

Virginia Board of Education Agenda Item



Agenda Item: K

Date: January 22, 2015

Title	Annual Progress Report on Memoranda of Understanding for Alexandria City Public Schools and Norfolk City Public Schools as Required for Schools in <i>Accreditation Denied Status</i>		
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Purpose of Presentation:

Action required by Board of Education regulation.

Previous Review or Action:

Previous review and action. Specify date and action taken below:

Date: January 10, 2013

Action: Approved a Memorandum of Understanding for Norfolk City School Board for William H. Ruffner Middle School

Date: February 28, 2013

Action: Approved a Memorandum of Understanding for Alexandria City School Board for Jefferson-Houston Elementary School

Date: October 24, 2013

Action: Approved a Memorandum of Understanding for Norfolk City School Board for Lindenwood Elementary School

Action Requested:

No action requested.

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: Receiving a report on the Memoranda of Understanding (MOU) for the Alexandria City School Board and Norfolk City School Board supports accountability for student learning.

Section 8 VAC 20-131-315 of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (SOA) requires certain actions for schools that are denied accreditation:

- A. 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 shall provide parents of enrolled students and other interested parties with the following:
 - 1. Written notice of the school’s accreditation rating within 30 calendar days of the notification of the rating from the Department of Education;
 - 2. A copy of the school division’s proposed corrective action plan, including a timeline for implementation, to improve the school’s accreditation rating; and
 - 3. An opportunity to comment on the division’s proposed corrective action plan. Such public comment shall be received and considered by the school division prior to finalizing the school’s corrective action plan and a Board of Education memorandum of understanding with the local school board.

- 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.

The memorandum of understanding may also include but not be limited to:

- 1. Undergoing an educational service delivery and management review. The Board of Education shall prescribe the content of such review and approve the reviewing authority retained by the school division.
- 2. Employing a turnaround specialist credentialed by the state to address those conditions at the school that may impede educational progress and effectiveness and academic success.

Summary of Important Issues:

Jefferson Houston Elementary School is in *Accreditation Denied* status for 2014-2015 and is subject to actions prescribed by the Virginia Board of Education (VBOE) and affirmed through an MOU between the VBOE and the Alexandria City School Board (Attachment A1).

Teacher performance and licensure data are provided by Alexandria City Public Schools as Attachment A2. State and federal accountability data are provided in Attachment A3. The superintendent of Alexandria City Public Schools will provide information regarding the annual progress of Jefferson Houston Elementary School (Attachment A4).

Lindenwood Elementary School and Ruffner Middle School are in *Accreditation Denied* status for 2014-2015 and are subject to actions prescribed by the Virginia Board of Education (VBOE) and affirmed through an MOU between the VBOE and the Norfolk City School Board (Attachments B1 and C1).

Teacher performance and licensure data are provided by Norfolk City Public Schools as Attachments B2 and C2. State and federal accountability data are provided in Attachments B3 and C3. The superintendent of Norfolk City Public Schools will provide information regarding the annual progress of Lindenwood Elementary School (Attachment B4) and Ruffner Middle School (Attachment C4).

Technical Assistance

All schools rated *Accreditation Denied* will participate in the Aligning Academic Review and Performance Evaluation (AARPE) technical assistance from the Virginia Department of Education. The purpose of this technical assistance is to improve instruction and instructional leadership practices by strengthening the alignment between the Performance Standards for Teachers and Principals included in teacher and principal evaluation and the Lesson Planning, Lesson Observation, Professional Development, and Leadership Academic Review Tools used as a part of the academic review for schools not fully accredited. Technical assistance will focus on developing sample evidence for the sample performance indicators in selected Teacher and Principal Performance Standards. The sample evidence for each performance indicator will become a tool that can enhance the division's observation tools by providing specific samples of evidence that staff can look for in classroom observations and walkthroughs. Principals, appropriate division staff, and state contractors will conduct inter-rater reliability monthly walkthroughs and/or formal observations three times between October and February. (Inter-rater reliability deals with consistency between the evidence-collection of two or more observers.) Division staff will support and monitor principals' delivery of professional development on the sets of sample evidence developed to appropriate school staff. Outcomes/next steps will be identified at each session. Contractors will be assigned to each school as a part of the AARPE technical assistance.

Using research-based indicators that lead to increased student achievement is imperative for school improvement. Schools rated *Accreditation Denied* will provide quarterly data reports to the Office of School Improvement (OSI) on mutually determined school-level data points. Divisions will meet quarterly with the Office of School Improvement to review quarterly report data and collaboratively determine next steps.

Historically, the School Improvement Plan has served as the Corrective Action Plan for schools rated *Denied Accreditation*. Beginning with the 2014-2015 school year, a new Corrective Action Plan template will be used by schools rated *Denied Accreditation* (Attachment D1). The Office of School Improvement will provide technical assistance to school divisions on developing the essential actions for each school's Corrective Action Plan. Asset mapping and selected Essential Actions resulting from Academic Reviews will be a part of each school's corrective action plan. The OSI staff will assist in reviewing Essential Actions to determine those needed in the corrective action plan. The OSI staff will provide technical assistance in using the asset mapping tool and in determining next steps.

Priority schools rated *Accreditation Denied* will participate in specified technical assistance delivered by the Lead Turnaround Partner (LTP) in accordance with the school's contract with the LTP.

Impact on Fiscal and Human Resources:

Federal funding for priority schools will continue at least through September 30, 2015. For non-priority schools, the Office of School Improvement will use the academic review budget to fund contractors for the Aligning Academic Review and Performance Evaluation (AARPE) technical assistance sessions.

Timetable for Further Review/Action:

None

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Virginia Board of Education receive the annual progress report for Jefferson Houston Elementary School, Alexandria City Public Schools; William H. Ruffner Middle School and Lindenwood Elementary School, Norfolk City Public Schools as required for schools in *Accreditation Denied* Status.

Memorandum of Understanding Between the Virginia Board of Education and the Alexandria City School Board

I. Purpose and Scope

The purpose of this Memorandum of Understanding (MOU) is to define all state and federal sanctions for Jefferson-Houston Elementary School in Alexandria City Public Schools (ACPS).

In an effort to provide continuous support to Jefferson-Houston Elementary School, ACPS will comply with all requirements included in the approved *Elementary and Secondary Education Act of 1965* (ESEA) Flexibility Waiver and the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (SOA).

A copy of the ESEA Flexibility Waiver submitted by the Virginia Department of Education (VDOE) and approved by the U.S. Department of Education (USED) is located at the following link:

http://www.doe.virginia.gov/federal_programs/esea/va_esea_flexibility_application.pdf.

A copy of the SOA requirements for schools rated *Accredited with Warning* is located at the following link:

http://www.doe.virginia.gov/support/school_improvement/academic_reviews/index.shtml.

Both the VDOE and ACPS should ensure that program activities are conducted in compliance with all applicable federal laws, rules, and regulations.

II. Virginia Department of Education (VDOE) Responsibilities

The VDOE shall undertake the following activities during the duration of the MOU term:

1. Ensure adherence of ACPS to applicable federal and state laws and regulations and waiver guidelines.
2. Review and approve all documentation evidencing the division's performance of requirements as set forth in the ESEA Flexibility Waiver for the VDOE as approved by USED, and monitor ACPS' compliance with the MOU.
3. Review and approve all documentation evidencing the division's performance of requirements as set forth in the *Regulations Establishing Standards for Accrediting Public Schools in Virginia*.
4. Assign an external VDOE contractor to ACPS for the purpose of building local capacity for supporting Jefferson-Houston Elementary School. The contractor will:
 - a. Monitor the implementation of the corrective action plan for Jefferson-Houston Elementary School and ensure the school's and division's compliance to the MOU and SOA.

- b. Monitor the implementation of the FY2009 Tier III, Title I and non-Title I schools that did not meet an AMO, focus, and priority schools' intervention and corrective action plans as prescribed by the waiver and/or 1003(g) grant award as indicated in Attachment A-1 to this MOU.
- c. Provide oversight to the academic review process including scheduling and follow-up.
- d. Monitor the development and implementation of the corrective action plan for Jefferson-Houston Elementary (and school improvement plans for those schools listed in Attachment A-1).
- e. Meet with ACPS team and VDOE representatives monthly via Web conference.
- f. Monitor ACPS' compliance to state and federal sanctions six to eight days per month (funded through set-aside or grant funds).
- g. Assist in monitoring ACPS' implementation of a division plan to support Jefferson-Houston Elementary School. The contractor will communicate with division and school representatives through telephone calls and coaching comments entered into the Indistar® Web-based planning tool.
- h. Provide lead turnaround partner (LTP) training sessions with the Jefferson-Houston Elementary School transformation team. This activity will be funded through the set-aside or grant funds.

III. Alexandria City Public Schools Responsibilities and School Responsibilities

ACPS shall undertake the following activities during the duration of the MOU term:

1. Ensure adherence of applicable federal and state laws and regulations and waiver guidelines.
2. Provide reports to the Virginia Board of Education, as requested, on Jefferson-Houston Elementary School's progress in meeting a status of *Fully Accredited*.
3. Ensure ACPS division team is comprised of administrators or other key staff representing Title I, instruction, special education, English language learners (ELLs), and the principal of Jefferson-Houston Elementary School as appropriate.
4. Ensure division-level administrators establish and participate continuously in supporting school-level improvement efforts and monitor monthly the school improvement process. This includes support and monitoring of targeted interventions at the school level for students at risk for not passing a grade-level assessment including students with disabilities and ELLs.
5. Establish a school improvement team comprised of one division-level representative, the principal, and school-level leaders representing Title I, special education, and ELLs.
6. Use Indistar®, an online school improvement tool, to develop, coordinate, track, and report division- and school-level improvement activities, including the following:
 - a. School-level annual goals for student achievement on the State's assessments in both reading/language arts and mathematics;
 - b. Meeting minutes, professional development activities, strategies for extending learning opportunities, and parent activities as well as indicators of effective leadership and instructional practice at ACPS and school level;

- c. Analysis of data points for quarterly reports to ensure strategic, data-driven decisions are made to deploy needed interventions for students who are not meeting expected growth measures and/or who are at risk of failure and dropping out of school; and
- d. Tasks for the three required rapid improvement school indicators. These indicators meet the remedial requirements of 8-VAC 20-630 *Regulations for State Funded Remedial Programs* for schools rated *Accreditation Denied* or priority schools.

TA01	The school uses an identification process (including ongoing conversations with instructional leadership teams and data points to be used) for all students at risk of failing or in need of targeted interventions.
TA02	The school uses a tiered, differentiated intervention process to assign research-based interventions aligned with the individual needs of identified students (the process includes a description of how interventions are selected and assigned to students as well as the frequency and duration of interventions for Tier 2 and Tier 3 students).
TA03	The school uses a monitoring process (including a multidisciplinary team that meets regularly to review student intervention outcome data and identifies “triggers” and next steps for unsuccessful interventions) for targeted intervention students to ensure fidelity and effectiveness.

- 7. Develop an intervention strategy for students who: 1) are not meeting expected growth measures; 2) are at risk of failure; or 3) at risk of dropping out of school. This includes students who have failed an SOL assessment in the past and students who are identified as below grade level on the Algebra Readiness Diagnostic Test (ARDT) (grades 5-8) or the Phonological Awareness Literacy Screening (K-3), with a special focus on low-performing subgroups.
- 8. Participate in division- or school-level technical assistance as recommended by the assigned VDOE contractor that may include: peer mentors for schools/divisions; direct technical assistance; and Differentiated Technical Assistance Team webinar series.
- 9. Collaborate with assigned VDOE contractor(s) to ensure ACPS and the school maintain the fidelity of implementation necessary for reform.

IV. Modification and Termination

Any and all amendments to this agreement must be made in writing and must be agreed to and executed by all parties before becoming effective.

V. Effective Date and Signature

This MOU shall be effective upon the signature of the Virginia Board of Education (VBOE) and the Alexandria City School Board (ACSB) officials. It shall be in force beginning on January 10, 2013, and will terminate when Jefferson-Houston Elementary is *Fully Accredited* and is no longer a priority school. The VBOE and division indicate agreement with this MOU by their signatures.

Signatures and dates:

David Foster Virginia Board of Education President	Date
Dr. Patricia Wright State Superintendent of Public Instruction	Date
Ms. Karen A. Graf Alexandria School Board Chairperson	Date
Dr. Morton Sherman Superintendent Alexandria City Public Schools	Date

Teacher Performance and Licensure Data

Description	Number of Teachers	Percent of All Teachers	Area of Teaching
Number and percent of teachers scoring above proficient in 2013-2014	1*	2.1%	
Number of the above teachers returning in 2014-2015	0		
Number and percent of teachers scoring proficient in 2013-2014	28*	59.6%	
Number of the above teachers returning in 2014-2015	17		
Number and percent of teachers scoring below proficient in 2013-2014	3*	6.4%	
Number of the above teachers returning in 2014-2015	0		
Number and percent of teachers fully licensed in 2014-2015	44	93.6%	
Number and percent of new teachers to the school in 2014-2015	14	29.8%	
Number and percent of provisional teachers in 2014-2015	3	6.3%	
Number and percent of teachers not teaching in their endorsed area in 2014-2015 (name each area in which teachers are not endorsed)	2	4.2%	
Number and percent of long-term substitutes-that may be employed possibly more than 45 days (licensed or not licensed) in 2014-2015 (name each area in which there is a long-term substitute that may be employed more than 45 days)	1	2.1%	Reading

***Please note that this reflects only teachers evaluated in the 2013-2014 school year of the 3 year evaluation cycle.**

Principal Tenure at this School and description of track record of success in working in a low-performing school: Explain in a paragraph

Dr. Phillips is newly hired this year as Principal of Jefferson-Houston Elementary School and brings a wealth of experience and knowledge to include 6 years of experience as an elementary school principal and 3 years as an assistant principal, one of which was at the middle school level. As an elementary principal, he had the experience of both closing a school and opening a new school. During his tenure as an Assistant Principal at Booker T. Washington Elementary School in Suffolk County Virginia, the school was fully accredited and 90% of the students received free or reduced lunch. When he began as principal of Southwestern Elementary School, in Suffolk County, the school was accredited with warning and the end of the year achieved full accreditation. As principal of Oakland Elementary School, also in Suffolk County, 41% of the students received free and reduced lunch and the school was fully accredited during his entire 5 year tenure.

Requesting a Conditional: No, under MOU presently

Conditional or Denied in Past Accreditation Cycles:

Conditional in 2007-2008, Denied in 2012-2013, 2013-2014, 2014-2015

Reconstitution Type(s) for Conditional: Governance, LTP

Achievement Data

State Accountability - Accreditation Designation

Year	Accreditation Rating	Based on Statewide Assessments in	Area(s) of Warning
2002-2003	<i>Provisionally Accredited/Needs Improvement</i>	2001-2002	With this rating, no areas were indicated
2003-2004	<i>Provisionally Accredited/Needs Improvement</i>	2002-2003	With this rating, no areas were indicated
2004-2005	<i>Accredited with Warning</i>	2003-2004	English, Mathematics, Science
2005-2006	<i>Accredited with Warning</i>	2004-2005	Mathematics, History, Science
2006-2007	<i>Accredited with Warning</i>	2005-2006	English, Mathematics
2007-2008	<i>Conditionally Accredited</i>	2006-2007	English, Mathematics
2008-2009	<i>Fully Accredited</i>	2007-2008	None
2009-2010	<i>Accredited with Warning</i>	2008-2009	English
2010-2011	<i>Accredited with Warning</i>	2009-2010	English, History
2011-2012	<i>Accredited with Warning</i>	2010-2011	English, History, Science
2012-2013	<i>Accreditation Denied</i>	2011-2012	English, Mathematics, History, Science
2013-2014	<i>Accreditation Denied</i>	2012-2013	English, Mathematics, History, Science
2014-2015	<i>Accreditation Denied</i>	2013-2014	English, Mathematics, Science, History

Federal Accountability Sanction

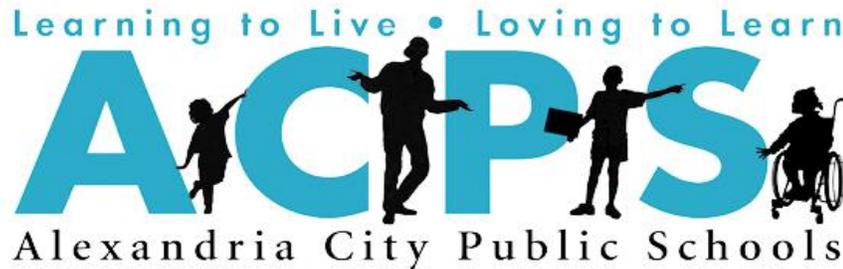
Year	Based on Statewide Assessments in	Federal Status (SIG- PRIOR TO WAIVER PRIORITY/FOCUS OR NOT TITLE I)
2010-2011	2009-2010	Not SIG
2011-2012	2010-2011	SIG
2012-2013	2011-2012	Priority
2013-2014	2012-2013	Priority
2014-2015	2013-2014	Priority

Federal Accountability Pass Rates

Assessment Type	School Pass Rates								State Pass Rates	
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2012-2013	2013-2014
Reading	62%	75%	70%	69%	67%	61%	41%	45%	75%	74%
Writing	75%	74%	52%	75%	51%	56%	45%	31%	76%	75%
Mathematics	59%	76%	73%	81%	62%	35%	50%	40%	71%	74%
Science	71%	75%	68%	67%	51%	43%	51%	34%	81%	80%
History	71%	71%	65%	57%	38%	48%	50%	51%	85%	84%

Graduation and Completion Index, if applicable

Year	Index
2011	n/a
2012	
2013	
2014	



**Review of Academic Progress Report
Jefferson-Houston School**

Excellence in Action

***Alvin L. Crawley, Ed.D.
Superintendent of Schools***

***Dr. Terri Mozingo, Chief Academic Officer
Mr. Clinton Page, Chief Accountability Officer
Dr. Christopher Phillips, Principal, Jefferson-Houston***

Vision Statement

Alexandria City Public Schools will set the international standard for educational excellence, where all students achieve their potential and actively contribute to our local and global communities.

Mission Statement

Alexandria City Public Schools will provide the environment, resources, and commitment to ensure that each and every student succeeds — academically, emotionally, physically, and socially.

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A. Background

Jefferson-Houston is located in Old Town in Alexandria, serving a diverse and vibrant student body of roughly 450 students in grades PK-8. In recent years, the school has undergone significant, targeted restructuring in the effort to improve achievement outcomes. In 2011, ACPS reconstituted Jefferson-Houston PreK-8 School with a new governance structure, changes in instructional programming, entering into a new external consultant relationship, and making significant changes to school staffing; including replacing the school's principal and other administrators. Despite the numerous structures put in place, Jefferson-Houston's performance was not rising quickly enough, and the majority of its students were not achieving proficiency in reading, writing, mathematics, science, and social studies SOLs. Consequently, in the summer of 2012, the division was notified that Jefferson-Houston was to be named a Priority School and that an external partner would be required. ACPS contracted with American Institutes for Research (A.I.R) in January 2013 as required for new Priority schools. Services procured included the provision of coaching support for the leadership team and in the area of mathematics. In the fall of 2013 this partnership was expanded to include coaching support in reading instruction.

B. Recommended Changes

In the summer of 2014, Alexandria's new superintendent recommended a change in the administrative structure and the instructional program at Jefferson-Houston. The then-current structure of a principal, an associate principal and an assistant principal was replaced with a new structure that includes: a Lead Turnaround Principal (also overseeing grades 3-5), Academic Principals for grades PK-2 and 6-8 and an Assistant Principal to focus primarily on data monitoring and accountability. More than 60 percent of the instructional staff has changed and new instructional programs in both reading and mathematics are being implemented. The Central Office also provides professional learning support, resources, and technical assistance to increase results. The Lead Principal has formed a leadership team to include representatives from every grade-level, core and special education areas, support staff, central office, the OSI contractor and includes parent representation. This new organizational structure is essential for accelerating student achievement at Jefferson-Houston.

C. Key Improvement Initiatives

Currently, the school is participating in an OSI-sponsored School Stat process for monitoring school-level data in key instructional areas and also examining the effects of attendance and suspensions on student achievement. Other key supports at Jefferson-Houston include the Lead Turnaround Partner, AIR and the OSI contractor. These educational partners are committed to working with the school and division to achieve improved outcomes for all children.

The principal has secured resources to help establish expectations, align efforts, build capacity, and accelerate student performance. Continuous learning is an essential aspect of professional growth within the Jefferson-Houston faculty and leadership team. A professional development matrix has been developed that includes differentiated professional learning opportunities every Monday for staff. (e.g., analyzing data, unpacking standards, balanced literacy focusing on guided reading and literacy centers, academic vocabulary strategies, effective student work products, guided math and guided math centers, higher-order thinking skills,). The tiered professional learning opportunities were identified through a

staff survey, observation, and teacher input.

Efforts are underway at Jefferson-Houston to cultivate, expand, and maintain strong lines of communication and outreach with parents and the community to include ongoing community meetings where school progress is discussed with parents and the community several times throughout the school year. Ensuring that every student succeeds is influencing the changes occurring at Jefferson-Houston (*see the attached September 2014, ACPS Superintendent's Jefferson-Houston 2014-15 Brief*). Some of the improvement initiatives at Jefferson-Houston are listed below in Table 1.

Table 1	Improvement Initiatives
	Revising the administrative structure (Pre-K-2, 3-5, 6-8), including the selection of a new Lead Principal for the school, Dr. Christopher Phillips, who started in September 2014
	Implementing a new approach to teaching of reading, Pre-K-8, with a focus on Balanced Literacy (especially Guided Reading) and tiered reading groups based upon achievement data
	Implementing a new math textbook series and the guided math approach (emphasizing authentic and real-world problem solving aligned with SOL gap areas)
	Implementing a new master schedule to accommodate core academic time
	Implementing an accountability system for data monitoring and strategic action planning, i.e., Urban Policy Development (UPD)/Stat—helping to extend and refine the use of data to improve instruction, learning, and progress monitoring
	Collaborating with the OSI contractor (including work on data analysis and interpretation, walkthrough feedback, implementation of AARPE, and coaching)
	Developing a new, more collaborative approach with the Lead Turnaround Partner (American Institutes for Research) focusing on: the implementation of an instructional coaching model focused on increased engagement, relevance, and rigor in the classroom; the development, alignment, and integration of curricular and instructional tools and processes to support improved instruction and high achievement in math and reading; and the implementation of diagnostic tools that serve as the foundation to engage staff and tailor interventions, along with tools that can be used for ongoing progress monitoring
	Enhancing the instructional and grouping practices, including teacher-led small groups, cooperative groups, and computer-based tutorials
	Increasing teacher walkthroughs, observations, and providing feedback (aligning on-the-spot feedback and coaching with critical areas for improvement)
	Lengthening the school day and restructuring how this time is used
	Aligning extended learning opportunities to ensure both intervention and acceleration
	Utilizing the counselors and social workers to communicate with parents regarding excessive student absences and developing attendance contracts
	Focusing the resources of division-based reading and math professional learning staff to assist teachers in developing and implementing effective instructional practices
	Implementing a positive behavior intervention system to promote a culture of excellence

Introduction:

Essential Questions, Characteristics of a High-Performing Organization, Tiered

ACPS System, and Long-Term ACPS Strategic Plan Goals

D. Essential Questions

These are the essential questions that frame the work that is occurring at Jefferson-Houston.

1. What are the characteristics of a high performing organization—and how is Jefferson-Houston becoming such an organization?
2. Where is Jefferson-Houston now? What does current student achievement data tell us?
3. What are the Jefferson-Houston student achievement goals? What are the targets for this year?
4. How are we monitoring attendance and discipline?
5. How are we using Stat and other processes to monitor and analyze our progress?
6. How can VDOE help us to continue our progress?

E. Characteristics of High-Performing Schools

The ultimate vision for Alexandria City Public Schools is to become a high-performing school division made up of high-performing schools, as characterized by the qualities listed in Table 2.

Table 2	Characteristics of High-Performing Schools
	Clear Focus: Everyone knows what we are doing, how to do it and why
	Expectations for All Students: Belief that every student can learn
	Strong Instructional Program: Rising achievement of all students
	Effective School Leadership: Nurture an instructional program and school culture
	Collaboration and Communication: Strong teamwork among teachers, staff and parents
	Alignment with State: Staff understands the role of state assessments
	Frequent Monitoring: Different assessments identifying students who need help and assigning intervention
	Ongoing System of Staff Training: Training staff in areas of most need
	Supportive Learning Environment: The school has a safe, clean and intellectually stimulating learning environment
	High Levels of Family and Community Involvement: A sense that all have a responsibility to educate students

F. Tiered Support and Services for “Not Accredited ACPS” Sites

The process of improving Jefferson-Houston is a part of a division-wide commitment and approach to accelerating excellence in all schools thus positively impacting student achievement. This process involves a three-tiered approach to organization development, including identifying schools requiring various levels of support and services (based upon performance data). This analysis allows for the redistribution of resources to ensure that those schools with the highest level of need receive the most differentiated and comprehensive levels of service and support (along with monitoring and accountability). As this report will suggest, Jefferson-Houston has received intensive supports,

resources, and interventions in light of its Tier 3 (i.e., highest need) status. These interventions include the following:

- **Monthly monitoring of School Education Plans** (with Professional Learning Plans)
- **Review of reading and math** instructional methods and supports
- **Walkthroughs and documented feedback** by central office and school team (Superintendent or designee, Chief Academic Officer for Instruction, Title I, Accountability Chief; Principal; Student Services Chief; Directors of Elementary and Secondary Instruction; OSI Contractor, and AIR partner)
- **Academic Reviews and monthly School Stat** in areas of warning
- **Required lesson planning and observations** in areas of warning
- **Intervention Plan** for students **not meeting** grade level standards

G. Division Goals: ACPS Strategic Plan 2010-2015

ACPS has also established strategic goals for continuous improvement throughout the division. Jefferson-Houston goals align with the goals set forth in the ACPS Strategic Plan 2010-2015. The division goals are as follows:

- **Ensure** all students demonstrate significant academic growth, and dramatically improve achievement outcomes for students below grade level.
- **Provide** a rigorous, relevant, and internationally benchmarked education to enable all students to succeed as citizens in the global community.
- **Create** an exceptional learning environment.
- **Implement** a focused, transparent governance model that incorporates effective communication and evidence-based decision making.
- **Provide** clean, safe and conducive learning environments that utilize best practices for energy efficiency and environmental sustainability.

Part One: A Profile of Jefferson-Houston and Related School-Wide Patterns

H. Demographics, School Personnel and Enrollment

Part I of this report includes overall school demographics/basic facts and a new staffing organizational structure designed to maximize student achievement and improve the school climate.

Table 3: School by Ethnicity
<ul style="list-style-type: none"> •19% Hispanic •2% Asian •66% African American •12% White •1% Two or More Races

Table 4: School Personnel
<ul style="list-style-type: none"> •1 Lead Principal •2 Academic Principals •1 Assistant Principal •28 Classroom Teachers •6 Special Education Teachers •9 Encore Teachers •10 Paraprofessionals

Enrollment Trends: As the enrollment figures below will indicate, the school has varied in its enrollment to some degree, but as the figures below indicate, the trend is growing upward:

Table 5

Year	*Enrollment Numbers
2009-10	307
2010-11	335
2011-12	366
2012-13	377
2013-14	357
2014-15	445

***Source: Fall Student Record Collection Report**

I. Addressing Attendance Issues

Jefferson-Houston is working closely with the counseling staff, social workers, and PTA to address issues of attendance, including students with chronic absences. Parent outreach efforts include home visits, parent conferences, and the development of attendance plans. The school nurse also provides support to address attendance issues. The following tables summarize attendance data collected for the 2014-15 school year from the beginning of the school year through November 6, 2014. Attendance data were used to calculate chronic absenteeism. Chronic absenteeism is defined as any student who has

missed 10% or more days of school from their original enrollment date for SY 14-15. For the purpose of this analysis, any student enrolled less than one month (20 school days) was removed from the data file. Full day absences at the secondary level reflect any school day that a student was marked absent for over 50% of the class periods.

**Attendance
Table 6**

Percent of students chronically absent through 11/06/2014				
School	Chronically Absent		Total Students	% Chronic Absent
	Yes	No		
Jefferson Houston	51	339	390	13%

Number of students chronically absent by grade through 11/06/2014				
Grade level	K-3	4-5	6-8	Grand Total
Number of students	26	12	13	51

J. Discipline

Efforts to improve student behavior involve counselors and the administration meeting with individual students and grade-levels. Parent conferences are being held to communicate expectations. Between September 2nd and November 5th (2014) there have been 4 suspensions at Jefferson-Houston. It should be noted that suspension data from 2013-14 (below) includes data for the entire month of November while 14-15 data are through 11/05/14:

**Discipline
Table 7**

Number of suspensions by month for System 13-14 and 14-15 (as of 11/5/14)								
School	September		October		November**		Total	
Jefferson-Houston (90)*	13-14	14-15	13-14	14-15	13-14	14-15	13-14	14-15
	4	1	9	3	7	0	20	4

(*In one instance, the entry data was used in lieu of the incident data recorded [November 2013].)

Accreditation Data

K. Accreditation Status

A major concern at Jefferson-Houston is its accreditation status. The school has not achieved designated benchmarks in English, mathematics, history, or science. Content-specific interventions are being implemented to ensure progress in each of these subject areas. The table below includes the pass rates for three years at Jefferson-Houston in the four subject areas: English, Mathematics, History, and Science:

Table 8

Subject	2011-2012 Percent Pass	2012-2013 Percent Pass	2013-2014 Percent Pass	Benchmark
English	63%*	45%	47%	75%
Mathematics	38%	57%	46%	70%
History	50%	52%	51%	70%
Science	44%*	53%	36%	70%

*These pass rates were achieved under the previous less rigorous SOL assessments in the areas of reading, writing, and science.

Three-Year Target: Movement to Achieve Accreditation

L. Movement to Achieve Accreditation

Achieving accreditation at Jefferson-Houston is a high priority for the division and school. Multiple efforts are being implemented to help Jefferson-Houston achieve accreditation status by 2016-17. The table below includes the passing percentages set by the division for Jefferson-Houston in order for the school to meet the designated benchmarks in 2016-17:

Table 9

Subject (Current)	SY 14-15	SY 15-16	SY16-17
English (47%)	56%	65%	75%
Mathematics (46%)	54%	62%	70%
History (51%)	57%	63%	70%
Science (36%)	47%	58%	70%

M. Student Achievement

Goals

As the school's current School Education Plan goals will indicate, the major focus of this academic year's improvement process concentrates upon mathematics, English, science, and social studies:

- By June 2015, Jefferson-Houston will have an increase in the pass rate of at least 8% on the Math SOL to 54% or more students scoring proficient on the SOL.
- By June 2015, Jefferson-Houston will have an increase in pass rate of at least 9% on the English SOL to 56% or more students scoring proficient on the SOL.
- By June 2015, Jefferson-Houston will have an increase in the pass rate of at least 11% on the Science SOL to 47% or more students scoring proficient on the SOL.
- By June 2015, Jefferson-Houston will have an increase in pass rate of at least 6% on the Social Studies SOL to 57% or more students scoring proficient on the SOL.

N. Progress Monitoring Tools

Jefferson-Houston uses a variety of tools to monitor student progress including: (a) classroom assessments from the new textbook series-Math Expressions, (b) Scholastic Reading Inventory (SRI), (c) Scholastic Math Inventory (SMI), (d) Phonological Awareness Literacy Screening (PALS), (e) Daily Attendance, (f) Discipline Reports, (g) School Stat, and (h) CLASS [AIR] (Classroom Assessment Scoring System). Each of the progress monitoring tools is described below:

1. **Classroom Assessments-Math Expressions**: The new textbook was adopted for its solid research base and range of assessments for classroom teachers. This resource includes multiple strategies and methods for assessing student outcomes. The division has provided several professional development sessions for teachers on becoming familiar with the math resources. The school has held events to help parents learn more about the math textbook resource and to share ways that they might support math at home.

2. **Scholastic Reading Inventory** is a division-wide formative assessment tool used to progress monitor student growth in reading and this assessment is nationally normed. This reading comprehension assessment instrument identifies how students are reading and comprehending compared to other students across the country. The short assessment is given to students reading at a 2-2 (second grade, second semester) and higher level during the school year as quick tool to monitor student progress. The following activities are occurring at Jefferson-Houston to improve the SRI results:

- Guided reading is conducted daily with all students.
- Take-home books with reading logs are being provided.
- One-to-one instruction is being provided for students in Tier 3.
- Reading interventionists are working with small groups.
- The master schedule is being adjusted to incorporate library activities weekly.
- Second grade teachers meet every month for School Stat to review and analyze reading progress data to determine what worked and next steps.

3. **Scholastic Math Inventory** is another division-wide formative assessment tool used to progress monitor student growth in Math and is also nationally normed. This math instrument measures what students know or can do in math from grades 2 through Algebra I. The assessment measures student

growth in quantiles and provides information for lesson planning and school improvement. The following activities are occurring at Jefferson-Houston to improve the SMI results:

- Placement for extended learning groups were created, in part, based on results of common grade level assessments.
- The students are grouped and regrouped based upon grade-level assessments results and skills.
- Data meetings are held to help administrators identify instructional strategies and determine next action steps.
- ACPS Specialists are working with teachers to develop effective instructional math techniques for guided math.
- Middle school math teachers meet every month with UPD to review and analyze math progress data to determine what worked and next steps.
- Students are using meta-cognitive strategies to justify their answers and describe how they know that their answers are correct.
- Students in the 5th and 6th grade who have mastered grade level skills are assigned to 7th and 8th grade rooms during extended day to work on advanced skills.

4. **Phonological Awareness Literacy Screening (PALS):** At the primary level, the Phonological Awareness Literacy Screening (PALS) is used to measure a student's ability to read individual words and words in text for fluency. PALS reports the percentage of students NOT meeting the benchmark so improving scores reflect a smaller, or decreasing percentage, of students not meeting benchmarks from fall to spring. The following efforts are being implemented to improve results of the Kindergarten, first and second graders who have completed PALS and have been identified for support:

- Instruction is being provided at the students' reading levels in small groups during the Language Arts block.
- Intense decoding and word study practice.
- Tier 2 and 3 (highest need) students are working with the teacher and an additional specialist every day on skills identified through PALS and teacher observation. DRA is being utilized to assist in triangulating student areas of focus.
- Targeted reading support (at least 180 minutes per week) outside the Language Arts block.
- Additional teachers are supporting students in guided groups.
- Reading specialist (80% of the time) and interventionist work with students daily.

5. **Daily Attendance:** The administration, counselors, social workers, and school nurse are working as a team to monitor attendance. The counselors are meeting with students, contacting parents and developing attendance plans. The administration is meeting with individual students and holding grade-level team meetings to communicate expectations. The social workers are making home visits and also meeting with parents.

6. **Discipline Report:** The school-based Positive Behavior Intervention Support team reviews discipline reports every two weeks and monitors student behavior. The school counselor, psychologist, and social worker involve parents in supporting and monitoring their child's progress towards meeting behavioral goals and expectations.

7. **UPD School Stat** is a data-driven, collaborative problem-solving performance management process to improve the outcomes at Jefferson-Houston. In collaboration with UPD, Jefferson-Houston has set growth targets to increase reading and math performance. Data sessions are held monthly with key stakeholders focusing on strand analysis, tier analysis, classroom comparisons, and instructional strategies. The team also monitors how differentiation is working in the classroom and works to identify additional strategies to accelerate student achievement. A major component of school improvement at Jefferson-Houston is data collection, analysis, and related instructional improvement based upon data patterns, trends, and specific gap areas.

The school's recent implementation of the Stat process requires the long-term commitment of staff to use data to guide and inform every aspect of the instructional planning and decision-making process. In collaboration with Stat, the school has developed two key areas of focus: a) Jefferson-Houston will use extended time during the school day to support the acceleration of middle school students' math learning; and b) the school will support the growth of Tier II and III students with targeted, multi-tiered interventions. The focus for the school in working with Stat is to increase reading achievement for 2nd-3rd graders and math achievement for 6th-8th graders. The metrics below will be used to measure growth:

- **% score** on interim assessments
- **% score** on common classroom assessments
- **% of students** who move between differentiated instructional groups
- **% score** on assessments to evaluate growth of Tier II and Tier III students, tied to specific interventions
- **% of students** moving between different tiers of instruction quarterly
- **Amount of time** in differentiated instruction and intervention
- **Correlation** between tiers and test scores (benchmarks and intervention related assessments)

8. **Classroom Assessment Scoring System (CLASS) Instrument (AIR)**: Class is an observational instrument to help teachers become more effective. The tool is used to assess teacher-student interactions and it includes resources for strengthening teaching and learning. CLASS also provides valid data on teacher effectiveness, creates common language about effective teaching practices across subject and grade levels, helps teachers better understand how their interactions affect student learning, and documents improvements in the effectiveness of teachers' interactions with students.

Part Two: School Improvement Strategies and Organizational Enhancements and VDOE Support

O. School Improvement Strategies

The following content-specific strategies and processes are in place to address the school's continuous improvement target areas and annual goals:

1. **Reading:** Modify the reading model to enhance achievement through a Balanced Literacy approach emphasizing guided reading, academic vocabulary, progress monitoring, tiered interventions, and literacy centers
2. **Math:** Use the Guided Math Model and concept-based math resources (including our new text series) with ongoing progress monitoring, professional development, and one-on-one and small group tutorials
3. **Science:** Use Student Performance by Questions (SPBQs) as an analytical tool to improve instruction and learning, including alignment of vocabulary and science skills
4. **Social Studies:** Expand emphasis upon reading in the content areas, reinforcing students' work with a range of informational text, field experiences, and cross-curriculum connections (e.g., Civics and Economics) as well as student monitoring of their own understanding
5. **Attendance:** Counselors and social workers will reach out to families, conduct home visits and develop attendance plans
6. **Discipline:** Enhance services and processes to reinforce a positive and engaging classroom environment, including Classroom Buddies, mediation conferences, and parent/student conferences
7. **Capacity Building:** Sustain collaboration with state-approved partner (AIR) and continue to implement turnaround plan
8. **Parent and Community Outreach:** Collaborate with Family and Community Engagement (FACE) Centers to provide ongoing outreach as well partnerships with civic organizations within the Alexandria community
9. **Progress Monitoring:** Facilitate academic reviews and monthly School Stat sessions (Reading and Math) to address areas of warning and use multiple data points to assign students to academic tiers (monitoring growth within the tier and movement outside the tier)
10. **Extended Day:** Provide remediation and enrichment activities in the areas of reading and math to reinforce the core curriculum.
11. **Collaboration with VDOE, AIR and UPD:** Look-fors, data analysis, Stat meetings, coaching and lesson alignment
12. **Revised Administrative and Team Structure:**
 - 1 Lead Principal
 - 2 Academic Principals

- 1 Assistant Principal for Data

P. How Can VDOE Help Us to Continue Our Progress?

1. Continue to provide funding to sustain our school's progress
2. Continue to partner with ACPS to ensure adequate technical assistance (e.g., LTP, UPD, AARPE, OSI Consultant)
3. Provide us with continuing access to state- recognized experts in key content areas

Q. Commitment to Excellence

Alexandria City Public Schools is committed to ensuring that Jefferson-Houston reaches its goals through deliberate and intentional actions. There is a sense of urgency both within the school, the division, and the larger community to ensure that every student is successful. Given the organizational, leadership, instructional, and other changes, the school is poised to achieve progress. Excellence is achievable and there is a shared commitment of the home, school, and community to ensure the success of all students at Jefferson-Houston.

Appendix 1: Teacher Performance and Licensure Data

The Jefferson-Houston teacher performance and licensure data provide information pertaining to the staffing status. As the table below indicates, there are areas of both progress and need.

Teacher Performance and Licensure Data

Description	Number of Teachers	% of All Teachers	Area of Teaching
Number and percent of teachers scoring above proficient in 2013-2014	1*	2.1%	
Number of the above teachers returning in 2014-2015	0		
Number and percent of teachers scoring proficient in 2013-2014	28*	59.6%	
Number of the above teachers returning in 2014-2015	17		
Number and percent of teachers scoring below proficient in 2013-2014	3*	6.4%	
Number of the above teachers returning in 2014-2015	0		
Number and percent of teachers fully licensed in 2014-2015	44	93.6%	
Number and percent of new teachers to the school in 2014-2015	14	29.8%	
Number and percent of provisional teachers in 2014-2015	3	6.3%	
Number and percent of teachers not teaching in their endorsed area in 2014-2015 (name each area in which teachers are not endorsed)	2	4.2%	Mathematics Health & PE
Number and percent of long-term substitutes-that may be employed possibly more than 45 days (licensed or not licensed) in 2014-2015 (name each area in which there is a long-term substitute that may be employed more than 45 days)	1	2.1%	Reading

Note: Prepared by ACPS Human Resources



September 2014

ACPS Superintendent's Jefferson-Houston 2014-15 Brief

Members of the Jefferson-Houston Community:

I am excited to be a part of the team to welcome our students and families back to Alexandria City Public Schools. Some of you have given your time and energy prior to school opening to unpack boxes to ready classrooms for learning. We sincerely appreciate your help.

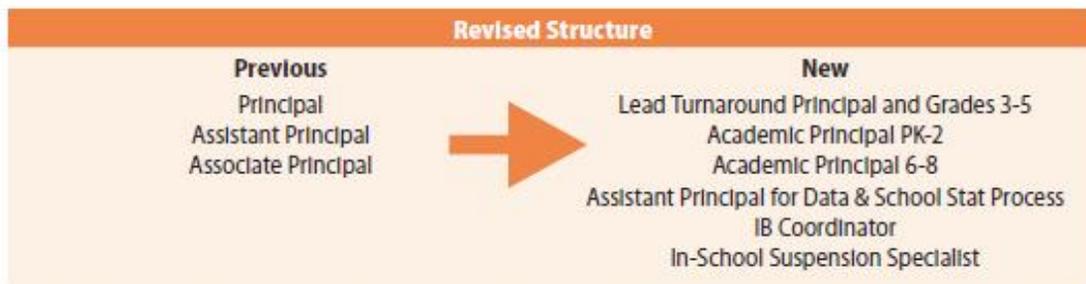
Earlier in the summer, I came to the Jefferson-Houston School community with a recommended change in administrative structure and instructional programming. This was in anticipation of information that the school, despite our efforts, would not be accredited based on Virginia Department of Education requirements. Quite frankly, confirmation of this information was disappointing. However, when faced with this reality, I took responsibility to set a course of action to accelerate learning and student achievement at the school.



I know there have been recurring changes in the school. However, given my 34 years as an educator and experience in school turnaround, I firmly believe that the recommendations I am putting forth are in the best interest of our children. Therefore, we are implementing several significant changes in the school this school year. These changes shall result in positive consequences that affect the school's future accreditation status.

Structure

The current structure of a principal, two assistant principals and IB coordinator has been replaced with a lead turnaround principal (Dr. Chris Phillips), academic principal for grades PK-2 (Roselyn Rice-Harris), and academic principal for grades 6-8 (Patricia Williamson). The lead turnaround principal will coordinate support for students in grades 3-5. One of the existing administrator positions (Helena Payne Chauvenet) will focus solely on data monitoring and accountability, to ensure ongoing use of data to drive instruction in the school. The school will also participate in a state-sponsored School Stat process designed to intensely monitor school-level data in key instructional areas, in addition to assessing variables that impact school success such as student attendance and suspensions. An IB coordinator will support implementation of the IB Primary Years Programme in addition to working with students in an interim alternative setting as needed. The overall structure will provide support at various academic levels, including more frequent classroom observations with teacher feedback, reviewing required lesson plans and the creation of smaller learning teams within the school under a lead turnaround principal.



Jefferson-Houston has also been staffed with a full-time reading specialist who will work with individuals and small groups of students who require additional reading support.

Instruction

Based on state assessments, clearly there is a need to focus on student achievement in the core academic areas, particularly reading and mathematics. Beginning in September 2014, Jefferson-Houston staff, under the leadership of a Literacy Committee comprised of central office- and school-based staff and our state turnaround partner, The American Institutes for Research (AIR), will implement a balanced reading approach in lieu of Success for All (SFA). A balanced literacy approach for grades PK-8 will provide a more comprehensive program of language arts acquisition, as it contains all the



components necessary for students to master written and oral communication. Areas of emphasis will include reading, writing, speaking, listening and viewing. The cornerstone of this approach will be a unified goal of creating a genuine appreciation for literature. Specifics include teaching phonics, grammar skills, reading and comprehension strategies and writing forms and skills. Direct and indirect reading instruction, shared reading and independent reading experiences will be provided. Teachers will use a variety of reading assessment tools, including teacher observations, oral reading samples, writing samples, spelling samples and portfolios, as well as standardized and other tests. Ongoing staff training and monitoring will be available to ensure consistent and intensive delivery of reading instruction at all grade levels.

All ACPS elementary schools, including Jefferson-Houston, will be transitioning to a new math textbook, "Math Expressions" by Houghton Mifflin Harcourt. This text was approved through the school division's textbook adoption process and is aligned with Virginia Standards of Learning (SOL) and National Common Core Standards. It has an extensive electronic component that includes access for teachers and students to fluency practice, extended lessons for SMART Boards and most supporting materials translated into Spanish. It is based on academic standards written by the National Council of Teachers of Mathematics. The Math Expressions kits contain supplementary materials that include real-life math-related stories and manipulatives. Ongoing training will be provided to staff in implementing the ACPS math curriculum and use of Math Expressions as a primary resource. You can look forward to Family Fun Nights quarterly to expose parents to instructional materials and the knowledge and skills students must acquire to be successful in reading and mathematics. These events will also provide parents with strategies to help their children at home.

Revised Instruction	
Previous	Current
Success for All In grades PK-5 and Balanced Literacy In grades 6-8	→ Balanced Literacy In grades PK-8
Math Instruction using ACPS curriculum and American Institutes for Research (AIR) support	→ Math Instruction using ACPS curriculum, "Math Expressions" text and materials and AIR support
Science and Social Studies 30-45 minutes daily	→ Minimum of 45 minutes daily for each subject

Assessments Administered

The following will be used during the course of the school year to assess student progress:

- Phonological Awareness Literacy Screening Test (PALS, reading In grades K-3) – *current*
- Running Records to assess reading – *new*
- Criterion Referenced Tests (CRT, grades 3-5) In math, reading, history and science – *current*
- Scholastic Reading Inventory (SRI, grades 3-8) – *current*
- Scholastic Math Inventory (SMI, grades 3-8) – *current*
- Math Expressions Diagnostic Assessment (grades K-2) – *new division assessment*
- Standards of Learning (SOL, grades 3, 5, 6, 7 and 8 in reading, math, social studies, and grade 5 science. Note state eliminated grade 3 science, grade 3 history, grade 5 writing, grade 6 U.S. history and grade 7 U.S. history II) – *new*
- WIDA (English Language Proficiency test In grades K-8) – *current*
- Cognitive Abilities Test (CogAT, used for talented and gifted identification at grade 3) – *current*

Programming: Extended Learning and Enrichment

Jefferson-Houston will continue to provide Extended Learning from 8 a.m. to 4 p.m., three times a week: Tuesday, Wednesday and Thursday. Extended Learning will begin the second week of school. Every Monday will be devoted to staff professional learning and planning in core subjects with opportunities for student clubs such as arts, engineering, robotics, student government and global studies. Staff and students may also partner with George Washington Middle School and T.C. Williams High School for certain activities and events as determined appropriate and feasible.

Additional Programming: AVID

We are also exploring the implementation of the Advancement Via Individual Determination (AVID) program at Jefferson-Houston beginning in the 2015-16 school year. This program exposes students to the courses, experiences and skills needed to successfully pursue postsecondary choices and other opportunities.



Community Partnerships

Current partners at Jefferson-Houston include:

- Alfred Street Baptist Church
- Reading with Rover
- Book Buddies
- 21st Century Learning Partnership
- Alexandria Tutoring Consortium
- Seaport Foundation

- SOHO
- Girls on the Run
- National Association of Professional Engineers
- University of Phoenix

Additional business and community partnerships will be pursued with the support of the ACPS Office of Community Engagement and Partnerships.

The success of Jefferson-Houston is a community effort that requires all of us to work together. In the coming weeks, I will be scheduling several community meetings to seek your input regarding changes needed to implement an academically rigorous and safe learning environment.

Thank you for your support.

Best,

A handwritten signature in black ink, appearing to read "Alvin L. Crawley". The signature is written in a cursive, flowing style.

Alvin L. Crawley, Ed. D.
Superintendent of Schools

**Memorandum of Understanding Between the
Virginia Board of Education and the
Norfolk City School Board (NCPS)**

I. Requirements

In an effort to provide continuous support to Lindenwood Elementary School, NCPS will comply with all requirements included in the approved *Elementary and Secondary Education Act of 1965* (ESEA) Flexibility Waiver and the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (SOA).

A copy of the ESEA Flexibility Waiver submitted by the Virginia Department of Education (VDOE) and approved by the U.S. Department of Education (USED) is located at the following link:

http://www.doe.virginia.gov/federal_programs/esea/va_esea_flexibility_application.pdf.

A copy of the SOA requirements for schools rated *Accredited with Warning* is located at the following link:

http://www.doe.virginia.gov/support/school_improvement/academic_reviews/index.shtml.

Both the VDOE and NCPS should ensure that program activities are conducted in compliance with all applicable federal laws, rules, and regulations.

II. Virginia Department of Education (VDOE) Responsibilities

The VDOE shall undertake the following activities during the duration of the MOU term:

1. Ensure adherence of NCPS to applicable federal and state laws and regulations and waiver guidelines.
2. Review and approve all documentation evidencing the school's and division's performance of requirements as set forth in the ESEA Flexibility Waiver for the VDOE as approved by USED, and monitor NCPS' compliance with the MOU.
3. Review and approve all documentation evidencing the division's performance of requirements as set forth in the *Regulations Establishing Standards for Accrediting Public Schools in Virginia*.
4. Assign an external VDOE contractor to NCPS for the purpose of building local capacity for supporting Lindenwood Elementary School. The contractor will:
 - a. Work with the Lead Turnaround Partner to provide technical assistance in core content areas, teacher evaluation, formative assessment and other areas to assist the principal and teachers as needed throughout the year.
 - b. Review the quarterly reports and provide feedback to the transformation team.
 - c. Monitor the implementation of the corrective action plan for Lindenwood Elementary School and ensure the school's and division's compliance to the MOU and SOA.

- d. Provide oversight to the academic review process with a focus on alignment of written, taught, and tested curricula in the four core content areas.

III. Norfolk City Public Schools Responsibilities and School Responsibilities

NCPS shall undertake the following activities during the duration of the MOU term:

1. Ensure adherence of applicable federal and state laws and regulations and waiver guidelines.
2. Provide reports to the Virginia Board of Education, as requested, on Lindenwood Elementary School's progress in meeting a status of *Fully Accredited*.
3. Ensure NCPS division team is comprised of administrators or other key staff representing Title I, instruction, special education, English language learners (ELLs), and the principal of Lindenwood Elementary School, as appropriate.
4. Ensure division-level administrators establish and participate continuously in supporting school-level improvement efforts such as curricula alignment and monitor monthly the school improvement process. This includes support and monitoring of targeted interventions at the school level for students at risk for not passing a grade-level assessment including students with disabilities and ELLs.
5. Establish a school improvement team comprised of one division-level representative, the principal, and school-level leaders representing Title I, special education, and ELLs.
6. Use Indistar®, an online school improvement tool, to develop, coordinate, track, and report division- and school-level improvement activities, including the following:
 - a. School-level annual goals for student achievement on the State's assessments in both reading/language arts and mathematics;
 - b. Meeting minutes, professional development activities, strategies for extending learning opportunities, and parent activities as well as indicators of effective leadership and instructional practice at NCPS and school level;
 - c. Analysis of data points for quarterly reports to ensure strategic, data-driven decisions are made to deploy needed interventions for students who are not meeting expected growth measures and/or who are at risk of failure and dropping out of school; and
 - d. Tasks for the three required rapid improvement school indicators. These indicators meet the remedial requirements of 8-VAC 20-630 *Regulations for State Funded Remedial Programs* for schools rated *Accreditation Denied* or priority schools.

TA01	The school uses an identification process (including ongoing conversations with instructional leadership teams and data points to be used) for all students at risk of failing or in need of targeted interventions.
TA02	The school uses a tiered, differentiated intervention process to assign research-based interventions aligned with the individual needs of identified students (the process includes a description of how interventions are selected and assigned to students as well as the frequency and duration of interventions for Tier 2 and Tier 3 students).
TA03	The school uses a monitoring process (including a multidisciplinary team that meets regularly to review student intervention outcome data and identifies "triggers" and next steps for unsuccessful interventions) for targeted intervention students to ensure fidelity and effectiveness.

7. Follow all processes provided by VDOE to ensure that the written, taught and tested curricula are aligned.
8. Participate in division- or school-level technical assistance as recommended by the assigned VDOE contractor that will include strategies and assistance to align the written, taught and tested curricula.
9. Collaborate with assigned VDOE contractor(s) to ensure NCPS and the school maintain the fidelity of implementation necessary for reform.

IV. Modification and Termination

Any and all amendments to this agreement must be made in writing and must be agreed to and executed by all parties before becoming effective.

V. Effective Date and Signature

This MOU shall be effective upon the signature of the Virginia Board of Education (VBOE) and the Norfolk City School Board (NCSB) officials. It shall be in force beginning on January 10, 2014, and will terminate when Lindenwood Elementary School is *Fully Accredited* and is no longer a priority school. The VBOE and division indicate agreement with this MOU by their signatures.

Signatures and dates:

David Foster Virginia Board of Education President	Date
Dr. Patricia I. Wright Superintendent of Public Instruction	Date
Dr. Kirk T. Houston Norfolk City School Board Chairperson	Date
Dr. Samuel T. King Superintendent Norfolk City Public Schools	Date

**Lindenwood Elementary School
Current Grade Span: preK - 5
Norfolk Public Schools**

Teacher Performance and Licensure Data

Description	Number of Teachers	Percent of All Teachers	Area of Teaching
Number and percent of teachers scoring above proficient in 2013-2014	6	31.6%	
Number of the above teachers returning in 2014-2015	3		
Number and percent of teachers scoring proficient in 2013-2014	9	47.4%	
Number of the above teachers returning in 2014-2015	5		
Number and percent of teachers scoring below proficient in 2013-2014	4	21%	
Number of the above teachers returning in 2014-2015	2		
Number and percent of teachers fully licensed in 2014-2015	35	95%	
Number and percent of new teachers to the school in 2014-2015	14	38%	
Number and percent of provisional teachers in 2014-2015	2	5%	
Number and percent of teachers not teaching in their endorsed area in 2014-2015 (name each area in which teachers are not endorsed)	0	0%	
Number and percent of long-term substitutes-that may be employed possibly more than 45 days (licensed or not licensed) in 2014-2015 (name each area in which there is a long-term substitute that may be employed more than 45 days)	3	8%	

Principal Tenure at this School and description of track record of success in working in a low-performing school: Explain in a paragraph

Dr. Phyllis Clark-Freeman has served as principal at Lindenwood Elementary School since July 1, 2013. Prior to serving as principal at Lindenwood Elementary School, Dr. Clark Freeman served as principal at Poplar Halls Elementary School. During her tenure at Poplar Halls Elementary School from July 1, 2007, through June 30, 2013, the school was fully accredited.

Lindenwood Elementary School
Grades: K-5
Norfolk City Public Schools

Requesting a Conditional: No, under MOU presently

Conditional or Denied in Past Accreditation Cycles:

Conditional 2011-2012, 2012-2013 Denied in 2013-2014, 2014-2015

Reconstitution Type(s) for Conditional: Governance, LTP

Achievement Data

State Accountability - Accreditation Designation

Year	Accreditation Rating	Based on Statewide Assessments in	Area(s) of Warning
2002-2003	<i>Accredited with Warning</i>	2001-2002	Science
2003-2004	<i>Provisionally Accredited/Needs Improvement</i>	2002-2003	With this rating, no areas were indicated
2004-2005	<i>Accredited with Warning</i>	2003-2004	English
2005-2006	<i>Fully Accredited</i>	2004-2005	N/A
2006-2007	<i>Fully Accredited</i>	2005-2006	N/A
2007-2008	<i>Fully Accredited</i>	2006-2007	N/A
2008-2009	<i>Accredited with Warning</i>	2007-2008	English, Mathematics, Science
2009-2010	<i>Accredited with Warning</i>	2008-2009	English
2010-2011	<i>Accredited with Warning</i>	2009-2010	English, History, Science
2011-2012	<i>Conditionally Accredited</i>	2010-2011	English
2012-2013	<i>Conditionally Accredited</i>	2011-2012	Mathematics
2013-2014	<i>Accreditation Denied</i>	2012-2013	English, Mathematics, Science
2014-2015	<i>Accreditation Denied</i>	2013-2014	English, Mathematics, Science, History

Federal Accountability Sanction

Year	Based on Statewide Assessments in	Federal Status (SIG- PRIOR TO WAIVER PROIRTY/FOCUS OR NOT TITLE I)
2010-2011	2009-2010	Not SIG
2011-2012	2010-2011	SIG
2012-2013	2011-2012	Priority
2013-2014	2012-2013	Priority
2014-2015	2013-2014	Priority

Federal Accountability Pass Rates

Assessment Type	School Pass Rates								State Pass Rates	
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2012-2013	2013-2014
Reading	74%	62%	69%	65%	72%	80%	45%	47%	75%	74%
Writing	91%	70%	63%	68%	59%	78%	35%	55%	76%	75%
Mathematics	73%	68%	71%	71%	67%	32%	26%	47%	71%	74%
Science	74%	53%	76%	68%	69%	75%	39%	51%	81%	80%
History	77%	64%	80%	69%	81%	81%	59%	59%	85%	84%

Graduation and Completion Index, if applicable

Year	Index
2011	n/a
2012	
2013	
2014	

Norfolk City Public Schools

Corrective Action Plan for Lindenwood Elementary School

Date:

Plan Developed with Assistance from:

- X Teachers
- X Building Administrators
- X Central Office Administrators
- X Parents
- X Community Members
- X Business Partners

Quarterly Meeting Dates:

- January 26-30, 2015
- April 13-17, 2015
- June 22-26, 2015

For purposes of this Corrective Action Plan, the local division superintendent will agree that essential actions in the Corrective Action Plan are priority actions for the identified school. The local division superintendent will submit data quarterly and participate in each required quarterly meeting and monitor, at a minimum, monthly progress of the essential actions. This Corrective Action Plan will be updated annually until SCHOOL NAME is *Fully Accredited*. Additional essential actions may be required by the Virginia Department of Education. Essential actions may be added as additional needs are identified.

Essential Action	Title of Person(s) Responsible for Essential Action	Title of Person(s) Monitoring	Dates (Timeframe)	Documentation Required to Support Evidence of Progress/Completion
Participate in sustained professional development provided by the school division and the VDOE regarding monitoring and providing specific written feedback about the quality of the written and taught curriculum in both content (Math, History, and Science) and cognitive level.	Principal	Executive Director, Office of School Turnaround & Improvement	January 2015-December 2015	Agendas, Sign-In Sheets
Conduct formal and informal classroom observations to monitor the quality of the written and taught curriculum in both content and cognitive level.	Principal, Assistant Principal	Executive Director, Office of School Turnaround & Improvement	Weekly, January 2015 – December 2015	Completed classroom observations and monthly focus walk reports,
Provide regular and consistent feedback to teachers regarding the written and taught curriculum to include outlining the objective and the specific behaviors students will exhibit to show learning and the conditions under which the students will exhibit those behaviors.	Principal, Assistant Principal	Executive Director, Office of School Turnaround & Improvement	Weekly, January 2015-December 2015	Lesson plan feedback, completed classroom observations, and walkthrough documents
Provide systematic and sustained professional development for teachers regarding procedures for using “high	Executive Director, Curriculum and Instruction	Principal	January 2015-December 2015	Completed classroom observations, focus walks, walkthroughs

Essential Action	Title of Person(s) Responsible for Essential Action	Title of Person(s) Monitoring	Dates (Timeframe)	Documentation Required to Support Evidence of Progress/Completion
yield instructional strategies” across content areas.				
Establish and implement a system for analyzing teacher-made assessments for alignment with the Standards of Learning and Curriculum Framework, Essential Knowledge and Skills in both content and cognitive level.	Principal	Executive Director, Office of School Turnaround & Improvement	Completed by June 2015	Protocol, Sample Assessments across warned content areas
Increase the level of implementation of PBIS as evidenced by the School-level Evaluation Tool (SET)	Principal	Executive Director, Office of School Turnaround & Improvement	January 2015-December 2015	Discipline/Climate Reports
Provide systematic and sustained professional development for teachers regarding development of high-quality assessments.	Executive Director, Curriculum and Instruction, Curriculum Coordinators	Principal, Executive Director, Office of School Turnaround & Improvement	January 2015-December 2015	Training schedule, Sample Assessments
Provide teachers with training on analyzing data and using the information to make instructional decisions.	Executive Director, Curriculum and Instruction, Curriculum Coordinators	Principal, Executive Director, Office of School Turnaround & Improvement	January 2015-December 2015	Data Analysis Protocol, training schedule

Authorizations

I (We) agree to work collaboratively to implement the essential actions required in the Corrective Action Plan for the purposes of improving student achievement in Norfolk City Public Schools.

<p>Printed Name: _____</p> <p>Title: Superintendent of Norfolk City Public Schools</p> <p>Signature: _____</p> <p>Date: _____</p> <p>Printed Name: _____</p> <p>Title: Principal of Lindenwood Elementary</p> <p>Signature: _____</p> <p>Date: _____</p>	<p>Printed Name: _____</p> <p>Title: Director, Office of School Improvement</p> <p>Signature: _____</p> <p>Date: _____</p>
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**Memorandum of Understanding Between the
Virginia Board of Education and the
Norfolk City School Board**

I. Purpose and Scope

The purpose of this Memorandum of Understanding (MOU) is to define state and federal sanctions for Lafayette-Winona Middle School and William H. Ruffner Academy Middle School in Norfolk City Public Schools (NCPS).

In an effort to provide continuous support to Lafayette-Winona Middle School and William H. Ruffner Academy Middle School, NCPS will comply with all requirements included in the approved *Elementary and Secondary Education Act of 1965* (ESEA) Flexibility Waiver and the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (SOA).

A copy of the ESEA Flexibility Waiver submitted by the VDOE and approved by the U.S. Department of Education (USED) is located at the following link:

http://www.doe.virginia.gov/federal_programs/esea/va_esea_flexibility_application.pdf.

A copy of the SOA requirements for schools rated *Accredited with Warning* is located at the following link:

http://www.doe.virginia.gov/support/school_improvement/academic_reviews/index.shtml.

Both the VDOE and NCPS should ensure that program activities are conducted in compliance with all applicable federal laws, rules, and regulations.

II. VDOE Responsibilities

The VDOE shall undertake the following activities during the duration of the MOU term:

1. Ensure adherence of NCPS to applicable federal and state laws and regulations and waiver guidelines.
2. Review and approve all documentation evidencing the LEA's performance of requirements as set forth in the ESEA Flexibility Waiver for the Virginia Department of Education (VDOE) as approved by the U.S. Department of Education (USED), and monitor NCPS' compliance with the MOU.
3. Review and approve all documentation evidencing the division's performance of requirements as set forth in the *Regulations Establishing Standards for Accrediting Public Schools in Virginia*.
4. Assign an external VDOE contractor to NCPS for the purpose of building local capacity for supporting each identified school. The contractor will:

- a. School-level annual goals for student achievement on the State's assessments in both reading/language arts and mathematics;
- b. Meeting minutes, professional development activities, strategies for extending learning opportunities, and parent activities as well as indicators of effective leadership and instructional practice at NCPS and school-level;
- c. Analysis of data points for quarterly reports to ensure strategic, data-driven decisions are made to deploy needed interventions for students who are not meeting expected growth measures and/or who are at risk of failure and dropping out of school; and
- d. Tasks for the three required rapid improvement school indicators. These indicators meet the remedial requirements of 8-VAC 20-630 *Regulations for State Funded Remedial Programs* for schools rated *Accredited with Warning* and Title I schools required to develop a plan.

TA01	The school uses an identification process (including ongoing conversations with instructional leadership teams and data points to be used) for all students at risk of failing or in need of targeted interventions.
TA02	The school uses a tiered, differentiated intervention process to assign research-based interventions aligned with the individual needs of identified students (the process includes a description of how interventions are selected and assigned to students as well as the frequency and duration of interventions for Tier 2 and Tier 3 students).
TA03	The school uses a monitoring process (including a multidisciplinary team that meets regularly to review student intervention outcome data and identifies "triggers" and next steps for unsuccessful interventions) for targeted intervention students to ensure fidelity and effectiveness.

7. Develop an intervention strategy for students who: 1) are not meeting expected growth measures; 2) are at risk of failure; or 3) at risk of dropping out of school. This includes students who have failed an SOL assessment in the past and students who are identified as below grade level on the Algebra Readiness Diagnostic Test (ARDT) (grades 5-8) or the Phonological Awareness and Literacy Screening (K-3), with a special focus on low-performing subgroups.
8. Participate in division- or school-level technical assistance as recommended by the assigned VDOE contractor that may include: peer mentors for schools/divisions; direct technical assistance; and Differentiated Technical Assistance Team webinar series.
9. Collaborate with assigned VDOE contractor(s) to ensure NCPS and schools maintain the fidelity of implementation necessary for reform.

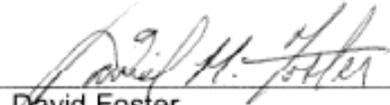
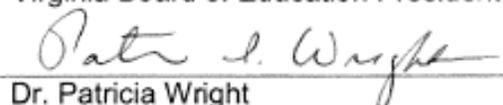
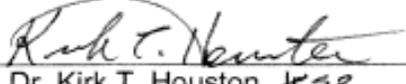
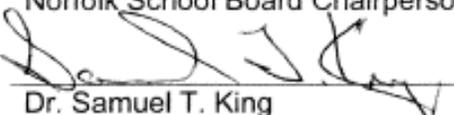
IV. Modification and Termination

Any and all amendments to this agreement must be made in writing and must be agreed to and executed by all parties before becoming effective.

V. Effective Date and Signature

This MOU shall be effective upon the signature of the Virginia Board of Education (VBOE) and the Norfolk City School Board's (NCSB) officials. It shall be in force beginning on January 10, 2013, and will terminate when Lafayette-Winona Middle School and William H. Ruffner Academy Middle School are *Fully Accredited* and are no longer focus or priority schools. The VBOE and division indicate agreement with this MOU by their signatures.

Signatures and dates:

 _____ David Foster Virginia Board of Education President	<u>4/12/13</u> _____ Date
 _____ Dr. Patricia Wright Superintendent of Public Instruction	<u>4-10-13</u> _____ Date
 _____ Dr. Kirk T. Houston, Jr. Norfolk School Board Chairperson	<u>3/21/13</u> _____ Date
 _____ Dr. Samuel T. King Superintendent Norfolk City Public Schools	<u>3/20/13</u> _____ Date



**Ruffner Middle School
Current Grade Span: 6 - 8
Norfolk Public Schools**

Teacher Performance and Licensure Data

Description	Number of Teachers	Percent of All Teachers	Area of Teaching
Number and percent of teachers scoring above proficient in 2013-2014	15	30.6%	
Number of the above teachers returning in 2014-2015	13		
Number and percent of teachers scoring proficient in 2013-2014	32	65.3%	
Number of the above teachers returning in 2014-2015	28		
Number and percent of teachers scoring below proficient in 2013-2014	2	4.1%	
Number of the above teachers returning in 2014-2015	1		
Number and percent of teachers fully licensed in 2014-2015	61.5	87.2%	
Number and percent of new teachers to the school in 2014-2015	14.5	20.6%	
Number and percent of provisional teachers in 2014-2015	9	12.8%	
Number and percent of teachers not teaching in their endorsed area in 2014-2015 (name each area in which teachers are not endorsed)	0	0%	
Number and percent of long-term substitutes-that may be employed possibly more than 45 days (licensed or not licensed) in 2014-2015 (name each area in which there is a long-term substitute that may be employed more than 45 days)	0	0%	

Principal Tenure at this School and description of track record of success in working in a low-performing school: Explain in a paragraph

Mr. Richard Fraley has served as principal at Ruffner Middle School since July 1, 2012. After his first year as principal, Ruffner Middle School was removed from priority status because of the progress the school demonstrated during the 2012-2013 school year. Prior to serving as principal at Ruffner Middle School, Mr. Fraley served as principal at Northside Middle School. When he began at Northside Middle School in the 2008-2009 school year, the school was accredited with warning. After his first year in 2009-2010, the school moved to conditionally accredited and then to fully accredited during his last two years as principal at Northside Middle School.

William H. Ruffner Middle School
Grades: 6-8
Norfolk City Public Schools

Requesting a Conditional: No, under MOU presently

Conditional or Denied in Past Accreditation Cycles:

Denied in 2012-2013, 2013-2014 and 2014-2015

Reconstitution Type(s) for Conditional: Governance

Achievement Data

State Accountability - Accreditation Designation

Year	Accreditation Rating	Based on Statewide Assessments in	Area(s) of Warning
2002-2003	<i>Fully Accredited</i>	2001-2002	N/A
2003-2004	<i>Provisionally Accredited/Needs Improvement</i>	2002-2003	With this rating, no areas were indicated
2004-2005	<i>Accredited with Warning</i>	2003-2004	English
2005-2006	<i>Fully Accredited</i>	2004-2005	N/A
2006-2007	<i>Accredited with Warning</i>	2005-2006	Mathematics
2007-2008	<i>Accredited with Warning</i>	2006-2007	Mathematics
2008-2009	<i>Fully Accredited</i>	2007-2008	N/A
2009-2010	<i>Accredited with Warning</i>	2008-2009	Mathematics
2010-2011	<i>Accredited with Warning</i>	2009-2010	Mathematics, History
2011-2012	<i>Accredited with Warning</i>	2010-2011	Mathematics, History
2012-2013	<i>Accreditation Denied</i>	2011-2012	Mathematics, History
2013-2014	<i>Accreditation Denied</i>	2012-2013	English, Mathematics, History
2014-2015	<i>Accreditation Denied</i>	2013-2014	English, Mathematics, History

Federal Accountability Sanction

Year	Based on Statewide Assessments in	Federal Status (SIG- PRIOR TO WAIVER PROIRTY/FOCUS OR NOT TITLE I)
2010-2011	2009-2010	SIG
2011-2012	2010-2011	SIG
2012-2013	2011-2012	Priority
2013-2014	2012-2013	n/a
2014-2015	2013-2014	Focus

Federal Accountability Pass Rates

Assessment Type	School Pass Rates								State Pass Rates	
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2012-2013	2013-2014
Reading	72%	73%	74%	70%	67%	68%	46%	47%	75%	74%
Writing	83%	84%	78%	82%	80%	75%	51%	54%	76%	75%
Mathematics	58%	69%	66%	67%	64%	47%	61%	58%	71%	74%
Science	85%	91%	85%	85%	85%	86%	70%	65%	81%	80%
History	81%	75%	64%	60%	62%	63%	67%	58%	85%	84%

Graduation and Completion Index, if applicable

Year	Index
2011	n/a
2012	
2013	
2014	

Norfolk City Public Schools

Corrective Action Plan for Ruffner Academy Middle School

Date:

Plan Developed with Assistance from:

- X Teachers**
- X Building Administrators**
- X Central Office Administrators**
- X Parents**
- X Community Members**
- X Business Partners**

Quarterly Meeting Dates:

- January 26-30, 2015**
- April 13-17, 2015**
- June 22-26, 2015**

For purposes of this Corrective Action Plan, the local division superintendent will agree that essential actions in the Corrective Action Plan are priority actions for the identified school. The local division superintendent will submit data quarterly and participate in each required quarterly meeting and monitor, at a minimum, monthly progress of the essential actions. This Corrective Action Plan will be updated annually until SCHOOL NAME is *Fully Accredited*. Additional essential actions may be required by the Virginia Department of Education. Essential actions may be added as additional needs are identified.

Essential Action	Title of Person(s) Responsible for Essential Action	Title of Person(s) Monitoring	Dates (Timeframe)	Documentation Required to Support Evidence of Progress/Completion
Participate in sustained professional development provided by the school division and the VDOE regarding monitoring and providing specific written feedback about the quality of the written and taught curriculum in both content (Math, History, and Science) and cognitive level.	Principal	Executive Director, Office of School Turnaround & Improvement	January 2015-December 2015	Agendas, Sign-In Sheets
Conduct formal and informal classroom observations to monitor the quality of the written and taught curriculum in both content and cognitive level.	Principal, Assistant Principal	Executive Director, Office of School Turnaround & Improvement	Weekly, January 2015 – December 2015	Completed classroom observations and monthly focus walk reports,
Provide regular and consistent feedback to teachers regarding the written and taught curriculum to include outlining the objective and the specific behaviors students will exhibit to show learning and the conditions under which the students will exhibit those behaviors.	Principal, Assistant Principal	Executive Director, Office of School Turnaround & Improvement	Weekly, January 2015-December 2015	Lesson plan feedback, completed classroom observations, and walkthrough documents
Develop and implement a professional development plan using data for appropriate activities that connect teaching to student learning outcomes with specific topics, dates, and intended audience	Principal	Executive Director, Office of School Turnaround & Improvement	January 2015-December 2015	Professional Development Calendar

Essential Action	Title of Person(s) Responsible for Essential Action	Title of Person(s) Monitoring	Dates (Timeframe)	Documentation Required to Support Evidence of Progress/Completion
Differentiate professional development based on individual teacher needs identified using student achievement data.	Principal	Executive Director, Office of School Turnaround & Improvement	January 2015-December 2015	Professional Development Logs for Individual Teachers
Increase the level of implementation of PBIS as evidenced by the School-level Evaluation Tool (SET)	Principal	Executive Director, Office of School Turnaround & Improvement	January 2015-December 2015	Discipline/Climate Reports

Authorizations

I (We) agree to work collaboratively to implement the essential actions required in the Corrective Action Plan for the purposes of improving student achievement in Norfolk City Public Schools.

<p>Printed Name: _____</p> <p>Title: Superintendent of Norfolk City Public Schools</p> <p>Signature: _____</p> <p>Date: _____</p>	<p>Printed Name: _____</p> <p>Title: Director, Office of School Improvement</p> <p>Signature: _____</p> <p>Date: _____</p>
<p>Printed Name: _____</p> <p>Title: Principal of Ruffner Academy Middle School</p> <p>Signature: _____</p> <p>Date: _____</p>	

Division Name

**Corrective Action Plan
for
School Name**

Date:

Plan Developed with Assistance from:

- Teachers**
- Building Administrators**
- Central Office Administrators**
- Parents**
- Community Members**
- Business Partners**

Quarterly Meeting Dates:

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Essential Action	Title of Person(s) Responsible for Essential Action	Title of Person(s) Monitoring	Dates (Timeframe)	Documentation Required to Support Evidence of Progress/Completion

Authorizations

I (We) agree to work collaboratively to implement the essential actions required in the Corrective Action Plan for the purposes of improving student achievement in SAMPLE Public Schools.

<p>Printed Name: _____</p> <p>Title: Superintendent of SAMPLE Public SCHOOLS</p> <p>Signature: _____</p> <p>Date: _____</p> <p>Printed Name: _____</p> <p>Title: PRINCIPAL of SAMPLE Public Schools</p> <p>Signature: _____</p> <p>Date: _____</p>	<p>Printed Name: _____</p> <p>Title: Director, Office of School Improvement</p> <p>Signature: _____</p> <p>Date: _____</p>
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Office of School Turnaround & Improvement

SCHOOL LEADERSHIP DEPARTMENT REORGANIZATION PROPOSAL

Purpose: To provide more focus and support for priority, focus, accreditation denied, and conditionally accredited schools by reorganizing the School Leadership Development Department.

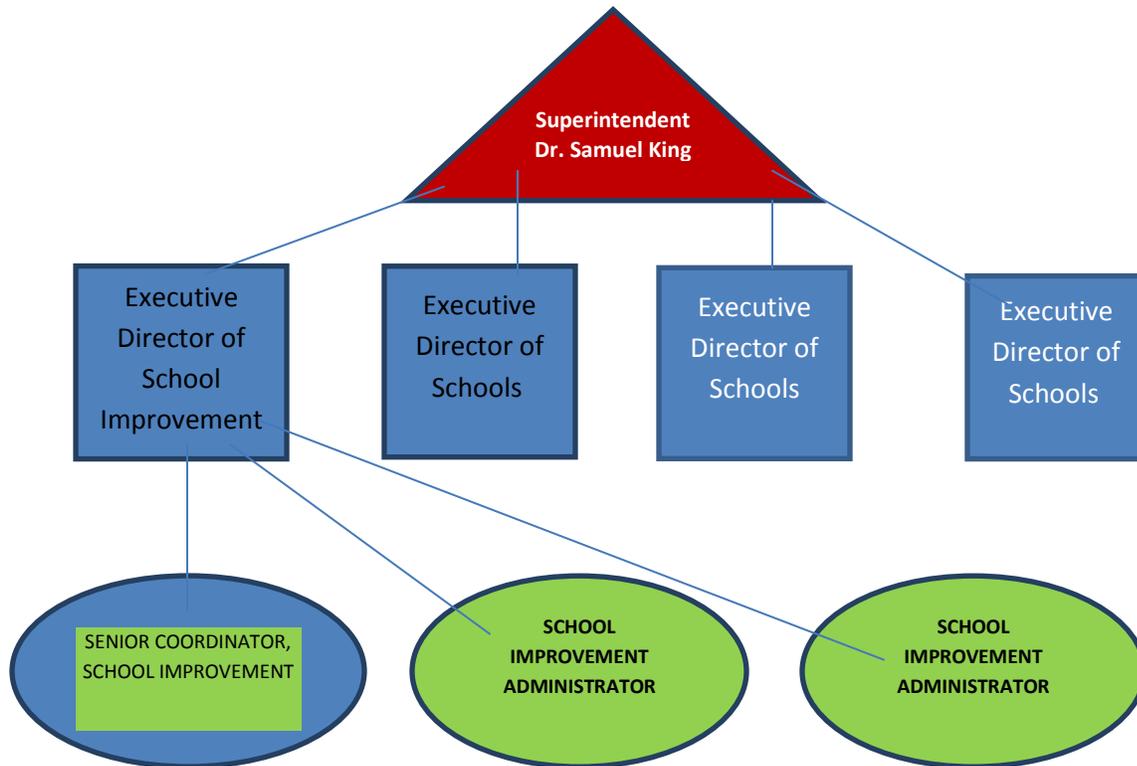
Description: The Norfolk Public School Office of School Turnaround and Improvement has been specifically designed to provide more focused support for the schools in improvement. The newly designed Office of School Turnaround and Improvement is primarily monitoring and supporting the priority and focus schools. Schools accredited with warning for 3+ years will be under “consultation” by the Office of School Improvement. “Year 1 and Year 2” warned schools are under the direction of the assigned Executive Director of Schools; however, “Year 1 and Year 2” warned schools are expected to follow mandates, protocols, and other requirements from the Virginia Department of Education Office of School Improvement. The NPS Office of School Turnaround and Improvement includes the following:

- 1 Executive Director of School Improvement
- 1 Senior Coordinator, School Improvement
- 2 School Improvement Administrators
- 1 Budget Analyst
- 1 Administrative Assistant

The Executive Director of School Improvement is responsible for collaborating with the Virginia Department of Education (VDOE) and other partners on behalf of all schools in improvement; while monitoring and supervising the entire department to include the schools/principals assigned to the department. The Senior Coordinator and School Improvement Administrators report to the Executive Director of School Improvement.

- School Improvement Administrators support and guide school leadership teams with:
 - Indistar Programming and the School Improvement Process
 - Academic Advisement, Tiered Interventions, and Student Data Support
 - Family and Community Relations Support
 - Tier 1 Instruction, Professional Development and Support

- Additional support is provided by various central administration departments (Teaching and Learning, Finance, Human Resource, and Operations)
- All division level departments work in collaboration with the Office of School Improvement with appropriate designees/representation
- Senior Coordinator of School Improvement facilitates the division’s school improvement efforts related to monitoring of essential actions and tasks, SIG grant development for schools, meeting agendas, and follow-up of next steps for schools and the division.



Division Level Collaboration/Representation with the Office of School Improvement:

- Accountability, Research, and Assessment designee/representation
- Title I designee/representation
- Student Support Services designee/representation
- Financial/Grant Services designee/representation
- Special Education designee/representation
- Transportation designee/representation
- Human Resource designee/representation
- ELL designee/representation

The work of the NPS Office of the School Turnaround and Improvement is based upon the U.S.E.D.'s 7 Turnaround Principles:

TP1: Providing strong leadership by providing the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget

TP2: Ensuring that teachers are effective and able to improve instruction by: (1) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort; (2) preventing ineffective teachers from transferring to these schools; and (3) providing job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student

TP3: Redesigning the school day, week, or year to include additional time for student learning and teacher collaboration

TP4: Strengthening the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with state academic content standards

TP5: Using data to inform instruction and for continuous improvement, including providing time for collaboration on the use of data

TP6: Establishing a school environment that improves school safety and discipline and addresses other non-academic factors that impact student achievement, such as students' social, emotional, and health needs

TP7: Providing ongoing mechanisms for family and community engagement

The NPS Office of School Turnaround and Improvement has established 7 goals which are linked to the U.S.E.D.'s 7 Turnaround Principles.

Goal #1: By June 2015, 100% of NPS priority schools will make measurable progress in reading. In grades 3-5, SOL reading scores in each priority school will increase by $\geq 15\%$. In grades 6-8, reading scores in each priority school will increase by $\geq 15\%$.

Goal #2: By June 2015, 100% of NPS priority schools will make measurable progress in mathematics. In grades 3-5, SOL mathematics scores in each priority school will increase by $\geq 10\%$. In grades 6-8, mathematics scores in each priority will increase by $\geq 10\%$.

Goal #3: By June 2015, 100% of priority schools will improve parent involvement by ≥ 0.1 as measured by parent responses on the annually administered parent survey.

Goal #4: By June 2015, 100% of priority schools will improve teacher morale by ≥ 0.1 as measured by teacher responses on the annually administered teacher survey.

Goal #5: By June 2015, 100% of priority schools will make measurable progress in reducing student discipline misbehavior. Discipline infractions will decrease by 10% as monitored and measured by the monthly discipline infraction reports.

Goal #6: By June 2015, 100% of priority school principals will rate services received from the Office of School Turnaround and Improvement (OSTI) as “excellent” or “above average” on the OSTI end-of-the-year survey results.

Goal #7: By June 2015, 100% of the OSTI staff will provide onsite services to their assigned schools five or more days per month as measured by OSTI end-of-the-year survey results and the OSTI Monthly Service Log.

NPS Office of School Turnaround and Improvement 2014-15 Baselines and Targets

Elementary

Standards of Learning	Reading-75		Math-70		History-70		Science-70	
Elementary Schools	2013-14 Baseline	2014-15 Target						
<i>ALL Students</i>	62	75%+	68	79%+	76	84%+	62	75%+
Campostella (Priority & Denied Accreditation Year 1)								
<i>ALL Students</i>	27	43%+	27	43%+	37	48%+	26	41%+
<i>SWD</i>	21	36%+	15	29%+	18	33%+	12	24%+
<i>ED</i>	26	43%+	27	42%+	36	50%+	26	43%+
Chesterfield (Priority & Accredited w/ Warning – 2nd Year)								
<i>ALL Students</i>	46	61%+	44	59%+	68	83%+	44	59%+
<i>SWD</i>	11	31%+	16	36%+	38	58%+	15	35%+
Jacox (Priority & Accredited w/ Warning – 3rd Year)								
<i>ALL Students</i>	30	45%+	31	51%+	50	60%+	29	44%+
<i>SWD</i>	14	42%+	10	45%+	10	35%+	10	35%+
James Monroe (Priority & Accredited w/ Warning – 3rd Year)								
<i>ALL Students</i>	57%	75%+	48%	70%+	71%	75%+	55%	70%+
<i>SWD</i>	33%	53%+	20%	50%+	55%	75%+	35%	55%+
Lindenwood (Priority & Denied Accreditation Year 2)								
<i>ALL Students</i>	48	61%+	51	69%+	56	69%+	46	61%+
<i>SWD</i>	14	24%+	5	15%+	17	27%+	18	28%+
Richard Bowling (Focus & Accredited w/ Warning – 3rd Year)								
<i>ALL Students</i>	60%	75%+	55	70%+	65%	75%+	44%	70%+
<i>SWD</i>	15%	35%+	10%	30%+	0%	10%+	0%	10%+
Tanners Creek (Focus & Accredited w/ Warning – 2nd Year)								
<i>ALL Students</i>	63	75%+	64	74%+	76	80%+	13	14%+
<i>SWD</i>	17	27%+	21	31%+	38	48%+	60	70%+
<i>ELL</i>	53	63%+	81	91%+	80	90%+	13	23%+

Tidewater Park & PB Young (Conditionally Accredited – Year 1)										
<i>ALL Students</i>	54	75%+	70		81%+	79	85%+		41	70%+
<i>SWD</i>	31	41%+	31		41%+					
Middle Schools										
<i>Standards of Learning</i>	Reading-75		Writing		Math-70		History-70		Science-70	
	2013-14 Baseline	2014-15 Target	2013-14 Baseline	2014-15 Target	2013-14 Baseline	2014-15 Target	2013-14 Baseline	2014-15 Target	2013-14 Baseline	2014-15 Target
<i>ALL Students</i>	60	75%+	53	75%+	59	73%+	68	79%+	61	74%+
Lake Taylor Middle School (Priority – Year 5 & Accreditation Denied – Year 1)										
<i>ALL Students</i>	50%	75%+	45%	75%+	48%	70%+	63%	70%+	58%	70%+
<i>SWD</i>	32%	54%+	22%	57%+	28%	54%+	42%	54%+	38%	54%+
<i>Economically Disadvantaged</i>	48%	65%+	40%	65%+	41%	70%+	59%	70%+	54%	70%+
Ruffner Academy (Focus – Year 1 & Accreditation Denied – Year 3)										
<i>ALL Students</i>	47%	60%+	54%	60%+	58%	70%+	58%	70%+	65%	70%+
<i>SWD</i>	18%	40%+	10%	40%+	23%	45%+	29%	50%+	32%	50%+
High Schools										
<i>Standards of Learning</i>	Reading-75		Writing		Math-70		Social Studies-70		Science-70	
	2013-14 Baseline	2014-15 Target	2013-14 Baseline	2014-15 Target	2013-14 Baseline	2014-15 Target	2013-14 Baseline	2014-15 Target	2013-14 Baseline	2014-15 Target
<i>ALL Students</i>	87	91%+	81	87%+	76	84%+	77	84%+	78	85%+
GCI-85										
Booker T. Washington (Denied Accreditation – Year 1)										
<i>All Students</i>	79	85%+	71	75%+	38	51%+	60	70%+	52	70%+
<i>SWD</i>	57	85%+	42	75%+	34	49%+	39	54%+	25	70%+
GCI-Baseline (84), Target (88)										