

Virginia Board of Education Agenda Item



Agenda Item: L

Date: February 28, 2013

Title	Report on Implementation of a Memorandum of Understanding for the Division Level Review for Petersburg City Public Schools		
Presenter	Dr. Kathleen M. Smith, Director, Office of School Improvement, Division of Student Assessment and School Improvement Dr. Joseph C. Melvin, Division Superintendent, Petersburg City Public Schools		
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Purpose of Presentation:

Action required by Board of Education regulation.

Previous Review or Action:

Other. Specify below:

Date: May 27, 2010, and October 26, 2011 (Board of Education’s Committee on School and Division Accountability)

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

Action Requested:

No action requested.

Receive report from Petersburg City Public Schools

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

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

Background Information and Statutory Authority:

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

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

§ [22.1-253.13:3](#). Standard 3. Accreditation, other standards and evaluation.

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

In October 2004, the Virginia Board of Education (VBOE) established criteria for identifying low-performing school divisions to undergo a division level academic review. Petersburg City Public Schools met the criteria for division level academic review.

§ [22.1-253.13:3](#). Standard 3. Accreditation, other standards and evaluation.

...When the Board of Education has obtained evidence through the school academic review process that the failure of schools within a division to achieve full accreditation status is related to division level failure to implement the Standards of Quality, the Board may require a division level academic review. After the conduct of such review and within the time specified by the Board of Education, each school board shall submit for approval by the Board a corrective action plan, consistent with criteria established by the Board and setting forth specific actions and a schedule designed to ensure that schools within its school division achieve full accreditation status. Such corrective action plans shall be part of the relevant school division's comprehensive plan pursuant to § [22.1-253.13:6](#)....

In 2004, recognizing the need for technical assistance and at the encouragement of the Virginia Department of Education (VDOE), the Petersburg City School Board requested a division level academic review and assistance from the VDOE. Petersburg City Public Schools and the VBOE signed an initial Memorandum of Understanding (MOU) detailing the review process on April 21, 2004.

Based on 2005-2006 assessment results and the resulting accreditation and federal adequate yearly progress (AYP) ratings of the division and its schools, Petersburg City Public Schools entered into a second MOU on November 20, 2006. As part of the November 2006 MOU, an efficiency review was completed on January 10, 2007, by MGT of America, Inc. Ninety (90) recommendations were indicated, 38 of which were accompanied by fiscal implications. According to the review, full implementation of the recommendations would generate a total savings of \$34,620,950 over a five-year period. Petersburg City Public Schools has provided periodic updates to the VBOE regarding the implementation of the efficiency review.

As required by the November 2006 MOU, the VBOE and the VDOE assigned a chief academic officer (CAO) to work with the superintendent and administrative staff to coordinate and monitor the implementation of processes, procedures, and strategies associated with the corrective action plan resulting from the MOU. The CAO coordinated with VDOE offices to provide technical assistance in support of the MOU and corrective action plan. The CAO had administrative authority over processes, procedures, and strategies that were implemented in support of the MOU and funded by targeted federal and state funds with subsequent review and approval by the Petersburg City School Board.

The 2006 MOU required Petersburg City Public Schools to work with the VDOE and VBOE to restructure schools that consistently failed to meet state and federal benchmarks. The VBOE approved a Lead Turnaround Model for implementation in the middle grades after convening and receiving recommendations from a group of educators and community members from across the state in 2007-2008.

On November 17, 2009, the Board of Education revised the Memorandum of Understanding (MOU) for Petersburg City Public Schools. This MOU, Attachment A, will remain in effect until all schools are fully accredited. Key administrative responsibilities included in the MOU are as follows.

Student Achievement

1. The central office leadership team under the direction of the CAO or designee will develop a consolidated federal application each year of the proposed MOU that complies with the findings of the efficiency review, focuses on improved student achievement, and connects strategies to the division's corrective action plan. The Petersburg City School Board will review and approve the consolidated federal application.
2. The central office leadership team under the direction of the CAO and Petersburg City School Board will develop and implement a corrective action plan that complies with the findings of the efficiency review, focuses on improved student achievement, and connects strategies to the full implementation of the algebra readiness and early reading initiatives.
3. The central office staff will provide monthly written reports on the implementation of the algebra readiness and early reading initiatives to include activities planned, activities completed, timelines, participation targets and requests for reimbursement to the CAO and the Petersburg City School Board.
4. The central office will work with school staff to implement effective corrective action plans for all schools that are in *Accreditation Denied* status and No Child Left Behind (NCLB) restructuring. The corrective action plans must meet the requirements of NCLB and the Standards of Accreditation (SOA) and be aligned with the division's key strategies for improved student achievement. Corrective action plans must be approved by the Petersburg City School Board, VBOE and VDOE. Additionally, progress reports on implementing the plans will be shared quarterly with these entities.
5. The central office will work with VDOE staff and the CAO to identify one or more external turnaround partners for the implementation of a specific restructuring plan that meets the requirements of NCLB for all schools in restructuring under NCLB and is approved by the VDOE.

Leadership Capacity

Petersburg City Public Schools will implement an accountability system that links leadership of both the school and the division to student achievement data and provides professional development to improve student achievement. Petersburg City Public Schools will demonstrate commitment to hiring school and division staff with a proven record of increasing student achievement.

Teacher Quality

The central office leadership team under the direction of the CAO or designee will develop and monitor individual action plans to reduce the incidence of teachers with provisional licenses. Petersburg City Public Schools will commit to hiring personnel who are the most qualified for the position vacancy and have a proven track record of increasing student achievement.

On April 1, 2010, the VDOE made multiple contract awards from which applicable divisions, a group of schools or individual schools within a region can select a Lead Turnaround Partner (LTP). On April 7, 2010, VDOE introduced the four selected vendors for the LTP contract list to divisions with schools identified as persistently low-achieving.

Petersburg City Public Schools last provided a report on the MOU to the School and Division Accountability Committee of the Virginia Board of Education on October 26, 2011. At that time, two Petersburg City Public Schools were identified as persistently low-achieving as required by the federal State Fiscal Stabilization Fund (SFSF) – Phase II requirements: Peabody Middle School (Tier 1) and Petersburg High School (Tier II. B.). For the purposes of federal funding available under school improvement 1003(g) of the *No Child Left Behind Act of 2001*, a persistently low-achieving 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 (Tier I); or
- B. A secondary school that is eligible for, but does not receive, Title I funds that is among the lowest-achieving five percent of schools 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 (Tier II. A.); or
- C. A high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent for two years (Tier II. B.).

The United States Department of Education (USED) did not require Petersburg City Public Schools to serve Petersburg High School, the Tier II school. As indicated by a review of Petersburg’s data, grades 6-9 were major areas of concern with regard to student achievement, and as a result of grade configuration changes that occurred in 2008-2009, grade 9 students were no longer served at Petersburg High School. Petersburg High School now serves students in grades 10-12; Vernon Johns Junior High School serves students in grades 8 and 9 and Peabody Middle School serves students in grades 6 and 7. The Federal Graduation Indicator (FGI) at Petersburg High School increased from 48 percent in 2007-2008 to 65 percent in 2010-2011.

In its application for 1003(g) funds, Petersburg City Public Schools received permission from USED and VBOE to serve Vernon Johns Junior High School (rather than Petersburg High School) and Peabody Middle School using the transformation model. Both schools selected Cambridge Education from the approved state contract as the Lead Turnaround Partner (LTP). The contract with Cambridge was renewed in 2011 and 2102 and the addendum is included as Attachment B.

The LTP must support the schools in implementing the requirements of the USED transformation model. Specifically, the LTP ensures that the schools receive ongoing, intensive technical assistance and related support to develop and increase teacher and school leader effectiveness; provide teachers and leaders ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction); use data to identify and implement an instructional program aligned to the SOL and the needs of the learner (e.g., smaller learning community); promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students; improve

student transition from middle to high school through summer transition programs or freshman academies; establish schedules and strategies that provide increased learning time; and provide ongoing mechanisms for family and community engagement.

In 2011, A.P. Hill Elementary School and J.E.B. Stuart Elementary School were identified as persistently low-achieving Tier 1 schools. Tier 1 schools are Title I schools in improvement, corrective action, or restructuring that are 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.

Petersburg City Public Schools has entered into a contract with EdisonLearning as the Lead Turnaround Partner to implement the requirements of the USED transformation model for both A. P. Hill Elementary School and J.E.B. Stuart Elementary School (Attachment C).

In 2012, as required by Virginia’s *Application for U.S. Department of Education Flexibility from Certain Requirements of the Elementary and Secondary Education Act of 1965 (ESEA)*, the four persistently low-performing schools were re-classified as priority schools using Criterion A below:

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

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

The criteria in the flexibility waiver require priority schools to meet all of the federal annual measurable objectives for two consecutive years before exiting the priority status. At this time, J.E.B. Stuart Elementary School and Vernon Johns Junior High School have met the Federal Annual Measurable Objectives (FAMOs) for the first year and will need to do so again in the upcoming year to exit priority status. A. P. Hill Elementary School and Peabody Middle School did not meet the FAMOs last year and will remain in priority status for at least one more year (2013-2014).

Summary of Important Issues:

Chief Academic Officer

Since four of the seven schools now have Lead Turnaround Partners (LTPs), the role of the CAO was changed to reflect that much of the work originally performed by the CAO is now completed by the division level transformation team (including LTPs) serving all seven schools and the school level transformation teams (including the LTPs) at the four schools. The VDOE continues to assign the CAO to assist both division staff and the LTPs. The director of the Office of School Improvement (OSI) coordinates with the CAO, LTP, division staff, and other VDOE offices to provide technical assistance in support of the MOU and corrective action plan. The CAO provides administrative feedback over processes, procedures, and strategies that are implemented in support of the MOU and

funded by targeted federal and state funds and shares this feedback with both the superintendent and the Petersburg City School Board.

Requirements of the Priority Schools

The four priority schools are required to complete a principal evaluation pilot this school year with The College of William and Mary. The evaluator of the principals (the superintendent) and the principals are required to attend a training session on February 20, 2013, and March 20, 2013. In addition, Vernon Johns Junior High School and Petersburg High School are required to participate in teacher evaluation training through The College of William and Mary.

Other requirements are indicated in Checklists for Cohort I and Cohort II (Attachments D and E).

Superintendent’s Report

A report from the division superintendent is included as Attachment F. This report provides information on the key priorities of the MOU: Enhanced Leadership Capacity; Improved Student Achievement; Improved Teacher Quality; Strengthen Communications with all Stakeholders; and Promote a Safe and Secure Environment. A copy of the 2009-2010 Division Corrective Action Plan is included as Attachment G.

Although the Board of Education has received reports on the current Division Corrective Action Plan dated for 2009-2010, the plan needs to be updated. The VDOE will provide a facilitator to develop a corrective action with the division team that aligns the needs of the division at this time with the requirements of the Memorandum of Understanding.

Sustainability

Sustainability in the reform outcomes must be ensured as part of the funding offered by the USED for priority schools. At this time, both LTPs, Cambridge Education and EdisonLearning, are working with Petersburg City Schools to ensure that regardless of funding, the capacity to sustain improvement in student achievement is in place. The LTPs’ plans for sustainability are included as Attachments H and I, respectively.

Accreditation Status

For the 2012-2013 school year, based on assessments in 2011-2012, Petersburg City Public Schools has three schools *Accredited with Warning*: A. P. Hill Elementary School, Vernon Johns Junior High School, and Walnut Hill Elementary School. A. P. Hill has been *Accredited with Warning* for three consecutive years and if not *Fully Accredited* next year, it will enter denied status. One school, Peabody Middle School, remains in *Accreditation Denied* status.

School	2009-2010 (Based on SOL Assessments in 2008-2009)	2010-2011 (Based on SOL Assessments in 2009-2010)	2011-2012 (Based on SOL Assessments in 2010-2011 and 2011 Graduation and Completion Index)	2012-2013 (Based on SOL Assessments in 2011-2012 and 2012 Graduation and Completion Index)
A. P. Hill Elementary	Fully Accredited	Accredited with Warning: Warned in English and Science	Accredited with Warning: Warned in English and Science	Accredited with Warning: English and Mathematics

School	2009-2010 (Based on SOL Assessments in 2008-2009)	2010-2011 (Based on SOL Assessments in 2009-2010)	2011-2012 (Based on SOL Assessments in 2010-2011 and 2011 Graduation and Completion Index)	2012-2013 (Based on SOL Assessments in 2011-2012 and 2012 Graduation and Completion Index)
J.E.B. Stuart Elementary	Accreditation Denied: Warned in Math and Science	Accreditation Denied: Warned in English	Fully Accredited	Fully Accredited
Peabody Middle	Accreditation Denied: Warned in English, Math, and History	Accreditation Denied: Warned in English, Math, and History	Accreditation Denied: Warned in Math	Accreditation Denied: Mathematics
Petersburg High	Fully Accredited	Fully Accredited	Accredited with Warning: Graduation Index (78)	Fully Accredited Graduation Index (85)
Robert E. Lee Elementary	Fully Accredited	Fully Accredited	Fully Accredited	Fully Accredited
Vernon Johns Junior High	Accreditation Denied: Warned in English and Science	Fully Accredited	Accredited with Warning: Warned in English and History	Accredited with Warning: History
Walnut Hill Elementary	Fully Accredited	Fully Accredited	Fully Accredited	Accredited with Warning: Mathematics

2012-2103 Federal Annual Measurable Objectives (FAMOs)

FAMO (Based on SOL Assessments in 2011-2012 and 2011 Federal Graduation Indicator)

School Name	Title I School	Federal AMO Status	Federal Improvement Plan Status	Reading	Math	FGI
A.P. Hill Elementary	Yes	Did Not Meet	Priority School	Met	Did Not Meet	
J.E.B. Stuart Elementary	Yes	Met All	Priority School	Met	Met	
Peabody Middle	Yes	Did Not Meet	Priority School	Did Not Meet	Did Not Meet	
Petersburg High		Did Not Meet	Required Improvement Plan	Met	Met	Did Not Meet 65%
Robert E. Lee Elementary	Yes	Met All		Met	Met	

School Name	Title I School	Federal AMO Status	Federal Improvement Plan Status	Reading	Math	FGI
Vernon Johns Junior High	Yes	Met All	Priority School	Met	Met	
Walnut Hill Elementary	Yes Met	All		Met	Met	

AYP/AMO Pass Rates on Statewide Assessments from School Report Card

Reading

School	Based on Assessments in 2008-2009	Based on Assessments in 2009-2010	Based on Assessments in 2010-2011	Based on Assessments in 2011-2012
A. P. Hill Elementary	81%	60%	62%	72%
J.E.B. Stuart Elementary	76% 64%		78%	81%
Peabody Middle	64%	67%	76%	75%
Petersburg High	90%	91%	84%	83%
R. E. Lee Elementary	81%	77%	78%	81%
Vernon Johns Junior High	62% 73%		76%	87%
Walnut Hill Elementary	85% 78%		73%	79%

Mathematics

School	Based on Assessments in 2008-2009	Based on Assessments in 2009-2010	Based on Assessments in 2010-2011	Based on Assessments in 2011-2012
A. P. Hill Elementary	80%	66%	62%	42%
J.E.B. Stuart Elementary	64% 77%		84%	61%
Peabody Middle	47%	58%	49%	43%
Petersburg High	86%	84%	87%	52%
R. E. Lee Elementary	83%	86%	90%	59%
Vernon Johns Junior High	89% 86%		85%	66%
Walnut Hill Elementary	81% 84%		75%	48%

Science

School	Based on Assessments in 2008-2009	Based on Assessments in 2009-2010	Based on Assessments in 2010-2011	Based on Assessments in 2011-2012
A. P. Hill Elementary	74%	54%	64%	77%
J.E.B. Stuart Elementary	59% 74%		80%	83%
Peabody Middle	N/A	N/A	N/A	N/A
Petersburg High	84%	91%	93%	91%
R. E. Lee Elementary	88%	83%	84%	78%
Vernon Johns Junior High	68% 78%		79%	87%
Walnut Hill Elementary	73% 83%		73%	81%

History

School	Based on Assessments in 2008-2009	Based on Assessments in 2009-2010	Based on Assessments in 2010-2011	Based on Assessments in 2011-2012
A. P. Hill Elementary	81%	73%	64%	72%
J.E.B. Stuart Elementary	89% 79%		86%	92%
Peabody Middle	63%	63%	71%	72%
Petersburg High	91%	94%	72%	69%
R. E. Lee Elementary	90%	89%	82%	82%
Vernon Johns Junior High	70% 75%		56%	65%
Walnut Hill Elementary	85% 87%		75%	76%

Impact on Fiscal and Human Resources:

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

Timetable for Further Review/Action:

An update on the revisions to the Division Corrective Action Plan for Petersburg City Public Schools is scheduled for the May 2013 Board meeting.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Virginia Board of Education accept the Report on Implementation of a Memorandum of Understanding with Petersburg City Public Schools. In addition, the Superintendent recommends that Petersburg City Public Schools, with support from a VDOE assigned facilitator, update the division's corrective action plan to align with the division's needs at this time and the Memorandum of Understanding.



COMMONWEALTH of VIRGINIA

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January 8, 2010

Mr. Kenneth Pritchett, Chairman
Petersburg City School Board
255 South Boulevard, East
Petersburg, Virginia 23805

Dear Mr. Pritchett:

This will serve as formal notification that in accordance with *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (SOA), Section 8 VAC 20-131-315, adopted by the Virginia Board of Education (VBOE) in July 2009, a Memorandum of Understanding (MOU) has been entered into by Petersburg City Public Schools with the VBOE to implement a corrective action plan to improve student achievement in the identified schools. Petersburg City Public Schools has three schools with an *Accreditation Denied* rating in 2009-2010 based on 2008-2009 assessment results: J.E.B Stuart Elementary School, Vernon Johns Junior High School, and Peabody Middle School.

Petersburg City Public Schools will continue in division-level academic review status pursuant to Section 22.1-253.13:3, *Code of Virginia*. The attached MOU will serve a dual purpose and satisfy action requirements for division-level academic review and for the *Accreditation Denied* schools.

As part of the MOU, the Petersburg City School Board agrees to provide a summative report on progress made in meeting or exceeding MOU agreements and expectations to the VBOE and the Virginia Department of Education (VDOE) as requested.

The VBOE and the VDOE will work collaboratively with the Petersburg City School Board and division staff to implement the requirements of the MOU. Our shared goal is improved student achievement in Petersburg City Public Schools.

Sincerely,

A handwritten signature in black ink that reads "Patricia I. Wright".

Patricia I. Wright

PIW/KMS/pl

c: Dr. Mark E. Emblidge

Enclosure

**VIRGINIA BOARD OF EDUCATION
PETERSBURG CITY SCHOOL BOARD**

**MEMORANDUM OF UNDERSTANDING
Goals and Expected Outcomes**

Background

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

§ 22.1-253.13:3. Standard 3. Accreditation, other standards and evaluation.

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

In October 2004, the Virginia Board of Education (VBOE) established criteria for identifying low-performing school divisions to undergo a division-level academic review. Petersburg City Public Schools met the criteria for division-level academic review.

§ 22.1-253.13:3. Standard 3. Accreditation, other standards and evaluation.

... When the Board of Education has obtained evidence through the school academic review process that the failure of schools within a division to achieve full accreditation status is related to division level failure to implement the Standards of Quality, the Board may require a division level academic review. After the conduct of such review and within the time specified by the Board of Education, each school board shall submit for approval by the Board a corrective action plan, consistent with criteria established by the Board and setting forth specific actions and a schedule designed to ensure that schools within its school division achieve full accreditation status. Such corrective action plans shall be part of the relevant school division's comprehensive plan pursuant to § 22.1-253.13:6.

In 2004, recognizing the need for technical assistance, the Petersburg City School Board requested a division-level review and assistance from the Virginia Department of Education (VDOE). Petersburg City Public Schools and the VBOE signed an initial Memorandum of Understanding (MOU) detailing the review process on April 21, 2004.

Based on 2005-2006 assessment results and the resulting accreditation and federal adequate yearly progress (AYP) ratings of the division and its schools, Petersburg City Public Schools entered into a second MOU on November 20, 2006. This MOU with the VBOE required Petersburg City Public

Schools to continue in division-level academic review status and participate in an academic review process prescribed by the VBOE.

In the November 2006 MOU, the Petersburg City School Board and central office staff adopted five key priorities for improving student achievement across the school division, ensuring alignment of resources with these priorities for improving student achievement, and holding the board and staff accountable for results. The key priorities included:

- Student Achievement
- Leadership Capacity
- Teacher Quality
- Communication with all Stakeholders
- Safe and Secure Environment

As part of the November 2006 MOU, an efficiency review was completed on January 10, 2007, by MGT of America, Inc. Ninety (90) recommendations were indicated, 38 of which were accompanied by fiscal implications. According to the review, full implementation of the recommendations would generate a total savings of \$34,620,950 over a five-year period. Petersburg City Public Schools has provided periodic updates regarding the implementation of the efficiency review.

As required by the November 2006 MOU, the VBOE and the VDOE assigned a chief academic officer (CAO) to work with the superintendent and administrative staff to coordinate and monitor the implementation of processes, procedures, and strategies associated with the corrective action plan resulting from the MOU. The CAO coordinated with VDOE offices to provide technical assistance in support of the MOU and corrective action plan. The CAO has administrative authority over processes, procedures, and strategies that are implemented in support of the MOU and funded by targeted federal and state funds with subsequent review and approval by the Petersburg City School Board.

As a result of the collaborative efforts of the superintendent, administrative staff, and the CAO, Petersburg City Public Schools has four of its seven schools fully accredited for the 2009-2010 school year: Robert E. Lee Elementary School, Walnut Hill Elementary School, A. P. Hill Elementary School, and Petersburg High School. Four of six Title I schools remain in school improvement. The history of each school's accreditation and Adequate Yearly Progress (AYP) status is indicated as follows:

A. P. Hill Elementary School

Adequate Yearly Progress (AYP) Pass Rates	2006	2007	2008	2009
English Performance	54.32	58.79	61.47	80.66
Mathematics Performance	48.75	64.20	63.68	80.16
Science Performance	44.12	58.06	61.83	74.03
History Performance		66.92	60.61	81.17
Did or Did not Make AYP	Did Not Make AYP	Did Not Make AYP Year 1 of Improvement	Did Not Make AYP Year 2 of Improvement	Made AYP Year 2 Holding of Improvement-Holding
Accreditation Status	Warned	Denied	Denied	Fully Accredited

J.E.B. Stuart Elementary

Adequate Yearly Progress (AYP) Pass Rates	2006	2007	2008	2009
English Performance	63.80	65.66	69.03	75.94
Mathematics Performance	62.58	50.3	73.25	64.02
Science Performance	67.59	62.62	68.24	58.65
History Performance		67.52	75.86	88.65
Did or Did not Make AYP	Did Not Make AYP Year 3 of Improvement	Did Not Make AYP Year 4 of Improvement	Did Not Make AYP Year 5 of Improvement	Did Not Make AYP Year 5 Holding of Improvement
Accreditation Status	Warned	Denied	Denied	Denied

Robert E. Lee Elementary

Adequate Yearly Progress (AYP) Pass Rates	2006	2007	2008	2009
English Performance	66.67	79.25	77.84	81.01
Mathematics Performance	64.76	84.91	77.01	83.05
Science Performance	69.33	76.71	75.42	88.39
History Performance		81.33	75.86	89.91
Did or Did not Make AYP	Made AYP	Made AYP	Made AYP	Made AYP
Accreditation Status	Warned	Fully Accredited	Fully Accredited	Fully Accredited

Walnut Hill Elementary

Adequate Yearly Progress (AYP) Pass Rates	2006	2007	2008	2009
English Performance	77.92	76.62	64.08	85.19
Mathematics Performance	77.92	76.51	72.08	81.19
Science Performance	71.24	73.44	70.33	73.11
History Performance		74.51	59.22	84.62
Did or Did not Make AYP	Made AYP	Made AYP	Made AYP	Made AYP
Accreditation Status	Warned	Fully Accredited	Accredited with Warning	Fully Accredited

Peabody Middle

Adequate Yearly Progress (AYP) Pass Rates	2006	2007	2008	2009
English Performance	46.25	45.15	51.78	64.17
Mathematics Performance	25.17	28.38	40.67	46.72
Science Performance	62.92	62.38	66.46	
History Performance		34.59	45.65	62.78
Did or Did not Make AYP	Did Not Make AYP Year 3 of School Improvement	Did Not Make AYP Year 4 of School Improvement	Did Not Make AYP Year 5 of School Improvement	Did Not Make AYP Year 5 Holding of School Improvement
Accreditation Status	Warned	Denied	Denied	Denied
Assessment data based on grade levels	6-8	6-8	6-8	6-7

Vernon Johns Middle School/Junior High

Adequate Yearly Progress (AYP) Pass Rates	2006	2007	2008	2009
English Performance	53.64	55.82	58.14	62.06
Mathematics Performance	34.44	39.08	50.31	88.87
Science Performance	62.77	73.99	71.10	68.23
History Performance		46.68	58.05	69.93
Did or Did not Make AYP	Did Not Make AYP Year 5 of School Improvement	Did Not Make AYP Year 6 of School Improvement	Did Not Make AYP Year 7 of School Improvement	Did Not Make AYP Year 7 Holding of School Improvement
Accreditation Status	Warned	Denied	Denied	Denied
Assessment data based on grade levels	6-8	6-8	6-8	8-9

Petersburg High School

Adequate Yearly Progress (AYP) Pass Rates	2006	2007	2008	2009
English Performance	75.64	76.01	87.06	90.10
Mathematics Performance	41.99	49.54	68.61	85.95
Science Performance	53.28	60.50	63.60	83.59
History Performance	53.28	60.50	63.60	83.59
Did or Did not Make AYP	Did Not Make AYP Year 3 of School Improvement	Did Not Make AYP Year 4 of School Improvement	Did Not Make AYP Year 5 of School Improvement	Made AYP Year 5 Holding of School Improvement
Title I Status	Not a Title I School			
Accreditation Status	Accreditation Denied	Accreditation Denied	Accreditation Denied	Fully Accredited
Assessment data based on grade levels	9-12	9-12	9-12	10-12

In 2008-2009, Petersburg City Public Schools restructured their middle and high school grades. Peabody Middle School and Vernon Johns Middle School moved from grades 6-8 to grades 6-7 and grades 8-9, respectively. Petersburg High school moved from grades 9-12 to grades 10-12. The rating in the 2009-2010 year provided in the data above is based on the assessment data from the previous year for the new grade configuration. The aggregated data for each grade level for English and mathematics in the division over the past five year period is provided below:

Petersburg City Public Schools - English

Test Level	SOL Test	2004-2005		2005-2006			2006-2007			2007-2008			2008-2009			
		Passed	Attempted	Pct Passed	Passed	Attempted	Pct Passed	Passed	Attempted	Pct Passed	Passed	Attempted	Pct Passed	Passed	Attempted	Pct Passed
3	English Reading	214	354	60.45	200	312	64.1	217	350	62	229	349	65.62	266	337	78.93
4	English Reading				234	348	67.24	240	304	78.95	240	336	71.43	238	322	73.91
5	English Reading	238	369	64.5	190	313	60.7	232	347	66.86	190	279	68.1	275	321	85.67
6	English Reading				203	382	53.14	168	326	51.53	176	317	55.52	161	265	60.75
7	English Reading				184	350	52.57	187	349	53.58	145	311	46.62	191	298	64.09
8	English Reading	162	415	39.04	161	408	39.46	167	395	42.28	195	349	55.87	175	285	61.4
11	English Reading	191	297	64.31	266	329	80.85	244	309	78.96	250	288	86.81	273	304	89.8

Petersburg City Public Schools - Mathematics

Test Level	SOL Test	2004-2005 Passed	2004-2005 Attempted	2004-2005 Pct Passed	2005-2006 Passed	2005-2006 Attempted	2005-2006 Pct Passed	2006-2007 Passed	2006-2007 Attempted	2006-2007 Pct Passed	2007-2008 Passed	2007-2008 Attempted	2007-2008 Pct Passed	2008-2009 Passed	2008-2009 Attempted	2008-2009 Pct Passed
3	Mathematics	259	353	73.37	230	310	74.19	246	355	69.3	245	349	70.2	253	337	75.07
4	Mathematics				197	347	56.77	194	302	64.24	221	336	65.77	247	322	76.71
5	Mathematics	222	369	60.16	189	309	61.17	240	347	69.16	180	279	64.52	241	318	75.79
6	Mathematics				65	385	16.88	50	306	16.34	106	283	37.46	99	214	46.26
7	Mathematics				33	363	9.09	57	346	16.47	68	299	22.74	104	290	35.86
8	Mathematics	193	423	45.63	192	372	51.61	194	387	50.13	195	338	57.69	235	288	81.6
11	Algebra I	196	330	59.39	246	437	56.29	237	293	80.89	300	352	85.23	448	478	93.72
11	Algebra II	67	189	35.45	74	143	51.75	104	216	48.15	134	210	63.81	74	87	85.06
11	Geometry	74	232	31.9	85	305	27.87	138	388	35.57	78	166	46.99	128	158	81.01

Additionally, Section 8 VAC 20-131-300 of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (SOA), adopted by the VBOE in July 2009, requires school divisions with *Accreditation Denied* schools to enter into a MOU with the VBOE and implement a corrective action plan to improve student achievement in the identified schools. Since Petersburg City Public Schools have schools in *Accreditation Denied* status for the 2009-2010 academic year based on 2008-2009 results, the MOU for division-level academic review will also serve as the MOU to satisfy Section 8 VAC 20-131-310. As a part of this MOU, a corrective action plan must be developed.

Another area of concern addressed in the November 2006 MOU was the limited number of highly-qualified teachers employed by the division as well as the number of teachers who were provisionally licensed and the number of long-term substitutes employed as teachers in core content areas. Hard-to-staff funding was provided in the first two years of the MOU; however, results presented at the Senate Finance Committee on December 6, 2007, demonstrated little improvement in the number of provisional or unlicensed teachers employed by the division. On September 23, 2008, Petersburg City Public Schools reported that of the 399 teachers employed in 2008-2009, 393 (98 percent) were licensed; five teachers were not teaching in endorsed areas; 61 (15 percent) were new teachers; and six teachers were indicated as long-term substitutes.

The November 2006 MOU specified that a contingency plan be developed if the schools did not meet school accreditation targets:

The Petersburg School Board, Virginia Board of Education, and the Department of Education will develop a contingency plan for major restructuring to be in place for the 2007-2008 school year if significant improvements in student achievement and school accreditation do not occur for the 2006-2007 school year. The decision to begin the planning for restructuring will be based on reports provided by Petersburg Public Schools to both the Virginia Board of Education and department staff as well as recommendations made by the CAO throughout the year.

Although the development of the contingency restructuring plan was implemented one year later than planned in the November 2006 MOU, a committee of outside experts from universities, community-based organizations working in Petersburg, the CAO, and department staff met during the 2007-2008 year after assessments given in 2006-2007 resulted in the school division not meeting accountability goals of the MOU for two consecutive years. This committee developed an instructional intervention to be led by an outside entity for middle school students and parents (by choice of entry into the intervention) to begin in 2009-2010.

This plan was based in part on the work of Mass Insight Education and the concept of a turnaround zone. The committee agreed that the plan should include an outside partner to develop and implement a comprehensive "school within a school" model for middle grade students. The committee presented this plan at the June 18, 2008, meeting of the School and Division Accountability Committee. This plan met the following conditions agreed upon by the VBOE and Petersburg City Public Schools:

1. Alternative governance.
2. Choice option for middle school students and parents.
3. Research-based focus on core content.
4. Recruitment, selection, and supervision of highly qualified personnel by an independent entity.
5. Proven track record of educational success.

Federal school improvement funds that were allocated only to local education agencies (LEAs) with schools in improvement were available to cover the start-up costs for program development and implementation planning. On November 20, 2008, the VBOE requested that the Petersburg City School Board plan for the implementation of the contingency restructuring proposal in the 2009-2010 school year and authorized the VDOE to assist Petersburg City Public Schools in such planning by providing available federal resources. On April 30, 2009, Petersburg City Schools reported to the VBOE that a vendor could not be secured. The VBOE requested that a turnaround partner be selected no later than August 15, 2009, with implementation for students occurring no later than January 2010. At this time, no turnaround partner has been selected.

School Division Goals and Performance Objectives

For the purposes of this MOU, the Petersburg City School Board and central office staff will adopt two key priorities: *leadership capacity* and *teacher quality*. The priorities will improve student achievement across the school division and must be aligned with resources.

This MOU will be in place until all schools are fully accredited.

Assignment of a Chief Academic Officer (CAO) to Petersburg Public Schools

The VBOE and the VDOE will continue to assign a CAO to work with the superintendent and administrative staff to develop, coordinate and monitor the implementation of processes, procedures, and strategies associated with the corrective action plan resulting from this MOU. The CAO will coordinate with VDOE offices to provide technical assistance in support of the MOU and corrective action plan. The CAO will have administrative authority over processes, procedures, and strategies that are implemented in support of the MOU and funded by targeted federal and state funds with subsequent review and approval by the Petersburg City School Board.

Petersburg City Public Schools will provide the CAO with an office in the central administration office; telephone, computer, and printer access, and clerical support, as needed.

Key Administrative Responsibilities

Student Achievement

1. The central office leadership team under the direction of the CAO or designee will develop a consolidated federal application each year of this MOU that complies with the findings of the efficiency review, focuses on improved student achievement, and connects strategies to the division's corrective action plan. The Petersburg City School Board will review and approve the consolidated federal application.
2. The central office leadership team under the direction of the CAO and Petersburg City School Board will develop and implement a corrective action plan that complies with the findings of the efficiency review, focuses on improved student achievement, and connects strategies to the full implementation of the algebra readiness and early reading initiatives.
3. The central office staff will provide monthly written reports on the implementation of the algebra readiness and early reading initiatives to include activities planned, activities completed, timelines, participation targets and requests for reimbursement to the CAO and the Petersburg City School Board.
4. The central office will work with school staff to implement effective corrective action plans for all schools that are in *Accreditation Denied* status and No Child Left Behind (NCLB) restructuring. The corrective action plans must meet the requirements of NCLB and the Standards of Accreditation (SOA) and be aligned with the division's key strategies for improved student achievement. Corrective action plans must be approved by the Petersburg City School Board, VBOE and VDOE. Additionally, progress reports on implementing the plans will be shared quarterly with these entities.

5. The central office will work with VDOE staff and the CAO to identify one or more external turnaround partners for the implementation of a specific restructuring plan that meets the requirements of NCLB for all schools in restructuring under NCLB and is approved by the VDOE.

Leadership Capacity

Petersburg City Public Schools will implement an accountability system that links leadership of both the school and the division to student achievement data and provides professional development to improve student achievement. Petersburg City Public Schools will demonstrate commitment to hiring school and division staff with a proven record of increasing student achievement.

Teacher Quality

The central office leadership team under the direction of the CAO or designee will develop and monitor individual action plans to reduce the incidence of teachers with provisional licenses. Petersburg City Public Schools will commit to hiring personnel who are the most qualified for the position vacancy and have a proven track record of increasing student achievement.

Petersburg City Public Schools will provide written reports as requested by the CAO (as needed and appropriate) on current instructional vacancies, number of teachers with provisional licenses, and progress on individual action plans to reach full licensure to the VBOE and VDOE.

Status Reports to the Virginia Board of Education

The Petersburg City School Board will provide a summative report on progress made in meeting or exceeding MOU agreements and expectations to the VBOE and VDOE, as requested.

Authorizations

I (We) agree to work collaboratively to implement the requirements of the Memorandum of Understanding (MOU) for the purpose of improving student achievement in Petersburg City Public Schools.

<p>Printed Name: <u>Kenneth L. Pritchett</u></p> <p>Title: Chair, Petersburg City School Board</p> <p>Signature: <u>Kenneth L. Pritchett</u></p> <p>Date: <u>12/2/09</u></p>	<p>Printed Name: <u>James M. Victory</u></p> <p>Title: Superintendent, Petersburg City Public Schools</p> <p>Signature: <u>James M. Victory</u></p> <p>Date: <u>12/2/09</u></p>
<p>Printed Name: <u>Mark E. Eubridge</u></p> <p>Title: President, Virginia Board of Education</p> <p>Signature: <u>Mark E. Eubridge</u></p> <p>Date: <u>12/15/09</u></p>	<p>Printed Name: <u>Patricia I. Wright</u></p> <p>Title: Superintendent of Public Instruction</p> <p>Signature: <u>Patricia I. Wright</u></p> <p>Date: <u>1/8/2010</u></p>

Addendum- August 17, 2011

Addendum to the Contract/Agreement With Cambridge Education

This Addendum to the Contract/Agreement dated the 21st day of July, 2010, by and between the Petersburg City School Board ("School Board") and Cambridge Education ("Lead Turnaround Partner" or "LTP").

Cambridge Education will provide specific services and supports to Peabody Middle School and Vernon Johns Junior High School during the 2011-2012 school term.

Cambridge Education staff will provide:

1. 108 days of instructional leadership coaching support to Vernon Johns Junior High School.
2. 108 days of instructional leadership coaching support to Peabody Middle School.
3. 144 days of one staff person to provide supervision of Cambridge staff and general support for building principals. This person will also provide leadership coaching for principals, as well as, conduct new teacher training for three days prior to school opening and one day per month through June 2012.
4. Additional staff that will focus specifically on the areas of Reading/Language Arts and Mathematics.
5. Parent and community engagement through community focus groups and other parent-focused initiatives (12 days – VJH and 15 days – Peabody Middle School).
6. Staff that will chair the monthly Alternate Governance Meetings.
7. Weekly reports to the Superintendent.
8. Quarterly reports to the Petersburg City Public School Board.

The detailed amount for the Cambridge contract is as follows:

Peabody Middle School	-	625 x 305 = \$190,625
Vernon Johns Junior High School	-	8 th grade 238 x 305 = \$72,590 9 th grade 326 x 334 = \$108,884 Total – Vernon Johns Junior High = \$181,474
Total contract with Cambridge for 2011-12 →		\$190,625.00 \$181,474.00 \$26,400.00 (new teacher training)
	Total	\$398,499.00

CAMBRIDGE EDUCATION

By: T. B. Yates

PETERSBURG CITY SCHOOL BOARD

By: Kenneth A. Pritchett
Mr. Kenneth Pritchett
School Board Chairman

**Addendum to Contract Between Petersburg City Public Schools and Cambridge Education
Note of Clarification**

Cambridge Education agrees to the terms outlined in this contract addendum, with the following points of clarification:

- A “day” will be defined as the length of the student’s school day
- The 108 days outlined in items #1 and #2 are inclusive of the days’ work outlined in items 3 through 8, specifically:
 - The work of a Cambridge staff member to supervise the activities of other Cambridge personnel, provide leadership coaching for principals, and conduct new teacher training sessions during pre-planning and monthly after-school sessions
 - The work of additional staff to support Reading/Language Arts and Math
 - Parent and community engagement activities
 - Monthly Alternate Governance meetings
 - Quarterly presentations at Petersburg City Public School Board meetings



VA LTP – Petersburg City Schools

Change Order	
Change Order #:	Change Order Date:
002	August 22, 2012
Project Name:	Project ID:
VA LTP –Petersburg City Schools	270430PE05
PEC Purchase Order #:	Requisition #:

Vendor	
Company Name:	Address Line 1:
Cambridge Education, LLC	21 Bleeker Street
Contact Name:	Address Line 2:
Elizabeth Almonte	
Telephone Number:	Address Line 3:
914-462-7009	
Fax Number:	City:
781-915-0001	Millburn
E-mail address:	State and Zip
Elizabeth.Almonte@camb-ed-us.com	NJ 07041

Change Requested By:	
Name:	Telephone Number:
Santiago Taveras	973-634-7324
E-mail address:	
Santiago.Taveras@camb-ed-us.com	

Reason For Change:
 The Year 3/School Year 2012-2013 effort is approved by Petersburg City Schools. All terms and conditions of the Agreement dated July 21, 2010, remain in effect. The core contract includes a total of one hundred fifty-five (155) person-days of services provided by the Lead Turnaround Partner (LTP) or other CE consultants. The amounts will be prorated and billed monthly beginning July 2012.

Peabody Middle School: \$166,835
 Confirmed Enrollment: 616
 Days: 75
 Year 3 Professional Development for thirty (30) teachers (\$6,600)

Vernon Johns Junior High: \$168,970
 Confirmed Enrollment: 544
 Days: 80
 Year 3 Professional Development for thirty (30) teachers (\$6,600)

Additional Services:
District-Wide Professional Development: \$17,700

- Induction training and support for New Teachers (August) (3 days)
- Monthly meetings with New Teachers (5 days-2 hours per month)



VA LTP – Petersburg City Schools

Signatures

For Petersburg City Schools:

Stanley A. Jones

Signature

Stanley A. Jones
Superintendent

Name and Title

9/6/12

Date

For Cambridge Education:

Santiago Taveras

Signature

SANTIAGO TAVERAS, Vice President

Name and Title

August 22, 2012

Date

**EDUCATIONAL SERVICES AGREEMENT
BY AND BETWEEN
EDISONLEARNING, INC.
AND
PETERSBURG CITY PUBLIC SCHOOLS**

THIS AGREEMENT (the "Agreement") is made and entered into as of the ___ day of July, 2011 by and between EdisonLearning, Inc. ("EdisonLearning"), a Delaware corporation with its principal place of business at 485 Lexington Avenue, 2nd Floor, New York, NY 10017, and Petersburg City Public Schools, 255 South Boulevard East, Petersburg, VA 23805 (the "School Board").

WITNESSETH:

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, EdisonLearning, possessing certain expertise in assessment, data analysis, curriculum design, alignment and student achievement planning, professional development and other methods designed to raise student achievement and offers a product called the EdisonLearning Alliance Program (the "Alliance Program"), 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 EdisonLearning agreed to provide its Alliance Program 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 Petersburg School Division, including, but not limited to, the employment and termination of employees, is desirous of engaging EdisonLearning to provide certain educational services (the "Services") to A.P. Hill Elementary School ("Hill") and JEB Stuart Elementary School ("Stuart" and, collectively with Hill, the "Alliance Schools");

NOW THEREFORE, in consideration of the promises, mutual covenants and agreements herein set forth, the EdisonLearning and the School Board do hereby agree as follows:

**ARTICLE 1
TERM**

1.1. Term. The term of this Agreement (“Term”) shall commence on the date written above (the “Commencement Date”) and end on June 30, 2014, comprising three (3) consecutive school years, provided, however, that the School Board shall have the right to cancel and terminate this Agreement, without penalty, with written notice to EdisonLearning at least sixty (60) days prior to the end of any school year in the event the School Board fails to receive, in the reasonable opinion of the School Board, sufficient Federal Title 1 1003(g) School Improvement Grant funds to meet the School Board’s obligations hereunder.

**ARTICLE 2
INDEPENDENT CONTRACTOR RELATIONSHIP**

2.1. Independent Contractor. EdisonLearning shall provide the Services under this Agreement as an independent contractor of the School Board. As such, EdisonLearning shall have the exclusive right to determine when, how and by whom the Services shall be provided, consistent with the terms of this Agreement.

2.2. No Partnership. Nothing in this Agreement shall be construed as creating a single enterprise, partnership, joint venture or employer-employee relationship between EdisonLearning and the School Board.

**ARTICLE 3
SCOPE OF SERVICES TO SCHOOL BOARD**

EdisonLearning shall provide to each Alliance School the following Services under this Agreement to support student achievement:

3.1. Diagnostic Review and Report. EdisonLearning ‘s Alliance Achievement Team and other EdisonLearning-trained professionals shall conduct a pre-planned visit to the Alliance Schools in September 2011, identifying strengths and weaknesses, examining both quantitative data and qualitative observations in assessing the following areas at the Alliance Schools: 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 October 21, 2011.

3.2. EdisonLearning eEvaluate Assessment System. EdisonLearning shall offer its eEvaluate Assessment System (“eEvaluate”) to the Alliance Schools beginning in January 2012

A. Features of eEvaluate.

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. eEvaluate Support. In support of eEvaluate, EdisonLearning shall:

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

3.3. Professional Development

A. 2011-12 School Year. In accordance with EdisonLearning's professional development programs, EdisonLearning shall provide the following professional development to the Alliance Schools 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.
- Attendee: Principals from the Alliance Schools.

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 developed by November 1st, 2011. Typically, the training calendar includes monthly group and weekly individual meetings, weekly leadership team meetings and monthly professional 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 the Alliance Schools 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.

3.4. Reporting. EdisonLearning shall provide to the Superintendent of the School Board, or his or her designated representative, a formal annual report on progress at the Alliance Schools (“Annual Report”) with a performance update and a parent, teacher and student survey. Ongoing interim updates and meetings shall be held with the School Board’s leadership throughout the school year to ensure that the parties work in partnership on implementation issues and that EdisonLearning provides an update on the Alliance Schools’ progress. The schedule for these interim meetings will be mutually agreed upon by the EdisonLearning Senior Vice President for Educational Services and the School Board’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. The School Board, Superintendent, and EdisonLearning will collaboratively use their best efforts to eliminate any and all barriers to progress at the Alliance Schools as identified by EdisonLearning in its Annual Report, performance updates, parent, teacher and/or student surveys and ongoing interim updates and meetings.

3.5. School Transformation Consultation and Support. EdisonLearning shall provide a team of specialists who will provide support and consultative services, including coaching, mentoring, training and modeling, to the Alliance Schools. 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 Vice President for Educational Services (“VPES”) shall dedicate 100% of his or her support time to the Alliance Schools and shall provide the following dedicated support to the Alliance Schools:

- Work closely with the Alliance Schools' principals on the VDOE Teacher Evaluation Project
- Act with the Alliance Schools' staff to drive achievement and management plan implementation;
- Regularly assess the Alliance Schools' progress toward goals;
- Conduct onsite professional development;
- Support leadership development at the Alliance Schools;
- Work closely with the Alliance Schools' principals in reviewing data; and
- Conduct PD specifically related to teacher improvement plans.
- Advise School Board administration on recruiting and hiring of the Alliance Schools' staff.
- Advise School Board administration on performance of the Alliance Schools' staff.
- Provide recommendation on the Alliance Schools' staffing structure.
- Advise and consult on the Alliance Schools' organization.

Further, EdisonLearning shall provide a reading and language arts specialist, and math instruction specialist, both of whom shall provide support to the Alliance Schools 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 the Alliance Schools. 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 the Alliance Schools 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.

3.6. 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, eValueate.

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.

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

3.8 Performance Goals: The School Board has established the following goals for the schools to achieve during the course of this contract:

1. A.P. Hill will show an increase of 15% in all core areas at the end of the 2011-12 school year. JEB Stuart will show a 10% increase in all areas at the end of the 2011-12 school year. JEB Stuart will maintain full accreditation at the end of the 2011-12 school year. A.P. Hill Elementary and JEB Stuart Elementary Schools will attain full accreditation pursuant to the annual Standards of Learning test at the end of both the 2012-13 and 2013-14 school years;
2. A.P Hill will show a significant 10% gain in each subgroup as required by AYP at the end of the 2011-12 school year. JEB Stuart will maintain AYP and improve by 10% in each subgroup as required by AYP at the end of the 2011-12 school year. A.P. Hill and JEB Stuart will attain Adequate Yearly Progress at minimum, through Safe Harbour at the ends of both the 2012-13 and 2013-14 school year.
3. Overall student attendance rate will improve annually and exceed the state average.
4. School-wide discipline infractions will reduce annually by 20%.
5. The number of parents involved in school activities will increase annually by 20%.

EdisonLearning will commit to develop a monthly Dashboard after the report of the Diagnostic Review to the Board. The Board and EdisonLearning will collaborate on the metrics that will be included in the Dashboard. The metrics that are agreed to will include tracking that show the performance against the Performance Goals listed above and plans to improve in any area that is not on track. The annual report to the Board will include a review of performance against these goals.

ARTICLE 4 SCHOOL BOARD'S RESPONSIBILITIES

4.1. The School Board shall be responsible for providing, maintaining and timely repairing the technology and infrastructure within the School Board 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 3. The School Board shall ensure that such technology and infrastructure issues within the School

Board would be resolved in a timely manner to ensure effective implementation of eEvaluate and so as to not negatively impact the ability of students to take their assessments.

4.2. The School Board shall provide student data from the student information system (SIS) in file formats that bridge the School Board's SIS into the eEvaluate™ system.

4.3. The School Board 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.

4.4. The School Board shall provide a workspace for local EdisonLearning personnel in one of the Alliance Schools.

4.5. The School Board shall provide adequate and as needed support to local EdisonLearning personnel to ensure that each Alliance School implements the Alliance program.

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

ARTICLE 5 FINANCIAL

5.1. Fee and Payment Schedule.

A. **Alliance Fee.** In consideration for the provision of Services and materials as described in this Agreement, the School Board shall pay to EdisonLearning a \$50,000 start up fee per each Alliance School ("Start Up Fee") for the first year of the Term and \$300,000 fee for the Services (the "Services Fee") per each year of the Term per each Alliance School (collectively with the Start-Up Fee, the "Fees").

B. **Payment Schedule.** The Fees shall be payable monthly on the 1st of each month commencing in August 2011 and due on or before forty-five days from receipt of invoice. The monthly fee for the Fees shall be \$58,333.33 for the first year of the Term and \$50,000.00 for the second and third years of the Term.

5.2. **Late Payments.** Late payment of the Alliance Fee shall incur interest at a rate of 12% per annum.

ARTICLE 6 PROPRIETARY INFORMATION AND CONFIDENTIAL INFORMATION

6.1. EdisonLearning 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, eEvaluate™ and Companion Guides) and any other materials provided by EdisonLearning as part of the obligations of EdisonLearning

under this Agreement, and to all additions, supplements or modifications to such materials (the "EdisonLearning Materials"), EdisonLearning hereby grants to the School Board a limited license to use (as per the terms of Article III above), during the Term, the EdisonLearning Materials provided by EdisonLearning in connection with the provision of Services contemplated by this Agreement.

6.2. The School Board acknowledges that notwithstanding the limited license granted by EdisonLearning for use of the EdisonLearning Materials as per Section 6.1 herein, EdisonLearning shall have the right to license, modify and/or sell the EdisonLearning Materials to other school districts, customers and others in any manner it chooses to do so in its sole discretion.

6.3. The School Board is expressly prohibited from selling, donating, giving, copying, reproducing or otherwise transferring the EdisonLearning 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 EdisonLearning. Any such transfer may result, in EdisonLearning'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.

6.4. Paper copies of eEvaluate™ 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.

6.5. Each School Board may retain the Companion Guides provided to the School Board pursuant to Article 3.9 above 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 EdisonLearning, except as may be necessary to fulfill the obligations of this Agreement.

6.6. With respect to the testing data and results produced from the administration of eEvaluate™, the School Board, notwithstanding Article 9.3 below, may retain such data and results for its own continued use subsequent to any termination of this Agreement.

ARTICLE 7 REPRESENTATIONS

7.1. Representations of the School Board.

A. The School Board represents and warrants that it has the authority under State law to execute, deliver and perform this Agreement, to incur the obligations provided for under this Agreement and to contract with EdisonLearning for EdisonLearning to provide the Services set forth in this Agreement.

B. The School Board represents and warrants that this Agreement constitutes a legal, valid and binding obligation of the School Board, enforceable in accordance with the terms and conditions set forth throughout the Agreement.

C. The School Board represents and warrants that it has the technology necessary to support eEvaluate™ and have entered into the appropriate service level agreements (if any) to ensure such technology will be available throughout the Term of this Agreement.

7.2. Representations of EdisonLearning.

A. EdisonLearning represents and warrants that EdisonLearning is a corporation duly organized and existing under the laws of the State of Delaware, and is duly authorized and qualified to do business in the State, with lawful power and authority to enter into this Agreement, acting by and through its duly authorized officers.

B. EdisonLearning represents and warrants that this Agreement constitutes a legal, valid and binding obligation of EdisonLearning, enforceable in accordance with its terms and conditions set forth throughout the Agreement.

C. EdisonLearning represents that the services to be provided hereunder shall be of comparable or higher quality and meets the standards as would be necessary if performed by the School Board.

ARTICLE 8 INDEMNIFICATION

8.1. Legal Representation and Costs; Cooperation. Except as expressly provided herein, each party shall be responsible for its own legal representation and legal costs. Except where there is an actual or potential conflict of interest, the School Board and EdisonLearning shall exercise their reasonable best efforts to fully cooperate with legal counsel for one another in connection with any legal claim asserted against either of them on a matter related to the work described in this Agreement. Notwithstanding any other provision of this Agreement, neither party shall settle or compromise any claim against the other without the express written permission of that party.

8.2. Indemnification by EdisonLearning. To the extent possible under State law, EdisonLearning shall indemnify the School Board against any liabilities and expenses (including reasonable attorneys' fees) the School Board incurs because of a third-party claim against the School Board due to EdisonLearning's gross negligence or willful misconduct in performing its obligations under this Agreement, except any portion of such liabilities and expenses resulting from the School Board's negligence or misconduct. EdisonLearning shall also indemnify the School Board for any third-party claim that any of the EdisonLearning Materials or any professional development programs provided to the School Board infringe the third party's copyright or other proprietary rights. EdisonLearning shall have the right to substitute new materials or services for any EdisonLearning Materials or professional development that

EdisonLearning believes may give rise to a claim by another party or is otherwise unable to provide.

8.3. Indemnification by the School Board. To the extent possible under State law, the School Board shall indemnify EdisonLearning against any liabilities and expenses (including reasonable attorneys' fees) EdisonLearning incurs because of a third-party claim against EdisonLearning due to the School Board's gross negligence or willful misconduct in performing its obligations under this Agreement, except any portion of such liabilities and expenses resulting from EdisonLearning's negligence or misconduct.

8.4. Right of Defense. If either party claims the right to indemnification under this Agreement, it must do so by notifying the other party in writing. The prospective indemnifying party shall have the right, but not the obligation, to control the defense of any claim for which it indemnifies the other party and the party seeking indemnification shall cooperate in the defense of the claim, provided that it participates at its own expense with counsel of its own choosing.

8.5. No Waiver. The foregoing provisions shall not be deemed a relinquishment or waiver of any kind of applicable limitations of liability to third parties provided or available to any of the parties under applicable state governmental immunities laws.

ARTICLE 9 EXPIRATION ISSUE RESOLUTION AND TERMINATION

9.1. Expiration. Upon expiration of the Term, this Agreement shall expire unless the parties hereto have entered into a written instrument extending this Agreement.

9.2. Issue Resolution. It is the intent of the parties to work collaboratively to timely address and resolve any issues that arise with respect to the performance of Services under this Agreement. To such end, the School Board shall present any issues regarding services provided to the School Board by EdisonLearning first to the Vice President for Educational Services and, if not resolved to the School Board's satisfaction, to the Regional General Manager appointed to oversee the relationship. The Regional General Manager shall then work with the School Board to resolve all such issues in a timely manner. All such requests for issue resolution shall be made by email or facsimile to the Regional General Manager. If diligent efforts to resolve an issue with the Regional General Manager should fail, the School Board should then contact, by certified mail, EdisonLearning's Chief Academic Officer.

9.3. Termination. If either party substantially breaches any of the material provisions of this Agreement and such breach is not cured within ninety (90) days of receipt of written notice of the breach sent by certified mail return receipt requested from the other party, then the non-breaching party shall have the option of immediately terminating this Agreement. Any such termination, however, shall take effect at the conclusion of the school year in which the non-cured breach occurs, except in the unlikely event that such non-cured breach poses a threat to the health or safety of students at each Alliance School, in which event the termination may be effective immediately.

9.3. Post-Termination and Post-Expiration. Except as set forth in Section 5.5 and 5.6 and as provided herein, in the event of termination or expiration of this Agreement, all rights granted under this Agreement shall cease. Upon any termination or expiration of this Agreement (a) EdisonLearning shall cease to provide access to the EdisonLearning Materials to the School Board; (b) each party shall, within thirty (30) days, return to the other party all data, confidential information and marketing, sales and promotional materials provided by the other party; (c) the School Board shall, within thirty (30) days, return to EdisonLearning the EdisonLearning Materials; and (d) EdisonLearning shall, within thirty (30) days, provide to the School Board a final accounting of all payments owed by the School Board to EdisonLearning. The School Board shall pay to EdisonLearning all outstanding fees in accordance with the payment schedule set forth in this Agreement.

ARTICLE 10 DISCLAIMERS AND LIABILITY LIMITATION

10.1. Disclaimers. EDISONLEARNING SERVICES AND MATERIALS ARE PROVIDED "AS IS." EDISONLEARNING DISCLAIMS ALL WARRANTIES, EXPRESS OR IMPLIED, INCLUDING WARRANTIES OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE (WHETHER OR NOT THE PURPOSE HAS BEEN DISCLOSED), INCLUDING ANY WARRANTY THAT THE SERVICES OR MATERIALS SHALL BE UNINTERRUPTED OR ERROR FREE.

10.2. Liability Limitation. IN NO EVENT SHALL ANY PARTY BE LIABLE TO ANY OTHER PARTY UNDER THIS AGREEMENT (UNDER ANY LEGAL OR EQUITABLE THEORY) FOR ANY SPECIAL, INCIDENTAL OR CONSEQUENTIAL DAMAGES (INCLUDING, WITHOUT LIMITATION, FOR LOST PROFITS, REVENUES, BUSINESS OR DATA). EACH PARTY'S LIABILITY UNDER THIS AGREEMENT (UNDER ANY LEGAL OR EQUITABLE THEORY) IS LIMITED TO THE AMOUNT THE SCHOOL BOARD HAS PAID TO EDISONLEARNING DURING THE CURRENT TERM OF THE AGREEMENT.

ARTICLE 11 MISCELLANEOUS

11.1. Alternate Dispute Resolution. The parties agree to cooperate in good faith in all actions relating to this Agreement, to communicate openly and honestly, and generally to attempt to avoid disputes in connection with this Agreement. If, nevertheless, a dispute should arise in connection with this Agreement, the parties agree to use their best efforts to resolve such dispute in a fair and equitable manner and without the need for expensive and time-consuming litigation. In the event any dispute arises between the School Board and EdisonLearning concerning this Agreement, it shall be resolved in accordance with the Virginia Procurement Code.

11.2. Force Majeure. No party shall be liable if the performance of any part or all of this contract is prevented, delayed, hindered or otherwise made impracticable or impossible by reason of any strike, flood, riot, fire, explosion, war, act of God, sabotage, accident or any other casualty or cause beyond either party's control, and which cannot be overcome by reasonable

diligence and without unusual expense.

11.3. No Third Party Beneficiary Rights. No third party, whether a constituent of the School Board or otherwise, may enforce or rely upon any obligation of, or the exercise of or failure to exercise any right of, the School Board or EdisonLearning in this Agreement. This Agreement is not intended to create any rights of a third party beneficiary.

11.4 Completion of Services. All services contracted for under this contract must be completed by EdisonLearning. In the event that all services are not fully rendered as provided for in this Agreement, funds which have been paid by the School Board under this contract must be refunded to the School Board along with a twelve (12%) percent penalty pursuant to S.C. Code Ann. § 11-9-105 (1986).

11.5 Certification Regarding Suspension and Debarment. EdisonLearning certifies, to the best of its knowledge and belief, that (1) EdisonLearning and/or any of its principals or subcontractors: (a) are not presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any state or federal agency; (b) have not, within a three-year period preceding this application, been convicted of or had a civil judgment rendered against them for: commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, state, or local) contract or subcontract; violation of Federal or state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and (c) are not presently indicted for, or otherwise criminally or civilly charged by a governmental entity with, commission of any of the offenses enumerated above. (2) EdisonLearning has not, within a three-year period preceding this application, had one or more contracts terminated for default by any public (Federal, state, or local) entity.

11.6. Compliance with Section 22.1-296.1 of the Virginia Code. EdisonLearning shall provide the School Board a completed certification in the form attached hereto as Appendix A with regard to each of EdisonLearning's employees (and the employees of any subcontractors) who will have direct contact with students on the Alliance Schools' property during school hours or during school-sponsored activities prior to such employees performing any Services hereunder.

11.7. Appendices and Exhibits. The parties agree to the terms and conditions of this Agreement and the Appendices attached hereto and incorporated herein by reference.

11.8. Entire Agreement. This Agreement and the Appendices and Exhibits hereto shall constitute the full and complete agreement between the parties. All prior representations, understandings and agreements are merged herein and are superseded by this Agreement.

11.9. Construction and Enforcement. This Agreement shall be construed and enforced in accordance with the laws of the State of Virginia. Any judicial intervention or enforcement shall be in a State or Federal Court in Virginia with jurisdiction over any dispute arising from this Agreement. For the purposes of this Article 11.9, EdisonLearning agrees to subject itself to the

jurisdiction of Virginia State and Federal Courts.

11.10. Amendments. This Agreement may be altered, amended, changed or modified only by agreement in writing executed by EdisonLearning and a properly authorized representative of the School Board.

11.11. Section Headings. The section headings shall not be treated as part of this Agreement or as affecting the true meaning of the provisions hereof. The reference to section numbers herein shall be deemed to refer to the numbers preceding each section.

11.12. Invalidity of Provisions of this Agreement. If, for any reason, any provision hereof shall be determined to be invalid or unenforceable, the validity and effect of the other provisions hereof shall not be affected thereby.

11.13. Assignment. This Agreement shall not be assigned by either party without the prior written consent of the other party, provided that EdisonLearning may assign this Agreement to a successor entity that acquires, through a corporate reorganization, substantially all of EdisonLearning's assets and liabilities.

11.14. No Waiver. No waiver of any provision of this Agreement shall be deemed or shall constitute a waiver of any other provision. Nor shall such waiver constitute a continuing waiver unless otherwise expressly stated.

11.15. Notices. All notices required or permitted by this Agreement shall be in writing and shall be either personally delivered or sent by nationally-recognized overnight courier, facsimile or by registered or certified U.S. mail, postage prepaid, addressed as set forth below (except that a party may from time to time give notice changing the address for this purpose). A notice shall be effective on the date personally delivered, on the date delivered by a nationally-recognized overnight courier, on the date set forth on the receipt of a telecopy or facsimile, or upon the earlier of the date set forth on the receipt of registered or certified mail or on the fifth day after mailing.

To EdisonLearning at:

EdisonLearning, Inc.
485 Lexington Avenue, 2nd Fl.
New York, NY 10017
Attn: Evo Popoff, SVP
Achievement Solutions

with a copy to:

EdisonLearning, Inc.
485 Lexington Avenue, 2nd Fl.
New York, NY 10017
Attn: General Counsel

To Petersburg City Public Schools at:

Petersburg City Public Schools
255 South Boulevard East
Petersburg, VA 23805
Attn: Dr. Alvera J. Parrish, Superintendent
Phone: 804-862-7037

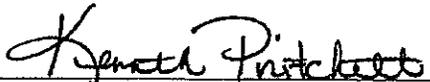
11.16. Survival. All representations, warranties and indemnities made herein shall survive termination of this Agreement.

11.17. Counterparts. This Agreement may be executed in any number of separate counterparts each of which when executed by and delivered to the other parties, which delivery may be by facsimile, shall be an original as against the parties whose signature appears on such counterpart, but all such counterparts shall together constitute one and the same instrument.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the Commencement Date.

PETERSBURG CITY PUBLIC SCHOOLS

EDISONLEARNING, INC.

By: 
Kenneth Pritchett, School Board Chairman

By _____
Evo Popoff
SVP, Achievement Services

APPENDIX A
CERTIFICATION

Full Name of Contractor: EdisonLearning, Inc.

Description of Contract: Agreement with Petersburg City Public Schools

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: _____

EdisonLearning, Inc.

By: _____ Exhibit

1

Minimum System Requirements for eValuate™

11.16. **Survival.** All representations, warranties and indemnities made herein shall survive termination of this Agreement.

11.17. **Counterparts.** This Agreement may be executed in any number of separate counterparts each of which when executed by and delivered to the other parties, which delivery may be by facsimile, shall be an original as against the parties whose signature appears on such counterpart, but all such counterparts shall together constitute one and the same instrument.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the Commencement Date.

PETERSBURG CITY PUBLIC SCHOOLS

By: Kenneth Pritchett
Kenneth Pritchett, School Board Chairman

EDISONLEARNING, INC.

By: Evo Popoff
Evo Popoff
SVP, Achievement Services



Office of School Improvement Checklist Priority Schools (Cohort I)

Due Date	Task
September 21, 2012	Register for October 17-18, 2012 <i>Technical Assistance Session</i> with Julie Corbett.
October 17-18, 2012	Participate in <i>Technical Assistance Sessions</i> with Julie Corbett in Richmond, Virginia. Location: Holiday Inn Koger Center, Richmond, Virginia
November 7, 2012	The principal will submit the Priority School USED Leading Indicator Annual Report via the Indistar® Dashboard (www.centerii.org).
November 7, 2012	The principal will submit the Priority School USED Lagging Indicator Annual Report via the Indistar® Dashboard (www.centerii.org).
November 7, 2012	The principal will submit the Priority School USED Interventions Annual Report via the Indistar Dashboard (www.centerii.org).
November 7, 2012	Complete Adaptive Reading Assessment Program Form located on the forms tab at www.centerii.org .
November 7, 2012	Complete Data System Approval Form located on the forms tab at www.centerii.org .
November 30, 2012	The principal and school improvement team will: <ul style="list-style-type: none"> • Complete and submit the Priority School Data Analysis Quarterly Report (Qtr 1 - November) responses via the Indistar® Dashboard. www.centerii.org • Meet with the division leadership team to discuss the quarterly data (meeting minutes and agendas must be posted on the Indistar® Web site). • Make revisions to the school improvement plan (i.e., adding indicators and/or tasks) on the Indistar® Web site.
January 7, 2013	Participate in <i>Technical Assistance Sessions</i> with Julie Corbett: Phase out Planning. Location: Longwood College, Farmville, VA
January 28 - February 28, 2013	Administer the <i>Principal Instructional Management Rating Scale</i> (PIMRS) pre-assessment.
February 8, 2013	The principal and school improvement team will: <ul style="list-style-type: none"> • Complete and submit the Priority School Data Analysis Quarterly Report (Qtr 2 - February) responses via the Indistar® Dashboard (www.centerii.org). • Meet with the division leadership team to discuss the quarterly data (meeting minutes and agendas must be posted on the Indistar® Web site). Make revisions to the school improvement plan (i.e., adding indicators and/or tasks) on the Indistar® Web site.
February 20, 2012	Participate in the William and Mary <i>Principal Evaluation Technical Assistance (Session 1)</i> (Principals and division representatives (up to 2)) Location: Williamsburg, VA
March 20, 2013	Participate in the William and Mary <i>Principal Evaluation Technical Assistance (Session 2)</i> (Division representatives (up to 2), principals not required) Location: Richmond, VA
April 30, 2013	The principal and school improvement team will: <ul style="list-style-type: none"> • Complete and submit the Priority School Data Analysis Quarterly Report (Qtr 3 - April) responses via the Indistar® Dashboard (www.centerii.org). • Meet with the division leadership team to discuss the quarterly data (meeting minutes and agendas must be posted on the Indistar® Web site). • Make revisions to the school improvement plan (i.e., adding indicators and/or tasks) on the Indistar® Web site.
April 26, 2013	Participate in <i>Technical Assistance Sessions</i> with Julie Corbett: Phase-out Planning. Location: Richmond, VA
June 1 – 30, 2013 (See Note)	Administer the <i>Principal Instructional Management Rating Scale</i> (PIMRS). Note: Administer prior to teacher's leaving depending on district calendar.
June 17 – September 30, 2013	Cohort I Close-out.

June 28, 2013	The principal will submit the Transformation Implementation Plan via the Indistar Dashboard (www.centerii.org).
June 28, 2013	<p>The principal and school improvement team will:</p> <ul style="list-style-type: none"> • Complete and submit the Priority School Data Analysis Quarterly Report (Qtr 4 - June) responses via the Indistar® Dashboard (www.centerii.org). • Meet with the division leadership team to discuss the quarterly data (meeting minutes and agendas must be posted on the Indistar® Web site). • Make revisions to the school improvement plan (i.e., adding indicators and/or tasks) on the Indistar® Web site.

Per the school improvement grant conditions of award, school improvement teams must meet on a monthly basis and post meeting minutes and agendas on the Indistar® Web site.



Office of School Improvement Checklist
Priority Schools (Cohort II)

Due Date	Task
September 21, 2012	Register for October 17-18, 2012 <i>Technical Assistance Session</i> with Julie Corbett.
October 17-18, 2012	Participate in <i>Technical Assistance Sessions</i> with Julie Corbett in Richmond, Virginia. Location: Holiday Inn Koger Center, Richmond, Virginia
November 7, 2012	The principal will submit the Priority School USED Leading Indicator Annual Report via the Indistar® Dashboard (www.centerii.org).
November 7, 2012	The principal will submit the Priority School USED Lagging Indicator Annual Report via the Indistar® Dashboard (www.centerii.org).
November 7, 2012	The principal will submit the Priority School USED Interventions Annual Report via the Indistar Dashboard (www.centerii.org).
November 7, 2012	Complete Adaptive Reading Assessment Program Form located on the forms tab at www.centerii.org .
November 7, 2012	Complete Data System Approval Form located on the forms tab at www.centerii.org .
November 30, 2012	The principal and school improvement team will: <ul style="list-style-type: none"> • Complete and submit the Priority School Data Analysis Quarterly Report (Qtr 1 - November) responses via the Indistar® Dashboard (www.centerii.org). • Meet with the division leadership team to discuss the quarterly data (meeting minutes and agendas must be posted on the Indistar® Web site). • Make revisions to the school improvement plan (i.e., adding indicators and/or tasks) on the Indistar® Web site.
January 7 (p.m.) - 8, 2013	Participate in <i>Technical Assistance Sessions</i> with Julie Corbett. School site visit w/focus on teacher evaluation and professional development plan creation. Location: Longwood College, Farmville, VA and Prince Edward Public Schools
January 28 - February 28, 2013	Administer the <i>Principal Instructional Management Rating Scale (PIMRS)</i> pre-assessment.
February 8, 2013	The principal and school improvement team will: <ul style="list-style-type: none"> • Complete and submit the Priority School Data Analysis Quarterly Report (Qtr 2 - February) responses via the Indistar® Dashboard (www.centerii.org). • Meet with the division leadership team to discuss the quarterly data (meeting minutes and agendas must be posted on the Indistar® Web site). • Make revisions to the school improvement plan (i.e. adding indicators and/or tasks) on the Indistar® Web site.
February 20, 2012	Participate in the William and Mary <i>Principal Evaluation Technical Assistance (Session 1)</i> (Principals and division representatives (up to 2)) Location: Williamsburg, VA
March 19, 2013 (TBD)	Participate in <i>Technical Assistance Sessions</i> with Julie Corbett. Mock Board Meeting: presentations by each school. Location: Richmond, VA
March 20, 2013	Participate in the William and Mary <i>Principal Evaluation Technical Assistance (Session 2)</i> (Division representatives (up to 2), principals not required) Location: Richmond, VA
April 30, 2013	The principal and school improvement team will: <ul style="list-style-type: none"> • Complete and submit the Priority School Data Analysis Quarterly Report (Qtr 3 - April) responses via the Indistar® Dashboard (www.centerii.org). • Meet with the division leadership team to discuss the quarterly data (meeting minutes and agendas must be posted on the Indistar® Web site). • Make revisions to the school improvement plan (i.e., adding indicators and/or tasks) on the Indistar® Web site.
April 25, 2013	Lead turnaround partner schools will participate in <i>Technical Assistance Sessions</i> with Julie Corbett. 2013-2014 Planning. Location: Richmond, VA
June 1- 30, 2013 (See Note)	Administer the <i>Principal Instructional Management Rating Scale (PIMRS)</i> . Note: Administer prior to teacher's leaving depending on district calendar.

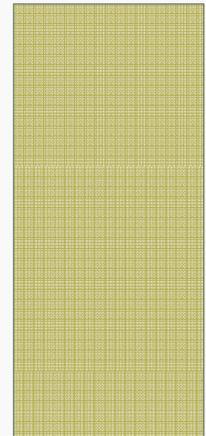
June 28, 2013	<p>The principal and school improvement team will:</p> <ul style="list-style-type: none"> • Complete and submit the <i>Priority School Data Analysis Quarterly Report (Qtr 4 - June)</i> responses via the Indistar® Dashboard (www.centerii.org). • Meet with the division leadership team to discuss the quarterly data (meeting minutes and agendas must be posted on the Indistar® Web site). • Make revisions to the school improvement plan (i.e., adding indicators and/or tasks) on the Indistar® Web site.
June 28, 2013	<p>The principal will submit the <i>Transformation Implementation Plan</i> via the Indistar Dashboard (www.centerii.org).</p>
July 1 – August 30, 2013	<p>SIG onsite monitoring visits (TBD). Presentation of SIG Continuation Application 2013-14 (VDOE). Date: TBD</p>

Per the school improvement grant conditions of award, school improvement teams must meet on a monthly basis and post meeting minutes and agendas on the Indistar® Web site.

Attachment F

VIRGINIA BOARD OF
EDUCATION PRESENTATION

PETERSBURG CITY PUBLIC SCHOOLS



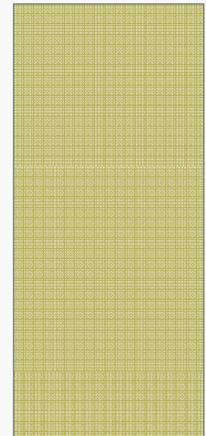
FIVE (5) KEY PRIORITIES OF THE MOU

1. Improve Student Achievement
2. Enhance Leadership Capacity
3. Improve Teacher Quality
4. Strengthen Communications with all Stakeholders
5. Promote a Safe and Secure Environment

- Focus on all core areas to provide support to faculty, staff and students in an effort to meet or exceed the state and federal benchmarks
- Supports includes both fiscal and human resources that will allow for the utilization of best practices to address the needs of tiered students in all PK-12 classrooms
- The school division continually inspects what it expects

IMPROVE STUDENT ACHIEVEMENT

PETERSBURG CITY PUBLIC SCHOOLS



STUDENT ACHIEVEMENT-READING

School	Based on SOL Assessments in 2008-09	Based on SOL Assessments in 2009-10	Based on SOL Assessments in 2010-11	Based on SOL Assessments in 2011-12
A. P. Hill Elementary	81%	60%	62%	72%
J.E.B. Stuart Elementary	76%	64%	78%	81%
Peabody Middle	64%	67%	76%	75%
Petersburg High	90%	91%	84%	83%
Robert E. Lee Elementary	81%	77%	78%	81%
Vernon Johns Junior High	62%	73%	76%	87%
Walnut Hill Elementary	85%	78%	73%	79%

READING/WRITING

- Targeted reading supports
 - Reading Facilitators and Instructional Specialists at all Title I schools
 - Tiered for targeted Reading intervention
 - Rearranging schedules and teaching assignments
 - Increased tutors to strengthen targeted support
 - Implementation of Theme readers to enhance conferencing
- Adopted a new K-5 Reading program for the 2012-13 SY
 - Houghton-Mifflin Journeys Reading Series
 - Reading Coach supports all elementary schools
 - Monthly Reading meetings with Reading Facilitators and Instructional Specialists to support the fidelity of implementation of the new Reading series.

STUDENT ACHIEVEMENT-MATH

School	Based on SOL Assessments in 2008-09	Based on SOL Assessments in 2009-10	Based on SOL Assessments in 2010-11	Based on SOL Assessments in 2011-12
A. P. Hill Elementary	80%	66%	62%	42%
J.E.B. Stuart Elementary	64%	77%	84%	61%
Peabody Middle	47%	58%	49%	43%
Petersburg High	86%	84%	87%	52%
Robert E. Lee Elementary	83%	86%	90%	59%
Vernon Johns Junior High	89%	86%	85%	66%
Walnut Hill Elementary	81%	84%	75%	48%

MATHEMATICS

- Direct training of grades 3-5 teachers regarding the delivery of math instruction using the VDOE recommended Enhanced Scope and Sequence. The Title I team is present and use the “train-the-trainer” model to replicate the process with all teachers.
- Teachers are visiting computer labs to make sure students are comfortable with addressing the Technology Enhanced Items (TEI).
- The Dan Mulligan (TEI) assessment tool has been implemented at Peabody Middle School, Vernon Johns Junior High School and Petersburg High School.
- The Director of Elementary Instruction attended the Dan Mulligan (TEI) assessment workshop sponsored by VASS.

MATHEMATICS

- The Mathematics Coach, Deb Bliss provides elementary schools and selected secondary schools with recommendations, training, and resources to further develop the math curriculum map.
- Deb Bliss is collaborating with the Title I teams at each elementary school to develop lesson plans for grades 3-5 to address the rigor of the math standards.

STUDENT ACHIEVEMENT-SCIENCE

School	Based on SOL Assessments in 2008-09	Based on SOL Assessments in 2009-10	Based on SOL Assessments in 2010-11	Based on SOL Assessments in 2011-12
A. P. Hill Elementary	74%	54%	64%	77%
J.E.B. Stuart Elementary	59%	74%	80%	83%
Peabody Middle	Not Applicable			
Petersburg High	84%	91%	93%	91%
Robert E. Lee Elementary	88%	83%	84%	78%
Vernon Johns Junior High	68%	78%	79%	87%
Walnut Hill Elementary	73%	83%	73%	81%

STUDENT ACHIEVEMENT-HISTORY

School	Based on SOL Assessments in 2008-09	Based on SOL Assessments in 2009-10	Based on SOL Assessments in 2010-11	Based on SOL Assessments in 2011-12
A. P. Hill Elementary	81%	73%	64%	72%
J.E.B. Stuart Elementary	89%	79%	86%	92%
Peabody Middle	63%	63%	71%	72%
Petersburg High	91%	94%	72%	69%
Robert E. Lee Elementary	90%	89%	82%	82%
Vernon Johns Junior High	70%	75%	56%	65%
Walnut Hill Elementary	85%	87%	75%	76%

SCIENCE & HISTORY

- Staff Development for Science and History teachers (K-12) was organized to provide teachers with additional hands-on activities and real-world experiments through partnerships with VDOE, External Lead Partners, Math and Science Innovation Center, Jamestown Foundation, Petersburg National Battlefield, Richmond Science Museum (4-H) and site-based train-the-trainer models.

CAREER AND TECHNICAL EDUCATION

- **CTE Courses Available Grades 6-12**
 - 48 courses available at PHS
 - 10 courses available at VJJHS
 - 4 courses available at PMS
 - 28 CTE teachers grades 6 - 12
 - 505 (58.6%) students enrolled in CTE courses at PHS-2010-2011
 - **759 (89.2%) students enrolled in CTE courses at PHS-2011-2012**
 - 172 (25.8%) students enrolled in CTE courses at VJJHS-2010-2011
 - **408 (70.2%) students enrolled in CTE courses at VJJHS-2011-2012**
 - 206 (37.7%) students enrolled in CTE courses at PMS-2010-2011
 - **270 (44.3%) students enrolled in CTE courses at PMS-2011-2012**

ESL UPDATE

- ESL After School Program
- In-school Tutoring
- Train-the-Trainer (T3) World-Class Instructional Design and Assessment (WIDA) workshop for staff
- 154 ESL/ELL students divisionwide

INTERVENTIONS

- Remediation Blocks/Response to Intervention (RtI)
- Released Tests
- PALS Tutors
- Supplemental Educational Services (SES)
- VSU, VCU, and Retired Teachers serve as Day Tutors
- Resource Teachers/Small Group Instruction
- Computer-Based Programs
- iStation Lessons
- Study Island
- SOL Pass
- After School Tutoring
- 21st Century Learning Communities
- Accelerated Reader (AR)
- Reading & Math Coaches
- Mathematics Staff Development
- PD360
- Altering Master Schedules
- Tiered individual student targeted support
- VDOE Enhanced Scope and Sequence Lessons
- SPBQ Analysis to drive intervention

MONITORING

	Schedule	Process	Expected Outcomes
Leadership Team Meetings	Bi-monthly	<ul style="list-style-type: none"> -Review data -Plan activities -Address current issues and concerns -P.D. related to roles/responsibilities 	<ul style="list-style-type: none"> -Increased leadership capacity -Defined roles/responsibilities -Adjustments to the school improvement plan as needed -Issues addressed in a timely fashion
PLC – Professional Learning Communities	Weekly	<ul style="list-style-type: none"> • Discuss and disaggregate data • Plan and develop training sessions for teachers based on the data and observations • Review and develop lesson plans that correlate with pacing guides and curriculum framework 	<ul style="list-style-type: none"> -Increased student outcomes -PD reflected in delivery of instruction -Team recognition and celebrations -Increased student/staff attendance -Improved classroom observations

MONITORING

	Schedule	Process	Expected Outcomes
Staff Development (PD360, turnaround partners, consultants etc...)	Bi-monthly	-Teacher usage discussed and the content during PLCs	-Individualized PD -Improved delivery of instruction -Increased teacher quality and effectiveness
Observations/ Walk-throughs	Daily	-Teachers are provided feedback on glows and grows noted during observation. Division designed documentation forms are used.	-Increased leadership capacity -Defined roles/responsibilities -Adjustments to the school improvement plan as needed -Increased student achievement -Increased teacher retention

MONITORING

	Schedule	Process	Expected Outcomes
Alternate Governance Meetings/Executive Alliance Meetings	Monthly	<ul style="list-style-type: none"> -Focus on continued improvement and serve as a conduit for the flow of information from the school to central office and vice versa -Focus on continued improvement and serve as a conduit for the flow of information from the external lead partners to the superintendent. 	<ul style="list-style-type: none"> -Regular review of data: academic, attendance, and discipline -Assignment of PD based upon assessment of needs -Allocation of resources and impact on instruction -Development of plans based on data needs and analysis -High concentration on specific interventions for Tier II and III students -Focus on improvement of student outcomes, leadership capacity, teacher quality, communication with stakeholders, and promoting a safe, secure environment.

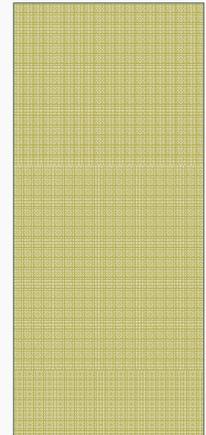
MONITORING

	Schedule	Process	Expected Outcomes
DREAM Walk-Data Reviews	Quarterly	-Teachers and administrators discuss with division personnel the data (grade distribution, benchmarks, parent contact logs, assessments, etc.) at the classroom level and ways to improve student outcomes through the use of various instructional strategies.	-Internal goals for teachers and school established from one grading period to the next -Laser-like focus on student progression from Tier to Tier -Student accountability -Increased techniques of differentiated instruction -Increased building level monitoring
Indistar®	Monthly	-Indistar® is updated monthly and quarterly by principals and division level designees with progress that schools and the division are making towards addressing indicators and tasks as they move their schools forward to full accreditation	-Transparency . The VDOE as well as various stakeholders can view the progress the schools are making towards addressing the indicators that are imbedded within their school improvement plans

- New initiatives have been implemented by the division to build the leadership capacity of administrators
- The collaboration between Petersburg, VDOE and the External Lead Turnaround Partners continues to enhance the overall leadership capacity within the overall school division.

ENHANCED LEADERSHIP CAPACITY

PETERSBURG CITY PUBLIC SCHOOLS



LEADERSHIP CAPACITY

- Aspiring Principal's Executive Program
- Assistant Principal's Growth Initiative
- SURN Conferences and Study Groups
- VDOE Technical Assistance Trainings
- Edison National Conference
- William & Mary Teacher/Principal Trainings

LEAD TURNAROUND PARTNERS

**Edison Learning & Cambridge
Education**

**Lead Turnaround Partners
promote student
achievement by:**

- Providing core academic and student support services
- Assisting with decision making regarding school staffing
- Providing consistent relationships with each school

**Edison Learning & Cambridge
Education**

**Lead Turnaround Partners
activities for each
participating school:**

- Professional Development
- Teaching and Learning
- Leadership
- Community and Parent Involvement

LEAD TURNAROUND PARTNERS- CAMBRIDGE *PEABODY AND VERNON JOHNS*

- **In the second and third year of the Agreement, the annual AMO targets for student achievement in Reading, math and set by the VDOE will be achieved.**
- *Peabody met the AMO target for achievement in Reading (75), but not in Math (43)*
- *Vernon Johns met AMO in English- 85 and Math -69 (1 Year), 81 (3 Year)*

- **In each year of the Agreement, schools will be fully accredited.**
- *Peabody Middle School has made strong progress over the past two years, but remains unaccredited.*
- *Vernon Johns was Accredited with Warning in History for the 2011-2012 school year. - (English 85, Math 69/81, History 64, and Science 86)*

- **The student retention rate will decrease annually by 30%.**
- *Peabody's retention rate has increased over the past two years (21 students in 2010-11 and 56 students in 2011-12).*
- *Vernon Johns' retention rate did not decrease- 48- 8th graders and 48 -9th graders were retained at the end of the 11-12 school year.**

**Note these are pre-summer school figures, and the actual number of students repeating the grade is not available.*

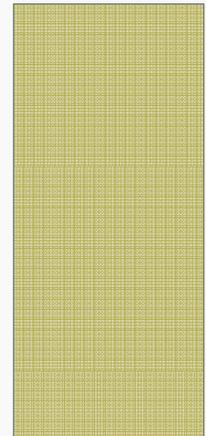
LEAD TURNAROUND PARTNERS- EDISON *A.P. HILL AND J.E.B. STUART*

- AP Hill will show an increase of 15% in all core areas at the end of the 2011-12 school year.
The 4th grade reading, 3rd and 5th grade science, and Virginia Studies realized a 15% increase. The areas of grades 3 and 5 reading showed slight increases as well.
- JEB Stuart will show a 10% increase in all areas at the end of the 2011-2012. JEB Stuart will maintain full accreditation at the end of the 2011-2012 school year.
The areas of 4th and 5th grade reading and 3rd grade history realized a 10% increase. The area of Virginia Studies had a 93% pass rate which was a 2% increase from last year. The school also recognized increases in the areas of grades 3 Science and 5 Science.
- A.P. Hill and JEB Stuart Elementary will attain full accreditation pursuant to the annual Standards of Learning test at the end of both the 2012-13 and 2013-14 school years.
JEB Stuart is currently Fully Accredited. APH is currently Accredited with Warning.
- A. P. Hill will show a significant 10% gain in each subgroup as required by AYP at the end of the 2011-2012 school year.
AP Hill Elementary School did meet the 10% gain in each subgroup in the area of Reading.
- JEB Stuart will maintain AYP and improve by 10% in each subgroup as required by AYP at the end of the 2011-12 school year.
JEB Stuart maintained the AYP status (i.e., met the AMO) via Safe Harbor for a 2nd consecutive year.
- A.P. Hill and JEB Stuart will attain Adequate Yearly Progress at minimum, through Safe Harbor at the ends of both the 2012-13 and 2013-14 school year.
This will be determined as we receive the 2013 SOL Spring Test results.

- A comprehensive approach to providing targeted staff development is imperative to the realization of student achievement
- The goal is for each classroom to have Highly Qualified Staff to deliver and support the delivery of instruction with fidelity.

IMPROVE TEACHER QUALITY

PETERSBURG CITY PUBLIC SCHOOLS



TEACHER QUALITY

- TEACHER DEVELOPMENT:
 - Division provided graduate level Reading course for elementary teachers (Reading Foundations) via Virginia Commonwealth University
 - Differentiation of Instruction
 - Teaching Gifted Learners
 - Extending the curriculum
 - Teacher endorsement and continued study
 - STEM training

TEACHER QUALITY

- PROFESSIONAL DEVELOPMENT
 - Autism Training for teachers and paraprofessionals
 - Standards-Based IEP Training
 - IEP Writing
 - Behavior Management
 - Strategies for Instruction
 - Alternate Assessments

PEABODY MIDDLE SCHOOL

	2010-11	2011-12	2012-13
Teacher Turnover Rate	3 teachers = 7%	3 teachers = 7%	0%
# of suspensions (OSS)	213	364	157 (As of January 31, 2013)
Principal Turnover	0	0	0
Assistant Principal Turnover	0	1	1
% of Free/Reduced Lunch	78.84%	83.08%	82.77%
External Lead Turnaround Partner	Cambridge Education	Cambridge Education	Cambridge Education
Enrollment	534	596	558
% of Exceptional Education Population	9%	13%	12%

TEACHER QUALITY- LICENSURE

School	Professional	Technical	Provisional	Out of Area	Long-term Subs
A.P Hill Elementary	33	0	2	1	0
Blandford Academy	4	0	1	1	0
JEB Stuart Elementary	30	0	1	0	0
Peabody Middle	45	1	2	2	1
Petersburg High	58	9	2	2	3
Robert E. Lee Elementary	32	0	0	0	0
Vernon Johns Junior High	46	0	3	4	1
Walnut Hill Elementary	41	0	0	1	0
Westview Early Childhood	21	0	2	0	0
Total	310	10	13	11	5 28

TEACHER QUALITY – AUGUST 2012

SESSION	LOCATION
Divisionwide – Anaphylaxis Overview for all Personnel	PHS Auditorium
Principals Planned Meeting; Presentation of Teacher Evaluation Tool/Observation Tool, etc.	Home Schools
Journeys Reading Series (Elementary) Training	All Elementary Schools with the exception of Westview
Cortez Math Training (VJJHS Math Teachers)	VJJHS Library Computer Lab

TEACHER QUALITY – AUGUST 2012

SESSION	LOCATION
A.P. Hill 2 nd & 3 rd grade teachers-Stuart 1 st – 4 th grade teachers training	AP Hill Library (St Math)
All secondary English teachers training	PHS Library (VDOE English Curriculum)
All secondary Science teachers training	PMS Auditorium (VDOE Science Curriculum)
Training for Divisionwide Librarians	PMS Library
All CTE teachers	PHS (South Wing)
E2020 Training for New Users - Selected Secondary Personnel and Administrators	VJJHS Library Computer Lab
E2020 Q&A for Current Users	VJJHS Library Computer Lab
All Gifted and Talented teachers and Fine Art teachers	PHS Cafeteria
All AP Hill/Stuart teachers training	AP Hill Library (Edison)
SPED (Teachers Only) from Robert E. Lee, Walnut Hill, Peabody, Vernon Johns, Petersburg High and Blandford Academy	PHS Library
All Robert E. Lee/Walnut Hill teachers (VDOE Reading)	Walnut Hill Auditorium
Meeting with Instructional Specialists, Math and Reading Facilitators	School Board Office Board Room

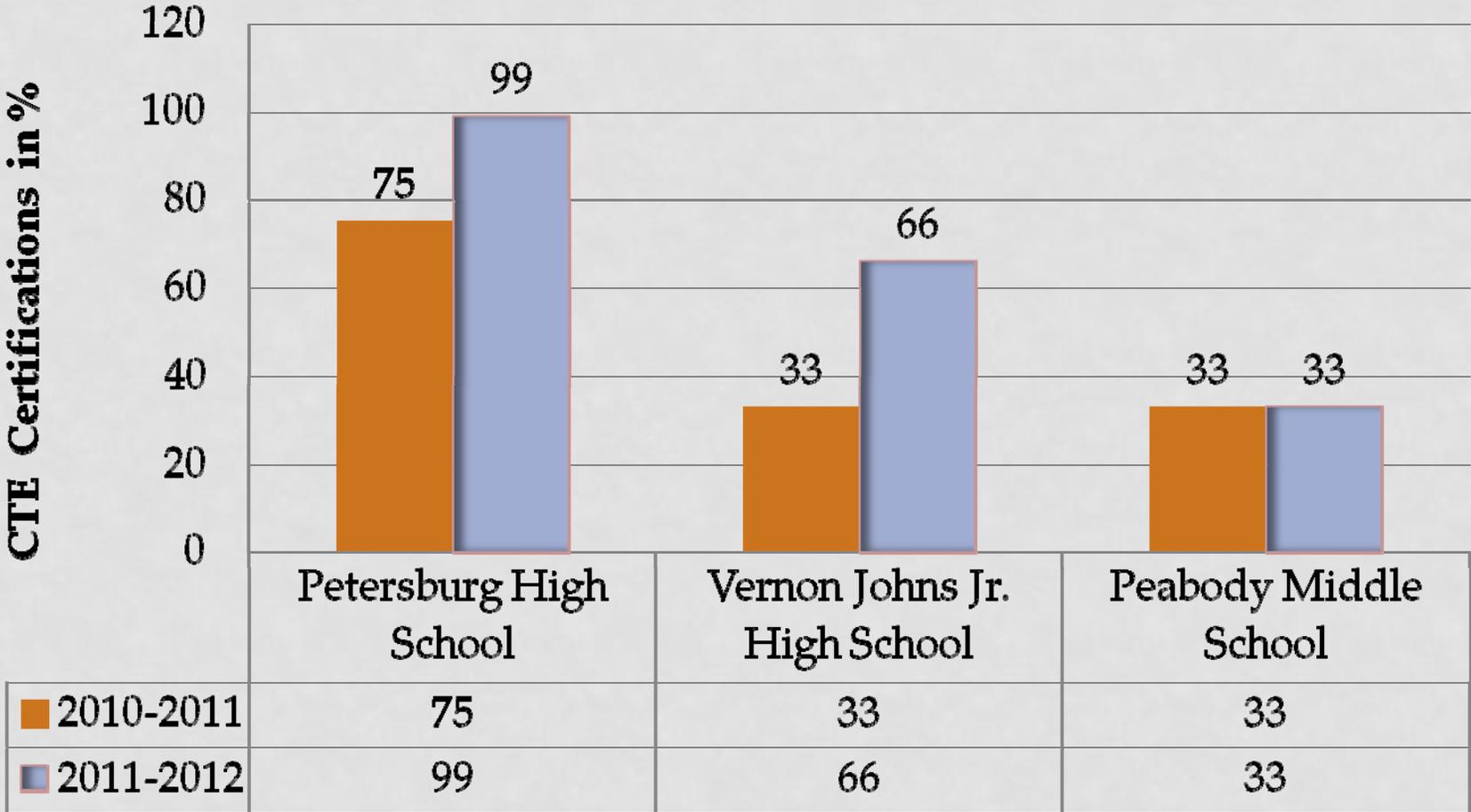
TEACHER QUALITY – NOVEMBER 2012

Audience	Description of Training Sessions	Location/Time	Presenters
Principals, Assistant Principals, Guidance Counselors	EIMS Training	Computer Lab 9am-11am	Gwen Price
Principals, Assistant Principals, Guidance Counselors	Child Protective Services Reporting	Computer Lab 11 a.m. -12 noon	Dr. Ann Ford
Principals, Assistant Principals, Guidance Counselors	EIMS Training	Computer Lab 9am-11am	Gwen Price
SPED Teachers from Peabody, Vernon Johns and AP Hill	Standards Based IEP	Board Room 9am-11am	Ahnjayla Hunter
SPED Teachers from AP Hill, Walnut Hill, Vernon Johns, Petersburg HS and Blandford Academy	December 1 Child Count Training	Board Room 11am-11:30am	Ahnjayla Hunter
K-12 Librarians	Library Manager Essentials	Vernon Johns Junior High School Library Annex 8:30am-11:30am	Johna Vazquez
Elementary Faculty and Staff	1 st Annual Elementary Academy	Robert E. Lee Elementary School 8:00am -12:00pm	Allen-Miller & Easterday, Anthony, Kurczak, McFarlane, Pruitt, & Sandlin
Attendance and Enrollment Secretaries	Enrollment, Homeless identification and Attendance Procedures	Board Room 1:30-2:30 p.m.	Dr. Ann Ford

TEACHER QUALITY - JANUARY 2013

Petersburg High School			
All Teachers	Visible Learning: Securing Optimum Student Engagement	PHS Cafeteria 1:00pm-3:00pm	Terri Smith Jo Vaden Culler
Peabody Middle School			
All Teachers	Madeline Hunter Lesson Plan Model/Data-Driven Decision-Making/Brain Research (PD360)	PMS Library 1:00pm-4:00pm	Dr. Yardley Farquharson Dr. Simmie Raiford Vanita Miles Patricia Crocker Kathleen Parker Vanita Miles
Vernon Johns Junior High			
All Teachers	School Quality Review	VJJHS Library 1:00pm-1:30pm	Michelle Hairston, Cambridge Education
All Teachers	Madeline Hunter Lesson Plan Model (Ongoing)	VJJHS Library 1:30pm-2:30pm	Michelle Hairston, Cambridge Education
Blandford Academy			
All Teachers	DATA Discussions	Blandford Cafeteria 12Noon-1:30pm	Pamela Branch
All Teachers	Marzano (Presentation by Teachers)/Classroom Management	Blandford Cafeteria 1:45pm-4:00pm	Pamela Branch
All Elementary Schools	Conceptualizing Mathematics	Petersburg High School 12Noon-3:30pm	Math and Science Innovation Center

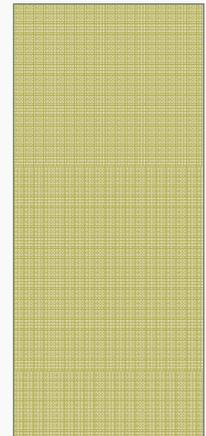
TEACHER QUALITY- TEACHER INDUSTRY CERTIFICATIONS



- The school division continuously works to promote strong school-community relations that promotes student achievement.

STRENGTHEN COMMUNICATION WITH STAKEHOLDERS

PETERSBURG CITY PUBLIC SCHOOLS



COMMUNICATIONS WITH STAKEHOLDERS

- VSBA Magna Award submission – Operation Shoulder to Shoulder (October 2011)
- VSBA Bullying Awareness Month (January 2012)
- VSBA Submission for Showcases of Success (February 2011)
- VSBA Staff Eat Lunch with Kids – School Board members had lunch with students (February 2012)
- Daily to weekly updates to district and school websites
- Key Communicators from each school submit articles to the Public Information Officer weekly
- Partnership with Sheriff's Office and Petersburg City Police Department
- District MOU is presented to the School Board and community monthly

COMMUNICATIONS WITH STAKEHOLDERS

- Smart Start – Supported Alternatives for our Valued Youth (SAVY) Petersburg Dept of Social Services, Health Department, Cooperative Extension, Parks and Leisure
- Petersburg Local Agency Truancy Enforcement (PLATE) – Petersburg Police, 11th District Court Services & PCPS
- Regent Program – VSU Department of Criminal Justice
- Learnfare – Petersburg Department of Social Services
- Coalition Against Alcohol, Nicotine, and Drug Under-Age Use (CANNDU) – District 19

COMMUNICATIONS WITH STAKEHOLDERS

Famous Americans: History Lives

Destination Imagination/ Mind Games

Fall Fling

Spring Fling

Visual Arts Contests/ Student Fine Art displays

Young authors – Writing Recognitions

Beta Club participation

WEB Du Bois Honor Society Initial Chapter

Participants in Math/Science Innovation Center

Student Exposure opportunities such as the Opera

COMMUNICATIONS WITH STAKEHOLDERS - ESL

- Hispanic Heritage Month activities
- ESL After School Program
- In-school Tutoring
- Soccer Team at Peabody
- Adult English and Spanish as a Second Language class
- Train-the-Trainer (T3) World-Class Instructional Design and Assessment (WIDA) workshop for staff
- Afraid of the Police! Don't Be!
 - Community meeting with the Chief of Police

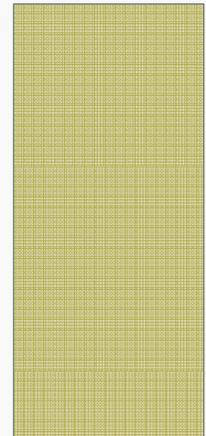
COMMUNICATIONS WITH STAKEHOLDERS - SPECIAL EDUCATION

- COMMUNITY
 - Special Olympics
 - Special Education Advisory Committee
 - Parent Surveys
 - Child Find Activities
 - Star Force Academy (with the Sheriff's Department)

- The school division makes a concerted effort to foster safe and secure environments by analyzing data and adhering to mandates that have been set forth within the Commonwealth of Virginia.

PROMOTE A SAFE AND SECURE ENVIRONMENT

PETERSBURG CITY PUBLIC SCHOOLS



SAFE AND SECURE ENVIRONMENT

- Implementation of Olweus Bullying Prevention Program
- Divisionwide Tornado Drills
- Divisionwide Earthquake Drills
- Divisionwide Bus Evacuation Drills and Fire Drills
- Character Education Curriculum
- Crisis Training for all Schools



Petersburg City Public Schools

Corrective Action Plan 2009 - 2010



Petersburg City Public Schools Corrective Action Plan 2009 - 2010

Sept 3, 2009

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

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

Petersburg City Public Schools Corrective Action Plan 2009- 2010

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

**Petersburg City Public Schools
Corrective Action Plan 2009 - 2010**

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

Petersburg City Public Schools Corrective Action Plan 2009 - 2010

GOALS	OBJECTIVES	STRATEGIES	MEASURES
3. Improve Teacher Quality	<p>1. During the 2009-2010 school term, teachers on provisional licenses will develop a professional development plan to become highly qualified.</p> <p>2. During the 2009-2010 school term, the implementation of a quality staff development program will be aligned with the division, school and/or department goals; to deepen content; utilizing research-based strategies.</p> <p>3. By March 2010, implement a plan to recruit and retain highly qualified teachers and ensure schools are equitably staffed.</p>	<p>3.1.1 Provisionally and conditionally licensed teachers will meet with VADOE licensure staff to review licensure requirements.</p> <p>3.1.2 College courses will be offered through state universities and neighboring colleges and made accessible to teachers throughout the school division.</p> <p>3.1.3 Tuition costs will be offset with district and grant funds when available.</p> <p>3.1.4 A plan to assist teachers with National Board Certification will be implemented.</p> <p>3.1.5 Assistance will be provided to teachers having difficulty passing state exams through partnerships with local colleges and universities.</p> <p>3.2.1 Staff will investigate analyze and select effective training models based on divisionwide and individual school goals.</p> <p>3.2.2 Ongoing training will be scheduled to create the fundamental use of strategies and skills through a structure to minimize loss of instructional time.</p> <p>3.2.3 Teachers will be given numerous opportunities for training and working with colleagues through team structures.</p> <p>3.3.1 Provide salary and benefits to remain competitive regionally</p> <p>3.3.2 Provide training for interviewers to ensure consistency in order to select teachers who will be successful.</p> <p>3.3.3 Analyze the current and anticipated teacher shortage areas to plan for recruitment early in the school year.</p> <p>3.3.4 Review present teacher pay incentives and expand.</p> <p>3.3.5 Provide intensive building level support, and mentoring of teachers during their first year of teaching.</p> <ul style="list-style-type: none"> • Provide monthly new teachers round-up sessions to actively support teacher needs for resources, guidance and in-service. • Provide in-service training for teachers assigned as mentors in all schools. • Provide mentors release time and a stipend. • Provide new teachers release time and have them observe in highly-qualified teacher's classroom. • Teacher mentor program will begin with the new teacher induction in August. <p>3.3.6 Implement an employee recognition program based on tenure in Petersburg City Public Schools.</p>	<p>3.1.a. Decrease the percent of teachers with a provisional license.</p> <p>3.1.b. Percent of teachers achieving full licensure.</p> <p>3.1.c. Percent of teachers highly qualified under federal guidelines.</p> <p>3.1.d. Percent of teachers National Board Certified and receiving stipends.</p> <p>3.2.a. Percent of staff completing professional development.</p> <p>3.3.a. Percent of schools fully staffed prior to school opening.</p> <p>3.3.b. Percent of highly-qualified staff.</p> <p>3.3.c. Decrease in number of highly-qualified teacher resignations.</p> <p>3.3.d. Decrease employees' absenteeism.</p> <p>3.3.e. Implementation of employee recognition program.</p>

Petersburg City Public Schools Corrective Action Plan 2009 - 2010

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

Petersburg City Public Schools Corrective Action Plan 2009 - 2010

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



Sustainability Report

Peabody Middle School

Leadership

(Enhanced Leadership Capacity)

What has been accomplished?	Can this be replicated? If so, how and who will be responsible at the end of your contractual agreement for replicating the process?
<ul style="list-style-type: none">➤ Replacement of the administrative team➤ At the start of the Turnaround process, a new principal was appointed and over the past two years, new sixth- and seventh-grade assistant principals have been hired due to transfers and promotions	<ul style="list-style-type: none">➤ Yes. The job performance of the school principal and assistant principal is evaluated annually and will be tied to school performance. <p>Persons Responsible</p> <ul style="list-style-type: none">➤ Superintendent➤ Director of Secondary Education
<ul style="list-style-type: none">➤ Structured weekly administrative team meetings➤ Cambridge support of the school administrative team focused on four key areas:<ul style="list-style-type: none">➤ Lesson observations and assessment of teacher quality➤ Analysis of school performance data➤ School management structures and operations➤ Parent and community relations	<ul style="list-style-type: none">➤ Yes. The meetings have an established structure, with a standing meeting agenda and protocol for creating action steps to address issues raised in the meetings <p>Persons Responsible</p> <ul style="list-style-type: none">➤ School Principal➤ Assistant Principals

Leadership

(Enhanced Leadership Capacity)

What has been accomplished?	Can this be replicated? If so, how and who will be responsible at the end of your contractual agreement for replicating the process?
<ul style="list-style-type: none">➤ <i>Structured weekly instructional leadership team meetings</i>➤ Cambridge support of the instructional leadership team focused on three key areas:<ul style="list-style-type: none">➤ Professional development for teachers➤ Formative assessments for students➤ Effective scheduling	<ul style="list-style-type: none">➤ Yes. The meetings have an established structure, with a standing meeting agenda and protocol for creating action steps to address issues raised in the meetings <p><i>Persons Responsible</i></p> <ul style="list-style-type: none">➤ School Principal➤ Instructional Support Personnel

Learning Environment

(Promote a Safe and Secure Environment)

What has been accomplished?	Can this be replicated? If so, how and who will be responsible at the end of your contractual agreement for replicating the process?
<p>➤ <i>An improved school culture with a focus on data – driven teaching and learning</i></p>	<p>➤ Yes. The creation of quarterly data talks has caused teachers to become more reflective practitioners , looking at their student performance data and making judgments about how to improve their scores.</p> <p><i>Persons Responsible</i></p> <ul style="list-style-type: none">➤ PMS administrative team➤ Instructional support personnel
<p>➤ <i>The establishment of quarterly data talks</i></p> <p>➤ Teachers, administrators and instructional coaches review a variety of data points in order to determine student progress and plan strategies for better addressing student needs</p>	<p>➤ Yes. The quarterly meetings are embedded in the master calendar and meeting times are in the master schedule.</p> <p><i>Persons Responsible</i></p> <ul style="list-style-type: none">➤ School Principal➤ Assistant Principals

Learning Environment

(Promote a Safe and Secure Environment)

What has been accomplished?	Can this be replicated? If so, how and who will be responsible at the end of your contractual agreement for replicating the process?
<ul style="list-style-type: none">➤ <i>The creation of Professional Learning Communities</i>➤ The PLCs consist of both content area teachers in grades 6 and 7, and sixth- and seventh-grade cross-curricular teams	<ul style="list-style-type: none">➤ Yes. A master schedule has been created that provides for content area teachers to have common planning time on even days and cross-curricular shared planning on odd days. <p><i>Persons Responsible</i></p> <ul style="list-style-type: none">➤ School Principal➤ PMS Teachers

Pedagogy and Curriculum

(Improve Teacher Quality)

What has been accomplished?	Can this be replicated? If so, how and who will be responsible at the end of your contractual agreement for replicating the process?
<ul style="list-style-type: none"> ➤ Reduced the number of teachers with provisional certification ➤ Only two of the school's 43 teachers do not hold professional certification 	<ul style="list-style-type: none"> ➤ Yes. The principal has been responsible for working with the division's human resources department to secure a pool of highly-qualified applicants for vacancies on the school faculty. <p>Persons Responsible</p> <ul style="list-style-type: none"> ➤ School Principal ➤ Division HR Director
<ul style="list-style-type: none"> ➤ Provided professional development that was targeted to school improvement needs, including: ➤ Madeline Hunter Lesson Plan Model ➤ Teacher Efficacy ➤ Classroom Management ➤ Teaching within an Extended Learning Block ➤ Checking for Understanding 	<ul style="list-style-type: none"> ➤ Yes. The principal and instructional support personnel share responsibility for working with teachers to identify professional development needs and provide the required training <p>Persons Responsible</p> <ul style="list-style-type: none"> ➤ School Principal ➤ Instructional Support Personnel

Pedagogy and Curriculum

(Improve Teacher Quality)

What has been accomplished?	Can this be replicated? If so, how and who will be responsible at the end of your contractual agreement for replicating the process?
<ul style="list-style-type: none">➤ Provided training and follow-up support for Effective Classroom Observations (ECO)➤ The administrative team was trained in the process and the LTP provided ongoing analysis of classroom observation results to determine patterns of effectiveness and deficit across the school	<ul style="list-style-type: none">➤ Yes. The principal and assistant principal will receive a refresher training on the ECO process in order to ensure mastery of the approach to lesson observations and teacher feedback. <p>Persons Responsible</p> <ul style="list-style-type: none">➤ School Principal➤ Assistant Principals

Assessment for Learning

(Student Achievement)

What has been accomplished?	Can this be replicated? If so, how and who will be responsible at the end of your contractual agreement for replicating the process?
<p>➤ <i>The overall pass rate for English and History meets the state AMO and has increased over the past four years.</i></p> <p>➤ English has improved from 67% to 75%</p> <p>➤ History has improved from 63% to 72%</p>	<p>➤ Yes. Through the analysis of student performance data on both formative and summative assessments, teachers are able to identify factors that contribute to student success and make adjustments to their teaching.</p> <p><i>Persons Responsible</i></p> <p>➤ School Principal</p> <p>➤ Instructional Support Personnel</p> <p>➤ PMS Teachers</p>
<p>➤ <i>An improved system of formative assessment</i></p> <p>➤ The school has moved from four and a half week benchmarks to quarterly benchmarks with bi-weekly informal assessments</p>	<p>➤ Yes. A review of student benchmark data and discussions with teachers showed the previous system did not allow for adequate remediation time.</p> <p><i>Persons Responsible</i></p> <p>➤ School Principal</p> <p>➤ Instructional Support Personnel</p> <p>➤ PMS Teachers</p>

Assessment for Learning

(Student Achievement)

What has been accomplished?	Can this be replicated? If so, how and who will be responsible at the end of your contractual agreement for replicating the process?
<ul style="list-style-type: none"> ➤ <i>An improved system of rewards and incentives to recognize student achievement</i> 	<ul style="list-style-type: none"> ➤ Yes. Items used for incentives have low or no cost and events are coordinated by teacher teams.
<ul style="list-style-type: none"> ➤ Benchmark Trophy ➤ Perfect Attendance Breakfast ➤ SOL Pep Rallies ➤ School uniform waiver for passing benchmarks 	<p><i>Persons Responsible</i></p> <ul style="list-style-type: none"> ➤ PMS Teachers ➤ PMS Assistant Principals

Student and Family Support

(Strengthen Communication with Stakeholders)

What has been accomplished?	Can this be replicated? If so, how and who will be responsible at the end of your contractual agreement for replicating the process?
<ul style="list-style-type: none"> ➤ Re-establishment of the PTA ➤ 2012-13 newly elected PTA board of directors working cooperatively with school administration and teachers to support student success 	<ul style="list-style-type: none"> ➤ Yes. The principal works closely with the PTA president on meeting programs and school spirit events. <p>Persons Responsible</p> <ul style="list-style-type: none"> ➤ School Principal ➤ PTA Board ➤ PMS Parents
<ul style="list-style-type: none"> ➤ Creation and expansion of recognition events ➤ Perfect Attendance Breakfast for students and parents ➤ Parent Chats ➤ Literacy Fair ➤ Holiday Talent Showcase ➤ 21st Century Parent Sweetheart Dinner 	<ul style="list-style-type: none"> ➤ Yes. The master calendar noting recognition events was distributed to parents and is updated regularly and posted on the school website. The principal uses the phone alert system to remind parents of upcoming events. <p>Persons Responsible</p> <ul style="list-style-type: none"> ➤ School Principal ➤ Instructional Specialist ➤ PMS Teachers

Student and Family Support

(Strengthen Communication with Stakeholders)

What has been accomplished?	Can this be replicated? If so, how and who will be responsible at the end of your contractual agreement for replicating the process?
<ul style="list-style-type: none"> ➤ <i>Re-structuring of the master schedule to provide common planning time for parent conferences</i> ➤ Parents can meet with all content area teachers at the same time ➤ Report card pick-up days provide additional opportunities for parental involvement 	<ul style="list-style-type: none"> ➤ Yes. Teachers assume responsibility for maintaining regular and positive communications with parents to secure their support for student success. <p><i>Persons Responsible</i></p> <ul style="list-style-type: none"> ➤ School Principal ➤ PMS Teachers ➤ PMS Parents

Sustainability Report

Attachment H-1



Vernon Johns Junior High School

2012 ~2014

Leadership ~ Enhanced Leadership Capacity

What has been accomplished?	Can this be replicated? If so, how and who will be responsible at the end of your contractual agreement for replicating the process?
<ul style="list-style-type: none"> ➤ Structured weekly meetings with Principal and Cambridge allowed for the following dialogue to be discussed: <ul style="list-style-type: none"> ➤ classroom observations ➤ lesson plans ➤ data ➤ Community events and parental involvement 	<p>Yes. These meetings provided the principal with coaching support in his new role as instructional leader.</p> <p>The Director of Secondary Education can continue to provide that direct line of support and assistance.</p>
<ul style="list-style-type: none"> ➤ Structured weekly Administrative Team Meetings. ➤ Cambridge support of the school administrative team focused on four key areas: <ul style="list-style-type: none"> ➤ review and analysis of data ➤ school management structures and operations ➤ lesson plans, observations and assessment of teacher quality ➤ parent & community involvement 	<p>Yes. The meetings have an established structure, with a standing meeting agenda and protocol for creating action steps to address issues raised in the meetings.</p> <p>The Principal and Administrative Team which consists of the following people will ensure the meeting and agenda gets accomplished:</p> <ul style="list-style-type: none"> ➤ Two Assistant Principals ➤ Instructional Specialist ➤ Math Facilitator ➤ Reading Facilitator
<ul style="list-style-type: none"> ➤ Cambridge modeled lessons that outlined the “<i>Elements of An Effective Lesson</i>” - Madeline Hunter Model . 	<p>Yes. Principal, Assistant Principals, Instructional Specialists, and Math/Reading Facilitators</p>
<ul style="list-style-type: none"> ➤ Cambridge provided professional development based upon need, analysis of data, and classroom observation: <ul style="list-style-type: none"> ➤ Student Engagement ➤ Formative Assessment in Action ➤ Data Analysis ➤ Madeline Hunter - Lesson Plans 	<p>Yes. The principal and the instructional support personnel share the responsibility for working with teachers to identify professional development needs and to provide the required training</p>

Learning Environment (Promote a Safe and Secure Environment)

What has been accomplished?	Can this be replicated? If so, how and who will be responsible at the end of your contractual agreement for replicating the process?
<ul style="list-style-type: none"> ➤ An improved school culture with a focus on data-driven teaching and learning, cleanliness of the learning environment, and display of student work--“Invitational Learning.” 	<p>Yes. The continued focus on maintaining and strengthening the school culture will be the responsibility of the administrative team, the school staff, and the students.</p> <p>Teachers will continue to reflect on their instructional practices, review student performance data, and make adjustments when and where necessary in their delivery.</p>
<ul style="list-style-type: none"> ➤ Student attendance is monitored closely and significant improvement has been noted: <ul style="list-style-type: none"> ➤ The % of students attending school has increased each year over the last three years ➤ The number of students missing 10 or more days has declined ➤ The number of students tardy more than 7 days has declined 	<p>Yes. The Principal and the School Truancy Support Specialist met each week to discuss students who have accrued significant absences and tardies. In addition, the Cambridge Consultant met with the principal, Instructional Specialist, and Attendance Secretary to review attendance data.</p>
<ul style="list-style-type: none"> ➤ Student behavior has improved significantly throughout the school and the changes have been noted in the referrals: <ul style="list-style-type: none"> ➤ The number of discipline referrals has declined each year over the last three years. 	<p>Yes. Principal, Administrative Team, Teachers, SRO, and School Discipline Team</p>
<ul style="list-style-type: none"> ➤ Increased student recognition through the implementation of: <ul style="list-style-type: none"> ➤ Awards Ceremonies ➤ R.E.A.C.H. Program ➤ Field Trips ➤ Guest Speakers 	<p>Yes. Items used for incentives and student recognition are low to no cost .</p> <p>The events are coordinated by the Assistant Principal, Instructional Specialist, and the Math/Reading Facilitators. Additional funding comes from partnerships with local businesses if needed for field trips and guest speakers .</p>

Pedagogy and Curriculum (Improve Teacher Quality)

What has been accomplished?	Can this be replicated? If so, how and who will be responsible at the end of your contractual agreement for replicating the process?
<ul style="list-style-type: none"> ➤ Professional Learning Communities (PLCs) that regularly reviewed: <ul style="list-style-type: none"> ➤ triangulated data ➤ lesson plans ➤ study guides ➤ pacing guides ➤ student attendance/grades 	<p>Yes. A master calendar has been created that provides all content area teachers to have common planning times.</p> <p>The principal and the Administrative Team will be responsible for the annual review and development of the master calendar.</p>
<ul style="list-style-type: none"> ➤ Cambridge provided professional development based upon need, analysis of data, and classroom observation: <ul style="list-style-type: none"> ➤ Student Engagement ➤ Formative Assessment in Action ➤ Data Analysis ➤ Madeline Hunter - Lesson Plans 	<p>Yes. The principal and the instructional support personnel share the responsibility for working with teachers to identify professional development needs and to provide the required training.</p>
<ul style="list-style-type: none"> ➤ School Improvement Team Meetings designed to focus on continued academic achievement of students by addressing the concerns and academic needs of teachers and students. 	<p>Yes. The School Improvement Team which consists of the following: Principal, Assistant Principals, Instructional Specialist, Math Facilitator, Reading Facilitator, Content Area Teachers, Exploratory, and Guidance</p>
<ul style="list-style-type: none"> ➤ The hiring of Highly-Qualified personnel. 	<p>Yes. Human Resource Department will work with the principal to hire teachers to fill any vacant positions.</p>
<ul style="list-style-type: none"> ➤ Demonstrate /co-teach model lessons that outline the <i>“Elements of An Effective Lesson”</i>- Madeline Hunter Model . 	<p>Yes. Principal, Assistant Principals, Instructional Specialists, and Math/Reading Facilitators</p>

Assessment for Learning (Student Achievement)

What has been accomplished?	Can this be replicated? If so, how and who will be responsible at the end of your contractual agreement for replicating the process?
<ul style="list-style-type: none"> ➤ Implementation of a universal lesson plan format across the school division – Madeline Hunter Model. 	<p>Yes. This unifies the school division and allows for consistency across all grade levels.</p>
<ul style="list-style-type: none"> ➤ Implementation of Common Assessments and Benchmark Assessments that “mirror” the SOL Assessments: <ul style="list-style-type: none"> ➤ The school has moved from a four and a half-week benchmark to a quarterly benchmark assessment. (bi-weekly informal assessments) 	<p>Yes. A review of student benchmark data and discussions with teachers showed the previous system did not allow for adequate remediation time.</p> <p>The principal and instructional support personnel monitor the data from bi-weekly assessments and benchmarks and work with teachers to address need areas.</p>
<ul style="list-style-type: none"> ➤ Use of supplemental materials/programs to strengthen the Instructional environment and provide “tiered” interventions for students: <ul style="list-style-type: none"> ➤ Cortez Math ➤ Study Island ➤ Accelerated Reader ➤ Achieve 3000 ➤ iStation 	<p>Yes. Instructional support is provided to students in forms of remediation and enrichment. The principal and instructional support personnel monitor the various programs and their impact on the overall growth of individual student performance by tier.</p>
<ul style="list-style-type: none"> ➤ Professional Development provided based upon teacher need, analysis of data, and classroom observation. 	<p>Yes. Principal, Assistant Principals, Instructional Specialists, Mathematics/Reading Facilitators and Division Office Personnel (Special Education, Human Resources, Technology. etc.)</p>
<ul style="list-style-type: none"> ➤ SOL Lock-Ins & Saturday School 	<p>Yes. Instructional support is provided to students to prepare for upcoming SOL Assessments. Teachers volunteer their time and support, working to remediate and encourage excellence on upcoming assessments.</p>

Student and Family Support (Strengthen Communication with Stakeholders)

What has been accomplished?	Can this be replicated? If so, how and who will be responsible at the end of your contractual agreement for replicating the process?
<ul style="list-style-type: none"> ➤ Monthly Parent Advisory Council (PAC) Meetings that are content-based and driven by current areas of focus within the school: <ul style="list-style-type: none"> ➤ SOL Testing ➤ Literacy Night ➤ Community Yard Sale 	<p>Yes. The principal works closely with the Instructional Specialist and the Title I Team to plan and develop the PAC schedule for the year. The schedule is driven by the topics needed to support both the parents and the students.</p>
<ul style="list-style-type: none"> ➤ Community Partnerships with PAC Meetings- local restaurants partner with Vernon Johns' PAC to support parent involvement: <ul style="list-style-type: none"> ➤ Arby's ➤ McDonald's ➤ Pizza Hut 	<p>Yes. The principal and the Administrative Team works closely with community agencies to garner support for the school and to partner with local businesses. The partnership becomes a two-way partnership, with both the school and the agency/business sharing with one another.</p>
<ul style="list-style-type: none"> ➤ Monthly PTSA Meetings 	<p>Yes. The principal works closely with the PTSA President to schedule events and to prepare the agenda for monthly meetings.</p>
<ul style="list-style-type: none"> ➤ School Website highlighting weekly events and happenings at Vernon Johns and Staff Weekly Newsletter. 	<p>Yes. The principal works closely with the Technology Teacher and the ITRT to keep them updated on events that should be posted on the website and on the weekly Communication Newsletter to the staff.</p>
<ul style="list-style-type: none"> ➤ Parent Logs kept by staff and submitted weekly to the principal. 	<p>Yes. The principal will work with the teachers and staff to ensure they regularly contact the parents to keep the lines of communication open between home and school.</p>



Petersburg City Public Schools

J.E. B. Stuart Elementary
A. P. Hill Elementary

An EdisonLearning Partnership



February 6, 2013
EdisonLearning, Inc.

Leadership (Enhance Leadership Capacity)

What has been accomplished?	Can this be replicated? If so, how and who will be responsible at the end of your contractual agreement for replicating the process?
Re-structured the school leadership and achievement teams	Yes. The Leadership and Achievement Teams can continue to meet weekly or bi-weekly and use effective team practices already in place during these meetings.
Defined the roles of the assistant principal, Title I specialists, and grade level chairs	Yes. The principal is the person who is responsible for ensuring that these roles are communicated, monitored, and adjusted as necessary. Defined roles and responsibilities should be maintained in the Leadership Guidebook.
Created a professional development calendar based on teacher and student needs	Yes. Professional development calendars can be developed quarterly by administrators, members of the Leadership Team, and Title I Instructional Specialists.
Established a protocol for team meetings, student behavior plan, school intervention plan, and school expectations	Yes. Protocols for team meetings can be monitored by the principal and grade-level chairs. Student behavior and intervention plans are monitored by the assistant principal and the guidance counselor.
Reviewed the master schedule and suggested revisions for interventions	Yes. Each year, the master schedule can be reviewed and resources allocated to provide interventions for students.
Identified and trained lead teachers based on specific criteria such as data and professional obligations to serve as the school's Five Strand Design Leads	Yes. The principal can be responsible for ensuring that teacher leaders monitor the alignment of the characteristics of outstanding schools, using the school development rubric as a guide.

Leadership (Enhance Leadership Capacity)

What has been accomplished?

Guided the school's Leadership Team through the process of developing a mission and vision statements which were review and voted on by the staff and school community (PTA, Title I Parent Advisory Council).

Can this be replicated? If so, how and who will be responsible at the end of your contractual agreement for replicating the process?

Yes. The principal and Leadership Team can be responsible for guiding the school through the mission and vision statement review, clearly articulating and displaying them in multiple ways at both school-wide and classroom levels.

Learning Environment (Promote a Safe, Secure Environment)

What has been accomplished?

Can this be replicated? If so, how and who will be responsible at the end of your contractual agreement for replicating the process?

Incorporated EdisonLearning Core Values as part of character education with the guidance program.

Yes. The principal can continue targeted coaching for teachers on embedding the core values or any school-selected values in the guidance program. The guidance counselor can still be responsible for providing lessons and activities for these values. All teachers can reinforce these values in their classrooms.

Provided guidance to the leadership team on the creation of a school-wide behavior management and student incentive plan.

Yes. The principal, guidance counselor, and a teacher designee can be responsible for helping the school maintain an intentional and positive learning environment through regular reviews and assessment of behavior data.

Provided professional development training for teachers on creating positive learning environments using rules, procedures, and expectations

Yes. The principal and a teacher designee can provide teachers with ongoing staff development training in classroom management and strategies for promoting a positive learning environment.

Provided training for teachers on the incorporation of *Our Meetings* to help students build relationships and reinforce the classroom as a safe place in which to express views and discuss issues.

Yes. The principal can have a period in the morning designated for *Our Meetings* time. The school may structure this meeting period however they choose; however, the basis for this meeting will be for teachers to establish relationships with their students, discuss issues, and reinforce values.

Pedagogy and Curriculum (Improve Teacher Quality)

What has been accomplished?	Can this be replicated? If so, how and who will be responsible at the end of your contractual agreement for replicating the process?
Using the William and Mary Observation tool, began employing common language with teachers to focus on what good learning and teaching looks like	Yes. The principal, assistant principal, and other designees qualified to coach teachers can be responsible for the continuous observation of teaching and learning to determine the instructional/professional needs of teachers through ongoing observation and feedback.
Assessed the quality of teaching and learning using the Teaching and Learning Framework and the William and Mary Teacher Evaluation	Yes. The administrative team can continue to observe teachers and provide constructive feedback using district-level observation tools. Observations should be conducted and recorded weekly.
After observing classroom teachers, provided feedback and modeled lessons	Yes. Leaders can continue the use of observation cycles with embedded training in conducting learning conversations to improve teacher performance. This, alongside team meetings, will refine all teachers' understanding of best pedagogical practices.
Emphasized literacy in the content areas	Yes. Leaders, instructional specialists, and Title staff can be responsible for the reviewing lesson plans and collaborating with teachers to ensure incorporation of literacy across the curriculum.
Collaborated with teachers to develop a coherent lesson plan model and began an evaluation of the quality of the curriculum offerings	Yes. Grade-level chairs and leaders will be responsible for the assurance of grade common planning and embedding the lesson plan model to develop instructional practices.

Pedagogy and Curriculum (Improve Teacher Quality)

What has been accomplished?	Can this be replicated? If so, how and who will be responsible at the end of your contractual agreement for replicating the process?
<p>Monitored the incorporation of the 2012–13 Core Content Pacing Guides for the newly adopted reading series</p>	<p>Yes. The administrative staff will continually monitor lesson plans through comparison of the state-aligned pacing guide to implemented lesson plans.</p>
<p>Integrated EdisonLearning's Literacy Focus in conjunction with the new reading series</p>	<p>Yes. The Title I Instructional Specialist and the Title I Reading Facilitator will continue to evaluate the current reading curriculum using the five areas of reading comprehension.</p>
<p>Implemented a school-wide writing plan aligned with the new reading series</p>	<p>Yes. The teacher–leader who has been identified to support curriculum instruction and grade-level chairs should continue to enhance the writing program using specific activities, rubrics, and language that will spiral from kindergarten to fifth grade, thus creating stronger writing skills throughout the school by fifth grade.</p>
<p>Provided intensive staff development on math problem solving, math journaling, and center-based instruction</p>	<p>Yes. The school's Title I Instructional Specialist and math facilitator can continue to provide ongoing math professional development to address key components of the math curriculum and areas supported by data.</p>

Assessment for Learning (Student Achievement)

<p>What has been accomplished?</p>	<p>Can this be replicated? If so, how and who will be responsible at the end of your contractual agreement for replicating the process?</p>
<p>Created a professional resource/data room for teachers' use</p> <p>Provided in-depth in-service sessions on Using Data to Inform Instruction using live data (iStation, eValuate, district benchmarks and weekly assessments) and supported the instructional staff through the data analysis process using live student data to determine the academic needs of students</p>	<p>Yes. The principal and assistant principal can continue this practice, making it an expectation for posting student data for reflective conversations and monitoring student movement over time</p> <p>Yes. The principal and the Leadership and Achievement teams will continue to analyze data with the teachers based on any data analysis process that encourages a Plan-Act-Do approach.</p>
<p>Trained teachers on providing differentiated instruction to students based on data</p> <p>Worked with instructional staff on identifying "students of concern", and ensured the implementation of instructional plans from iStation</p>	<p>Yes. The principal and Leadership Team can provide ongoing professional development on differentiated instruction, addressing specific concerns based on data.</p> <p>Yes. The Title I staff will provide training for the instructional staff on interpretation of iStation data and implementation of remediation lessons based on tiers.</p>
<p>Provided an in-service session for all instructional staff on the Effective Use of EdisonLearning Companion Cards and developed an eValuate and Companion Card training calendar</p>	<p>Yes. If the division chooses monthly assessment that specifically addresses Virginia's standards, the principal and the Leadership Team can create a calendar for scheduling the assessment and analyzing the data. The Leadership Team can utilize the state's instructional resources for additional teacher training.</p>

Assessment for Learning (Student Achievement)

What has been accomplished?	Can this be replicated? If so, how and who will be responsible at the end of your contractual agreement for replicating the process?
Provided ongoing, data-driven professional development sessions for Achievement and Leadership Teams	Yes. The principal can replicate this practice through bi-weekly data meetings using tools and training materials provided from initial training sessions.

Student and Family Support (Strengthen Communication with Stakeholders)

What has been accomplished?

Designed school intervention plans to ensure the success of all learners, including strategies and resources to be used by teachers and administrators to address their academic and social needs.

Opened parent center at A.P. Hill to offer parents tools for improving their skills and those of their children through a lending library and technology. The center houses books, magazines, newsletters, leveled books, and other tools parents may use to work with their children. In addition, computers were installed for parent to use for job seeking, resume' creation and GED preparation.

Formed a partnership with Virginia State University last year that allowed college student athletes to serve as tutors and teacher partners.

Virginia State University's Agricultural Department partnered with both schools last year to provide off -and on-site learning experiences for the students.

Wells Fargo, BB & T Bank, and Red Lobster collaborated with both schools to provide student incentives and career orientation.

Can this be replicated? If so, how and who will be responsible at the end of your contractual agreement for replicating the process?

Yes. Teachers can replicate this by referring back to various tools that were distributed (professional notebooks) and websites. In addition to these tools, teachers can view various PD 360 training sessions that are designed to build and increase teachers' background knowledge.

Yes. The guidance counselor and Title I team can continue to manage the operation of the parent center, ensuring that materials are available for distribution, use, and checkout.

Yes. The principal and guidance counselor can maintain and create new partnerships using strategies provided in the training session on Parents and Community as Partners.

Yes. The principal should ensure the continuation of this partnership by scheduling return visits in the coming school year through the VSU's Agricultural Department.

Yes. The principal and guidance counselor can continue these partnerships through regular communication and invitations to partners to participate in various school events.

Student and Family Support (Strengthen Communication with Stakeholders)

What has been accomplished?	Can this be replicated? If so, how and who will be responsible at the end of your contractual agreement for replicating the process?
Provided training to the Leadership Team on Epstein's Framework of 6 Types of Involvement	Yes. The Student and Family Support Strand Lead, Title I team, and the principal can continue to use the Epstein's Framework to increase parent involvement.
Conducted quarterly parent surveys and used the results to provide monthly parenting workshops	Yes. Title I staff can continue to administer quarterly parent satisfaction surveys.
Trained the instructional staff and implemented the Strategic Monitoring/Intervention Process	Yes. The principal, Title I and special education leads can replicate this activity by providing regular training sessions for the instructional staff and monitoring the intervention process through observation, formal, and informal assessments. These sessions should include time for vertical articulation and alignment.
Implemented Response to Intervention (RTI) strategies	Yes. The special education department, teachers, and Title I team can be responsible for the replication of this initiative through ongoing in-services, workshops, and monitoring.