule:

Monthly for the period August 1, 2011 to June 30, 2012

Lindenwood

Phase 1 * 62,812

Phase 2 * 268,100

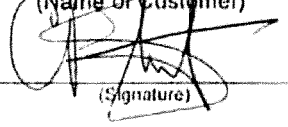
$330,912

* 383 students 9/21

V. ACCEPTANCE

By Customer's acceptance of the MOU, which shall be acknowledged by Customer's provision of a purchase order or other confirmation of Customer's placement of an order for the services described herein, Customer agrees to purchase, and Pearson agrees to furnish the Services described herein.

This MOU is agreed to and accepted by Pearson and Customer by their duly authorized representatives as of the date of the last signature below.

	NORFOLK PUBLIC SCHOOLS (Name of Customer)		NCS PEARSON, INC.
By:	 (Signature)	By:	(Signature)
Print Name:		Print Name:	Joseph B. Murphy
Title		Title	Vice President, Business Manager
Date		Date	July 25, 2011
Contact	Dr. Natalie Halloran	Contact	Pat Whiteaker, Contracts Office
Address	800 East Main Street Norfolk, VA 23510	Address	1919 M Street, NW, Suite 310 Washington, DC 20036
Phone	757-628-3994	Phone	202-783-3668/202-378-2173
Fax	757-628-3820	Fax	202-783-3672
Email	nhalloran@npsk12.com	Email	pwhiteaker@americaschoice.org

Norfolk Public Schools
Current Student Enrollment by Ethnicity

2011-12

Elementary Schools

	AfrAm	%	White	%	Hisp	%	Asian	%	Amind	%	Multi	%	Pacis	%	Sum:
BAY VIEW ELEMENTARY SCHOOL	197	26 %	381	50 %	76	10 %	13	2 %	9	1 %	77	10 %	6	1 %	759
BERKLEY/CAMPOSTELLA EARLY CHI	241	96 %	2	1 %	4	2 %					4	2 %			251
CALCOTT ELEMENTARY SCHOOL	134	28 %	242	50 %	44	9 %	9	2 %	4	1 %	48	10 %	2	0 %	483
CAMP ALLEN ELEMENTARY SCHOOL	232	43 %	155	29 %	60	11 %	29	5 %	4	1 %	50	9 %	4	1 %	534
CAMPOSTELLA ELEMENTARY SCHOO	666	96 %	7	1 %	8	1 %	1	0 %	1	0 %	9	1 %			692
CHESTERFIELD ACADEMY	517	93 %	10	2 %	8	1 %			3	1 %	18	3 %			556
COLEMAN PLACE ELEMENTARY SCH	600	76 %	90	11 %	36	5 %	17	2 %	4	1 %	40	5 %	3	0 %	790
CROSSROADS ELEMENTARY SCHOO	293	47 %	204	33 %	63	10 %	14	2 %	3	0 %	49	8 %	1	0 %	627
EASTON PRESCHOOL	107	59 %	51	28 %	13	7 %	2	1 %			9	5 %			182
FAIRLAWN ELEMENTARY SCHOOL	259	58 %	93	21 %	51	11 %	13	3 %	2	0 %	29	6 %	3	1 %	450
GHENT SCHOOL	230	41 %	250	44 %	17	3 %	5	1 %	1	0 %	62	11 %	1	0 %	566
GRANBY ELEMENTARY SCHOOL	395	60 %	162	25 %	44	7 %	15	2 %	5	1 %	32	5 %	4	1 %	657
INGLESIDE ELEMENTARY SCHOOL	499	83 %	52	9 %	17	3 %	5	1 %	2	0 %	25	4 %	4	1 %	604
JACOX ELEMENTARY SCHOOL	635	97 %	3	0 %	10	2 %			1	0 %	9	1 %			658
LARCHMONT ELEMENTARY SCHOOL	112	19 %	371	64 %	17	3 %	26	4 %			48	8 %	5	1 %	579
LARRYMORE ELEMENTARY SCHOOL	355	58 %	134	22 %	58	9 %	20	3 %	9	1 %	35	6 %			611
* LINDENWOOD ELEMENTARY SCHOOL	348	91 %	10	3 %	12	3 %	3	1 %			10	3 %			383
LITTLE CREEK ELEMENTARY SCHOO	325	44 %	217	29 %	95	13 %	25	3 %	12	2 %	68	9 %	4	1 %	746
MONROE ELEMENTARY SCHOOL	400	89 %	14	3 %	9	2 %			3	1 %	23	5 %			449
NORVIEW ELEMENTARY SCHOOL	359	72 %	26	5 %	47	9 %	17	3 %	2	0 %	46	9 %			497
OCEANAIR ELEMENTARY SCHOOL	284	53 %	112	21 %	85	16 %	4	1 %	2	0 %	42	8 %	2	0 %	531
OCEAN VIEW ELEMENTARY SCHOOL	205	36 %	218	38 %	60	11 %	8	1 %	4	1 %	67	12 %	8	1 %	570
P.B. YOUNG SR. ELEMENTARY SCHO	416	98 %	2	0 %	2	0 %	1	0 %			4	1 %			425
POPLAR HALLS ELEMENTARY SCHO	231	64 %	56	15 %	25	7 %	16	4 %			32	9 %	3	1 %	363
RICHARD BOWLING ELEMENTARY SC	524	95 %	6	1 %	11	2 %			2	0 %	5	1 %	1	0 %	549
SEWELLS POINT ELEMENTARY SCHO	247	37 %	256	38 %	73	11 %	9	1 %	2	0 %	72	11 %	6	1 %	665
SHERWOOD FOREST ELEMENTARY S	341	52 %	180	28 %	40	6 %	28	4 %	2	0 %	59	9 %	2	0 %	652

AGREEMENT

This Agreement dated this 16th *day of September, 2011*, by and between the Northampton County School Board ("School Board") and EdisonLearning ("Lead Turnaround Partner" or "LTP").

WHEREAS, on October 29, 2009, the Virginia Department of Education ("VDOE") issued Request for Proposal # DOE 2010-03 (the "RFP") seeking proposals from qualified vendors to serve as Lead Turnaround Partners with local school boards in the Commonwealth of Virginia to develop and implement an academic program for one or more of the core discipline areas of math, science, social studies and language arts for students in persistently low-achieving public schools operated by the designated local school boards; and

WHEREAS, on December 8, 2009, LTP submitted a proposal in response to the RFP (the "Proposal"); and

WHEREAS, on April 1, 2010, VDOE awarded Contract Number E100329-149-096 to LTP (the "Contract") pursuant to which the LTP agreed to provide Lead Turnaround Partner services under the terms and conditions set forth in the RFP, the Proposal and the Contract to local school boards who elect to purchase such services off of the Contract; and

WHEREAS, the School Board, an independent local political subdivision of the Commonwealth of Virginia having the authority and duty to operate the schools in the Northampton County School Division, including, but not limited to, the employment and termination of employees, is desirous of purchasing Lead Turnaround Partner Services from LTP Kiptopeke Elementary School ("Kiptopeke") and Northampton High School ("Northampton" and, collectively with Kiptopeke, the "Alliance Schools") as provided in the Contract.

NOW, THEREFORE, in consideration of the premises and the mutual covenants and agreements contained herein, the parties agree as follows:

1. **SCOPE OF WORK.** LTP shall furnish all labor and resources necessary to increase student achievement in the Alliance Schools using the Transformation Model in strict accordance with the RFP, the Proposal and the Contract, including, but not limited to, the services set forth in Sections III STATEMENT OF NEEDS and IV REPORTING AND DELIVERY INSTRUCTIONS of the RFP (the "RFP Services"), and LTP shall also perform the services listed on Attachment A to this Agreement (the "Additional Services" and collectively with the RFP Services the "Services").

2. **PAYMENT.** The School Board will pay LTP a fixed fee of $306,800 per year of this Agreement for Kiptopeke and $504,900 per year of this Agreement for Northampton High for the Services. The total fee for services for 2011-2012 is $811,700. Invoices for Services shall be paid as provided in Sections VII J and IX of the RFP. LTP shall not seek compensation for any other services unless such services have been authorized or confirmed in writing by the School Board. Send invoices to:

Northampton County Public Schools
Attn: Annette Gray
7207 Young Street
Machipongo, VA 23405

3. **PERFORMANCE ACCOUNTABILITY.** LTP's progress in increasing student achievement and providing the Services will be monitored utilizing a variety of improvement indicators as set forth in Attachment A.

4. **TERM.** The term of this Agreement shall commence on the date of this Agreement and end on June 30, 2014; provided, however, that the School Board and shall have

the right to cancel and terminate this Agreement, without penalty, with written notice to LTP at least sixty (60) days prior to the end of any school year or within sixty (60) days after receiving documented Standards of Learning (SOL) test data results of any school year that establish unsatisfactory performance by LTP based upon the improvement indicators as set forth in Attachment A.

5. **AVAILABILITY OF FUNDS.** It is understood by the parties that this Agreement is contingent upon the School Board receiving and continuing to receive federal Title 1 1003(g) School Improvement Grant funds sufficient to meet its obligations hereunder and that, notwithstanding any contrary provisions in this Agreement, the School Board may, at its option, terminate this Agreement without penalty if it fails to receive such funds which, in the opinion of the School Board, are sufficient to meet its obligations hereunder.

6. **DEFAULT.** The School Board may terminate this Agreement as provided in Section VII P of the RFP without penalty should LTP fail to deliver or perform the Services in accordance with this Agreement. LTP may terminate this Agreement without penalty should the School Board fail to pay LTP in accordance with Paragaph 2 of this Agreement.

7. **PROPRIETARY INFORMATION AND CONFIDENTIAL INFORMATION.**

A. LTP acknowledges and agrees that, notwithstanding its ownership of copyrights and other proprietary rights to the instructional materials, training materials, curriculum and lesson plans (including, but not limited to, LTP's eValuate™ and Companion Guides) and any other materials provided by LTP as part of the obligations of LTP under this Agreement, and to all additions, supplements or modifications to such materials (the "LTP Materials"), LTP hereby grants to the School Board a limited license to use (as per the terms of Attachment A herein),

during the Term, the LTP Materials provided by LTP in connection with the provision of Services contemplated by this Agreement. The School Board acknowledges that notwithstanding the limited license granted by LTP for use of the LTP Materials as per this Section 7.A, LTP shall have the right to license, modify and/or sell the LTP Materials to other school districts, customers and others in any manner it chooses to do so in its sole discretion.

B. The School Board is expressly prohibited from selling, donating, giving, copying, reproducing or otherwise transferring the LTP Materials to any other school, school districts, organization, or to any other entity or person for any reason whatsoever without the express written permission of LTP. Any such transfer may result, in LTP's sole discretion, in an immediate revocation of the limited license, termination of this Agreement and subject the School Board to potential financial liabilities pursuant to the United States Copyright Act. Nothing contained herein shall be construed in a manner that would cause the School Board to act or fail to act in a manner that would cause the School Board to violate any open records or similar law. Paper copies of eValuate™ may be made by the School Board staff for one-time classroom use provided that all copies are destroyed upon completion of the related assessment activity or lesson. The School Board may retain the Companion Guides provided to the School Board as defined in Attachment A for its own continued use subsequent to any termination of this Agreement, provided that such continued use shall not entitle the School Board to transfer the use to any other school districts, private or public corporation, person or entity, nor shall such right of continued use limit or modify any right of LTP, except as may be necessary to fulfill the obligations of this Agreement. With respect to the testing data and results produced from the administration of eValuate™, the School Board may retain such data and results for its own continued use subsequent to any termination of this Agreement.

8. **INDEMNIFICATION.** LTP shall indemnify and hold the School Board, and its officers, agents, and employees, harmless from and against all claims, damages, and losses arising out of or resulting from LTP's providing or failure to provide any services required under this Agreement, including, but not limited to, any such claim, damage, loss or expense that is attributable to bodily injury, sickness, disease or death, or to injury to or destruction of tangible property; provided, however, that LTP's indemnification obligation under this Agreement shall be limited to claims, damages, losses, and expenses to the extent caused by any act or omission of LTP, or anyone directly or indirectly employed by LTP for whose acts LTP may be liable. LTP's indemnification obligation hereunder with respect to any and all claims against the School Board or any of its officers, agents or employees, by any employee or statutory employee of LTP, anyone directly or indirectly employed by any LTP, or anyone for whose acts LTP may be liable, shall not be limited in any way by any limitation on the amount or type of damages, compensation or benefits payable by or for LTP under Worker's Compensation Acts, Disability Benefit Acts or other Employee Benefit Acts, unless otherwise provided by law.

9. **CONTRACT DOCUMENTS.** This Agreement shall consist of this Agreement and the RFP, the Proposal and the Contract, and Attachments A & B, all of which documents are incorporated herein by reference.

10. **REQUIRED PROVISIONS.**

(a) The School Board does not discriminate against faith-based organizations.

(b) All payments will be made by the School Board and not by VDOE.

(c) LTP shall provide the School Board a completed certification in the form attached hereto as Attachment B with regard to each of LTP's employees (and the employees of any

subcontractors) who will have direct contact with students on school property during school hours or during school-sponsored activities prior to such employees performing any Services hereunder.

11. **MODIFICATIONS.** This Agreement may be modified by mutual agreement of the parties in writing. Any such modification shall take the form of an Addendum to this Agreement.

12. **ASSIGNMENTS.** This Agreement shall not be assigned by LTP in whole or in part without the written consent of the School Board, except that LTP may assign this Agreement to a successor entity that acquires, through a corporate reorganization, substantially all of LTP's assets and liabilities.

13. **APPLICABLE LAWS AND COURTS.** This Agreement shall be governed by the laws of the Commonwealth of Virginia and any litigation with respect hereto shall be brought in the courts of the County of Northampton, Virginia. LTP will comply with all federal, state and local laws, rules and regulations and will obtain all necessary licenses, permits and approvals with respect to the Services.

In Witness Whereof, the parties have caused this Agreement to be executed on the day and year first above written.

ATTEST:

Patricia Mysko
Board Clerk

EdisonLearning, Inc

By: _____ VP Business Development
(TITLE)

ATTEST:

Patricia Mysko
Board Clerk

Northampton County School Board

By: _____
(TITLE)
Chairman

Attachment A
Northampton High School
Kiptopeke Elementary School

1. **Diagnostic Review and Report**. EdisonLearning's Alliance Achievement Team and other EdisonLearning-trained professionals shall conduct a pre-planned visit to Northampton High School ("NHS") and Kiptopeke Elementary School ("KES") in October 2011, identifying strengths and weaknesses, examining both quantitative data and qualitative observations in assessing the following areas at NHS and KES: Leadership, Achievement Management (includes Assessment and Data analysis), Instruction, Professional Development, Curriculum, Student Care, Learning Environment, Family and Community (the "Diagnostic"). The Diagnostic shall culminate in a Diagnostic Report of the visit that shall set out the results of the Diagnostic and provide recommended interventions, scheduled to be completed by November 1, 2011.

2. **EdisonLearning eValuate Assessment System.** EdisonLearning shall offer its eValuate Assessment System ("eValuate") to NHS and KES beginning in January 2012.

   A. Features of eValuate.

   1. Monthly online interim assessments with approximately 25 questions in Reading and Math aligned to Virginia State Standards;
   2. Automated and instantaneous scoring; and
   3. Reporting available with multiple views.

   B. eValuate Support. In support of eValuate, EdisonLearning shall:

   1. Provide file format templates for uploading student information;
   2. Work with the District to upload this data;
   3. Provide eValuate support via e-mail and a 1-800 number during normal school hours;
   4. Provide automatic delivery of each month's assessments:
   5. Provided e-mail updates on software enhancements;
   6. Provide overall hosting and support; and
   7. Provide initial training during the 2011-12 school year to NHS and KES administrators and teachers on using eValuate, with additional training on the use of eValuate, and on the analysis and use of the data eValuate generates, provided, as needed, to school administrators and teachers by the Alliance Achievement Team, throughout the Term of the Agreement.

3. **Professional Development.**

A. **2011-12 School Year.** In accordance with EdisonLearning's professional development programs, EdisonLearning shall provide the following professional development to NHS and KES for the 2011-12 School Year, with costs for attending the professional development training sessions, such as the cost of airfare, hotel and the conference, included in the fee paid to EdisonLearning.

1. **2011-12 School Year Professional Development – Offsite**

Summer 2011, Phoenix, Arizona, July 6-8

EdisonLearning Leadership Team Training

- Two-day, off site leadership training at the national EdisonLearning Leadership Institute.
- Attendees: two members designated by the school division

2011-12 School Year

EdisonLearning Leadership Development Academy ("ELDA")

- A two-day national conference in the Fall comprised of leadership training sessions and opportunities to share best practices with other principals.
- Attendees: Principals from NHS and KES

2. **2011-2012 School Year Professional Development – Local and Onsite**

Customized Professional Development Program
The specific onsite professional development to be provided during 2011-12 school year will be determined based on the diagnostic review, staff availability and discussions with the Division and principals. A professional development calendar will be developed by November 1, 2011. Typically, the training calendar includes monthly group and weekly individual meetings, weekly leadership team meetings and monthly professionally development with curriculum coordinators (or equivalent position).

B. **Professional Development after the 2011-12 School Year**

The specific details of the professional development program for KES and NHS for the school years after the 2011-12 school year, currently expected to be similar to that offered in the 2012-13 School Year, are subject to change based on modifications. The costs for attending the professional development training sessions, including the cost for airfare, hotel, and the conference are included in the fee paid to EdisonLearning. In addition, EdisonLearning will reimburse the Division for reasonable out-of-pocket expenses incurred by attendees.

4. **Reporting.** EdisonLearning shall provide to the Superintendent of the District, or his or her designated representative, a formal annual report on progress at NHS and KES with a performance update and a parent, teacher and student survey. Ongoing interim updates and meetings shall be held with the District's leadership throughout the 2011-2012 school year to ensure that the parties work in partnership on implementation issues and that EdisonLearning provides an update on NHS and KES's progress. The schedule for these interim meetings will be mutually agreed upon by the EdisonLearning Regional General Manager and the District's leadership prior to the commencement of each school year. In addition, EdisonLearning shall provide Monthly Dashboard Reports to the Superintendent and the School Board.

5. **Consultation and Support.** EdisonLearning shall provide a team of specialists who will provide support and consultative services to NHS and KES no less than four days weekly. Expertise will be provided in turnaround change management and the EdisonLearning Five-Strand Design areas — Leadership, Learning Environment, Pedagogy and Curriculum, Assessment for Learning, and Student and Family Support – with a focus on developing site capacity in the Alliance Schools and improving student achievement in Reading and Math.

   EdisonLearning's VPES shall provide the following dedicated support to NHS and KES;

   - Work closely with KES and NHS's principal on the VDOE Teacher Evaluation Project
   - Act with NHS and KES staff to drive achievement and management plan implementation;
   - Regularly assess NHS and KES's progress toward goals;
   - Conduct onsite professional development;
   - Support leadership development at NHS and KES;
   - Work closely with NHS and KES's principal in reviewing data; and
   - Conduct PD specifically related to teacher improvement plans.

   Further, EdisonLearning shall provide a reading and language arts specialist and a math instruction specialist, both of whom shall provide support to NHS and KES by working with school staff to improve school-wide instruction of those subjects, conducting onsite professional development and working with teachers to analyze and respond to results. The reading and language arts specialist and the math specialist will each dedicate approximately 50% of their support time to NHS and KES. Collectively, the above individuals shall constitute the "Alliance Achievement Team".

   These individuals will be providing professional development; coaching, mentoring and doing data-analysis as well as time shall be spent supporting NHS and KES by completing site reports, preparing dashboards, conducting data analysis, preparing

support materials and participating in their own professional development. A Senior VPES for EdisonLearning shall provide oversight and consultation relating to school budgeting, vendor services and community partnerships, and shall coordinate the services provided by EdisonLearning's central and regional offices.

6. **EdisonLearning Five-Strand Design Implementation** The EdisonLearning Alliance Achievement Team will utilize a suite of tools and resources based on the EdisonLearning Five-Strand Design (collectively, the "EdisonLearning Five-Strand Intellectual Property") including EdisonLearning's Features of an Outstanding School, Five-Strand Implementation Milestones and Implementation Plan templates, that will drive implementation of the Alliance turnaround model in the Alliance Schools. The EdisonLearning Alliance Achievement Team shall work with the Alliance Schools' instructional leaders to develop implementation plans that leverage EdisonLearning's expertise in developing effective plans but conform to local reporting and formatting requirements. The plans will articulate the Alliance Schools' achievement goals, the progress of which will be tracked by on-site EdisonLearning personnel and the Alliance Schools throughout the year using, among other things, eValuate.

   In addition, the Alliance Schools will have access to EdisonLearning Five-Strand Intellectual Property materials in the specific strands, based on the needs identified in the Diagnostic and captured in the Alliance School's Implementation Plans. These materials could support the following areas:

   Leadership

   - Leadership Team development
   - Better use of structure, time and teams
   - Planning and review processes
   - Developing a shared vision and values
   - Supporting faculty and learning community teams

   Learning Environment

   - Developing a values driven code of conduct
   - Positive and proactive behavior management
   - Creating a nurturing physical environment
   - Celebrating achievement
   - Student voice

   Pedagogy and Curriculum

   - Framework for quality instruction
   - Core learning skills
   - Companion guides
   - Curriculum planning to align and pace curriculum to state standards

Assessment for Learning

- School level Dashboards
- School Diagnostic and eValuate Assessments
- Quality formal and informal assessments
- Data-driven decision making and action planning

Student and Family Support

- Response to Intervention
- Implementing effective parent, student and teacher learning conferences
- Parent and community engagement
- Student mentors and coaches

7. **Achievement Management System.** EdisonLearning Alliance Achievement Team shall work with NHS and KES's instructional leaders to develop student achievement plans that leverage EdisonLearning's expertise in developing Student Achievement Plans but conform to local reporting and formatting requirements. The plans will articulate NHS and KES's achievement goals, the progress of which will be tracked by on-site EdisonLearning personnel throughout the year using, among other things, eValuate. The Achievement Specialists will work with NHS and KES's principal to develop monthly deliverables that ensure that NHS and KES are on track to meet objectives laid out in the achievement plans.

8. **Student Management.** EdisonLearning's Alliance Achievement Team shall work with NHS and KES's principals and leadership teams to implement best practices in the area of student behavior management based on NHS and KES's particular needs. Such support could include the development of a student management plan based on the best practices contained in EdisonLearning's Student Management Plan.

9. **Curriculum and Instruction.** In addition to the EdisonLearning Alliance Achievement Team's general consulting and coaching support to improve the quality of instruction in the classroom, it will also work with NHS and KES's instructional leaders to correlate and align reading and math curricula and instruction to the State's standards and Northampton Public Schools' pacing and Curriculum guides. In addition, EdisonLearning will provide curriculum companion guides.

10. **School Transformation.** In addition to the support staff described above, EdisonLearning shall provide additional support to the Transformation in NHS and KES respectively. EdisonLearning's Vice President of Educational Services ("VPES) for NHS and KES shall:

    - Advise District administration on recruiting and hiring of NHS and KES's staff.
    - Advise District administration on performance of NHS and KES's staff.
    - Provide recommendation on NHS and KES's staffing structure.
    - Advise and consult on NHS and KES's organization.

The Edison Alliance Achievement Team shall devote 100 percent of its time supporting the Transformation Model at NHS and KES. Time shall be spent on-site providing professional development, coaching, mentoring, observing classroom teachers and doing data analysis. Time shall also be spent supporting the school by completing reports, preparing dash boards, conducting data analysis, preparing supporting materials and participating in their professional development. A Senior V.P. for EdisonLearning shall provide oversight and consultation relating to school budgeting, vendor services and community partnerships, and shall coordinate the services provided by EdisonLearning's central offices.

11. Alternate Governance. EdisonLearning's Alliance Achievement Team shall participate

in a monthly alternate governance meeting with the District's Internal Turnaround Partner and the District Leadership Team. The Senior V.P. for EdisonLearning will help facilitate the leadership of the Alternate Governance Team. In addition, the Alliance Achievement Team shall participate in school level leadership team meetings and other meetings requested by the District or required by the Virginia Department of Education to insure that the grant process, reporting requirements and training are properly administered.

12. District's Responsibilities. The District shall be responsible for providing, maintaining and timely repairing the technology and infrastructure within the District necessary to implement eValuate™ at both Alliance Schools, including computer readiness, fully functioning labs, data systems, connections and firewall protection per the minimum system requirements attached as Exhibit 1. The District shall ensure that such technology and infrastructure issues within the District would be resolved in a timely manner to ensure effective implementation of eValuate and so as to not negatively impact the ability of students to take their assessments.

The District shall provide student data from the student information system (SIS) in file formats that bridge the District's SIS into the eValuate™ system.

The District shall ensure that each Alliance School has a curriculum for all subject areas that is consistent across each grade level and has and maintains adequate materials to support its curriculum.

The District shall provide a workspace for local EdisonLearning personnel in one of the Alliance Schools. The District shall provide adequate and as needed support to local EdisonLearning personnel to ensure that each Alliance School implements the Alliance program.

The District shall use its best efforts to enable Alliance School principals, administrators and teachers to attend EdisonLearning professional development sessions and meetings.

13. Performance Goals. EdisonLearning shall endeavor to achieve the following performance goals in the 2011-2012 school year:

1. KES will achieve state accreditation pursuant to the annual Standards of Learning assessment by the end of the 2011-2012 school year. **(A through R, RFP number 2)**

   Grade 3

   a. By June 2012, the SOL Reading performance for 3rd grade students at KES will increase from 64.6% to 75%.
   b. By June 2012, the failure rate for 3rd grade students taking the Mathematics assessment at KES will decrease by 10%. The current pass rate is 69%.
   c. By June 2012, the SOL History performance for 3rd grade students at KES will increase from 47.5% to a minimum of 50% or a decrease in failure rate by 10% if higher than 50%.
   d. By June 2012, the SOL Science performance for 3rd grade students at KES will increase from 68% to 70% or better.

   Grade 4

   e. By June 2012, the SOL Reading performance for 4th grade students at KES will increase from 71% to 75%.
   f. By June 2012, the failure rate for 4th grade students taking the SOL Mathematics assessment at KES will decrease by 10%. The current pass rate is 77%.
   g. By June 2012, the failure rate for 4th grade students taking the Virginia Studies assessment at KES will decrease by 10%. The current pass rate is 81.3%.

   Grade 5

   h. By June 2012, the failure rate for 5th grade students taking the Reading SOL assessment will decrease by 10%. The current pass rate is 80.6%.
   i. By June 2012, the failure rate for 5th grade students taking the Mathematics assessment at KES will decrease by 10%. The current pass rate is 71%.
   j. By June 2012, the SOL Writing performance of 5th grade students at KES will increase from 66% to 75%.
   k. By June 2012, the failure rate for 5th grade students taking the Science SOL assessment will decrease by 10%. The current pass rate is 78%.

   Grade 6

   l. By June 2012, the SOL Mathematics performance for 6th grade students at KES will increase from 53% to 70%., or show an increase of 10% or better each year.
   m. By June 2012, the Reading performance of 6th grade students at KES will increase from 66% to 75%.

n. By June 2012, the failure rate for the category of all students in Math at KES will be reduced by 10%. The current pass rate is 72%.
o. By June 2012, the SOL US History 1 performance for 6th grade students at KES will increase from 42% to 70%., or show an increase of 10% or better each year.
p. By June 2012, the failure rate for the category of all students in Science at KES will be reduced by 10%. The current pass rate is 72.5%.
q. By June 2012, the performance of the category of all students in history will make the accreditation benchmark of 70% or better.
r. By June 2012, the performance of the category of all students in Writing will increase from 66.1% to 75%.

2. NHS will meet state benchmarks in all academic areas and at a minimum make AYP via Safe Harbor by June 2012. **(A through K, RFP number 2)**

a. By June 2012, the English: Reading performance for all students at NHS will increase from 88.7% to 91%.
b. By June 2012, the Mathematics performance for all students at NHS will increase from 85.9% to 90%.
c. By June 2012, the failure rate for the category of all students in Science at NHS will be reduced by 10%. The current pass rate is 86%.
d. By June 2012, the performance of the category of all students in history will be reduced by 10%. The current pass rate is 73%.
e. By June 2012, US History will make the accreditation benchmark of 70%.
f. By June 2012, the performance of the category of all students in Writing will increase from is 83% to 91%.
g. By June 2012, the Edison Turnaround Achievement Team will assist NHS in identifying and implementing strategies and procedures that will increase the number of students who graduate on time.

Grade 7

h. By June 2012, the Reading performance for all students in grade 7 at NHS will increase from 75.8% to 91%., or reduce failure by 10% or better each year.
i. By June 2012, the SOL Math performance for 7th grade students at NHS will increase from 67% to 90%.,or at a minimum **meet the 70% benchmark or reduce failure by 10% or better each year, whichever is higher.**
j. By June 2012, the failure rate for the category of all students in US History II, grade 7 at NHS will be reduced by 10%. The current pass rate is 84.3%.
k. By June 2012, the SOL US History II performance for 7th grade students at NHS will increase from 36.6% to 70%.,or show an increase by 10% or better each year.

3. EdisonLearning's Turnaround Achievement Team will make recommendations for best practices and processes for implementation when addressing ability levels among students in reading and early literacy skills. **(RFP number 17)**
4. All Alliance Schools will demonstrate an increase in the percentage of students who achieve pass proficiency rates on SOL assessments for all subgroups. **(RFP number 2)**
5. All Alliance Schools will demonstrate improved achievement for all students with an emphasis on reducing the achievement gaps existing between subgroups of students. **(RFP number 2)**
6. Achievement of annual Adequate Yearly Progress. **(RFP number 2)**
7. Overall student attendance rate will improve annually and exceed the state average. **(RFP number 19)**
8. School-wide discipline infractions will reduce annually by between 10-20%. **(RFP number 19)**
9. The number of parents involved in school activities will increase annually between 10-20%. **(RFP number 8)**
10. The annual goals for 2012-2013 and 2013-2014 will be revisited each year with the expectation that academic growth will be significant enough to ensure that KES and NHS maintain accreditation and, in addition, reduce failure rates by 10% in all tested areas. **(RFP number 2)**

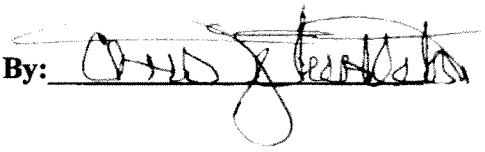
NOTE: It is not the intention of Northampton County Public Schools to terminate this agreement with EdisonLearning after the 2011-2012 school year if every performance goal is not achieved. **However, it is the expectation that Kiptopeke Elementary School makes full State accreditation and that Northampton High School maintains full State accreditation and makes progress towards making AYP for the 2011-2012 school year.** The total effectiveness of EdisonLearning will be reviewed by the school district annually to assess if appropriate progress is being made, which will then determine continuance or discontinuance with EdisonLearning. In addition, the school district realizes that strengths and weaknesses of current staff must be taken into consideration when determining the overall effectiveness of EdisonLearning. Finally, some performance goals may be subject to modification after the Diagnostic Review and Report.

14. **Deviation from RFP Response.** The District acknowledges it is solely responsible for any and all deviations from EdisonLearning's response to the Virginia Department of Education's Request for Proposal, RFP#DOE 2010-03, entitled "Low Achieving Schools Turnaround Partners" and issued October 29, 2009, as reflected in this Scope of Services.

Northampton County Public Schools

By: Walter P Chamon

EdisonLearning,Inc

By: 

ATTACHMENT B

CERTIFICATION

Full Name of Contractor: EdisonLearning, Inc

Description of Contract: Lead Turnaround Partner Agreement with Northampton County School Board

As required by Section 22.1-296.1 of the Code of Virginia, the undersigned hereby certifies that none of the persons who will provide services requiring direct contact with students on school property during school hours or during school-sponsored activities has been convicted of a felony or any offense involving the sexual molestation, physical or sexual abuse or rape of a child.

I further understand and acknowledge (1) that if I make a materially false statement regarding any of the above offenses, I will be guilty of a Class 1 misdemeanor and (2) that before any person is permitted to provide such services subsequent to this certification, I must complete a new certification regarding such person.

Date: 9/21/11

EdisonLearning, Inc

By: _____

VP. Business Development
TITLE

Attachment C
Assurances for Continuation of 1003(g) funding for FY 2009 Tier 1 and Tier 2 SIG schools
Due September 30, 2011

Requirements: Non-Negotiable(s) for All SIG Tier 1 and Tier 2 Schools for FY 2011-2011 Currently Receiving FY 2009 SIG Funding

1. The internal lead partner (ILP) can't be a process manager, but must be a person who has authority over the principal. There must be someone at the table at each and every meeting who has authority over the principal (has direct supervision of the principal).

2. Communication between **the LTP, Superintendent, Principal and the School Board** needs to be clear. To that end, by September 21, submit the plan describing **HOW** communication will take place. At a minimum –
    a. How will the Superintendent, LTP, ILP (and/or person with authority over the principal) and Principal communicate monthly? Include dates and a meeting agenda template.
    b. How will the Principal, LTP, ILP (and/or person with authority over the principal), and transformation/school leadership team communicate monthly? Include dates and a meeting agenda template.
    c. How will the LTP, Superintendent and School Board communicate at least quarterly? Include dates and what will be shared.
    d. Who are the members of each school's transformation team including the ILP (and/or person with authority over the principal), principal, teachers, and LTP.

3. Lead Turnaround Partners need access to your data. DDOT's should not **refuse** to provide data to LTPs. If they need to discuss how to provide data to an outside LTP and keep within security requirements, your DDOT should contact Shelley Loving Ryder at 225-2936 or Kathleen Smith at 804 786 5819.

4. At least one LTP representative must be at each of the SEA meetings. A representative for each school is not needed. For example, Cambridge needs to send at least one representative, not someone for each of the four divisions. LTPs are welcome to send more than one person.

5. Istation must be used as a monthly assessment for students who have failed an SOL assessment the previous year, special education students reading below grade level, and students at-risk of failing an SOL assessment UNLESS they assess as Tier 1 student initially in September or they move into Tier 1 during the year. If appropriate interventions for Tier 2 and 3 students are not available, then a well defined intervention with all needed aspects for fidelity of implementation of the intervention must be provided. Please provide the interventions planned for Tier 1, 2, and 3 students for Reading by September 21, 2011. An example of what is needed is provided below:

Tier 1, 2, and 3 Interventions for Reading

Tier 1 All Students	Achieve 3000 20 minutes twice per week	Accelerated Reader 20 minutes three times per week	
Tier 2 Targeted Small Groups of Students	Reads 180 for targeted groups of students 60 minutes per day 5 days per week	Special Education inclusion, reading instruction in a groups at instructional level 60 minutes per day	
Tier 3 Targeted Individual Students	Istation 20 minutes per day 5 days per week	Wilson Reading 60 minutes per day five days per week	Self Contained Special Education five days per week

6. The ARDT must be used three times per year for students who have failed an SOL assessment the previous year, special education students below grade level, and students at-risk of failing an SOL assessment UNLESS the student assesses at grade level initially in September or the student assesses as grade level during the year. Appropriate interventions for students not on grade level MUST be provided. Please provide the interventions planned for students not on grade level at each Tier (all students, targeted groups of students, targeted individual students) by September 21, 2011.

7. The facilitator will review specific Istation and ARDT data with the principal at each and every visit. For schools new to SIG this year, web conferences will be required.

8. Please use your funding to purchase a microphone and web cam.

9. LTPs need to work with their schools to understand the critical importance of formative assessment. Technical assistance from the LTPs is needed to enable school personnel to explore research regarding the use of formative assessments as diagnostic tools. At a minimum, please delve deeply into these topics:
    - Assessment for Learning
    - Checking for Understanding
    - Uncovering Misconceptions
    - Questioning Techniques

10. Indistar® planning will continue. One and only one school improvement plan will be in place. Every teacher in your school should know, understand, and be able to tell his/her role as it relates to the Indistar® plan. If this isn't the case, make it happen.

11. The Virginia Department of Education (VDOE) has contracted with Casenex, LLC to provide a Web-based data analysis and reporting tool, "The Virginia Dashboard," may be purchased by Virginia public school divisions. The Virginia Dashboard provides a tool for a quarterly data analysis system that may be used by schools and divisions to make strategic, data-driven decisions in order to deploy needed interventions for students who are not meeting expected growth measures and/or who are at risk of failure and dropping out of school. In addition, this tool will follow those interventions throughout the year to determine their effectiveness. This tool is available on a state contract for $500 per school. Funds from the FY 2009 1003(g) grant for each identified school may be used to purchase the tool unless the LEA chooses to use other funding. If you are interested please contact Dr. Griffin Fernandez at gfernandez@casenex.com. Quarterly reports will be generated based upon the following minimum school-level data points:
    - Student attendance by student on grade level and not on grade level
    - Teacher attendance
    - Benchmark results by students on grade level and not on grade level
    - Reading and mathematics grades by students on grade level and not on grade level
    - Student discipline reports by students on grade level and not on
    - 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
    - Other indicators can be loaded, if needed

    The OSI will permit the LEA to use **one** of the following alternative options to complete a quarterly report:

    Please check which your division plans to use:

    ✓ ***New web-based data analysis and reporting tool*** through Casenex, LLC – DATACATION. (nothing will need to be sent to OSI - we will access the dashboard)
    ____Completion of the paper format of the OSI Data Analysis Quarterly Report (this was used by schools during the 2010-2011 school year)
    ____Data reporting tool currently in use in the local educational agency (LEA) provided it includes at a minimum the school-level data points outlined above and is available to the principals immediately following the end of the quarter (no more than three days after the quarter ends)

12. Analysis of the data points from the quarterly reporting system selected by the LEA will be used each quarter to respond to the following questions posted on the ***Virginia Indistar® Dashboard*** (www.centerii.org) : (Data should be analyzed first by the transformation team and reviewed with the principal. The principal should then report on the data to the Superintendent.)

    - Based upon analysis of data in your benchmark results and grade distribution, do you need to assign additional tasks for your current indicators?
    - Based upon analysis of data in your benchmark results, grade distribution, formative and summative assessments, which indicators will be added to your Indistar® online plan to address or modify your current plan?

- Correspondingly, what Indistar® tasks will the school, through the principal, the governance committee, or the school improvement team, initiate in each of the Indistar® indicators identified above?
- What is the progress of your students needing intervention? Supplemental Educational Services
- (SES) students?
- What specific interventions are being put in place as the result of your data analysis?
- What plan is in place to monitor this process?

13. Checklists for School and Division Teams: The OSI has developed an improvement checklist for both division- and school-level teams that are to be adhered to for the upcoming school year. The checklist for Cohort 1 (2009 recipients) is included as **Attachment F1 for returning schools and F2 for new schools.** The dates of the meetings in Richmond are indicated in the checklist. Please note that the locations will be provided throughout the year.

14. Waiver Request for Schools Implementing the Transformation Model: A Superintendent's email was sent by Dr. Wright to ask you for your comments regarding VDOE's waiver request to the U.S. Department of Education (USED) for schools implementing the Transformation Model. USED has invited states to request a waiver to allow additional time for local educational agencies (LEAs) to develop and implement high-quality teacher and principal evaluation systems in schools receiving SIG funds and implementing a transformation model, as required under Section I.A.2(d)(1)(i)(B) of the final School Improvement Grant (SIG) requirements as published in the federal register in October 2010. Pending USED approval of Virginia's waiver request, those of you implementing the transformation model will be eligible to apply for a waiver for additional time to meet Section I.A.2(d)(1)(i)(B) teacher and principal evaluation system requirement in these schools.

    While SIG schools participating in the state performance-pay pilot will already be on schedule to develop and implement teacher and principal systems according to the flexibility allowed under the waiver guidelines, the pilot evaluation system does not require all teachers to participate. According to the final SIG requirements, the teacher and principal evaluation systems must include all teachers at identified schools. Therefore, divisions with SIG schools participating in the pilot may need to request a waiver for additional time to implement the evaluation system for all teachers (and principals). Please note that all divisions are required to implement the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers* by July 2012.

    In accordance with Section 9401 of the *Elementary and Secondary Education Act of 1965*, school divisions are invited to submit comments about Virginia's submission of a waiver request. Comments may be submitted to Veronica Tate, director, office of program administration and accountability, by Tuesday, September 6, 2011, at veronica.tate@doe.virginia.gov.

    Under the final SIG requirements, the teacher and principal evaluation systems must take into account data on student academic growth as a significant factor, as well as other factors, such as multiple observation-based assessments of performance, ongoing collections of information on professional practice reflective of student achievement, and increased high school graduation rates. To receive a waiver, SIG schools must agree to the following actions:

A school that began implementing the transformation model during the 2010-2011 school year (cohort 1) and that was not able to complete the development and implementation of its evaluation systems during that year must develop them during the 2011-2012 school year and, at a minimum, pilot them for all teachers and principals no later than the 2012-2013 school year. The piloted systems should be capable of being used for decisions regarding, for example, retention, promotion, compensation, and rewards, no later than the 2013-2014 school year.

A school that begins implementing the transformation model in the 2011-2012 school year (cohort 2) must develop its evaluation systems during that year, pilot them for all teachers and principals during the 2012-2013 school year, and use the system in the school, including for decisions regarding, for example, retention, promotion, compensation, and rewards, no later than the 2013-2014 school year.

WE below have read and understand that continued funding is contingent upon the above assurances.

Walter R. Clemons 9/21/11

Superintendent/Date

James R. Conner 9/21/11 NORTHAMPTON HIGH SCHOOL

Principal/Date

[illegible] 9/21/11

Lead Turnaround Partner/Date

Lead Turnaround Partner/Date

CC: Internal Lead and Process Manager

Once signed, copy to a PDF file and send electronically to Kathleen.Smith@doe.virginia.gov.

A school that began implementing the transformation model during the 2010-2011 school year (cohort 1) and that was not able to complete the development and implementation of its evaluation systems during that year must develop them during the 2011-2012 school year and, at a minimum, pilot them for all teachers and principals no later than the 2012-2013 school year. The piloted systems should be capable of being used for decisions regarding, for example, retention, promotion, compensation, and rewards, no later than the 2013-2014 school year.

A school that begins implementing the transformation model in the 2011-2012 school year (cohort 2) must develop its evaluation systems during that year, pilot them for all teachers and principals during the 2012-2013 school year, and use the system in the school, including for decisions regarding, for example, retention, promotion, compensation, and rewards, no later than the 2013-2014 school year.

WE below have read and understand that continued funding is contingent upon the above assurances.

Walter R. Thomas 9/21/11

Superintendent/Date

Amy McDonald 9/21/11 Kiptopeke Elementary School

Principal/Date

[illegible] 9/21/11

Lead Turnaround Partner/Date

Lead Turnaround Partner/Date

CC: Internal Lead and Process Manager

Once signed, copy to a PDF file and send electronically to Kathleen.Smith@doe.virginia.gov.

Northampton County Public Schools

Non-Negotiable(s) for All SIG Tier 1 and Tier 2 Schools

Kiptopeke Elementary School SIG Team Members

1. Michael Brickhouse (P.E.)
2. Sue Panek (Reading Specialist)
3. Danita Srodek (Pre-Kindergarten)
4. Lindsey Trier Weiler (Kindergarten)
5. Erica Ramsey (1st Grade)
6. Dulce Yasay (2nd Grade)
7. Stacy Miller (3rd Grade)
8. Deborah Barban (4th Grade)
9. Stacee Bell (5th Grade)
10. Shantell Owens (6th Grade)
11. Mary K English (Special Education)
12. Belinda Rippon (Data Coach)
13. Subrina Parker (Assistant Principal)
14. Gary McDonald (Principal)
15. Annette Gray (Internal Lead – Assistant Superintendent)
16. Amy Shockley (Director of Special Programs)
17. Karen Aita (Mentor Teacher and Title Supervisor)
18. Edison Learning ILP

Northampton High School SIG Team Members

1. Sandy Lewis (Mathematics)
2. English (Andrea Nealon)
3. Sucora Owens (Science)
4. Reuben Quanbeck (Social Studies)
5. Lisa Ojeda (Foreign Language)
6. Cathy Doughty (H&PE)
7. Andrea Alcott (Special Education)
8. Beth Pase (CTE)
9. Angela Smith (CTE)
10. David Warren (Fine Arts)
11. Diane Powers (7th Grade)
12. Jim Conrow (Principal)
13. Ron Yorko (Assistant Principal)
14. Jennifer Kidwell (Assistant Principal)

15. Steve Custis (ESL)
16. Data Coach (TBD)
17. Annette Gray (Internal Lead – Assistant Superintendent)
18. Amy Shockley (Director of Special Programs)
19. Karen Aita (Mentor Teacher and Title Supervisor)
20. EdisonLearning ILP

Proposed Building Transformation Meeting Schedule *(Building Meetings)*

Kiptopeke Elementary School
September 28, 2011
October 12, 2011
October 26, 2011
November 9, 2011
December 14, 2011
January 11, 2012
January 25, 2012
February 8, 2012
February 22, 2012
March 14, 2012
March 28, 2012
April 11, 2012
April 25, 2012
May 9, 2012
May 23, 2012

Northampton High School
September 12, 2011
October 10, 2011
November 14, 2011
December 5, 2011
January 9, 2012
February 6, 2012
March 5, 2012
April 9, 2012
May 7, 2012

Bi-monthly meetings are scheduled at Kiptopeke Elementary. Bi-monthly meetings will be considered once Northampton High School has begun the school improvement process. At the present time, monthly meetings are scheduled for Northampton High School.

Agenda Requirements

These meetings will span no less than 60 minutes in length.
The agenda items for each meeting will include:

1. A review of the performance indicators in Indistar,
2. A review of the student data (AIMS Web, Istation, Study Island, etc.),
3. A review of progress monitoring data and
4. A review of teacher data (such as attendance, observations and walk through observations).
5. Timelines
6. Task Assignment (Who does what? When?)

7. Next Steps

*The division transformation team will sit with each SIG Transformation school level team at its monthly or bimonthly meetings.

Division Level Transformation Meetings *(ILP/ELP/Superintendent/Principal)*
All meetings are set for 9:00 a.m.

October 18, 2011
November 14, 2011
December 14, 2011
January 18, 2012
February 15, 2012
March 21, 2012
April 18, 2012
May 16, 2012
June 20, 2012

As the transformation team works to improve academic outcomes for all students, the governance structure established to ensure success for this process is one of collaboration. The governance structure established for KES and NHS requires the administrative staff at the buildings to work collaboratively with the lead turnaround partner and the internal lead partner to implement suggestions and recommendations that are embedded in sound research practices.

Building administration will communicate directly to the internal lead. The division level Transformation Team will meet monthly as outlined above. The principal, internal lead, external lead and the superintendent will engage in open dialogue about the data, what is working, what is not working and etc. at schedule timelines outlined. The agenda items listed above will be utilized at all division transformation meetings.

The Vice President for Educational Services (VPES) of the lead turnaround partner will communicate directly to the internal lead and district administration as outlined above. The internal lead will communicate directly to the superintendent.

It is expected that the administration in each building maintain open lines of communication that is honest and targeted. He or she will communicate information gleaned from the division transformation team to staff and the building transformation team. Additional guidance as needed will be initiated by the internal lead and communicated back to the building administration. Having all directors sitting as

involved members on all school Transformation teams, will allow for communicate that is immediate.

Through the Dashboard, monthly updates regarding the monitoring and progress towards goals and objectives can be accessed by District and school board members. In addition, monthly updates by the lead turnaround partner will be made to our local school board.

The communication to the school board is scheduled to occur based on the following schedule. The starting time for these meetings will be 5:30 p.m.

- October 18, 2011
- November 14, 2011
- December 14, 2011
- January 18, 2012
- February 15, 2012
- March 21, 2012
- April 18, 2012
- May 16, 2012
- June 20, 2012

Tier 1, 2, and 3 Interventions for Reading

Kiptopeke Elementary

Tier 1 (All Students)	Study Island/Reading Eggs Istation Skills Tutor K-1-2 Double Reading Block (60 minutes) Power-Up (Remediation or Extension) Accelerated Reader Bench Mark Assessment Universal Screens (3X Yearly) Summer Remediation (Optional)
Tier 2 Targeted Small Groups of Students	Study Island Istation (75 minutes) Skills Tutor K-1-2 Double Reading Block (60 minutes) Power-Up (Remediation or Extension) Accelerated Reader Bench Mark Assessment Universal Screens (3X Yearly)
Tier 3 Target Individual Students	Group Size (5-6) Summer Remediation Saturday School (Targeted) Power Up (Intensive/targeted) 45 minutes daily Progress Monitoring with AIMS Web Istation (100 minutes weekly) Study Island

Tier 1, 2, and 3 Interventions for Mathematics

Kiptopeke Elementary

Tier 1 (All Students)	Study Island Skills Tutor Accelerated Math Power-Up (Remediation or Extension) Bench Mark Assessment Universal Screens (3X Yearly) Summer Remediation (Optional) Math Tutors (push in)
Tier 2 Targeted Small Groups of Students	Study Island Skills Tutor Power-Up (Remediation or Extension) I Can Learn Math Bench Mark Assessment Universal Screens (3X Yearly) Math Tutors (push in)
Tier 3 Target Individual Students	Group Size (5-6) Summer Remediation Saturday School (Targeted) Power Up (Intensive/targeted) 45 minutes daily Progress Monitoring with AIMS Web Study Island Math Tutors (push in)

Tier 1, 2, and 3 Interventions for Reading

Northampton High School

Tier 1 (All Students)	Study Island Istation Skills Tutor Accelerated Reader Bench Mark Assessment Universal Screens (3X Yearly) Summer Remediation (Optional) After School Tutoring
Tier 2 Targeted Small Groups of Students	Study Island Istation Skills Tutor Accelerated Reader Bench Mark Assessment Universal Screens (3X Yearly) Summer Remediation (Optional) After School Tutoring Blocked Reading Achieve 3000 (To Be Purchased) In School Support of Tutors
Tier 3 Target Individual Students	Summer Remediation Progress Monitoring with AIMS Web Double Block Reading Istation (100 minutes weekly) Study Island After School Tutoring In School Support of Tutors

Tier 1, 2, and 3 Interventions for Mathematics

Northampton High School

Tier 1 (All Students)	Study Island Skills Tutor Accelerated Math Bench Mark Assessment Universal Screens (3X Yearly) Summer Remediation (Optional) After School Tutoring
Tier 2 Targeted Small Groups of Students	Study Island Skills Tutor Bench Mark Assessment Universal Screens (3X Yearly) Summer Remediation (Optional) After School Tutoring In School Support of Tutors
Tier 3 Target Individual Students	Summer Remediation Progress Monitoring with AIMS Web Double Block Math Study Island After School Tutoring In School Support of Tutors

Attachment C

Norfolk Public Schools

NATIONALLY RECOGNIZED. GLOBALLY COMPETITIVE.

July 30, 2012

Mr. David M. Foster
Board of Education, President
Virginia Department of Education
2607 North Wakefield Street
Arlington, VA 22207

Dear Mr. Foster:

Norfolk Public Schools is respectfully requesting a rating of Conditional Accreditation for Lindenwood Elementary School for the 2012-2013 school year. Lindenwood achieved the benchmark in the areas of English, history, and science. A longitudinal analysis of Lindenwood's SOL scores indicates an increase in the percentage of students earning a passing score.

Leadership

Mrs. Danjile Henderson was assigned as the new principal of Lindenwood Elementary for the 2010-2011 school year. At the time of her appointment, she had three years of elementary principal experience in Petersburg, Virginia. She brought to Lindenwood a strong instructional background and communication skills. Joining Ms. Henderson for the 2011-2012 school year as the assistant principal is Mrs. Kindel Holloman. She was transferred from a high performing school because of her strong background in Literacy. Prior to her role as assistant principal, Ms. Holloman served in the English Department in central office for four years as a teacher specialist. We feel confident that her strength in the areas of curriculum and teacher development will assist the principal with instructional implementation, assessment, supervision and modeling best practices.

Lindenwood Elementary was reconstituted in 2009-2010 and the staff continues to receive additional training to increase their effectiveness with content knowledge, instructional delivery, and student learning. Incentives were offered to attract master teachers to the school and they were required to make a three year commitment to Lindenwood. Part of the work with Lindenwood included additional professional growth opportunities for the staff and the leaders of the school. For 2012-2013, this support will continue from one voice but two areas: continued support from Norfolk Public School's Curriculum and Professional Development Department and new support from NCS Pearson Incorporated, Lead Turnaround Partner under the1003(g) School Improvement Grant (SIG). Norfolk Public Schools is requesting Conditional Accreditation status based on the increase of student performance on the Virginia Standards of Learning Assessments, the implementation of a federal 1003(g) School Improvement Grant (SIG), the support of Pearson, External Lead Turnaround Partner, the project director for the 1003(g) SIG, and the Virginia Department of Education's (VDOE) Division Liaison.

Samuel T. King, Ed.D., Superintendent
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Overview of Lindenwood Elementary School
Fall Membership

Lindenwood supports students in grades Prekindergarten through fifth grade. On September 30, 2011 the school had a reported enrollment of 366 students, which included 54 Prekindergarten students.

Fall Membership

Grade	2008-2009	2009-2010	2010-2011	2011-2012
Pre-Kindergarten	29	34	30	54
Kindergarten	54	56	71	56
Grade 1	74	54	42	60
Grade 2	62	55	42	47
Grade 3	62	60	44	40
Grade 4	77	56	56	52
Grade 5	54	62	48	57

Over the last three years enrollment declined from 412 students in 2008-2009 to 366 students in 2011-2012, which is an 11% decrease.

Students by Ethnicity 2011-2012

% African American	91.3%
% Asian	0.8%
% Hispanic	3.3%
% Unspecified	2.5%
% White	2.2%

Students by Free & Reduced Lunch 2011-2012

% Eligible for Free Lunch	88.74%
% Eligible for Reduced Lunch	5.22%

The number of male (189) students was slightly higher than the number of female (177) students attending Lindenwood Elementary in 2011-2012. The majority of students (334) were African American. Other notable demographic information includes 39 (11%) students were enrolled in a special education program, 7 (2 %) students were reported as limited English proficient and 15 (4%) of the students were identified as gifted.

Overview of Testing Data

Summary of Standards of Learning Test Pass Rates for Lindenwood

Subject	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013 Preliminary Results
Grade 3 – 5 English	61	68	67	73	79
Mathematics	63	70	73	70	59
Grade 3 History	66	78	71	81	74
History	74	78	65	79	83
Grade 3 Science	65	72	74	81	75
Science	46	76	62	64	75

Staffing

As previously stated, Ms. Danjile Henderson, was newly assigned as principal to Lindenwood for the 2010-2011 school year. In her role as principal, Mrs. Henderson, has worked collaboratively with the VDOE and NPS central office to help teachers to focus their attention on student learning and increasing their instructional capacity. Additional support staff was placed at Lindenwood to provide assistance to classroom teachers and to intervene with small groups of students. Job-embedded professional development and teacher-to-teacher walkthroughs provided opportunities for teachers to develop their skills. Last year's (2012) staff consisted of twenty classroom teachers, three special education teachers, two administrators and four additional support teachers. One hundred percent of Lindenwood's teachers were Highly Qualified.

Teacher Education Attainment (Percentages)

Degree type	2008-2009	2009-2010	2010-2011
Bachelor's Degree	47	51	49
Master's Degree	49	40	44
Doctoral Degree	2	5	2

As part of the 2009-2010 reconstitution, new administrators were assigned to the school and newly hired teachers agreed not to seek a lateral transfer and to remain at the school for at least three years unless to accept a promotion, for health or family reasons. This decision stabilized Lindenwood's teacher turn-over rate for the past three years, during 2010-2011 only four teachers left the school for the previously mentioned reasons. At the end of the 2011-12 school year nine teachers left Lindenwood. The school lost three of the nine teachers due to a decrease in the projected enrollment for 2012-2013, one teacher was promoted and one retired. An effort has been made to re-staff existing vacancies with veteran, highly effective teachers. In addition, Lindenwood has received priority with teacher staffing.

Staffing Changes at Lindenwood Elementary School 2012-2013

Position	Reason
Communication Skills Specialist	Promoted to Assistant Principal
Interventionist	Retired
2 Kindergarten teachers	1 Transferred to another school 1 Resigned
Grade 1	Resigned
3 Grade 3 Teachers	2 Resigned and 1 contract was not renewed
Grade 5 Teacher	Resigned

Staff Instructional Support

The district administers benchmark assessments in the core content areas based on state standards. Teachers have received significant assistance with using this data to drive instruction in their classrooms. The school's Data Team has received training in data analysis and data-driven decision making by certified trainers, and they have received ongoing support. In addition to benchmark assessments, teachers administered common formative assessments in the four core content areas to monitor progress and adjust professional development activities. Continuous support was provided by the Shared Governance Team (SGT) and their feedback was used to improve teaching and student learning.

During 2011-2012, a variety of strategies were implemented at Lindenwood to create a laser like focus on teaching and to increase student learning. These strategies included:

- Recommendations from the curriculum audit conducted by the VDOE in 2011 were implemented.
- Pearson Inc. provided support with classroom instruction, professional development and leadership.
- Participation in VDOE Webinars
- Principal and staff closely monitored data to determine professional development needs.
- Central office staff provided on-going professional development in the content areas
- Executive Director frequently visited the school and provided feedback to the principal.
- Principal met with individual grade levels to discuss student data and teaching strategies
- Principal met with individual teachers to review data and discuss strategies
- Teachers revised instruction based on feedback
- Principal took a closer look at the performance of the leadership team (math and reading interventionists, School Improvement Coach, etc.) and provided feedback on the quality of their performance.
- Principal implemented staffing and schedule changes, referred staff for further assistance or provided appropriate disciplinary actions.

Because of data reviews, teachers at Lindenwood have had the opportunity to spend time talking and learning from one another through sessions focused on the effective use of data to make instructional decisions, focus on the SOL standards and NPS curriculum, and the implementation of best instructional practices. The school's schedule has been arranged to allow teachers to work and plan within their grade levels. Most importantly, Lindenwood's staff utilized the VDOE *Indistar* program to monitor initiatives and implementation.

The 2012-2013 SGT will include a cross section of internal and external members:

- VDOE Partner
- Executive Director of Elementary
- Principal
- Assistant Principal
- Internal Lead Partner
- NCS Pearson - External Lead Partner
- Curriculum and Professional Development Leaders
- General Education Teachers
- Special Education Teachers
- Parent Liaison

The SGT will meet monthly to participate in the following:

- Review the goals and data to determine the observation "look-fors" in the classroom
- Review quarterly benchmarks and common formative assessments
- Review and adjust the student instructional groups
- Assign and evaluate professional development
- Review the alignment of the written, taught, and tested curriculum
- Discuss next steps and support needed from central office
- Discuss successes and barriers to successes

Turnaround Grant and Next Steps

Upon receipt of the preliminary SOL scores this July an in-depth analysis of the results will be conducted by both school based and central office personnel. It became apparent from the preliminary 2012 Virginia SOL data that further steps are necessary to ensure success for all students at Lindenwood for the 2012-2013 school year.

These steps include:

- Additional training for the principal on the NPS reading, writing, math and science curriculum and instructional best practices.
- Collaboration with the VDOE representative, NCS Pearson Inc., and NPS senior reading, math, and science coordinators to review curriculum and assist with professional development.

The district requests that the VDOE reading and math coordinators visit classrooms and provide feedback.

- Collaboration with NCS Pearson Inc. Lindenwood's external lead partner, NPS internal lead partner and SGT to review curriculum, monitor instruction, and implement professional development.
- Using the 1003 (g) SIG grant funding to provide incentives for teachers through offering consumable grants, professional development opportunities, additional materials and supplies.
- Using 1003 (g) SIG grant funding and local funding to provide incentives for parents and students through field trips, programs, and training.
- A focus on the adult actions for accountability from all levels of the organization including:
  - Executive Director to monitor and provide feedback on monthly data team meeting minutes.
  - Associate Superintendent for Academics and Executive Director will continue for 2012-13 to review the quarterly content observations completed by Lindenwood administrators and instructional specialists.
  - The Superintendent's Senior Leadership Team will receive quarterly status updates and provide support through the various departments in Norfolk Public Schools.
  - Principal will communicate with human resources and her immediate supervisor concerning necessary support and professional development for the staff.
  - School Indistar Plan will focus on adult actions. The Executive Director will monitor the deep implementation of these actions.
  - The Curriculum and Professional Development Department will continue to make Lindenwood a priority for training and support.
  - Onsite technical assistance will be provided by NCS Pearson, Inc. the school's Lead Turnaround Partner.
  - A .5 Positive Behavior Intervention Specialist will be hired to help teachers develop more effective classroom management strategies.

We believe that through these efforts, the students at Lindenwood will benefit from improved instruction and will demonstrate increased academic success. We look forward to meeting the Virginia Department of Education School Board to make this formal request for Conditional Accreditation for Lindenwood Elementary School.
Thank you for your consideration of our request.

Respectfully,

Kirk T. Houston, Sr.
Board Chairman

Samuel T. King
Superintendent

cc: Kathleen Smith

Attachment D

NORTHAMPTON COUNTY PUBLIC SCHOOLS
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Northampton County Schools
Northampton County School Board

July 30, 2012

The Honorable Eleanor B. Saslaw
Virginia State Board of Education
Richmond, VA 23219

Dear Chairman Saslaw;

Based on preliminary SOL assessment results, Kiptopeke Elementary School will not meet the benchmarks for full accreditation and will subsequently be rated as *Accreditation Denied.* Alternatively, Northampton Public Schools is requesting the continued rating of *conditional accreditation* for Kiptopeke Elementary School for the 2012-2013 school year. This request is supported by the academic gains students at KES made on the 2012 Spring Standards of Learning assessments in many content areas.

With the collaborative expertise of EdisonLearning, our Lead Turnaround partner, and the ongoing support and guidance from central office administration, the staff at KES was provided the structure needed to focus on the instructional curriculum and the effective delivery of this instructional content.

Through the partnerships forged with both entities, weekly administrative meetings were held with the administrative team at KES. Individual and joint classroom observations and walk through observations were performed. Both, EdisonLearning and central office administration served as active participating members on the school improvement team at KES, attending all meetings held.

The process of transforming the educational outcomes for our students began with a focus on the importance of consistently delivering instructional content guided by and aligned with state standards and delivered in a manner that met the needs of all students. As a result, the lesson plan template used by KES was overhauled.

To ensure that purposeful instructional planning was occurring, the revised template, grounded in Madeline Hunter's lesson planning strategies and Bloom's Taxonomy, was introduced to the staff. Professional development, support and guidance were provided as staff adjusted to this increased expectation. Revisions to lesson plans were made as deemed necessary and appropriate. Lesson plans were monitored weekly to ensure their alignment with state standards, their alignment with the division's curriculum pacing and to ensure the provision of instruction that was engaging and rigorous.

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To monitor the level of rigor and student engagement occurring within classrooms at KES, the principal was required to deliberately plan classroom observations and walk through observations. This schedule was submitted monthly to the superintendent. Discussions about the strengths and weaknesses of these observations occurred.

Professional learning communities were established at all grades. Staff participated in weekly small group professional development. EdisonLearning provided solid routines and structures that guided these meetings to ensure that time was maximized and discussions were rich and targeted. A variety of professional development topics were covered during grade level PLC times. These topics spanned the educational spectrum and included: instructional rigor and relevance, understanding the lesson plan template, differentiating instruction, data analysis, disaggregation of benchmark data, student goal setting and formative assessment strategies, to name a few. The building administration, data coaches and specialists participated in all PLC activities.

In addition to the ongoing professional learning communities and the professional development provided through these opportunities, EdisonLearning has provided additional experts to support KES and its school improvement efforts. Experts in math and special education have provided professional development opportunities to staff.

Cross division grade level teaming occurred with teachers at Occohannock Elementary. Teachers were given the opportunity to share best and successful instructional practices and strategies. They reviewed curriculum pacing and alignment. They used these opportunities to share lesson plans and to review assessment data.

Monthly benchmarking *(eValuate)* was conducted to track student progress with the standards and to monitor alignment with the curriculum. Data from these assessments were disaggregated and used to modify the curriculum as needed to meet the needs of all students. Students began setting academic goals and tracking their academic progress.

To improve educational outcomes for students a number of diagnostic assessments were administered to our students: Istation, universal screenings, ARDT, and PALS. The results gleaned from these assessments helped KES outline a multi-tiered system of supports for students. Student intervention plans were developed. Student progress was monitored and tracked.

To expand learning opportunities for students at KES an academic afterschool program was implemented. This opportunity gave struggling learners additional instructional support that occurred in small groups.

There were many transformational practices Kiptopeke Elementary engaged its staff in throughout this past year. There were quick wins tackled at the onset of the school year. There were non-negotiables established, adhered to and repeatedly communicated. Because of the efforts of the team, SOL assessment results for our students are improved. But, we realized that an additional

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move was necessary to move KES along the continuum of school improvement. It is paramount that we have the right school leader in place to lead the school. As a result, we replaced the principal and now have a new principal at Kiptopeke for the 2012-2013 school year. We believe that the right leader taking the right actions can overcome barriers that would otherwise prevent success.

For the 2012-2013 academic school year, additional steps will be taken to continue the transformation of KES:

1. Northampton County Public Schools will continue to search for a highly qualified math specialist to support the instructional program and math teachers at KES.
2. Math teachers will be given the opportunity to participate in professional development opportunities that align their instructional practices with skills needed to move students to the conceptualization of math concepts and skills.
3. Central administrative staff will continue its participation with/on: weekly administrative leadership meetings, school improvement meetings, attendance at PLC trainings as warranted, assisting with the review of lesson plans and conducting walk through observations.
4. KES will continue with its PLC groups, the provision of individualized professional development, cross division grade level teaming, and weekly data meetings to disaggregate data and plan appropriate interventions for students.
5. To build the instructional delivery capacity of the teaching staff, Edison will provide individualized staff development opportunities. All professional development opportunities will be aligned to the programmatic goals and objectives of the school improvement plan and the comprehensive plan of intervention.
6. KES with conduct monthly benchmark assessments for English and Mathematics using Edison's eValuate benchmarking system. These benchmark assessments will be administered electronically. Results will be instantly analyzed to determine appropriate interventions.
7. Teachers will set goals for student academic achievement.
8. Students will continue to monitor their academic progress and set goals of attainment.

School Demographics

During the 2011-2012 academic school year, Kiptopeke Elementary served grades PK-6. Forty-three teachers provided daily instructional content to 518 students. Four hundred sixteen (416; 80.5%) of these students received free or reduced lunch.

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PRELIMINARY SOL Performance

3rd Grade				
School Year	English	Math	History	Science
2010-2011	65%	70%	48%	67%
2011-2012	61.7%	39.7%	71%	80.3%

4th Grade			
School Year	English	Math	History
2010-2011	72%	78%	81%
2011-2012	71.4%	48%	89%

5th Grade				
School Year	English	Writing	Math	Science
2010-2011	81%	66%	73%	77%
2011-2012	82%	67%	80.7%	75%

6th Grade			
School Year	English	Math	History
2010-2011	69%	56%	38%
2011-2012	91%	68%	67%

As you recall from last year, the school was warned in History and have made tremendous progress in this area. Nine of fourteen tested areas showed improvement in 2011-2012 as compared to the 2010-2011 school year. Preliminary results show that the "all students" category improved in English, Science and History.

In closing, school improvement has been embraced by all stakeholders. We have embraced the expectations and tasks that must occur at KES to ensure that school improvement happens. Our approach has been organized, focused, systematic and persistent. We believe that this persistence and commitment to our students and teachers have resulted in academic gains across most areas. We are more certain than ever that the transformation model is the appropriate model needed to move Kiptopeke to accreditation and provide focus on the areas warned and identified under the SOA and NCLB.

Respectfully Submitted,

Richard L. Drury, D.A.
School Board Chairman