Virginia Board of Education Agenda Item

Agenda Item: **I**   **Date:**   November 21, 2013

Title	First Review of Updated Corrective Action Plan and Memorandum of Understanding with Sussex County School Board and the Virginia Board of Education
Presenter	Dr. Kathleen M. Smith, Director, Office of School Improvement, Division of Student Assessment and School Improvement Dr. Arthur L. Jarrett, Jr., Division Superintendent, Sussex County Public Schools

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Purpose of Presentation:
Action required by Board of Education regulation.

Previous Review or Action:
Other. Specify below:
Date: October 26, 2011
Action: Received report on the Memorandum of Understanding for Sussex County Public Schools

Action Requested:
Action will be requested at a future meeting. Specify anticipated date below:
January 16, 2013, Final Review

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: Approving the updated corrective action plan and Memorandum of Understanding (MOU) for Sussex County School Board with the Virginia Board of Education (VBOE) supports the goal of accountability for student learning.

Sussex County Public Schools was identified for division-level review status in 2004 and entered into an initial MOU with the VBOE. On September 17, 2009, Sussex County Public Schools appeared before the Virginia Board of Education to enter into a second MOU for Sussex County Public Schools. This MOU was in effect until all schools were *Fully Accredited* or the VBOE released Sussex County Public Schools from the MOU. The VDOE has provided ongoing technical assistance and monitored the implementation of the division's corrective action plan.

In 2012-2013, Sussex County Public Schools had two schools identified as persistently low-achieving priority schools in accordance with Virginia's approved *Application for U.S. Department of Education Flexibility from Certain Requirements of the Elementary and Secondary Education Act of 1965* (ESEA) in 2012-2013: Sussex Central Middle School (Tier 1–grades 4-7) and Ellen W. Chambliss Elementary (Tier I–grades K-3). In 2013-2014, both schools completed the three-year School Improvement Grant (SIG) cycle and the data indicated that neither school was considered low-achieving priority schools.

In 2013-2014, Sussex County Public Schools has consolidated its elementary and middle schools and closed three schools. Sussex County Public Schools now has three schools on one campus: Sussex Central Elementary School, grades K-5; Sussex Central Middle School, grades 6-8; and Sussex Central High School, grades 9-12.

Since Sussex County Public Schools consolidated in 2013-2014, a new MOU is needed and is included as Attachment A. This MOU will remain in effect until all schools are *Fully Accredited* or the VBOE releases Sussex County Public Schools from the MOU. In addition, Sussex County Public Schools has submitted an updated corrective action plan (Attachment B)

Summary of Important Issues:
As part of the annual update on the MOU to the VBOE, the following data is provided for each of the three Sussex County Public Schools including the two schools that closed after the 2012-2013 school year.

Accreditation Status

School	2009-2010 (Based on State Assessments in 2008-2009)	2010-2011 (Based on State Assessments in 2009-2010)	2011-2012 (Based on State Assessments in 2010-2011 and 2011 Graduation and Completion Index)	2012-2013 (Based on State Assessments in 2011-2012 and 2012 Graduation and Completion Index)	2013-2014 (Based on State Assessments in 2012-2013 and 2013 Graduation and Completion Index)
Ellen W. Chambliss Elementary School Grades K-3	*Accreditation Denied*: Warned in English	*Accreditation Denied*: Warned in English	*Accreditation Denied*: Warned in English	*Fully Accredited*	Closed*
Jefferson Elementary School Grades K-3	*Fully Accredited*	*Fully Accredited*	*Fully Accredited*	*Fully Accredited*	Closed*
Sussex Central Middle School Grades 4-7	*Accredited with Warning*: Warned in English, Math, and History	*Fully Accredited*	*Fully Accredited*	*Accredited with Warning:* Mathematics	Closed*

School	2009-2010 (Based on State Assessments in 2008-2009)	2010-2011 (Based on State Assessments in 2009-2010)	2011-2012 (Based on State Assessments in 2010-2011 and 2011 Graduation and Completion Index)	2012-2013 (Based on State Assessments in 2011-2012 and 2012 Graduation and Completion Index)	2013-2014 (Based on State Assessments in 2012-2013 and 2013 Graduation and Completion Index)
Sussex Central High School Grades 8-12	*Fully Accredited*	*Fully Accredited*	*Fully Accredited (GCI 85)*	*Fully Accredited* (GCI 86)	*Accredited with Warning:* Mathematics and GCI (84)

*Consolidation closed three schools; therefore, only the high school received a state accreditation rating in 2013-2014.

Federal Annual Measurable Objectives (FAMOs)

FAMO (Based on State Assessments in 2011-2012 and 2012-2013 and Federal Graduation Indicator)

School Name	Title I School	Federal AMO Status 2012-2013	Federal Sanction 2012-2013	Federal AMO Status 2013-2014	Federal Sanction 2013-2014
Ellen W. Chambliss Elementary School Grades K-3	Yes	Did Not Meet	Priority	Closed	Closed
Jefferson Elementary School Grades K-3	Yes	Met	None	Closed	Closed
Sussex Central Middle School Grades 4-7	Yes	Did Not Meet	Priority	Closed	Closed
Sussex Central High School Grades 8-12	No	Met	None	Did Not Meet	Improvement Plan Required

*Consolidation closed three schools, therefore only the high school received a FAMO rating in 2013-2014.

Pass Rates on Assessments in 2012-2013

Ellen W. Chambliss Elementary School (Grades K-3)

Subject Area	2009-2010	2010-2011	2011-2012	2012-2013
English:Reading	63%	73%	76%	79%
History and Social Science	83%	63%	75%	91%
Mathematics	86%	86%	57%	78%
Science	81%	74%	84%	85%

Jefferson Elementary School (Grades K-3)

Subject Area	2009-2010	2010-2011	2011-2012	2012-2013
English:Reading	81%	85%	91%	51%
History and Social Science	90%	92%	75%	73%
Mathematics	94%	100%	54%	22%
Science	90%	93%	92%	57%

Sussex Central Middle School (Grades 4-7)

Subject Area	2009-2010	2010-2011	2011-2012	2012-2013
English:Reading	89%	92%	74%	66%
English:Writing	89%	86%	85%	56%
History and Social Science	84%	62%	52%	74%
Mathematics	75%	83%	37%	50%
Science	78%	83%	69%	59%

Sussex Central High School

Subject Area	2009-2010	2010-2011	2011-2012	2012-2013
English:Reading	78%	80%	80%	59%
English:Writing	77%	75%	75%	55%
History and Social Science	70%	81%	82%	82%
Mathematics	73%	75%	52%	60%
Science	80%	80%	87%	68%

Impact on Fiscal and Human Resources:
State and federal school improvement funds are being used to support the MOU.

Timetable for Further Review/Action:
None

Superintendent's Recommendation:
The Superintendent of Public Instruction recommends that the Virginia Board of Education accept for first review Sussex County Public Schools' updated corrective action plan and Memorandum of Understanding.

VIRGINIA BOARD OF EDUCATION
SUSSEX COUNTY 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.

The *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (SOA), adopted by the Board in July 2009, Section 8 VAC 20-131.315 requires school divisions with *Accreditation Denied* schools to enter into a Memorandum of Understanding (MOU) with the Virginia Board of Education (VBOE) and implement a corrective action plan to improve student achievement in the identified schools.

> 8 VAC 20-131-315. Action requirements for schools that are denied accreditation.

> B. Any school rated Accreditation Denied in accordance with 8 VAC 20-131-300 shall be subject to actions prescribed by the Board of Education and affirmed through a memorandum of understanding between the Board of Education and the local school board. The local school board shall submit a corrective action plan to the Board of Education for its consideration in prescribing actions in the memorandum of understanding within 45 days of the notification of the rating. The memorandum of understanding shall be entered into no later than November 1 of the academic year in which the rating is awarded.

> The local board shall submit status reports detailing implementation of actions prescribed by the memorandum of understanding to the Board of Education. The status reports shall be signed by the school principal, division superintendent, and the chair of the local school board. The school principal, division superintendent, and the chair of the local school board may be required to appear before the Board of Education to present status reports.

School Division Goals and Performance Objectives

The Sussex County School Board and central office staff will implement key priorities for improving student achievement at Sussex Central Elementary School, Sussex Central Middle School, and Sussex Central High School ensuring alignment of resources with these priorities for improving student achievement, and holding the board and staff accountable for results. These priorities must align with the expectations in this memorandum of understanding (MOU) and the following areas of focus:

- Shared Leadership Between the Central Office and School to Raise Student Achievement
- Teacher Quality

The following performance objectives are established.

Shared Leadership Between the Central Office and School

1. The central office staff and principals under the direction of the superintendent will plan, implement and monitor the core content at all schools and ensure alignment with the Standards of Learning (SOL).

2. The central office staff and principals under the direction of the superintendent will plan, monitor and implement a plan to ensure that students graduate high school on-time.

3. The central office staff and principal under the direction of the superintendent will meet monthly with the assigned auditor to discuss the implementation of the essential actions indicated in the academic review.

4. The central office staff and principals under the direction of the superintendent will implement a data monitoring process with accountability for results and link school and division professional development to improving student achievement as supported by assessment results and other data.

5. Using the quarterly report approved by the Department of Education, the central office staff and principals under the direction of the superintendent will provide the department data as required and will include recommendations for modifications to the corrective action plan that demonstrate accountability for results.

Teacher Quality

1. The central office staff and principals under the direction of the superintendent will develop and monitor individual action plans to reduce provisional license.

2. Sussex County Public Schools will commit to hiring personnel who are the most qualified for the position vacancy.

3. Sussex County Public Schools will provide written reports as requested by the Virginia Board of Education (as needed and appropriate) on current instructional vacancies, number of teachers on provisional licenses, and progress on individual action plans to reach full licensure.

Status Reprts to the Virginia Board of Education

A corrective action plan will be submitted as required to the Virginia Board of Education.

The Sussex County School Board will provide a summative report on progress made in meeting or exceeding MOU agreements and expectations to the Virginia Board of Education and the Department of Education, 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 Sussex County Public Schools.

Printed Name: _____ **Title: Chair, Sussex County School Board** **Signature:** _____ **Date:** _____	**Printed Name:** _____ **Title: Superintendent, Sussex County Public Schools** **Signature:** _____ **Date:** _____
Printed Name: _____ **Title: President, Virginia Board of Education** **Signature:** _____ **Date:** _____	**Printed Name:** _____ **Title: Superintendent of Public Instruction** **Signature:** _____ **Date:** _____

Comprehensive Plan Report

Attachment B

A detailed report showing activity of the district team's work on the improvement plan including assessments, plans, tasks, monitoring, and implementation for selected time periods.

November 01, 2013

Sussex NCES - 5103780

Key Indicators are shown in RED.

District Context and Support for School Improvement	
Improving the school within the framework of district support	
Indicator	**IA01 - The district includes municipal and civic leaders in district and school improvement planning and maintains regular communication with them. (1)**
Status	**Full Implementation**
	Level of Development:	Initial*:* Full Implementation 10/31/2013
	Evidence:	Municipal and civic leaders are a part of the school and district improvement planning teams and are in regular communication with the schools and district level administration. As we continue to move forward with improvement initiatives, local municipal and civic leaders will continue to be a part of planning and implementation processes.
	Added:	

Indicator	**IA02 - The district includes community organizations in district and school improvement planning and maintains regular communication with them. (2)**
Status	**Full Implementation**
	Level of Development:	Initial*:* Full Implementation 10/31/2013
	Evidence:	Community organizations are a part of the school and district improvement planning teams and are in regular communication with the schools and district level administration. As we continue to move forward with improvement initiatives, community organizations will continue to be a part of planning and implementation processes.
	Added:	

Indicator	**IA03 - The district includes parent organizations in district and school improvement planning and maintains regular communication with them. (3)**
Status	**Full Implementation**
	Level of Development:	Initial*:* Full Implementation 10/31/2013
	Evidence:	Parent organizations are a part of school improvement planning. There is continuous communication between the schools and parent organizations: newsletters, instant alerts, report card pick-ups, open houses, conferences, Power School parent portal, and district level community home visits.
	Added:	

Indicator	IA04 - The district provides incentives for staff who work effectively in hard-to-staff schools. (4)	
Status	Tasks completed: 0 of 2 (0%)	
	Level of Development:	Initial: Limited Development 10/31/2013
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	As the budget allows, the superintendent will continue to offer one-time signing bonuses for hard to staff positions throughout the district. Additionally, the district level administrative team will continue to research funding avenues for teacher performance incentive pay.
Plan	Assigned to:	Arthur Jarrett
	Added:	11/01/2013
	How it will look when fully met:	Funding will be made available yearly to attract, retain, and reward staff who meet rigorous criteria resulting in effective instruction and improved academic outcomes.
	Target Date:	06/30/2014
	Tasks:	
	1. Expanded recruitment opportunities will be implemented as needed.		
		Assigned to:	Adriene Stephenson
		Target Completion Date:	02/28/2014
		Frequency:	three times a year
		Comments:	
	2. The superintendent will continue to offer one-time signing bonuses for hard to staff positions throughout the district.		
		Assigned to:	Arthur Jarrett
		Target Completion Date:	07/31/2013
		Frequency:	twice a year
		Comments:	
Implement	Percent Task Complete:	0 of 2 (0%)

Indicator	IA05 - The district contracts with external service providers for key services in schools that need improvement. (5)	
Status	Full Implementation	
	Level of Development:	Initial: Full Implementation 10/31/2013
	Evidence:	Elementary and secondary schools use a variety of external service providers for key services including but not limited to the following: University Instructors, Coaches, Tutors, Consultants, Hairston Educational Consultants, Cambridge Education, Luster Educational Consultants, Baird Educational Consultant, etc.

Added:	

Indicator	IA06 - The district provides schools with technology, training, and support for integrated data collection, reporting, and analysis systems. (6)
Status	**Full Implementation**
	Level of Development:	Initial: Full Implementation 10/31/2013
	Evidence:	At the division level a technology team of support personnel has been established to assist schools with installation, repair, maintenance, etc. of labs, classroom computers, and software. Additionally, all schools have ITRT's as well as school technology support personnel on site to instruct and assist teachers with instructional strategies and to disaggregate test data to guide instructional improvements.
	Added:	

Indicator	IA07 - The district sets district, school, and student subgroup achievement targets. (7)
Status	**Full Implementation**
	Level of Development:	Initial: Full Implementation 10/31/2013
	Evidence:	The achievement targets are those that have been established by the Virginia Department of Education. We use those targets and our district goals as test results are reviewed and analyzed. Subgroups are reviewed on benchmark assessments through the use of Interactive Achievement and EIMS.
	Added:	

Indicator	IA08 - The school board and superintendent present a unified vision for school improvement. (8)
Status	**Full Implementation**
	Level of Development:	Initial: Full Implementation 10/31/2013
	Evidence:	The school board and superintendent create and maintain mission and vision statements and yearly improvement plans to guide instruction.
	Added:	

Indicator	IA09 - The superintendent and other central office staff are accountable for school improvement and student learning outcomes. (9)
Status	**Full Implementation**
	Level of Development:	Initial: Full Implementation 10/31/2013
	Evidence:	The superintendent, directors, and coordinators work closely with building level principals to assure school improvements and learning outcomes are being facilitated.
	Added:	

Indicator	IA10 - The district regularly reallocates resources to support school, staff, and instructional improvement. (10)

Status	**Full Implementation**	
	Level of Development:	Initial: Full Implementation 10/31/2013
	Evidence:	Resources are allocated to schools each year; however, as specific needs arise, reallocations are provided as appropriate. Example: Funds were reallocated for needed, extra instructional materials at the elementary, middle and high schools. Additionally, extra instructional personnel were brought on at the middle and high schools (math teacher, on-time graduation specialist).
	Added:	

Indicator	**IA11 - The district ensures that key pieces of user-friendly data are available in a timely fashion at the district, school, and classroom levels. (11)**	
Status	**Full Implementation**	
	Level of Development:	Initial: Full Implementation 10/31/2013
	Evidence:	High academic expectations are communicated at both district and school levels. The district and school level instructional teams at the high school, middle school, and elementary school assist teachers and administrators with curriculum, pacing, test questions and data analysis. At the division level, data for each school is reviewed monthly in Comprehensive Data Reporting (CDR) meetings. Individual schools, both elementary and secondary review check points and benchmark data every three weeks and make necessary curriculum and pacing adjustments. Students are assessed on SOL materials every three weeks. Test score data is compiled, analyzed, and distributed to administrators, teachers, students, and parents (Teachers' individual scores are published in-house and via the Power School parent portal; Each student's test scores are sent home every 4.5 weeks). Teachers whose scores are below the expected norms receive assistance from the school and district instructional teams. Students needing remediation receive immediate assistance during and after school.
	Added:	

Indicator	**IA12 - The district intervenes early when a school is not making adequate progress. (12)**	
Status	**Full Implementation**	
	Level of Development:	Initial: Full Implementation 10/31/2013
	Evidence:	When a school is not making adequate progress the district interventions include but are not limited to the following: new leadership, program re-evaluations, restructuring, staff replacement, high-quality training to expand teachers' instructional procedures, staff development opportunities that would encourage in-class coaching, group lesson planning and the analysis of data. School principals, along with central office personnel, provide opportunities for teachers to work together such that they may develop a sense of leadership. School leadership teams provide support to teachers in helping them to develop various skills that align with the vision of high expectations for students. School Leadership teams review data, and design instructional plans that address the needs as described by the data.

	Added:

Indicator	**IA13 - The district works with the school to provide early and intensive intervention for students not making progress. (13)**
Status	**Full Implementation**
	Level of Development:	Initial*: Full Implementation* 10/31/2013
	Evidence:	Because of our small size we are able to provide individualized as well as group interventions in the form of tutoring, after school remediation, summer school classes and an extended school day to assist students in making progress.
	Added:	

Indicator	**IA14 - The district recruits, trains, supports, and places personnel to competently address the problems of schools in need of improvement. (14)**
Status	**Full Implementation**
	Level of Development:	Initial*: Full Implementation* 10/31/2013
	Evidence:	When a school is not making adequate progress the district interventions include but are not limited to the following: new leadership, program re-evaluations, restructuring, staff replacement, high-quality training to expand teachers' instructional procedures, staff development opportunities that would encourage in-class coaching, group lesson planning and the analysis of data. School principals, along with central office personnel, provide opportunities for teachers to work together such that they may develop a sense of leadership. School leadership teams provide support to teachers in helping them to develop various skills that align with the vision of high expectations for students. School Leadership teams review data, and design instructional plans that address the needs as described by the data. The school division has developed and sustains partnerships with universities and community colleges that deliver teacher preparation, particularly for the recruitment of teachers in high-need areas, such as math, science and English Language Learners. Programs have been created to recruit former teachers, including those recently retired, and to ensure that policies related to teacher retirement do not prohibit these actions.
	Added:	

Indicator	**IA15 - The district allows school leaders reasonable autonomy to do things differently in order to succeed. (15)**
Status	Tasks completed: 0 of 1 (0%)
	Level of Development:	Initial*: Limited Development* 10/30/2013
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

	Describe current level of development:	Principals and Central Service Administrators have been allowed to improve their buildings and service areas.
Plan	Assigned to:	Willie Bell
	Added:	11/01/2013
	How it will look when fully met:	School Leaders are able to build their school's master schedule and identify dates and times for instructional meetings. During instructional meetings, teachers share ideas about various school activities, data is reviewed and discusses, and school leaders meet to review and revise curriculum guides. Principals and leadership teams make decisions, as a group, identifying what needs to be changed or left alone. Also, during the summer, the Administrator's participate in an administrator's workshop. The superintendent clearly communicates the vision/division expectations of the district during the workshop. Central Office staff and principals are able to provide the vision/division's expectations to the teachers. School principals are able to identify the decisions they are able to make and know when they must solicit support for other decisions. School principals are also given the opportunity to manage the school's allocated funds. This allows the principals to purchase items necessary to support school activities. The district provides financial support as well.
	Target Date:	01/31/2014
	Tasks:	
	1. Principals and school leaders will attend district level instructional leadership staff development.	
	Assigned to:	Willie Bell
	Target Completion Date:	02/28/2014
	Frequency:	monthly
	Comments:	
Implement	Percent Task Complete:	0 of 1 (0%)

District Context and Support for School Improvement

Taking the change process into account

Indicator	**IB01 - The district operates with district-level and school-level improvement teams. (16)**		
Status	Tasks completed: 0 of 2 (0%)		
	Level of Development:	Initial: Limited Development 10/31/2013	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The superintendent maintains the vision of the division through planning with the central office team and principals. He meets with members of the community on a regular a basis communicating the vision of the school system.	

		Improvement teams are at both the district level and school level. The Division team is made up of the Superintendent, Director of Instruction, Director of Pupil Personnel, Director of Finance and Operations, Instructional Technologist, Facilitator of Federal programs. The Division has a Division Performance Plan that includes division data and goals for the division and each department. Each school has a School Improvement Team/Leadership Team that includes the principal, assistant principal, guidance counselor, grade level and or content teachers and a special education teacher. Teams meet monthly. However, in most instances, they meet weekly. The team reviews improvement needs for the school and communicates to the other members of the grade level and/or department.
Plan	Assigned to:	Willie Bell
	Added:	11/01/2013
	How it will look when fully met:	Each school will have a functional and working school improvement plan that will be aligned with the district improvement plan and will yield evidence of school level and district level improvement and growth.
	Target Date:	11/29/2013
	Tasks:	
	1. School level improvement plans will be submitted to the superintendent and local school board for approval.	
	Assigned to:	Arthur Jarrett
	Target Completion Date:	12/12/2013
	Frequency:	once a year
	Comments:	
	2. Division level improvement plan will be submitted and approved by local school board.	
	Assigned to:	Arthur Jarrett
	Target Completion Date:	12/12/2013
	Frequency:	once a year
	Comments:	
Implement	Percent Task Complete:	0 of 2 (0%)

Indicator	**IB02 - The district examines existing school improvement strategies being implemented across the district and determines their value, expanding, modifying, and culling as evidence suggests. (17)**
Status	**Full Implementation**
	Level of Development:	Initial: Full Implementation 10/31/2013
	Evidence:	Improvement strategies are documented in school improvement plans and evaluated throughout the year. Based on data acquired from benchmark and other assessments, instruction is modified to expedite learning and increase student achievement. Examples: 1) At the Middle School level, the "I Can Learn" math program has been very successful with higher achieving students; however, students who have difficulty with math need continuous individualized instruction to maximize successful use of the program. Therefore additional tutoring and teacher led instruction has

been implemented with these students. 2) At the Elementary level multiple adjustments have been made regarding the Direct Instruction program including scheduling, delivery modifications, and re-grouping based on student performance. Benchmark data is reviewed and compared from one year to another to determine if there is a pattern specifically for the subgroups of students. Benchmarks in the elementary school are administered at the end of each nine week session. Benchmarks for the secondary schools are administered every four and half weeks.2009 - The reading program for grades k-5 was changed. Reading Street published by Scott Foresman was adopted. Saxon is Continued for math.2011 - Continued with Reading Street and Saxon. Monthly meetings are held to review the data and determine student growth.

Oct. 2013, in the first 120 days of the new administration, we have completed the following:

1. (Middle School) We have discontinued the use of I Can Learn Math and have adopted the Pearson Math series that is aligned with the Virginia Standards of Learning.

2. (Middle & High Schools) We have discontinued use of the Read 180 program and have adopted the Houghton Mifflin reading series at both the middle and high schools.

3. (District-wide) We hired a math specialist.

4. (Middle and High Schools) We hired an on-time graduation specialist.

5. (Middle and High Schools) We hired additional math teachers.

6. (District-wide) We hired Hairston Educational Consultant to assist with curriculum alignment and development.

7. (District-wide) We contracted Cambridge Education to provide on-going principal, instructional leadership training and support.

8. (Elementary) We contracted Cambridge Education to provide team building and instructional support at the elementary level.

9. (District-wide) We contracted with Baird Education to provide in-service and support to teachers on instructional support strategies in teaching students in poverty.

10. (District-wide) We implemented district-wide lesson plans for an increased focus on student learning and checking for understanding. In addition, lesson plans provide for district-wide continuity in lesson plan development.

11. (Elementary and Middle School) We continue to use the reading intervention strategies within the I-Station program during the regular instructional day as well as in the after school programs.

12. (Elementary) We have discontinued use of Saxon Math at the elementary school and have adopted Math Connects as the math series.

13. (High School) We have restructured the master schedule to include common planning time for teachers.

14. (High School) We have offered additional dual enrollment courses.

15. (District-wide) We have instituted one-on-one weekly data reviews between teachers and school administrators.

16. (District-wide) We have instituted using Interactive Achievement as our district-wide benchmark assessment instrument in order to have consistency throughout the district.

17. (District-wide) We have instituted the use of SPBQ data

		as a part of school-level and district-level data analysis. 18. (District-wide) As we expand upon school improvement strategies, a deeper analysis of longitudinal, historical data will be examined through EIMS.
	Added:	

Indicator	IB03 - For each restructuring or turnaround school, the district selects interventions that best fit the school's context and is most likely to achieve the desired results. (18)	
Status	**Full Implementation**	
	Level of Development:	Initial: Full Implementation 11/01/2013
	Evidence:	Schools that were in restructuring and turnaround status were assigned a LTP, have since that time come out of turnaround status or have been restructured.
	Added:	

Indicator	IB04 - For each restructuring school, the district ensures that the restructuring options chosen reflect the particular strengths and weaknesses of the restructuring school. (19)	
Status	**Full Implementation**	
	Level of Development:	Initial: Full Implementation 11/01/2013
	Evidence:	Schools that were in restructuring and turnaround status were assigned a LTP, have since that time come out of turnaround status or have been restructured.
	Added:	

Indicator	IB05 - The district ensures that resources for each school's improvement initiative are appropriate and sufficient for that school. (20)	
Status	**Full Implementation**	
	Level of Development:	Initial: Full Implementation 10/31/2013
	Evidence:	The district continues to ensure that the improvement plan reflects the resources needed to improve. Data is constantly reviewed to reflect the necessary resources needed to implement the programs. Financial resources are based on the need and may be reallocated as the need arises. We continue to use staff and time efficiently, use community resources when possible and include stakeholders in our planning, review data on a regular basis to provide instructional interventions, organize the instructional block such that the instructional focus is uninterrupted and provide professional opportunities for teachers. This year professional development is offered to our teachers and administrators using PD 360 and Observation PD360. This system allows the teachers and administrators to be involved in staff development activities where they are able to review best practices, discuss as a team their implementation, provide feedback and share ideas with other professionals nationally.
	Added:	

Indicator	IB06 - The district ensures that decision-making structures and responsibilities in restructuring and turnaround schools are appropriate for rapid improvement. (21)	
Status	**Full Implementation**	

	Level of Development:	Initial: Full Implementation 10/31/2013	
	Evidence:	The district no longer has schools which are in restructuring and turnaround status. The district's Turn Around Partner, Cambridge Education, and services have been terminated. The high school, which is warned in math, is writing an extensive improvement plan and is being monitored by the Virginia Department of Education, Division Superintendent and local school board.	
	Added:		

Indicator	IB07 - The district ensures that school improvement initiatives include research-based, field-proven programs, practices, and models. (22)		
Status	Tasks completed: 0 of 1 (0%)		
	Level of Development:	Initial: Limited Development 11/01/2013	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Plans and implementations for improvements include, but are not limited to such research-based programs as Direct Instruction for special education non-readers, Bloom's Taxonomy, Math Connects math series, Reading Street reading series, Harry Wong organizational practices, Marzano instructional strategies, Effective School Discipline class management strategies, Power of the "I" grading practices. Principals not only review research-based models, but continue to monitor student academic growth as a result of using these models. High quality staff development is provided to staff on the positive effects of student growth as associated with infusing research-base strategies and models into their instruction.	
Plan	Assigned to:	Willie Bell	
	Added:	11/01/2013	
	How it will look when fully met:	All schools in Sussex County Public Schools will be fully accredited.	
	Target Date:	08/08/2014	
	Tasks:		
	1. Conduct thorough principal and teacher evaluations with in depth follow-up sessions.		
		Assigned to:	Willie Bell
		Target Completion Date:	04/30/2014
		Frequency:	three times a year
		Comments:	
Implement	Percent Task Complete:	0 of 1 (0%)	

Indicator	IB08 - The district ensures that school improvement and restructuring plans include a clear vision of what the school will look like when restructured or substantially improved. (23)

Status	Full Implementation	
	Level of Development:	Initial: Full Implementation 11/01/2013
	Evidence:	All stakeholders are focused on the vision of full accreditation status for all schools. Our motto, "One system, one sound" is very visible and recognizable. Our plans include goals and strategies which reflect the vision and we are focused on success for all students.
	Added:	

Indicator	IB09 - The district ensures that an empowered change agent (typically the principal) is appointed to head each school that needs rapid improvement. (24)	
Status	Full Implementation	
	Level of Development:	Initial: Full Implementation 11/01/2013
	Evidence:	Superintendent continues to give principals freedom to implement necessary initiatives and practices that are needed to bring about the necessary improvements for their schools, while receiving support from the division and local school board.
	Added:	

Indicator	IB10 - The district ensures that the change agent (typically the principal) is skilled in motivating staff and the community, communicating clear expectations, and focusing on improved student learning. (25)	
Status	Full Implementation	
	Level of Development:	Initial: Full Implementation 11/01/2013
	Evidence:	Superintendent continues to give principals freedom to implement necessary initiatives and practices that are needed to bring about the necessary improvements for their schools, while receiving support from the division and local school board.
	Added:	

Indicator	IB11 - The district ensures that school improvement plans include "quick wins," early successes in improvement. (26)	
Status	Tasks completed: 0 of 2 (0%)	
	Level of Development:	Initial: Limited Development 11/01/2013
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Superintendent, Principals and staff continue to investigate additional ways to reward students and celebrate successes in ways that will inspire all students to be successful. All schools celebrate early academic successes of students and staff. The parents and the community are aware and participate in success celebrations. Schools celebrate successes specifically during PTA meetings. Every nine weeks students are recognizes for academic successes,

			perfect attendance and citizenship. At the end of the school year, awards programs are held to recognize successes of the students. This is an on-going process.
Plan	Assigned to:		Willie Bell
	Added:		11/01/2013
	How it will look when fully met:		The stipulation of quick-wins and celebrations will be documented throughout school and division level improvement plans. These "win-win" opportunities will be celebrated by students, staff, and parents.
	Target Date:		12/12/2013
	Tasks:		
		1. Student recognized at the district level for making the honor roll and other academic successes.	
		Assigned to:	Willie Bell
		Target Completion Date:	11/14/2013
		Frequency:	four times a year
		Comments:	
		2. Student recognized at the school level for making the honor roll and other academic successes.	
		Assigned to:	Barbara Blount
		Target Completion Date:	11/14/2013
		Frequency:	four times a year
		Comments:	
Implement	Percent Task Complete:		0 of 2 (0%)

Indicator	**IB12 - The district is prepared for setbacks, resistance, and obstacles on the path to substantial improvement. (27)**	
Status	**Full Implementation**	
	Level of Development:	Initial: Full Implementation 11/01/2013
	Evidence:	The Improvement Team well stocked with members that represent different community stakeholders who assist with keeping the district leadership team focused and moving forward when faced with possible obstacles and resistance in and outside of the schools.
	Added:	

District Context and Support for School Improvement	
Clarifying district-school expectations	
Indicator	**IC01 - The school reports and documents its progress monthly to the superintendent, and the superintendent reports the school's progress to the school board. (28)**
Status	**Full Implementation**
	Level of Development:	Initial: Full Implementation 10/31/2013
	Evidence:	Principals' monthly reports are submitted regularly to the superintendent who informs the board of each school's progress.

	Added:	

Indicator	**IC02 - The district designates a central office contact person for the school, and that person maintains close communication with the school and an interest in its progress. (29)**	
Status	**Full Implementation**	
	Level of Development:	Initial: Full Implementation 10/31/2013
	Evidence:	The Director of Instruction is assigned to supervise and support all schools. Additional support to the schools will be given by the Director of Pupil Personnel, and all other administrative team members.
	Added:	

Indicator	**IC03 - District and school decision makers meet at least twice a month to discuss the school's progress. (30)**	
Status	**Full Implementation**	
	Level of Development:	Initial: Full Implementation 11/01/2013
	Evidence:	Separate Staff and Administrative (A-Team) meetings occur at least twice a month; Directors who supervise and support elementary and secondary principals meet more frequently.
	Added:	

Indicator	**IC04 - District policies and procedures clarify the scope of site-based decision making granted a school and are summarized in a letter of understanding. (31)**	
Status	**Full Implementation**	
	Level of Development:	Initial: Full Implementation 10/31/2013
	Evidence:	Central office continues to use meaningful and helpful and suggestions to support site based decisions.
	Added:	

Indicator	**IC05 - The district provides a cohesive district curriculum guide aligned with state standards or otherwise places curricular expectation on the school. (32)**		
Status	Tasks completed: 0 of 2 (0%)		
	Level of Development:	Initial: Limited Development 10/31/2013	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	K-12 curriculum maps and pacing guides are reviewed in an on-going fashion. Funding is available yearly for curriculum updates and revisions indicated by test scores and data. Core area teachers meet after school throughout the year	

		and in the summer to make necessary and indicated changes. 2011 - Curriculum Revisions will continue during the summer. A VA Department of Education math consultant will be working with the group on math. 2013 - The complete K-12 core curriculum and pacing guides are being aligned and developed with the assistance of Hairston Educational Consultants. This process was launched this summer with teacher representatives from all schools and representing every core content area. This is an ongoing process and is continued monthly with core area teachers meeting after school throughout the year and summer being led by the Director of Instruction and Hairston Education Consultants. This project is scheduled to be complete by August 2014.
Plan	Assigned to:	Willie Bell
	Added:	11/01/2013
	How it will look when fully met:	Curriculum for core content areas as well as exploratory/elective areas will have curriculum and pacing guides that are aligned with Virginia Standards of Learning
	Target Date:	06/30/2014
	Tasks:	
	1. Curriculum and pacing guide alignment work sessions.	
	Assigned to:	Willie Bell
	Target Completion Date:	06/13/2014
	Frequency:	monthly
	Comments:	
	2. Summer curriculum and pacing guide work session.	
	Assigned to:	Willie Bell
	Target Completion Date:	07/31/2014
	Frequency:	once a year
	Comments:	
Implement	Percent Task Complete:	0 of 2 (0%)

Indicator	**IC06 - The district provides the technology, training, and support to facilitate the school's data management needs. (33)**	
Status	Tasks completed: 0 of 1 (0%)	
	Level of Development:	Initial: Limited Development 11/01/2013
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Full-time and sub-contracted staff are assigned to manage data at all schools. This is an on-going process due to the every changing need for new technology and data analyzing

Plan			in-services. Therefore, like many other small school districts, individuals in our division are ask to perform an array of different duties and have multiple responsibilities.
Plan	Assigned to:		Tracey Gilchrist
	Added:		11/01/2013
	How it will look when fully met:		All schools will have developed and published a training schedule for technology and school data management in-services. The schedule will document how the schools are addressing the on-going need for training of student data management systems and processes.
	Target Date:		11/01/2013
	Tasks:		
		1. Instructional technologist will provide in-service to teachers on electronic grade book, division level benchmark assessment (Interactive Achievement), and student data management.	
		Assigned to:	Tracey Gilchrist, Timothy Mays
		Target Completion Date:	11/29/2013
		Frequency:	twice monthly
		Comments:	
Implement	Percent Task Complete:		0 of 1 (0%)

Indicator	**IC07 - Professional development is built into the school schedule by the district, but the school is allowed discretion in selecting training and consultation that fit the requirements of its improvement/restructuring plan and its evolving needs. (34)**	
Status	Tasks completed: 0 of 1 (0%)	
	Level of Development:	Initial: Limited Development 11/01/2013
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Both professional development and teacher work days are built into the district calendar. During the opening of schools this year, five (5) days were allotted for district staff development and five (5) days were allotted to each school for their individual school staff training needs. Additionally, throughout the year, professional development days are divided between the district and the school needs. For example, curriculum alignment and student academic growth was the district's professional development focus to support school improvement. However, the Elementary School in addition to the district's professional development initiatives had its own training on instructional strategies and team building initiatives. The Middle School participated in Math and benchmark assessment (Interactive Achievement) in-services. The High School participated in Math, benchmark assessment (Interactive Achievement), and On-Time Graduation in-services.
Plan	Assigned to:	Arthur Jarrett

	Added:	11/01/2013	
	How it will look when fully met:	A published district level calendar that is displayed on the school division's webpage which includes a listing of days that are assigned for staff training and professional development.	
	Target Date:	11/01/2013	
	Tasks:		
		1. To develop and publish a division-level calendar that is displayed on the school division's webpage which includes a listing of days that are assigned for staff training and professional development.	
		Assigned to:	Arthur Jarrett
		Target Completion Date:	11/01/2013
		Frequency:	once a year
		Comments:	
Implement	Percent Task Complete:	0 of 1 (0%)	

Indicator	**IC08 - Staff development is built into the schedule for support staff (e.g., aides, clerks, custodians, cooks) as well as classroom teachers. (35)**		
Status	Tasks completed: 0 of 1 (0%)		
	Level of Development:	Initial: Limited Development 10/01/2010	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Currently, staff development for support staff has not been built into the schedule for all support staff. Paraprofessionals (instructional aides) have been included in various staff development activities with classroom teachers. Secretaries/clerks and custodians are involved in basically training once a year or on an as need basis. Food service workers have staff development opportunities at least two times during the year or as needed. The staff development activities basically have dealt with the needed skills for their specific job.	
Plan	Assigned to:	Adriene Stephenson	
	Added:	11/01/2013	
	How it will look when fully met:	A calendar of professional development dates and sessions will be developed and published for classified personnel.	
	Target Date:	12/12/2013	
	Tasks:		
		1. To publish a calendar of professional development dates and sessions for classified personnel.	
		Assigned to:	Adriene Stephenson
		Target Completion Date:	12/12/2013
		Frequency:	once a year

		Comments:	
Implement	Percent Task Complete:		0 of 1 (0%)

Establishing a team structure with specific duties and time for instructional planning

Indicator	**ID01 - A team structure is officially incorporated into the school governance policy. (36)**	
Status	**Full Implementation**	
	Level of Development:	Initial: Full Implementation 10/31/2013
	Evidence:	High and Middle school teachers meet as grade level, content level and departmental teams to align curriculum and pacing guides, plan benchmark assessments, disaggregate data, to confer on curriculum and policies. Elementary teachers meet weekly to confer on curriculum and daily as grade level teams to discuss curriculum, grade level/benchmark assessments and data. In-services are provided by the division-level administrative team, building level principals, and consultants to address the issues revolving around instruction. New teachers are introduced to the team through the division initiated mentorship program and through special meetings and in-service activities which focus on promoting success in the classroom.
	Added:	

Indicator	**ID02 - All teams have written statements of purpose and by-laws for their operation. (37)**		
Status	Tasks completed: 0 of 1 (0%)		
	Level of Development:	Initial: No development or Implementation 10/01/2010	
		Will include in plan	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Currently, Sussex County Public Schools operates both division level and school level teams to review, develop and implement improvement plans. These teams meet as identified in the in the division/school improvement plan respectively. Formal written procedures are being developed to provide expectations and responsibilities for the respective teams. These teams meet monthly and in most cases, weekly to monitor, revise and/or update the school improvement plans or the division performance plan.

Teams will be asked to develop a written statement of purpose so that other stakeholders will be able to identify the function and role of that specific team. In addition, research has shown that teams that have by-laws often function more effectively and productively. All teams that operate within the school division are in the process of developing by-laws that include roles of members, frequency of meetings, | |

| | | keeping agendas and minutes, and the process of how decisions are made.

Teams are currently in existence and include, but are not limited to, division leadership team, school level leadership team, and instructional teams that meet by grade level or department level.

It is also recommended that schools adopt a stakeholder team such as a School Community Council that includes a "Parent Education facilitator" (who may be a guidance counselor) and a "Parent Education Liaison" (who may be the school social worker). The parent education facilitator is a liaison between the home and school. The parent education liaison works with the school level team and the division level team. The parent education facilitator and liaison work to improve parent involvement. |
|---|---|---|
| **Plan** | Assigned to: | Arthur Jarrett |
| | Added: | 11/01/2013 |
| | How it will look when fully met: | Division and school leadership, grade level, content level, and data assessment teams will develop and submit for approval copies of established by-laws. |
| | Target Date: | 01/17/2014 |
| | Tasks: | |
| | 1. Establish a work session to assist division and school level teams with developing sound and aligned by-laws. | |
| | | Assigned to: | Barbara Blount |
| | | Target Completion Date: | 12/12/2013 |
| | | Frequency: | once a year |
| | | Comments: | |
| **Implement** | Percent Task Complete: | 0 of 1 (0%) |

Indicator	**ID10 - The school's Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. (45)**
Status	**Full Implementation**
	Level of Development:	Initial: Full Implementation 10/31/2013
	Evidence:	At the division-level administrative and instructional meetings, school performance data and teacher observation materials are reviewed regularly and instructional decisions are made based on the data discussed. At the school level, Leadership Teams meet regularly to review data and make decisions about student performance and teaching strategies. The high, middle and elementary schools submit to the superintendent, student performance reports each nine weeks that is used to update the yearly performance report. Professional development this year will focus on the new superintendent's division level vision and guiding principles to foster student growth and continued school division improvement. Monthly CDR meetings are held to review the school's student data gains and identify any areas needing remediation. Teachers meet daily as a grade level to discuss curriculum, student performance on assessments and make

		instructional revisions if necessary.
	Added:	