

# Virginia Board of Education Agenda Item



**Agenda Item:** E

**Date:** September 22, 2016

<b>Title</b>	First Review of Requests for Continued Rating of <i>Partially Accredited: Reconstituted School</i> from Twelve School Divisions		
<b>Presenter</b>	Beverly Rabil, Director, Office of School Improvement, Division of Student Assessment and School Improvement		
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**Purpose of Presentation:**

Action required by Board of Education regulation.

**Previous Review or Action:**

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

October 23, 2014: Final Review of Requests for Conditional Accreditation from Nine School Divisions

February 26, 2016: Final Review of Requests for Continued Rating of *Partially Accredited: Reconstituted School* from Seven School Divisions

**Action Requested:**

Other. Specify below:

The Board is being asked to waiver first review and take action September 22, 2016.

**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: Considering the request for *Partially Accredited: Reconstituted School* from twelve school divisions for twenty-one schools will support accountability for student learning.

Section 8 VAC 20-131-300.C of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (SOA) states that a school shall be rated *Accreditation Denied* based on its academic performance and its failure to achieve the minimum threshold for the graduation and completion index required to be rated *Fully Accredited* or *Provisionally Accredited-Graduation Rate*, for the preceding three consecutive years or for three consecutive years anytime thereafter.

As outlined in 8 VAC 20-131-315, as an alternative to the Memorandum of Understanding required for schools rated *Accreditation Denied*, a local school board may choose to reconstitute the school and apply to the Board of Education for a rating of *Partially Accredited: Reconstituted School*. The application shall include specific responses that address all areas of deficiency that resulted in the *Accreditation Denied* status.

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

**Summary of Important Issues:**

The following twenty-one schools were granted a rating of *Partially Accredited: Reconstituted School* for the 2015-2016 school year and are seeking continuation of this status by requesting a rating of *Partially Accredited: Reconstituted School*.

<b>Name of Division</b>	<b>Name of School Requesting Rating of <i>Partially Accredited: Reconstituted School</i></b>	<b>Number of Years Rated <i>Partially Accredited: Reconstituted School</i></b> (includes 2016-17)
Campbell County Public Schools	Rustburg Middle School (Gr.6-8)	2
Franklin City Public Schools	S. P. Morton Elementary School (Gr.PK-5)	2
Franklin City Public Schools	J. P. King, Jr. Middle School (Gr.6-8)	2
Frederick County Public Schools	Frederick County Middle School (Gr.6-8)	2
Hampton City Public Schools	Jane H. Bryan Elementary School (Gr.PK-5)	3
Hampton City Public Schools	John B. Cary Elementary School (Gr.K-5)	2
Lynchburg City Public Schools	Heritage Elementary School (Gr.PK-5)	2
Lynchburg City Public Schools	Paul Laurence Dunbar Middle School for Innovation (Gr.6-8)	2
Lynchburg City Public Schools	Sandusky Middle School (Gr.6-8)	3
Mecklenburg County Public Schools	Bluestone Middle School (Gr.6-8)	2
Newport News City Public Schools	Carver Elementary School (Gr.PK-5)	2
Newport News City Public Schools	Horace H. Epes Elementary School (Gr.PK-5)	2
Norfolk City Public Schools	Jacox Elementary School (Gr.PK-5)	2
Norfolk City Public Schools	James Monroe Elementary School (Gr.PK-5)	2
Norfolk City Public Schools	Richard Bowling Elementary School	2

Name of Division	Name of School Requesting Rating of <i>Partially Accredited: Reconstituted School</i>	Number of Years Rated <i>Partially Accredited: Reconstituted School</i> (includes 2016-17)
	(Gr.PK-5)	
Norfolk City Public Schools	Azalea Gardens Middle School (Gr.6-8)	2
Norfolk City Public Schools	Norview Middle School (Gr.6-8)	2
Portsmouth City Public Schools	Cradock Middle School (Gr.7-8)	2
Prince William County Public Schools	Fred M. Lynn Middle School (Gr.6-8)	2
Richmond City Public Schools	Binford Middle School (Gr.6-8)	2
Virginia Beach City Public Schools	Bayside Middle School (Gr.7-8)	3

Achievement data for each school division and each school’s application for *Partially Accredited: Reconstituted School* are included in Attachments A1-L1.

Technical Assistance

All schools granted continued ratings of *Partially Accredited: Reconstituted School* will participate in technical assistance sessions provided by the Office of School Improvement (OSI). OSI technical assistance sessions for the 2016-2017 school year will focus on the comprehensive needs assessment component of continuous school improvement planning. Additionally schools rated *Partially Accredited: Reconstituted School* will have triannual meetings with OSI, the support of an OSI contractor, and the opportunity to select from the newly developed OSI/VDOE Technical Assistance Menu.

In addition to the Technical Assistance described in the Board materials, school divisions with schools that are approved for a continued rating of *Partially Accredited: Reconstituted School* will be required to continue their agreement with the Superintendent of Public Instruction that details the Essential Actions that must occur in 2016-2017. Additional differentiated support will be provided as needs are identified through the continued implementation of the Reconstitution Agreement Plans. School divisions that are denied their requests for a continued rating of *Partially Accredited: Reconstituted School* will enter into a Memorandum of Understanding with the Board of Education.

**Impact on Fiscal and Human Resources:**

The Office of School Improvement will use the academic review budget to fund contractors for the technical assistance sessions and any additional technical assistance.

**Timetable for Further Review/Action:**

The superintendents of the twelve school divisions requesting continued ratings of *Partially Accredited: Reconstituted School* will meet with the Director of the Department’s Office of School Improvement triannually to discuss progress in implementing their Reconstitution Agreement Plans and to determine required next steps.

**Superintendent's Recommendation:**

The Superintendent of Public Instruction recommends that the Board of Education waive First Review of Requests for Continued Rating of *Partially Accredited: Reconstituted School* from Twelve School Divisions and approve the recommendations as noted in the following table and stated below:

<b>Name of Division</b>	<b>Name of School</b>	<b>Recommended Action</b>
Campbell County Public Schools	Rustburg Middle School (Gr.6-8)	Approve
Franklin City Public Schools	S. P. Morton Elementary School (Gr.PK-5)	Approve
Franklin City Public Schools	J. P. King, Jr. Middle School (Gr.6-8)	Approve
Frederick County Public Schools	Frederick County Middle School (Gr.6-8)	Approve
Hampton City Public Schools	Jane H. Bryan Elementary School (Gr.PK-5)	Approve
Hampton City Public Schools	John B. Cary Elementary School (Gr.K-5)	Approve
Lynchburg City Public Schools	Heritage Elementary School (Gr.PK-5)	Approve
Lynchburg City Public Schools	Paul Laurence Dunbar Middle School for Innovation (Gr.6-8)	Approve
Lynchburg City Public Schools	Sandusky Middle School (Gr.6-8)	Approve
Mecklenburg County Public Schools	Bluestone Middle School (Gr.6-8)	Approve
Newport News City Public Schools	Carver Elementary School (Gr.PK-5)	Approve
Newport News City Public Schools	Horace H. Epes Elementary School (Gr.PK-5)	Approve
Norfolk City Public Schools	Jacox Elementary School (Gr.PK-5)	Deny
Norfolk City Public Schools	James Monroe Elementary School (Gr.PK-5)	Deny
Norfolk City Public Schools	Richard Bowling Elementary School (Gr.PK-5)	Deny
Norfolk City Public Schools	Azalea Gardens Middle School (Gr.6-8)	Deny
Norfolk City Public Schools	Norview Middle School (Gr.6-8)	Approve
Portsmouth City Public Schools	Cradock Middle School (Gr.7-8)	Deny
Prince William County Public Schools	Fred M. Lynn Middle School (Gr.6-8)	Deny
Richmond City Public Schools	Binford Middle School (Gr.6-8)	Deny
Virginia Beach City Public Schools	Bayside Middle School	Approve

1. The Superintendent of Public Instruction recommends that the Board of Education approve the request for a rating of *Partially Accredited: Reconstituted School* for Rustburg Middle School from the Campbell County School Board. The approval of this rating is contingent on the superintendent of Campbell County Public Schools continuing their agreement with the Superintendent of Public Instruction that details the essential actions that must occur in the 2016-2017 school year to improve the achievement of the students in this school.

Rationale: Rustburg Middle School data demonstrate progress in student achievement.

2. The Superintendent of Public Instruction recommends that the Board of Education approve the requests for a rating of *Partially Accredited: Reconstituted School* from the Franklin City School Board for the following schools: S. P. Morton Elementary School and Joseph P. King, Jr. Middle School. The approval of these ratings is contingent on the superintendent of Franklin City Public Schools continued implementation of the division-level Corrective Action Plan that details the essential actions that must occur in the 2016-2017 school year to improve the achievement of the students in these schools.

Rationale: S. P. Morton Elementary School data demonstrate progress in student achievement. For 2016-2017 reconstitution requests, schools that are within 5 percentage points of the English benchmark and meet the benchmark in all other content areas are being recommended for *Partially Accredited: Reconstituted School* status. J.P. King Jr. Middle School's data qualify for this consideration.

3. The Superintendent of Public Instruction recommends that the Board of Education approve the request for a rating of *Partially Accredited: Reconstituted School* for Frederick County Middle School from the Frederick County School Board. The approval of this rating is contingent on the superintendent of Frederick County Public Schools continuing their agreement with the Superintendent of Public Instruction that details the essential actions that must occur in the 2016-2017 school year to improve the achievement of the students in this school.

Rationale: Frederick County Public Schools presented additional data to support consideration of continued reconstituted status for Frederick County Middle School. A review of the request and accompanying data provide evidence for continued *Partially Accredited: Reconstituted School* status for 2016-2017.

4. The Superintendent of Public Instruction recommends that the Board of Education approve the requests for a rating of *Partially Accredited: Reconstituted School* from the Hampton City School Board for the following schools: Jane H. Bryan Elementary School, John B. Cary Elementary School. The approval of these ratings is contingent on the superintendent of Hampton City Public Schools continuing their agreements with the Superintendent of Public

Instruction that detail the essential actions that must occur in the 2016-2017 school year to improve the achievement of the students in these schools.

Rationale: Jane H. Bryan Elementary School and John B. Cary Elementary School data demonstrate progress in student achievement.

5. The Superintendent of Public Instruction recommends that the Board of Education approve the requests for a rating of *Partially Accredited: Reconstituted School* from the Lynchburg City School Board for the following schools: Heritage Elementary School, Paul Laurence Dunbar Middle School for Innovation, Sandusky Middle School. The approval of these ratings is contingent on the superintendent of Lynchburg City Public Schools continuing their agreements with the Superintendent of Public Instruction that detail the essential actions that must occur in the 2016-2017 school year to improve the achievement of the students in these schools.

Rationale: Heritage Elementary School data demonstrate progress in student achievement. For 2016-2017 reconstitution requests, schools that are within 5 percentage points of the English benchmark and meet the benchmark in all other content areas are being recommended for *Partially Accredited: Reconstituted School* status. Paul Laurence Dunbar Middle School for Innovation's data qualify for this consideration. Sandusky Middle School data remain the same in English, the only content area not meeting the accreditation benchmark. Because Sandusky Middle School is entering the third year of reconstitution and must meet accreditation benchmarks in all four content areas at the end of this year or become denied accreditation, continued *Partially Accredited: Reconstituted School* status is recommended.

6. The Superintendent of Public Instruction recommends that the Board of Education approve the request for a rating of *Partially Accredited: Reconstituted School* for Bluestone Middle School from the Mecklenburg County School Board. The approval of this rating is contingent on the superintendent of Mecklenburg County Public Schools continuing their agreement with the Superintendent of Public Instruction that details the essential actions that must occur in the 2016-2017 school year to improve the achievement of the students in this school.

Rationale: For 2016-2017 reconstitution requests, schools that are within 5 percentage points of the English benchmark and meet the benchmark in all other content areas are being recommended for *Partially Accredited: Reconstituted School* status. Bluestone Middle School's data qualify for this consideration.

7. The Superintendent of Public Instruction recommends that the Board of Education approve the requests for a rating of *Partially Accredited: Reconstituted School* from the Newport News City School Board for the following schools: Carver Elementary School, Horace H. Epes Elementary School. The approval of these ratings is contingent on the superintendent of Newport News City Public Schools continuing their agreements with the Superintendent of Public Instruction that details the essential actions that must occur in the 2016-2017 school year to improve the achievement of the students in these schools.

Rationale: Carver Elementary School data demonstrate progress in student achievement. Newport News City Public Schools presented additional data to support consideration of continued reconstituted status for Horace H. Epes Elementary School. A review of the request and accompanying data provide evidence for continued *Partially Accredited: Reconstituted School* status for 2016-2017.

8. The Superintendent of Public Instruction recommends that the Board of Education approve the requests for a rating of *Partially Accredited: Reconstituted School* for Norview Middle School from the Norfolk City School Board. The approval of these ratings is contingent on the superintendent of Norfolk City Public Schools continuing their agreements with the Superintendent of Public Instruction that detail the essential actions that must occur in the 2016-2017 school year to improve the achievement of the students in these schools.

Rationale: Norview Middle School data demonstrate progress in student achievement.

9. The Superintendent of Public Instruction recommends that the Board of Education deny the requests for a rating of *Partially Accredited: Reconstituted School* from the Norfolk City School Board for the following school: Jacox Elementary School, James Monroe Elementary School, Richard Bowling Elementary School, Azalea Gardens Middle School. School divisions that are denied their requests for a rating of *Partially Accredited: Reconstituted School* will enter into a Memorandum of Understanding (MOU) with the Virginia Board of Education. The MOU must be developed and signed by November 30, 2016.

Rationale: Jacox Elementary School, James Monroe Elementary School, Richard Bowling Elementary School, and Azalea Gardens Middle School data do not demonstrate progress in student achievement.

10. The Superintendent of Public Instruction recommends that the Board of Education deny the request for a rating of *Partially Accredited: Reconstituted School* for Cradock Middle School from the Portsmouth City School Board. School divisions that are denied their requests for a rating of *Partially Accredited: Reconstituted School* will enter into a Memorandum of Understanding (MOU) with the Virginia Board of Education. The MOU must be developed and signed by November 30, 2016.

Rationale: Cradock Middle School data do not demonstrate progress in student achievement.

11. The Superintendent of Public Instruction recommends that the Board of Education deny the request for a rating of *Partially Accredited: Reconstituted School* for Fred M. Lynn Middle School from the Prince William County School Board. School divisions that are denied their requests for a rating of *Partially Accredited: Reconstituted School* will enter into a Memorandum of Understanding (MOU) with the Virginia Board of Education. The MOU must be developed and signed by November 30, 2016.

Rationale: Fred M. Lynn Middle School data do not demonstrate progress in student achievement.

12. The Superintendent of Public Instruction recommends that the Board of Education deny the request for a rating of *Partially Accredited: Reconstituted School* for Binford Middle School from the Richmond City School Board. School divisions that are denied their requests for a rating of *Partially Accredited: Reconstituted School* will enter into a Memorandum of Understanding (MOU) with the Virginia Board of Education. The MOU must be developed and signed by November 30, 2016.

Rationale: Binford Middle School data do not demonstrate progress in student achievement.

13. The Superintendent of Public Instruction recommends that the Board of Education approve the request for a rating of *Partially Accredited: Reconstituted School* for Bayside Middle School from the Virginia Beach City School Board. The approval of this rating is contingent on the superintendent of Virginia Beach City Public Schools continuing their agreement with the Superintendent of Public Instruction that details the essential actions that must occur in the 2016-2017 school year to improve the achievement of the students in this school.

Rationale: Bayside Middle School data demonstrate progress in student achievement.

# VIRGINIA DEPARTMENT OF EDUCATION



## Office of School Improvement Conditional Accreditation Application

Division: Campbell County Schools

School: Rustburg Middle School

Schools that are rated *Accredited with Warning* for three consecutive years and may be assigned the rating of *Accreditation Denied* in the fourth year of warning will be eligible to apply for *Conditional Accreditation* from the Virginia Board of Education in lieu of a rating of *Accreditation Denied*.

8 VAC 20-131-300.C. states that a school shall be rated Accreditation Denied based on its academic performance and/or achievement of the minimum threshold for the graduation and completion index if it fails to meet the requirements to be rated Fully Accredited or Provisionally Accredited-Graduation Rate, for the preceding three consecutive years or for three consecutive years anytime thereafter.

As outlined in 8 VAC 20-131-315, as an alternative to the Memorandum of Understanding (MOU) required of schools rated Accreditation Denied, a local school board may choose to reconstitute the school and apply to the Board of Education for a rating of Conditionally Accredited. The application shall outline specific responses that address all areas of deficiency that resulted in the Accreditation Denied status.

As defined by the Standards of Accreditation, "reconstitution" is a process that may be used to initiate a range of accountability actions to improve pupil performance, curriculum, and instruction to address deficiencies that caused a school to be rated Accreditation Denied. Actions may include, but not be limited to, restructuring a school's governance, instructional program, staff or student population.

It is the request of Campbell County School Board that Rustburg Middle School be considered for *Conditional Accreditation* status based on the details outlined in this application.

Mr. Roger Akers Typed School Board Chair Name

Roger Akers

School Board Chair Signature

7-9-15

Date

Division: Campbell

School: Rustburg Middle School

**School Information/Demographics**

## Required Information:

Total school population: 643

Free and reduced lunch population: 289 (44.74%)

Grade levels served: 6-8

Grade level population: Grade 6 – 215, Grade 7 – 214, Grade 8 - 214

**Accountability Pass Rates**

<b>Overall School Achievement Data</b>				
	2012-2013 Pass Rate Based on 2011-2012 Assessments	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	Preliminary 2015-2016 Pass Rate Based on 2014-2015 Assessments
English	80	63	67	71
Mathematics	51	59	72	79
Science	77	78	74	86
History	93	69	71	83
Graduation and Completion Index (if applicable)	N/A	N/A	N/A	N/A

<b>Grade Level Pass Rates</b>				
Subject/Grade	2012-2013 Pass Rate Based on 2011-2012 Assessments	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	Preliminary 2015-2016 Pass Rate Based on 2014-2015 Assessments
Example: English-3 <sup>rd</sup> grade; EOC English				
English-6 <sup>th</sup> grade	78	70	76	74
Math-6 <sup>th</sup> Grade	45	57	59	75
US History 1865 to present – 6 <sup>th</sup> Grade	81	79	76	N/A
English-7 <sup>th</sup> Grade	74	60	72	81
Math-7 <sup>th</sup> Grade	38	38	47	72
Civics-7 <sup>th</sup> Grade	71	78	72	85
English-8 <sup>th</sup> Grade	81	56	60	72
Writing-8 <sup>th</sup> Grade	76	62	55	58
Math-8 <sup>th</sup> Grade	33	42	78	81
Science-8 <sup>th</sup> Grade	93	70	56	N/A
EOC Earth Science	N/A	N/A	100	87
EOC Alg. I	91	94	82	94
EOC Geometry	94	100	100	97
Graduation and Completion Index (if applicable)	N/A	N/A	N/A	N/A

**Staff Information**

There are currently nine fully-endorsed English teachers at Rustburg Middle School. Over the past two years, two new English teachers have been employed by RMS. At the end of 14-15, two English teachers were replaced with two new staff. One of the two new staff members just completed a successful semester of teaching at Rustburg High School. The other new staff member has 15+ years of English teaching experience in the public schools. Other changes concerning staff for the Rustburg Middle School English Department relate to the evaluation and supervision of the English instructional program. In the past, this responsibility was handled by an assistant principal. As of the 14-15 school year, the principal assumed these responsibilities.

**Reconstitution Information**

Division: Campbell

School: Rustburg Middle School

Mark **all** applicable areas of reconstitution: Governance Instructional Program Staff Student Population

Existing Practice	Proposed New Practice	Anticipated Impact
Instructional Program: lack of formal reading intervention program	Continue and expand implementation of Read 180 to grades 6-8 for 45 students reading below grade level	As all English SOL tests are written at or above grade level, it is imperative that students reading below grade level receive intervention to work toward this goal. With the second year of implementation, we expect the majority of students to reach grade level proficiency in reading, which will result in higher pass rates on the SOL tests.
Instructional Program: English lesson plans aligned with Standards of Learning and Curriculum Framework Essential Knowledge and Skills at the content level.	English lesson plans will be aligned with Standards of Learning and Curriculum Framework Essential Knowledge and Skills at the content <b>and cognitive</b> level.	Students will now be given access to the appropriate thinking levels necessary to be successful on the English SOL tests.
Instructional Program: English lesson plans did not include behaviors that students will exhibit to show learning, and the criteria used to determine whether the learners have met the objective.	English lesson plans <b>will</b> include behaviors that students will exhibit to show learning, and the criteria used to determine whether the learners have met the objective.	Provide students with the opportunity to develop knowledge and skills needed to be successful on SOL tests.
Instructional Program: English assessments aligned with Standards of Learning and Curriculum Framework Essential Knowledge and Skills at the content level.	English assessments will be aligned with Standards of Learning and Curriculum Framework Essential Knowledge and Skills at the content <b>and cognitive</b> level. Teachers will evaluate assessments developed using the Table of Specifications and their curriculum blueprint.	Student mastery will be assessed at the content and cognitive level of the Standards of Learning in preparation for the summative assessment of the SOL test.
Instructional Program: English instruction relied on data gleaned from previous years' SOL results.	MAP (Measures of Academic Progress) Assessments will be administered to all middle school English students. These results will provide timely	Teachers will be able to make necessary instructional adjustments to meet all students' needs in a timely manner.

	feedback for instructional adjustments needed for intervention.	
Instructional Program: The current instructional model focuses on accessing and reading grade level text (i.e basal text).	The new instructional model will focus on a balanced literacy diet using the gradual release model. Teachers will model instruction for students on grade level and provide them with access to the skills through leveled readers.	This instructional program allows students to practice the skills of the curriculum by reading text on their instructional and independent level to allow for continual reading growth.
Instructional Program: There is no current formal writing model.	The new instructional model will focus on systematic written expression components – modeling, guided practice, and independent practice of the writing process, which includes prewriting, drafting, and revision. Non-English courses will incorporate content area writing strategies to support this model.	With this systematic approach, teachers ensure that students have the opportunity to develop the appropriate writing skills.
Instructional Program: Instructional feedback was inconsistent providing limited opportunities for monitoring the written and taught curriculum.	Each member of the English department will receive formal feedback on the written and taught curriculum weekly. This feedback will include the monitoring of lesson plans, observations of instruction, and assessment.	Providing consistent instructional feedback ensures that all students received a guaranteed viable curriculum.

## Closing Rationale

Disaggregation of the SOL trend data at Rustburg Middle School shows a significant level of positive growth. Since 2012, English SOL scores have increased from 63% to 71%. Since 2011, math SOL scores have increased from 51% to 79%. Since 2011, history SOL scores have increased from 77% to 83%. Since 2012, science SOL scores have increased from 69% to 86% (with all eighth grade students taking Earth Science in 14-15). We feel that this is consistent and sustainable growth and are one year away from reaching the state benchmarks in all subject areas.

The rationale of this plan captures our belief that consistency is an important element of meeting the state benchmarks. All of the changes referenced in the plan are a continuation of the work begun last year through the Office of School Improvement. We feel that last year, the English department grew in their abilities to teach the curriculum at the content and cognitive level of the standards. They began learning how important the alignment of assessments to those standards are for student success. Finally, they learned the significance of using the gradual release model as a way to scaffold information and skills so all students could access the curriculum in a meaningful way. The administrative staff received a significant amount of professional development as well. They learned how to provide appropriate and timely feedback to their staff on all of the elements listed above. The feedback consisted of formal and informal classroom observations, a review of assessments through the table of specifications, and the weekly review of lesson plans. The state contractor, who worked with the RMS Improvement Plan during the 2014-15 school year, was extremely complimentary of their efforts and believes that a consistent application of all of these changes will ultimately lead to meeting the state accreditation benchmarks.

For these reasons, we ask that the Virginia Department of Education support our plan for Conditional Accreditation as written. Our staff at Rustburg Middle School has shown significant improvement and one more year of growth on that same trajectory will lead to full accreditation for Rustburg Middle School.

Division:

School:

## Appendix A: Staff Information

Description	Number of Teachers	Percent of All Teachers	Area of Teaching
Number and percent of teachers scoring above proficient in 2014-2015	4	44 %	
Number of the above teachers returning in 2015-2016	4		
Number and percent of teachers scoring proficient in 2014-2015	N/A	N/A	
Number of the above teachers returning in 2015-2016	N/A		
Number and percent of teachers scoring below proficient in 2014-2015	5	56 %	
Number of the above teachers returning in 2015-2016	3		
Number and percent of teachers fully licensed in 2015-2016	9	100 %	
Number and percent of new teachers to the school in 2015-2016	2	22 %	
Number and percent of provisional teachers in 2015-2016	0	0 %	
Number and percent of teachers not teaching in their endorsed area in 2015-2016 (name each area in which teachers are not endorsed)	0	0 %	N/A
Number and percent of long-term substitutes-that may be employed possibly more than 45 days (licensed or not licensed) in 2015-2016 (name each area in which there is a long-term substitute that may be employed more than 45 days)	0	0 %	N/A

**Principal tenure at this school and description of track record of success in working in a low-performing school:**

The principal has been in the current position since 2011-2012 school year. Since 2012, English SOL scores have increased from 63% to 71%. Since 2011, math SOL scores have increased from 51% to 79%. Since 2011, history SOL scores have increased from 77% to 83%. Since 2012, science SOL scores have increased from 69% to 86% (with all eighth grade students taking Earth Science in 14-15). In 2014-15, 31 students reading well below grade level were placed in the Scholastic Read 180 reading intervention program. These students realized on average a 2.3 year growth in reading level.

Division:

School:

Appendix A: Staff Information

**Virginia Department of Education  
State/Federal Accountability Data  
Rustburg Middle  
Grades: 06 - 08  
Campbell County**

Attachment A1

**State Accountability - Accreditation Designation**

Accreditation is based on assessments taken in the previous year.

Year	Based on Statewide Assessments in	Accreditation Rating	Area(s) not Meeting Benchmark
2011-2012	2010-2011	Fully Accredited	N/A
2012-2013	2011-2012	Accredited with Warning	Mathematics
2013-2014	2012-2013	Accredited with Warning	Mathematics
2014-2015	2013-2014	Accredited with Warning	English
2015-2016	2014-2015	Partially Accredited: Reconstituted School	English
2016-2017	2015-2016	To Be Determined	English

**State Accreditation Pass Rates by Assessment Year**

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 6-8: 83%	Gr 6-8: 80%	*75%	67%	71%	72%
Mathematics	78%	*51%	59%	72%	79%	79%
History and Social Sciences	*Gr 4-8: 73%	Gr 4-8: 77%	78%	74%	83%	77%
Science	Gr 5-8: 90%	Gr 5-8: 93%	*83%	71%	86%	80%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

**Federal Accountability Status**

Year	Based on Statewide Assessments in	Federal Rating	Federal Status
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**Federal Accountability Pass Rates by Assessment Year**

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	83%	78%	*62%	69%	74%	74%
English: Writing	84%	77%	62%	55%	58%	59%
History and Social Sciences	*74%	77%	78%	75%	83%	78%
Mathematics	72%	*48%	54%	67%	77%	78%
Science	91%	93%	*70%	72%	87%	80%

\* This data reflects the first administration of new Standards of Learning assessments based on new content standards.

# VIRGINIA DEPARTMENT OF EDUCATION



## Office of School Improvement Conditional Accreditation Application

Division: Franklin City Public Schools

School: SP Morton Elementary School

Schools that are rated *Accredited with Warning* for three consecutive years and may be assigned the rating of *Accreditation Denied* in the fourth year of warning will be eligible to apply for *Conditional Accreditation* from the Virginia Board of Education in lieu of a rating of *Accreditation Denied*.

8 VAC 20-131-300.C. states that a school shall be rated Accreditation Denied based on its academic performance and/or achievement of the minimum threshold for the graduation and completion index if it fails to meet the requirements to be rated Fully Accredited or Provisionally Accredited-Graduation Rate, for the preceding three consecutive years or for three consecutive years anytime thereafter.

As outlined in 8 VAC 20-131-315, as an alternative to the Memorandum of Understanding (MOU) required of schools rated Accreditation Denied, a local school board may choose to reconstitute the school and apply to the Board of Education for a rating of Conditionally Accredited. The application shall outline specific responses that address all areas of deficiency that resulted in the Accreditation Denied status.

As defined by the Standards of Accreditation, "reconstitution" is a process that may be used to initiate a range of accountability actions to improve pupil performance, curriculum, and instruction to address deficiencies that caused a school to be rated Accreditation Denied. Actions may include, but not be limited to, restructuring a school's governance, instructional program, staff or student population.

It is the request of Franklin City Public School Board that SP Morton Elementary School be considered for *Conditional Accreditation* status based on the details outlined in this application.

Edna King \_\_\_\_\_ Typed School Board Chair Name

Edna R. King \_\_\_\_\_

School Board Chair Signature

7/10/2015 \_\_\_\_\_ Date

Appendix A: Staff Information

School Information/Demographics

Required Information: Total school population; free and reduced lunch population; grade levels served; grade level population.

The total school population for S. P. Morton is 622 students. All students are on a free lunch program. S.P. Morton Elementary serves grade levels, Pre-K through 5 grades. The following are the grade level populations:

Pre-K =70

Kindergarten= 100

1<sup>st</sup> grade= 94

2<sup>nd</sup> grade=98

3<sup>rd</sup> grade=97

4<sup>th</sup> grade=74

5<sup>th</sup> grade=89

Appendix A: Staff Information

Accountability Pass Rates

<b>Overall School Achievement Data</b>				
	2012-2013 Pass Rate Based on 2011-2012 Assessments	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	Preliminary 2015-2016 Pass Rate Based on 2014-2015 Assessments
English	68	46	39	68
Mathematics	41	40	41	73
Science	75	78	30	63
History	74	63	85	95
Graduation and Completion Index (if applicable)				

<b>Grade Level Pass Rates</b>				
Subject/Grade	2012-2013 Pass Rate Based on 2011-2012 Assessments	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	Preliminary 2015-2016 Pass Rate Based on 2014-2015 Assessments
Example: English-3 <sup>rd</sup> grade; EOC English				
English 3 <sup>rd</sup> grade	65	59	46	72
English 4 <sup>th</sup> grade	68	38	35	70
English 5 <sup>th</sup> grade	69	49	34	54
Math 3 <sup>rd</sup> grade	38	41	36	83
Math 4 <sup>th</sup> grade	40	32	50	76
Math 5 <sup>th</sup> grade	45	45	26	48
Science 5 <sup>th</sup> grade	75	60	30	64
Virginia Studies – 5 <sup>th</sup> grade	83	79	85	95
Graduation and Completion Index (if applicable)				

## Appendix A: Staff Information

## Staff Information

S.P. Morton Elementary School has the following staff:

Administrators=2

Guidance=1

SPED = 10

Nurse=1

PreK= 4

Kindergarten=6

1<sup>st</sup> =6

2<sup>nd</sup> =6

3<sup>rd</sup> =6

4<sup>th</sup> =4

5<sup>th</sup> =4

Specialists=8

Paraprofessionals=11

Custodians=5

Cafeteria=5

PALS Tutors=3

Remediation Coach=1

Office Staff = 3

The number and percent of teachers scoring above proficient in 2014-2015 was 3 / 6% scoring

The number and percent of teachers scoring proficient in 2014-2015 was 46 / 85.18%.

## Reconstitution Information

Mark **all** applicable areas of reconstitution:

Governance

Instructional Program

Staff

Student Population

Existing Practice	Proposed New Practice	Anticipated Impact
Governance: Currently building level administrators conduct daily/weekly and triangular walkthroughs with central office administrators.	SP Morton and Central Office Leadership will use the Teacher Evaluation interrelated reliability techniques learned in AARPE trainings to conduct daily/weekly walkthroughs and provide meaningful and timely feedback to teachers based on evidences observed.	Administration will provide evidence based feedback on instructional practices, delivery, classroom management and data driven decisions.
Staff: The staff utilizes the following practices: collaborative planning, department scheduling, instructional/planning, and utilizes the reading specialist(s).	A math coach has been added to the SP Morton for the 2015-2016 school year to provide additional mathematics support to targeted SP Morton students in grade K-5.  SP Morton will receive a math consultant from a math grant with William and Mary University to assist math teachers in grades K-5.	Student achievement will increase.  The math coach will ensure the school curriculum is aligned with state and national standards and the FCPS math curriculum.
Instruction: The teachers target instruction for tiers 1, 2 & 3. By utilizing diagnostic assessments, teachers can target instruction in Reading and Math. Pearson	SPM while making significant gains missed accreditation in Reading and Science. Reading will be the focus for the 2015-2016 school year and SP Morton	Increased reading scores with the implementation of a balanced literacy program and the academy of reading intervention.

Appendix A: Staff Information

<p>SuccessMaker will continue to be utilized to enhance Reading and Math achievement.</p>	<p>has purchased Academy of Reading as an intervention to assist students with reading. classroom.</p> <p>SPM will implement a balanced literacy program grades K-5</p>	
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Closing Rationale

SP Morton made significant academic gains during the 2014-2015 school year. The gains made by SP Morton exceeded the targets set by the Virginia Department of Education and missed achieving full accreditation by 2 percentage points in reading and 6 percentage points in science. We believe the trajectory of this improvement merits the rating of conditional accreditation.

Preliminary 2014-2015 SOL results for reading are 68%.

The goal for the 2015-2016 school year is to increase reading by 10 percentage points in all student categories; therefore achieving 78% in reading.

Preliminary 2014-2015 SOL results for science 64%.

The goal for the 2015-2016 school year is to increase science by 10 percentage points in all student categories; therefore achieving 74% in science.

<b>Overall School Achievement Data SP Morton Elementary School</b>		
Subject	2014-2015 Pass Rate Based on 2013-2014 Assessments	Preliminary 2015-2016 Pass Rate Based on 2014-2015 Assessments
English	39	68
Mathematics	41	73
Science	30	64
History	85	95
Graduation and Completion Index (if applicable)		

Appendix A: Staff Information

It is the expected outcome that our efforts will result in full accreditation for SP Morton Elementary School. Franklin City Public Schools will continue to support the efforts of SP Morton Elementary School to move toward full accreditation.

Description	Number of Teachers	Percent of All Teachers	Area of Teaching
Number and percent of teachers scoring above proficient in 2014-2015	3	6%	
Number of the above teachers returning in 2015-2016	2		
Number and percent of teachers scoring proficient in 2014-2015	46	85.18%	
Number of the above teachers returning in 2015-2016	38		
Number and percent of teachers scoring below proficient in 2014-2015	5	9.2%	
Number of the above teachers returning in 2015-2016	4		
Number and percent of teachers fully licensed in 2015-2016	54	100%	
Number and percent of new teachers to the school in 2015-2016	12	22.2%	
Number and percent of provisional teachers in 2015-2016	3	6.3%	
Number and percent of teachers not teaching in their endorsed area in 2015-2016 (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 2015-2016 (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:**

The current principal has been at S.P. Morton Elementary School one year. He has served as an assistant principal for two year at the high school level. He was appointed principal of SP Morton Elementary in July of 2014. He left the high school to become principal of SP Morton

Appendix A: Staff Information

and at the time of his departure from the high school, Franklin High School was “Fully Accredited.”

The gains exhibited overall from the results of the 2014-2015 academic year indicate. He has the ability to move students toward academic success in a school that is not performing to the state standards.

Reading, writing and math are areas identified for continuous improvement to meet full accreditation.

**Virginia Department of Education  
State/Federal Accountability Data  
S.P. Morton Elementary  
Grades: PK - 05  
Franklin City**

**Attachment B1**

**State Accountability - Accreditation Designation**

Accreditation is based on assessments taken in the previous year.

Year	Based on Statewide Assessments in	Accreditation Rating	Area(s) not Meeting Benchmark
2011-2012	2010-2011	Fully Accredited	N/A
2012-2013	2011-2012	Accredited with Warning	English
2013-2014	2012-2013	Accredited with Warning	English, Mathematics
2014-2015	2013-2014	Accredited with Warning	English, Mathematics, Science
2015-2016	2014-2015	Partially Accredited: Reconstituted School	English, Science
2016-2017	2015-2016	To Be Determined	English

**State Accreditation Pass Rates by Assessment Year**

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 3-5: 75%	Gr 3-5: 68%	*46%	39%	68%	66%
Mathematics	83%	*71%	40%	41%	73%	76%
History and Social Sciences	*Gr 3: 80% *Gr 4-8: 86%	Gr 3: 72% Gr 4-8: 80%	78%	85%	95%	94%
Science	Gr 3: 82% Gr 5-8: 74%	Gr 3: 74% Gr 5-8: 75%	*72%	30%	63%	78%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

**Federal Accountability Status**

Year	Based on Statewide Assessments in	Federal Rating	Federal Status
2011-2012	2010-2011	Did Not Make AYP	Title I - School Wide Program
2012-2013	2011-2012	Title I Focus School	Title I - School Wide Program
2013-2014	2012-2013	Title I Priority School	Title I - School Wide Program
2014-2015	2013-2014	Title I Priority School	Title I - School Wide Program
2015-2016	2014-2015	Title I Priority School	Title I - School Wide Program
2016-2017	2015-2016	Improvement Plan Required	Title I - School Wide Program

**Federal Accountability Pass Rates by Assessment Year**

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	75%	67%	*48%	38%	65%	61%
English: Writing	69%	63%	38%	32%	N/A	N/A
History and Social Sciences	*83%	75%	78%	85%	94%	94%
Mathematics	82%	*41%	39%	38%	69%	72%
Science	78%	74%	*63%	30%	64%	78%

\* This data reflects the first administration of new Standards of Learning assessments based on new content standards.

# VIRGINIA DEPARTMENT OF EDUCATION



## Office of School Improvement Conditional Accreditation Application

Division: Franklin City Public Schools

School: Joseph P King Middle School

Schools that are rated *Accredited with Warning* for three consecutive years and may be assigned the rating of *Accreditation Denied* in the fourth year of warning will be eligible to apply for *Conditional Accreditation* from the Virginia Board of Education in lieu of a rating of *Accreditation Denied*.

8 VAC 20-131-300.C. states that a school shall be rated Accreditation Denied based on its academic performance and/or achievement of the minimum threshold for the graduation and completion index if it fails to meet the requirements to be rated Fully Accredited or Provisionally Accredited-Graduation Rate, for the preceding three consecutive years or for three consecutive years anytime thereafter.

As outlined in 8 VAC 20-131-315, as an alternative to the Memorandum of Understanding (MOU) required of schools rated Accreditation Denied, a local school board may choose to reconstitute the school and apply to the Board of Education for a rating of Conditionally Accredited. The application shall outline specific responses that address all areas of deficiency that resulted in the Accreditation Denied status.

As defined by the Standards of Accreditation, "reconstitution" is a process that may be used to initiate a range of accountability actions to improve pupil performance, curriculum, and instruction to address deficiencies that caused a school to be rated Accreditation Denied. Actions may include, but not be limited to, restructuring a school's governance, instructional program, staff or student population.

It is the request of Franklin City Public Schools Board that J.P. King Middle School be considered for *Conditional Accreditation* status based on the details outlined in this application.

Edna King Typed School Board Chair Name

School Board Chair Signature

7/21/2015 Date

**School Information/Demographics**

Required Information: Total school population; free and reduced lunch population; grade levels served; grade level population

The total school population for J.P. King Middle School is 245 students; 120 males and 125 females. All students are on a free lunch program. J. P. King Middle School serves grade levels, 6<sup>th</sup>-8<sup>th</sup> grades. The following are the grade level populations:

6<sup>th</sup> grade = 90 students

7<sup>th</sup> grade = 76 students

8<sup>th</sup> grade = 79 students

## Accountability Pass Rates

<b>Overall School Achievement Data</b>				
	2012-2013 Pass Rate Based on 2011-2012 Assessments	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	Preliminary 2015-2016 Pass Rate Based on 2014-2015 Assessments
English	79	54	69	72
Mathematics	44	51	64	84
Science	91	61	57	69
History	64	63	68	94
Graduation and Completion Index (if applicable)	N/A			

<b>Grade Level Pass Rates</b>				
Subject/Grade	2012-2013 Pass Rate Based on 2011-2012 Assessments	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	Preliminary 2015-2016 Pass Rate Based on 2014-2015 Assessments
English 6 <sup>th</sup> grade	72	53	70	72
English 7 <sup>th</sup> grade	77	45	67	84
English 8 <sup>th</sup> grade	88	58	60	64
Math 6 <sup>th</sup> grade	41	50	61	72
Math 7 <sup>th</sup> grade	22	34	35	84
Math 8 <sup>th</sup> grade	56	44	58	69
Physical Science 8 <sup>th</sup> grade	91	61	55	76
Civics & Economics 8 <sup>th</sup> grade	86	73	66	94
Graduation and Completion Index (if applicable)	N/A			

### Staff Information

J. P. King Middle School has the following staff:

#### Licensed Staff

Administrators=2

Guidance=1

SPED = 4

Nurse=1

6<sup>th</sup> grade teachers =4

7<sup>th</sup> grade teachers = 4

8<sup>th</sup> grade teachers = 4

SPED = 4

Office Staff = 2

Specialists= 10

Paraprofessionals= 5

Custodians= 2

Cafeteria= 4

The number and percent of teachers scoring above proficient in 2014-2015 were 4 / 15.8%.

The number and percent of teachers scoring proficient in 2014-2015 were 23 / 85.2%.

### Reconstitution Information

Mark **all** applicable areas of reconstitution:

Governance       Instructional Program       Staff       Student Population

Existing Practice	Proposed New Practice	Anticipated Impact
Governance: Currently Building Level Administrators conduct Daily/Weekly and Collaborative Walkthroughs with Central Office Administrators.	JPK and Central Office Leadership will use the Teacher Evaluation interrelated reliability techniques learned in AARPE trainings to conduct daily/weekly walkthroughs and provide meaningful and timely feedback to teachers based on evidences observed.	Administration will provide evidence based feedback and constructive feedback on instructional practices, delivery, classroom management and data driven decisions.
Staff: Staff participates in grade level planning to create aligned lessons, disaggregate data, provide targeted interventions and remediation to identified students. Targeted professional development is provided through weekly Professional Learning Community members	A math coach has been added to the JP King staff for the 2015-2016 school year to provide additional mathematics support to targeted JPK students in grades 6-8.	Student achievement will increase.  Ensure the school curriculum is aligned with state and national standards and the FCPs Math curriculum.
Instruction: Teachers will provide aligned instruction for all students (Tier 1 Instruction)	JPK missed accreditation due to low writing scores. Writing will be the focus for the 2015-2016	Increased writing scores with the implementation of a balanced literacy program,

<p>based on student performance data teachers provide additional support through Tier 2 and Tier 3 leveled interventions. Teachers utilized Pearson SuccessMaker to enhance Reading &amp; Math achievement.</p>	<p>year and JPK has purchased the Write Source Program.</p> <p>JPK will implement Advancement via Individual Determination (AVID) with an emphasis on Writing as a school wide initiative.</p> <p>JPK will implement a balanced Literacy Program grades 6-8</p>	<p>writing strategies school wide with AVID and the Write Source program.</p>

Closing Rationale

J. P. King Middle School made significant academic gains during the 2014-2015 school year. The gains made by JP King exceeded the targets set by the Virginia Department of Education and missed achieving full accreditation by 1 percentage point in 1 content area. We believe this trajectory of this improvement merits the rating of conditional accreditation.

Preliminary 2014-2015 SOL results for Reading are 74%.

The goal for the 2015-2016 school year will be to increase by 10 percentage points in all student categories; therefore achieving 84% in Reading.

Preliminary 2014-2015 SOL results for Math are 79%. The goal for the 2015-2016 school year in mathematics will be to increase by 6 percentage points in the all student category resulting in an 85% pass rate.

It is the expected outcome that our efforts will result in full accreditation for J. P. King Middle School. Franklin City Public Schools will continue to support the efforts of JP King Middle School to move toward full accreditation.

Appendix A: Staff Information

Description	Number of Teachers	Percent of All Teachers	Area of Teaching
Number and percent of teachers scoring above proficient in 2014-2015	4	15.8%	
Number of the above teachers returning in 2015-2016	4		
Number and percent of teachers scoring proficient in 2014-2015	23	85.2%	
Number of the above teachers returning in 2015-2016	17		
Number and percent of teachers scoring below proficient in 2014-2015	0	0	
Number of the above teachers returning in 2015-2016	0		
Number and percent of teachers fully licensed in 2015-2016	27	100%	
Number and percent of new teachers to the school in 2015-2016	3	11%	
Number and percent of provisional teachers in 2015-2016	0	0	
Number and percent of teachers not teaching in their endorsed area in 2015-2016 (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 2015-2016 (name each area in which there is a long-term substitute that may be employed more than 45 days)	0	0%	

<p><b>Principal tenure at this school and description of track record of success in working in a low-performing school:</b></p> <p>The Principal has completed three years at J. P. King Middle School as principal. She has been in Franklin City Public Schools for twenty years. During her tenure she has served as an English teacher (12 years at J. P. King Middle School), an Assistant Principal (5 years at S.P. Morton Elementary), and her current position as Principal (3 years at J.P. King Middle School) Her efforts have contributed to the significant academic gains made at J.P. King Middle School.</p>
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**Virginia Department of Education  
State/Federal Accountability Data  
Joseph P. King Jr. Middle  
Grades: 06 - 08  
Franklin City**

**Attachment B1**

**State Accountability - Accreditation Designation**

Accreditation is based on assessments taken in the previous year.

Year	Based on Statewide Assessments in	Accreditation Rating	Area(s) not Meeting Benchmark
2011-2012	2010-2011	Fully Accredited	N/A
2012-2013	2011-2012	Accredited with Warning	Mathematics
2013-2014	2012-2013	Accredited with Warning	English, History and Social Sciences, Mathematics
2014-2015	2013-2014	Accredited with Warning	English, History and Social Sciences, Mathematics, Science
2015-2016	2014-2015	Partially Accredited: Reconstituted School	English
2016-2017	2015-2016	To Be Determined	English

**State Accreditation Pass Rates by Assessment Year**

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 6-8: 81%	Gr 6-8: 79%	*54%	69%	74%	74%
Mathematics	71%	*44%	51%	64%	79%	77%
History and Social Sciences	*Gr 4-8: 73%	Gr 4-8: 73%	63%	68%	95%	96%
Science	Gr 5-8: 84%	Gr 5-8: 91%	*78%	57%	79%	83%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

**Federal Accountability Status**

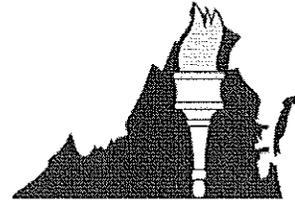
Year	Based on Statewide Assessments in	Federal Rating	Federal Status
2011-2012	2010-2011	Did Not Make AYP	Title I - School Wide Program
2012-2013	2011-2012	Title I Priority School	Title I - School Wide Program
2013-2014	2012-2013	Title I Priority School	Title I - School Wide Program
2014-2015	2013-2014	Title I Priority School	Title I - School Wide Program
2015-2016	2014-2015	Met All Federal AMOs	Title I - School Wide Program
2016-2017	2015-2016	Improvement Plan Required	Title I - School Wide Program

**Federal Accountability Pass Rates by Assessment Year**

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	82%	78%	*52%	65%	74%	71%
English: Writing	71%	78%	52%	59%	57%	69%
History and Social Sciences	*73%	64%	63%	67%	95%	96%
Mathematics	63%	*43%	45%	57%	74%	72%
Science	84%	91%	*61%	56%	79%	83%

\* This data reflects the first administration of new Standards of Learning assessments based on new content standards.

# VIRGINIA DEPARTMENT OF EDUCATION



## Office of School Improvement Conditional Accreditation Application

Division: Frederick County

School: Frederick County Middle School

Schools that are rated *Accredited with Warning* for three consecutive years and may be assigned the rating of *Accreditation Denied* in the fourth year of warning will be eligible to apply for *Conditional Accreditation* from the Virginia Board of Education in lieu of a rating of *Accreditation Denied*.

8 VAC 20-131-300.C. states that a school shall be rated Accreditation Denied based on its academic performance and/or achievement of the minimum threshold for the graduation and completion index if it fails to meet the requirements to be rated Fully Accredited or Provisionally Accredited-Graduation Rate, for the preceding three consecutive years or for three consecutive years anytime thereafter.

As outlined in 8 VAC 20-131-315, as an alternative to the Memorandum of Understanding (MOU) required of schools rated Accreditation Denied, a local school board may choose to reconstitute the school and apply to the Board of Education for a rating of Conditionally Accredited. The application shall outline specific responses that address all areas of deficiency that resulted in the Accreditation Denied status.

As defined by the Standards of Accreditation, "reconstitution" is a process that may be used to initiate a range of accountability actions to improve pupil performance, curriculum, and instruction to address deficiencies that caused a school to be rated Accreditation Denied. Actions may include, but not be limited to, restructuring a school's governance, instructional program, staff or student population.

It is the request of Frederick County School Board that Frederick County Middle School be considered for *Conditional Accreditation* status based on the details outlined in this application.

Mr. Benjamin Waterman \_\_\_\_\_ Typed School Board Chair Name

\_\_\_\_\_  
School Board Chair Signature

2 July 2015 \_\_\_\_\_

\_\_\_\_\_  
Date

**School Information/Demographics**

Required Information: Total school population; free and reduced lunch population; grade levels served; grade level population

**School Information/Demographics**

Frederick County Middle School is a rural middle school serving 679 students in grades six, seven, and eight.

Student information

	Grade 6	Grade 7	Grade 8	All Grades	Percentage of total
Students enrolled	237	233	209	679	100%
White	224	228	196	648	95%
African American	2	4	6	12	<2%
LEP	3	0	2	5	<1%
Economically Disadvantaged	77	60	60	197	29%
Students with Disabilities (SWD)	37	36	28	101	15%

**Accountability Pass Rates**

<b>Overall School Achievement Data</b>				
	2012-2013 Pass Rate Based on 2011-2012 Assessments	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	Preliminary 2015-2016 Pass Rate Based on 2014-2015 Assessments
English	79%	65%	65%	72%
Mathematics	52%	56%	63%	70%
Writing	72%	65%	60%	70%
Science	91%	75%	69%	76%
History	83%	86%	86%	87%
Graduation and Completion	N/A	N/A	N/A	N/A

Index				
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<b>Grade Level Pass Rates</b>				
Subject/Grade	2012-2013 Pass Rate Based on 2011-2012 Assessments	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	Preliminary 2015-2016 Pass Rate Based on 2014-2015 Assessments
English: Reading 6	81%	66%	62%	64%
English: Reading 7	83%	64%	72%	77%
English: Reading 8	76%	65%	60%	76%
English: Writing 8	72%	65%	60%	70%
Mathematics 6	42%	53%	47%	51%
Mathematics 7	52%	38%	59%	71%
Mathematics: 8	26%	45%	51%	75%
Algebra 1	76%	83%	93%	97%
Geometry	100%	97%	100%	100%
History 6 <sup>th</sup> grade, US History 1	86%	91%	90%	N/A
History 7 <sup>th</sup> grade, US History 2	N/A	81	84	N/A
8 <sup>th</sup> grade, Civics and Economics	81	N/A	84	87
Science 8	91	75	69	76
Graduation and Completion Index (if applicable)	N/A	N/A	N/A	N/A

## Staff Information

See Appendix A for additional information.

At the end of the 2013-2014 school year, six teachers left their teaching positions. Of those teachers, three resigned from Frederick County Public Schools, one transferred to another school within the division, and two moved to different teaching positions within the school. One moved from math to technology education, and the other moved from English 6 to reading specialist.

Licensed instructional staff for 2014-2015 included 52 classroom teachers, a library media specialist, a reading specialist, Instructional Technology Resource Teacher, Intervention Resource Teacher, and three school counselors. Six instructional aides support students in settings such as special education classrooms, In-School Assistance, and the library media center. Frederick County Middle School also employs a full-time school nurse. Classified/support staff include three secretaries, one bookkeeper, five custodians, and the Nutrition Services staff.

At the end of the 2014-2015 school year, nine teachers left their teaching positions. Of those teachers, two retired, four resigned from Frederick County Public Schools, two transferred to other schools within the division, and one moved to a different teaching position within the school, from mathematics teacher to instructional coach.

All teachers hold current Virginia teaching licenses, with endorsements in the subjects they teach. Of the 43 returning teachers, one holds a Provisional teaching license, 23 hold Collegiate Professional licenses, and 19 hold Post Graduate Professional licenses. Years of teaching experience for returning teachers ranges from 1 year to 35 years, with a mean of 14 years, median of 14 years, and mode of 3 years.

A full-time, site-based instructional coach has been hired for the 2015-2016 school year. The instructional coach and administrators will participate in professional development in July through the University of Virginia to develop a model for using the instructional coach to improve teacher effectiveness. Follow up training will be provided throughout the school year.

School governance was reconstituted in May 2015 to strengthen the administrative team and increase the capacity for instructional leadership. Two assistant principals were hired and the position of Dean of Students was created to enhance the learning environment. Both new assistant principals possess strong instructional skills, and were selected based on their experience in raising student achievement for struggling students. They will work closely with teachers, the school principal, and division staff to support the instructional program of the school.

School leadership consists of a principal, two assistant principals, and a dean of students. The principal has led the school for the past four years, and holds a Postgraduate Professional license with endorsements in Education Administration, Reading, and NK-8 education. Both assistant principals are new school administrators who hold Postgraduate Professional Licenses with endorsements in Education Administration, science, and English. The dean holds a Postgraduate Professional license with endorsements in Education Administration, health, and physical education.

## Reconstitution Information

Mark **all** applicable areas of reconstitution:
 Governance     
  Instructional Program     
  Staff     
  Student Population

Existing Practice	Proposed New Practice	Anticipated Impact
<p><b>Governance: Management of School and Programs</b></p> <p>Principal and assistant principals attend content, grade level and department meetings as schedule permits.</p> <p>Administrative duties are assigned by grade levels.</p> <p>Professional development is provided to the staff as a whole, or by department with minimal differentiation for individual learning needs of staff.</p> <p>Teachers set goals by department, not individually.</p>	<p><b>Governance: Instructional Leadership</b></p> <p>Principal will set the vision of high expectations and improved student achievement and, working collaboratively with the leadership team, will develop the school improvement plan based on the needs of the school.</p> <p>Principal, working collaboratively with the leadership team, will develop and implement a strategic, focused professional development plan to help teachers achieve their student growth goals.</p> <p>Principal and assistant principals will work with teachers to help them set and monitor individual goals with measurable targets for student growth.</p> <p>Through weekly attendance, principal and assistant principals will provide consistent leadership to content, grade level, department, and faculty meetings to help teachers remain focused on their student growth goals.</p>	<p>Increase in SOL test scores to meet or exceed state accreditation requirements in all tested areas.</p> <p><u>English</u>- Increase 5 percentage points to 77% pass rate  <u>Mathematics</u>- Increase 5 percentage points to 75% pass rate  <u>Science</u>- Increase 4 percentage points to 80% pass rate  <u>History</u>-Increase 3 percentage points to 90% pass rate</p> <p>Teachers will set individual performance goals and work toward achieving measurable targets for student growth.</p>
<p><b>Governance: Traditional administrative team</b></p> <p>Three-member administrative team consists of a principal and two assistant principals.</p> <p>Principal serves in both a management and leadership role,</p>	<p><b>Governance: Expanded administrative team and role of Dean</b></p> <p>Expanded 4-member administrative team includes a Dean of Students.</p> <p>Principal will focus on instructional leadership and</p>	<p><u>Increase in SOL test scores to meet or exceed accreditation requirements in all tested areas.</u>  <u>English</u> -Increase 5 percentage points to 77% pass rate  <u>Mathematics</u>- Increase 5 percentage points to 75% pass rate  <u>Science</u>- Increase 4 percentage points to 80% pass rate</p>

<p>responsible for student discipline and the instructional program for a grade level.</p> <p>Principal and assistant principals meet monthly with teams and Intervention Resource Teacher (IRT) to identify student needs and interventions using the Leveled Problem Solving Process.</p> <p>Assistant principal collects and monitors data on student discipline, and communicates this information to staff.</p>	<p>school governance.</p> <p>The principal and leadership team will work collaboratively with members of the school community to increase student engagement and build positive school culture.</p> <p>Professional development will be provided for all staff on the Tiered Systems of Support (TSS) program.</p> <p>The Dean will manage student discipline and provide leadership to the Positive Behavior Interventions and Supports (PBIS) component of the TSS program.</p> <p>The Dean will facilitate development of a school-wide behavior plan based on TSS.</p> <p>Principal and assistant principals will provide instructional leadership (classroom observations with feedback, facilitation of team, content, and department meetings for the subjects and grade levels under their supervision).</p>	<p><u>History</u>-Increase 3 percentage points to 90% pass rate</p> <p>Decreased student removals from class for disciplinary reasons, compared with end-of-year data from June 2015.</p> <p>Increased instructional leadership provided by principal and assistant principals:</p> <ol style="list-style-type: none"> <li>1. Weekly attendance at content and team meetings for assigned subjects and grades.</li> <li>2. Minimum of ten walk-throughs and/or classroom observations per week, with formative feedback provided to teachers.</li> </ol>
<p><b>Instructional Program: Alignment and Planning (Standard 2)</b></p> <p>Professional development is conducted at the school and division level to align written, taught, and assessed curriculum.</p> <p>Teachers post lesson plans to the Google Lesson Plan Site weekly.</p> <p>Feedback from administrators to teachers with regard to lesson plans is inconsistent.</p>	<p><b>Instructional Program: Increased Alignment of Written, Taught, and Assessed Curriculum</b></p> <p>Principal and assistant principals will continue to review and provide feedback on lesson plans. Plans shall include conditions, behavior, and criteria as outlined in Aligning Academic Review and Performance Evaluation (AARPE) - Technical Assistance.</p> <p>Professional development will</p>	<p><u>Increase in SOL test scores to meet or exceed accreditation requirements in all tested areas.</u></p> <p><u>English</u>- Increase 5 percentage points to 77% pass rate</p> <p><u>Mathematics</u>- Increase 5 percentage points to 75% pass rate</p> <p><u>Science</u>- Increase 4 percentage points to 80% pass rate</p> <p><u>History</u>-Increase 3 percentage</p>

<p>After the division-level review of random lesson plans using the Virginia Department of Education (VDOE) lesson planning rubric, 27% of plans reviewed were at the functional implementation level.</p>	<p>be provided on the Understanding by Design unit planning model, including assessments Table of Specifications. Teachers will implement strategies learned with feedback by principal or assistant principals.</p> <p>All teachers will post plans on the Google site. Administrators will select a random sample of lesson plans weekly and review using the VDOE lesson plan rubric. Administrators will provide individualized feedback on alignment within three days.</p>	<p>points to 90% pass rate</p> <p>60% of lessons will meet the Functional Implementation standard as identified in the VDOE Lesson Planning Rubric by June 2016.</p>
<p><b>Instructional Program: Professional Knowledge and Instructional Delivery</b></p> <p>A walk-through form was developed by the school improvement team with input from teachers. Follow-up feedback was inconsistent.</p> <p>Teachers utilize instructional practices based on what they believe to be effective.</p> <p>Teachers set goals by department, not individually.</p>	<p><b>Instructional Program: Reflective Practice and High-Yield Instructional Strategies</b></p> <p>A walkthrough form with focused look-fors based on the school improvement plan will be developed and utilized, with specific feedback provided within three instructional days of the walk-through.</p> <p>Administrators and instructional coach will coach teachers to reflect on their teaching practices during individual and team meetings.</p> <p>Principal and leadership team will identify specific research-based, high-yield instructional practices and will facilitate professional development to teach teachers to use those strategies effectively.</p> <p>Teacher use of the selected high-yield strategies will be monitored during walk-throughs</p>	<p>Increase in SOL test scores to meet or exceed accreditation requirements in all tested areas.</p> <p><u>English</u>- Increase 5 percentage points to 77% pass rate  <u>Mathematics</u>- Increase 5 percentage points to 75% pass rate  <u>Science</u>- Increase 4 percentage points to 80% pass rate  <u>History</u>-Increase 3 percentage points to 90% pass rate</p> <p>Increase in SOL test scores for students with disabilities.</p> <p><u>English</u>- Increase percentage of students with disabilities passing the SOL test from 21.4% in 2015 to 30% in 2016.</p> <p><u>Math</u>- Increase percentage of students with disabilities passing the mathematics SOL test from 16.7% in 2015 to 25% in 2016.</p> <p>100% of teachers will utilize research based instructional strategies and will meet Look</p>

	<p>and classroom observations.</p> <p>Teachers will provide timely and specific feedback to students based on results of formative assessment.</p>	<p>Fors specified in walkthrough document.</p> <p>100% of teachers will work with school administrators to develop personalized learning plans for professional growth.</p> <p>100% of teachers will demonstrate improvement in their instructional practice, as measured by attainment of their individual goals.</p>
<p><b>Instructional Program: Providing Services for Students With Disabilities</b></p> <p>Special education teachers use similar instructional strategies to those used in the general education classroom.</p> <p>Special education teachers have implemented some aspects of the I'm Determined program.</p>	<p><b>Instructional Program: Improving Outcomes for Students With Disabilities</b></p> <p>All special education teachers will participate in professional development on explicit instruction and I'm Determined to meet the needs of students with disabilities. Teachers will implement strategies learned, with feedback provided by the instructional coach and/or principal.</p> <p>Principal and assistant principals will monitor use of the selected high-yield strategies by special education teachers during walk-throughs and classroom observations.</p> <p>Teachers will provide timely and specific feedback to students based on results of formative assessment.</p>	<p>Increase in SOL test scores for students with disabilities (SWD): English- Increase percentage of SWD passing the SOL test from 21.4% in 2015 to 30% in 2016</p> <p>Math- Increase percentage of SWD passing the mathematics SOL test from 16.7% in 2015 to 25% in 2016.</p> <p>Student growth: SWD will show an increase of at least one category on the growth table, as measured by SOL test scores in Reading and Mathematics.</p> <p>100% of special education teachers will utilize research based instructional strategies and will meet“ Look Fors” specified in walkthrough document.</p>

<p><b>Instructional Program: Introducing the VDOE Writing Rubric</b></p> <p>Quarterly writing prompts were administered at all 3 grade levels.</p> <p>Teachers were trained in scoring student papers using the VDOE scoring rubric, and utilized the rubric. Inter-scorer reliability is a concern.</p> <p>Students were taught to use the VDOE writing rubric as a self-evaluation tool. Implementation occurred with inconsistent fidelity.</p>	<p><b>Instructional Program: Using the VDOE Writing Rubric and Personal Goal-setting to Improve Student Writing</b></p> <p>The English lead teacher, in collaboration with the division-level Supervisor of English, will provide professional development and practice for English teachers and students to improve their understanding of the VDOE writing rubric.</p> <p>Teachers will provide personalized instruction to students based on the scored writing prompts.</p> <p>Students will maintain digital writing portfolios to demonstrate growth in writing skills.</p> <p>Students will set personalized goals for improving their writing, and track progress toward their goals using a data notebook.</p>	<p>Increase in student SOL: Writing pass percentage from 70% to 75%.</p> <p>Students scoring below 4 on any component of the VDOE writing rubric will demonstrate growth of at least one level on the subsequent writing prompt. 100% of teachers will utilize research based instructional strategies and will meet“Look Fors” specified in walkthrough document.</p> <p>Students will improve their writing skills as evidenced by writing samples in their writing portfolio.</p>
<p><b>Instructional Program: Using data to measure student performance.</b></p> <p>Use data from formative assessments, common unit assessments, Student Growth Assessment, and other teacher-created assessments to measure student growth and plan for instruction</p> <p>Monthly Focus Team meetings focused on student behavior.</p> <p>Use of data to drive instruction is inconsistent.</p>	<p><b>Instructional Program: Using data to drive instructional practice.</b></p> <p>Administrators will facilitate data meetings to assess student progress and plan for instructional interventions:</p> <p>English - 1<sup>st</sup> and 3<sup>rd</sup> Friday of each month, Math-2<sup>nd</sup> and 4<sup>th</sup> Friday of each month.</p> <p>Teachers will utilize Interactive Achievement to collect data and drive instructional practice.</p>	<p>100% of students identified during data meetings as not mastering required concepts and skills will demonstrate improvement after intervention, as measured by scores on follow-up assessment.</p> <p>Growth will be measured by:</p> <p>a) Increased scores on Interactive Achievement, including Student Growth Assessment (SGA)</p> <p>b) Retests</p> <p>b) Increased mean scaled scores</p>

	<p>Data team will review data to identify students who do not master concepts and skills. Interventions will include direct instruction, individual practice, and feedback.</p> <p>Data team will identify students who require Tier 2 and Tier 3 support. Personalized learning plans will be developed for all students receiving Tier 2 and Tier 3 instruction.</p>	<p>on SOL tests by at least 0.20 standard deviations compared to the previous year</p>
<p><b>Staff: Instructional Coach</b></p> <p>School and division-level administrators provide coaching in instructional strategies.</p>	<p><b>Staff: Full time, site-based Instructional Coach hired to provide ongoing personalized support to instructional staff.</b></p> <p>The instructional coach and administrators will participate in professional development in July 2015 to develop a model for using the instructional coach to improve teacher effectiveness.</p> <p>Follow-up training will be provided throughout the year.</p> <p>The Instructional Coach will work collaboratively with teachers to provide feedback and information about effective instructional practices.</p>	<p><u>Increase in SOL test scores to meet or exceed accreditation requirements in all tested areas.</u></p> <p><u>English</u>- Increase 5 percentage points to 77% pass rate  <u>Mathematics</u>- Increase 5 percentage points to 75% pass rate  <u>Science</u>- Increase 4 percentage points to 80% pass rate  <u>History</u>-Increase 3 percentage points to 90% pass rate</p> <p><u>Increase in SOL test scores for students with disabilities.</u></p> <p><u>English</u>- Increase percentage of students with disabilities passing the SOL test from 21.4% in 2015 to 30% in 2016.  <u>Math</u>- Increase percentage of students with disabilities passing the mathematics SOL test from 16.7% in 2015 to 25% in 2016.</p> <p>Increased implementation over time of research-based instructional strategies identified through the school improvement process.</p>

Closing Rationale

The application for Conditional Accreditation for Frederick County Middle School is based on both an upward trend in improved student achievement and a strategic plan for continued growth.

Standards of Learning test pass rates increased at Frederick County Middle School in all tested areas for the 2014-2015 school year, with increases of ten points in writing, seven points in mathematics and reading, six points in science, and one point in history. This can be attributed to the school's focus on planning, alignment, and increased student engagement. The school met or exceeded the accreditation benchmark of 70% in mathematics, science, and history. English pass rates increased from 63% in 2013-2014 to 71% in 2014-2015, falling short of the accreditation benchmark of 75%.

Moving forward, the principal, working collaboratively with the leadership team at the school and division levels, has developed a strategic plan to continue to increase student performance by focusing on the following:

- Improved School Culture: Positive Behavior Systems and Supports (PBIS), as part of Tiered Systems of Support (TSS), will be used to develop, teach, and monitor school-wide expectations and meet individual needs of students
- Increased Instructional Leadership: Expanding the administrative team to include a Dean of Students will allow for greater instructional leadership by the principal and assistant principals
- Increased lesson alignment to meet Functional Implementation as identified in the VDOE Lesson Planning Rubric
- Increased use of reflective practice and high-yield instructional strategies
- Improved outcomes for students with disabilities through use of *Explicit Instruction* and *I'm Determined* strategies
- Use of the VDOE writing rubric and personal goal-setting to improve student writing
- Use of data to drive instructional practice
- Addition of a full-time, site-based Instructional Coach to provide ongoing personalized support to instructional staff

While several of the strategies noted above have been initiated in the past year, the intensity of implementation is increased for the 2015-2016 school year, with the expectation of improved student performance to achieve full accreditation by June 2016.

## Appendix A: Staff Information

Description	Number of Teachers	Percent of All Teachers	Area of Teaching
Number and percent of teachers scoring above proficient in 2014-2015	2	4%	
Number of the above teachers returning in 2015-2016	1		
Number and percent of teachers scoring proficient in 2014-2015	49	89%	
Number of the above teachers returning in 2015-2016	45		
Number and percent of teachers scoring below proficient in 2014-2015	4	7%	
Number of the above teachers returning in 2015-2016	0		
Number and percent of teachers fully licensed in 2015-2016	54	100%	
Number and percent of new teachers to the school in 2015-2016	9	16%	
Number and percent of provisional teachers in 2015-2016	2	3%	
Number and percent of teachers not teaching in their endorsed area in 2015-2016 (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 2015-2016 (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:**

The principal has been at the school for four years. SOL pass percentages over the past three years show an upward trend in student performance. Scores for the most recent school year increased in all tested areas. Preliminary data analysis indicates that Frederick County Middle School has met the accreditation requirements in mathematics.

Prior to leading Frederick County Middle School, the principal was an assistant principal in another division. In that role, the principal established Professional Learning Communities to strengthen collaboration, facilitated professional development on formative assessment and high-yield teaching strategies, and led the English department as the school moved from warned status to full accreditation.

**Virginia Department of Education  
State/Federal Accountability Data  
Frederick County Middle  
Grades: 06 - 08  
Frederick County**

**Attachment C1**

**State Accountability - Accreditation Designation**

Accreditation is based on assessments taken in the previous year.

Year	Based on Statewide Assessments in	Accreditation Rating	Area(s) not Meeting Benchmark
2011-2012	2010-2011	Fully Accredited	N/A
2012-2013	2011-2012	Accredited with Warning	Mathematics
2013-2014	2012-2013	Accredited with Warning	Mathematics
2014-2015	2013-2014	Accredited with Warning	English, Mathematics
2015-2016	2014-2015	Partially Accredited: Reconstituted School	English
2016-2017	2015-2016	To Be Determined	English, Mathematics

**State Accreditation Pass Rates by Assessment Year**

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 6-8: 84%	Gr 6-8: 79%	*76%	65%	72%	73%
Mathematics	75%	*52%	56%	63%	70%	69%
History and Social Sciences	*Gr 4-8: 82%	Gr 4-8: 83%	86%	86%	87%	91%
Science	Gr 5-8: 93%	Gr 5-8: 91%	*75%	79%	76%	85%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

**Federal Accountability Status**

Year	Based on Statewide Assessments in	Federal Rating	Federal Status
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**Federal Accountability Pass Rates by Assessment Year**

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	83%	80%	*65%	65%	69%	73%
English: Writing	88%	72%	65%	60%	71%	69%
History and Social Sciences	*82%	84%	86%	86%	87%	91%
Mathematics	72%	*50%	53%	59%	68%	66%
Science	94%	91%	*75%	69%	75%	86%

\* This data reflects the first administration of new Standards of Learning assessments based on new content standards.



AMERICA'S FIRST  
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## School Board of the City of Hampton

July 30, 2014

Mr. Christian N. Braunlich, President  
Commonwealth of Virginia Board of Education  
413 Stuart Circle  
Suite 130  
Richmond, VA 23220

Dear Mr. Braunlich:

Preliminary Standards of Learning pass rates for Jane H. Bryan Elementary School indicate that Bryan Elementary will not be accredited for the 2014-2015 school year. In accordance with Standard of Accreditation 8 VAC 20-131-300.C., we are requesting conditional accreditation based on restructuring school governance.

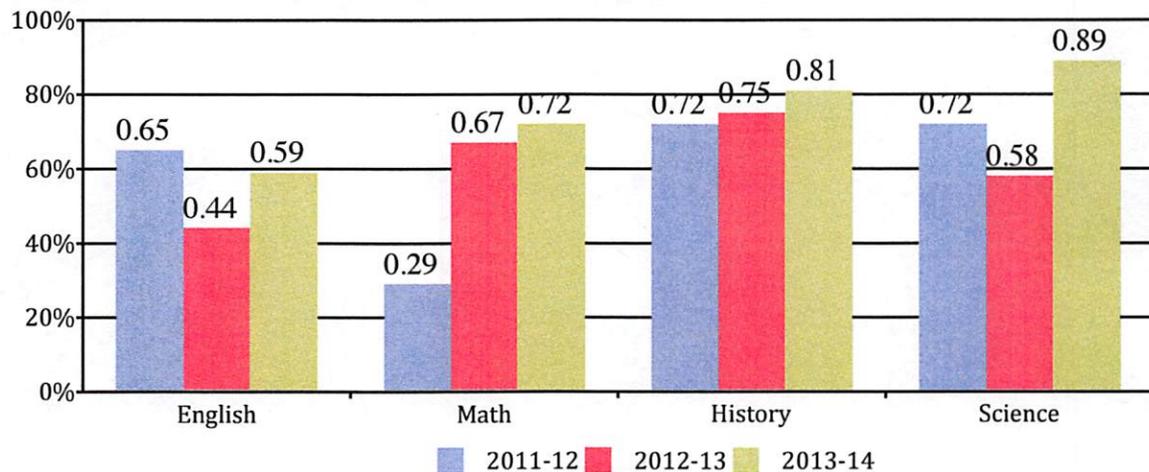
The school has worked closely with division staff and Cambridge Education (Lead Turnaround Partner) over the last two school years to improve its performance to the point accreditation benchmarks will be met in three of the four core subjects, with the exception of English. Because of the school and division level actions that contributed to strong gains in student performance over the past two years, there is a strong likelihood that Bryan Elementary will meet or exceed all state accreditation benchmarks at the end of the 2014-2015 school year.

Bryan Elementary currently serves 387 students in grades K-5. The demographic make-up of the student population is as follows:

- 71% African-American
- 19% Caucasian
- 6% Hispanic
- 4% Other Ethnic Groups
- 88% Free or Reduced Lunch
- 22% Students with Disabilities

In the two years since Bryan Elementary was identified as a Priority school, scores have improved to the point that the school now meets the accreditation benchmarks in all core subject areas except English. Figure 1 shows the improvement in SOL scores over the past three years. As depicted in the chart, in the areas where the school was warned (English and Math), overall pass rates in mathematics have steadily improved (29% pass rate to 72% pass rate) and now exceed the state benchmark. English pass rates improved by 15 percentage points during the 2013-2014 school year. Improvements in both warned areas reflect the school's intense efforts to adjust teaching strategies and practices to address the rigor of the SOLs in these subjects.

**Figure 1. Bryan SOL Pass Rates (2011-12 through 2013-14)**



At the end of the 2011-2012 school year, the school was reconstituted and replaced 51% of the teaching staff and the school's administrative team. The grade-by-grade changes in staff that occurred are depicted in Table 1.

**Table 1. Bryan Elementary staff changes at the end of the 2011-2012 School Year**

Grades	Changes
K	2 of 3
1	3 of 3
2	1 of 3
3	2 of 3
4	3 of 3
5	2 of 3

In addition to the changes in classroom staffing, the school gained the following personnel:

- One reading specialist
- Two interventionists (one reading, one math)
- One data coach
- One behavior management coach

Of the newly hired teachers, two were first-year teachers. The remaining new hires were comprised of experienced teachers with track records of student success. All new faculty were fully certified and received teaching assignments within their areas of endorsement.

During the 2013-2014 school year, Bryan Elementary employed 24 classroom teachers, four resource teachers (art, music, physical education, library), three instructional support personnel (reading specialist, reading interventionist, math interventionist), a data coach, a behavior management coach, and a guidance counselor. In addition, the school received support from instructional coaches in the areas of reading and math.

Table 2 depicts the anticipated changes in staffing for the 2014-2015 school year. The new staff members are a combination of new and experienced teachers, and all of these individuals will be new to Bryan Elementary. All new hires will once again be fully certified in their teaching assignments. It is also important to note that the school's principal for the previous two school years has resigned and that the assistant principal was appointed interim principal effective July 1, 2014.

**Table 2. Bryan Elementary staff changes for the 2014-15 School Year**

<b>Grades</b>	<b>Change</b>
K	2 of 4
1	1 of 4
2	1 of 3
3	2 of 3
4	2 of 3
5	1 of 3

Hampton City Schools (HCS) contracted with Cambridge Education to serve as the Lead Turnaround Partner (LTP) for Bryan Elementary. In accordance with guidelines established by the VDOE, the LTP will continue to provide support to school leadership in seven areas:

- Strengthening school leadership
- Ensuring effective teaching and learning
- Redesigning the master schedule
- Strengthening the instructional program
- Using data to improvement instruction

**Maintaining a safe school environment**

**Improving parent and community involvement**

Cambridge Education LTP services began with a Collaborative School Quality Review (CSQR) in which selected teachers and administrators from Bryan Elementary and designated HCS central office administrators, along with two Cambridge Education reviewers conducted a two-day school assessment examining six areas of school performance and producing a report that identified the factors in each of the six areas that supported quality teaching and learning, and the factors that prevent teaching and learning from being the best. For example, one finding from the CSQR that supported quality teaching and learning was that the school's leadership team was doing an effective job of developing a clear strategic direction through setting improvement goals to guide its work. In this same finding the review team indicated that expectations have been established and communicated for academic and behavioral norms to students, teachers, and parents. An example of a finding that prevented teaching and learning from being the best was found when the team analyzed lesson plans and conducted classroom observations. For this finding, the review team indicated that planned work is often insufficiently well matched to students' prior attainment or future learning needs and that lesson objectives lack clearly identified outcomes, which limit their value as students are unclear as to what they need to do to succeed. Findings from this CSQR were incorporated into action steps in the school's Indistar plan, and the LTP worked closely with school administrators and teachers throughout the school year to achieve the improvement goals outlined in the plan. The CSQR is an annual process that will be repeated each year of the three-year partnership with Cambridge Education.

In addition to the school improvement support provided by the LTP, HCS has established a support structure in the form of the District Level Support Team (DLST). This committee consists of key curriculum administrators in the division, and the executive directors of school leadership. The DLST convenes four times per year at the end of each grading period to review the following school progress indicators:

- Performance on quarterly benchmarks by gap group
- Student tier movement based on quarterly benchmarks
- Student attendance data
- Indistar plan updates

In these quarterly presentations, teachers and administrators share the data requested, along with detailed descriptions and explanations of both student progress, and areas where improvement is stagnant. In addition, the team engages in a dialogue regarding the support the DLST is providing to the school. For example, this school year Bryan faculty participated in several ongoing professional learning activities related to best practices in reading instruction as a result of ongoing collaboration between the DLST and the

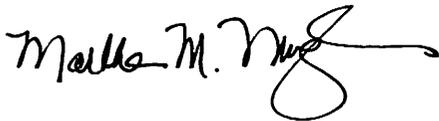
reading instruction as a result of ongoing collaboration between the DLST and the school's leadership team.

Bryan Elementary has made great strides over the past two years and is on the brink of reaching full accreditation. A copy of the 4<sup>th</sup> quarter data presentation made to the DLST in June 2014 shows the progress and achievements of the school and has been enclosed in this letter. The progress shown in the presentation represents the efforts of all school stakeholders in improving the quality of teaching and learning and raising the number of students who are performing at or above expected levels for their grade. The school, with support from the LTP and HCS, has identified the specific strategies that drove the gains in achievement. A plan with specific strategies for addressing areas for improvement has been created and continues to be revised. All parties are committed to doing whatever it takes to move the school to full accreditation, and we are utilizing all available fiscal, human, and community resources to reach this goal.

We look forward to meeting with the Board to make this formal request for conditional accreditation for Jane H. Bryan Elementary School.

Thank you for your consideration of these issues.

Sincerely,

A handwritten signature in black ink, appearing to read "Martha M. Mugler". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

Martha Mugler  
Chair  
Hampton City School Board

Enclosure

# **Jane H. Bryan Elementary School**

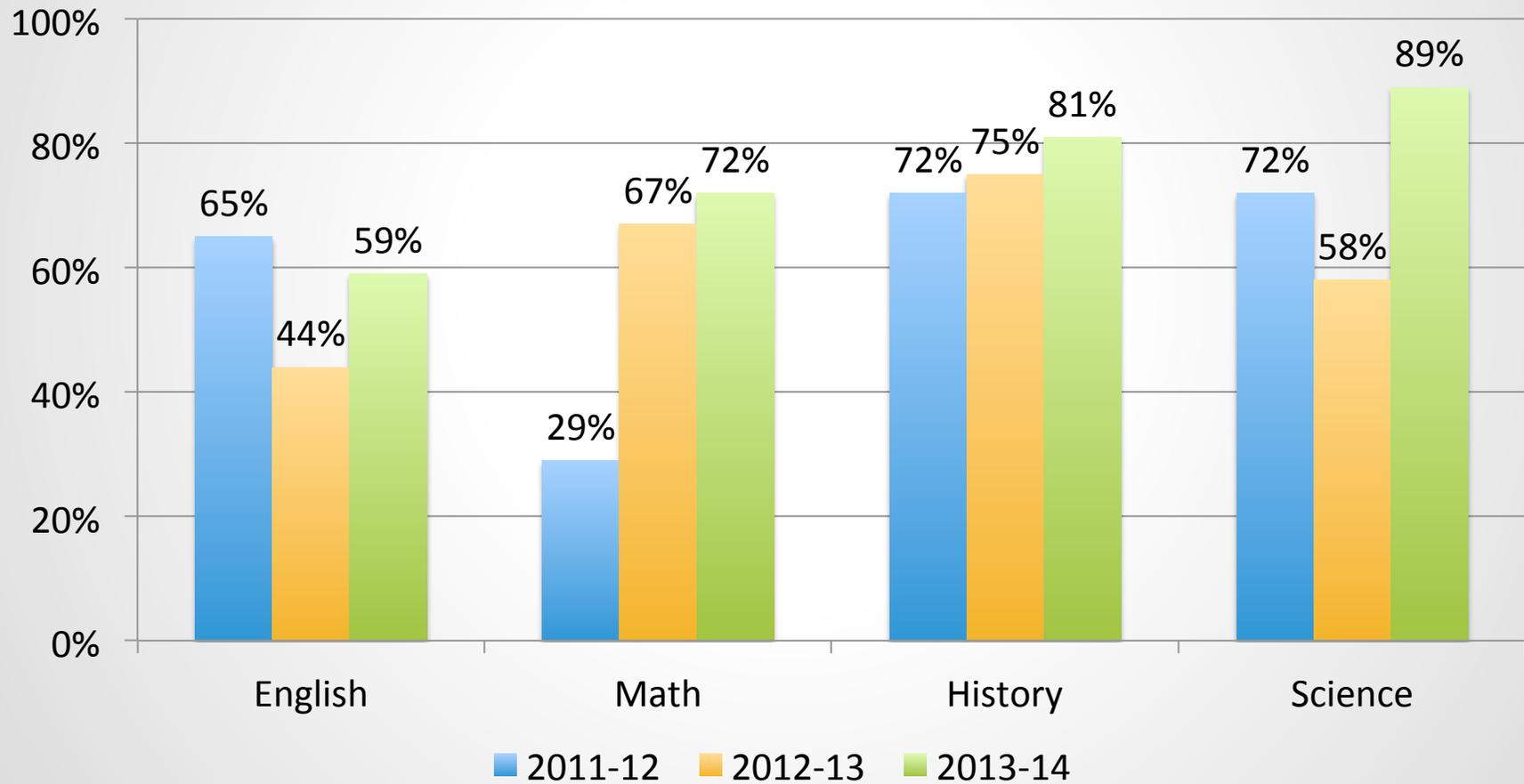


## **DLST Meeting Fourth Quarter Data Presentation**

**2013-14**

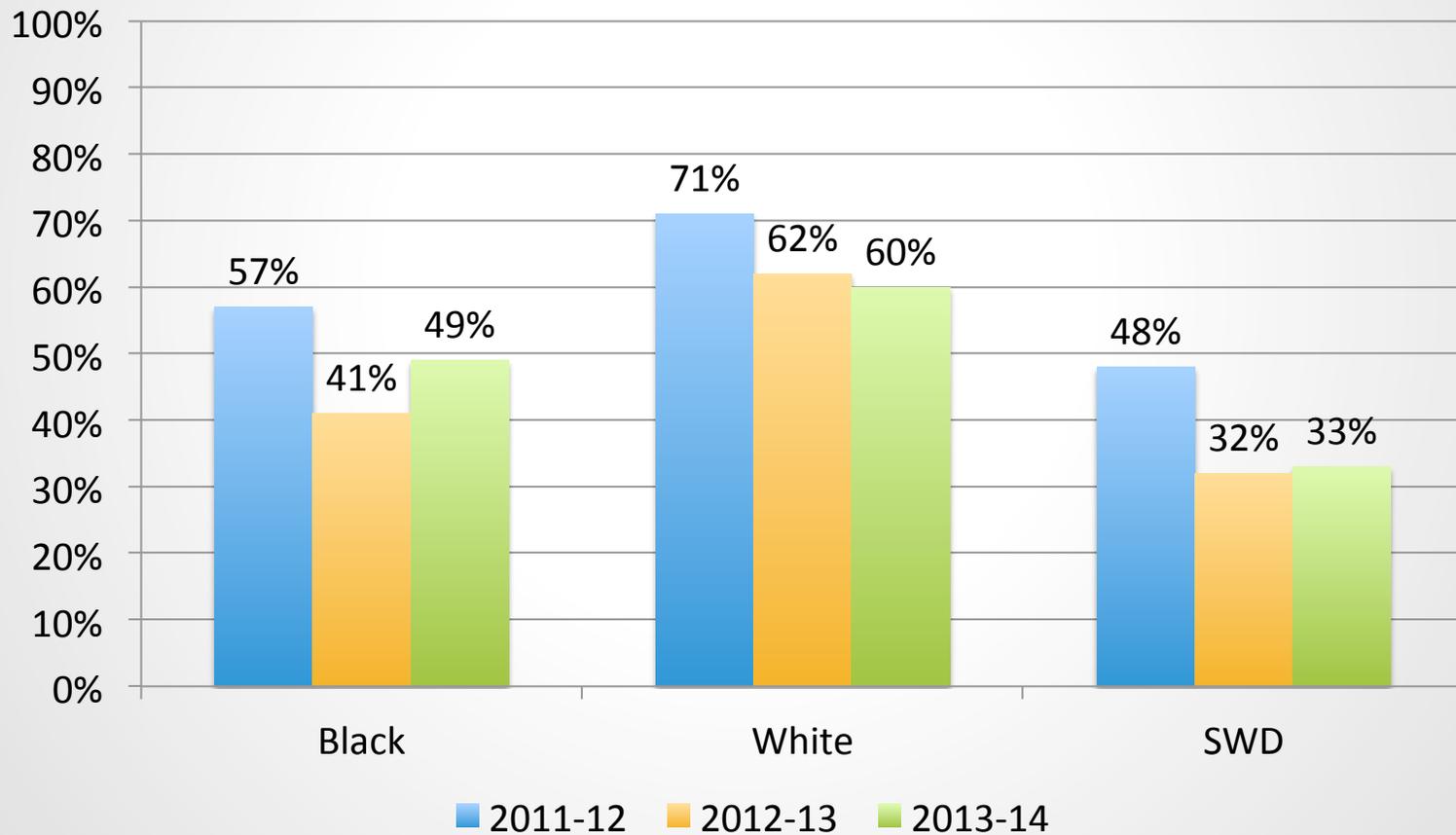


# Three-year Trend Data: Core Subjects





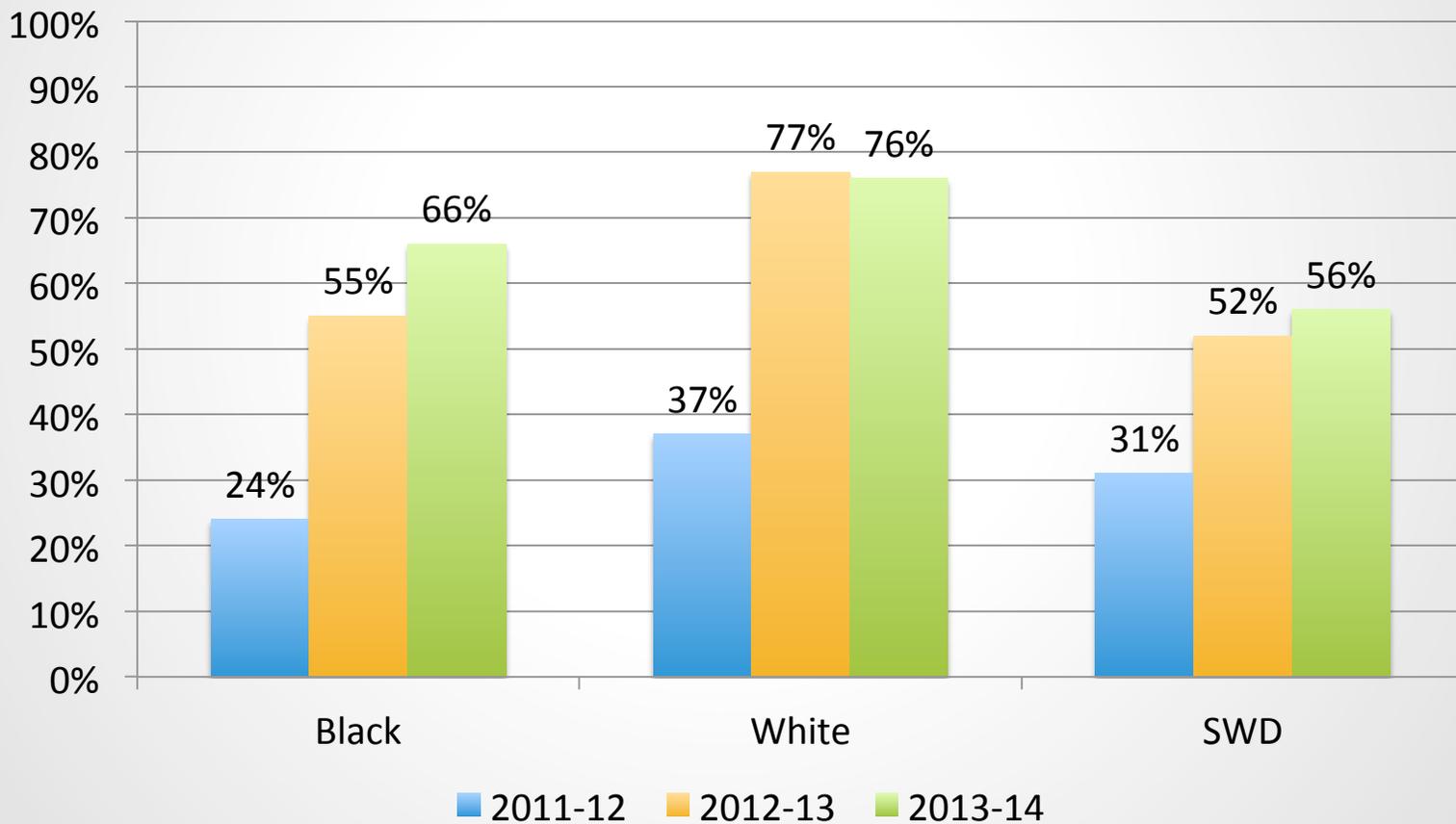
# Three-year Trend Data: Reading by Student Sub-Groups



SWD – Students with Disabilities



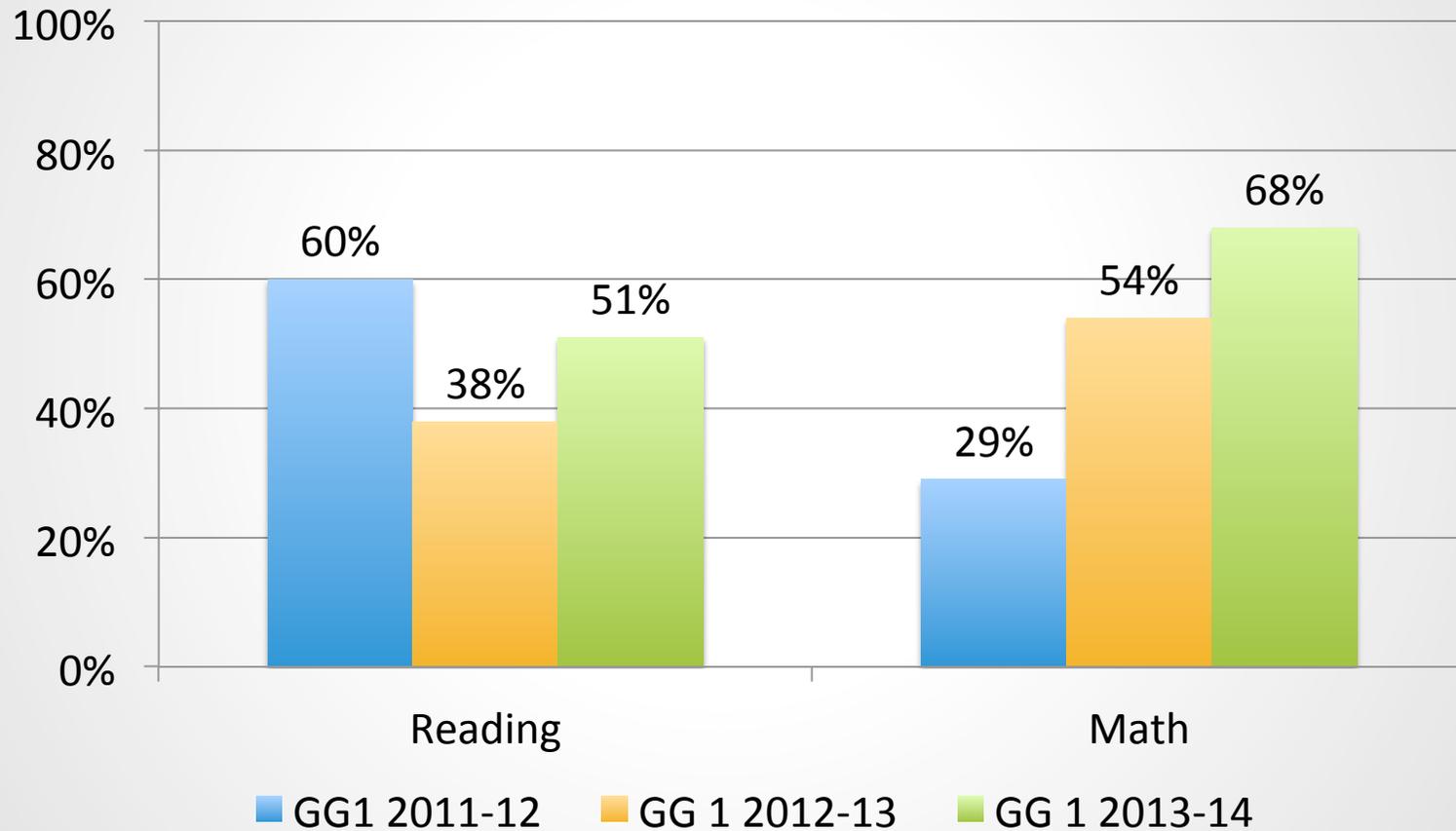
# Three-year Trend Data: Math by Student Sub-Groups



SWD – Students with Disabilities



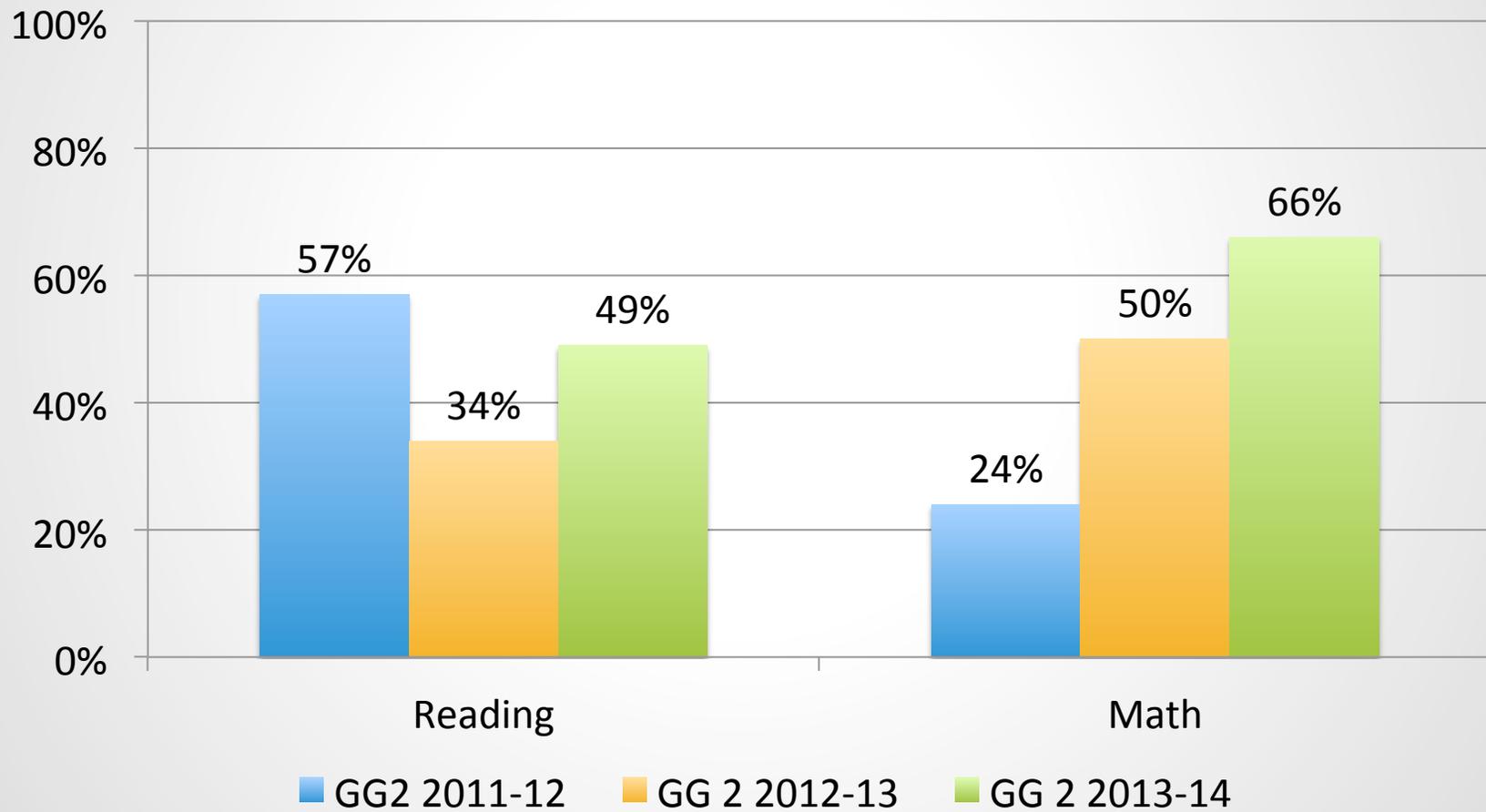
# 2014 Gap Group 1: Reading and Math Trend Data



**Gap Group 1 - Students with Disabilities, English Language Learners, Economically Disadvantaged Students (unduplicated)**



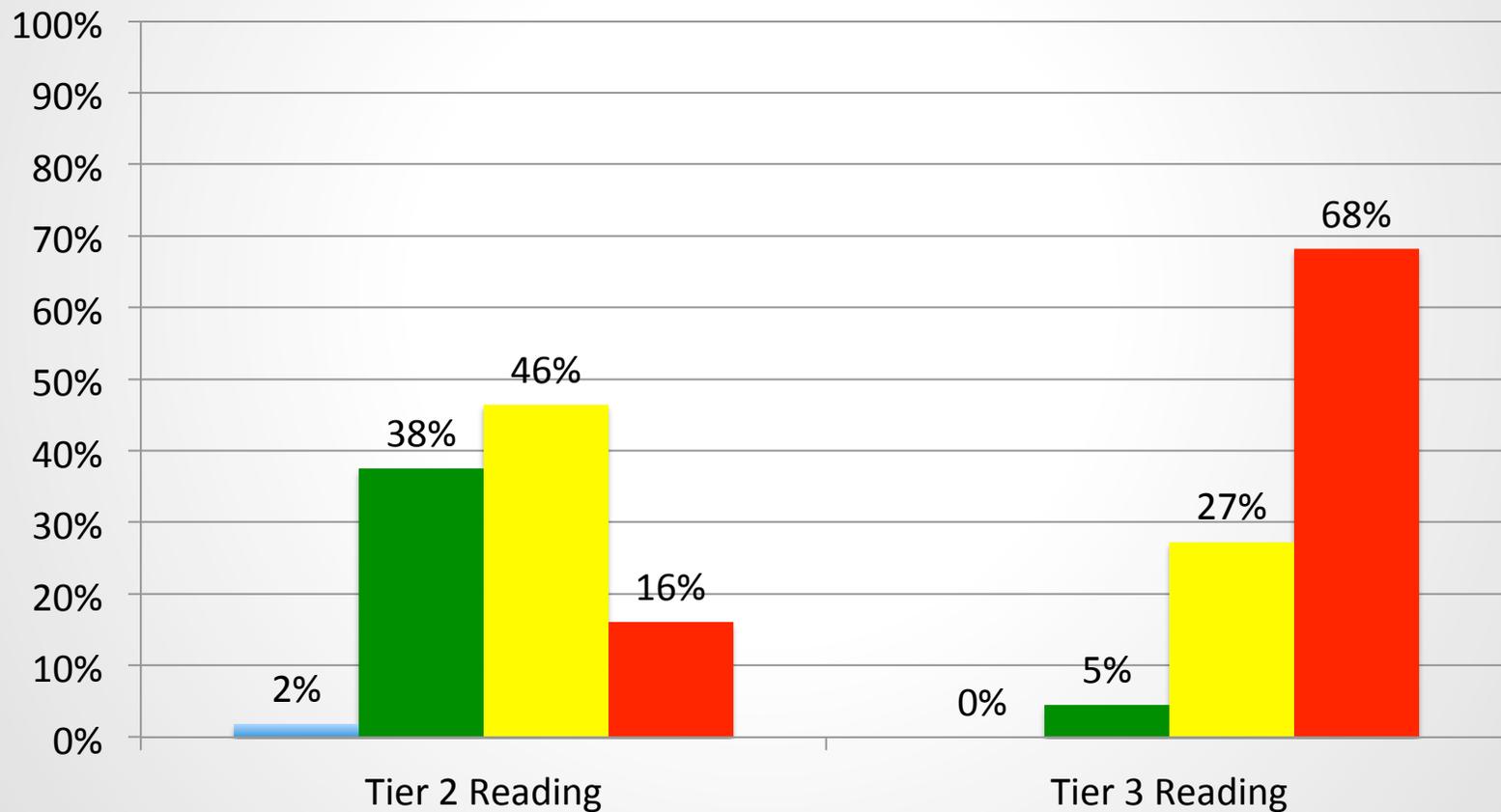
# 2014 Gap Group 2: Reading and Math Trend Data



Gap Group 2 - Black Students



# 2014 Tier 2 and 3 (Gr. 3-5) Reading Data

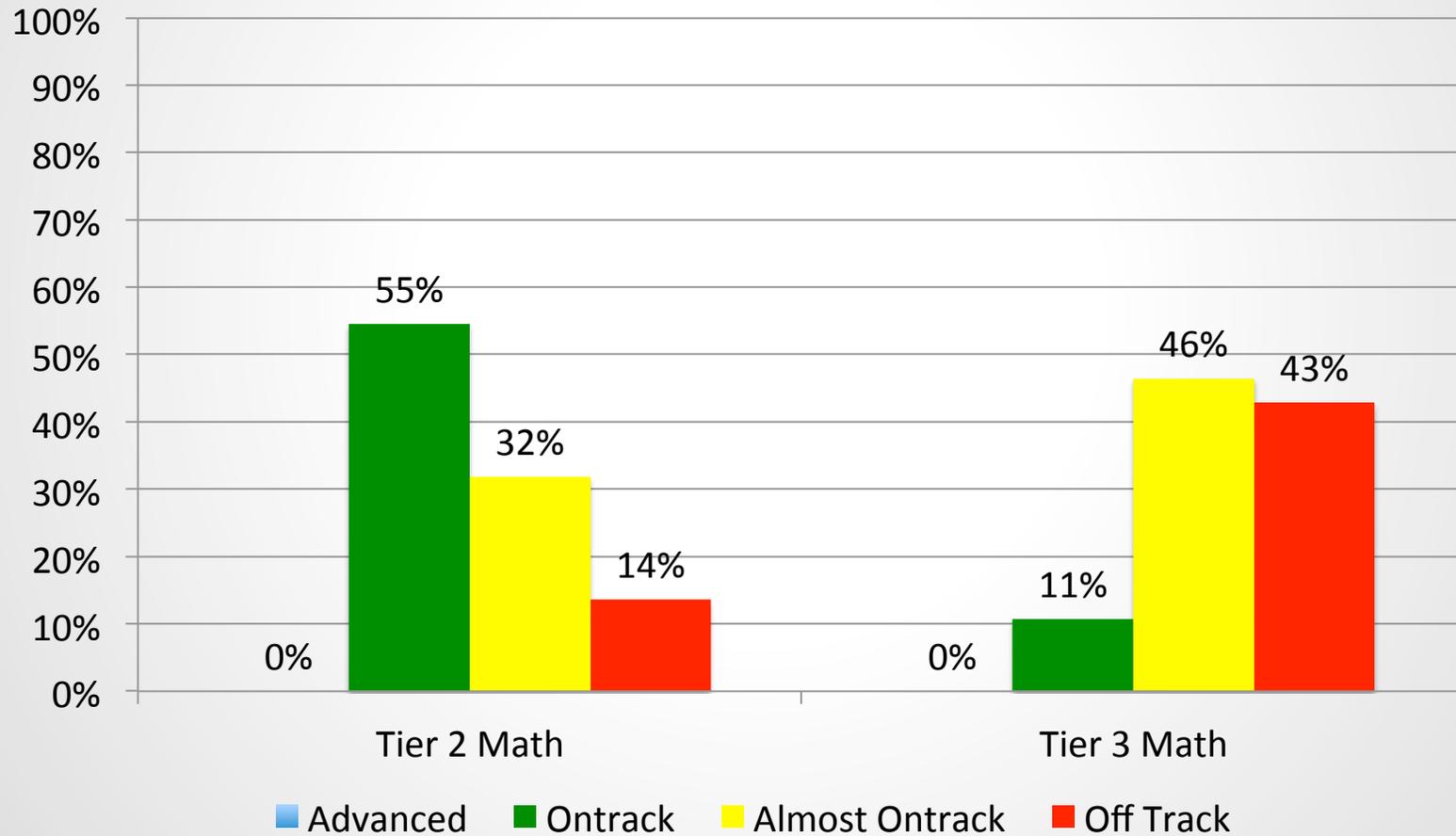


Tier 2 N=56  
Tier 3 N=44

Advanced Ontrack Almost Ontrack Off Track



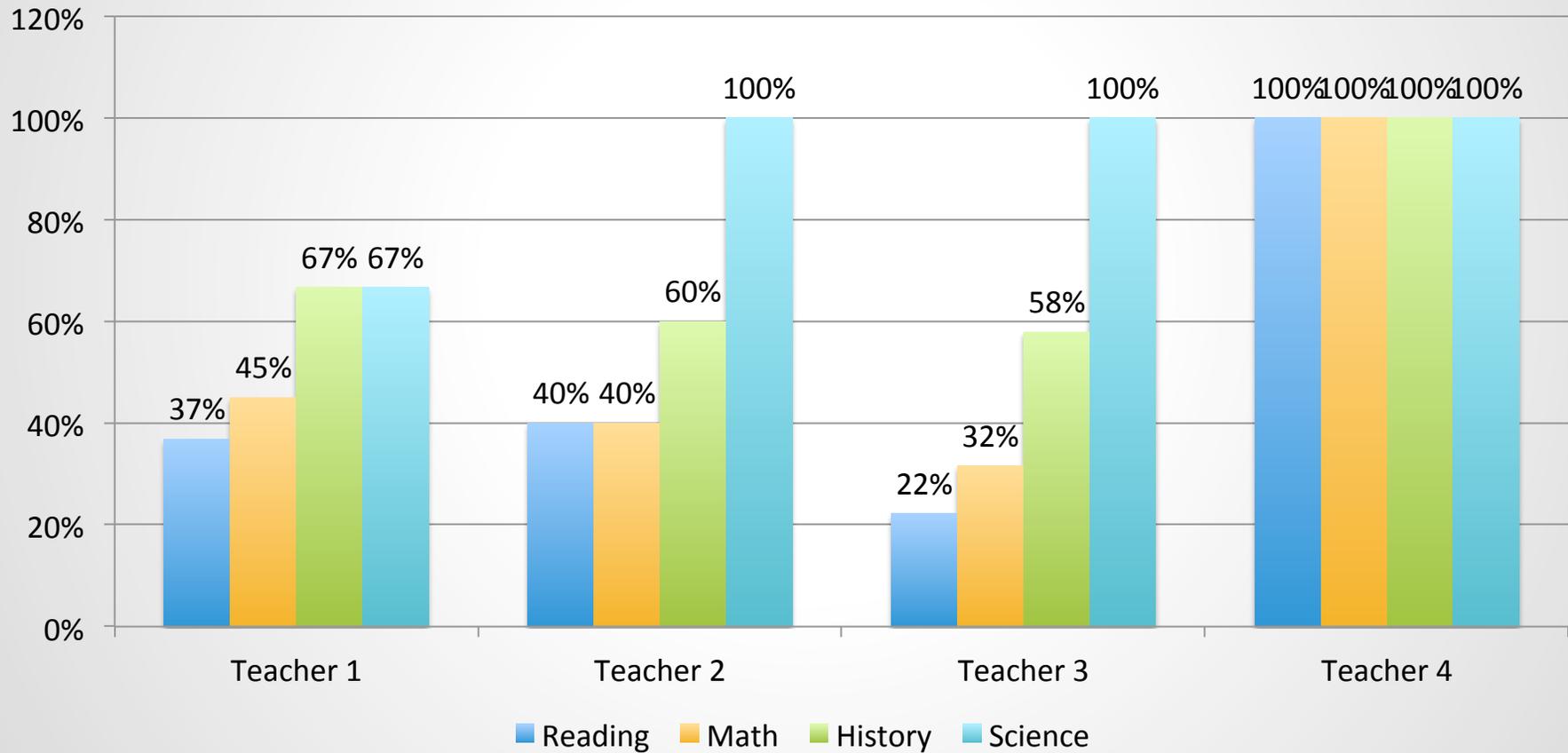
# 2014 Tier 2 and 3 (Gr. 3-5) Math Data



Tier 2 N=66  
Tier 3 N=28



# 2014 3<sup>rd</sup> Grade Teachers SOL Pass Rates by Content Area

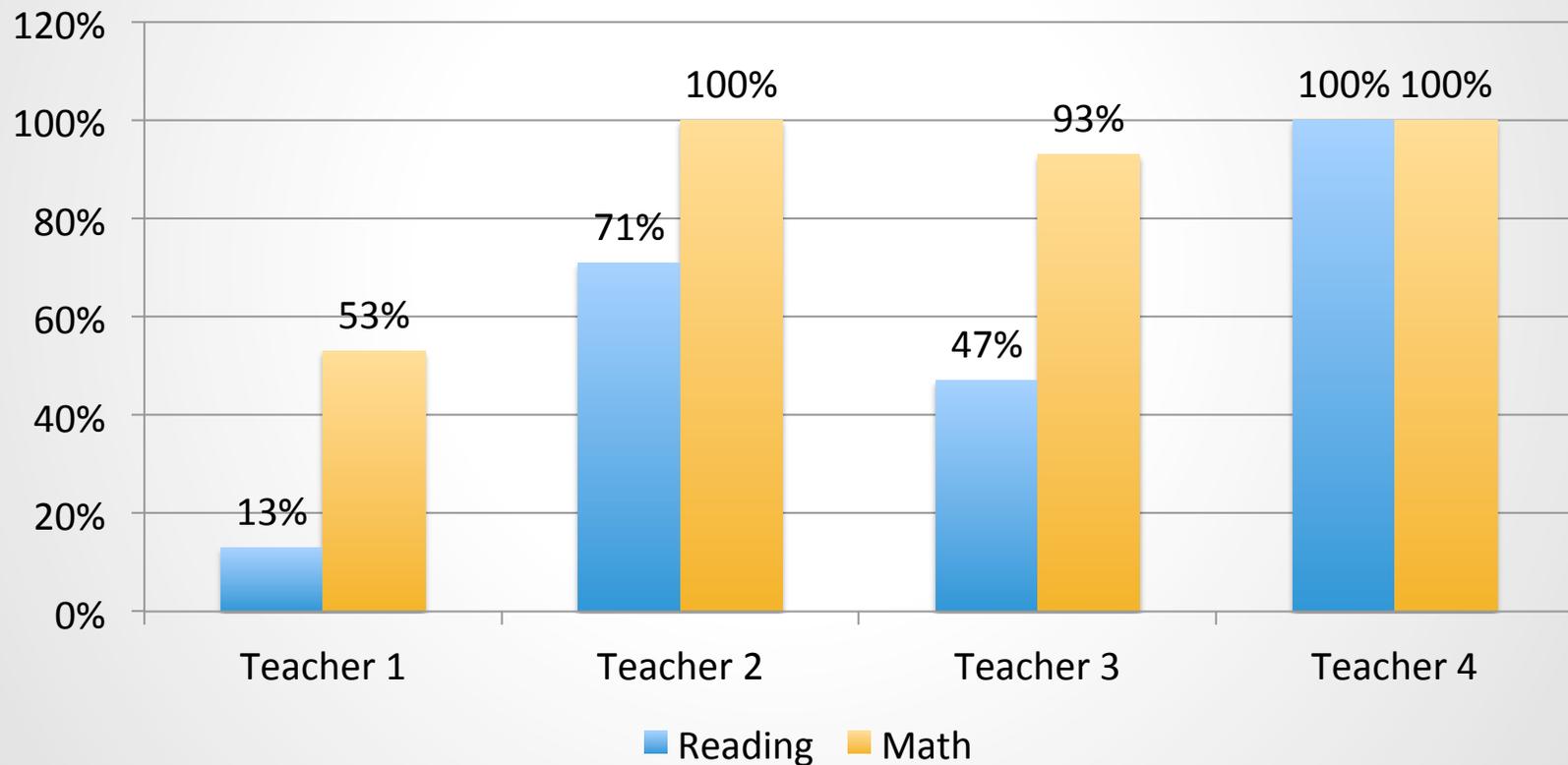


Teacher 3 – Inclusion

Teacher 4 – Self-Contained



# 2014 4<sup>th</sup> Grade Teachers SOL Pass Rates by Content Area

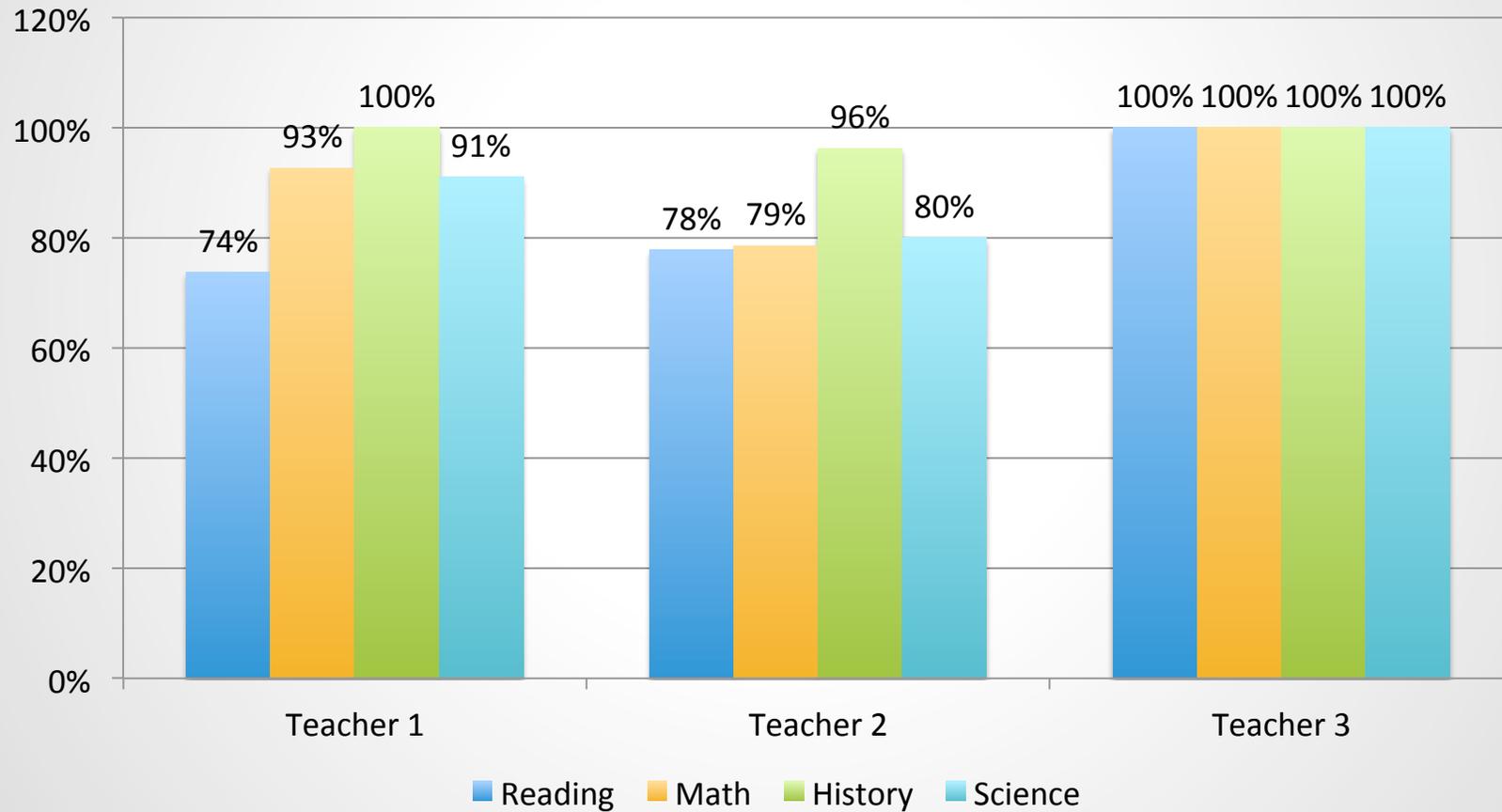


Teacher 1 – Inclusion

Teacher 4 – Self-Contained



# 2014 5<sup>th</sup> Grade Teachers SOL Pass Rates by Content Area

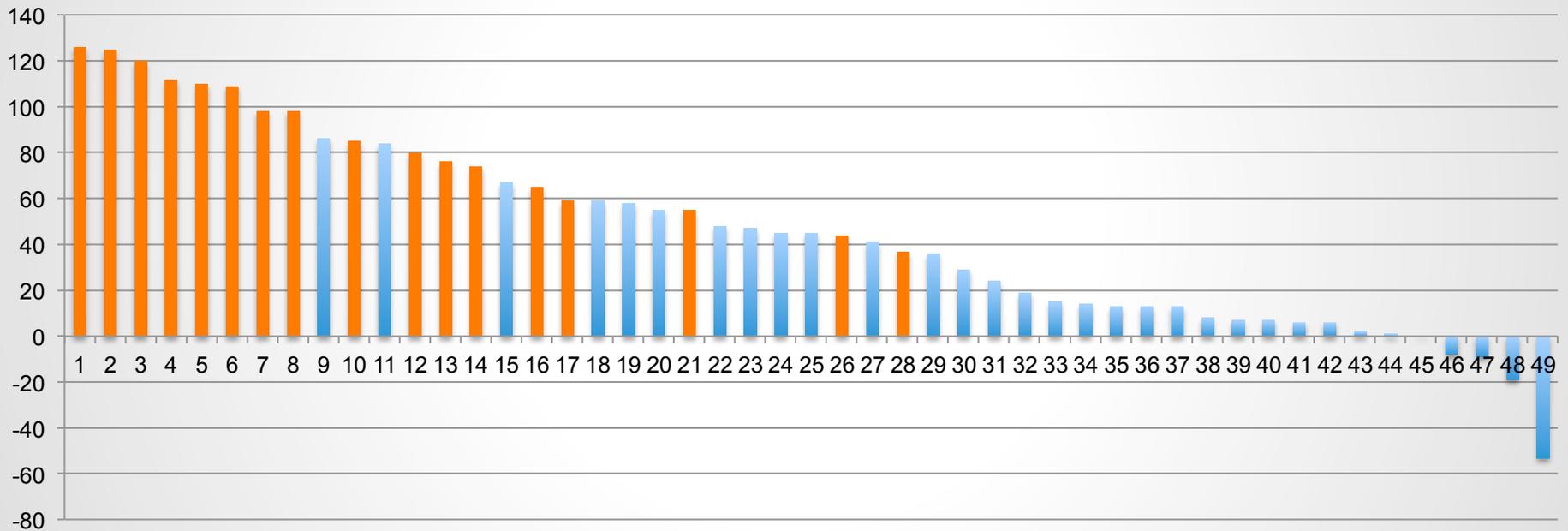


Teacher 1 – Inclusion  
Teacher 3 – Self-Contained



# Year-to-Year Change/Growth in Math Gr. 3 to Gr. 4 Cohort

## 2014 Grade 4 Math SOL Y2Y Change

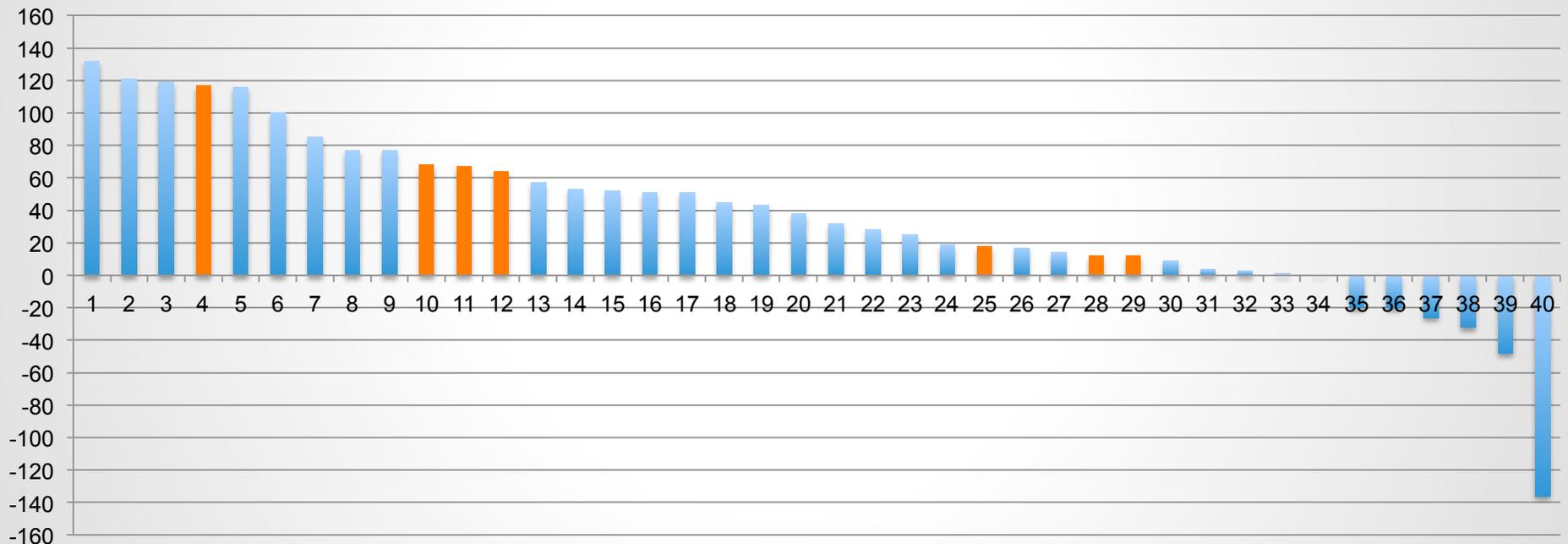


- 44 of 49 students showed growth (90%)
- The 17 orange bars are recovery students
- Recovery students comprise 9 of the top 10 students with the highest year-to-year growth



# Year-to-Year Change/Growth in Math Gr. 4 to Gr. 5 Cohort

## 2014 Grade 5 Math SOL Y2Y Change

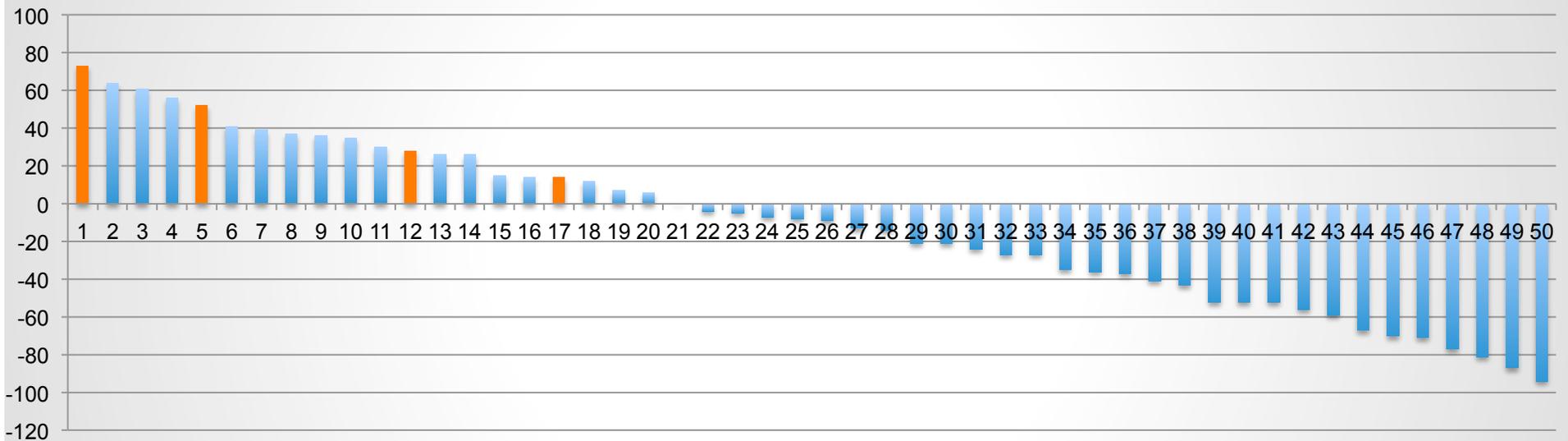


- 33 of 40 students showed growth (83%)
- The 7 orange bars are recovery students, who are 4 of the top 12 students with the year-to-year highest growth



# Year-to-Year Change/Growth in Reading Gr. 3 to Gr. 4 Cohort

## 2014 Grade 4 Reading SOL Y2Y Change

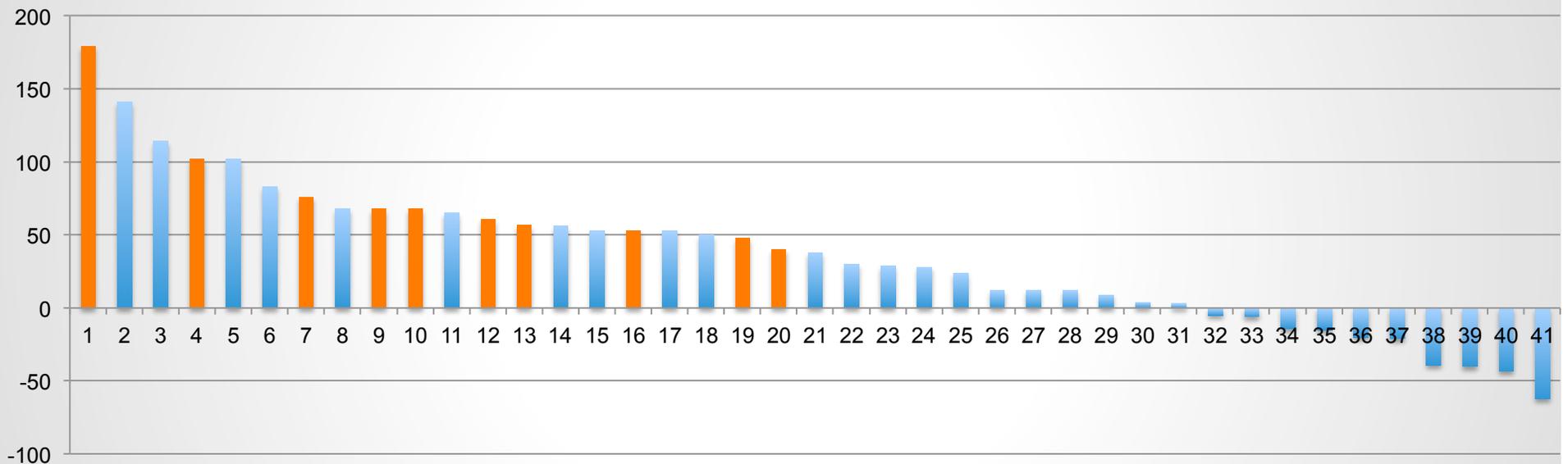


- **20 of 50 students showed growth (40%)**  
The 4 orange bars are recovery students, and are 3 of the top 12 students with the year-to-year highest growth



# Year-to-Year Change/Growth in Reading Gr. 4 to Gr. 5 Cohort

## 2014 Grade 5 Reading SOL Y2Y Change



- 31 of 41 students showed growth (76%)
- The 10 orange bars are recovery students
- 7 of the top 13 students are recovery students with the year-to-year highest growth



# Number of Identified Students

Grade Level	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Y2Y Change*
Kindergarten	5	10	9	5	-5
First	11	25	11	15	-10
Second	20	22	16	15	-7
Third	26	18	23	14	-4

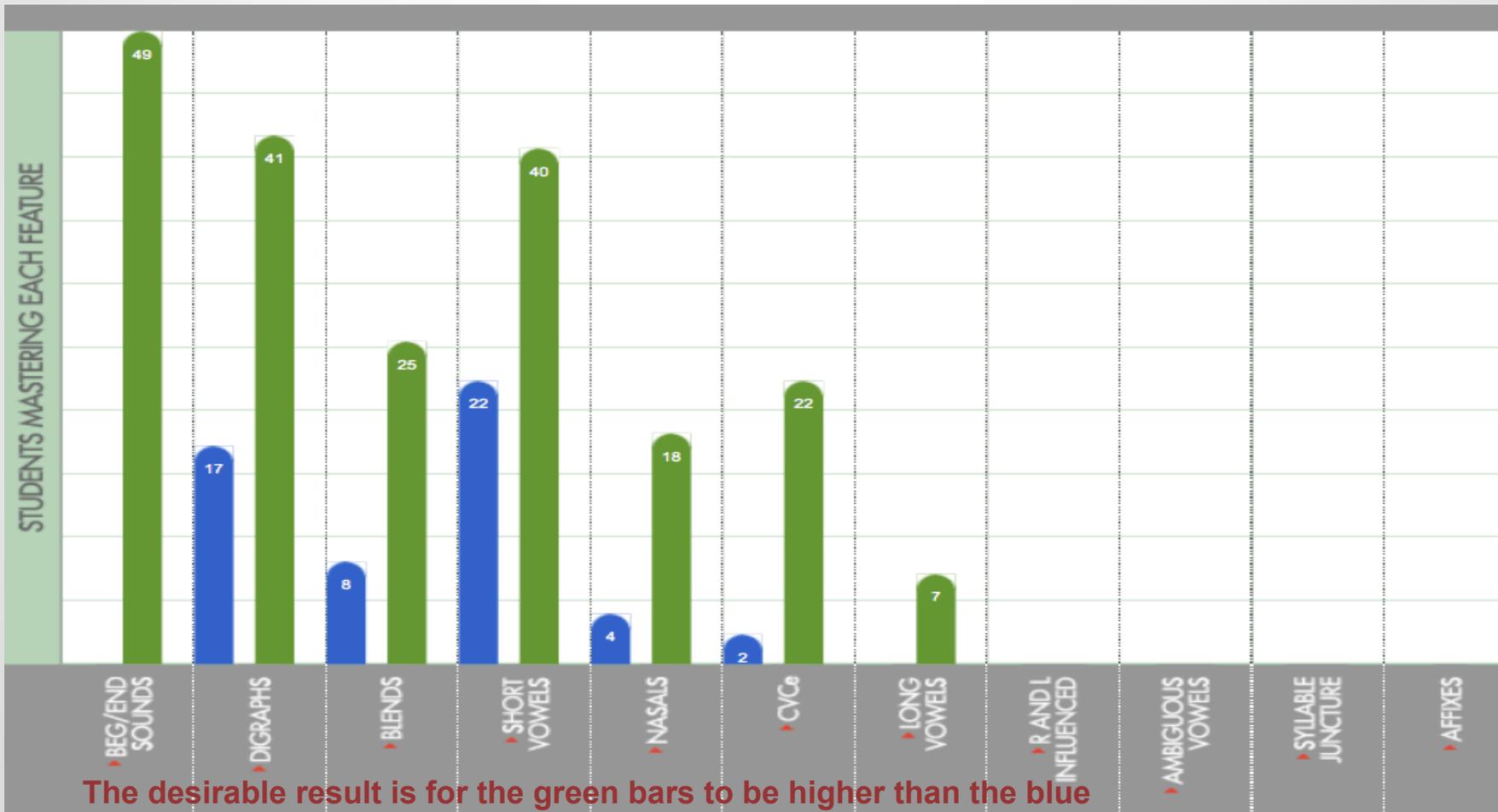
\*Spring 2013 to Spring 2014





# 1<sup>st</sup> Grade Spelling/Phonics Spring 2014

● Fall 2013 ● Spring 2014

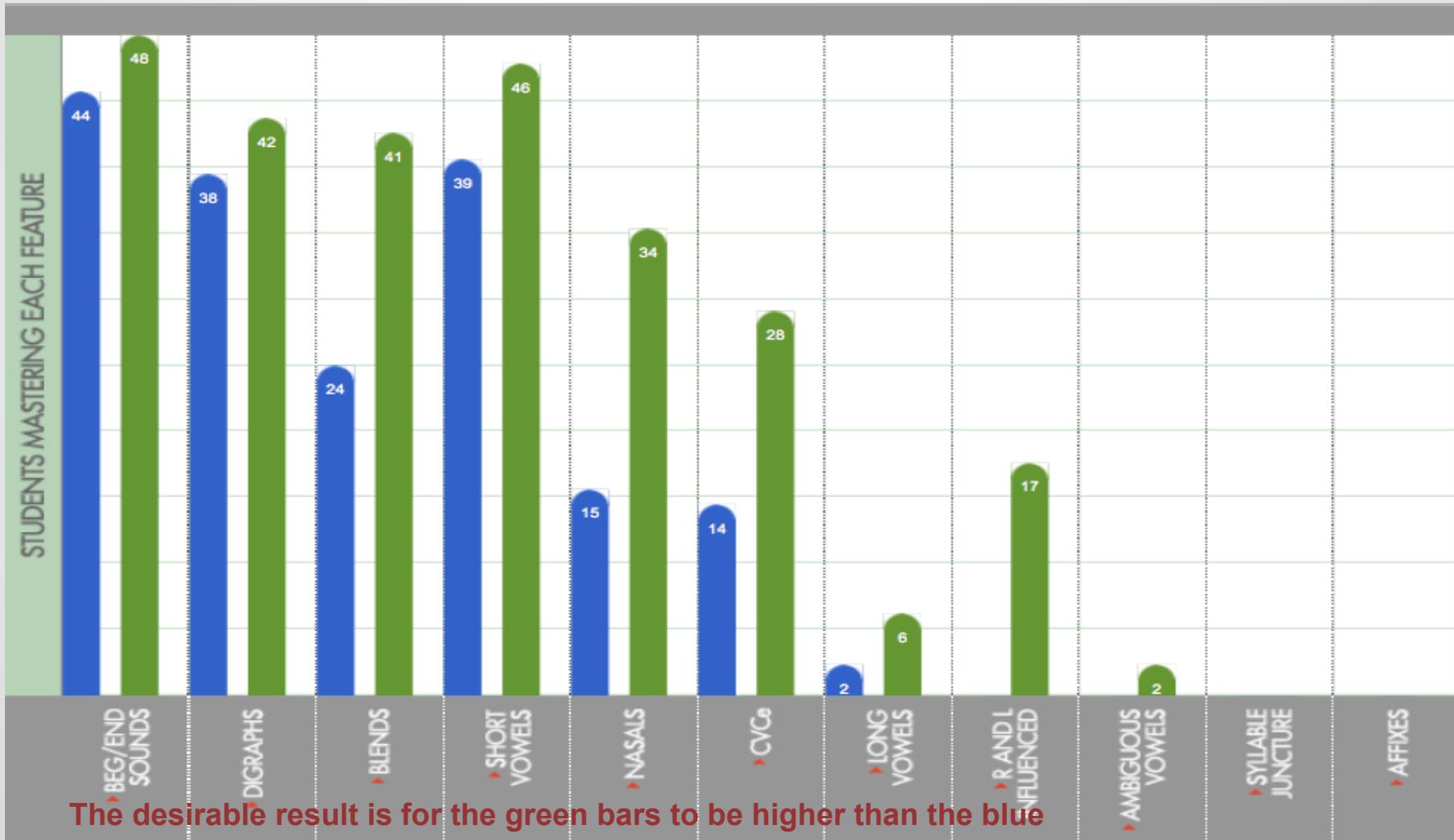




# 2<sup>nd</sup> Grade Spelling/Phonics

● Fall 2013 ● Spring 2014

## Spring 2014



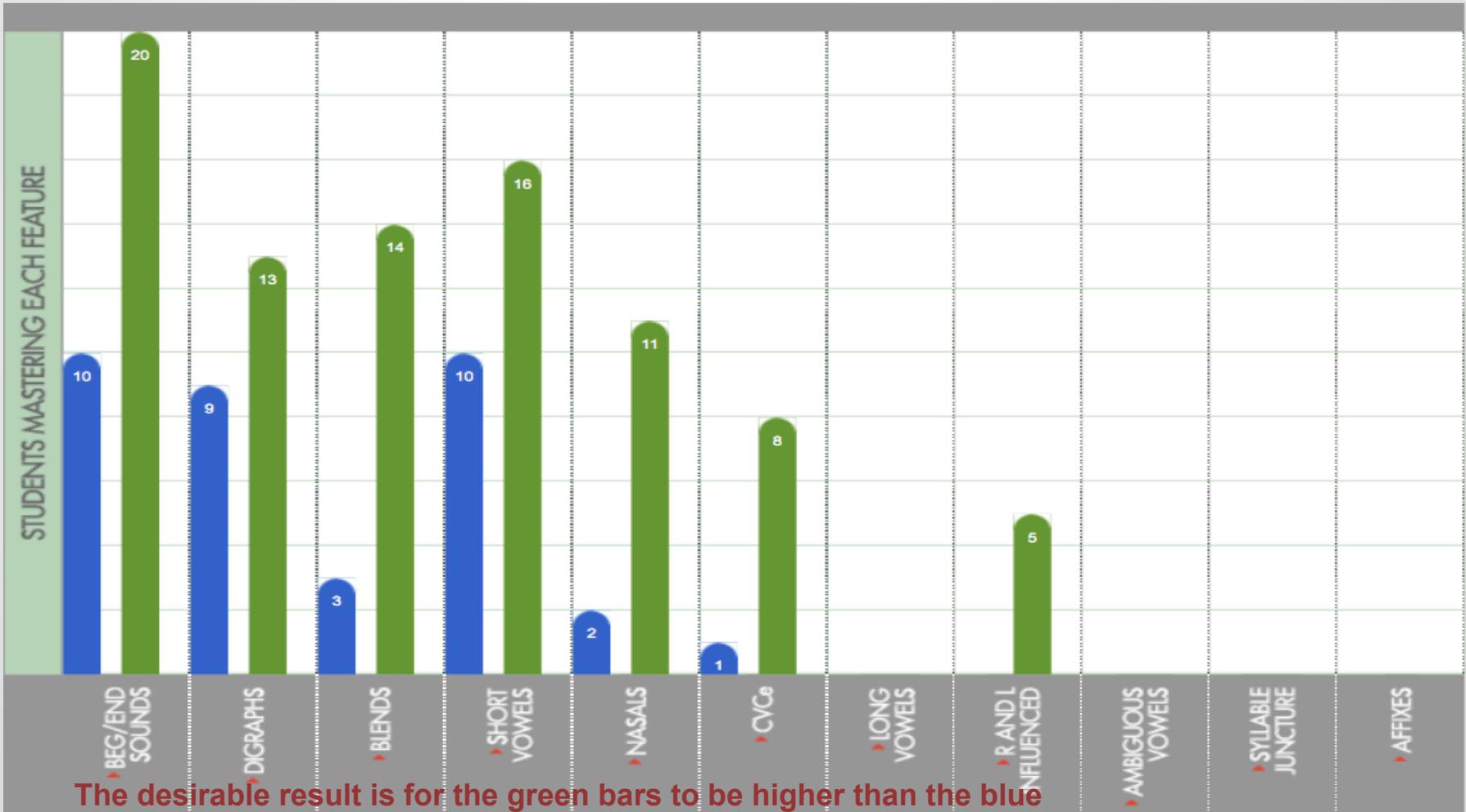
The desirable result is for the green bars to be higher than the blue



# 3<sup>rd</sup> Grade Spelling/Phonics

Fall 2013 Spring 2014

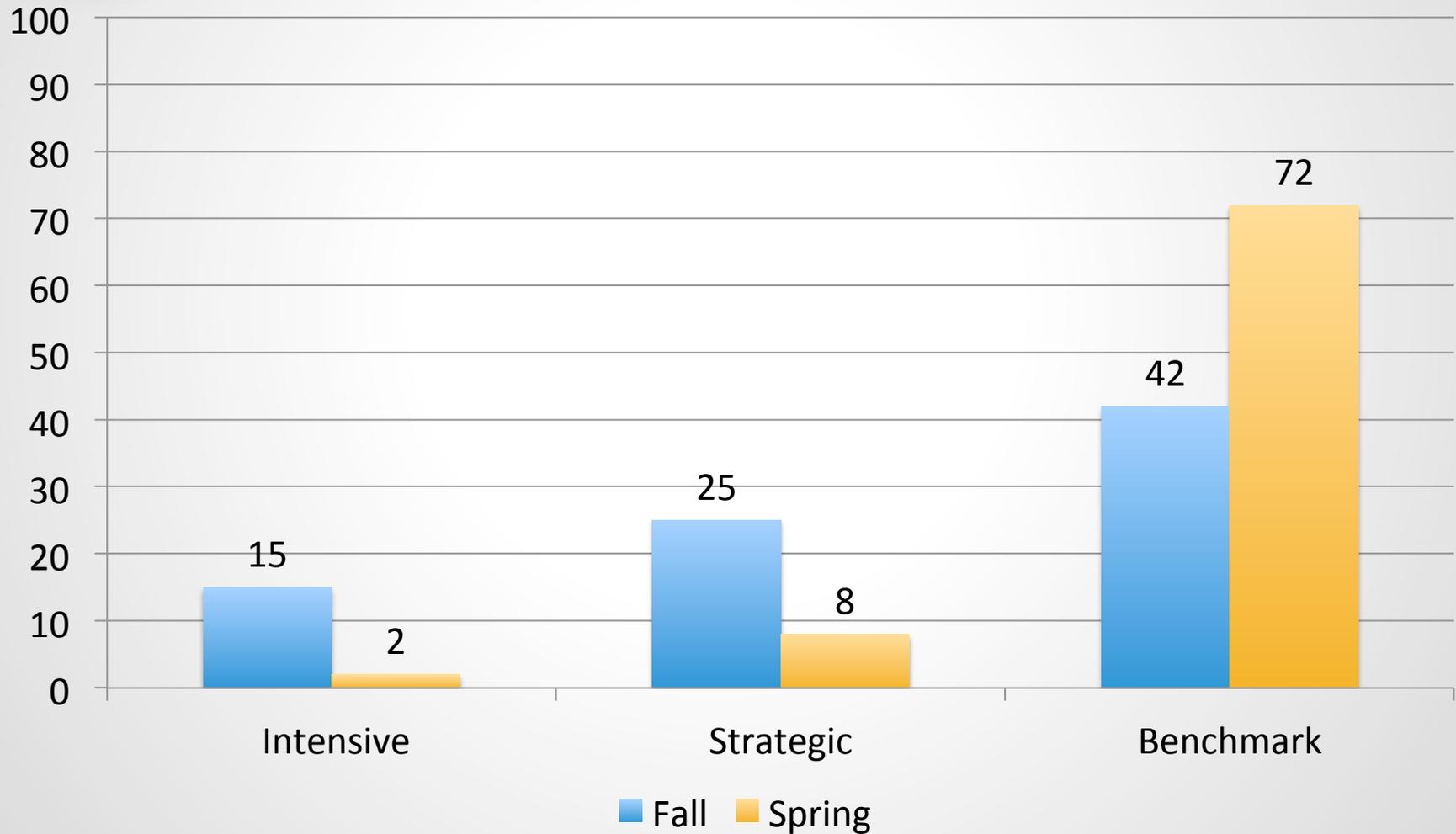
## Spring 2014



The desirable result is for the green bars to be higher than the blue

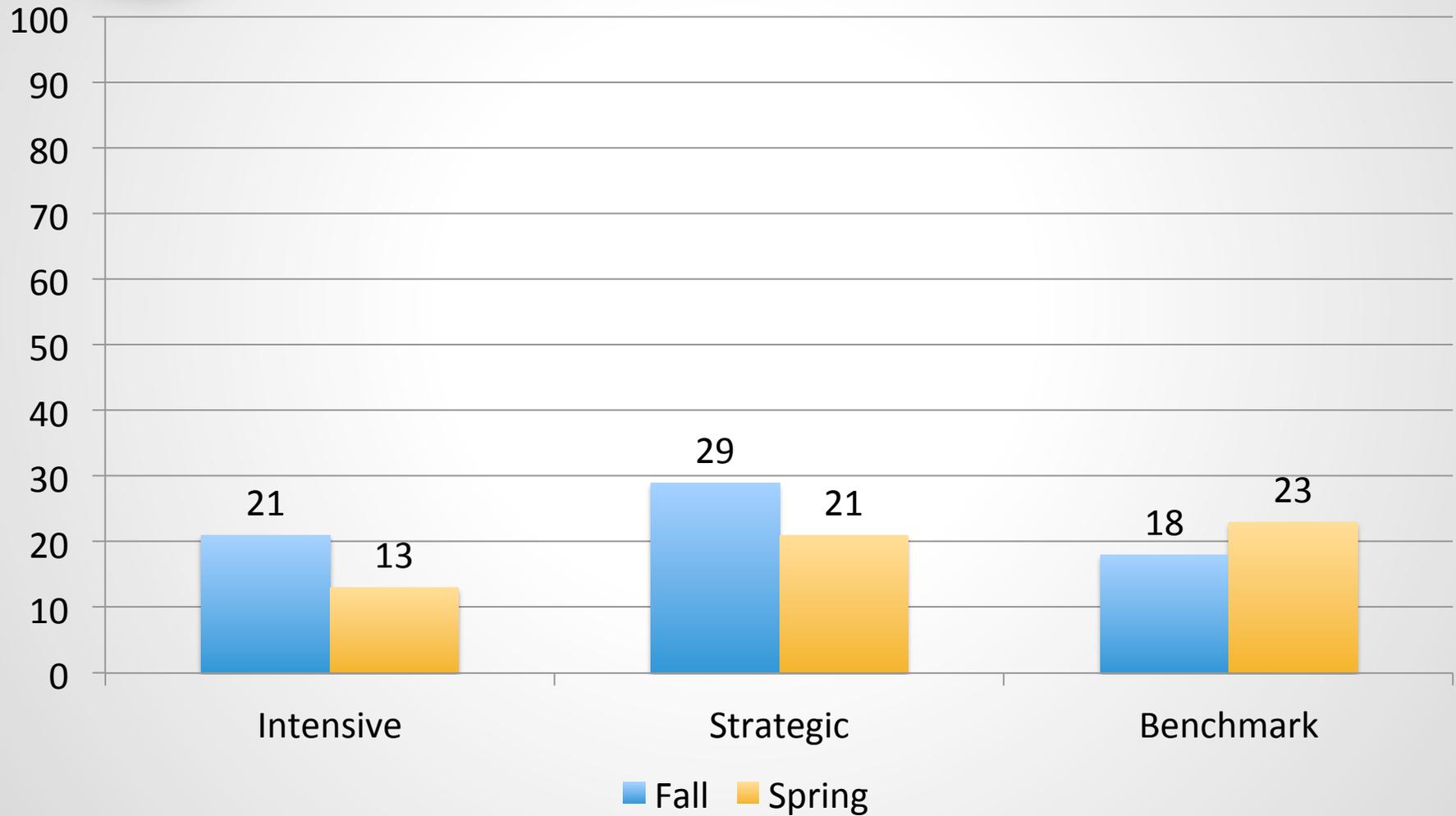


# Kindergarten Oral Language





# First Grade Oral Language





# Tier 2 & Tier 3 Reading

## Areas of Concern

- Lack of foundational vocabulary
- SWD achievement gap

## Areas of Success

- Science waiver
- Reading support (tutoring during and after school; ERIAs, specialist, and interventionist)



# HCS Support for Reading

## Continuing Support

- Replacement of reading coach (i.e., contingency plan)
- Continue to attend and support data disaggregation meetings
- Provisional waivers
- Flexibility to use other research-based strategies and practices to best meet the needs of our students (UVA framework)



# Tier 2 & Tier 3 Math

## Areas of Concern

- Lack of basic math facts
- Multi-step word problems
- Need for common academic language and approach

## Areas of Success

- Math support (coach and interventionist)
- Teaching specific TEI test-taking strategies
- Fact fluency in K and 1st



# HCS Support for Math

## Continuing Support

- Continuation of math coach
- Additional interventionist services
- Attend and support data disaggregation meetings



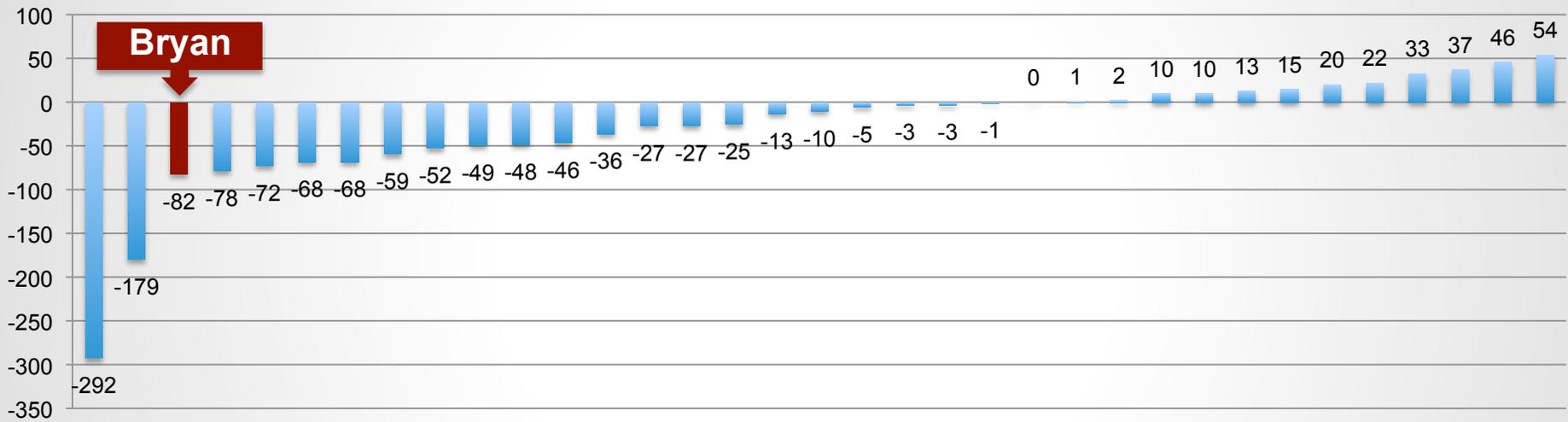
## Five Most Successful School-Level Tasks

- G-2: Principal Communication of Change/Sense of Urgency
- G-3: Data Disaggregation Meetings
- K-5: Frequent Progress Monitoring of Students
- K-8: Preparing Standards-Aligned Lesson Plans
- K-9: Teaching to a Variety of Learning Styles



# HERE! Initiative Results

## 2-Year Change in Unexcused Absences (2012 – 2014)



	2012 Cumulative	2013 Cumulative	2014 YTD All	2 Year Change
<b>Bryan Elementary School</b>	121	105	39	-82

- Bryan had the third highest reduction in the number of unexcused absences over a two year period, and the first highest among elementary schools!



# 2013-14 Bryan Highlights

**71 students passed all of their SOLs  
(52 last year)**

**87 SOL scores were "Pass Advanced"  
(47 last year)**

**There were 15 perfect (600) scores  
(2 last year)**

**We have five (5) students with all Pass Advanced  
SOL scores**

**17 Recovery students passed 4<sup>th</sup> grade Math SOL**

**7 Recovery students passed 5<sup>th</sup> grade Math SOL**



# Academic Review Update: Lesson Plans

- **Home page of the Google docs site for Bryan lesson plans specifies:**
  - When lesson plans are due
  - Who will be checking the plans
  - The forms of feedback that will be provided
- **Home page also specifies the required components of the lesson plan:**
  - SOL Skill Number
  - Level of Bloom's Taxonomy
  - Learning Intentions- I Can statements (with measurable objective)
  - Differentiation Strategies
  - Key Vocabulary Terms (Content, key, testing, literature)
  - Materials/visuals (Optional)
  - Hook, During, & Closure



# Bryan Google Docs Lesson Plans Home Page

## 2013-2014 Lesson Plans

- Home
- ▼ 1st Grade
  - Griffith
  - Hodges
  - King
  - London
- ▼ 2nd Grade
  - Birdsong
  - Reese
  - Wells
- ▼ 3rd Grade
  - Bryant
  - Flahive
  - Price
- ▼ 4th Grade
  - Jaywork LA
  - Lewis LA
  - Williams LA
- ▼ 5th Grade
  - Barkley LA
  - Thomason
- ▼ Kindergarten
  - Henry
  - Jung
  - Pinos
  - Sarver
- ▼ Resource
  - Basye
  - Pearson
  - Smith

### Home

- Links to each classroom and resource teacher lesson plan

Teachers,

One of the characteristics of an effective teacher is lesson planning. Lesson plans are a critical part of successful instruction, should be available at the time of instruction, and must be submitted in google docs by 7:30 a.m. Monday morning. Therefore, administrators will frequently select random lesson plans from Google docs and provide feedback. The feedback may be provided from various sources (i.e.- administration, coaches, grade level chairs, etc.) and in different forms (i.e.- individual notes, weekly staff newsletters, staff meetings, observations, etc.). The Bryan Leadership Team decided on the following lesson plan components:

#### Lesson Plan Non-negotiable

- SOL's-# only
- Level of Bloom's Taxonomy
- Learning Intentions- I Can statements (with measurable objective)
- Differentiation Strategies
- Key Vocabulary Terms (Content, key, testing, literature)
- Materials/visuals (Optional)
- Hook, During, & Closure
- Hook- how will you get students engaged/introduced

• During- how will you support the teaching of the learning intention (activities, strategies, skills)

- Required lesson plan components

- When lesson plans are due
- Who will be checking the plans
- The forms of feedback that will be provided



# Bryan Google Docs Lesson Plans Home Page

## Lesson Plan Resources

### TITLE

 60FormativeAssessment Techniques to Check for Understan...

 Bloom's Taxonomy Card LA K-2.docx

 Blooms Taxonomy Grades 3-5-1.docx

 Handout5-MarzanoHighYieldStrategies.pdf

 Lesson Plan Evaluation

 Quick-Check-for-Understanding-Strategies.docx

 Reading and Math Blooms.pdf

 Revised Blooms Verbs Matrix

 Scan.jpeg

The home page also provides links to numerous resources to assist teachers in effective lesson planning.



7:20 - 7:45

Monday

# Bryan Google Docs Lesson Plan Sample

SOL #

Learning Intention/  
"I Can" Statement

Key Vocabulary

Differentiation  
Strategies

Bloom's Level

Hook

During

Closure

7:45 - 8:55

Language Arts

**SOL #** 2.10c(I), 2.13d(E), 2.8h(R,S,T), 2.8a(D), 2.8e(K,L), 2.12a-d(E, F, G, H, I, J), 2.13d(E), 2.13c(C), 2.9e,f(L,Q,R)

**Learning Intention:** all with 80% accuracy I can...

**M:** ...create and find the answers to questions I create...use a glossary to find the meaning and location of words

**T:** locate the main idea of a story  
**W:** ...analyze words to determine their part of speech

**Th:** ...I can locate and correctly spell plural nouns. ...I can ask questions as I read to help be comprehend the story

**F:** show what I know; write a personal narrative

**Cognitive Level (HIGHLIGHT Level)**

Creating Evaluating Analyzing  
Applying Understanding Remembering

**Hook:** Ask students to create one question. Allow for discussion about what constitutes a question.

**During:** Watch the flocabulary 5 W song to introduce questioning. Students will assist teacher in creating anchor chart to deepen understanding of thick and thin questioning. Lead students through a discussion about how thin questions are easier than thick questions and that thick questions often require you to infer. TW read *Cherry and Olive* to practice questioning. Students will use sticky notes to ask questions before, during and after reading.

**Closure/Assessment:** Post it sticky note questions.

Resource 8:55 - 9:35

Resource Music 8:55 - 9:35

9:35 - 11:15

Language Arts Continued  
Writer's Workshop

**Key Vocabulary:** guide word, questions, infer, singular, plural

**Evidence of Differentiation:** Differentiated task sheets

**DOL**

**Independent Center:** Guide word cut and sort to be graded

**Respond to Reading** - comprehension guides reading response journal

**Read to Self**

**Writing:** SW complete graphic organizer while brainstorming ideas about why their best friend is their best friend.

Lunch/Recess 11:15 - 12:15

Lunch/Recess 11:15 - 12:15

12:20 - 12:55 - SS/Sci

**SOL #** SS 2.5a, b  
**Sci#** 2.2 a, b

**Learning Intention:** all with 80% accuracy...I can...

**M&W:** ...locate continents on a map

**T, Th & F:** ...describe the changes in the lifecycles of frogs, deer and

**Cognitive Level (HIGHLIGHT Level)**

Creating Evaluating Analyzing  
Applying Understanding Remembering

**Hook:** We are going to make a lap book. Do you know what that is?

**During:** SW will be instructed on how to create continent and oceans lapbook. Students will watch as teacher gives directions. Students will complete front



# Sample Lesson Plan Communication and Feedback

Teachers,

One of the characteristics of an effective teacher is lesson planning. Lesson plans are a critical part of successful instruction, should be available at the time of instruction, and must be submitted in Google docs by 7:30 a.m. Monday morning. Therefore, administrators will frequently select random lesson plans from Google docs and provide feedback. The feedback may be provided from various sources (i.e.- administration, coaches, grade level chairs, etc.) and in different forms (i.e.- individual notes, weekly staff newsletters, staff meetings, observations, etc.). The Bryan Leadership Team decided on the following lesson plan components:

**Lesson Plan Non-negotiable**

**SQL's-# only**

**Level of Bloom's Taxonomy**

**Learning Intentions- I Can statements (with measurable objective)**

**Differentiation Strategies**

**Key Vocabulary Terms (Content, key, testing, literature)**

**Materials/visuals (Optional)**

**Hook, During, & Closure**

**Hook-** how will you get students engaged/introduced \_\_\_\_\_

**During-** how will you support the teaching of the learning intention (activities, strategies, skills)

**Closure-** what will the students be able to demonstrate/mastery (assessment should match the learning intention) This area should include specific questions that match the level of Bloom's taxonomy

These components were selected for the purpose of ensuring alignment, rigor, and focus of plans. Lesson plans will be reviewed using the "School Lesson Plan Evaluation Tool" (see enclosed) and should, at a minimum, meet all of the criteria under the "Functional Implementation" column. In addition, teacher evaluations and observations will document consistency in the effective writing and implementation of lesson plans.

If you have any questions, please let me know!

Mike

Michael Stult

Principal

Bryan Elementary School

- School administrators provide feedback and updated communication on expectations for lesson plans



# Next Steps for Lesson Planning

- Review and revise lesson plan template based on analysis of feedback from this year's plans
- Provide training and follow-up practice and coaching of building success criteria into lesson plans
- Continue mining the resources at the SAC Vault, to help improve alignment between the taught and the tested curriculum
- Continue providing user-end feedback to the school division on SchoolNet,



# Questions?



# Thanks for everything, Mr. Stutt!!

Attachment B  
Jane H. Bryan Elementary School  
Current Grade Span: K-5  
Hampton City 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	3	11%	
Number of the above teachers returning in 2014-2015	3		
Number and percent of teachers scoring proficient in 2013-2014	25	66%	
Number of the above teachers returning in 2014-2015	22		
Number and percent of teachers scoring below proficient in 2013-2014	0	0%	
Number of the above teachers returning in 2014-2015	NA		
Number and percent of teachers fully licensed in 2014-2015	25	86%	
Number and percent of new teachers to the school in 2014-2015	7	24%	
Number and percent of provisional teachers in 2014-2015	4	14%	
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

The school's principal resigned at the end of the 2013-2014 school year to take a position in another school division. The assistant principal was appointed as Interim Principal effective July 1, 2014. While a detailed search process was conducted in an attempt to secure a veteran principal with a track record of success in working in a low performing school, no candidate matching these criteria was selected.

**Area(s) of Reconstitution:**

**Governance**

**Change in Staff**

**Change in Instructional Program**

**Requesting a Conditional: Yes**

**Conditional or Denied in Past Accreditation Cycles:**

No

**Reconstitution Type(s) for Conditional:** Governance, LTP

**Link to the corrective action plan:**

**Achievement Data**

**State Accountability - Accreditation Designation**

<b>Year</b>	<b>Accreditation Rating</b>	<b>Based on Statewide Assessments in</b>	<b>Area(s) of Warning</b>
2002-2003	<i>Provisionally Accredited/Meets State Standards</i>	2001-2002	N/A
2003-2004	<i>Fully Accredited</i>	2002-2003	N/A
2004-2005	<i>Fully Accredited</i>	2003-2004	N/A
2005-2006	<i>Fully Accredited</i>	2004-2005	N/A
2006-2007	<i>Accredited with Warning</i>	2005-2006	English
2007-2008	<i>Accredited with Warning</i>	2006-2007	English
2008-2009	<i>Fully Accredited</i>	2007-2008	N/A
2009-2010	<i>Accredited with Warning</i>	2008-2009	English
2010-2011	<i>Fully Accredited</i>	2009-2010	N/A
2011-2012	<i>Accredited with Warning</i>	2010-2011	English, Science
2012-2013	<i>Accredited with Warning</i>	2011-2012	English, Mathematics
2013-2014	<i>Accredited with Warning</i>	2012-2013	English, Mathematics, Science
2014-2015	<i>TBD</i>	2013-2014	English

**Federal Accountability Sanction**

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

**Federal Accountability Pass Rates by Assessment Year by Assessment Year**

<b>Assessment Type</b>	<b>School Pass Rates</b>								<b>State Pass Rates</b>	
	<b>2006-2007</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2012-2013</b>	<b>2013-2014</b>
<b>Reading</b>	65%	80%	83%	70%	64%	61%	48%	54%	75%	74%
<b>Writing</b>	79%	63%	67%	94%	76%	80%	43%	72%	76%	75%
<b>Mathematics</b>	70%	75%	81%	87%	69%	30%	62%	70%	71%	74%
<b>Science</b>	77%	78%	80%	82%	59%	72%	61%	90%	81%	80%
<b>History</b>	71%	90%	85%	89%	71%	73%	77%	82%	85%	84%

**Graduation and Completion Index, if applicable**

<b>Year</b>	<b>Index</b>
2011	n/a
2012	
2013	
2014	

**Virginia Department of Education  
State/Federal Accountability Data  
Jane H. Bryan Elementary  
Grades: PK - 05  
Hampton City**

**State Accountability - Accreditation Designation**

Accreditation is based on assessments taken in the previous year.

Year	Based on Statewide Assessments in	Accreditation Rating	Area(s) not Meeting Benchmark
2011-2012	2010-2011	Accredited with Warning	English, Science
2012-2013	2011-2012	Accredited with Warning	English, Mathematics
2013-2014	2012-2013	Accredited with Warning	English, Mathematics, Science
2014-2015	2013-2014	Conditionally Accredited	English
2015-2016	2014-2015	Partially Accredited: Reconstituted School	English
2016-2017	2015-2016	To Be Determined	English

**State Accreditation Pass Rates by Assessment Year**

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 3-5: 68%	Gr 3-5: 65%	*44%	59%	63%	72%
Mathematics	77%	*29%	67%	72%	71%	78%
History and Social Sciences	*Gr 3: 53% *Gr 4-8: 80%	Gr 3: 71% Gr 4-8: 74%	75%	81%	94%	95%
Science	Gr 3: 58% Gr 5-8: 56%	Gr 3: 61% Gr 5-8: 83%	*58%	89%	70%	83%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

**Federal Accountability Status**

Year	Based on Statewide Assessments in	Federal Rating	Federal Status
2011-2012	2010-2011	Did Not Make AYP	Title I - School Wide Program
2012-2013	2011-2012	Title I Priority School	Title I - School Wide Program
2013-2014	2012-2013	Title I Priority School	Title I - School Wide Program
2014-2015	2013-2014	Title I Priority School	Title I - School Wide Program
2015-2016	2014-2015	Met All Federal AMOs - HE	Title I - School Wide Program
2016-2017	2015-2016	Met All Federal AMOs - HE	Title I - School Wide Program

**Federal Accountability Pass Rates by Assessment Year**

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	64%	61%	*48%	54%	65%	74%
English: Writing	76%	80%	43%	72%	N/A	N/A
History and Social Sciences	*71%	73%	77%	82%	94%	96%
Mathematics	69%	*30%	62%	70%	74%	81%
Science	59%	72%	*61%	90%	74%	85%

\* This data reflects the first administration of new Standards of Learning assessments based on new content standards.



*Office of School Improvement*  
*Conditional Accreditation Application*

Division: Hampton City Schools

School: John B. Cary Elementary

Schools that are rated *Accredited with Warning* for three consecutive years and may be assigned the rating of *Accreditation Denied* in the fourth year of warning will be eligible to apply for *Conditional Accreditation* from the Virginia Board of Education in lieu of a rating of *Accreditation Denied*.

8 VAC 20-131-300.C. states that a school shall be rated Accreditation Denied based on its academic performance and/or achievement of the minimum threshold for the graduation and completion index if it fails to meet the requirements to be rated Fully Accredited or Provisionally Accredited-Graduation Rate, for the preceding three consecutive years or for three consecutive years anytime thereafter.

As outlined in 8 VAC 20-131-315, as an alternative to the Memorandum of Understanding (MOU) required of schools rated Accreditation Denied, a local school board may choose to reconstitute the school and apply to the Board of Education for a rating of Conditionally Accredited. The application shall outline specific responses that address all areas of deficiency that resulted in the Accreditation Denied status.

As defined by the Standards of Accreditation, "reconstitution" is a process that may be used to initiate a range of accountability actions to improve pupil performance, curriculum, and instruction to address deficiencies that caused a school to be rated Accreditation Denied. Actions may include, but not be limited to, restructuring a school's governance, instructional program, staff or student population.

It is the request of Hampton School Board that John B. Cary Elementary School be considered for *Conditional Accreditation* status based on the details outlined in this application.

Martha M. Mugler \_\_\_\_\_ Typed School Board Chair Name

\_\_\_\_\_ School Board Chair Signature

July 13, 2015 \_\_\_\_\_ Date

**School Information/Demographics**

Required Information: Total school population; free and reduced lunch population; grade levels served; grade level population

Cary	Not Disadv	Not Disadv	Disadv	Disadv	Total
Grade Level	Number	Percentage	Number	Percentage	Enrollment
VP	11	30.56%	25	69.44%	36
KG	18	25.71%	52	74.29%	70
1	21	32.31%	44	67.69%	65
2	10	18.87%	43	81.13%	53
3	19	30.65%	43	69.35%	62
4	9	14.75%	52	85.25%	61
5	11	24.44%	34	75.56%	45
<b>Grand Total</b>	<b>99</b>	<b>25.26%</b>	<b>293</b>	<b>74.74%</b>	<b>392</b>

**Accountability Pass Rates**

<b>Overall School Achievement Data</b>				
	2012-2013 Pass Rate Based on 2011-2012 Assessments	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	Preliminary 2015-2016 Pass Rate Based on 2014-2015 Assessments
English	65	42	44	56
Mathematics	31	57	59	66
Science	66	59	58	54
History	67	74	79	98
Graduation and Completion Index (if applicable)	N/A	N/A	N/A	N/A

<b>Grade Level Pass Rates</b>				
Subject/Grade	2012-2013 Pass Rate Based on 2011-2012 Assessments	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	Preliminary 2015-2016 Pass Rate Based on 2014-2015 Assessments
Reading – 3 <sup>rd</sup>	64	47	40	59
Reading – 4 <sup>th</sup>	77	39	43	42
Reading – 5 <sup>th</sup>	60	46	47	71
Writing – 5 <sup>th</sup>	67	46	40	N/A
Math – 3 <sup>rd</sup>	25	44	24	70
Math – 4 <sup>th</sup>	38	51	75	56
Math – 5 <sup>th</sup>	33	65	63	75
History – 3 <sup>rd</sup>	77	73	76	N/A
History – VA Studies	62	79	83	98
Science – 3 <sup>rd</sup>	68	61	72	N/A
Science – 5 <sup>th</sup>	69	62	51	56
Graduation and Completion Index (if applicable)	N/A	N/A	N/A	N/A

**Staff Information**

**2014-2015 Staff Changes**

- 8 teachers new to the school
- 6 returning staff members teaching different grade levels
- 1 new (to the school) Title I Math Interventionist

**2015-2016 Staff Changes**

- 11 teachers new to the school
- 3.5 new teacher specialists (e.g., reading specialist, Title I interventionists) supporting the classroom
- 1 returning staff member teaching different grade level
- 2 new Early Reading Intervention Assistants (ERIA)
- 1 new Assistant Principal

Grade Level	Endorsement	Years of Experience
Grade K Teacher	Elementary Ed PK-6	3
Grade 1 Teacher	Elementary Ed PK-6	2
Grade 2 Teacher	Elementary Ed PK-6	0
Grade 4 Teacher	Elementary Ed PK-6/Middle Ed 6-8: English	9
Grade 4 Teacher	Elementary Ed PK-6	9
Grade 4 Teacher	TBA	
Grade 5 Teacher	Elementary Ed PK-6	10
Grade 5 Teacher	Elementary Ed PK-6/ Admin and Supervision PK-12	11
Grade 5 Teacher	Elementary Ed PK-6/ Admin and Supervision PK-12	10
Reading Specialist	TBD	
Reading Interventionist	Elementary Ed PK-6	12
Reading Interventionist	Elementary Ed PK-6	11

Reading Interventionist	Elementary Ed PK-6	8
Special Education Teacher	Emotional Disturbance K-12 Intellectual Disabilities K-12 Reading Specialist Specific Learning Disabilities K-12	9
Special Education Teacher	History and Social Sciences Special Education – General Curriculum K-12	3

<b>Cary's Staff – 2015/2016</b>	
<b>Number of Teachers</b>	<b>Endorsement/Experience</b>
30.5	All staff members are teaching in their endorsed content/grade level. Seven staff members have between 0 and 4 years of teaching experience. Twenty-two staff members have between 5 and 37 years of teaching experience.

Percentage of teachers new to Cary in SY 14-15: 32%  
 Percentage of teachers new to Cary in SY 15-16: 49%  
 Number of teachers on a Professional Development Plan in SY 13-14: 4  
 Number of teachers on a Professional Development Plan in SY 14-15: 5  
 Number of teachers on a Professional Development Plan in SY 15-16: 0  
 Years of experience (0-3) in SY 15-16: 4  
 Years of experience (4-6) in SY 15-16: 9  
 Years of experience (7+) in SY 15-16: 18

**Reconstitution Information**

Mark **all** applicable areas of reconstitution:

Governance       Instructional Program       Staff       Student Population

Existing Practice	Proposed New Practice	Anticipated Impact
<p>INSTRUCTIONAL PROGRAM &amp; STAFF/READING - One reading specialist and one Title I reading interventionist provided support to grades 3-5. One part-time ERIA (Early Reading Intervention Assistant) provided support to grades K-2.</p>	<p>During the 2015-2016 school year, Title I funds will be used to provide for an additional 1.5 reading interventionist positions. This will allow for a model of support that provides greater coverage to all grade levels. The support will be as follows: reading specialist utilized in grades K-2, one reading interventionist working in grades K-1, one reading interventionist working in grades 2-3, and the .5 reading interventionist supporting grades 4-5. The ERIA will continue to provide support in grades K-2.</p>	<p>Additional reading staff will enable the school to better meet the needs of the large number of students identified for Tier 2 or Tier 3 support in this content area for all grade levels.</p>
<p>INSTRUCTIONAL PROGRAM/READING - Cary Elementary teachers are currently progress monitoring reading utilizing running records in grades 2-5.</p>	<p>Progress monitoring in reading will focus on running records, Developmental Spelling Analysis (DSA), comprehension and PALS <i>quick checks</i>, covering grades K-5.</p>	<p>Progress monitoring in grades K-5 in the noted areas will allow teachers to more comprehensively monitor students' progress for needed instructional changes.</p>
<p>INSTRUCTIONAL PROGRAM/READING - Progress monitoring in reading for students receiving Tier 2 or Tier 3 support is collected and tracked in a Google document.</p>	<p>Data will be tracked using a division-developed RtI database that will permit teachers and administrators to run reports in order to monitor the success of specific interventions along with student progress in reading. The database will also provide teachers and students access to</p>	<p>Consistently monitoring the reading progress of students identified to receive Tier 2 or Tier 3 support will yield information about the success of interventions as well as drive planning efforts for remediation and intervention. An increase in differentiated instruction as a</p>

	all assessment scores, designate students to a “watch list”, and serve as a tool for monitoring attendance.	result of this rich data will close student gaps in foundational literacy skills.
<p>INSTRUCTIONAL PROGRAM/READING - Administration at Cary Elementary, along with district level directors, conducted walkthroughs on student engagement in grades K-5 utilizing the website <a href="http://onlineobservationtools.com">onlineobservationtools.com</a>. Upon initial walkthroughs, the team determined three areas of need in terms of student engagement (engaging in reading, discussing text and use of metacognition strategies). The SLT determined a professional learning plan of action for these areas. Follow-up walkthroughs were conducted to determine impact of the professional learning plan. A significant increase in the observation of these three areas of student engagement was determined through this action research.</p>	<p>The Cary Administrative Team will continue to conduct student engagement walkthroughs in grades K-5. Three additional areas of concerns will be determined from these initial walkthroughs. The School Leadership Team (SLT) will meet to determine a professional learning plan for these areas, as well as continued professional learning in the areas identified in SY14-15. Follow-up walkthroughs will be conducted to measure the use of the student engagement indicators within the classroom.</p>	<p>Through the use of action research, administrators and teachers will be able to measure and monitor the use of student engagement indicators within the classroom. The primary goal will be to increase the use of these indicators to impact the engagement of students, thus increasing the amount of learning taking place throughout instructional time.</p>
<p>INSTRUCTIONAL PROGRAM/READING - The Cary Administrative Team, along with HCS personnel, conducted all walkthroughs, observations and professional learning in the area of reading.</p>	<p>Cary Elementary has contracted with the University of Virginia (UVA) for SY 15-16 to provide observations and follow-up training/coaching in grades K-3 in the area of reading.</p>	<p>Teachers will receive training to improve instruction in the area of reading, particularly in small group instruction.</p>
<p>INSTRUCTIONAL PROGRAM/READING - Teachers in grades K-4 received various degrees of professional learning in the area of Word Study. Grade 4 received district level training for initial implementation. Grade 3 received district level training during the summer. Grades K-2</p>	<p>Utilizing Title I funds, one teacher per grade level will participate in the UVA Word Study course. The selected teacher for each grade will then provide training to the teachers within his/her grade level. The focus of the training will be on Word Study strategies and knowledge. (The Word Study</p>	<p>Each grade level will receive thorough and accurate information regarding the DSA, Word Study instruction, and implementation. The program will be implemented with fidelity in all grade levels.</p>

<p>relied on colleagues throughout the district to collaborate in regards to Word Study strategies and knowledge.</p>	<p>program will be new to Grade 5 for SY 15-16. Training will be conducted by division level staff.)</p>	
<p><b>INSTRUCTIONAL PROGRAM/READING -</b> Cary Elementary relied on the school’s reading specialist and reading interventionist to provide training in administering DRA (Diagnostic Reading Assessment) assessments. There was a lack of fidelity regarding teachers’ administration of the DRA as a result of the in-house training.</p>	<p>The Language Arts curriculum leader will provide training to all staff during the beginning of the 2015-2016 school year on the proper method of administering the DRA.</p>	<p>Consistent DRA administration will occur once staff members receive training from a content expert. Proper training will also increase the fidelity of implementation among teachers in all grade levels.</p>
<p><b>INSTRUCTIONAL PROGRAM/READING -</b> The support provided by the HCS Language Arts Department previously focused on professional learning needs/opportunities at the district level.</p>	<p>In SY 15-16, the Language Arts Department will conduct collaborative walkthroughs/observations during the reading instructional block and meet immediately afterwards to debrief.</p>	<p>Follow-up feedback provided by the Language Arts Department will ensure fidelity to the HCS instructional model, as well as provide coaching points to utilize with staff during instructional meetings with administration. In addition, information received from the feedback sessions will be utilized by the SLT to create “action steps” or “next steps” for the School Improvement Plan.</p>
<p><b>INSTRUCTIONAL PROGRAM/READING -</b> The intervention block of instruction (daily for 30 minutes) focused on reading and math for the first semester of SY 14-15 in grades 2-5. Beginning in the third marking period, grades 3 and 5 began to focus solely on reading during the intervention block.</p>	<p>The intervention block of instruction will be revised to focus in grades 2-5 on reading intervention strategies. The strategy of metacognition will be an area of emphasis.</p>	<p>Students will increase their ability to comprehend text at higher levels through the use of metacognition strategies.</p>
<p><b>INSTRUCTIONAL PROGRAM/MATH -</b> The HCS Math Teacher Specialist provided support to Grade 4 throughout SY 14-15 due to the number of long-term</p>	<p>The HCS Math Teacher Specialist will extend support to Grade 5 through SY 15-16 as a result of this group of students having been taught by numerous substitutes during the previous</p>	<p>Teacher support from the teacher specialist greatly benefited the student performance in Grade 4 in SY 14-15. This supplemental support will benefit this same cohort of students as they move</p>

substitutes teaching in this grade level.	school year.	to the next grade level.
INSTRUCTIONAL PROGRAM/MATH - Teachers attended professional learning offerings at the district level and once at the school level during SY 14-15.	The HCS Math Department will provide quarterly professional learning workshops to Cary Elementary teachers on math instruction, in addition to district level professional learning.	The implementation of strategies gleaned from the professional learning series provided by the HCS Math Department will result in improved teacher performance and student learning outcomes.
INSTRUCTIONAL PROGRAM/MATH - Teachers in grades 3-5 planned in collaboration with the Title I Math Interventionist during SY 14-15.	Teachers in grades 3-5 will continue to plan with the math interventionist with an emphasis on hands-on instruction with transition to virtual manipulatives. Teachers in grades K-2 will receive bi-quarterly professional learning with manipulatives (both concrete and virtual) and planning hours with the math interventionist.	Increased hands-on instruction will allow students to connect the concrete learning of manipulatives to the abstract thinking needed for math.
INSTRUCTIONAL PROGRAM/SCIENCE - Cary Elementary utilized a textbook for science instruction in grades 4 and 5, along with the HCS science curriculum.	The HCS Science curriculum leader will train Cary Elementary teachers and provide faculty with FOSS (Full Option Science System) curriculum kits.	The training and use of the hands-on learning kits in science classes will provide students with more engaged learning experiences in science.
INSTRUCTIONAL PROGRAM/SCIENCE - Cary Elementary utilized the McGraw Hill textbook for science in Grade 5 along with the HCS science curriculum.	The HCS Science Department will partner with Old Dominion University in a grant (SY 15-16) in which teachers in grades 4 and 5 will be trained in <i>Building Bridges Across the Elementary Curriculum</i> with Argument Driven Inquiry (ADI). Teachers will then be instructing through the use of an interdisciplinary approach that places an emphasis on performance-based assessments.	The integration of inquiry-based science across the curriculum will provide opportunities for students to demonstrate their knowledge of essential skills at higher levels of Blooms Taxonomy. Teachers will also integrate science with English and math, thus improving performance in all subject areas through practices that allow students to make real world connections.
INSTRUCTIONAL PROGRAM/SCIENCE - Prior to the completion of end-of-year testing, the HCS Science Department provided an	Prior to the administration of quarterly critical skills assessments (HCS version of quarterly, division-wide benchmark assessments), the	An increase in the percentage of students meeting expectations on the quarterly critical skills assessments.

<p>intervention/remediation plan for students who failed the Gr 5 science SOL assessment. This plan was designed “student retakes” and based on Student Detail Question Reports.</p>	<p>HCS Science Department teacher specialists and/or curriculum leader will provide review instruction (remediation) to students identified as needing Tier 2 support.</p>	
<p><b>INSTRUCTIONAL PROGRAM/SCIENCE -</b> Students in grades 2-5 have been assessed each quarter via quarterly benchmark assessments for reading, math, and science.</p>	<p>In the area of reading, students in grades 3-5 will now take shorter assessments known as critical skills assessments (CSAs) at the end of each nine weeks. Grades K-2 will focus on progress monitoring every 4 ½ weeks in the area of reading. In the area of math, students in grades 2-5 will take CSAs at the end of each nine weeks. Grades K-1 will continue task assessments every nine weeks in mathematics. In the area of science, students in grades 4 and 5 will take CSAs at the end of each nine weeks. Students in grades 2-3 will participate in performance-based assessments.</p>	<p>Increased emphasis on skills mastery, collaborative conversations involving skills, and formative focus on assessments. Staff will move away from a summative view of assessments and a focus on pass rates.</p>
<p><b>INSTRUCTIONAL PROGRAM/SCIENCE -</b> In the core content areas, teachers have primarily utilized whole group and small group instruction with teacher led focus.</p>	<p>Teachers will be trained on cooperative learning and reciprocal teaching. Classroom instruction will incorporate these methods of instruction for all core content areas.</p>	<p>Teachers will increase student engagement in the core content areas to improve learning and performance.</p>
<p><b>INSTRUCTIONAL PROGRAM –</b> The Cary Elementary School Leadership Team (SLT) prepared and presented during quarterly data meetings to the Division Leadership Support Team (DLST). This was a requirement for any Focus school in Virginia.</p>	<p>The practice of participating in quarterly data meetings proved to be of great benefit to the school’s leadership team and school improvement planning process. While it appears that Cary Elementary will exit Focus school status by 8/31/15, both the school and division leadership believe in the merits of these meetings and have made a commitment to continue having them during SY 15-16.</p>	<p>Lines of communication between the Cary Elementary SLT and the DLST will continue to remain open, as members of the DLST will continue to serve as liaisons between central office and the school. This working relationship resulted in collaborative efforts for school improvement planning during the previous school year and will again be of benefit for SY 15-16.</p>

## Closing Rationale

Two years ago John B. Cary Elementary devoted all work to three commitments: collaboration, positive relationships and focused instruction. Each year for the past two years, the staff and administration at Cary have committed to assessing the needs of the school and working toward improving those needs. Throughout the past two years, the staff has worked to ensure that student performance is the focus of teacher discussion, planning and assessment analysis. In addition, the staff has worked to focus on small group instruction and student engagement. This work will continue into the next two years as well. The school's focus for the next two years will be to continue to assess the school's needs, refine instructional practices, align instruction and assessment to essential skills, and engage all students. The staff at Cary is committed to assessing students and monitoring progress, aligning instruction to essential skills, and creating instruction that is engaged and based on best practices. Within the past two years, Cary Elementary has focused on retaining successful and effective teachers. During the first year, Cary saw a 32% staff change and a 52% staff change within the last academic year (2014-2015). This upcoming academic year (2015-2016) the administrative staff has secured new teachers to Cary that have experience in teaching, but more importantly, a track record of success in terms of student performance. These selected teachers, along with retained successful staff at Cary, are anticipated to provide instruction that will increase student achievement for all students. In the area of reading, the staff has committed to improved small group instruction (including guided reading practices at the students' level), engaging students in reading and discussing text, increased metacognition strategies, and increased cooperative learning/reciprocal teaching. In addition, instruction within math and science will focus on a more hands-on approach and a focus on problem solving. Within the past two years, reading student performance has increased 14% points. Within the next academic year, it is the school's goal to increase student performance to a 66% pass rate. Within the following year, the goal is to increase student performance to a 76% pass rate. In the subject area of math, student performance has increased 9% points. Within the next two academic years, the goal at Cary is to increase student performance to an 85% pass rate (to a 76% pass rate within the next academic year). In the subject area of science, the goal at Cary Elementary is to increase student performance by 11% points within the next academic year (to a 65% pass rate) and by 10% points within the following academic year (to a 75% pass rate). The focus on student learning has enabled Cary Elementary to see a significant increase in the areas of reading and math within the past two years. The goal is to continue to refine all instructional practices, monitoring, and engagement to ensure a continued increase in these areas, as well as an increase in the area of science. An analysis of Cary Elementary School's SOL performance by grade level reveals that it is feasible for the school to meet all state accreditation benchmarks at the end of SY 15-16. For example, the division has helped the principal to secure successful, veteran teachers in Grade 4, in an effort to replace several long-term substitutes and ineffective teachers in this grade level.

Appendix A: Staff Information

Description	Number of Teachers	Percent of All Teachers	Area of Teaching
Number and percent of teachers scoring above proficient in 2014-2015	0	0%	
Number of the above teachers returning in 2015-2016	N/A		
Number and percent of teachers scoring proficient in 2014-2015	16	55%	
Number of the above teachers returning in 2015-2016	12		
Number and percent of teachers scoring below proficient in 2014-2015	1	3%	
Number of the above teachers returning in 2015-2016	0		
Number and percent of teachers fully licensed in 2015-2016	29	100%	
Number and percent of new teachers to the school in 2015-2016	15	49%	
Number and percent of provisional teachers in 2015-2016	0	0%	
Number and percent of teachers not teaching in their endorsed area in 2015-2016 (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 2015-2016 (name each area in which there is a long-term substitute that may be employed more than 45 days)	0	0%	

<p><b>Principal tenure at this school and description of track record of success in working in a low-performing school:</b></p> <p>In Fall 2013, Division Leadership hired a new principal for John B. Cary Elementary School. Prior to placement at Cary Elementary, the principal at served at another Title I school. During her tenure there, the school was fully accredited and met all federal AMOs. The school’s performance at the end of the principal’s tenure was as follows: English, 85%; Math, 78%; History, 92%; and Science, 90%. In addition, the school culture and staffing remained stable during her tenure, even through district rezoning. Based on the student achievement results at the that Title I school, she was placed at Cary Elementary with the goal of improving school culture and leading the school to exit Focus school status. When placed at Cary Elementary, the school had already been designated by the state as a Focus school for one school year (2012-2013). At the time of her placement, there were concerns in the areas of reading, math and</p>
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Division:

School:

#### Appendix A: Staff Information

science. The Focus school designation for Cary Elementary was in the area of reading (Gap Groups 1 and 2). There also were concerns regarding a positive school climate, which was contributing to lower scores in student achievement, teacher retention, and teacher performance. The principal's placement at Cary Elementary was based on her strengths in the areas of instructional leadership, positive school climate, and human resources management. Her strengths in coaching teachers and staff in their areas of performance to support improvement were also seen as an asset to Cary Elementary. In addition, the principal has the ability to identify concerns in teacher performance, develop a plan for improvement, and monitor the plans to benefit the teacher, students and school effectively. Since the principal's placement at Cary Elementary, the school climate has made a significant improvement as indicated by the staff climate surveys, parent surveys, discipline reports, and division leadership observations. In addition, student performance has increased in the areas of reading and math as follows: English from 42 to 56 percent and Math from 57 to 66 percent. History performance scores have also increased from 74 to 98 percent. The principal has also worked to ensure that all staff of John B. Cary Elementary are proficiently performing in the standards 1-7 as indicated by state teacher standards. This year is significant to note that Cary Elementary has improved from a "hard-to-staff" school to a school with either retained or transfer requested staff.

**Virginia Department of Education  
State/Federal Accountability Data  
John B. Cary Elementary  
Grades: PK - 05  
Hampton City**

**State Accountability - Accreditation Designation**

Accreditation is based on assessments taken in the previous year.

Year	Based on Statewide Assessments in	Accreditation Rating	Area(s) not Meeting Benchmark
2011-2012	2010-2011	Fully Accredited	N/A
2012-2013	2011-2012	Accredited with Warning	English
2013-2014	2012-2013	Accredited with Warning	English, Mathematics
2014-2015	2013-2014	Accredited with Warning	English, Mathematics, Science
2015-2016	2014-2015	Partially Accredited: Reconstituted School	English, Mathematics, Science
2016-2017	2015-2016	To Be Determined	English, Science

**State Accreditation Pass Rates by Assessment Year**

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 3-5: 80%	Gr 3-5: 65%	*42%	44%	56%	65%
Mathematics	83%	*70%	57%	59%	66%	70%
History and Social Sciences	*Gr 3: 83% *Gr 4-8: 96%	Gr 3: 77% Gr 4-8: 81%	74%	79%	98%	80%
Science	Gr 3: 90% Gr 5-8: 93%	Gr 3: 67% Gr 5-8: 71%	*70%	58%	54%	40%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

**Federal Accountability Status**

Year	Based on Statewide Assessments in	Federal Rating	Federal Status
2011-2012	2010-2011	Did Not Make AYP	Title I - School Wide Program
2012-2013	2011-2012	Title I Focus School	Title I - School Wide Program
2013-2014	2012-2013	Title I Focus School	Title I - School Wide Program
2014-2015	2013-2014	Title I Focus School	Title I - School Wide Program
2015-2016	2014-2015	Met All Federal AMOs	Title I - School Wide Program
2016-2017	2015-2016	Improvement Plan Required	Title I - School Wide Program

**Federal Accountability Pass Rates by Assessment Year**

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	74%	66%	*44%	44%	57%	64%
English: Writing	98%	67%	46%	40%	N/A	N/A
History and Social Sciences	*91%	68%	76%	80%	98%	72%
Mathematics	86%	*32%	53%	54%	66%	70%
Science	94%	68%	*62%	58%	56%	42%

\* This data reflects the first administration of new Standards of Learning assessments based on new content standards.

Division: Lynchburg City Schools

School: Heritage Elementary School

Schools that are rated *Accredited with Warning* for three consecutive years and may be assigned the rating of *Accreditation Denied* in the fourth year of warning will be eligible to apply for *Conditional Accreditation* from the Virginia Board of Education in lieu of a rating of *Accreditation Denied*.

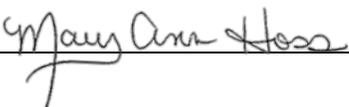
8 VAC 20-131-300.C. states that a school shall be rated Accreditation Denied based on its academic performance and/or achievement of the minimum threshold for the graduation and completion index if it fails to meet the requirements to be rated Fully Accredited or Provisionally Accredited-Graduation Rate, for the preceding three consecutive years or for three consecutive years anytime thereafter.

As outlined in 8 VAC 20-131-315, as an alternative to the Memorandum of Understanding (MOU) required of schools rated Accreditation Denied, a local school board may choose to reconstitute the school and apply to the Board of Education for a rating of Conditionally Accredited. The application shall outline specific responses that address all areas of deficiency that resulted in the Accreditation Denied status.

As defined by the Standards of Accreditation, "reconstitution" is a process that may be used to initiate a range of accountability actions to improve pupil performance, curriculum, and instruction to address deficiencies that caused a school to be rated Accreditation Denied. Actions may include, but not be limited to, restructuring a school's governance, instructional program, staff or student population.

It is the request of Lynchburg City School Board that Heritage Elementary School be considered for *Conditional Accreditation* status based on the details outlined in this application.

Mary Ann Hoss Typed School Board Chair Name

 School Board Chair Signature

July 13, 2015 Date

### School Information/Demographics

Required Information: Total school population; free and reduced lunch population; grade levels served; grade level population

At the end of FY 15, the enrollment at Heritage Elementary School was as follows:

Pre Kindergarten	34
Kindergarten	82
Grade 1	70
Grade 2	100
Grade 3	56
Grade 4	49
Grade 5	63
Total Enrollment	454

African American	44%
Hispanic	6%
Asian	10%
White	30%
Other	10%

Free and Reduced Lunch	73.02%
Students with Disabilities	8.5%

#### Other Student Population Factors

- Heritage Elementary serves students from 3 Section 8 housing projects as well as students from single family dwellings.
- During 2014-2015, 103 students transferred out of the school at some point during the school year, and 80 students transferred in from other schools in the division, state, and other states.

Enrollment in grades 3-5 is lower than grades K-2 due to the lingering impact of public school choice which ended at the end of FY 12 and annual eligibility and participation in the division's Gifted Opportunities Center.

## Accountability Pass Rates

<b>Overall School Achievement Data</b>				
	2012-2013 Pass Rate Based on 2011-2012 Assessments	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	Preliminary 2015-2016 Pass Rate Based on 2014-2015 Assessments
English	77	62	58	62
Mathematics	44	56	41	57
Science	83	67 (3yr.=79)	66(3yr.=73)	62 (4yr=71)
History	75	84	70	82
Graduation and Completion Index (if applicable)	NA	NA	NA	NA

<b>Grade Level Pass Rates</b>				
Subject/Grade	2012-2013 Pass Rate Based on 2011-2012 Assessments	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	Preliminary 2015-2016 Pass Rate Based on 2014-2015 Assessments
Example: English-3 <sup>rd</sup> grade; EOC English				
Reading-3 <sup>rd</sup>	77	57	48	63
Math-3 <sup>rd</sup>	56	60	38	61
Science-3 <sup>rd</sup>	85	80	67	NA
History 3 <sup>rd</sup>	89	87	59	82
Reading-4 <sup>th</sup>	71	61	44	51
Math-4 <sup>th</sup>	41	53	29	49
Reading-5 <sup>th</sup>	70	61	64	61
Writing-5 <sup>th</sup>	84	58	66	NA
Math-5 <sup>th</sup>	30	47	51	52

Science-5 <sup>th</sup>	79	51	64	62
Virginia Studies-5 <sup>th</sup>	58	80	78	82
Graduation and Completion Index (if applicable)	NA	NA	NA	NA

## Staff Information

As indicated in Appendix A, Heritage Elementary School is currently anticipating having 9 new staff members for 2015-2016. Kindergarten: 1, Grade 1: 1, Grade 2: 1, Grade 3: 3, Grade 4: 1, Grade 5: 2. In addition, the school will have a new assistant principal. Below are details regarding each new staff member.

- **Administration:** Assistant Principal
  - Endorsed in Elementary Education Prek-6 and Administration and Supervision Prek-12.
  - 12 years teaching experience in kindergarten, 1st and 3rd grades.
  - Currently holds an educational specialist degree and is pursuing a doctoral degree in education.
- **Kindergarten:** Adding an additional kindergarten class and two new teachers to the grade level (one internal move).
  - The teacher assigned has worked at Heritage for two years.
    - Endorsement: Elementary Education Prek-6
  - A new teacher was hired for kindergarten. The teacher has worked as an instructional assistant for Lynchburg City Schools for two years.
    - Endorsement: Elementary Education Prek-6
- **1st Grade:** Adding two new teachers to first grade (one internal move)
  - One teacher is an eighteen year veteran who has worked at Heritage for one year.
  - Endorsement: Early Education NK-4
  - Taught special education, 2nd and 4th grades
- New 1st grade teacher
  - Taught five years in 1st grade in Virginia.
  - Endorsement: Elementary Education Prek-6
  - Teacher of the year for the previous school division.
- **2nd Grade: Added one new teacher**
  - Hired a new 2nd grade teacher.
  - Endorsement: Elementary Education Prek-6
  - Recent graduate of a Virginia university.
  - Received a glowing recommendation from a university professor that is well known nationally and internationally
- **3rd Grade:** Hired three new teachers for 3rd grade.
  - All new hires have taught 3rd grade in the state of Virginia.
  - One teacher has one successful year of teaching.
    - Endorsement: Elementary Education Prek-6
  - The second teacher has one year of successful teaching
    - Endorsement: Elementary Education Prek-6
  - The third teacher has five successful years of teaching and was teacher of the year at the previous school.
    - Endorsement: Elementary Education K-6
- **4th Grade:** Hired one new teacher.
  - Endorsements: Elementary Education Prek-6
  - Student taught in kindergarten and 5th grades
  - Taught in 4th, 7th-12th grades
- **5th Grade:** Hired two new teachers.
  - One internal move. Nine years of teaching in 3rd and 4th grades.
    - Endorsement: Elementary Education Prek-6 and Masters in Curriculum and Instruction

- One teacher has taught fifth grade at another school in LCS.
  - Endorsements: Elementary Education Prek-6
- The second teacher is a new teacher who student taught in 4th & 5th grades.
  - Endorsements: Elementary Education Prek-6



**Reconstitution Information**

Mark **all** applicable areas of reconstitution:

Governance       Instructional Program       Staff       Student Population

<b>Existing Practice</b>	<b>Proposed New Practice</b>	<b>Anticipated Impact</b>
School Governance – The Director of School Improvement currently serves on the Heritage School Improvement team. Focus has been and will continue to be on the achievement and performance of students in Gap Groups 2 and 3. A Division team also meets with the school team on a quarterly basis to review student achievement data.	School Governance will be expanded. A division team will meet monthly with the building administration. The team will include the Superintendent, Assistant Superintendent for Student Learning and Success, the Director of School Improvement, the Director of Student Services, the Director of Testing, the Supervisors for English and Math, and the Coordinator for Extended Learning Time. We will also seek to have a representative from higher education to serve	Frequent review of data points relative to teacher efficacy and student achievement will serve to increase accountability for student success among all stakeholders and create a culture of high expectations for all.

	<p>on the governance board. The governance board will assist the school in the development and implementation of a school improvement plan using the Indistar planning tool and present the completed plan to the school board. The governance board will meet monthly with the school's administration to review data points including student attendance, teacher attendance, formative assessment data, grades in core subjects, student discipline data, and student transfer data. Governance Board members will also participate in inter rater reliability observations on a monthly basis.</p>	
<p>Governance – An academic review was conducted in January 2015. The review resulted in essential actions similar to those of other schools in the division, including the middle school that was conditionally accredited for FY 15. Essential actions were included in the FY 15 school improvement plan and included: Develop and implement a system for monitoring the alignment of lesson plans to the Standards of Learning; Develop and communicate to mathematics and English teachers the expectations for lesson plans which include evidence of alignment with the SOL in content and cognitive levels, the big idea, and student objective with the behaviors, conditions, and criteria; Provide professional development to the principal and assistant principal on evidence-based observation and on providing evidence-based feedback to teachers through formal lesson observations; conduct peer</p>	<p>Governance – The essential actions developed in January 2015 will continue to be implemented. For FY16, the number of observations in reading and math will be increased to include a formal observation in all warned areas for all teachers a minimum of once per month. Monthly inter rater reliability observations will be conducted by governance team members that focus on providing feedback to building administrators on providing evidence-based feedback to teachers following observations. Daily sweeps will be conducted by school administrators to monitor the alignment of lesson plans to the SOL. Professional development plans will be created that include monitoring the impact of professional development on teacher practice and student achievement by identifying specific measurable outcomes.</p>	<p>Increasing frequency of observations and providing professional development to observers on evidence-based feedback to teachers will serve to build the capacity of administrators and teachers to plan for and deliver instruction that is aligned to SOL objectives in both content and cognitive level, link the lesson to the big idea, and communicate to students objectives that contain behaviors, conditions and criteria for success.</p>

<p>(principal) review of formal lesson observations during division principal meetings to ensure evidence-based observation and evidence-based feedback; Create and implement a professional development plan that is aligned to school student data, lesson plan trends, observation trends, etc.; Determine appropriate metrics for monitoring professional development learning tied to specific student outcomes.</p>		
<p>Instruction – Math Curriculum - Currently the math curriculum is based on existing pacing guides that include outdated and somewhat limited instructional resources. The curriculum is most often presented in whole group with little differentiation of instruction in small group guided math.</p>	<p>Instruction – Math Curriculum – For FY16, a new math curriculum will be implemented that will begin to move towards a math workshop/guided math approach in all classrooms. In this model, students investigate grade level standards as a whole group at the beginning of the class, then rotate through a combination of small-group instruction with the teacher and independent activities in a manner that matches their needs and readiness with the current topic. To accomplish this model, teachers in all grade levels will be provided a toolbox for each strand (e.g. place value, telling time, linear measurement, fractions, etc.) that covers SOL objectives below, on, and above the current grade level. Included in the toolbox will be a pre assessment, a standards monitoring form, resources and activities to provide differentiated instruction based on student readiness, and standards aligned assessments to determine student mastery.</p>	<p>The anticipated outcomes of this new initiative include:</p> <ol style="list-style-type: none"> <li>1. Removing the ceiling by allowing students to not only fill in gaps, but also to elevate their opportunities to go beyond base grade level expectations</li> <li>2. Responding fluidly to student needs and abilities</li> <li>3. Establishing clear criteria for advancement</li> <li>4. Ensuring a strong foundation in mathematics skills and concepts</li> <li>5. Involving students and families in decision making around mathematics instruction</li> </ol>

<p>Instruction – Reading Assessment –</p> <p>Currently PALS is used in grades K-3 as the primary reading assessment.</p>	<p>Instruction – Reading Assessment –</p> <p>For FY 16, DRA2+ will be administered to students in grades 2 and 3. This reading assessment is designed to determine the reading level of a student where the student can make meaning from text which then serves as a basis for instruction. The assessment will be administered by the reading specialists to ensure consistency of administration and validity of results.</p>	<p>Having an assessment that gives a reading level which incorporates a student’s ability to comprehend both fiction and nonfiction text will allow teachers to more accurately determine the needs of students and place them in more tightly leveled guided reading text.</p>
<p>Instruction – Title I Reading Services-</p> <p>Currently, Title I services focus almost exclusively on providing intervention services to students in a small group, either pull out or push in model.</p>	<p>Instruction – Title I Reading Services –</p> <p>For FY16, the school will be moving toward a Title I service model that provides a combination of coaching services to classroom teachers in delivering high quality reading instruction to students and providing Tier 2 and 3 intervention services to students. To assist with this initiative, the school division hired a new Title I Reading Coach to guide the implementation of the new DRA2+ Reading Assessment and to support building level Title I teachers in the coaching of teachers of reading.</p>	<p>It is anticipated that the coaching model will increase the capacity of classroom teachers to become more skilled in the delivery of high quality reading instruction for all students. It is further anticipated that as the quality of reading instruction improves in the classroom, the need for Tiered intervention will decrease.</p>

## Closing Rationale

For FY15, Lynchburg City Schools applied for and was granted conditional accreditation for one of its middle schools. In cooperation with the Office of School Improvement at the Virginia Department of Education, the division conducted an academic review of that school, determined essential actions based on the findings, and implemented a corrective action plan. As a result, that school experienced significant gains in student achievement, regaining full accreditation in math and narrowly missing full accreditation in English, while realizing significant improvement.

The school division conducted an academic review for Heritage Elementary school in January 2015, using the identical process used by the Office of School Improvement when reviewing the middle school. Similar findings were seen during the review and similar essential actions were developed for Heritage Elementary School that have been implemented since February 2015. Based on feedback from the Office of School Improvement during quarterly meetings for the middle school, the school division will continue with the implementation of the strategies to address the essential actions that are currently in place and revise strategies for FY16 as outlined in the Reconstitution section, specifically, the number of observations to be conducted monthly in all warned areas and determining specific outcomes for all delivered professional development.

As seen in the data already presented, Heritage Elementary School saw growth in student achievement in both English and Math, with significant growth in math. We are confident that with the addition of the reforms outlined above, Heritage Elementary School will experience yet another year of growth in student achievement. The school division has a track record that gives evidence that it has the capacity to assist the school in realizing growth that will lead to full accreditation based on the following growth trajectory.

English	2015	2016	2017
	62	72	75
Math	57	67	70

For these reasons, Lynchburg City Schools is requesting that the Virginia Board of Education grant Conditional Accreditation status to Heritage Elementary School for 2015-2016.

Description	Number of Teachers	Percent of All Teachers	Area of Teaching
Number and percent of teachers scoring above proficient in 2014-2015	0	0%	
Number of the above teachers returning in 2015-2016	0		
Number and percent of teachers scoring proficient in 2014-2015	32	97%	
Number of the above teachers returning in 2015-2016	23		
Number and percent of teachers scoring below proficient in 2014-2015	1	3%	
Number of the above teachers returning in 2015-2016	0		
Number and percent of teachers fully licensed in 2015-2016	33	100%	
Number and percent of new teachers to the school in 2015-2016	9	27%	
Number and percent of provisional teachers in 2015-2016	0	0%	
Number and percent of teachers not teaching in their endorsed area in 2015-2016 (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 2015-2016 (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:**

The principal at Heritage Elementary has held the position for the past 12 years. For the first 9 years of her tenure as principal, the school was fully accredited. In year 10, the school was fully accredited in English, History, and Science, and warned in math. In year 11, the school was fully accredited in History and Science and warned in Math and English. In that year, math scores improved from 44% to 56%. In year 12, the school was fully accredited in History and Science and accredited with warning in English and Math. Based on unofficial SOL results, it is anticipated that Heritage Elementary School will continue to be accredited with warning in English and Math, with English scores improving from 58% to 62% and math

scores improving from 41% to 57%. Further, it is anticipated that History scores will improve from 70% to 82%.

Heritage Elementary is also a Cohort 3 Focus School. It is anticipated that the school will meet AMO requirements for Gap Groups 1 and 2 in both Reading and Math.

**Virginia Department of Education  
State/Federal Accountability Data  
Heritage Elementary  
Grades: PK - 05  
Lynchburg City**

Attachment E1

**State Accountability - Accreditation Designation**

Accreditation is based on assessments taken in the previous year.

Year	Based on Statewide Assessments in	Accreditation Rating	Area(s) not Meeting Benchmark
2011-2012	2010-2011	Fully Accredited	N/A
2012-2013	2011-2012	Accredited with Warning	Mathematics
2013-2014	2012-2013	Accredited with Warning	English, Mathematics
2014-2015	2013-2014	Accredited with Warning	English, Mathematics
2015-2016	2014-2015	Partially Accredited: Reconstituted School	English, Mathematics
2016-2017	2015-2016	To Be Determined	English

**State Accreditation Pass Rates by Assessment Year**

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 3-5: 80%	Gr 3-5: 77%	*62%	58%	62%	71%
Mathematics	75%	*44%	56%	41%	56%	70%
History and Social Sciences	*Gr 3: 71% *Gr 4-8: 84%	Gr 3: 92% Gr 4-8: 75%	84%	70%	79%	83%
Science	Gr 3: 85% Gr 5-8: 90%	Gr 3: 88% Gr 5-8: 78%	*79%	73%	71%	71%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

**Federal Accountability Status**

Year	Based on Statewide Assessments in	Federal Rating	Federal Status
2011-2012	2010-2011	Did Not Make AYP	Title I - School Wide Program
2012-2013	2011-2012	Title I Focus School	Title I - School Wide Program
2013-2014	2012-2013	Title I Focus School	Title I - School Wide Program
2014-2015	2013-2014	Title I Focus School	Title I - School Wide Program
2015-2016	2014-2015	Improvement Plan Required	Title I - School Wide Program
2016-2017	2015-2016	Met All Federal AMOs	Title I - School Wide Program

**Federal Accountability Pass Rates by Assessment Year**

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	76%	73%	*60%	52%	59%	67%
English: Writing	88%	84%	58%	66%	N/A	N/A
History and Social Sciences	*79%	75%	84%	70%	80%	83%
Mathematics	75%	*43%	54%	39%	54%	67%
Science	88%	82%	*67%	65%	63%	70%

\* This data reflects the first administration of new Standards of Learning assessments based on new content standards.

Division: Lynchburg City Schools

School: Paul Laurence Dunbar Middle School for Innovation

Schools that are rated *Accredited with Warning* for three consecutive years and may be assigned the rating of *Accreditation Denied* in the fourth year of warning will be eligible to apply for *Conditional Accreditation* from the Virginia Board of Education in lieu of a rating of *Accreditation Denied*.

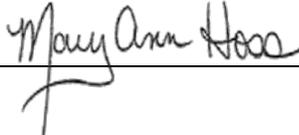
8 VAC 20-131-300.C. states that a school shall be rated Accreditation Denied based on its academic performance and/or achievement of the minimum threshold for the graduation and completion index if it fails to meet the requirements to be rated Fully Accredited or Provisionally Accredited-Graduation Rate, for the preceding three consecutive years or for three consecutive years anytime thereafter.

As outlined in 8 VAC 20-131-315, as an alternative to the Memorandum of Understanding (MOU) required of schools rated Accreditation Denied, a local school board may choose to reconstitute the school and apply to the Board of Education for a rating of Conditionally Accredited. The application shall outline specific responses that address all areas of deficiency that resulted in the Accreditation Denied status.

As defined by the Standards of Accreditation, "reconstitution" is a process that may be used to initiate a range of accountability actions to improve pupil performance, curriculum, and instruction to address deficiencies that caused a school to be rated Accreditation Denied. Actions may include, but not be limited to, restructuring a school's governance, instructional program, staff or student population.

It is the request of Lynchburg City School Board that Paul Laurence Dunbar Middle School for Innovation be considered for *Conditional Accreditation* status based on the details outlined in this application.

Mary Ann Hoss Typed School Board Chair Name

 School Board Chair Signature

July 13, 2015 Date

### School Information/Demographics

Required Information: Total school population; free and reduced lunch population; grade levels served; grade level population

At the end of FY15, the enrollment at Paul Laurence Dunbar Middle School for Innovation (Dunbar) was as follows:

Grade 6	249
Grade 7	228
Grade 8	202
Total Enrollment	679
African American	50%
Hispanic	6%
White	37%
Other	7%
Free and Reduced Lunch	62.54%
Students with Disabilities	10.00%

As indicated in its name, Dunbar is a school for innovation with magnets of STEM, Theater, and Foreign Language. Annually, the school division invites students from all attendance zones to submit applications to attend. This typically results in a student population of 60% zoned students and 40% applicant students.

## Accountability Pass Rates

<b>Overall School Achievement Data</b>				
	2012-2013 Pass Rate Based on 2011-2012 Assessments	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	Preliminary 2015-2016 Pass Rate Based on 2014-2015 Assessments
English	82	60 (3yr. 76)	66	72
Mathematics	53	68	71	77
Science	89	69 (3yr. 83)	74	73
History	75	73	76	91
Graduation and Completion Index (if applicable)	NA	NA	NA	NA

<b>Grade Level Pass Rates</b>				
Subject/Grade	2012-2013 Pass Rate Based on 2011-2012 Assessments	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	Preliminary 2015-2016 Pass Rate Based on 2014-2015 Assessments
Example: English-3 <sup>rd</sup> grade; EOC English				
English-6 <sup>th</sup>	85	67	66	72
Math-6 <sup>th</sup>	61	65	58	81
US History I-6 <sup>th</sup>	86	71	76	NA
English-7 <sup>th</sup>	82	67	67	79
Math-7 <sup>th</sup>	13	41	47	58
US History II- 7 <sup>th</sup>	70	77	67	NA
English-8 <sup>th</sup>	79	55	62	65
Math-8 <sup>th</sup>	46	74	74	86

Algebra I-8 <sup>th</sup>	91	93	96	96
Science-8 <sup>th</sup>	83	57	63	82
Earth Science	97	95	94	66
Civics and Economics	68	77	86	91
Graduation and Completion Index (if applicable)	NA	NA	NA	NA

**Staff Information**

Dunbar Middle School has experienced staff turn-over the past two years. For 2014-2015, there were eleven new staff members, eight of which were core-content teachers. More specifically, four of the eight were English teachers.

For 2015-2016 there will be eight new teachers, one of which is an English teacher. The new English teacher is a recent graduate with a BA in English and a Master's Degree in Education. His experience is with middle school students.

The eighth grade social studies teacher is a recent college graduate with a Master's Degree in History and an endorsement in History and Social Sciences license. The sixth grade social studies teacher transferred from another middle school in the division where she taught for two years. Prior to coming to Lynchburg City Schools, she taught in Texas for several years. She has a Master's Degree and an Elementary Education PreK-6 license. The physical science teacher has 3 Masters Degrees. He has experience working in a residential treatment center where he taught secondary students. He taught for eighteen years as special educator and general educator. He has active licenses in the following areas: History and Social Sciences, Middle Education Grades 4-8, Specific Learning Disabilities K-12, Emotional Disturbance K-12, Elementary Education NK-4, Theatre Arts PreK-12.

There are four new math teachers for 2015-2016. The first math teacher served as a long-term substitute from January to June 2015 in the area of physical science as a result of an unexpected resignation. Due to the success that she guided her students to achieving on their SOL, it was requested that she remain a part of the staff. Her passion is in math. She is a recent graduate of a university in Pennsylvania where she completed student teaching in math to at-risk students. She has a provisional license pending documentation from PA, as well as PRAXIS and VCLA scoring. The other sixth grade math teacher is coming from Texas where she has been teaching at a high school for four years. She served as the department chair. She is expected to receive reciprocity and licensure prior to the school year beginning. The next math teacher is a recent graduate that completed her student teaching in a neighboring county. She has dual licensure in Elementary Education PreK-6 and Special Education-General Curriculum K-12. The eighth grade math teacher is a transfer from a middle school within the division. She has taught math for many years at that middle school and is licensed in Middle School Education grades 4-8.

### Reconstitution Information

Mark **all** applicable areas of reconstitution:

Governance       Instructional Program       Staff       Student Population

Existing Practice	Proposed New Practice	Anticipated Impact
<p>Governance Currently, a central office staff member serves on the Dunbar School Improvement Team.</p>	<p>Governance – School Governance will be expanded. A division team will meet monthly with the building administration. The team will include the Superintendent, Assistant Superintendent for Student Learning and Success, the Director of School Improvement, the Director of Student Services, the Director of Testing, the Supervisors for English and Math, and the Coordinator for Extended Learning Time. We will also seek to have a representative from higher education to serve on the governance board. The governance board will assist the school in the development and implementation of a school improvement plan using the Indistar planning tool and present the completed plan to the school board. The board will meet monthly with the school’s administration to review data points including student attendance, teacher attendance, formative assessment data, grades in core subjects, student discipline data, and student transfer data. Board members will also participate in inter rater reliability observations on a monthly basis.</p>	<p>Governance - Frequent review of data points relative to teacher efficacy and student achievement will serve to increase accountability for student success among all stakeholders and create a culture of high expectations for all.</p>
<p>Governance – An academic review was conducted in January 2015. The review resulted in essential actions similar to those of other schools in the division, including the middle school that was conditionally accredited for FY 15. Essential actions were included in the FY 15 school</p>	<p>Governance – The essential actions developed in January 2015 will continue to be implemented. For FY16, the number of observations in reading and math will be increased to include a formal observation in all warned areas for all teachers a minimum of once per month. Monthly inter</p>	<p>Governance - Increasing frequency of observations and providing professional development to observers on evidence-based feedback to teachers will serve to build the capacity of administrators and teachers to plan for and deliver instruction that is aligned to SOL objectives</p>

<p>improvement plan and included: Develop and implement a system for monitoring the alignment of lesson plans to the Standards of Learning; Develop and communicate to mathematics and English teachers the expectations for lesson plans which include evidence of alignment with the SOL in content and cognitive levels, the big idea, and student objective with the behaviors, conditions, and criteria; Provide professional development to the principal and assistant principal on evidence-based observation and on providing evidence-based feedback to teachers through formal lesson observations; conduct peer (principal) review of formal lesson observations during division principal meetings to ensure evidence-based observation and evidence-based feedback; Create and implement a professional development plan that is aligned to school student data, lesson plan trends, observation trends, etc.; Determine appropriate metrics for monitoring professional development learning tied to specific student outcomes.</p>	<p>rater reliability observations will be conducted by governance team members that focus on providing feedback to building administrators on providing evidence-based feedback to teachers following observations. Daily sweeps will be conducted by school administrators to monitor the alignment of lesson plans to the SOL. Professional development plans will be created that include monitoring the impact of professional development on teacher practice and student achievement by identifying specific measurable outcomes.</p>	<p>in both content and cognitive level, link the lesson to the big idea, and communicate to students objectives that contain behaviors, conditions and criteria for success.</p>
<p>Instruction – Teacher Coaching</p> <p>Currently, the school division has one instructional coach for English at the secondary level.</p>	<p>Instruction – Teacher Coaching</p> <p>For FY16, the school division has hired an instructional coach for reading that will work exclusively with middle school teachers. The reading coach will collaborate with the existing instructional coach for English to provide coaching to teachers to deliver high quality reading</p>	<p>Instruction – Teacher Coaching</p> <p>It is anticipated that the increased coaching of middle school reading teachers and participation in college level course work on how to teach reading to middle school students will increase teacher capacity to deliver high quality reading instruction to middle school student thereby</p>

	<p>and writing instruction to middle school teachers.</p> <p>The school division is also in process of developing a partnership with Lynchburg College that will provide all middle school teachers an opportunity to enroll in a course focusing on Teaching Reading in the Content Areas. The course will be taught by reading professors from the college.</p>	improving student achievement in reading.
<p>Instruction – Pacing Guides</p> <p>The school division currently provides Pacing, Alignment, and Resource Guides (PAR Guides) to all 6-8 English teachers.</p>	<p>Instruction – PAR Guides –</p> <p>For FY16, PAR Guides are being revised to provide greater alignment of the written and taught curriculum. Revisions will include specific links to the Curriculum Framework with specific references that focus teacher lesson planning and lesson delivery on the components of the division’s LOLET/COLET observation tool that focuses on objectives aligned in both content and cognitive level, lesson relevance and connecting lessons to big ideas and themes, and communicating lesson objectives to students that contain behaviors, conditions and criteria for success.</p>	<p>Instruction –PAR Guides-</p> <p>It is anticipated that the new PAR Guides will increase teacher capacity to deliver instruction that is more tightly aligned to the Standards of Learning Curriculum Framework Essential Knowledge and Skills which will improve the alignment of the taught and tested curriculum.</p>
<p>Instruction – Delivery of Instruction in English Classes</p> <p>Currently, English instruction at the middle school level is primarily delivered in large group/whole class format.</p>	<p>Instruction – Delivery of Instruction in English Classes</p> <p>For FY16, English teachers will be moving toward implementing more small group leveled guided reading instruction. Emphasis of small group instruction will be on differentiation using leveled fiction and nonfiction materials.</p>	<p>Instruction – Delivery of Instruction in English Classes</p> <p>It is anticipated that moving toward an increased use of small group leveled guided reading instruction will increase student achievement in reading as students will have a greater opportunity to read and comprehend at higher reading levels and greater capacity for building stamina needed to be successful reading passages on SOL assessments.</p>

## Closing Rationale

For FY15, Lynchburg City Schools applied for and was granted conditional accreditation for one of its middle schools. In cooperation with the Office of School Improvement at the Virginia Department of Education, the division conducted an academic review of that school, determined essential actions based on the findings, and implemented a corrective action plan. As a result, that school experienced significant gains in student achievement, regaining full accreditation in math and narrowly missing full accreditation in English, while realizing significant improvement.

The school division conducted an academic review for Dunbar Middle School in January 2015, using the identical process used by the Office of School Improvement when reviewing the conditionally accredited middle school. Similar findings were seen during the review and similar essential actions were developed for Dunbar Middle School that have been implemented since February 2015. Based on feedback from the Office of School Improvement during quarterly meetings for the current conditionally accredited middle school, the school division will continue with the implementation of the strategies to address the essential actions that are currently in place and revise strategies for FY16 as outlined in the Reconstitution section, specifically, the number of observations to be conducted monthly in all warned areas and determining specific outcomes for all delivered professional development.

As seen in the data already presented, Dunbar Middle School saw growth in student achievement in both English and Math, meeting accreditation status in math while missing accreditation status in English by 3 points. We are confident that with the addition of the reforms outlined above, Dunbar Middle School will experience yet another year of growth in student achievement. The school division has a track record that gives evidence that the school division has the capacity to assist the school in realizing growth that will lead to full accreditation based on the following growth trajectory.

English	2015	2016
	72	75

For these reasons, Lynchburg City Schools is requesting that the Virginia Board of Education grant Conditional Accreditation status to Paul Laurence Dunbar Middle School for Innovation for 2015-2016.

Description	Number of Teachers	Percent of All Teachers	Area of Teaching
Number and percent of teachers scoring above proficient in 2014-2015	0	0%	
Number of the above teachers returning in 2015-2016	0		
Number and percent of teachers scoring proficient in 2014-2015	49	100%	
Number of the above teachers returning in 2015-2016	41		
Number and percent of teachers scoring below proficient in 2014-2015	0	0%	
Number of the above teachers returning in 2015-2016	0		
Number and percent of teachers fully licensed in 2015-2016	48	98%	
Number and percent of new teachers to the school in 2015-2016	8	16%	
Number and percent of provisional teachers in 2015-2016	1	2%	
Number and percent of teachers not teaching in their endorsed area in 2015-2016 (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 2015-2016 (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:**

The current principal at Paul Laurence Dunbar Middle School for Innovation has completed her second year. Under her leadership, the school regained full accreditation status in math during her first year and maintained that status at the end of year two with anticipated improvement from year 1. In English, student achievement has improved both years, from 60% to 66% in year 1 and 66% to an anticipated 72% in year 2. In both years, the school has maintained accreditation in Science and History.

**Virginia Department of Education  
State/Federal Accountability Data  
Paul Laurence Dunbar Middle for Innovation  
Grades: 06 - 08  
Lynchburg City**

Attachment E1

**State Accountability - Accreditation Designation**

Accreditation is based on assessments taken in the previous year.

Year	Based on Statewide Assessments in	Accreditation Rating	Area(s) not Meeting Benchmark
2011-2012	2010-2011	Fully Accredited	N/A
2012-2013	2011-2012	Accredited with Warning	Mathematics
2013-2014	2012-2013	Accredited with Warning	Mathematics
2014-2015	2013-2014	Accredited with Warning	English
2015-2016	2014-2015	Partially Accredited: Reconstituted School	English
2016-2017	2015-2016	To Be Determined	English

**State Accreditation Pass Rates by Assessment Year**

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 6-8: 84%	Gr 6-8: 82%	*76%	66%	70%	70%
Mathematics	70%	*53%	68%	71%	77%	73%
History and Social Sciences	*Gr 4-8: 78%	Gr 4-8: 75%	73%	76%	91%	88%
Science	Gr 5-8: 90%	Gr 5-8: 89%	*83%	74%	77%	80%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

**Federal Accountability Status**

Year	Based on Statewide Assessments in	Federal Rating	Federal Status
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**Federal Accountability Pass Rates by Assessment Year**

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	84%	82%	*63%	65%	70%	71%
English: Writing	86%	78%	58%	61%	63%	55%
History and Social Sciences	*78%	75%	75%	76%	90%	88%
Mathematics	62%	*51%	64%	66%	72%	69%
Science	90%	88%	*70%	74%	76%	79%

\* This data reflects the first administration of new Standards of Learning assessments based on new content standards.

A TRADITION OF EXCELLENCE FOR ALL



LYNCHBURG CITY SCHOOLS

## SCHOOL ADMINISTRATION BUILDING

915 Court Street  
 Post Office Box 2497  
 Lynchburg, VA 24505-2497  
 www.lcsedu.net



July 29, 2014

The Honorable Christian N. Braunlich  
 President  
 Virginia State Board of Education  
 PO Box 2120  
 Richmond, Virginia 23218

Dear President Braunlich:

Based on a review of student performance in math on SOL assessments administered during spring 2014, Lynchburg City Schools (LCS) anticipates that Sandusky Middle School (SMS) will not be accredited in mathematics. As this will be the fourth consecutive year of not being fully accredited in mathematics, Code of Virginia 8 VAC 20-131-300.C. states that a school shall be rated Accreditation Denied. Code of Virginia 8 VAC 20-131-315 provides school divisions the opportunity to apply for conditional accreditation; therefore, in anticipation of SMS not meeting accreditation requirements for the fourth consecutive year, Lynchburg City School Board is requesting a rating of Conditional Accreditation for Sandusky Middle School for 2014-2015. This request is made based on aspects of reconstitution that include the following:

- Staff change highlighted by the appointment of a new principal with a proven track record of turning around a low performing school,
- Creating a governance board/district transformation team to include the school division's central office personnel, representative(s) from Lynchburg College, a coach appointed by the Virginia Department of Education, community representatives, parents, and students. The school and governance board will utilize the Indistar School Improvement planning process to create and implement a school improvement plan at the school level that would be supported by and aligned with a division plan
- Revising the instructional program to include:
  - Refining the use of double block classes for mathematics and English;
  - Revising the pacing guides for all mathematics courses in grades six, seven, and eight to include anchor lessons, aligned assessments, and digital resources;
  - Delivering the math curriculum through the use of Chromebooks;
  - Utilizing a universal assessment in mathematics approved by the Virginia Department of Education; and

The Honorable Christian N. Braunlich  
 July 29, 2014  
 Page Two

- o Implementing a tiered intervention system to address specific needs of each student.

These reconstitution initiatives will assist SMS in positively impacting student achievement factors including student/teacher relationships; student behavior; student engagement and motivation; alignment of the written, taught, and assessed curriculum in content and cognitive level; teacher professional development; and teacher/leadership evaluation.

At the end of 2013-2014, SMS served a student population of 576 students in grades 6, 7, and 8. Of those students, 69 percent were identified as economically disadvantaged, 50 percent as African American, 32 percent as Caucasian, six percent as Hispanic, three percent as Asian, eight percent as two or more races, and 14 percent as students with disabilities. Of those students with disabilities, 34 percent are a part of a division program serving disabled students with high needs/functional skills.

The chart below represents accreditation values for SMS for the past 11 years. The loss of accreditation in math for 2005-2006 followed a change in the math test from which the school recovered in a two-year period. The school maintained full accreditation for the next three years in accordance with state accreditation guidelines and became accredited with warning in math for 2010-2011. This was followed by a further change in the math assessment in 2011-2012 followed by a slight improvement for 2012-2013.

<i>Year</i>	<i>English</i>	<i>Math</i>	<i>History</i>	<i>Science</i>	<i>Accreditation Rating</i>
2003-2004	70	77		89	Fully Accredited
2004-2005	70	77		87	Fully Accredited
2005-2006	81	61	74	87	Accredited With Warning
2006-2007	81	64	71	92	Accredited With Warning
2007-2008	85	73	78	97	Fully Accredited
2008-2009	84	71	72	86	Fully Accredited
2009-2010	84	69	74	88	Fully Accredited
2010-2011	81	59	73	93	Accredited With Warning
2011-2012	85	50	74	95	Accredited With Warning
2012-2013	55	53	70	76	Accredited With Warning
2013-2014	48	37	68	64	Accredited With Warning

The following chart indicates SMS SOL performance by test for the past three years comparing the performance of the school to that of the division and state.

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Test Level	Subject Area	School Pass Rate 2011-12	Division Pass Rate 2011-12	State Pass Rate 2011-12	School Pass Rate 2012-13	Division Pass Rate 2012-13	State Pass Rate 2012-13	School Pass Rate 2013-14	Division Pass Rate 2013-14	State Pass Rate 2013-14
Grade 6	English	82	81	87	83	83	89	49	58	73
Grade 7	English	80	82	89	85	82	88	53	63	74
Grade 8	Reading	77	85	90	85	84	89	59	55	71
Grade 8	Writing	85	87	88	87	84	88	60	58	70
Grade 6	Math	48	52	73	43	57	74	31	43	77
Grade 7	Math	37	45	77	18	14	58	32	39	61
Grade 8	Math	59	69	82	53	50	60	55	60	61
Grade 8	Algebra I	100	85	94	94	59	75	89	55	76
Grade 8	Science	90	91	92	92	88	92	65	61	76
Grade 6	US History I	66	74	81	60	77	81	58	70	83
Grade 7	US History 2	75	80	85	82	77	84	73	78	82
Grade 8	Earth Science	100	84	89	100	84	90	96	73	83
Grade 8	Civics & Economics	75	81	84	82	80	84	77	76	85

It is noteworthy that the overall drop in performance at SMS on all SOL assessments is in concert with the drop in performance at the division and state levels.

Following accreditation with warning in math in 2011-2012, a new principal was hired for SMS who had a degree in math, had taught secondary math, and had four years of experience as an assistant principal in a high school. In addition, an experienced, fully endorsed sixth grade math teacher was hired to fill a vacancy. In 2012-2013, two new math teachers were hired. One was a new position filled by a teacher having a math specialist degree. The other was a grade 7 and 8 math teacher who has a Postgraduate Professional Certificate in Mathematics. In 2013-2014, three new teachers joined the math department, all endorsed and licensed to teach mathematics at the middle school level. In addition, the division added two math coaches to the SMS staff. One was a retired LCS teacher who had a proven success rate with the other being one of the SMS teachers who has a Collegiate Professional Certificate in Mathematics and a history of success with students. For 2014-2015, the division is adding two additional teaching positions to SMS. One position has been filled by a teacher with proven success at another school in LCS, and the other position is in the initial hiring process as this position recently became available as a result of action of the General Assembly in 2014. With these two additional teaching positions in mathematics, the division will have added three positions to the SMS math department since 2011-2012.

In addition to the teaching staff, a new principal has been selected to lead the school reform efforts at SMS. This individual has been a LCS principal for over 20 years and has led a previously low performing, high poverty school to be a high achieving school that has maintained full accreditation throughout

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the most recent SOL revisions and often has had some of the top scores in the district and region while also being the school with the highest poverty.

The school division has made personnel changes at the division level that will directly impact SMS. As of June 2, 2014, a new assistant superintendent for curriculum and instruction was added who has experience as a former principal, a director of schools for Fairfax County Public Schools, and most recently, Vice President of Teaching and Learning with Teach for America. As of July 1, 2014, the division created a new position of supervisor for mathematics which has been filled with a highly qualified math specialist.

Currently, SMS has nine math teachers on staff, all fully licensed and endorsed to teach mathematics at the middle school level. Two staff members are currently on a plan of assistance based on performance during 2013-2014. The administration is confident that the teachers have the capacity to improve as curriculum alignment is addressed.

A shared governance board/district transformation team will be instituted for 2014-2015. This team will include the following personnel.

- Dr. Scott S. Brabrand – Superintendent: Dr. Brabrand is in his third year in Lynchburg City Schools, previously serving as an assistant superintendent in Fairfax County Public Schools. Since his appointment as superintendent in Lynchburg, he has totally revised the Lynchburg City Schools Comprehensive Plan and has instituted and formalized the school improvement process in all schools, which is driven by that Plan, and includes as required all components of ESEA Flexibility Waiver and Virginia Department of Education SOA requirements.
- Dr. John C. McClain - Assistant Superintendent of Curriculum and Instruction: Dr. McClain joined Lynchburg City Schools on June 2, 2014. He has previous experience as a principal and central office director for Fairfax County Public Schools and most recently was Vice President of Teaching and Learning with Teach for America.
- Mr. Brian S. Wray - Director of PreK-12 Instruction: Mr. Wray is the previous principal of Paul Laurence Dunbar Middle School for Innovation and has prior experience in taking Dunbar from accredited with warning in math to fully accredited in math.
- Mr. Michael K. Rudder - Director of School Improvement: Mr. Rudder assumed his new role of Director of School Improvement in 2013-2014. He had previously been director of elementary education directing the implementation of ESEA Flexibility Waiver in three focus schools and four schools that did not meet benchmark expectations for one or more subgroups.

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- Dr. April M. Bruce - Director of Testing, Guidance, and Gifted: In addition to her expertise in the area of state testing, Dr. Bruce has prior experience as supervisor of math science in LCS. She has skill and expertise in middle school math instruction.
- Mrs. Marianne Turner - Director of Student Services: Mrs. Turner is new to LCS for 2014-2015. She comes to the school division from Orange County, California, with extensive experience and background in reform initiatives relative to student behavior.
- Mr. Wyllys D. VanDerwerker - Director of Special Education: Mr. Vanderwerker most recently received the Harrie M. Selznick National Council of Administrators of Special Education Distinguished Service Award in recognition of career long leadership in the field of special education administration.
- Dr. Roger E. Jones - Professor at Lynchburg College: Dr. Jones is a highly respected educator and former Principal and Assistant Superintendent for Curriculum and Instruction for LCS. The Office of School Improvement at the Virginia Department of Education contracted with him in previous years to engage schools across the Commonwealth in best practices related to school improvement and reform.
- Dr. Gregory A. Wheeler - VDOE/LCS Contractor: Dr. Wheeler served as the lead of the academic review team in 2013-2014. In anticipation of his continued assistance in that role, LCS is contracting with him to serve on this governance board and to train LCS Lead Academic Coaches in unpacking the standards, aligning instruction and assessments to the Curriculum Framework Essential Knowledge and Skills in both content and cognitive level.

The governance board and SMS School Improvement Team will develop, implement, and monitor a school improvement plan using the Indistar Planning Tool. The plan will consist of indicators and strategies that center on the division's Comprehensive Plan, focusing on Achievement, Behavior, and Culture and the essential actions identified during the academic review conducted in 2013-2014. The school plan will include state required indicators TA01, TA02, TA03 to address student achievement and an indicator(s) addressing student behavior and school culture. TA01 requires the school to identify tools and strategies to identify students in need of intervention. TA02 requires the school to place the identified students into research/evidence based interventions. TA03 requires the school to regularly monitor the progress of the students and the impact of the prescribed interventions. All indicators, including the three required, will include measurable goals with appropriate tasks to reach those goals. In support of this student achievement initiative, the school division has recently revised its assessment protocol to assist SMS in the effective implementation of the three achievement indicators.

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Once the school plan is in place, the governance board or members of the board will:

1. Present the completed plan to the school board;
2. Create a division plan using Indistar that aligns with the SMS plan;
3. Meet monthly with school administration to monitor the division and school plans;
4. Meet quarterly with the SMS school improvement team to monitor progress of students based on the following data:
  - a. Student attendance,
  - b. Teacher attendance,
  - c. Formative assessment data,
  - d. English, mathematics, science, and history grades,
  - e. Student discipline reports,
  - f. i-Ready assessment data,
  - g. Benchmark assessment data,
  - h. World-Class Instructional Design and Assessment (WIDA) data,
  - i. Student transfer data, and
  - j. Student intervention participation by intervention type; and
5. Conduct weekly site visits to observe instruction and participate in professional learning community meetings.

In addition to the work of the governance board, the school division will support the school improvement efforts at SMS in the following ways:

1. Hire a math specialist using funds as appropriated for such purpose by the General Assembly during the 2014 session;
2. Provide professional development related to the work of professional learning communities, unpacking the standards, aligning the written, taught and assessed curriculum, and creating and analyzing common formative assessments that are aligned to the Curriculum Framework Essential Knowledge and Skills in content and cognitive level;
3. Reduce instructional class size in math classes by increasing the math staffing by one FTE;
4. Revise the math pacing guides for grades 6, 7, and 8 to include anchor lesson plans, aligned assessments, and instructional resources that utilize technology;
5. Provide classroom sets of Chromebooks in all math classes;
6. Provide staffing sufficient to provide double block math classes in all grades;

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7. Create and administer electronic benchmark assessments that are aligned to the math SOL;
8. Provide i-Ready, a research-based, VDOE-approved adaptive, diagnostic assessment for math;
9. Provide online research-based interventions, ie., i-Ready, ST Math; and
10. Provide teachers with up-to-date student data through the implementation of a new student information system and data dashboard.

The mission of Lynchburg City Schools is, "Every Child by Name, and by Need to Graduation." Given the establishment of a shared governance board and support from the school division indicated above, LCS is confident that it has the capacity to support Sandusky Middle School in improving student achievement that will result in positive movement toward full accreditation in mathematics, but more importantly, to support every student at Sandusky Middle School in moving in a positive direction that will lead to graduation. The governance board is comprised of educators that bring the knowledge and expertise needed to assist the school administration and faculty in maximizing growth for the students at SMS. Coupled with the appointment of a new principal with a proven record of turning around a struggling school and changes to the instructional program, the new team can and will get this work done.

Sincerely,



Dr. Regina T. Dolan-Sewell, Chairman  
Lynchburg City School Board

RTDS/wls

enclosure

cc: Scott S. Brabrand, Superintendent

**Sandusky Middle School**  
**Grades 6-8**  
**Lynchburg City 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	4	7.84%	
Number of the above teachers returning in 2014-2015	4		
Number and percent of teachers scoring proficient in 2013-2014	45	88.24%	
Number of the above teachers returning in 2014-2015	40		
Number and percent of teachers scoring below proficient in 2013-2014	2	3.92%	
Number of the above teachers returning in 2014-2015	2		
Number and percent of teachers fully licensed in 2014-2015	53	100%	
Number and percent of new teachers to the school in 2014-2015	7	13.73%	
Number and percent of provisional teachers in 2014-2015	0	0%	
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**

Sandusky Middle School has a new principal for 2014-2015. He has been a principal with Lynchburg City Schools for 21 years. During those years of service he led a high poverty, low-performing school to full accreditation while meeting all adequate yearly progress requirements of the Elementary and Secondary Education Act (ESEA) and all annual measurable objectives based on ESEA Flexibility for the past two years. In addition, his school was among the top performing schools within the district and the region.

**Area(s) of Reconstitution:**

Governance

Change in Staff

Change in Instructional Program

**Sandusky Middle School**  
**Grades: 6-8**  
**Lynchburg City Public Schools**

**Requesting a Conditional: Yes**

**Conditional or Denied in Past Accreditation Cycles:**

No

**Reconstitution Type(s) for Conditional:** Governance

**Link to the corrective action plan:**

**Achievement Data**

**State Accountability - Accreditation Designation**

<b>Year</b>	<b>Accreditation Rating</b>	<b>Based on Statewide Assessments in</b>	<b>Area(s) of Warning</b>
2002-2003	<i>Fully Accredited</i>	2001-2002	N/A
2003-2004	<i>Fully Accredited</i>	2002-2003	N/A
2004-2005	<i>Fully Accredited</i>	2003-2004	N/A
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>Fully Accredited</i>	2008-2009	N/A
2010-2011	<i>Fully Accredited</i>	2009-2010	N/A
2011-2012	<i>Accredited with Warning</i>	2010-2011	Mathematics
2012-2013	<i>Accredited with Warning</i>	2011-2012	Mathematics
2013-2014	<i>Accredited with Warning</i>	2012-2013	English, Mathematics
2014-2015	<i>TBD</i>	2013-2014	English, Mathematics

**Federal Accountability Sanction**

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

**Federal Accountability Pass Rates by Assessment Year**

<b>Assessment Type</b>	<b>School Pass Rates</b>								<b>State Pass Rates</b>	
	<b>2006-2007</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2012-2013</b>	<b>2013-2014</b>
<b>Reading</b>	81%	82%	83%	81%	79%	84%	53%	48%	75%	74%
<b>Writing</b>	86%	91%	88%	86%	85%	87%	60%	55%	76%	75%
<b>Mathematics</b>	65%	70%	68%	66%	57%	48%	46%	40%	71%	74%
<b>Science</b>	95%	97%	86%	89%	93%	95%	76%	69%	81%	80%
<b>History</b>	71%	79%	73%	74%	73%	75%	70%	69%	85%	84%

**Graduation and Completion Index, if applicable**

<b>Year</b>	<b>Index</b>
2011	n/a
2012	
2013	
2014	

**Virginia Department of Education  
State/Federal Accountability Data  
Sandusky Middle  
Grades: 06 - 08  
Lynchburg City**

Attachment E1

**State Accountability - Accreditation Designation**

Accreditation is based on assessments taken in the previous year.

Year	Based on Statewide Assessments in	Accreditation Rating	Area(s) not Meeting Benchmark
2011-2012	2010-2011	Accredited with Warning	Mathematics
2012-2013	2011-2012	Accredited with Warning	Mathematics
2013-2014	2012-2013	Accredited with Warning	English, Mathematics
2014-2015	2013-2014	Conditionally Accredited	English, Mathematics
2015-2016	2014-2015	Partially Accredited: Reconstituted School	English
2016-2017	2015-2016	To Be Determined	English

**State Accreditation Pass Rates by Assessment Year**

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 6-8: 81%	Gr 6-8: 85%	*55%	52%	67%	67%
Mathematics	59%	*50%	53%	45%	74%	75%
History and Social Sciences	*Gr 4-8: 73%	Gr 4-8: 74%	70%	70%	82%	77%
Science	Gr 5-8: 93%	Gr 5-8: 95%	*76%	78%	72%	75%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

**Federal Accountability Status**

Year	Based on Statewide Assessments in	Federal Rating	Federal Status
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**Federal Accountability Pass Rates by Assessment Year**

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	79%	84%	*53%	48%	66%	66%
English: Writing	85%	87%	60%	54%	60%	61%
History and Social Sciences	*73%	75%	70%	69%	83%	77%
Mathematics	57%	*48%	46%	40%	67%	71%
Science	93%	95%	*76%	69%	73%	75%

\* This data reflects the first administration of new Standards of Learning assessments based on new content standards.

# VIRGINIA DEPARTMENT OF EDUCATION



## Office of School Improvement Conditional Accreditation Application

Division: Mecklenburg County Public Schools

School: Bluestone Middle School

Schools that are rated *Accredited with Warning* for three consecutive years and may be assigned the rating of *Accreditation Denied* in the fourth year of warning will be eligible to apply for *Conditional Accreditation* from the Virginia Board of Education in lieu of a rating of *Accreditation Denied*.

8 VAC 20-131-300.C. states that a school shall be rated Accreditation Denied based on its academic performance and/or achievement of the minimum threshold for the graduation and completion index if it fails to meet the requirements to be rated Fully Accredited or Provisionally Accredited-Graduation Rate, for the preceding three consecutive years or for three consecutive years anytime thereafter.

As outlined in 8 VAC 20-131-315, as an alternative to the Memorandum of Understanding (MOU) required of schools rated Accreditation Denied, a local school board may choose to reconstitute the school and apply to the Board of Education for a rating of Conditionally Accredited. The application shall outline specific responses that address all areas of deficiency that resulted in the Accreditation Denied status.

As defined by the Standards of Accreditation, "reconstitution" is a process that may be used to initiate a range of accountability actions to improve pupil performance, curriculum, and instruction to address deficiencies that caused a school to be rated Accreditation Denied. Actions may include, but not be limited to, restructuring a school's governance, instructional program, staff or student population.

It is the request of the Mecklenburg County School Board that Bluestone Middle School School be considered for *Conditional Accreditation* status based on the details outlined in this application.

Sandra Tanner Typed School Board Chair Name

Sandra J. Tanner School Board Chair Signature

7-1-15 Date

**School Information/Demographics**

Required Information: Total school population; free and reduced lunch population; grade levels served; grade level population

Total Students in grades 6-8	408	
Grade 6	140	
Grade 7	142	
Grade 8	126	
Free Lunch	54.41%	222 students
Reduced Lunch	11.27%	46 students

**Accountability Pass Rates**

<b>Overall School Achievement Data</b>				
	2012-2013 Pass Rate Based on 2011-2012 Assessments	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	Preliminary 2015-2016 Pass Rate Based on 2014-2015 Assessments
English	87%	59.7%	60%	73.1%
Mathematics	47%	41%	56%	70%
Science	89.6%	65%	43%	84%
History	88.8%	66%	72%	84%
Graduation and Completion Index (if applicable)				

<b>Grade Level Pass Rates</b>				
Subject/Grade	2012-2013 Pass Rate Based on 2011-2012 Assessments	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	Preliminary 2015-2016 Pass Rate Based on 2014-2015 Assessments
Reading-6 <sup>th</sup> grade; EOC	87.25%	62%	71%	71.1%
Math-6 <sup>th</sup> grade; EOC	43%	65%	78%	77.8%
Reading-7 <sup>th</sup> grade; EOC	89.6%	57%	72%	76%
Math-7 <sup>th</sup> grade; EOC	0%	21% (Math 8 EOC given)	44%	61.4%
English-8 <sup>th</sup> grade; Writing EOC	82%	52%%	44%	67.1%
English-8 <sup>th</sup> grade; Reading EOC	88.3%	63%	50%	78%
Algebra-8 <sup>th</sup> grade; EOC	60.9%	40%	52%	84.1%
Geometry-8 <sup>th</sup> grade; EOC	93.75%	71%	88%	100%
Math-8 <sup>th</sup> grade; EOC	23.1%	21%	24%	34%
Science-8 <sup>th</sup> grade; EOC	89.6%	65%	43%	86.5%
Social Studies- 6 <sup>th</sup> grade; USI EOC	91.4%	67%	82%	n/a
Social Studies- 7 <sup>th</sup> grade; USII EOC	91.2%	53%	66%	n/a
Social Studies- 8 <sup>th</sup> grade; Civics and Economics	84.3%	72%	67%	86.1%
Graduation and Completion Index (if applicable)				

**Staff Information**

In 2014-2015, Bluestone Middle School had 6 core area teachers with less than three years' experience.

In 6<sup>th</sup> grade one of the Math teachers was a second year teacher, but was a first time math teacher. Both of the Math 6 teachers will remain in place for 2015-2016.

In Math 8 and Geometry, BMS had a new teacher. This was his first year of teaching. He will also be returning next year to Bluestone Middle School.

BMS had two new teachers in Language Arts. The Language Arts 6 teacher was not new to teaching, but new to Bluestone Middle School. She was responsible for the grammar and writing. She will be returning next year. The new teacher was a 7<sup>th</sup> grade grammar and writing teacher. She was new to Bluestone Middle School and a new teacher. She has accepted a position in another school division and we will be hiring a Language Arts teacher for 2015-2016.

Civics and Economics was taught by a new, first year teacher. She taught all sections of Civics in 2014-2015. She will be returning for the upcoming 2015-2016 school year.

BMS also had a new SPED inclusion teacher and a new teacher in U.S.II. Both are returning as well.

For the upcoming school year BMS will have two new core teachers to hire, a SPED Inclusion teacher to hire and an Agriculture Prep position to fill. One of the core positions is the aforementioned Languages Arts 7 position. In addition, BMS will be hiring an additional Math teacher. This will allow for smaller class sizes in the 8<sup>th</sup> grade where we need the most supports for our students.

Our building had 34 total teachers. I have two of which taught outside of their endorsement area; Science 7 and Geometry. The Geometry teacher is endorsed in Middle School Math and the science teacher is Pre-K through 6<sup>th</sup> grade.

## Reconstitution Information

Mark **all** applicable areas of reconstitution:
 Governance       Instructional Program       Staff       Student Population

Existing Practice	Proposed New Practice	Anticipated Impact
<p>SOL Prep Class- semester long support in math or reading; extra time for students to complete assignments and receive additional assistance.</p>	<p>The schedule has been adjusted to follow a modified block format which allows for increased instructional time. The instructional and administrative team analyzed the iReady, Benchmark, and SOL data to determine needs for the 2015-16 academic year. Based on our analysis, we discovered that there were SOL objectives that were not covered in depth. Therefore, we have created year-long courses that will allow for students with deficits in reading to receive additional instructional time. This additional instructional time will allow for research based programs such as SRA corrective reading, Reading A-Z, and Writing A-Z to address students with a deficit in reading. 90 minutes per week will be designated for individualized student remediation and intervention. 45minutes per week of I-ready instruction will be provided in addition to student specific interventions based upon performance in assessed strands.</p>	<p>The change in schedule will allow for increased instructional time and the use of research based intervention programs for students deemed “at risk” in an effort to improve academic performance for those identified.</p> <p>Students reading 2-3 grade levels below will gain a minimum of 1.5 years of growth. Growth will be measured by the SRA Corrective Reading Diagnostic, I-ready Diagnostic, Reading/Writing A-Z diagnostic, and benchmarks. SRA Corrective Reading growth will be tracked daily in the student progress log. Benchmarks will be administered three times per year. I-ready diagnostic will be administered two times per year. Reading/Writing Diagnostic will be administered three times per year.</p> <p>Based on the changes in the proposed schedule, as measured by the expected student growth due to diagnostic results from iReady, Benchmark, SRA Corrective Reading, and Reading/Writing A-Z, we anticipate gains in writing from 66% overall to 75% on the SOL assessment. In addition, we anticipate gains in reading from 78% overall to 83% on the SOL assessment.</p>
<p>We administered benchmark and Bi-weekly assessments to monitor student growth and target areas of needed focus. These assessments often</p>	<p>Division-wide we are focused on the alignment of the written, taught and tested curriculum. Using backwards design, we used the pacing/curriculum and</p>	<p>Due to the alignment of the written, taught, and tested curriculum, we will have assessments targeted to improve student performance. Timely</p>

<p>overlapped and provided limited time for analysis and decision-making.</p>	<p>created our assessments. Through professional development and coaching, we continue to work with teachers using data to make better learning opportunities students. However, we recognized the need for fewer assessments and focused our attention towards assessments that would yield data that can be disaggregated, analyzed, and used to make instructional decisions. We will administer a student growth assessment three times a year and benchmark assessments to monitor content knowledge. A Student Growth Assessment (SGA) will be administered twice per year. Once at the beginning of the academic year to get a baseline and the other mid-year to demonstrate academic growth.</p>	<p>disaggregation, analysis, and feedback will provide an opportunity for targeted interventions which will ultimately improve student achievement. Due to our design of an assessment calendar, and school support plan, we will collect, disaggregate, and analyze data within 24-48 hours of the last assessment given. Within this 24-48 hour window, we will work with division level staff and teachers to review the data and make instructional decisions regarding pacing, lesson plans, and/or instructional delivery. Based on the structure provided for data analysis, and through constant monitoring of data and remediation strategies for skill deficits, we anticipate significant gains in reading and writing on the SOL.</p>

### Closing Rationale

In closing, Bluestone Middle School has made significant gains in all subject areas. We gained 43 percentage points in Science 8 from 2014 to 2015, 19 points in Civics from 67% to 86%. We also gained in Math from 57% to 70%. This is after making a 16% gain from 2013 to 2014. In addition, in Language Arts we improved from 57% to 73%.

These gains are due in large part to teachers and administration working together to look at data and make instructional decisions to meet the needs of students when areas of weakness are detected. In 2014-2015, we made a midyear change to our schedule to address a weakness in our reading benchmarks. We increased time in class for Language arts. From our initial benchmark to the SOL test administration we showed an improvement of as much as 53%. We use common assessments and benchmark assessments as well as released tests to determine the level of readiness of our students.

For 2015-2016, we will move to a block schedule in all areas with yearlong math and language arts (90 minutes) a day. Providing students with more instructional time in areas where they struggle will allow for more direct intervention by teachers and other staff members to provide supports and remediate students who are struggling. For 2015-2016 academic year, the administration has identified students who have significant gaps in their learning. We have incorporated a yearlong class for these students that will provide 2 days a week of corrective reading and 2 days a week of math skill development based on the individual student's needs. Class size will be small with no more than 12 students in the room. We will do a level assessment to determine their starting point. Regular assessments will indicate progress or a lack of and then adjustments will be made to maximize student progress. A diagnostic test will be used at the beginning and end of the year to monitor student progress. This class has a goal of improving the grade level proficiency of each student by one grade level in each area.

We have also added an Instructional Coach our support team at Bluestone Middle School for the 2015-2016 academic year. The coach will support teachers with data analysis, looking at specific strategies to address student weaknesses, grouping of students for instructional purposes and reassessing students to determine if the reteach was successful.

Division:

School:

## Appendix A: Staff Information

Description	Number of Teachers	Percent of All Teachers	Area of Teaching
Number and percent of teachers scoring above proficient in 2014-2015	7	64%	
Number of the above teachers returning in 2015-2016	6		
Number and percent of teachers scoring proficient in 2014-2015			
Number of the above teachers returning in 2015-2016			
Number and percent of teachers scoring below proficient in 2014-2015	4	36%	
Number of the above teachers returning in 2015-2016	4		
Number and percent of teachers fully licensed in 2015-2016	9	82%	
Number and percent of new teachers to the school in 2015-2016	4	12%	
Number and percent of provisional teachers in 2015-2016	1	3%	
Number and percent of teachers not teaching in their endorsed area in 2015-2016 (name each area in which teachers are not endorsed)	1	3%	
Number and percent of long-term substitutes-that may be employed possibly more than 45 days (licensed or not licensed) in 2015-2016 (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:**

The current principal has been in place for three academic years. She has used data to drive her instructional decisions which has been evidenced by the significant SOL pass rate gains each year. Prior to her tenure at Bluestone Middle School, the principal worked in previous school divisions where she taught or provided administrative services to varying levels of student learners.

**Virginia Department of Education  
State/Federal Accountability Data  
Bluestone Middle  
Grades: 06 - 08  
Mecklenburg County**

**Attachment F1**

**State Accountability - Accreditation Designation**

Accreditation is based on assessments taken in the previous year.

<b>Year</b>	<b>Based on Statewide Assessments in</b>	<b>Accreditation Rating</b>	<b>Area(s) not Meeting Benchmark</b>
2011-2012	2010-2011	Fully Accredited	N/A
2012-2013	2011-2012	Accredited with Warning	Mathematics
2013-2014	2012-2013	Accredited with Warning	Mathematics
2014-2015	2013-2014	Accredited with Warning	English, Mathematics, Science
2015-2016	2014-2015	Partially Accredited: Reconstituted School	English
2016-2017	2015-2016	To Be Determined	English

**State Accreditation Pass Rates by Assessment Year**

<b>Assessment Type</b>	<b>School Pass Rates</b>					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 6-8: 91%	Gr 6-8: 87%	*80%	61%	73%	71%
Mathematics	74%	*47%	45%	57%	70%	70%
History and Social Sciences	*Gr 4-8: 90%	Gr 4-8: 88%	82%	72%	84%	84%
Science	Gr 5-8: 95%	Gr 5-8: 92%	*85%	43%	84%	73%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

**Federal Accountability Status**

<b>Year</b>	<b>Based on Statewide Assessments in</b>	<b>Federal Rating</b>	<b>Federal Status</b>
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**Federal Accountability Pass Rates by Assessment Year**

<b>Assessment Type</b>	<b>School Pass Rates</b>					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	90%	87%	*59%	61%	71%	70%
English: Writing	92%	83%	58%	44%	68%	67%
History and Social Sciences	*90%	88%	66%	72%	84%	84%
Mathematics	72%	*46%	41%	51%	67%	69%
Science	95%	92%	*65%	43%	84%	73%

\* This data reflects the first administration of new Standards of Learning assessments based on new content standards.

# VIRGINIA DEPARTMENT OF EDUCATION



## Office of School Improvement Conditional Accreditation Application

Division: Newport News Public Schools

School: G. W. Carver Elementary Schools

Schools that are rated *Accredited with Warning* for three consecutive years and may be assigned the rating of *Accreditation Denied* in the fourth year of warning will be eligible to apply for *Conditional Accreditation* from the Virginia Board of Education in lieu of a rating of *Accreditation Denied*.

8 VAC 20-131-300.C. states that a school shall be rated Accreditation Denied based on its academic performance and/or achievement of the minimum threshold for the graduation and completion index if it fails to meet the requirements to be rated Fully Accredited or Provisionally Accredited-Graduation Rate, for the preceding three consecutive years or for three consecutive years anytime thereafter.

As outlined in 8 VAC 20-131-315, as an alternative to the Memorandum of Understanding (MOU) required of schools rated Accreditation Denied, a local school board may choose to reconstitute the school and apply to the Board of Education for a rating of Conditionally Accredited. The application shall outline specific responses that address all areas of deficiency that resulted in the Accreditation Denied status.

As defined by the Standards of Accreditation, "reconstitution" is a process that may be used to initiate a range of accountability actions to improve pupil performance, curriculum, and instruction to address deficiencies that caused a school to be rated Accreditation Denied. Actions may include, but not be limited to, restructuring a school's governance, instructional program, staff or student population.

It is the request of Newport News School Board that Carver Elementary School be considered for *Conditional Accreditation* status based on the details outlined in this application.

T. Jeff Stodghill Typed School Board Chair Name

School Board Chair Signature

7/13/15 Date

**School Information/Demographics**

Required Information: Total school population; free and reduced lunch population; grade levels served; grade level population.

George Washington Carver is an urban school with a diverse population of students who share a daily bond as a uniform attired school. Located in the midtown section of Newport News, the enrollment is currently 733 students (364 females and 369 males) and remains stable throughout the year, numerically.

There is a high transiency rate: 43 withdrawals and 78 enrollments in 2014-2015 and 11 families who registered under McKinney-Vento. One of the communities zoned for Carver experiences common flooding and many of the families are displaced to local extended stay hotels or with extended family. This factor contributes to the transiency and the high number of students registered under McKinney-Vento.

The grade level populations are as follows:

PEEP	16
Kindergarten	138
First Grade	117
Second Grade	118
Third Grade	123
Fourth Grade	109
Fifth Grade	<u>111</u>
 TOTAL	 733

The ethnicity data reflects 486 Black Students, 111 White Students and 93 Hispanic Students, and 43 students who identify themselves as an ethnicity not included in the above categories.

The Economically Disadvantaged data reflects that Carver had 88% of its students receiving free or reduced lunch, which is 1% increase from the previous year.

Students are served in PEEP, MOID, MID, ED, and LD for a total of 107 students served in Special Education. This figure does not include students who received Speech only or had a 504 for accommodations. In 2014-2015, six (6) students were assessed with the VAAP with 100% pass rate. This is a high concentration of students with Special Needs.

These data points represent conclusively that there is a high rate of at-risk students from a variety of sources.

Carver also serves 63 (<1%) students who qualify for the Gifted and Talented Education (GATE) and English as a Second Language students (ESL).

The building is staffed to the capacity that meets the guidelines for Pupil/Teacher ratio.

**Accountability Pass Rates**

<b>Overall School Achievement Data</b>					
	2012-2013 Pass Rate Based on 2011-2012 Assessments	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	Preliminary 2015-2016 Pass Rate Based on 2014-2015 Assessments	Change: 2013-14 Assessments to 2014-15 Assessments
English	73	49	44	61	+17
Mathematics	37	52	57	65	+8
*Science	78	63	67 (38*)	47	+9
History	75	68	67	77	+10
Graduation and Completion Index (if applicable)	NA	NA	NA	NA	NA

\***Science** Although the reported 2013-2014 overall score was 52%, this score represented a combined score for 3<sup>rd</sup> (67%) and 5<sup>th</sup> (38%) grades. 2014-2015 Preliminary data actually reflects a 9 point or 23.68% increase for 5<sup>th</sup> grade Science.

<b>Grade Level Pass Rates</b>				
Subject/Grade	2012-2013 Pass Rate Based on 2011-2012 Assessments	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	Preliminary 2015-2016 Pass Rate Based on 2014-2015 Assessments
Example: English-3 <sup>rd</sup> grade; EOC English				
3 <sup>rd</sup> Grade Eng	72	51	47	55
3 <sup>rd</sup> Grade Math	35	48	62	57
3 <sup>rd</sup> Grade Sci	74	58	67	NA
3 <sup>rd</sup> Grade His	76	76	75	NA
4 <sup>th</sup> Grade Eng	67	44	40	71
4 <sup>th</sup> Grade Math	40	47	60	68
4 <sup>th</sup> Grade His	72	60	59	77
5 <sup>th</sup> Grade Eng	76	58	41	50

5 <sup>th</sup> Grade Math	34	52	41	68
5 <sup>th</sup> Grade Sci	86	68	38	47
Graduation and Completion Index (if applicable)	NA	NA	NA	NA

Gap Group Total Average Performance decreased from 29 in 2013-2014 to 0 in 2014-2015. Carver made the AMO or R10 by reducing the failure rate in Gap Groups 1, 2 and 3.

Virginia Department of Education School / Division / State AMO Detail Report	
School Year: 2015 - 2016 based on data from 2014 - 2015	Overall Status This Year: Did Not Meet All Federal AMOs
State: Virginia	Required Intervention: Improvement Plan Required
Division: 117 - Newport News City	
School: 1170 - CARVER ELEM	Small N Status: Not Small N
Title I Status: Title I - School Wide Program	Small N Value: 30

#### Proficiency Gap Performance

Gap Group	Reading Target	Reading Performance	Reading Performance Gap Points	Math Target	Math Performance	Math Performance Gap Points
Gap Group 1	65	56	NI*	63	59	NI*
Gap Group 2	64	53	NI*	62	58	NI*
Gap Group 3	66	58	NI*	65	67	NI*
Sum of Proficiency Gap Points	add point differences for each gap group			add point differences for each gap group		
Average Proficiency Gap Points	divide sum by number of gap groups that missed the target			divide sum by number of gap groups that missed the target		
Total Average Proficiency Gap Points	(add average proficiency gap points)					0

**Staff Information**

As a staff, there is a commitment to increase building capacity in leadership, increase teacher expertise in the delivery of instruction, and establish protocols that will maintain a positive, safe culture for students and staff. Additionally, the staff is committed to decreasing the number of discipline referrals for students with disabilities by implementing necessary interventions.

The staff at Carver includes 49 Certified Staff members, 2 Reading Specialists, 2 Interventionists, and 7 Instructional Assistants. Of the positions identified above, 21 have Masters Degrees, and 3 have terminal degrees in Educational Leadership. The staff at Carver has demonstrated their commitment to the academic vision by maintaining exceptional stability. Two (2) teachers are leaving, 1 due to FMLA, the other has moved out of state, and no teachers have requested a transfer to another school. This stability is significant due to the professional development investment that NNPS has given the staff at Carver on using the standards to plan for instruction and instructional delivery that meets the level of rigor for accountability. For example, Notice and Note Signpost was piloted in 2 classrooms after formative data reflected a need to target reading instruction for fiction. This strategy will be implemented in grades 3 – 5 due to the gains of those students as a class and for student average score.

Considerable professional development activities were offered throughout the 2014-2015 academic year, during the summer and during the beginning of the school year to acclimate the staff to the culture and expectations for all to be successful at Carver. Teachers are currently participating in summer Literacy Institute offerings individually and as a team. Course offerings include unpacking the standards and curriculum, classroom management, data collection and use of data to plan for instruction. Additionally, in 2014-2015 the staff read Choice Words by Peter H. Johnston. The entire staff, certified, non-certified, and support staff is reading Opening Minds by the same author during the summer of 2015-2016. These resources provide consistency of expectations of students and staff at Carver and reflect their “buy in” to the goals that have been collaboratively agreed upon to move Carver to full accreditation.

**Reconstitution Information**

Mark **all** applicable areas of reconstitution:

- Governance       Instructional Program       Staff       Student Population

Existing Practice	Proposed New Practice	Anticipated Impact
*Classroom observations with immediate feedback took place by the principal, assistant principal and the leadership team members based on protocols established by Newport News Public Schools.	*School Improvement Monitoring Meetings conducted monthly with the Executive Directors of Elementary School Leadership, the Director of Federal Programs and the principal. The following items will be reviewed during the meeting: classroom observations, Indistar Targeted Intervention Indicators, PALS data updates, Math Interventions, Reading Interventions, common grade level assessments, walkthroughs, Leadership Team Meetings and Instructional Delivery Data. The	*Current impact was +17% in Reading and +8% gains in Math. Anticipated gains are +20% and +10% increase in Reading and Math respectfully in 2015-2016.  *Increase the number of students who score Pass Advance on the SOL assessment.  *Increase the pass rate of students identified for special education by 20%.

	<p>items will be scored based on an established rubric. The findings from the meetings will be reviewed by the principal and used in conjunction with data from division and state assessments and the Indistar plan to develop needed professional development throughout the school year.</p>	
<p>*Special Education teachers were assigned to support grade level instruction.</p>	<p>*Special Education teachers will be assigned to content. Teachers will support students by their level of performance and become expert in subject concentration.</p>	<p>*Students with disabilities will increase pass rate on SOL to &gt;70%.</p>
<p>*Began Intervention/Enrichment block in Master Schedule in January 2015.</p>	<p>By September 2015, begin data driven teacher/student assignments to assure that teacher expertise are aligned for Intervention with student needs as identified in Interactive Achievement assessments.</p>	<p>Provide consistent leveled early intervention for students.</p>
<p>*Began use of I-Ready (CBI) in February, 2015.</p>	<p>*Begin use of I-Ready (CBI) with Tier I students for enrichment in September.</p>	<p>*Provide consistent leveled intervention for students with disabilities.</p>
<p>*Hired 2 tutors in February to support student use of I-Ready remediation instruction.</p>	<p>*Reassign 2 Instructional Assistants to remediate special education and general education students who require the same instructional support.</p>	<p>Students will gain instructional strategies that are consistent with NNPS Curriculum.</p>
<p>Reading: *Piloted Notice and Note Signpost Close Reading Fiction strategy in one 4<sup>th</sup> and one 5<sup>th</sup> grade classroom.</p>	<p>*Reading Specialists will conduct Notice and Note Signpost Close Reading strategies in August. Notice and Note Signpost Close Reading strategies will be implemented systemically in September in 3<sup>rd</sup></p>	<p>*78% of both classes scored at least 32 on the fiction subcategory. Anticipated goal is for 80% of all students in 3<sup>rd</sup>-5<sup>th</sup> grades will pass the SOL Fiction subcategory in English with a score of 32.</p>

<p>*6 teachers attended the Literacy Institute for the 2014-2015 school year.</p> <p>*Introduced annotation strategy for nonfiction in selected 3rd – 5th grade classes.</p> <p>*Staff participated in the Professional Development and staff book study of <u>Making Thinking Visible</u></p> <p>*Collaborative planning weekly with the reading specialists to ensure curriculum alignment with the standards of learning.</p>	<p>– 5<sup>th</sup> grades with professional development support from Reading Specialists, and Instructional Coaches.</p> <p>*Teachers will train colleagues on strategies gained from the Institute to build capacity throughout the grade levels</p> <p>*Implement annotation strategy in all 3 – 5 classrooms at the beginning of the school year.</p> <p>*<u>Making Thinking Visible</u> routines will be incorporated into classroom lessons..</p> <p>*In addition to collaborative planning K-5, first grade literacy team meetings will be conducted monthly to evaluate student products and progress.</p>	<p>*100% of the teachers will be trained on effective strategies gained from the institute</p> <p>*80% of students in 3rd -5th grades will pass the SOL Non-Fiction subcategory in English with a score of 32.</p> <p>*An expected increase in student engagement and accountability for learning will be observed.</p> <p>*At the end of the 2014-2015 school year, 23/118 students were identified by Phonemic Awareness Literacy Screening. This teaching initiative will reduce the number of children identified by PALS to &lt; 10 by end of 2015-2016.</p>
<p><b>Math:</b></p> <p>*Used division-wide interactive achievement quarterly assessments.</p>	<p>*Use SOL and quarterly data to begin intervention at the beginning of the year to target specific tier 2 math instruction.</p> <p>*Incorporate Interactive Achievement formative assessments weekly. This formative assessment data will be used to maintain effective placement of students in intervention in grades 3-5.</p> <p>*Monthly collaborative planning with Curriculum and Development Math Coaches for effective use of best practices.</p>	<p>*Increase the overall student achievement in math to &gt;70%.</p> <p>*To increase 3<sup>rd</sup> grade math achievement by 13% to attain a minimum of 70%.</p> <p>*To increase 4<sup>th</sup> grade math achievement by 7% to attain a minimum of 75%.</p> <p>*To increase 5<sup>th</sup> grade math achievement by 7% to attain a minimum of 75%.</p>

<p>*Quarterly Divisionwide School Leadership Professional Development to provide grade level lead teachers with resources to support instruction and teacher mentorship.</p> <p>Students attended regional remediation programs.</p>	<p>*Professional development with Lead Teachers to monitor math instruction for correlation with state standards.</p> <p>*Hired a certified math teacher to teach 5th grade math.</p> <p>*Saturday Math Boot Camp for reinforcement in preparation of quarterly assessments and SOL testing will occur at Carver Elementary</p>	<p>100% of teachers will be trained in effective strategies.</p> <p>Increased attendance and greater alignment of strategies learned.</p>
<p>*Science curriculum currently taught in 4<sup>th</sup> grade</p> <p>*Think Tank is an exploratory math lab.</p> <p>*21st Century afterschool program focused on Reading and Math.</p>	<p>*4<sup>th</sup> and 5<sup>th</sup> grade Science curriculum will be taught by 5<sup>th</sup> grade Science teacher.</p> <p>*Think Tank will become a STEM Lab to provide additional opportunities for hands on science and math experiments.</p> <p>*Monthly lab experiments will be provided by Virginia Air and Space Center for Kindergarten through 5<sup>th</sup> grades. This partnership will provide all students with consistent science and math integrated activities.</p> <p>*21<sup>st</sup> Century will provide remediation and enrichment in Reading, Math and Science and Va. Studies.</p>	<p>*Anticipated outcomes will be more consistency in science instruction and 5<sup>th</sup> grade students pass rate will increase to &gt;70%.</p> <p>*NNPS Curriculum and Development Department will support the restructured Science initiative by providing a curriculum and professional development.</p> <p>*Students will be able to integrate Science and Va. Studies in an exploratory atmosphere. These activities will provide rigor and critical thinking opportunities in an enriching environment.</p>

**Closing Rationale** The mission of Carver Elementary School is to provide a culture and instructional expertise that results in high student achievement as demonstrated on the individual student SOL performance and school accreditation. Carver's Overall School Achievement Data (see chart #1) has demonstrated consistent growth for the past 3 years. This increase is due to:

- The influence of the USDE Turnaround Principles which have been implemented and supported by the Lead Team at Carver.
- The increased classroom observations by the administrative team and NNPS division leadership will provide immediate feedback as learned during participation in AARPE Technical Assistance;
- Monthly monitoring by VDOE Coach and NNPS Administrative support Team provides collaboration with Carver's Connections Team;
- Restructured Science curriculum will be taught in 5<sup>th</sup> grade;
- Departmentalization in 4<sup>th</sup> and 5<sup>th</sup> grades will provide expertise in each core subject;

Division: Newport News Public Schools

School: Carver Elementary School

- Increased time in Math from 60 minutes to 90 uninterrupted minutes of instruction;
- Consistent use of data in planning for whole group and small group (individual as necessary) to plan for Intervention;
- Master schedule amended to include a dedicated Intervention Block for students to receive intervention resources as necessary (Special Education, ESL, Remediation, Enrichment, Speech. etc).

The staff at Carver has committed to implement the strategies that were begun last year. Though Carver has not been identified as a FOCUS school for 2015-2016, the administrative and instructional strategies that were learned and proven effective will be continued.

Description	Number of Teachers	Percent of All Teachers	Area of Teaching
Number and percent of teachers scoring above proficient in 2014-2015	9	18%	
Number of the above teachers returning in 2015-2016	9		
Number and percent of teachers scoring proficient in 2014-2015	39	80%	
Number of the above teachers returning in 2015-2016	39		
Number and percent of teachers scoring below proficient in 2014-2015	2	4%	
Number of the above teachers returning in 2015-2016	1		
Number and percent of teachers fully licensed in 2015-2016	49	100%	
Number and percent of new teachers to the school in 2015-2016	1	2%	
Number and percent of provisional teachers in 2015-2016	0	0%	
Number and percent of teachers not teaching in their endorsed area in 2015-2016 (name each area in which teachers are not endorsed)	0	0%	NA
Number and percent of long-term substitutes-that may be employed possibly more than 45 days (licensed or not licensed) in 2015-2016 (name each area in which there is a long-term substitute that may be employed more than 45 days)	0	0%	NA

**Principal tenure at this school and description of track record of success in working in a low-performing school:**

The current principal at Carver is a veteran principal with nine years of experience as the principal in low performing schools. Carver experienced four years of declining scores when assigned and in the three years as principal of Carver, the team has made successes in the following areas:

- Carver has moved out of identification as a FOCUS school.

- Re-established the foundation of a low performing school to support systemic change and continuous growth with fidelity.
- Increased in the SOL scores as demonstrated on the SOL assessments.
- Decreased the achievement gaps amongst all identified subgroups.
- Recaptured a strong and lasting educational foundation that is driven by a school community committed to academic and social growth of each student.
- Rebuilding the school's culture and climate has transformed Carver to a community that has come together to share a common vision as the team worked towards full accreditation.
- Strategic changes in personnel during my 1st year have provided stability and continued growth in teacher performance in the 2013-2014 and 2014-2015 academic years.
- Rekindled the passion and commitment of the faculty and staff at Carver is demonstrated by the low teacher turnover and continuous/strategic professional development.
- Our primary stakeholders, students and parents, have indicated their support for the direction in which Carver is going. This is supported by responses from the 2014-2015 Title I Parent Survey, indicating that 91.3% of the responders agree or highly agree that they feel informed and engaged in their child's learning at Carver Elementary.

Rebuilding the school's culture and climate has transformed Carver to a community that has come together to share a common vision as the team works towards full accreditation. The faculty at Carver has moved from an eclectic pedagogy to instruction based on collaboration, data from assessments and observations and the incorporation of daily intervention and enrichment as a result of the school wide time study assessment. Preliminary SOL results indicate a positive trend in the Overall School Achievement Data, however, there is more work to be done toward continued value added instruction to achieve and sustain full accreditation. To maintain this momentum, this administrator recognizes the need for strong leadership, consistency and support of the work of the staff thus far. Approval of Conditional Accreditation for Carver Elementary School will provide validation of their continuous growth.

**Virginia Department of Education  
State/Federal Accountability Data  
Carver Elementary  
Grades: PK - 05  
Newport News City**

**Attachment G1**

**State Accountability - Accreditation Designation**

Accreditation is based on assessments taken in the previous year.

Year	Based on Statewide Assessments in	Accreditation Rating	Area(s) not Meeting Benchmark
2011-2012	2010-2011	Fully Accredited	N/A
2012-2013	2011-2012	Accredited with Warning	Mathematics
2013-2014	2012-2013	Accredited with Warning	English, Mathematics
2014-2015	2013-2014	Accredited with Warning	English, Mathematics, Science
2015-2016	2014-2015	Partially Accredited: Reconstituted School	English, Mathematics, Science
2016-2017	2015-2016	To Be Determined	English, Mathematics, Science

**State Accreditation Pass Rates by Assessment Year**

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 3-5: 75%	Gr 3-5: 76%	*49%	44%	61%	65%
Mathematics	84%	*37%	52%	57%	66%	65%
History and Social Sciences	*Gr 3: 82% *Gr 4-8: 83%	Gr 3: 75% Gr 4-8: 74%	75%	70%	77%	70%
Science	Gr 3: 81% Gr 5-8: 85%	Gr 3: 73% Gr 5-8: 85%	*75%	52%	47%	65%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

**Federal Accountability Status**

Year	Based on Statewide Assessments in	Federal Rating	Federal Status
2011-2012	2010-2011	Did Not Make AYP	Title I - School Wide Program
2012-2013	2011-2012	Title I Focus School	Title I - School Wide Program
2013-2014	2012-2013	Title I Focus School	Title I - School Wide Program
2014-2015	2013-2014	Title I Focus School	Title I - School Wide Program
2015-2016	2014-2015	Improvement Plan Required	Title I - School Wide Program
2016-2017	2015-2016	Improvement Plan Required	Title I - School Wide Program

**Federal Accountability Pass Rates by Assessment Year**

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	72%	72%	*51%	43%	59%	63%
English: Writing	84%	75%	44%	34%	N/A	N/A
History and Social Sciences	*85%	75%	68%	67%	75%	72%
Mathematics	85%	*36%	49%	54%	64%	64%
Science	85%	79%	*63%	52%	50%	65%

\* This data reflects the first administration of new Standards of Learning assessments based on new content standards.

# VIRGINIA DEPARTMENT OF EDUCATION



## Office of School Improvement Conditional Accreditation Application

Division: Newport News Public Schools

School: Horace H. Epes Elementary School

Schools that are rated *Accredited with Warning* for three consecutive years and may be assigned the rating of *Accreditation Denied* in the fourth year of warning will be eligible to apply for *Conditional Accreditation* from the Virginia Board of Education in lieu of a rating of *Accreditation Denied*.

8 VAC 20-131-300.C. states that a school shall be rated Accreditation Denied based on its academic performance and/or achievement of the minimum threshold for the graduation and completion index if it fails to meet the requirements to be rated Fully Accredited or Provisionally Accredited-Graduation Rate, for the preceding three consecutive years or for three consecutive years anytime thereafter.

As outlined in 8 VAC 20-131-315, as an alternative to the Memorandum of Understanding (MOU) required of schools rated Accreditation Denied, a local school board may choose to reconstitute the school and apply to the Board of Education for a rating of Conditionally Accredited. The application shall outline specific responses that address all areas of deficiency that resulted in the Accreditation Denied status.

As defined by the Standards of Accreditation, "reconstitution" is a process that may be used to initiate a range of accountability actions to improve pupil performance, curriculum, and instruction to address deficiencies that caused a school to be rated Accreditation Denied. Actions may include, but not be limited to, restructuring a school's governance, instructional program, staff or student population.

It is the request of Newport News Public Schools School Board that Horace H. Epes Elementary School be considered for *Conditional Accreditation* status based on the details outlined in this application.

T. Jeff Stodghill

Typed School Board Chair Name

School Board Chair Signature

7/13/15

Date

**School Information/Demographics**

Required Information: Total school population; free and reduced lunch population; grade levels served; grade level population

School Population	
Pre-Kindergarten	12
Kindergarten	107
Grade 1	112
Grade 2	101
Grade 3	77
Grade 4	73
Grade 5	63
<b>Total</b>	<b>545</b>

Additional Demographic Data	Percentage of Students	Number of Students
School Free and Reduced Lunch Population	81%	444
Students with Disabilities	19%	102
Students with Limited English Proficiency	13%	71

School by Ethnicity	Percentage of Students	Number of Students
Asian	4%	24
Black	50%	273
Hispanic	22%	121
Native Hawaiian/Pacific Islander	0.3%	2
White	16%	85
2 or More Races	7%	40

**Accountability Pass Rates**

<b>Overall School Achievement Data</b>				
	2012-2013 Pass Rate Based on 2011-2012 Assessments	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	Preliminary 2015-2016 Pass Rate Based on 2014-2015 Assessments
English	70	41	46	58
Mathematics	39	52	55	68
Science	73	54	61	53
History	68	71	64	70

<b>Grade Level Pass Rates</b>				
Subject/Grade	2012-2013 Pass Rate Based on 2011-2012 Assessments	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	Preliminary 2015-2016 Pass Rate Based on 2014-2015 Assessments
Reading/3 <sup>rd</sup> Grade	80	47	40	66
Math/3 <sup>rd</sup> Grade	30	39	45	53
Reading/4 <sup>th</sup> Grade	80	42	38	50
Math/4 <sup>th</sup> Grade	54	50	51	64
VA Studies/4 <sup>th</sup> Grade	76	74	59	70
Reading/5 <sup>th</sup> Grade	67	49	51	64
Math/5 <sup>th</sup> Grade	40	58	52	81
Science/5 <sup>th</sup> Grade	71	59	58	54

### Staff Information

Number of faculty	0-3 years of experience	4-10 years of experience	11+ years of experience	New faculty 2015-16
47	9	19	19	7

### Reconstitution Information

Mark **all** applicable areas of reconstitution:

Governance       Instructional Program       Staff       Student Population

Existing Practice	Proposed New Practice	Anticipated Impact
Classroom observations with immediate feedback took place by the principal, assistant principal and the leadership team members based on protocols established by Newport News Public Schools.	Implementation of School Improvement Monitoring Meetings conducted monthly with the Executive Directors of Elementary School Leadership, the Director of Federal Programs and the principal. The following items will be reviewed during the meeting: classroom observations, Indistar Targeted Intervention Indicators, PALS data updates, Math Interventions, Reading Interventions, common grade level assessments, walkthroughs,	The School Improvement Monitoring Meetings will ensure monthly conversations based on a rubric take place between the Executive Directors of Elementary School Leadership, the Director of Federal Programs and the principal. This structure will assist in guaranteeing needed resources from the central office are put in place to support the school

	<p>Leadership Team Meetings and Instructional Delivery Data. The items will be scored based on an established rubric. The findings from the meetings will be reviewed by the principal and used in conjunction with data from division and state assessments and the Indistar plan to develop needed professional development throughout the school year.</p>	<p>in needed areas.</p>
<p>Reading:</p> <ul style="list-style-type: none"> <li>• The use of division made common quarterly assessments in Reading in third through fifth grades using Interactive Achievement.</li> <li>• Intervention/Enrichment Blocks for reading in first and second grades were added. This allowed students to receive reading intervention outside of the reading Tier 1 instructional block.</li> <li>• Second through fifth grade teachers participated in professional development entitled “Notice and Note: Strategies for Close Reading” on January 26, 2015 and started implementing the strategies in February of 2015.</li> <li>• Nine teachers participated in a division Literacy Institute to lead and develop teachers in literacy instruction. The half-day sessions included relevant article studies and instructional video clips to show practices in action. The following topics were discussed during the institute: Creating Readers and Writers, Purposeful Reading Instruction,</li> </ul>	<p>Reading:</p> <ul style="list-style-type: none"> <li>• Continue using the division made common quarterly Reading assessments.</li> <li>• Add the use of common weekly assessments in Reading in third through fifth grades using Interactive Achievement.</li> <li>• Use of data from the weekly common assessments by classroom teachers, special education teachers and interventionist to guide interventions needed for students on the assessed reading skills.</li> <li>• Intervention/Enrichment Blocks for reading in third through fifth grades. This will allow students to receive reading intervention during the school day and not miss any Tier 1 instruction.</li> <li>• Teachers in second through fifth grades will use Close Reading Strategies starting in September instead of the end of January.</li> <li>• The eight returning teachers that participated in the Literacy Institute will use the strategies learned starting in September.</li> <li>• Ten additional teachers will participate in the Literacy Institute during the 2015-16 school year.</li> </ul>	<p>Reading:</p> <ul style="list-style-type: none"> <li>• Increase the overall school achievement data in reading by 17%</li> <li>• Increase the third grade achievement data by 10%</li> <li>• Increase the fourth grade achievement data by 25%</li> <li>• Increase the fifth grade achievement data by 11%</li> </ul>

<p>Integrated and Purposeful Writing Instruction, The Importance of Student Talk in the Classroom and Inquiry and Integration.</p>	<ul style="list-style-type: none"> <li>• Establish a Saturday Academy with a focus on Reading and Math during the second semester to provide additional learning time for students at risk of not being successful based on the first and second quarter common assessment data.</li> <li>• Staff Changes             <ul style="list-style-type: none"> <li>○ Hired a new reading interventionist with many years of experience remediating students below grade level in reading to begin August 2015.</li> <li>○ Hired a new reading specialist with abundant reading experiences in all grade levels to begin August 2015.</li> <li>○ Hired new 3<sup>rd</sup> and 5<sup>th</sup> Grade Teachers with exceptional experience teaching in those grade levels to begin August 2015.</li> </ul> </li> </ul>	
<p>Math:</p> <ul style="list-style-type: none"> <li>• The use of division made common quarterly assessments in Math in third through fifth grades using Interactive Achievement.</li> <li>• Intervention/Enrichment Blocks for math in fourth and fifth grades. This allowed students needing additional learning time to receive math intervention outside of the Tier 1 math instruction block.</li> <li>• Staff Changes: Hired an assistant principal with an extensive math and</li> </ul>	<p>Math:</p> <ul style="list-style-type: none"> <li>• Continue using division made common quarterly math assessments.</li> <li>• Add the use of common weekly math assessments using Interactive Achievement in third through fifth grades.</li> <li>• Use of data from the weekly common assessments by classroom teachers, special education teachers and interventionist to guide interventions for students on the assessed math skills.</li> <li>• Continue having the</li> </ul>	<p>Math:</p> <ul style="list-style-type: none"> <li>• Increase the overall school achievement data in math by 10%.</li> <li>• Increase the third grade math achievement data by 17%</li> <li>• Increase the fourth grade math achievement data by 10%.</li> </ul>

<p>science background during the 2014-15 school year.</p>	<p>Intervention/Enrichment Blocks in fourth and fifth grades.</p> <ul style="list-style-type: none"> <li>• Add a math intervention/enrichment block for third grade students.</li> <li>• Establish a Saturday Academy with a focus on Reading and Math during the second semester to provide addition learning time for students at risk of not being successful based on the first and second quarter common assessment data.</li> <li>• Staff Changes: Hired new 3<sup>rd</sup> and 5<sup>th</sup> Grade Teachers with exceptional experience teaching in those grade levels to begin August 2015.</li> </ul>	
<p>Science: Science skills assessed on the 5<sup>th</sup> Grade achievement Science test are taught in 4<sup>th</sup> and 5<sup>th</sup> Grades with common unit assessments. The fourth grade skills are reviewed at the end of the 5<sup>th</sup> grade school year.</p>	<p>Science:</p> <ul style="list-style-type: none"> <li>• The science curriculum will be re-written to include all 4<sup>th</sup> and 5<sup>th</sup> grade Science skills during 5<sup>th</sup> grade.</li> <li>• Weekly common science assessments will be given.</li> <li>• All 5<sup>th</sup> grade students will be invited to an afterschool science lab to increase instructional time for students to participate in hands-on science labs with 5<sup>th</sup> Grade teachers, NASA engineers and AmeriCorps volunteers.</li> <li>• Staff Changes:             <ul style="list-style-type: none"> <li>○ Hired a new Integrated Technology Coach with a wealth of experience in coaching teachers in integrating technology into all content areas to begin August 2015.</li> </ul> </li> </ul>	<p>Science: Increase the overall school achievement data in science by 16%.</p>

	<ul style="list-style-type: none"><li>○ Hired 5<sup>th</sup> Grade Teacher with exceptional experience teaching in those grade levels to begin August 2015.</li></ul>	
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## Closing Rationale

Horace H. Epes Elementary School is requesting a rating of Conditionally Accredited rather than Accreditation Denied. Through a close partnership with the central office staff of Newport News Public Schools and the Virginia Department of Education, Horace H. Epes Elementary School is making measurable gains in student achievement, specifically in the areas of Reading, Math and Virginia History. Horace H. Epes Elementary school increased the overall student achievement by 12% in Reading and 13% in Math. The school also achieved a 70% pass rate on the 2015 Virginia History SOL Test. In addition, Horace H. Epes has undertaken several initiatives to accelerate the school improvement process during the 2014-15 school year. Actions include:

- A renewed focus on reading instruction and the development of teacher expertise through Professional Development on Close Reading Strategies, Creating Readers and Writers, Purposeful Reading Instruction, Integrated and Purposeful Writing Instruction, The Importance of Student Talk in the Classroom and Inquiry and Integration.
- Professional Development sessions conducted by the Newport News Public Schools Curriculum and Development team based on findings from the Virginia Department of Education Technical Assistance trainings and reviews, including: Unpacking standards, lesson planning, lesson feedback and meaningful teacher observation feedback.
- Implementation of an Intervention/Enrichment Block in first and second grades for Reading and fourth and fifth grades for Math.
- The use of common quarterly assessments in Reading and Math in third through fifth grades using Interactive Achievement.
- Staff changes
  - Hired an assistant principal with an extensive math background during the 2014-15 school year.
  - Hired a new reading interventionist with many years of experience remediating students below grade level in reading to begin August 2015.
  - Hired a new reading specialist with abundant reading experiences in all grade levels to begin August 2015.
  - Hired a new Integrated Technology Coach with a wealth of experience in coaching teachers in integrating technology into all content areas to begin August 2015.
  - Hired new 3<sup>rd</sup> and 5<sup>th</sup> Grade Teachers with exceptional experience teaching in those grade levels to begin August 2015.

While Horace H. Epes Elementary School has not met all benchmarks to earn full accreditation status, we have made significant progress. The school made gains in reading and math for two consecutive years. During the 2014-15 school year, Horace H. Epes Elementary School did meet the 70% benchmark in Social Studies and made a 12% increase in Reading and a 13% increase in Math. The lessons learned from the improvements during the 2014-15 school year combined with the proposed new practices listed in the reconstitution information will continue to propel the school forward to exceed state accreditation benchmarks.

## Appendix A: Staff Information

Description	Number of Teachers	Percent of All Teachers	Area of Teaching
Number and percent of teachers scoring above proficient in 2014-2015	5	11%	
Number of the above teachers returning in 2015-2016	5		
Number and percent of teachers scoring proficient in 2014-2015	39	82%	
Number of the above teachers returning in 2015-2016	34		
Number and percent of teachers scoring below proficient in 2014-2015	3	7%	
Number of the above teachers returning in 2015-2016	0		
Number and percent of teachers fully licensed in 2015-2016	47	100%	
Number and percent of new teachers to the school in 2015-2016	7	15%	
Number and percent of provisional teachers in 2015-2016	0	0%	
Number and percent of teachers not teaching in their endorsed area in 2015-2016 (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 2015-2016 (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:**

The principal of Horace H. Epes Elementary School was hired in June of 2009. She has a wealth of experience and knowledge to include 6 years of experience as an elementary school principal and 4 years as an assistant principal. As Assistant Principal at Horace H. Epes Elementary School in Newport News Public Schools, the school was fully accredited during her entire 4 year tenure. While principal of Horace H. Epes Elementary School, the school achieved full accreditation for two years during her tenure. During the 2011-2012 and 2012-2013 school years, a long-term substitute was employed for the principal for more than 45 days when Principal was on Family Medical Leave. While she was the principal, the 2013-2014 overall student achievement data for Horace H. Epes Elementary School increased in Reading, Math and Science. Also under her leadership, the 2014-2015 preliminary data shows Horace H. Epes Elementary School meet the overall accreditation benchmark for Virginia History, increased the overall pass rate in reading by 12% and increased the overall pass rate for math by 13%.

**Virginia Department of Education  
State/Federal Accountability Data  
Horace H. Epes Elementary  
Grades: PK - 05  
Newport News City**

**Attachment G1**

**State Accountability - Accreditation Designation**

Accreditation is based on assessments taken in the previous year.

Year	Based on Statewide Assessments in	Accreditation Rating	Area(s) not Meeting Benchmark
2011-2012	2010-2011	Fully Accredited	N/A
2012-2013	2011-2012	Accredited with Warning	English
2013-2014	2012-2013	Accredited with Warning	English, Mathematics
2014-2015	2013-2014	Accredited with Warning	English, History and Social Sciences, Mathematics, Science
2015-2016	2014-2015	Partially Accredited: Reconstituted School	English, Mathematics, Science
2016-2017	2015-2016	To Be Determined	English, History and Social Sciences, Mathematics, Science

**State Accreditation Pass Rates by Assessment Year**

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 3-5: 78%	Gr 3-5: 70%	*41%	46%	59%	60%
Mathematics	89%	*72%	52%	55%	68%	65%
History and Social Sciences	*Gr 3: 80% *Gr 4-8: 72%	Gr 3: 64% Gr 4-8: 72%	71%	64%	70%	64%
Science	Gr 3: 87% Gr 5-8: 80%	Gr 3: 77% Gr 5-8: 75%	*71%	61%	54%	60%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

**Federal Accountability Status**

Year	Based on Statewide Assessments in	Federal Rating	Federal Status
2011-2012	2010-2011	Did Not Make AYP	Title I - School Wide Program
2012-2013	2011-2012	Improvement Plan Required	Title I - School Wide Program
2013-2014	2012-2013	Met All Federal AMOs	Title I - School Wide Program
2014-2015	2013-2014	Title I Priority School	Title I - School Wide Program
2015-2016	2014-2015	Title I Priority School	Title I - School Wide Program
2016-2017	2015-2016	Improvement Plan Required	Title I - School Wide Program

**Federal Accountability Pass Rates by Assessment Year**

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	77%	76%	*46%	42%	51%	53%
English: Writing	63%	57%	27%	35%	N/A	N/A
History and Social Sciences	*78%	71%	72%	65%	69%	65%
Mathematics	89%	*41%	49%	49%	59%	60%
Science	83%	75%	*57%	63%	49%	55%

\* This data reflects the first administration of new Standards of Learning assessments based on new content standards.

# VIRGINIA DEPARTMENT OF EDUCATION



## Office of School Improvement Conditional Accreditation Application

Division: Norfolk City Public Schools

School: Jacox Elementary

Schools that are rated *Accredited with Warning* for three consecutive years and may be assigned the rating of *Accreditation Denied* in the fourth year of warning will be eligible to apply for *Conditional Accreditation* from the Virginia Board of Education in lieu of a rating of *Accreditation Denied*.

8 VAC 20-131-300.C. states that a school shall be rated Accreditation Denied based on its academic performance and/or achievement of the minimum threshold for the graduation and completion index if it fails to meet the requirements to be rated Fully Accredited or Provisionally Accredited-Graduation Rate, for the preceding three consecutive years or for three consecutive years anytime thereafter.

As outlined in 8 VAC 20-131-315, as an alternative to the Memorandum of Understanding (MOU) required of schools rated Accreditation Denied, a local school board may choose to reconstitute the school and apply to the Board of Education for a rating of Conditionally Accredited. The application shall outline specific responses that address all areas of deficiency that resulted in the Accreditation Denied status.

As defined by the Standards of Accreditation, "reconstitution" is a process that may be used to initiate a range of accountability actions to improve pupil performance, curriculum, and instruction to address deficiencies that caused a school to be rated Accreditation Denied. Actions may include, but not be limited to, restructuring a school's governance, instructional program, staff or student population.

It is the request of Norfolk City School Board that Jacox Elementary School be considered for *Conditional Accreditation* status based on the details outlined in this application.

Rodney A. Jordan Typed School Board Chair Name

 School Board Chair Signature

7/27/15 Date

**School Information/Demographics**

Required Information: Total school population; free and reduced lunch population; grade levels served; grade level population

Jacox is a large urban elementary school with a total school population of 683 students in grades PreK-5. Ninety-seven percent of the students are African-American and 100% of the students qualify for free and reduced lunch. Fifteen percent of the students have been identified as special education students and three percent have been identified as gifted. The school serves 87 PreK students, 99 kindergarten students, 129 first graders, 110 second graders, 88 third graders, 88 fourth graders, and 82 fifth graders.

**Accountability Pass Rates**

<b>Overall School Achievement Data</b>				
	2012-2013 Pass Rate Based on 2011-2012 Assessments	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	Preliminary 2015-2016 Pass Rate Based on 2014-2015 Assessments
English	69%	29%	36%	43%
Mathematics	35%	27%	35%	60%
Science	65%	30%	13%	25%
History	69%	50%	55%	59%
Graduation and Completion Index (if applicable)	n/a	n/a	n/a	n/a

<b>Grade Level Pass Rates</b>				
Subject/Grade	2012-2013 Pass Rate Based on 2011-2012 Assessments	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	Preliminary 2015-2016 Pass Rate Based on 2014-2015 Assessments
English-3 <sup>rd</sup> grade	64%	25%	32%	34%
English – 4 <sup>th</sup> grade	68%	29%	24%	44%
English – 5 <sup>th</sup> grade	82%	31%	35%	47%
Math – 3 <sup>rd</sup> grade	37%	20%	29%	51%
Math – 4 <sup>th</sup> grade	33%	29%	31%	69%
Math – 5 <sup>th</sup> grade	43%	28%	34%	51%
History – 3 <sup>rd</sup> grade	65%	50%	55%	n/a
History – 4 <sup>th</sup> grade	n/a	n/a	n/a	n/a
History – 5 <sup>th</sup> grade	65%	50%	55%	59%
Science – 3 <sup>rd</sup> grade	69%	30%	13%	n/a
Science – 4 <sup>th</sup> grade	n/a	n/a	n/a	n/a
Science – 5 <sup>th</sup> grade	69%	30%	13%	23%
Graduation and Completion Index (if applicable)	n/a	n/a	n/a	n/a

## Staff Information

During the 2014-2015 school year a new principal was assigned to Jacox Elementary School. The new principal previously worked as an assistant principal at Jacox. Additionally, he served as a turnaround principal at another elementary school that he successfully led to full accreditation status.

During his first year as principal of Jacox, the principal made purposeful staff placements and recruitment efforts. For example, he recruited the math specialist and reading interventionist from his previous fully accredited school to assist in the turnaround effort at Jacox. Also, he reassigned a teacher from kindergarten to fourth grade after the 10-day count. The teacher had previously taught fourth grade and was directed to teach all core content to her assigned homeroom. The other fourth grade classes were taught under the "departmentalization" model. As a result, the teacher had the highest SOL scores in reading and math. She has been assigned as the fourth grade chair for the upcoming school year.

The principal similarly reassigned an effective second grade teacher to replace a long-term substitute in third grade. This reassignment was conducted in response to student achievement data and the teacher's knowledge of the third grade students' learning styles, behaviors, and interests. Additionally, due to a large number of recovery students in fifth grade, a third teacher that held a reading endorsement was reassigned to fifth grade and served as the fifth grade chairperson. These strategic teacher assignments significantly impacted the students' academic progress.

### Reconstitution Information

Mark **all** applicable areas of reconstitution:

Governance       Instructional Program       Staff       Student Population

Existing Practice	Proposed New Practice	Anticipated Impact
<p><b>Governance:</b> As a priority school, the Shared Governance Team (SGT) meets monthly to discuss student achievement data, monthly observations, and focus walks. The Shared Governance Team consists of the Executive Director of Schools, Executive Director of Curriculum and Instruction, division-level content coordinators, the Virginia Department of Education contractor, Principal, Assistant Principal, Executive Director of Accountability, Research and Assessment, Human Resource generalists, Senior Director of Special Education, school interventionists, math, reading, and media specialists, and School Improvement administrators.</p>	<p>Shared Governance Team (SGT) meetings will be restructured to include focus walks in identified classrooms by central office administrators. The purpose will be to provide guidance and feedback on the implementation of the school improvement plan.</p> <p>Additionally, the Superintendent’s Cabinet will review and monitor the school improvement plan on a monthly basis to target additional support needed from the division for the areas of need. Moreover, the Superintendent will host quarterly data reviews with the principal to ensure that students are making progress towards academic benchmarks.</p>	<p>That anticipated impact of the new practices will be to allow additional time for teacher specialists, coordinators, and central office administrators to respond to targeted needs of the school. An increased in academic achievement is anticipated as a result of the additional targeted support in warned areas and intentional progress monitoring.</p>
<p><b>Governance:</b> The Instructional Team (comprised of the content specialists and administrators) meets weekly with each grade level to review student performance data, instructional practices associated with those data, and to discuss interventions and support for students and teachers. The team also discusses, plans, and evaluates the integrity of the instructional program. Monthly vertical team meetings are also held to discuss school-wide data.</p>	<p>The Instructional team will expand to include the grade chairperson from each grade level, PreK-5. This combined team will become the Leadership Team. The Leadership Team will meet bi-weekly to discuss and evaluate alignment of Tier I instruction and assessments.</p> <p>The principal, assistant principal, and content specialists from the Instructional Team will review lesson plans weekly and provide feedback to teachers to ensure alignment of curriculum and instruction. The Executive Director of Schools will provide quarterly feedback to the</p>	<p>The expansion of the school’s instructional team will further increase opportunities for teachers to engage in self-reflection and peer observation to ensure alignment of the written and taught curriculum. Additionally the expansion will provide additional opportunities for monitoring and supporting Tier I instruction.</p>

	principal on the feedback that is provided to teachers.	
<p><b>Instructional Program:</b> Extended learning time is provided via local funds to support remediation and enrichment efforts. With these funds, a limited number of students are served based on academic needs/tiers. Jacox utilized these funds to provide before and after school tutorial programming.</p>	<p>In partnership with United for Children (a subsidiary of the United Way), Jacox will offer three weeks of enrichment in August wherein students will participate in accelerated learning activities designed to prepare them for the school year.</p> <p>A second initiative, entitled “August Ready” will also occur. “August Ready” is systematically designed to extend summer learning and to increase opportunities for all students to be exposed to the school division’s state aligned curriculum. “August Ready” will ensure that all students are offered the opportunity to participate in meaningful and targeted learning opportunities prior to the traditional start date of the school year.</p>	<p>Providing students extended learning opportunities will allow for more time to master curriculum objectives and lead to increased student achievement. Student achievement will be measured by the school making double digit increases across content areas on the Spring 2016 SOL assessments.</p>
<p><b>Instructional Program-</b> During the 2014-2015 school year, Grades 3-5 departmentalized to allow for more differentiation of content and teacher specialization in particular subjects. Within this structure, weekly grade level data meetings were held using data from daily reviews (school created formative assessments), end of unit assessments, and monthly district benchmark assessments. Additionally, the instructional team meets with each grade level to review student data and discuss instructional needs that are associated with each content area. Each grade level participated in bi-weekly professional development and grade level planning.</p>	<p>During the 2015-2016 school year, the departmentalization model will be discontinued. Teachers will teach all content areas to an assigned homeroom group of students. Teachers and students will receive more frequent and targeted support in planning and implementing Tier I instruction. As a result, it is expected that student engagement will increase.</p> <p>Due to a successful first year implementation, the following practices will be continued: *Weekly grade level data meetings with less focus on the numbers and more focus on effective instructional strategies. *Bi-weekly professional development that is focused on student engagement to support</p>	<p>As a result of an increase in student engagement due to aligned curriculum and instruction and lesson plan review, it is anticipated that student achievement will increase.</p> <p>Student data tracking will serve to motivate students as they recognize growth in their learning. This data will also inform students and teachers where additional interventions or support is needed (specific feedback).</p> <p>Elimination of class changes will provide additional instructional time to each content area.</p>

	<p>differentiation of instruction and ongoing formative assessment.          *Daily Review (teacher created formative assessments) to provide practice for students and to determine real time intervention needs.</p> <p>The following practice will be added:          *Data discussions on student data that is tracked from the implementation of the daily reviews.</p>	
<p><b>Staff:</b> Staff were strategically assigned to impact improvement on SOLs in grades 3-5.</p>	<p>Staff will be realigned in order to strengthen building foundational skills for students in grades K-2.</p> <p>The following staff additions have been instituted to support the school:          *Addition of an interventionist to the instructional team to provide more support for rising third grade students and third grade teachers.          *Addition of a Title II (class size reduction teacher) to third grade.          *Addition of part-time teachers to provide literacy support in grades K-2.          *Addition of paraprofessionals in kindergarten to assist with closing achievement gaps and to ensure that students are prepared to master kindergarten content.</p>	<p>As a result of the proposed new practices, over the next three years, Jacox will experience an increase in the percentage of students meeting or exceeding promotion criteria at each grade level. Additionally, it is anticipated that the school will experience less reliance on mass remediation programs in preparation for SOL assessments.</p>

**Closing Rationale:** With a new turnaround, experienced principal at the helm, preliminary SOL scores demonstrate double-digit increases in all subject areas. In some areas, the results show the highest percentage of students meeting or exceeding standards in the last three years. Across all grades and subject areas, Jacox experienced gains (2%-38%). Changes in governance resulted in a laser-like focus on instruction and data usage. The school implemented weekly grade level data meetings to ensure they were monitoring and supporting alignment between the written and taught curriculum. Weekly formative assessments were administered and students were placed in tiered-groups. With support from the newly developed professional development office, the school will continue to provide differentiated professional development and support for teachers.

The school has seen growth in student performance using other measures besides SOL assessment. Using the student performance data on Renaissance Learning's Standardized Tests for the Assessment of Reading (STAR) reading and mathematics fall assessments, student data indicated that more than 50% of students were performing significantly below grade level in reading and mathematics. The 5<sup>th</sup> grade level indicated over 70% of the 5<sup>th</sup> grade student population were reading below 5th grade with 50% of those students reading at or below the third grade level. Those students experienced major gains on the reading and math administrations of the Renaissance Learning STAR Reading and STAR Math universal screeners. This growth was confirmed as evidenced by students who started the school year, far behind, were able to obtain scores within the acceptable range to qualify for expedited SOL retakes in reading and math. For example, 44 students were eligible for the English retake in grades 3-5 and 56 students were eligible for retakes in mathematics. This demonstrates that students are performing at a higher level than they were just a year ago.

To support continued growth, the school has partnered with the United Way to extend learning time. Instead of one summer basic skills program, the school will conduct two summer sessions to sustain the growth that was made and to reduce summer learning loss. The summer program will service over 350 students with both remediation and enrichment. Another summer program, August Ready, will service approximately 150 students. These students will receive Tier III instruction to provide them with prerequisite instructional support in preparation for the upcoming school year.

With an intense focus on data, professional development, and support for teachers and students, the school will continue to see growth in student performance. The school year started with an intense focus on changing the school's culture by implementing Positive Behavior Interventions and Supports (PBIS). Additionally, in an effort to sustain growth, a targeted focus on rigor at the early grades is necessary. As such, the school will make changes and additions to staffing the early grades. As a result of present and future efforts, the trajectory of student achievement has and will continue to change at Jacox. By granting this school conditional accreditation, the efforts of the present staff are recognized as they continue the journey towards full accreditation.

Description	Number of Teachers	Percent of All Teachers	Area of Teaching
Number and percent of teachers scoring above proficient in 2014-2015	7	29%	
Number of the above teachers returning in 2015-2016	6		
Number and percent of teachers scoring proficient in 2014-2015	16	67%	
Number of the above teachers returning in 2015-2016	16		
Number and percent of teachers scoring below proficient in 2014-2015	1	4%	
Number of the above teachers returning in 2015-2016	1		
Number and percent of teachers fully licensed in 2015-2016	53	100%	
Number and percent of new teachers to the school in 2015-2016	1	2%	
Number and percent of provisional teachers in 2015-2016	0	0%	
Number and percent of teachers not teaching in their endorsed area in 2015-2016 (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 2015-2016 (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:**

The principal was assigned to Jacox from another school in the district that he led to full accreditation status. He had previously served as an assistant principal at Jacox under two different principals. The school has made significant growth under his leadership during the 2014-15 school year. This principal is a knowledgeable, effective, and experienced turnaround leader with the skills and capacity to help Jacox achieve full accreditation status.

**Virginia Department of Education  
State/Federal Accountability Data  
Jacox Elementary  
Grades: PK - 05  
Norfolk City**

**Attachment H1**

**State Accountability - Accreditation Designation**

Accreditation is based on assessments taken in the previous year.

Year	Based on Statewide Assessments in	Accreditation Rating	Area(s) not Meeting Benchmark
2011-2012	2010-2011	Fully Accredited	N/A
2012-2013	2011-2012	Accredited with Warning	English, History and Social Sciences, Mathematics
2013-2014	2012-2013	Accredited with Warning	English, History and Social Sciences, Mathematics, Science
2014-2015	2013-2014	Accredited with Warning	English, History and Social Sciences, Mathematics, Science
2015-2016	2014-2015	Partially Accredited: Reconstituted School	English, History and Social Sciences, Mathematics, Science
2016-2017	2015-2016	To Be Determined	English, History and Social Sciences, Mathematics, Science

**State Accreditation Pass Rates by Assessment Year**

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 3-5: 77%	Gr 3-5: 69%	*29%	36%	43%	43%
Mathematics	75%	*35%	27%	35%	60%	52%
History and Social Sciences	*Gr 3: 55% *Gr 4-8: 77%	Gr 3: 59% Gr 4-8: 72%	50%	55%	59%	60%
Science	Gr 3: 69% Gr 5-8: 74%	Gr 3: 67% Gr 5-8: 71%	*30%	13%	25%	31%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

**Federal Accountability Status**

Year	Based on Statewide Assessments in	Federal Rating	Federal Status
2011-2012	2010-2011	Did Not Make AYP	Title I - School Wide Program
2012-2013	2011-2012	Title I Focus School	Title I - School Wide Program
2013-2014	2012-2013	Title I Priority School	Title I - School Wide Program
2014-2015	2013-2014	Title I Priority School	Title I - School Wide Program
2015-2016	2014-2015	Title I Priority School	Title I - School Wide Program
2016-2017	2015-2016	Improvement Plan Required	Title I - School Wide Program

**Federal Accountability Pass Rates by Assessment Year**

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	74%	71%	*29%	31%	42%	41%
English: Writing	68%	65%	32%	40%	N/A	N/A
History and Social Sciences	*63%	68%	52%	56%	61%	63%
Mathematics	75%	*38%	26%	31%	58%	52%
Science	67%	72%	*32%	14%	25%	33%

\* This data reflects the first administration of new Standards of Learning assessments based on new content standards.

# VIRGINIA DEPARTMENT OF EDUCATION



## Office of School Improvement Conditional Accreditation Application

Division: Norfolk Public Schools

School: James Monroe Elementary

Schools that are rated *Accredited with Warning* for three consecutive years and may be assigned the rating of *Accreditation Denied* in the fourth year of warning will be eligible to apply for *Conditional Accreditation* from the Virginia Board of Education in lieu of a rating of *Accreditation Denied*.

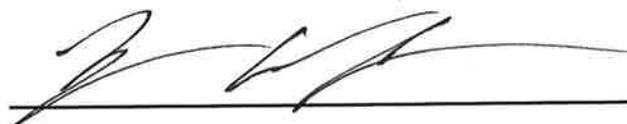
8 VAC 20-131-300.C. states that a school shall be rated Accreditation Denied based on its academic performance and/or achievement of the minimum threshold for the graduation and completion index if it fails to meet the requirements to be rated Fully Accredited or Provisionally Accredited-Graduation Rate, for the preceding three consecutive years or for three consecutive years anytime thereafter.

As outlined in 8 VAC 20-131-315, as an alternative to the Memorandum of Understanding (MOU) required of schools rated Accreditation Denied, a local school board may choose to reconstitute the school and apply to the Board of Education for a rating of Conditionally Accredited. The application shall outline specific responses that address all areas of deficiency that resulted in the Accreditation Denied status.

As defined by the Standards of Accreditation, "reconstitution" is a process that may be used to initiate a range of accountability actions to improve pupil performance, curriculum, and instruction to address deficiencies that caused a school to be rated Accreditation Denied. Actions may include, but not be limited to, restructuring a school's governance, instructional program, staff or student population.

It is the request of Norfolk City School Board that James Monroe Elementary School be considered for *Conditional Accreditation* status based on the details outlined in this application.

Rodney A. Jordan Typed School Board Chair Name

 School Board Chair Signature

7/27/15 Date

**School Information/Demographics**

Required Information: Total school population; free and reduced lunch population; grade levels served; grade level population

James Monroe has 32 classrooms and currently serves 445 students in grades Pre-K through 5. The school serves 100 Pre-K students, 63 kindergarten students, 69 first graders, 54 second graders, 46 third graders, 61 fourth graders, and 52 fifth graders. Of the 445 students, 445 (100%) are economically disadvantaged. Only four percent of the students are bus riders with the remainder of the student population walking to and from school.

**Accountability Pass Rates**

<b>Overall School Achievement Data</b>				
	2012-2013 Pass Rate Based on 2011-2012 Assessments	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	Preliminary 2015-2016 Pass Rate Based on 2014-2015 Assessments
English	84%	49%	39%	51%
Mathematics	48%	53%	44%	58%
Science	80%	58%	28%	55%
History	84%	73%	58%	85%
Graduation and Completion Index (if applicable)	n/a	n/a	n/a	n/a

<b>Grade Level Pass Rates</b>				
Subject/Grade	2012-2013 Pass Rate Based on 2011-2012 Assessments	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	Preliminary 2015-2016 Pass Rate Based on 2014-2015 Assessments
English-3 <sup>rd</sup> grade	83%	66%	26%	38%
English – 4 <sup>th</sup> grade	86%	49%	47%	40%
English – 5 <sup>th</sup> grade	91%	55%	49%	71%
Math – 3 <sup>rd</sup> grade	41%	59%	23%	33%
Math – 4 <sup>th</sup> grade	67%	49%	62%	61%
Math – 5 <sup>th</sup> grade	58%	55%	49%	81%
History – 3 <sup>rd</sup> grade	84%	73%	58%	n/a
History – 4 <sup>th</sup> grade	n/a	n/a	n/a	n/a
History – 5 <sup>th</sup> grade	84%	73%	58%	84%
Science – 3 <sup>rd</sup> grade	80%	58%	28%	n/a
Science – 4 <sup>th</sup> grade	n/a	n/a	n/a	n/a
Science – 5 <sup>th</sup> grade	80%	58%	28%	55%
Graduation and Completion Index (if applicable)	n/a	n/a	n/a	n/a

**Staff Information**

The current principal, will be entering the third year at James Monroe in the 2015-2016 school year. Having previously served as both a Reading Specialist and as an Assistant Principal, the principals' experiences have served the school well. Notable increases in student achievement have been experienced under the current leadership. For example, double digit gains have been made in the areas of reading, mathematics, science and history over the past two years. The principal is a graduate of the William and Mary SURN Principals' Academy and consistently implements the learned strategies in instructional leadership. To further assist the principal in turnaround efforts, additional assistance will be provided through the assignment of a division leadership coach.

**Reconstitution Information**

Mark **all** applicable areas of reconstitution:

Governance       Instructional Program       Staff       Student Population

<b>Existing Practice</b>	<b>Proposed New Practice</b>	<b>Anticipated Impact</b>
<p><b>Governance</b> Currently, James Monroe has an instructional team that meets bi-weekly. The team consists of the Principal, Assistant Principal, Math Specialist, Reading Specialist and two Interventionists.</p>	<p>The instructional team will expand to include grade level chairs and an additional interventionist. The instructional leadership team will meet weekly to discuss and evaluate the alignment of Tier I instruction and assessments.</p> <p>The instructional leadership team will review lesson plans weekly. Additionally, a member from central administration will provide feedback to ensure alignment.</p>	<p>The expansion of the school’s instructional leadership team will further support alignment of the written and taught curriculum, increase teacher buy-in, implementation of programs and instructional strategies, and increase teacher capacity with data analysis.</p> <p>The impact of focused teamwork and shared decision-making will provide additional opportunities for monitoring and supporting Tier I instruction.</p>
<p><b>Governance:</b> The Shared Governance Team (SGT) meets monthly to discuss student achievement data, monthly observations and focus walks. The Shared Governance Team consists of the Executive Director of Schools, Executive Director of Curriculum and Instruction, division-level content coordinators, the Virginia Department of Education contractor, Principal, Assistant Principal, Executive Director of Accountability Research and Assessment, Human Resource generalists, Senior Director of Special Education, school interventionist, math, reading, and media specialists, and school improvement administrators.</p>	<p>The Shared Governance Team meetings will be restructured to provide more frequent and targeted support based on identified needs in warned areas. The restructuring will include increasing the frequency and monitoring of focus walks by central level administrators to support implementation of the school improvement plan. Additionally, the Superintendent’s Cabinet will review and monitor the school improvement plan on a monthly basis to target additional support. The Superintendent will also host quarterly reviews of the data with the principal to ensure that students are making progress toward the academic benchmarks.</p>	<p>The anticipated impact will allow more time for teacher specialists, coordinators, and central office administrators to respond to the targeted needs of the school. The targeted support in the warned areas, intentional progress monitoring, and frequent interventions will increase academic achievement for all students.</p>
<p><b>Instructional Program-</b> School-wide walkthroughs are conducted regularly to ensure alignment. A variety of professional learning based on the Academic Review, observations, and</p>	<p>To expand the walkthrough process, the focus will be placed on four research-based, school-wide power strategies. Immediate feedback from interventionists and district specialists will be provided in order</p>	<p>As a result of an increase in student engagement due to more well-planned and delivered instruction, student academic progress will surge. Instructional practice, teacher capacity, and teacher efficacy will also increase.</p>

<p>student learning results are also offered.</p> <p>Teachers use student assessment data tracking notebooks in grades 3-5 with goal setting conferences and also make use of the SURN (School-University Research Network) Student Engagement Observation Protocol.</p> <p>SOL Small-group intervention rotations (grades 3-5) are conducted one day a week for each grade level from January to May.</p>	<p>to respond to student and teacher instructional needs. Additionally, focused professional learning based on differentiation of instruction and teacher instructional needs will be a focal point.</p> <p>Teachers will expand the use of student assessment data tracking notebooks in grades K-5 with goal setting conferences. In addition to the use of the SURN Student Engagement Observation Protocol, the Teacher Pedagogy Observation Protocol with feedback and Observation Feedback Protocol will be used.</p> <p>The SOL small-group intervention rotations for grades 3-5 will be expanded to twice a week for each grade level from November to May.</p>	<p>Student data tracking will serve to motivate students as they recognize growth in their learning. This data will also inform students and teachers where additional intervention or support are needed.</p>
<p><b>Staff:</b> School staff are strategically assigned to impact immediate growth on SOL assessments in grades 3-5</p>	<p>Staff will be reassigned to best utilize individual expertise.</p>	<ul style="list-style-type: none"> <li>• As a result, over the next three years, James Monroe will experience an increase in the percentage of students meeting or exceeding promotion criteria at each grade level. Also, the school will experience less reliance on mass remediation programs in preparation for the SOL assessments.</li> <li>• James Monroe experienced double-digit gains in content areas on spring 2015 SOL assessments. The target for year two is to be fully accredited in all content areas. English will increase from 51% to 75%, math will increase from 58% to 70%, science will increase from 55% to 70%, and history will increase from 85% to 95%.</li> </ul>

Closing Rationale: James Monroe saw double-digit gains in English, science, history and math. Preliminary Standards of Learning test results demonstrate that state benchmarks were met in history. With additional support and a few modifications to the governance and instructional program, the school is expected to stay the course of meeting full accreditation status in the upcoming school year. The administration's vision is that James Monroe Elementary School will be a beacon of hope for the community.

In the 2014-2015 school year, the shared governance model was implemented with success as evidenced by student achievement gains on the SOLs. The school improvement plan was monitored regularly for fidelity of implementation. As a result, some changes were made during the school year. For example, the meeting structure for the calendar year was modified to include monthly grade-level meetings, vertical data team meetings, and bi-weekly leadership team meetings to review and monitor interventions and student academic progress.

The review and monitoring of the school improvement plan led to a concerted and targeted effort during the “spring dash” to ensure that students in grades 3-5 were prepared for the SOL tests. Preliminary results reflect positively on the concerted and targeted effort. With the continued implementation of the school improvement plan and implementation of the proposed new practices, James Monroe will be fully accredited in the spring 2016.

Description	Number of Teachers	Percent of All Teachers	Area of Teaching
Number and percent of teachers scoring above proficient in 2014-2015	2	9%	
Number of the above teachers returning in 2015-2016	0		
Number and percent of teachers scoring proficient in 2014-2015	18	78%	
Number of the above teachers returning in 2015-2016	16		
Number and percent of teachers scoring below proficient in 2014-2015	3	13%	
Number of the above teachers returning in 2015-2016	2		
Number and percent of teachers fully licensed in 2015-2016	36	100%	
Number and percent of new teachers to the school in 2015-2016	1	3%	
Number and percent of provisional teachers in 2015-2016	0	0%	
Number and percent of teachers not teaching in their endorsed area in 2015-2016 (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 2015-2016 (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:**

The current principal has been assigned since July 1, 2013. Preliminary accreditation results indicate double digit increases in English, mathematics, science and history under the current leadership. Previously, the principal served the division as a teacher, a Reading Specialist, and an Assistant Principal in Title I schools.

**Virginia Department of Education  
State/Federal Accountability Data  
James Monroe Elementary  
Grades: PK - 05  
Norfolk City**

**Attachment H1**

**State Accountability - Accreditation Designation**

Accreditation is based on assessments taken in the previous year.

Year	Based on Statewide Assessments in	Accreditation Rating	Area(s) not Meeting Benchmark
2011-2012	2010-2011	Fully Accredited	N/A
2012-2013	2011-2012	Accredited with Warning	Mathematics
2013-2014	2012-2013	Accredited with Warning	English, Mathematics
2014-2015	2013-2014	Accredited with Warning	English, Mathematics, Science
2015-2016	2014-2015	Partially Accredited: Reconstituted School	English, Mathematics, Science
2016-2017	2015-2016	To Be Determined	English, History and Social Sciences, Mathematics, Science

**State Accreditation Pass Rates by Assessment Year**

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 3-5: 84%	Gr 3-5: 84%	*49%	39%	51%	47%
Mathematics	82%	*48%	53%	44%	58%	36%
History and Social Sciences	*Gr 3: 88% *Gr 4-8: 92%	Gr 3: 84% Gr 4-8: 84%	73%	71%	85%	55%
Science	Gr 3: 86% Gr 5-8: 78%	Gr 3: 85% Gr 5-8: 73%	*73%	28%	55%	31%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

**Federal Accountability Status**

Year	Based on Statewide Assessments in	Federal Rating	Federal Status
2011-2012	2010-2011	Did Not Make AYP	Title I - School Wide Program
2012-2013	2011-2012	Met All Federal AMOs	Title I - School Wide Program
2013-2014	2012-2013	Improvement Plan Required	Title I - School Wide Program
2014-2015	2013-2014	Title I Priority School	Title I - School Wide Program
2015-2016	2014-2015	Title I Priority School	Title I - School Wide Program
2016-2017	2015-2016	Improvement Plan Required	Title I - School Wide Program

**Federal Accountability Pass Rates by Assessment Year**

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	83%	86%	*57%	39%	50%	44%
English: Writing	85%	87%	57%	44%	N/A	N/A
History and Social Sciences	*90%	89%	78%	59%	87%	55%
Mathematics	81%	*54%	54%	43%	57%	38%
Science	82%	85%	*65%	29%	58%	33%

\* This data reflects the first administration of new Standards of Learning assessments based on new content standards.

# VIRGINIA DEPARTMENT OF EDUCATION



## Office of School Improvement Conditional Accreditation Application

Division: Norfolk City Public Schools

School: Richard Bowling Elementary School

Schools that are rated *Accredited with Warning* for three consecutive years and may be assigned the rating of *Accreditation Denied* in the fourth year of warning will be eligible to apply for *Conditional Accreditation* from the Virginia Board of Education in lieu of a rating of *Accreditation Denied*.

8 VAC 20-131-300.C. states that a school shall be rated Accreditation Denied based on its academic performance and/or achievement of the minimum threshold for the graduation and completion index if it fails to meet the requirements to be rated Fully Accredited or Provisionally Accredited-Graduation Rate, for the preceding three consecutive years or for three consecutive years anytime thereafter.

As outlined in 8 VAC 20-131-315, as an alternative to the Memorandum of Understanding (MOU) required of schools rated Accreditation Denied, a local school board may choose to reconstitute the school and apply to the Board of Education for a rating of Conditionally Accredited. The application shall outline specific responses that address all areas of deficiency that resulted in the Accreditation Denied status.

As defined by the Standards of Accreditation, "reconstitution" is a process that may be used to initiate a range of accountability actions to improve pupil performance, curriculum, and instruction to address deficiencies that caused a school to be rated Accreditation Denied. Actions may include, but not be limited to, restructuring a school's governance, instructional program, staff or student population.

It is the request of Norfolk City School Board that Richard Bowling Elementary School be considered for *Conditional Accreditation* status based on the details outlined in this application.

Rodney A. Jordan Typed School Board Chair Name

 School Board Chair Signature

7/27/15 Date

### School Information/Demographics

Required Information: Total school population; free and reduced lunch population; grade levels served; grade level population

Richard Bowling Elementary School (RBES) presently serves approximately 521 students in Pre-Kindergarten through grade 5. The school benefits from and supports strong community partnerships with the Kroc Center, Life Enrichment Center, and the Broad Creek Civic League. The school serves 66 Pre-Kindergarten students, 86 Kindergarten students, 68 first graders, 79 second graders, 79 third graders, 68 fourth graders, and 75 fifth grade students. Of the 521 students, 76% are economically disadvantaged.

### Accountability Pass Rates

<b>Overall School Achievement Data</b>				
	2012-2013 Pass Rate Based on 2011-2012 Assessments	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	Preliminary 2015-2016 Pass Rate Based on 2014-2015 Assessments
English	80%	49%	60%	62%
Mathematics	35%	36%	55%	65%
Science	59%	46%	44%	75%
History	52%	68%	65%	84%
Graduation and Completion Index (if applicable)	n/a	n/a	n/a	n/a

<b>Grade Level Pass Rates</b>				
Subject/Grade	2012-2013 Pass Rate Based on 2011-2012 Assessments	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	Preliminary 2015-2016 Pass Rate Based on 2014-2015 Assessments
English-3 <sup>rd</sup> grade	73%	45%	51%	57%
English – 4 <sup>th</sup> grade	84%	49%	61%	51%
English – 5 <sup>th</sup> grade	84%	51%	51%	76%
Math – 3 <sup>rd</sup> grade	24%	19%	30%	45%
Math – 4 <sup>th</sup> grade	40%	44%	69%	70%
Math – 5 <sup>th</sup> grade	42%	29%	41%	79%
History – 3 <sup>rd</sup> grade	52%	68%	65%	n/a
History – 4 <sup>th</sup> grade	n/a	n/a	n/a	n/a
History – 5 <sup>th</sup> grade	59%	68%	65%	86%
Science – 3 <sup>rd</sup> grade	59%	46%	44%	77%
Science – 4 <sup>th</sup> grade	n/a	n/a	n/a	n/a
Science – 5 <sup>th</sup> grade	59%	46%	44%	77%
Graduation and Completion Index (if applicable)	n/a	n/a	n/a	n/a

### Staff Information

A new principal has been assigned to continue to lead the turnaround effort at Richard Bowling Elementary School for the 2015-2016 school year. The new principal was selected due to his successful tenure as an assistant principal at another Title I school in the school division. The principal is an expert with data-driven, decision-making and was responsible for leading the effort to close achievement gaps for economically disadvantaged, African-American students. His leadership efforts led the school to full accreditation status and National Blue Ribbon recognition. He has demonstrated strong instructional leadership capacity, content knowledge, and the ability to implement intervention systems that work with all students. He is a product of the Richard Bowling community and has the innate ability to relate to all stakeholders.

The current assistant principal at Bowling Elementary has been at the school for two years and has contributed tremendously to the academic growth of their students at the school. Together, they will form the strong leadership team needed to lead the school to full accreditation status.

### Reconstitution Information

Mark **all** applicable areas of reconstitution:

Governance       Instructional Program       Staff       Student Population

Existing Practice	Proposed New Practice	Anticipated Impact
<p><b>Governance:</b> At Bowling Elementary School, the Division Leadership Team (DLT) meets monthly to discuss student achievement data, monthly teacher observations, focus walks, and other school improvement efforts. The DLT consists of the executive director of schools, executive director of curriculum and instruction, Virginia Department of Education contractor, principal, assistant principal, executive director of accountability, research and assessment, human resource generalist, senior director of special education, school interventionists, math, reading, and media specialists, and school improvement administrators.</p>	<p>The Division Leadership Team will be restructured by adding the Title I coordinator to monitor and support implementation of the Title I and school improvement plans. The division will also provide more frequent and targeted support to the school based on the identified needs in warned content areas. Additionally, the superintendent's cabinet will review and monitor the school improvement plan on a monthly basis to establish next steps in supporting needs of the school. Moreover, the superintendent will host quarterly data reviews with the principal.</p>	<p>As a part of the Division Leadership Team meetings, more time will be provided for teacher specialists, coordinators, and central office administrators to respond to targeted needs of the school.</p> <p>With additional targeted support in warned areas, progress monitoring, and interventions, increased academic achievement is anticipated.</p>

<p><b>Governance:</b> The instructional team at Richard Bowling Elementary School is comprised of the principal, assistant principal, reading and math specialists, and two Title I Interventionists. Each member of the team worked with various grade levels (K-5) to provide curriculum support for teachers and Tier II and III interventions to students.</p>	<p>The Richard Bowling Elementary School Leadership team will be expanded to include the instructional support team. A new principal has been appointed to facilitate the changes needed to improve the work of the leadership team.</p> <p>Personnel for the leadership team positions include: a new math and reading specialist and two Title I Instructional Interventionists. With assistance from the new division Response to Intervention (RTI) intervention specialist, the principal will use his expertise in assessment data analysis to guide teachers in using data to make decisions about instruction and intervention support for students.</p>	<p>Richard Bowling Elementary Schools' three interventionists will be the content experts for each third, fourth, and fifth-grade classroom. They will work with each teacher to ensure they are delivering quality Tier I instruction that is aligned to the Virginia Standards of Learning. They will also assist with designing and implementing Tier II and Tier III interventions for students who do not demonstrate mastery of standards.</p> <p>Students will be assigned to Tier II and Tier III interventions during data team meetings with the school principal. Interventionist will collaborate with classroom teachers to ensure the RtI process is implemented with fidelity.</p> <p>The leadership team members will model lessons and provide content specific professional development for all teachers. They will also provide direct instruction in reading and writing for identified groups and individual students. The emphasis of their work will be on emergent, beginning, and transitional readers. Other leadership team members will be responsible for conducting professional</p>

		development workshops, providing demonstration lessons for teachers, helping building-level personnel utilize curricular documents, and showing teachers how to use assessment data to influence instructional decision-making.
<b>Instructional Program:</b> Richard Bowling is a traditional PreK-5 school.	The school is in the process of preparing an application for submission to become an International Baccalaureate school implementing the Primary Years Programme (IB PYP). IB PYP will provide teachers with rigorous professional development to support planning, delivery, and assessment of standards-based instruction.	The anticipated outcome of implementing the IB PYP program will be an active and caring community of learners who demonstrate respect for themselves and others, and who develop into life-long learners.
<b>Instructional Program:</b> School administrators review lesson plans and provide overall oral feedback to staff members at faculty meetings and during grade level planning sessions.	Richard Bowling Elementary School's leadership team will develop a lesson plan checklist to use for monitoring lesson plan development and implementation. The checklist will assess the knowledge and skills students should possess after the lesson has been taught. Lesson plans will be submitted weekly to instructional team members who will then provide written feedback. The feedback will focus on lesson alignment to standards, the cognitive level of the students, the teachers' ability to activate students' prior knowledge, the level of engagement for all students, and proper closing and reflection opportunities for	It is anticipated that weekly lesson plan reviews and feedback from informal walkthroughs will provide teachers with the opportunity to discuss opportunities for growth in their written lesson plans.  Additionally, lesson plans that are provided with specific feedback from administrators and specialists will afford teachers the opportunity to master instructional planning. It will also provide a blueprint to deliver targeted and individualized, tiered instruction.  Lesson plans submitted by teachers will answer the following questions:

	<p>the teacher. The School's Leadership Team will create a plan for professional development that connects teaching to student learning outcomes, is ongoing and job-embedded, and supported by NPS Content Coordinators and Teacher Specialists. The master schedule will include time for teachers to effectively implement their learning. Building administrators will monitor their practice and participate in coaching conversations that will include next steps and improvement strategies to improve student outcomes.</p>	<p>What knowledge or skills will students possess after the lesson is completed? What prior knowledge will students need to access in order to successfully meet learning targets? How will students access new knowledge or skills of the learning targets? How will they know students have mastered the learning target from the daily lesson?</p>
<p><b>Instructional Program:</b> The principal and assistant principal conduct formal and informal observations to provide teachers with feedback regarding delivery of instruction. The feedback centers on the teacher's ability to implement the written and taught curriculum.</p>	<p>The principal will create a new instructional program that initiates Richard Bowling Elementary School's Big 4 Power Strategies: explicit instruction, justification of student answers, compare and contrast, and vocabulary development. Classroom teachers will also receive professional development (new for the 2015-2016 school year) on the use of Kagan Cooperative Structures. Kagan Structures are research-based instructional strategies that have a track record of improving academic achievement and increasing student engagement. Classrooms will be formally observed using documents in Talent Ed and informally observed utilizing content-specific focus-walks created to examine each power</p>	<p>It is anticipated that full implementation of the Richard Bowling Elementary School's Big 4 Power Strategies will provide teachers with the necessary tools to deliver aligned Tier I core instruction. A more focused emphasis on Tier I instruction will allow a smaller number of students needing Tier II and Tier III interventions and yield more students meeting and exceeding standards.</p>

	<p>strategy and implementation of Kagan strategies. Teachers will be given extensive professional development on each power strategy and specific feedback from formal and informal observations.</p>	
<p><b>Instructional Program:</b> The principal participates in sustained professional development delivered by the school division regarding procedures for monitoring and providing specific feedback about the written and taught curriculum.</p>	<p>The principal will participate in the College of William and Mary's SURN (School-University Research Network) Principal Academy as a member of the 2015 cohort. The new principal will learn best practices from experts and peers that are centered on leading and organizing a successful instructional program.</p>	<p>The William and Mary SURN 2015 cohort is designed for first-year principals and requires a two-year commitment to the training. The focus is to provide administrators with an instructional leadership capacity building experience and supportive network. The principal will:</p> <ul style="list-style-type: none"> <li>-Participate in collaborative observations at the mentor or a fellow participant's school</li> <li>-Complete job-embedded intersession activities that contribute to a transfer of learning including: <ul style="list-style-type: none"> <li>a) Introducing high-impact learning strategies tools to the faculty</li> <li>b) Conduct observations: 20 fall and 20 spring</li> <li>c) Provide teachers with a link to a brief survey to gather feedback</li> <li>d) Engage faculty in a book study (copies of a book will be provided, the administrator determines format and timing of the book study), and</li> <li>e) Conduct action research based on findings from the fall and spring observations and present the impact of the interventions to SURN Principal Academy cohort members in the spring.</li> </ul> </li> </ul>

<p><b>Instructional Program:</b> Richard Bowling Elementary School's teachers participated in vertical team meetings to have conversations around building-wide concerns in reading, math, science, and history.</p>	<p>Richard Bowling Elementary School's Vertical Teams will have a new mission and focus for the 2015-2016 school year. Each team (reading, math, science, history) will have a grade level representative present. Each grade level team member will handle completing a data-driven template for his or her designated subject area.</p>	<p>Documented conversations in Bowling Elementary School's Vertical Team meeting binders will demonstrate the vertical articulation of content standards for each grade level. Each grade level representative will also leave the meetings with strategies generated by the vertical team. The representative will then share strategies with their teammates.</p>
<p><b>Staff:</b> School staff are allocated based upon projected student enrollment.</p>	<p>Richard Bowling will receive an additional class size reduction teacher to reduce class size at a targeted grade level.</p> <p>Title II funds will allow the new principal to hire an additional interventionist. A full-time instructional interventionist will be assigned to each grade in grades 3 through 5.</p>	<p>Reducing the class size will support student achievement by allowing the teacher to have more opportunities to conduct lessons and activities that increase student engagement and motivation.</p>
<p><b>Staff:</b> During the 2014-2015 school year, third grade teachers team taught or departmentalized reading and math for the entire grade level.</p>	<p>During the 2015-2016 school year, the departmentalization model will be eliminated. Teachers will teach all content areas to an assigned homeroom group of students. Teachers and students will receive more frequent and targeted support in planning and implementing Tier I instruction. As a result, student engagement will increase.</p>	<p>The scheduling adjustment will allow for more frequent interventions. Additionally, through further disaggregation of the data, this will allow for scaffolding (building upon the previous layers and support) support in Tier I instruction. Moreover, the full-time interventionist will work with third-grade teachers to build their learning capacity of the standards and to provide tiered interventions for third-grade students. Furthermore, it is anticipated with targeted and timely interventions for each student with an academic need, the school</p>

		will experience an increase of at least 20% in both reading and math SOL scores.
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#### Closing Rationale:

With a new principal assigned and a few modifications to the governance and instructional program, Richard Bowling Elementary School (RBES) shall continue on its path to full accreditation status. Over the course of the last two years, the school has experienced increases of 2-50 percentage point across content areas and double digit increases in three of four subjects as evidenced by preliminary students' results on the Virginia Standards of Learning (SOL) assessments. Students' performance on the SOLs not only places the school closer to being fully accredited, but it shows the upward change in improving student achievement at Richard Bowling.

In addition to a new principal and the current assistant principal (2013-present), a new instructional leadership team will be put in place. The instructional focus for the 2015-2016 school year will center on improving classroom teachers' ability to provide quality Tier I instruction for their students while creating a school-wide focus on student academic accountability. Full implementation of the RBES Big 4 Power Strategies (explicit instruction, justification of students' answers, compare and contrast, and vocabulary development), will provide teachers with the necessary tools to ensure the academic success of their students. The 2015-2016 school year at RBES will also include a few more changes;

- Teachers will have their lesson plans reviewed weekly with a rubric for alignment with specific feedback.
- RBES school administrators will conduct weekly classroom focus walks with specific instructional feedback, directives, and support.
- RBES will initiate more focused vertical team meetings with a data-driven purpose.

By granting this school conditional accreditation status, the successes and positive momentum towards full accreditation are recognized as the journey continues.

Description	Number of Teachers	Percent of All Teachers	Area of Teaching
Number and percent of teachers scoring above proficient in 2014-2015	1	7%	
Number of the above teachers returning in 2015-2016	1		
Number and percent of teachers scoring proficient in 2014-2015	11	79%	
Number of the above teachers returning in 2015-2016	9		
Number and percent of teachers scoring below proficient in 2014-2015	2	14%	
Number of the above teachers returning in 2015-2016	2		
Number and percent of teachers fully licensed in 2015-2016	36	100%	
Number and percent of new teachers to the school in 2015-2016	1	3%	
Number and percent of provisional teachers in 2015-2016	0	0%	
Number and percent of teachers not teaching in their endorsed area in 2015-2016 (name each area in which teachers are not endorsed)	0	0%	0
Number and percent of long-term substitutes that may be employed possibly more than 45 days (licensed or not licensed) in 2015-2016 (name each area in which there is a long-term substitute that may be employed more than 45 days)	0	0%	0

**Principal tenure at this school and description of track record of success in working in a low-performing school:**

The principal previously served as an assistant principal at another Title I elementary school in the division for three years. During his tenure at the other elementary school, he worked to close the gap for African American students in third grade in the area of math during the 2013-2014 school year. He met with third grade classroom teachers regularly to provide specific feedback based on focused walkthrough observations that provided evidence of explicit instruction. Based on the work he led, the failure rate for third grade African-American students was reduced by 50% (from 24% to 12%).

**Virginia Department of Education  
State/Federal Accountability Data  
Richard Bowling Elementary  
Grades: PK - 05  
Norfolk City**

**Attachment H1**

**State Accountability - Accreditation Designation**

Accreditation is based on assessments taken in the previous year.

Year	Based on Statewide Assessments in	Accreditation Rating	Area(s) not Meeting Benchmark
2011-2012	2010-2011	Fully Accredited	N/A
2012-2013	2011-2012	Accredited with Warning	History and Social Sciences, Mathematics, Science
2013-2014	2012-2013	Accredited with Warning	English, History and Social Sciences, Mathematics, Science
2014-2015	2013-2014	Accredited with Warning	English, History and Social Sciences, Mathematics, Science
2015-2016	2014-2015	Partially Accredited: Reconstituted School	English, Mathematics
2016-2017	2015-2016	To Be Determined	English, Mathematics, Science

**State Accreditation Pass Rates by Assessment Year**

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 3-5: 80%	Gr 3-5: 80%	*49%	60%	62%	62%
Mathematics	81%	*35%	36%	55%	65%	48%
History and Social Sciences	*Gr 3: 56% *Gr 4-8: 79%	Gr 3: 54% Gr 4-8: 49%	68%	65%	84%	93%
Science	Gr 3: 70% Gr 5-8: 73%	Gr 3: 58% Gr 5-8: 71%	*46%	44%	75%	69%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

**Federal Accountability Status**

Year	Based on Statewide Assessments in	Federal Rating	Federal Status
2011-2012	2010-2011	Did Not Make AYP	Title I - School Wide Program
2012-2013	2011-2012	Met All Federal AMOs	Title I - School Wide Program
2013-2014	2012-2013	Title I Focus School	Title I - School Wide Program
2014-2015	2013-2014	Title I Focus School	Title I - School Wide Program
2015-2016	2014-2015	Improvement Plan Required	Title I - School Wide Program
2016-2017	2015-2016	Improvement Plan Required	Title I - School Wide Program

**Federal Accountability Pass Rates by Assessment Year**

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	72%	80%	*48%	55%	59%	59%
English: Writing	91%	79%	49%	63%	N/A	N/A
History and Social Sciences	*69%	54%	68%	65%	84%	91%
Mathematics	79%	*35%	30%	48%	61%	48%
Science	74%	61%	*46%	44%	75%	69%

\* This data reflects the first administration of new Standards of Learning assessments based on new content standards.

# VIRGINIA DEPARTMENT OF EDUCATION



## Office of School Improvement Conditional Accreditation Application

Division: Norfolk Public Schools

School: Azalea Gardens Middle

Schools that are rated *Accredited with Warning* for three consecutive years and may be assigned the rating of *Accreditation Denied* in the fourth year of warning will be eligible to apply for *Conditional Accreditation* from the Virginia Board of Education in lieu of a rating of *Accreditation Denied*.

8 VAC 20-131-300.C. states that a school shall be rated Accreditation Denied based on its academic performance and/or achievement of the minimum threshold for the graduation and completion index if it fails to meet the requirements to be rated Fully Accredited or Provisionally Accredited-Graduation Rate, for the preceding three consecutive years or for three consecutive years anytime thereafter.

As outlined in 8 VAC 20-131-315, as an alternative to the Memorandum of Understanding (MOU) required of schools rated Accreditation Denied, a local school board may choose to reconstitute the school and apply to the Board of Education for a rating of Conditionally Accredited. The application shall outline specific responses that address all areas of deficiency that resulted in the Accreditation Denied status.

As defined by the Standards of Accreditation, "reconstitution" is a process that may be used to initiate a range of accountability actions to improve pupil performance, curriculum, and instruction to address deficiencies that caused a school to be rated Accreditation Denied. Actions may include, but not be limited to, restructuring a school's governance, instructional program, staff or student population.

It is the request of Norfolk School Board that Azalea Gardens Middle School be considered for *Conditional Accreditation* status based on the details outlined in this application.

Rodney A. Jordan Typed School Board Chair Name

 School Board Chair Signature

7/29/15 Date

**School Information/Demographics**

Required Information: Total school population; free and reduced lunch population; grade levels served; grade level population

Azalea Gardens Middle School currently serves 1,068 students in grades 6-8. Azalea Gardens Middle School has a free and reduced lunch rate of 62%. The 2014-2015 school year closed with 364 sixth grade students, 358 seventh grade students, and 346 eighth grade students. Of the 1,068 students at Azalea Gardens, 551 are male and 517 are female.

The ethnic distribution of Azalea Gardens is approximately

44% - African American

32% - White

12% - Hispanic

6% - Other

3% - Asian

1% - Native American

## Accountability Pass Rates

<b>Overall School Achievement Data</b>				
	2012-2013 Pass Rate Based on 2011-2012 Assessments	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	Preliminary 2015-2016 Pass Rate Based on 2014-2015 Assessments
English	83%	60%	65%	68%
Mathematics	48%	61%	66%	71%
Science	88%	58%	73%	76%
History	72%	73%	73%	89%
Graduation and Completion Index (if applicable)	NA	NA	NA	NA

<b>Grade Level Pass Rates</b>				
Subject/Grade	2012-2013 Pass Rate Based on 2011-2012 Assessments	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	Preliminary 2015-2016 Pass Rate Based on 2014-2015 Assessments
Reading – 6 <sup>th</sup>	64%	66%	67%	69%
Reading – 7 <sup>th</sup>	72%	67%	64%	74%
Reading – 8 <sup>th</sup>	69%	57%	62%	68%
Writing – 8 <sup>th</sup>	75%	49%	57%	57%
Math – 6 <sup>th</sup>	55%	78%	76%	80%
Math – 7 <sup>th</sup>	<	36%	35%	50%
Math – 8 <sup>th</sup>	9%	18%	25%	53%
Algebra I	70%	63%	77%	86%
Geometry	77%	65%	95%	93%
History – 8 <sup>th</sup>	67%	55%	49%	87%
World. Geo.	100%	95%	96%	90%
Science – 8 <sup>th</sup>	77%	21%	61%	64%
Biology	100%	88%	88%	85%
Earth Science	100%	100%	100%	100%
Graduation and Completion Index (if applicable)	NA	NA	NA	NA

Staff Information

English Staffing:

Although there has been some reduction in teacher allocation due to declining enrollment, there have been no teacher reductions in the area of English/Language Arts. Nevertheless, one eighth grade teacher will be moving to the seventh grade. It is anticipated that this change will result in positive student outcomes.

### Reconstitution Information

Mark **all** applicable areas of reconstitution:

Governance       Instructional Program       Staff       Student Population

<b>Existing Practice</b>	<b>Proposed New Practice</b>	<b>Anticipated Impact</b>
<p>The school's leadership team meets monthly to update the status of essential actions such as the current status for Response to Intervention (RtI), review results from Common Formative Assessments (CFAs) and/or district benchmark assessments, plan events, and identify next steps going into the following month.</p> <p>The leadership team currently consists of the principal, assistant principal, reading &amp; math specialists, all department chairs, and the deans of students.</p>	<p>The school's leadership team will be restructured to follow a Shared Governance Team (SGT) model that includes the addition of the executive director of schools, the senior coordinator of English, and a representative from the Office of School Improvement.</p> <p>In addition, the superintendent will host quarterly reviews to monitor the progress of school improvement efforts and make specific recommendations for continued division support in regard to ongoing school needs.</p>	<p>As evidenced by SOL test scores found in the Grade Level Pass Rate Tables, the school has made significant progress in all content areas. A concentrated focus in the area of English and in particular, writing across the curriculum, will take place with the support of the senior coordinator of English and increased support from the executive director of schools. Additional focus can then be provided with monitoring and support of weekly lesson plan reviews, classroom observations, appropriate rigorous assessments and support of differentiated tiered instruction in the area of English. By including the school division's central administration staff on the Shared Governance Team (SGT), additional resources and support can be identified.</p> <p>The senior coordinator of English will ensure that English lesson plans are aligned with the curriculum in content and cognitive levels. She/he will also review assessments and provide feedback to interventionist on a weekly basis.</p>
<p><b>Instructional Program –</b> Currently the school uses Achieve 3000 and Read 180 to support and/or supplement reading instruction during the school day. Safety net and remediation opportunities are developed for students during and after school and on</p>	<p>Additional support for keyboarding instruction will be provided to address and improve skills for successful completion of on-line assessments. Students in 6<sup>th</sup> grade will be targeted for this support and details will be developed during the summer leadership retreat.</p>	<p>The Achieve 3000 program will be implemented with fidelity. Students in Tier II and Tier III will participate in the program. Previous results have shown when the program is implemented with fidelity, students make significant lexile</p>

<p>Saturdays to provide additional learning time for identified students.</p> <p>Currently, grade level content teachers of English collaborate two to three times weekly to plan lessons and develop assessments. The English department meets monthly to review grade level data, make instructional adjustments and plan vertically.</p> <p>Lesson plans are currently being reviewed by department chairs and the school's administration and written feedback is provided to teachers.</p>	<p>Lesson plans will be reviewed by the English interventionists and the reading specialist. Increased emphasis will be placed on differentiation during Tier I instruction.</p> <p>Additional focus will be devoted to school-wide professional development for differentiation with an emphasis on addressing individual subgroup populations. School-wide professional development will also focus on writing across the curriculum.</p> <p>Flexible scheduling will be implemented quarterly to best utilize teacher strengths with delivering Tier I instruction.</p> <p>Professional development will be provided by a content specialist beginning in the summer and continue throughout the school. The purpose will be to provide English teachers with improved skills in teaching the writing process.</p>	<p>score gains in reading and comprehension.</p> <p>As such, it is anticipated that the increase in lexile score gains will lead to greater student achievement on the Standards of Learning tests.</p> <p>With the school division's senior coordinator of English reviewing lesson plans in addition to the department chairs and administrators, it is expected that there will be full alignment of the written, taught and tested curriculum. This will be evidenced by specific written feedback provided and monitored by the executive director of Schools and the superintendent's quarterly reviews, common formative assessments, district benchmark assessments, and SOL reading and writing assessments.</p> <p>The reading specialist along with the school division's senior coordinator of English will develop and implement a plan for writing across the curriculum for the school year. Lesson plans in all content areas will show evidence of strategies provided during professional development sessions.</p> <p>Flexible scheduling will allow teachers and students to align strengths and areas of weakness to be addressed during Tier I instruction in an effort to reduce the number of students needing Tier II and Tier III support. Successful implementation of flexible teacher scheduling will be measured by the number of students being served in Tiers II and III.</p>
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		The additional professional development is expected to show results as evidenced by lesson plan and classroom implementation evidence, CFAs, district benchmark assessments, and SOL test results.
<b>Staff</b> - During the 2014-2015 school year, all English positions were filled with highly qualified teachers.	<p>Three new English teachers were hired to support the English department.</p> <p>Only one teacher is being moved from 8<sup>th</sup> grade to 7<sup>th</sup> grade as a result of having a strong skill set in teaching reading over writing.</p> <p>Teachers are being moved to different grade levels based on their previous years' experience and success at the grade-level.</p>	The number of students who show proficiency on CFA's, district benchmark, and SOL reading and writing assessments will increase by 10 percentage points all grade levels.

### Closing Rationale

Azalea Gardens Middle School has seen steady improvement in all areas over the last three years. The school has met state targets in math, science and history. Processes such as differentiate instruction, positive questioning, and writing across the curriculum put in place over the last two years are beginning to take hold. With continued emphasis on fidelity of implementation and the additional reconstitution efforts put into place to support Reading and Writing instruction, Azalea Gardens will reach and exceed state benchmarks for accreditation. The principal and her administrative team are working with teachers to address the “look-fors” when conducting classroom observations and providing specific written feedback to teachers to support positive change. This will be a continued school-wide focus with emphasis in the area of English to bring the school to full accreditation in 2015-2016.

Description	Number of Teachers	Percent of All Teachers	Area of Teaching
Number and percent of teachers scoring above proficient in 2014-2015	8	26%	
Number of the above teachers returning in 2015-2016	7		
Number and percent of teachers scoring proficient in 2014-2015	20	65%	
Number of the above teachers returning in 2015-2016	19		
Number and percent of teachers scoring below proficient in 2014-2015	3	9%	
Number of the above teachers returning in 2015-2016	2		
Number and percent of teachers fully licensed in 2015-2016	82	100%	
Number and percent of new teachers to the school in 2015-2016	3	4%	
Number and percent of provisional teachers in 2015-2016	0	0%	
Number and percent of teachers not teaching in their endorsed area in 2015-2016 (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 2015-2016 (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:**

The principal of Azalea Gardens Middle has led the school for seven years. Upon her arrival, Azalea Gardens was close to losing accreditation in math. As such, she began to employ strategies to maintain accreditation. As a result, the school was able to maintain accreditation in all areas until 2011-12 when accreditation in math was not attained. Since 2011-12, math scores have increased annually. In 2012-13, English SOL scores were one percentage point below passing (3-year average). Student performance on SOL assessments have increased over the last three years. Accreditation has been consistently maintained in both science and social studies. In 2014-15, math accreditation was reestablished, with student performance in reading and writing showing continued improvement.

**Virginia Department of Education  
State/Federal Accountability Data  
Azalea Gardens Middle  
Grades: 06 - 08  
Norfolk City**

Attachment H1

**State Accountability - Accreditation Designation**

Accreditation is based on assessments taken in the previous year.

Year	Based on Statewide Assessments in	Accreditation Rating	Area(s) not Meeting Benchmark
2011-2012	2010-2011	Fully Accredited	N/A
2012-2013	2011-2012	Accredited with Warning	Mathematics
2013-2014	2012-2013	Accredited with Warning	English, Mathematics
2014-2015	2013-2014	Accredited with Warning	English, Mathematics
2015-2016	2014-2015	Partially Accredited: Reconstituted School	English
2016-2017	2015-2016	To Be Determined	English

**State Accreditation Pass Rates by Assessment Year**

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 6-8: 79%	Gr 6-8: 84%	*60%	65%	68%	65%
Mathematics	70%	*48%	61%	66%	71%	70%
History and Social Sciences	*Gr 4-8: 74%	Gr 4-8: 72%	73%	73%	89%	82%
Science	Gr 5-8: 87%	Gr 5-8: 88%	*77%	73%	76%	75%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

**Federal Accountability Status**

Year	Based on Statewide Assessments in	Federal Rating	Federal Status
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**Federal Accountability Pass Rates by Assessment Year**

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	76%	82%	*63%	65%	68%	66%
English: Writing	86%	84%	49%	57%	60%	55%
History and Social Sciences	*73%	73%	73%	73%	90%	82%
Mathematics	67%	*48%	56%	62%	68%	69%
Science	87%	86%	*58%	71%	75%	74%

\* This data reflects the first administration of new Standards of Learning assessments based on new content standards.

# VIRGINIA DEPARTMENT OF EDUCATION



## Office of School Improvement Conditional Accreditation Application

Division: Norfolk Public Schools

School: Norview Middle School

Schools that are rated *Accredited with Warning* for three consecutive years and may be assigned the rating of *Accreditation Denied* in the fourth year of warning will be eligible to apply for *Conditional Accreditation* from the Virginia Board of Education in lieu of a rating of *Accreditation Denied*.

8 VAC 20-131-300.C. states that a school shall be rated Accreditation Denied based on its academic performance and/or achievement of the minimum threshold for the graduation and completion index if it fails to meet the requirements to be rated Fully Accredited or Provisionally Accredited-Graduation Rate, for the preceding three consecutive years or for three consecutive years anytime thereafter.

As outlined in 8 VAC 20-131-315, as an alternative to the Memorandum of Understanding (MOU) required of schools rated Accreditation Denied, a local school board may choose to reconstitute the school and apply to the Board of Education for a rating of Conditionally Accredited. The application shall outline specific responses that address all areas of deficiency that resulted in the Accreditation Denied status.

As defined by the Standards of Accreditation, "reconstitution" is a process that may be used to initiate a range of accountability actions to improve pupil performance, curriculum, and instruction to address deficiencies that caused a school to be rated Accreditation Denied. Actions may include, but not be limited to, restructuring a school's governance, instructional program, staff or student population.

It is the request of Norfolk School Board that Norview Middle School be considered for *Conditional Accreditation* status based on the details outlined in this application.

Rodney A. Jordan Typed School Board Chair Name

 School Board Chair Signature

7/27/15 Date

### School Information/Demographics

Norview Middle School currently serves 1,092 students in grades 6-8. Seventy-six percent of the student population have been identified as economically disadvantaged. During the academic year 2014-2015, Norview Middle School consisted of 387 sixth grade students, 348 seventh grade students, and 357 eighth grade students respectively. Norview Middle School serves as host for the Young Scholars program. The Young Scholars program is a small school within a school/gifted model program that will expand to serve all 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade gifted students during the 2015-2016 academic year.

Norview Middle School students come from several elementary schools throughout the city of Norfolk. Students enter from the following elementary schools: P.B. Young, Bayview, Bowling Park, Calcott, Chesterfield Academy, Coleman Place, Crossroads, Fairlawn, Granby, Ingleside, Larchmont, Larrimore, Lindenwood, Little Creek, Monroe, Norview, Ocean View, Sherwood Forest, St. Helena, Suburban Park, Tanners Creek, Tarrallton, Taylor, Tidewater Park, and Willard.

### Accountability Pass Rates

<b>Overall School Achievement Data</b>				
	2012-2013 Pass Rate Based on 2011-2012 Assessments	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	Preliminary 2015-2016 Pass Rate Based on 2014-2015 Assessments
English	76%	48%	56%	66%
Mathematics	55%	50%	69%	78%
Science	88%	58%	66%	74%
History	76%	71%	75%	89%
Graduation and Completion Index (if applicable)	NA	NA	NA	NA

<b>Grade Level Pass Rates</b>				
Subject/Grade	2012-2013 Pass Rate Based on 2011-2012 Assessments	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	Preliminary 2015-2016 Pass Rate Based on 2014-2015 Assessments
Reading – 6 <sup>th</sup>	77%	48%	56%	69%
Reading – 7 <sup>th</sup>	70%	43%	55%	71%
Reading – 8 <sup>th</sup>	77%	50%	50%	72%
Writing – 8 <sup>th</sup>	77%	50%	51%	61%
Math – 6 <sup>th</sup>	61%	53%	57%	76%
Math – 7 <sup>th</sup>	-	26%	55%	65%
Math – 8 <sup>th</sup>	27%	49%	66%	85%
Algebra I	73%	75%	94%	90%
Geometry	81%	55%	84%	100%
History – 8 <sup>th</sup>	75%	78%	71%	86%
Wld Geo.	100%	99%	94%	98%
Science – 8 <sup>th</sup>	82%	42%	56%	67%
Biology	100%	88%	96%	100%
Earth Sci	100%	98%	96%	94%
Graduation and Completion Index (if applicable)	N/A	N/A	N/A	N/A

**Staff Information**

Norview Middle School consisted of 84 full-time teachers during the 2014-2015 school year. There were seven basic program teachers, two career and technical education teachers, six health and physical education teachers, 16 English teachers, nine science teachers, nine history teachers, and nine mathematics teachers. There were also six MSQEP positions, one Algebra Readiness teacher, and 19 special education teachers. For the 2015-2016 school year, Norview Middle School will experience a reduction in staff to include one math and three English teachers. One teacher will be added to the Young Scholars Group for a total of four teachers in the program.

Norview Middle School was recently identified as a Title I school. As such, three Title I Interventionists (one mathematics and two reading) were added to the staff in order to implement a school-wide Title I plan. Additionally, a full-time teacher assistant will be hired as part of the school-wide Title I plan.

**Reconstitution Information**

Mark **all** applicable areas of reconstitution:

Governance       Instructional Program       Staff       Student Population

<b>Existing Practice</b>	<b>Proposed New Practice</b>	<b>Anticipated Impact</b>
<p><b>Governance</b> - The school's leadership team meets monthly to update the current status of Essential Actions, work with Response to Intervention (RTI), and review results from Common Formative Assessments (CFAs). The leadership team also reviews district benchmark assessments, plans events, makes adjustments to the plan, and identifies next steps for the following month.</p> <p>The leadership team consists of the principal, assistant principal, reading and math specialists, all department chairs, and both deans of students.</p>	<p>The proposed new practice is to restructure the school's leadership team to follow a Shared Governance Team (SGT) model. This includes the addition of the Executive Director of Schools, Senior Coordinator of English, and a representative from the Office of School Improvement.</p> <p>Plans for writing across the curriculum will be developed during the monthly school leadership and departmental meetings. The team will review data and make adjustments to instruction based on progress.</p> <p>The Senior Coordinator of English will ensure that English lesson plans are aligned and address content and cognitive levels.</p> <p>The division superintendent and senior division leaders will conduct quarterly reviews to monitor school improvement efforts and to make recommendations for continued support and progress.</p>	<p>The increased support of the Senior Coordinator of English and Executive Director of Schools is expected to create a concentrated focus in the area of English and writing across the curriculum.</p> <p>As a result of the proposed new practices, it is anticipated that additional emphasis can be placed on monitoring and supporting weekly lesson plan reviews, classroom observations, rigorous assessments, and support of differentiated, tiered instruction in English. Additionally, by including the school division's central administration staff on the Shared Governance Team (SGT), additional resources and support can be identified.</p>
<p><b>Instructional Program</b> – Currently the school uses Achieve 3000 and Read 180 programs to support and/or supplement reading instruction. Safety net and remediation opportunities are developed for students during the school day, after school, and on Saturdays to provide additional instructional time for identified students.</p> <p>Currently, grade level English teachers collaborate two or three times weekly to plan lessons and</p>	<p>An additional English Interventionist position has been created using Title I funding. The English Interventionist will support writing instruction during the 2015-2016 school year.</p> <p>A new Norview Middle School template for capturing data that will enhance progress-monitoring efforts of students in Tiers II and III has been developed. Detailed data will include attendance, discipline,</p>	<p>The English Interventionist will provide support to English teachers at a minimum of once per week. The purpose will be to provide additional focus and support for teaching writing. Additionally, the interventionist will support writing across the curriculum by providing job-embedded professional development in all content areas in the school.</p> <p>It is expected that having a variety of student data will</p>

<p>develop assessments. Additionally, the English department meets monthly to review grade level data, make instructional adjustments, and plan vertically. Furthermore, department chairs and the school's administrative team review lesson plans regularly.</p>	<p>grades, benchmark assessments, SOLs, assigned interventions, Common Formative Assessments (CFAs), and other assessment data. The comprehensive data collection will provide a holistic view of student needs.</p> <p>The Read 180 program was implemented with fidelity and indicated gains for students who were able to utilize it. Title I funds were used to create a new position that will allow administrators to double the number of students that participate in Read 180. All English teachers will receive Read 180 training to support students with this model.</p> <p>Norview Middle school will purchase the assessment program, "Interactive Achievement". This program will provided data to inform targeted instruction and assessment.</p> <p>Additional support with keyboarding instruction will be provided to improve students' skills for successful completion of on-line assessments. Students in 6<sup>th</sup> grade will be targeted to receive keyboarding skills support.</p> <p>Lesson plans will be regularly reviewed by the English interventionists and the reading specialist. In addition, an increased emphasis will be placed on Tier I instruction and differentiation.</p> <p>Additional focus will be devoted to school-wide professional development on Differentiated Instruction with emphasis on</p>	<p>allow teachers to provide support and track student progress as they receive tiered instruction.</p> <p>Additional time for classroom instruction and the ability to implement the Interactive Achievement program is anticipated and will be provided by restructuring the master schedule and program offerings. This program will support the area of English by utilizing multiple prompts for writing, grammar support, and technology enhanced items.</p> <p>The plan to double the number of 6<sup>th</sup> grade students (from 15 to 30) that utilize the Read 180 program is expected to support and reduce the number of students that read below grade level. It is also expected to assist with reducing the number of students requiring Tier II &amp; III instructional support. Lexile scores will be reviewed quarterly to monitor progress and to determine continued student eligibility.</p> <p>It is expected that the additional instructional specialists that review and provide timely, detailed, written feedback on lesson plans will result in increased rigor, differentiation, and effective lesson implementation. This will be evidenced by principal and instructional specialist feedback to teachers on implementing the curriculum, and student performance on CFAs, district benchmark assessments, and SOL results.</p>
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	addressing AMO subgroup populations.	
<b>Staff</b> – During the 2014-2015 school year, all English positions were filled with highly qualified teachers.	<p>Two new English Interventionist positions have been created using Title I funds. One position will specifically support writing, the other will support implementation of the Read 180 program with a focus on 6<sup>th</sup> grade Reading.</p> <p>Six teachers will be strategically reassigned from one grade level to another. The reassignment will be based upon a review of student achievement data, student tier movement, teacher input, experience, and overall teacher effectiveness.</p>	<p>With the support of these two new positions, it is expected that the number of students reading below grade level will be reduced. In addition, the number of students that show proficiency on CFA's, district benchmark, and SOL reading and writing assessments will increase at all grade levels.</p> <p>As a result of teachers being reassigned to different grade levels that better align with their expertise, student achievement is expected to increase.</p>

**Closing Rationale:** The current principal has been in place for the past two years. During this time, the principal has demonstrated passion for school improvement and led the school to double-digit growth on SOL performance in some areas. English scores have increased by 8% (48% - 56%) in year one and by 10% (56% to 66%) in year two, resulting in an 18 percentage point increase over a two-year period. Moreover, mathematics scores increased by 19 percentage points during the 2013-2014 school year with mathematics scores increasing to 78% during the 2014-2015. Over a two-year period, science scores have increased 8% (58% - 66%) during the first year, and increasing 8% in the second year to 74%. This demonstrates a 16% growth over a two-year period. Lastly, history scores increased by 4% (71% - 75%) in year one and by 14% (89%) during year two. Under the principal's leadership, the school has met state benchmark targets in math, history, and science.

The area of focus for Norview Middle School is reading. Norview staff will use their resources to identify and provide interventions for students who struggle with reading and writing. Students will be identified and provided with remediation and strategies to increase reading comprehension through school-wide CSA, *Read 180*, small group instruction, and effective use of technology. The RtI model will implemented with fidelity. Staff will identify students and place them into tiered groups beginning on the first day of school. These data-driven decisions and continued support in mathematics will bring Norview Middle School to full accreditation in 2015-2016.

Description	Number of Teachers	Percent of All Teachers	Area of Teaching
Number and percent of teachers scoring above proficient in 2014-2015	0	0%	
Number of the above teachers returning in 2015-2016	N/A		
Number and percent of teachers scoring proficient in 2014-2015	17	100%	
Number of the above teachers returning in 2015-2016	16		
Number and percent of teachers scoring below proficient in 2014-2015	0	0%	
Number of the above teachers returning in 2015-2016	N/A		
Number and percent of teachers fully licensed in 2015-2016	101	97%	
Number and percent of new teachers to the school in 2015-2016	1	1%	
Number and percent of provisional teachers in 2015-2016	1	1%	
Number and percent of teachers not teaching in their endorsed area in 2015-2016 (name each area in which teachers are not endorsed)	1	1%	Math, Grade 8
Number and percent of long-term substitutes that may be employed possibly more than 45 days (licensed or not licensed) in 2015-2016 (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:**

The current principal has led Norview Middle School for the past two years. Under the principal's leadership, English scores have increased from 48% to 56% and from 56% to 66% (an 18 percentage point increase in a two-year period). Mathematics scores increased by 19 percentage points during the 2013-2014 school year. Mathematics increased again to 78% during the 2014-2015 school year. Science scores increased from 58% to 66% and again to 74% in a two-year period. History scores increased from 71% to 75% and again to 89% in the two years that he has been principal. It is expected that with the current growth exhibited over the last two years, Norview Middle School will reach full accreditation by the conclusion of the 2015-2016 academic year.

**Virginia Department of Education  
State/Federal Accountability Data  
Norview Elementary  
Grades: PK - 05  
Norfolk City**

**Attachment H1**

**State Accountability - Accreditation Designation**

Accreditation is based on assessments taken in the previous year.

Year	Based on Statewide Assessments in	Accreditation Rating	Area(s) not Meeting Benchmark
2011-2012	2010-2011	Fully Accredited	N/A
2012-2013	2011-2012	Fully Accredited	N/A
2013-2014	2012-2013	Accredited with Warning	Mathematics
2014-2015	2013-2014	Accredited with Warning	English, Mathematics, Science
2015-2016	2014-2015	Partially Accredited: Improving School-Pass Rate	English, Science
2016-2017	2015-2016	To Be Determined	English, Mathematics

**State Accreditation Pass Rates by Assessment Year**

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 3-5: 83%	Gr 3-5: 84%	*76%	54%	71%	63%
Mathematics	83%	*72%	43%	67%	75%	60%
History and Social Sciences	*Gr 3: 67% *Gr 4-8: 82%	Gr 3: 72% Gr 4-8: 85%	75%	74%	88%	77%
Science	Gr 3: 81% Gr 5-8: 81%	Gr 3: 69% Gr 5-8: 87%	*74%	55%	67%	71%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

**Federal Accountability Status**

Year	Based on Statewide Assessments in	Federal Rating	Federal Status
2011-2012	2010-2011	Did Not Make AYP	Title I - School Wide Program
2012-2013	2011-2012	Improvement Plan Required	Title I - School Wide Program
2013-2014	2012-2013	Improvement Plan Required	Title I - School Wide Program
2014-2015	2013-2014	Improvement Plan Required	Title I - School Wide Program
2015-2016	2014-2015	Met All Federal AMOs	Title I - School Wide Program
2016-2017	2015-2016	Improvement Plan Required	Title I - School Wide Program

**Federal Accountability Pass Rates by Assessment Year**

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	83%	82%	*55%	57%	69%	60%
English: Writing	84%	88%	57%	52%	N/A	N/A
History and Social Sciences	*76%	80%	75%	75%	87%	76%
Mathematics	86%	*50%	42%	65%	74%	59%
Science	82%	81%	*60%	57%	64%	71%

\* This data reflects the first administration of new Standards of Learning assessments based on new content standards.

Division: Portsmouth Public Schools

School: Cradock Middle School

Division: Portsmouth Public Schools

School: Cradock Middle School

Schools that are rated *Accredited with Warning* for three consecutive years and may be assigned the rating of *Accreditation Denied* in the fourth year of warning will be eligible to apply for *Conditional Accreditation* from the Virginia Board of Education in lieu of a rating of *Accreditation Denied*.

8 VAC 20-131-300.C. states that a school shall be rated Accreditation Denied based on its academic performance and/or achievement of the minimum threshold for the graduation and completion index if it fails to meet the requirements to be rated Fully Accredited or Provisionally Accredited-Graduation Rate, for the preceding three consecutive years or for three consecutive years anytime thereafter.

As outlined in 8 VAC 20-131-315, as an alternative to the Memorandum of Understanding (MOU) required of schools rated Accreditation Denied, a local school board may choose to reconstitute the school and apply to the Board of Education for a rating of Conditionally Accredited. The application shall outline specific responses that address all areas of deficiency that resulted in the Accreditation Denied status.

As defined by the Standards of Accreditation, "reconstitution" is a process that may be used to initiate a range of accountability actions to improve pupil performance, curriculum, and instruction to address deficiencies that caused a school to be rated Accreditation Denied. Actions may include, but not be limited to, restructuring a school's governance, instructional program, staff or student population.

It is the request of Portsmouth School Board that Cradock Middle School be considered for *Conditional Accreditation* status based on the details outlined in this application.

Mr. James Bridgeford Typed School Board Chair Name

 School Board Chair Signature

August 26, 2015 Date

**School Information/Demographics**

Required Information: Total school population; free and reduced lunch population; grade levels served; grade level population

Cradock Middle School serves a population of 612 student in grades 7 and 8. A breakdown of additional demographics is provided below:

School	Free/Reduced Lunch	Grade 7	Grade 8	SWD	ESOL
Cradock Middle	87%	319	293	126	0

**Accountability Pass Rates**

<b>Overall School Achievement Data</b>				
	2012-2013 Pass Rate Based on 2011-2012 Assessments	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	Preliminary 2015-2016 Pass Rate Based on 2014-2015 Assessments
English	76	69*	62*	63
Mathematics	74*	64*	65	64
Science	79	65*	58*	62
History	69*	70	83	85
Graduation and Completion Index (if applicable)	Not Applicable			

\*indicates 3-year rolling average

<b>Trajectory of Grade Level Pass Rates</b>					
Subject/Grade	2012-2013 Pass Rate Based on 2011-2012 Assessments	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	Preliminary 2015-2016 Pass Rate Based on 2014-2015 Assessments	Projected 2016- 2017 Pass Rate based on 2015- 2016 Assessments*
English 7 <sup>th</sup>	74.6	58	61.3	73.8	81.7
English 8 <sup>th</sup>	80.7	49.5	59.3	61.4	67.3
Writing 8 <sup>th</sup>	72.6	47.1	46.8	53.9	57.3
Mathematics 7	69.6	24.3	36.8	41.1	49.5
Mathematics 8	11.1	15.6	36.4	57.5	78.45
Algebra 1	88.5	86.3	76.7	71.8	75.0
Geometry	85	66.9	67.5	66.9	70
U.S. History II	69.6	73.4	98	Not Tested	Not tested
Civics/ Econ	61.1	65.2	68.8	86	90
Science 8	79.3	42.1	53.3	62.6	72.6

### Staff Information

The School Board and Division Superintendent restructured the school leadership for 2015-16 by appointing a new principal and assistant principal. Additional staff changes include the reassignment of teachers to ensure compliance with licensure and endorsements in specific content areas.

Cradock's staff is comprised of 52 instructional positions. These assignments include:

- Seventeen teachers have less than 5 years teaching experience.
- Previous turnover rate 48%
- Current turnover rate 11.5%
- Additional demographic information is below.
- Degree types include 25 bachelor's degrees, 19 master's degrees, 1 doctoral degree

Subject/ Total	Ethnicity totals	Male/Female
8 Reading	5 African-Americans; 1 Hispanic; 2 Caucasians	2 Males; 6 Females
8 Mathematics	3 African-Americans; 4 Caucasians; 1 Hispanic;	2 Males; 6 Females
6 Science	6 African-Americans	1 Male; 5 Females
6 Social Studies	3 African-Americans; 2 Caucasians	1 Male; 4 Females
7 Special Education	7 African-American	0 Males; 6 Females
4 Health/P.E	4 African-American	2 Males; 2 Females
6 Electives	3 African-American: 2 Caucasian; 1 Hispanic	3 Males; 3 Females
7 Instructional Assistants	7 African-Americans	0 Male; 6 Females

### Reconstitution Information

Mark **all** applicable areas of reconstitution:

X Governance      X Instructional Program      X Staff       Student Population

Existing Practice	Proposed New Practice	Anticipated Impact
<p>Governance:</p> <p>During the 2014-15 school year, Cradock Middle School was “Accredited with Warning” in the areas of English, mathematics, and science.</p> <ul style="list-style-type: none"> <li>● Read/Writing 62% (3-yr)</li> <li>● Mathematics 65%</li> <li>● Science 58% (3-yr)</li> </ul> <p>Cradock participated in monthly District Governance meetings and utilized the Indistar School improvement tool.</p>	<ul style="list-style-type: none"> <li>● Beginning August 2015, Cradock Middle School will participate in monthly district governance meetings utilizing a structured agenda with goals outlined to provide specific items to monitor and assess each week.</li> <li>● Addition of the Director of Curriculum and Instruction to the Governance Team at Cradock.</li> </ul>	<p>The overall school improvement process for Cradock Middle school will be strengthened and improved by these new practices in the following ways:</p> <ul style="list-style-type: none"> <li>● The addition of the Director of Curriculum and Instruction, whose role it will be to oversee the school improvement process, will establish consistency and clarity, increase accountability, and strengthen specific, targeted collaboration with Cradock;</li> <li>● Use of an intentional, data driven monthly agenda will increase the organization and structure of the Governance team, while clearly defining goals and providing a method of specific monitoring;</li> <li>● The purposeful use of data and other available reports to update Indistar weekly and/or monthly, as indicated by tasks;</li> <li>● The development, implementation, and monitoring of monthly goals and next steps derived from the data based discussions held at the monthly</li> </ul>

		<p>Governance meetings will ensure that there is a common goal and direction to the school improvement efforts.</p>
	<p>Beginning August 2015, Cradock Middle School will design and implement formal processes and procedures for monitoring the development and delivery of classroom instruction.</p>	<p>Cradock Middle School will increase and improve student performance in reading, writing, mathematics, and science by:</p> <ul style="list-style-type: none"> <li>● utilizing data on a routine basis to inform instruction and identify student strengths and weaknesses;</li> <li>● implementing structured data dialogues, with specific data tools for teachers, departments, Instructional Leadership Team , and the Governance Team;</li> <li>● utilizing the new lesson plan template that is aligned with academic review indicators;</li> <li>● providing weekly feedback to teachers on lesson plan development and taught curriculum;</li> <li>● conducting classroom walkthroughs (CWT) on a frequent, regular basis to provide teachers with valuable feedback regarding instruction. Information from these walkthroughs will also be used in conjunction with the data dialogues;</li> <li>● monitoring of school administrators to ensure the CWT are taking place, and members of the Division Governance team will also</li> </ul>

		<p>conduct walkthroughs with school administrators;</p> <ul style="list-style-type: none"> <li>consistently utilizing the formal teacher evaluation process and providing meaningful feedback to teachers as indicated by observations and data.</li> </ul>
<b>Instructional Program</b>		
<p>From academic years 2011-2014, the students were scheduled into clusters based on mathematics SOL results.</p>	<p>By August 2015, Cradock Middle School will eliminate clustering and modify the master schedule to include a teaming approach for content areas.</p>	<p>Cradock Middle School will increase and improve student performance in reading, writing, mathematics, and science by:</p> <ul style="list-style-type: none"> <li>implementing multi-ability grouping in all classes and improving differentiated instruction, as well as utilizing tiered activities based on relevant, timely data and student-needs;</li> <li>scheduling students for five 75-minute year-long classes in the content areas will increase the instructional minutes each student receives and will provide continuity of instruction;</li> <li>realigning the duties and responsibilities of school-based content specialists to reflect a coaching model, using data and feedback to provide support to teachers.</li> </ul>
	<p>By August 2015, Cradock Middle School will schedule common planning time for content areas.</p>	<p>Cradock Middle School will increase and improve student performance in reading, writing, mathematics, and science by:</p> <ul style="list-style-type: none"> <li>utilizing common planning time for teachers to unpack data to inform instruction, and match research</li> </ul>

		<p>based strategies that include tiered interventions during the class block, as evidenced by lesson plans, observations, assessments, and walkthroughs.;</p> <ul style="list-style-type: none"> <li>● implementing a structured process for teachers to collaborate about curriculum alignment, instruction, and assessment, as evidenced by meeting minutes, data documents, lesson plans, and observations;</li> <li>● increasing the collaboration between content teachers and special education teachers, as evidenced by lesson plans, data documents, observations, and meeting minutes.</li> </ul>
<p>Special education teachers were limited in their collaboration with each other and with general education teachers.</p>	<p>By September 8, 2015, Cradock Middle School special education teachers will participate in common planning with content teachers</p>	<p>Cradock Middle School will increase and improve performance of students with disabilities by :</p> <ul style="list-style-type: none"> <li>● providing structured opportunities for collaborative planning with general education and special education teachers to develop effective instructional delivery, as evidenced by lesson plans, observations, and walkthroughs;</li> <li>● integrating data-derived tiered instructional strategies, as evidenced by documentation of tiered interventions and re-teaching strategies in the lesson plan.</li> </ul>

	By September 8, 2015, Cradock Middle School special education teachers will foster the development of a co-teaching model that supports and promotes inclusive classrooms.	Cradock Middle School will increase and improve student performance in reading, writing, mathematics, and science by: <ul style="list-style-type: none"> <li>generating a culture of co-teaching within the school and developing a common understanding of co-teaching, as evidenced by observations, professional development logs, and feedback to teachers.</li> </ul>
<b>Staff</b>		
During the 2014-2015 school year, five teachers were not endorsed in the content area they were assigned to teach. <ul style="list-style-type: none"> <li>English -2</li> <li>Mathematics -2</li> <li>Science -1</li> </ul>	By August 2015, the principal of Cradock Middle School will reassign teachers based on content endorsements, and will fill all vacancies with highly qualified teachers.	Cradock Middle School will increase and improve student performance in reading, writing, mathematics, and science by: <ul style="list-style-type: none"> <li>ensuring that current teachers are both highly qualified and teaching in certified content areas, as evidenced by compliance reports generated by PPS Human Resources in conjunction with the Virginia Department of Education's Office of Licensure.</li> </ul>
During 2014-2015, additional training and support was provided to teachers in English, mathematics, and science.	By August 2015, Cradock Middle School will ensure a continuation of previous relevant trainings and provide additional professional development and resources to strengthen the instructional program and teachers' pedagogy and content knowledge.	Cradock Middle School will increase and improve student performance in reading, writing, mathematics, and science as a result of the following: <ul style="list-style-type: none"> <li>by establishing a data-based professional development plan with clear and specific guidelines for implementation and monitoring.</li> <li>by providing ongoing, relevant, research-based</li> </ul>

		<p>professional development derived from data at the division, school, teacher, and student levels;</p> <ul style="list-style-type: none"> <li>• by ensuring that each professional development session equips teachers with job-embedded knowledge and skills;</li> <li>• by providing professional development that is focused on the use of tiered instruction, with ongoing re-teaching occurring in the classroom;</li> <li>• by ensuring teachers and staff have the opportunity to evaluate each professional development session, so as to identify additional needs, and to plan future professional development;</li> <li>• by strengthening the use and integration of the following resources and trainings for all teachers: <ol style="list-style-type: none"> <li>1. <i>Language Live!</i></li> <li>2. Pearson Essay Scorer</li> <li>3. Literature and Thought for Non-fiction</li> <li>4. i-Ready Mathematics</li> <li>5. STAMS</li> <li>6. Argumentation and Discourse; MSP grants</li> </ol> </li> </ul>
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## Closing Rationale

As an alternative to the memorandum of understanding outlined in the Standards of Accreditation, the Portsmouth Public School Division seeks approval from the Board of Education for an accreditation rating of “Conditionally Accredited” based on reconstitution for Cradock Middle School. The aspects of reconstitution applicable to this request are governance, staff, and instructional programs.

**Governance:** During 2014-15, Cradock Middle School was “Accredited with Warning” in the areas of Mathematics, English, and Science. To this end, school staff and students will benefit from the continued support of an oversight committee with expertise in the core areas and experience in providing technical assistance for building instructional leadership capacity among school staff. The leadership team at Cradock Middle School will continue to update the Indistar School Improvement tool as a method to monitor and adjust instructional and leadership practices. Current literature on school improvement supports the idea that shared and focused governance for challenging schools will subsequently lead to higher performance among students. Thus, Cradock Middle School will continue to work with the Office of School Improvement and District- level curriculum and instruction coordinators and content specialists.

**Staff:** Portsmouth Public Schools changed school leadership at Cradock Middle School in July 2015. The new administrative team has reviewed staffing. Last school year two English teachers, two mathematics teachers, and one science teacher were not highly qualified to teach in their teaching assignments. This school year, all teachers are teaching in their endorsed areas and fully certified. Teachers with stronger content background in English, mathematics, and science have been put into place as SOL tested instructors. Administrators and division leaders will identify professional development opportunities for the faculty with the goals of improving teacher proficiency in teaching content specific skills for all students. The division English, mathematics, and science middle school specialists will work along with the administrative staff to provide ongoing assistance and coaching to all assigned teachers in supporting the school’s goals and visions, and proposed new practices discussed in the planned reconstitution of Cradock Middle School.

**Instructional Program:** The leadership team and teachers of Cradock Middle School will implement programs that are aligned with the curriculum, utilize data, and maximize available resources. English/Reading teachers will implement the use of Pearson SuccessNet, Pearson Writing Coach, Pearson Essay Scorer, Writing with Power, Interactive Achievement. Mathematics teachers will utilize I-Ready and STAMS. Science teachers will continue to participate and implement strategies from the MSP grant opportunities. In addition to the aforementioned resources, the special education team will utilize *Language Live!*. Administration will monitor and provide weekly feedback on the implementation of available technology, programs, curriculum, lesson planning, and resources.

## Appendix A: Staff Information

<b>Description</b>	<b>Number of Teachers</b>	<b>Percent of All Teachers</b>	<b>Area of Teaching</b>
<b>Number and percent of teachers scoring above proficient in 2014-2015</b>	<b>15</b>	<b>32%</b>	
<b>Number of the above teachers returning in 2015-2016</b>	<b>15</b>		
<b>Number and percent of teachers scoring proficient in 2014-2015</b>	<b>1</b>	<b>2%</b>	
<b>Number of the above teachers returning in 2015-2016</b>	<b>1</b>		
<b>Number and percent of teachers scoring below proficient in 2014-2015</b>	<b>11</b>	<b>45%</b>	
<b>Number of the above teachers returning in 2015-2016</b>	<b>11</b>		
<b>Number and percent of teachers fully licensed in 2015-2016</b>	<b>42</b>	<b>91%</b>	
<b>Number and percent of new teachers to the school in 2015-2016</b>	<b>6</b>	<b>13%</b>	
<b>Number and percent of provisional teachers in 2015-2016</b>	<b>4</b>	<b>8%</b>	
<b>Number and percent of teachers not teaching in their endorsed area in 2015-2016 (name each area in which teachers are not endorsed)</b>	<b>0</b>	<b>%</b>	
<b>Number and percent of long-term substitutes- that may be employed possibly more than 45 days (licensed or not licensed) in 2015-2016 (name each area in which there is a long-term substitute that may be employed more than 45 days)</b>	<b>0</b>	<b>%</b>	

**Principal tenure at this school and description of track record of success in working in a low-performing school:**

The principal was newly appointed at Cradock Middle School on July 1, 2015. She has experiences in elementary and middle administration. She served as assistant principal of Cradock Middle from 2006-2012, during which time the school was involved in the PASS initiative and met full accreditation. Most recently, she was principal of Victory Elementary School, and preliminary data suggests that school will be fully accredited. Under her leadership, Victory Elementary made significant gains in both reading and mathematics, while maintaining high pass rates in both science and social studies.

**Virginia Department of Education  
State/Federal Accountability Data  
Cradock Middle  
Grades: 07 - 08  
Portsmouth City**

**Attachment I1**

**State Accountability - Accreditation Designation**

Accreditation is based on assessments taken in the previous year.

Year	Based on Statewide Assessments in	Accreditation Rating	Area(s) not Meeting Benchmark
2011-2012	2010-2011	Fully Accredited	N/A
2012-2013	2011-2012	Accredited with Warning	History and Social Sciences
2013-2014	2012-2013	Accredited with Warning	English, Mathematics, Science
2014-2015	2013-2014	Accredited with Warning	English, Mathematics, Science
2015-2016	2014-2015	Partially Accredited: Reconstituted School	English, Mathematics, Science
2016-2017	2015-2016	To Be Determined	English, Mathematics, Science

**State Accreditation Pass Rates by Assessment Year**

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 6-8: 80%	Gr 6-8: 76%	*51%	59%	65%	57%
Mathematics	80%	*74%	54%	65%	65%	57%
History and Social Sciences	*Gr 4-8: 72%	Gr 4-8: 65%	70%	83%	85%	74%
Science	Gr 5-8: 74%	Gr 5-8: 79%	*42%	53%	63%	62%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

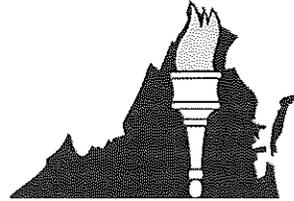
**Federal Accountability Status**

Year	Based on Statewide Assessments in	Federal Rating	Federal Status
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**Federal Accountability Pass Rates by Assessment Year**

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	83%	77%	*54%	61%	67%	62%
English: Writing	74%	73%	47%	48%	54%	43%
History and Social Sciences	*69%	66%	70%	84%	85%	75%
Mathematics	79%	*59%	54%	64%	63%	55%
Science	75%	80%	*43%	53%	63%	65%

\* This data reflects the first administration of new Standards of Learning assessments based on new content standards.



# VIRGINIA DEPARTMENT OF EDUCATION

## Office of School Improvement Conditional Accreditation Application

Division: Prince William County

School: Fred Lynn Middle School

Schools that are rated *Accredited with Warning* for three consecutive years and may be assigned the rating of *Accreditation Denied* in the fourth year of warning will be eligible to apply for *Conditional Accreditation* from the Virginia Board of Education in lieu of a rating of *Accreditation Denied*.

8 VAC 20-131-300.C. states that a school shall be rated Accreditation Denied based on its academic performance and/or achievement of the minimum threshold for the graduation and completion index if it fails to meet the requirements to be rated Fully Accredited or Provisionally Accredited-Graduation Rate, for the preceding three consecutive years or for three consecutive years anytime thereafter.

As outlined in 8 VAC 20-131-315, as an alternative to the Memorandum of Understanding (MOU) required of schools rated Accreditation Denied, a local school board may choose to reconstitute the school and apply to the Board of Education for a rating of Conditionally Accredited. The application shall outline specific responses that address all areas of deficiency that resulted in the Accreditation Denied status.

As defined by the Standards of Accreditation, "reconstitution" is a process that may be used to initiate a range of accountability actions to improve pupil performance, curriculum, and instruction to address deficiencies that caused a school to be rated Accreditation Denied. Actions may include, but not be limited to, restructuring a school's governance, instructional program, staff or student population.

It is the request of Prince William County School Board that Fred Lynn Middle School be considered for *Conditional Accreditation* status based on the details outlined in this application.

Mr. Milton C. Johns Typed School Board Chair Name

 School Board Chair Signature

7/9/15 Date

**School Information/Demographics**

Required Information: Total school population; free and reduced lunch population; grade levels served; grade level population

**Fred Lynn Middle School's enrollment for the 2014-15 school year included 1056 students including 330 in sixth grade, 357 in seventh grade, and 369 in eighth grade. The free and reduced lunch population was 82%.**

Total school population	1056
Free and reduced lunch population	866
Grade levels served	6-8
Grade 6 population	330
Grade 7 population	357
Grade 8 population	369

**Accountability Pass Rates**

<b>Overall School Achievement Data</b>				
	2012-2013 Pass Rate Based on 2011-2012 Assessments	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	Preliminary 2015-2016 Pass Rate Based on 2014-2015 Assessments
English	84	53	59	64
Mathematics	51	53	57	72
Science	90	59	48	65
History	76	73	71	76
Graduation and Completion Index (if applicable)				

<b>Grade Level Pass Rates</b>				
Subject/Grade	2012-2013 Pass Rate Based on 2011-2012 Assessments	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	Preliminary 2015-2016 Pass Rate Based on 2014-2015 Assessments
Grade 6 English: Reading	84	53	59	60
Grade 7 English: Reading	79	52	71	69
Grade 8 English: Reading	89	53	53	59
Grade 8 English: Writing	83	52	50	52
Grade 6 Math	61	62	64	81
Grade 7 Math	26	22	42	49
Grade 8 Math	42	45	54	67
Algebra I	78	100	100	100
Geometry	87	90	N/A	100
Grade 6 United States History to 1865	55	71	64	N/A
Grade 7 United States History from 1865 to Present	83	71	78	N/A
Grade 8 Civics and Economics	87	76	72	76
Grade 8 Science	90	59	48	66

### Staff Information

Staff Information illustrates increased staff stability over the past two years as the school's student achievement data shows gains across all four subject areas. Specifically, the number of teachers leaving at the end of the year decreased from thirteen to eleven. In addition, those requesting to transfer to another school in the division dropped from 7 to 2. The majority of those teachers left the school due to retirement, relocation, or change in employment. For the four core subject areas, the number of teachers leaving the school dropped from 7 to 4 teachers.

For the 2014-15 school year, eighteen staff members were new to the school out of a total of seventy-five instructional employees at Fred Lynn Middle School. Out of the eighteen new staff members, seven of the instructional employees were first year teachers. The remaining eleven instructional staff members brought experience ranging from two to twenty years in the classroom. There were various endorsements for the new staff members at the school. Areas of endorsement included ESOL (4), Health and Physical Education (3), Science (3), Language Arts (2), Math (1), Social Studies (1), Art (1), and Reading Specialist (1).

Over the past five years as the school's leadership increased its targeted focus on improved student achievement, teacher satisfaction with working at Fred Lynn Middle School, as measured by the school division's annual satisfaction survey increased from 75.51% to 82.50%, suggesting that the teachers are committed to hard work and increased expectations.

Additional information is included in Appendix A.

### Reconstitution Information

Mark **all** applicable areas of reconstitution:

Governance       Instructional Program       Staff       Student Population

Existing Practice	Proposed New Practice	Anticipated Impact
<b>Governance:</b> Staffing of one Assistant Principal per 600 students. Under existing practice Fred Lynn MS has two assistant principals.	Addition of an additional administrator who has targeted experience as both a reading and a math specialist, as well as a track record in supporting teachers and students in the core subjects resulting in increased student achievement. This administrator will supervise mathematics. This will increase the total number of administrators from 3 to 4. This addition increases the overall capacity of the administration and allows for a redistribution of instructional leadership responsibilities that will enable the administrative team to have a more targeted and intensive focus on specific content areas. The principal, who has a background in Science, will directly supervise the science	Administrative capacity will be increased by 33%. This additional capacity will be directed toward English and Science and will allow for closer monitoring of individual classroom teachers, their instruction and student learning and achievement. The closer monitoring will include increased time spent by the principal and other administrators observing in classrooms, providing targeted, specific, and actionable instructional feedback focused on improving the efficacy of staff and increasing student achievement.

Existing Practice	Proposed New Practice	Anticipated Impact
	<p>department (he previously supervised both science and mathematics). One assistant principal will supervise only English.</p>	<p>The additional administrator will result in a 33% increase in the number of opportunities for walkthroughs/observations and teacher descriptive feedback.</p> <p>This will help the school to meet 2015-16 accreditation requirements in all areas.</p>
<p><b>Instructional Program:</b> For the past four years, the school has received additional instructional support from a district professional development coordinator who was assigned to work with a group of targeted middle schools.</p>	<p>The Professional Development Coordinator who supported Fred Lynn over the past four years has been appointed to become a full-time Assistant Principal at Fred Lynn Middle School, filling an Assistant Principal vacancy that occurred at the end of the 2014-15 school year. This appointment takes the support the school has been receiving relative to professional development and embeds it within the school.</p> <p>This assistant principal will supervise English. She will serve as the linchpin for professional development most specifically in English and Science to develop teacher leaders. Based on data gathered through classroom observations and analysis of student performance, the professional development will do the following:</p> <ul style="list-style-type: none"> <li>• In collaboration with the Division’s English and Science supervisors to review school plans, the professional development will introduce differentiation in the framework of rigor and relevance for the faculty.</li> <li>• Teachers will participate in content-specific instructional rounds in English and science focused on problems of practice in those areas. They will identify needed adjustments or validate practice.</li> </ul>	<p>By building teacher efficacy through the embedded professional development, the following impacts would occur:</p> <ul style="list-style-type: none"> <li>• Tier I instruction (good first instruction) in the areas of English and Science will be strengthened, resulting in fewer students needing additional interventions</li> <li>• English and science instructional staff will implement research-based strategies to meet the needs of those students identified for Tier II and Tier III interventions</li> <li>• The needs and achievement of students will be monitored weekly through collaborative team meetings and interventions modified based on the student achievement data.</li> <li>• Students will engage in weekly reflection about their learning.</li> <li>• The fidelity and alignment of instruction and increased monitoring will result in increased student achievement in English and science. Pass rates will improve in each area to meet or exceed the accreditation benchmarks.</li> </ul>

Existing Practice	Proposed New Practice	Anticipated Impact
	<ul style="list-style-type: none"> <li>• English and science teachers will learn questioning techniques for teacher-student and student-student questioning, to increase rigor</li> <li>• English teachers will attend a 5-day Teaching Adolescent Learners professional development in August 2015 to review latest research and best practices in teaching middle school English</li> </ul> <p>In addition, professional development will focus on:</p> <ul style="list-style-type: none"> <li>• ELL language support to provide students visuals, vocabulary support, and activities to build background knowledge to support language development across all four domains</li> <li>• Greater support for students with disabilities through increased levels of differentiated and scaffolded instruction</li> </ul>	
<p><b>Instructional Program:</b> Instructional Staffing</p> <p>Each grade level has a population of between 320 and 360 students. Grade level staffing has included 3 teachers for English and mathematics. For science, there were 3 teachers in grade 6 and 2 teachers at each of grades 7 and 8.</p>	<p>In 2015-16, there will be 4 English teachers per grade level.</p> <p>In addition, a second reading specialist has been added to provide targeted remediation for identified students.</p> <p>In science, an additional 7<sup>th</sup> grade life science teacher and an additional 8<sup>th</sup> grade physical science teacher have been added.</p>	<p>The additional English teacher per grade level will increase grade level English sections by 25% and provide for lower class sizes with additional small group opportunities.</p> <p>The additional reading specialist will support daily small-group instruction to an additional 75 students who have been identified as reading below grade level.</p> <p>The additional teachers will allow for all students to have science instruction daily (see row below for more information on scheduling).</p>
<p><b>Instructional Program:</b> Fred Lynn Middle School has operated with an alternating A/B Core Class Schedule with a flex period for remediation.</p>	<p>Beginning with the 2015-16 school year, all core classes will meet every day for 55 minutes, with a fifth period assigned for remediation/extension to focus on individual student targeted needs,</p>	<p>All students will receive increased time (35 minutes per week) in all core content areas, including English and Science, compared to previous years</p>

Existing Practice	Proposed New Practice	Anticipated Impact
	<p>most specifically in English and Science.</p> <p>Students identified as reading below grade level will be enrolled in a second English class per day, a Reading Strategies class. This will provide even more time for these students.</p> <p>Students identified as below grade level in science will be enrolled in a daily Science Support class. This will provide even more time for these students.</p>	<p>(275 minutes/week compared to 240 minutes/week).</p> <p>The impact of the additional time for all students will be increased student achievement. The impact of the Reading Strategies and Science Support classes will be increased skills for the most at-risk students, which will improve their achievement and help the school meet the accreditation benchmarks.</p>
<p><b>Instructional Program: Remediation</b> Remediation for students focused on mathematics and reading was provided during a flex period once a week for approximately 40-42 minutes. Remediation was provided in a mixture of online and face-to-face formats.</p> <p>Approximately 40% of the remediation teachers were not certified in the content areas in which they were providing remediation. In addition, much of the instruction occurred through computer-based instruction.</p>	<p>Remediation will occur daily for 55 minutes (through the Reading Strategies and Science Support classes described above). All remediation will be provided by certified core content teachers in either English or science, depending on the need of the student. All of the remediation will be provided face-to-face.</p>	<p>In the past, remediation occurred one period a week for 40 minutes. Moving forward, remediation will be daily for 55 minutes. This represents over a 500% increase in remediation time.</p> <p>In addition, the instruction will all be provided directly by the teacher, rather than relying on computer-based instruction, which should result in higher levels of student engagement and achievement.</p>
<p><b>Instructional Program: English instructional practices</b> English performance improved overall in 2014-15 from a 59% pass rate to a 64% pass rate. Some of the effective instructional practices that were used are described below.</p> <p>Teachers posted, explained, and reiterated the daily Virginia SOL content and language objectives at the</p>	<p>In 2015-16, teachers and students will both be receiving more specific and targeted feedback about English performance.</p> <p>Over the summer of 2015, Student Performance Notebooks for English classes were reviewed and updated to reflect the correct pacing, updated learning targets, and space for student reflection.</p> <p>Professional development will be provided to teachers during the week prior to the opening of school to</p>	<p>These targeted strategies will result in growth at all grade levels, most specifically in grades 6 and 7, where progress has been slower.</p> <p>Writing results will increase as a result of the improved writing instruction and increased frequency of feedback to students.</p> <p>Classroom observation records in 2015-16 will show increased levels of student</p>

Existing Practice	Proposed New Practice	Anticipated Impact
<p>beginning and throughout each lesson.</p> <p>Unit lesson planning, delivery of instruction, and unit formative assessments were aligned with the Virginia SOLs.</p> <p>Effective use of Student Performance Notebooks was implemented to guide students in their awareness of the Virginia SOL objectives they were expected to master. Students self-assessed and self-reported their grades in their path to mastering those objectives.</p> <p>Data meetings were held to review student achievement on unit and benchmark assessments and to determine appropriate Tier I, II, and III supports.</p>	<p>ensure English teachers are prepared for the reflective conversations with all students and classes.</p> <p>A special focus will be given to increasing the rigor of the language objectives to stimulate the higher-level Bloom's taxonomy and critical thinking.</p> <p>Kagan cooperative learning strategies training will be provided to all new English teachers and selected returning English teachers.</p> <p>The number of writing assignments will increase across all content areas, with enhanced feedback as a result of the smaller class sizes.</p> <p>Additional rigor in English will be enhanced through the implementation of the International Baccalaureate Middle Years Programme (IBMYP). Detailed explanations about IBMYP follow in a subsequent row.</p>	<p>engagement and the increased use of critical reading and thinking strategies by students. Increases in pass advanced performance are an anticipated outcome.</p> <p>Teachers will be prepared to plan activities that promote active student engagement, including reading and writing workshops.</p>
<p><b>Instructional Program: Science instructional practices</b></p> <p>Science performance improved significantly in 2014-15 from a 48% pass rate to a 65% pass rate. Some of the instructional practices that were used are described below.</p> <p>Teachers posted, explained, and reiterated the daily Virginia SOL content and language objectives at the beginning and throughout each lesson.</p> <p>Unit lesson planning, delivery of instruction, and unit formative assessments were aligned with the Virginia SOLs.</p>	<p>As a result of the growth made in 2014-15, many of the instructional practices will be continued. These practices will be refined and rigor will be enhanced to further improve student performance.</p> <p>Particular focus will be given to the acquisition of academic vocabulary, with supports for English language learners.</p> <p>Additional rigor in science will be enhanced through the implementation of the IBMYP. Detailed explanations about IBMYP follow in the row below.</p>	<p>Student performance in science improved significantly in 2014-15. The implementation of these enhanced targeted strategies for 2015-16 will result in pass rates above the 70% accreditation benchmark.</p> <p>Classroom observation records in 2015-16 will show a marked increase in the number of science lessons that include hands-on experiences, demonstrations, or laboratory experiments.</p> <p>Classroom observations will also show higher levels of student engagement in science as a result of these hands-on experiences.</p>

Existing Practice	Proposed New Practice	Anticipated Impact
<p>Effective use of Student Performance Notebooks was implemented to guide students in their awareness of the Virginia SOL objectives they were expected to master. Students self-assessed and self-reported their grades in their path to mastering those objectives.</p> <p>Data meetings were held to review student achievement on unit and benchmark assessments and to determine appropriate Tier I, II, and III supports.</p>		
<p><b>Instructional Program:</b> In addition to providing the traditional academic program for grades 6-8, Fred Lynn Middle School has been a World Languages School providing students with the opportunity to take World Language Courses in all three grade levels.</p>	<p>Fred Lynn Middle School is in the final year of the application phase of becoming an accredited International Baccalaureate Middle Years Programme (IBMYP) school.</p> <p>IBMYP will bring additional rigor and whole-school alignment with its frameworks and expectations.</p> <p>The IBMYP will encourage our students to: become life-long learners; learn by doing, experiencing, and making connections to “real life”; develop critical thinking skills; explore global challenges, ideas, and issues; learn for understanding; become more organized, meet deadlines, concentrate, bounce back, persist, and think positively; make connections between subjects; be empowered to develop talents; prepared for higher education; and develop international mindedness to critically appreciate their own culture and personal history, as well as the values and traditions of others.</p> <p>Increased rigor will be brought into English instruction by expanding</p>	<p>The implementation of the IBMYP will result in classroom lessons and assessments being more aligned at the appropriate level of rigor with the curriculum, which will result in gains in student achievement in both English and Science.</p> <p>In addition, the IBMYP will provide an overall instructional structure and professional development support to enhance rigor across all subjects, which will contribute to greater skills and achievement, as measured by improved pass advanced rates.</p> <p>The focus on inquiry and critical thinking will engage students in their learning in very meaningful ways, which will increase both student motivation and achievement.</p> <p>The global perspective of the IBMYP will help engage the diverse and international student body at Fred Lynn to</p>

Existing Practice	Proposed New Practice	Anticipated Impact
	<p>students' understanding in listening, speaking, reading, writing, viewing, and presenting. Student self-inquiry is a key concept in IBMYP, and it teaches students to investigate, act, and reflect on their learning, both individually and in groups.</p> <p>IBMYP language and literacy instruction helps students thrive as effective communicators and critical consumers in today's societies. Our students will understand that language varies according to context, audience and purpose of communication; language has multiple meanings, such as words or expressions have multiple meanings that are actively co-constructed; language not only conveys information but also a personal stance; academic language can be argumentative; language is a means for self-expression, exploration of self and others' worlds and minds and profound meaning-making.</p> <p>The IBMYP Science framework encourages students to conduct investigations through research, observation, and experimentation. Scientific inquiry develops problem solving and critical thinking skills that benefit students in all content areas.</p> <p>During this final phase of the application process, the school is implementing Unit Planners that will further support the school's effort to align curriculum objectives with lesson plans and assessments.</p>	<p>more easily make meaningful connections with their learning.</p> <p>IBMYP will help our students develop their English skills, including reading skills and comprehension, and writing, thus making them more effective communicators.</p> <p>IBMYP will help our students be able to relate Science content to their lives as they develop critical-thinking and problem-solving skills.</p> <p>IBMYP students learn to apply scientific knowledge and the scientific approach to problem-solving, to formulate hypotheses, design and carry out experiments to test them, and evaluate results. Participation by students in the science fair should increase by 10%.</p> <p>This deeper understanding of Science content will help the school meet the 2015-16 accreditation requirements in Science.</p>

### Closing Rationale

Based upon the school's documented steady improvement in pass rates across the four core subject areas over the past two years, it is in the best interest of the students and staff of Fred Lynn Middle School that the Virginia Board of Education grant the school Conditional Accreditation status to continue their work to meet accreditation standards. The school has an effective leadership and instructional team in place that is committed to doing the work that results in measured gains in student achievement.

Over the past two years under the principal's leadership, Fred Lynn Middle School demonstrated improved achievement scores across all four subject areas. Preliminary data for 2015-16 indicate that Fred Lynn will meet accreditation benchmarks for Math and History with respective pass rates of 72% and 76%. The improved pass rate in Math marks a 15 point jump, while the improved pass rate for History marks a 5 point increase.

While the school's English preliminary pass rate of 65 will not meet the accreditation benchmark, it did show a 5 point improvement over last year and an 11 point increase over the past two years. The preliminary pass rate in Science of 65%, while falling short of the accreditation benchmark, does show a 17 point gain over last year's pass rate.

The school's staffing data illustrates an increasing level of stability of the staff demonstrating their dedication and commitment to meeting the needs of Fred Lynn Middle School students. The school division's annual staff satisfaction survey shows that staff reports its highest level of satisfaction working at Fred Lynn Middle School in over five years with an 82.5% satisfaction rating.

Changes in place for the 2015-16 school year to further support increases in student achievement include a change in the school's master schedule, with daily class time across all core subjects and adds a fifth period that meets every day and focuses on individual student remediation and extension needs. The professional development coordinator who had been supporting the school moves from being a part-time support to staff to a full time assistant principal at the school. An additional administrator with a documented record of working with teachers and staff to successfully raise pass rates is joining the school's leadership team. In addition, the school's expanded implementation of the International Baccalaureate Middle Years Programme's Unit Planner will help to further align classroom lessons with curriculum objectives at the appropriate level of academic rigor across all classrooms.

Based upon the school's record of improving student pass rates over the last two years, increased level of staff commitment, and implementation of enhancements to the school's leadership and instructional program, it is recommended that Fred Lynn Middle School be granted Conditional Accreditation to continue its instructional work in improving student achievement.

## Appendix A: Staff Information

Description	Number of Teachers	Percent of All Teachers	Area of Teaching
Number and percent of teachers scoring above proficient in 2014-2015	2	3%	
Number of the above teachers returning in 2015-2016	2		
Number and percent of teachers scoring proficient in 2014-2015	73	97%	
Number of the above teachers returning in 2015-2016	64		
Number and percent of teachers scoring below proficient in 2014-2015	0	0%	
Number of the above teachers returning in 2015-2016	0		
Number and percent of teachers fully licensed in 2015-2016	**	%	
Number and percent of new teachers to the school in 2015-2016	**	%	
Number and percent of provisional teachers in 2015-2016	**	%	
Number and percent of teachers not teaching in their endorsed area in 2015-2016 (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 2015-2016 (name each area in which there is a long-term substitute that may be employed more than 45 days)	0	0%	

\*\*At this time, currently hiring instructional employees for school year 2015-16, therefore totals and percentages are unknown for fully licensed, new teachers and provisional teachers.

**Principal tenure at this school and description of track record of success in working in a low-performing school:**

The principal completed his second year as principal at Fred Lynn Middle during the 2014-15 school year. The principal was appointed as principal in July of 2013 in part because of experience as a successful teacher and assistant principal in schools that demonstrated strong and successful approaches in the development and implementation of effective instructional systems that led to strong levels of student achievement. In addition, the principal has a track record of tireless and selfless service to meet the needs of his students. His two years at Fred Lynn show significant achievement gains across all four subject areas. While holding instructional staff to higher expectations for participation in quality professional development and improved classroom instruction and assessment, instructional staff satisfaction for working at Fred Lynn Middle School has increased from 75.51% to 82.50% illustrating that he has been successful in getting the staff to be positively engaged in the work of improving student achievement.

Appendix A: Staff Information

**Virginia Department of Education  
State/Federal Accountability Data  
Fred M. Lynn Middle  
Grades: 06 - 08  
Prince William County**

Attachment J1

**State Accountability - Accreditation Designation**

Accreditation is based on assessments taken in the previous year.

Year	Based on Statewide Assessments in	Accreditation Rating	Area(s) not Meeting Benchmark
2011-2012	2010-2011	Fully Accredited	N/A
2012-2013	2011-2012	Accredited with Warning	Mathematics
2013-2014	2012-2013	Accredited with Warning	English, Mathematics
2014-2015	2013-2014	Accredited with Warning	English, Mathematics, Science
2015-2016	2014-2015	Partially Accredited: Reconstituted School	English, Science
2016-2017	2015-2016	To Be Determined	English, Science

**State Accreditation Pass Rates by Assessment Year**

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 6-8: 85%	Gr 6-8: 84%	*53%	59%	64%	66%
Mathematics	70%	*51%	53%	57%	73%	70%
History and Social Sciences	*Gr 4-8: 76%	Gr 4-8: 76%	73%	71%	76%	83%
Science	Gr 5-8: 88%	Gr 5-8: 90%	*80%	48%	65%	62%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

**Federal Accountability Status**

Year	Based on Statewide Assessments in	Federal Rating	Federal Status
2012-2013	2011-2012	Met All Federal AMOs	Title I - School Wide Program
2013-2014	2012-2013	Improvement Plan Required	Title I - School Wide Program
2014-2015	2013-2014	Improvement Plan Required	Title I - School Wide Program
2015-2016	2014-2015	Improvement Plan Required	Title I - School Wide Program
2016-2017	2015-2016	Improvement Plan Required	Title I - School Wide Program

**Federal Accountability Pass Rates by Assessment Year**

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	82%	82%	*51%	56%	63%	64%
English: Writing	80%	82%	51%	47%	54%	52%
History and Social Sciences	*74%	74%	72%	69%	76%	80%
Mathematics	68%	*50%	49%	53%	69%	64%
Science	84%	87%	*55%	44%	64%	56%

\* This data reflects the first administration of new Standards of Learning assessments based on new content standards.



Division: Richmond City Schools

School: Binford Middle School

**School Information/Demographics**

Required Information: Total school population; free and reduced lunch population; grade levels served; grade level population

Membership Count				
Grade	2011-2012	2012-2013	2013-2014	2014-2015
06-Grade 6	89	126	49	55
07-Grade 7	115	99	111	59
08-Grade 8	139	134	89	100
Total Students	343	349	249	214

Demographic Background: 76% of the student population is economically disadvantaged, 24% disability, 94% black, and 6% white. In addition, enrollment for 2015-2016 is predicted to be just above 335, an increase in student membership of 36%. The new population consists of 176 students that registered through the "open enrollment" process that are not from the Binford Middle School zone (6<sup>th</sup> grade: 125; 7<sup>th</sup> grade: 34; 8<sup>th</sup> grade: 17). A total of 119 7<sup>th</sup> and 8<sup>th</sup> graders are returning from the Binford zone and the division anticipates enrollment of 40 6<sup>th</sup> graders from the Binford zone. The percentage of the school's population for 2015-2016 will be comprised of approximately 45% (159) representation from the Binford zone and 55% (176) representative of open enrollment.

**Accountability Pass Rates**

Overall School Achievement Data				
	2012-2013 Pass Rate Based on 2011-2012 Assessments	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	Preliminary 2015-2016 Pass Rate Based on 2014-2015 Assessments
English	71	44	43	55
Mathematics	40	37	50	57
Science	79	52	56	66
History	70	68	67	77
Graduation and Completion Index (if applicable)	N/A	N/A	N/A	N/A

Division: Richmond City Schools

School: Binford Middle School

<b>Grade Level Pass Rates</b>				
<b>Subject/Grade</b>	<b>2012-2013 Pass Rate Based on 2011-2012 Assessments</b>	<b>2013-2014 Pass Rate Based on 2012-2013 Assessments</b>	<b>2014-2015 Pass Rate Based on 2013-2014 Assessments</b>	<b>Preliminary 2015-2016 Pass Rate Based on 2014-2015 Assessments</b>
English - Gr. 6	57.14%	49.06	31.91	57.38
English - Gr. 7	76.30	22.39	51.46	50.91
English - Gr. 8	59.22	44.90	25.81	55.67
Writing – Gr. 8	78.20	53.59	36.92	54.17
Math - Gr. 6	23.73	39.56	22.22	74.47
Math - Gr. 7	36.56	22.08	41.25	45.45
Math - Gr. 8	17.17	19.42	44.30	49.28
EOC Algebra I	68	80.56	92	79.17
EOC Geometry	100	100	N/A	100
US History Prior to 1865	40.26	64.55	67.35	N/A
US History From 1865	59.96	61.80	70.59	N/A
Civics & Economics	75.78	74.82	67.85	77.32
Physical Science - Gr. 8	68.81	32.73	41.18	49.28
EOC Earth Science	100	92.31	100	100
Graduation and Completion Index (if applicable)	N/A	N/A	N/A	N/A

Division: **Richmond City Schools**School: **Binford Middle School****Staff Information****Description of staff changes**

New principal (described below) and assistant principal (to be hired)

**Description of new staff members experience and background**

New principal is described below. An assistant principal has not yet been selected. Teacher turnover was minimal – 11 percent. Four vacancies are in the process of being filled (1 English, 1 Reading, 1 Social Studies and 1 Health/PE).

**Number of total teachers and endorsements**

<b>Staffing Information</b>	
34	Full-time Teaching Positions
4	Vacancies-as of 7-13-2015 (1-English, 1-Reading,1-Social Studies, 1 Health/PE )
<b># of Teachers</b>	<b>Endorsement</b>
1	Business Information and Technology
1	Technology Education
1	English
1	English, Speech Communication, Theatre Arts PReK-12
2	Middle Ed: Grades 4-8
1	Family and Consumer Science
1	Specified Learning Disabilities K-12
2	Special Education: General Curriculum
1	Special Education: General Curriculum, Elementary Grades PK-6
1	Specific Learning Disabilities K-12, Mental Retardation K-12, Emotional Disturbance K-12
1	Specific Learning Disabilities K-12, Mental Retardation K-12, Industrial Career Orientation, Middle Ed: Grades 4-8
1	Mental Retardation K-12
1	Middle Ed Grade 6-8, Specific Learning Disabilities K-12, Government
1	English, History & Social Science, Middle Ed 6-8: Mathematics
1	Spanish Pre-K - 12
1	Middle Ed: Grades 6-8, History & Social Science
1	Middle Ed: Grades 6-8
3	Music
1	Earth and Space Science, Gifted Education
3	Biology
1	Gifted Education
1	Elementary Grades PK-6
1	Elementary Grades PK-6, Administration and Supervision PK-12
1	Visual Arts

**Reconstitution Information**

Division: Richmond City Schools

School: Binford Middle School

Mark all applicable areas of reconstitution:

 Governance
  Instructional Program
  Staff
  Student Population

Existing Practice	Proposed New Practice	Anticipated Impact
<p><b>Governance:</b> Previous principal was in place 3 years (2012-2103 through 2014-2015). Previous assistant principal was in place for one year (2014-2015).</p>	<p>New principal was selected and hired in June 2015. The principal will participate in the hiring of the Assistant Principal; Successful administrative oversight of the implementation of a new academic arts integrated model that includes SpringBoard Reading and Math Programs and supervision of instruction (written, taught and tested) to ensure alignment to the state standards. Administrative oversight (feedback on lesson plans and observations) of the arts-integration model will focus on the incorporation of science as a key content area for project- and problem-based learning. To ensure equity and opportunity for all staff as well as students, the Principal will provide cultural sensitivity training to support transition into the new model.</p>	<p>New leadership will impart an administrative focus on the academic curriculum leading to a 20% gain in English, 13% in mathematics and 4% in science, (at a minimum) to attain full accreditation for 2015-2016; administrative team will coordinate and provide oversight of PLCs to support the integration of arts into the core curriculum with a focus on reading, writing, math and science to ensure alignment with the state standards.</p>
<p><b>Instructional Program:</b> Limited access to technology for daily use. Traditional middle school core curriculum and electives.</p>	<p>The implementation of the 1:1 laptop initiative will assist with the implementation of SpringBoard's digital platform and ensure equal access for all students. In addition, research shows that access to technology supports teachers in creating engaging lessons that are aligned to the curriculum framework with access to technology for Art Integration; the arts integrated model is intended to build a set of relationships between learning in the arts and learning in other content areas.</p> <p>English and Mathematics: SpringBoard is a Comprehensive instructional program in English Language Arts and Mathematics</p>	<p>It is anticipated that this program will encourage and prepare students for Advanced Placement courses and increase enrollment and success as evidenced by a 20% gain in English and 13% gain in mathematics; the 1:1 laptop initiative will improve academic achievement, attendance, innovation skills, and 21<sup>st</sup> century skills; teachers will see an increase in the students' motivation, enthusiasm, and changes in student process abilities such as creativity or creative thinking and scientific investigation. The focus on science as a key content area for arts integration will support a 4% percentile gain in science.</p>

Division: Richmond City Schools

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	<p>for all students in grade 6-12. Research provides that SpringBoard use improves AP scores, particularly among Latino and African American students. SpringBoard instructional approaches and materials provide all learners with the opportunity to succeed in a rigorous curriculum.</p> <p><b>Science:</b> Project- or problem-based, or thematic projects will incorporate science as a key content area to be supported through arts integration (i.e., vertebrate and invertebrate vocabulary and conceptual understanding reinforced through dance movement). This integrated approach will support students in making connections through various learning modalities and arts. Technology will provide students, as well as teachers, with on demand access to rich science content that will challenge students to evaluate, analyze, and synthesize vast quantities of information, how to think critically about what they find, and how to use multiple media to communicate. Students will readily access current scientific and technological breakthroughs; global investigation models, and; graphics' tools for organizing information into conceptual maps. This conceptual knowledge of science infused with the arts will support students in making real world connections with core content.</p>	
<p><b>Student Population:</b> Enrollment for Binford Middle School during the 2014-2015 academic year was 214. Approximately 60% of students came from outside the school zone.</p>	<p>The division's establishment of an Arts Integration and Spring Board model for the school resulted in an open enrollment process.</p>	<p>Enrollment for 2015-2016 is predicted to be just above 335, an increase in student membership of 36%. The new population consists of 176 students that registered through the "open enrollment" process that are not from the Binford Middle School zone (6<sup>th</sup> grade: 125; 7<sup>th</sup> grade: 34; 8<sup>th</sup> grade: 17).</p>

Division: **Richmond City Schools**School: **Binford Middle School**

		<p>A total of 119 7<sup>th</sup> and 8<sup>th</sup> graders are returning from the Binford zone and the division anticipates enrollment of 40 6<sup>th</sup> graders from the Binford zone. The percentage of the school's population for 2015-2016 will be comprised of approximately 45% (159) representation from the Binford zone and 55% (176) representative of open enrollment. Enrollment is projected to increase by 5% for 2016-2017.</p>
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### Closing Rationale

In closing, Binford Middle School has made significant academic progress in all content areas and grade levels. Based on the preliminary reports for the 2014-2015 academic year, Binford Middle School has increased their overall pass rate by 12% in English with an increase in grade 6 of 25.47% and grade 8 of 29.86%. Science increased 8% overall. History increased by 10%. Math increased 7% overall, however, preliminary data shows double digit gains in math for grade 6 (52%) with incremental gains in grade 7 and 8 math. Binford showed increases in 80% of the subject/grade level pass rates and remained the same in EOC Earth Science (100%). Gains in English were as high as 30%, math 52% in math, 10% in history and 8% in science.

With the implementation of SpringBoard, Arts Integration and the 1:1 laptop initiative the students will be exposed to a curriculum focused on a "big idea" or "shared concept" that will provide them with more rigorous, relevant, and engaging lessons that integrate reading, writing, mathematics, science and social studies through the arts which will support students in making cross curricular connections through the arts. The SpringBoard curriculum will engage students in a rigorous web-based reading and mathematics curriculum that will provide students with skills to integrate these core content areas in problem- and project-based learning. The principal has a solid background in the Arts Integration Model and the 1:1 laptop initiative. The new principal's experience in implementation of an Arts Integration Model will support a focus on project- and problem-based planning that includes an emphasis on science. Access to technology will enhance the integration of all core content, especially science, by providing access to current local and global content and scientific studies that will assist students in making real world connections. The integration of reading, writing, math and science will be evidenced through review of weekly lesson plans by administrators and department chairs with the support of the division administrators and specialists, daily classroom visits by the administrative team and contracted instructional coaches, and increased performance on benchmark assessments. As

Division: ~~Richmond City Schools~~School: ~~Binford Middle School~~

Binford implements the new initiatives the district will provide professional development throughout the summer and upcoming school year for teachers, parents, and students.

Lastly, the commitment of Richmond City Schools to accelerating achievement for every student and eliminating achievement disparities among and between all student groups is evidenced in the Richmond Public Schools Academic Improvement Plan. The plan was adopted by the School Board on January 5, 2015 and the Academic Improvement Management Teams have begun implementation of district, school and classroom action steps. This Action Management Plan supports the implementation of the Core Practice Framework as adopted by RPS from the National Center for Educational Achievement (NCEA) and demonstrates those factors which distinguish high performing districts from average performing districts. The purpose of the "Academic Improvement" Action Management Plan is to accelerate the progress of all student groups in Richmond Public Schools in meeting or exceeding the targeted standards. The goal of this work is to increase academic achievement and reduce achievement gaps between and among all student groups and to reach proficiency in academic standards by developing and implementing a plan with short-term and long-term impact that focuses on five core practices: Student Learning: Expectations & Goals; Staff Selection: Leadership & Capacity Building; Instructional Tools: Programs & Strategies; Monitoring: Compilation, Analysis & Use of Data; and Recognition, Intervention & Adjustment. Grounded in the research-based practices of ACT's National Center for Educational Achievement (NCEA), this Academic Improvement Plan provides a composite snapshot of our current academic progress and our systemic approach to ensuring that all RPS students graduate prepared for success in college, careers, and service to the community. Additionally, communication of the plan to all stakeholders has been a major priority.

Five action teams have been formed to align with the Core Practices Framework below and will monitor their progress in the task of implementing the plan and monitoring progress. The 2014-2015 data points (i.e., graduation rate, PALS-identified students, SOL pass rate, CTE completers, etc.) will serve as the baseline for the RPS Academic Improvement Plan.

### **Theme 1: Curriculum and Academic Goals**

*District Practice:* Provide clear, prioritized learning objectives by grade and subject that all students are expected to master.

*School Practice:* Set expectations and goals for teaching and learning based on the district's written curriculum.

*Classroom Practice:* Study and use the district's written curriculum to plan all instruction.

### **Theme 2: Staff Selection, Leadership, and Capacity Building**

*District Practice:* Provide strong principals, a talented teacher pool, and layered professional development.

*School Practice:* Select and develop teachers to ensure high-quality instruction.

*Classroom Practice:* Collaborate as a primary means for improving instruction.

### **Theme 3: Instructional Tools: Programs and Strategies**

Division: Richmond City Schools

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*District Practice:* Provide evidence- and standards-based instructional tools that support academic rigor for all students.

*School Practice:* Promote strategies and build structures and schedules to support academic rigor.

*Classroom Practice:* Use proven instructional tools to support rigorous learning for students.

**Theme 4: Monitoring: Performance and Progress**

*District Practice:* Develop and use student assessment and data management systems to monitor student learning.

*School Practice:* Monitor teacher performance and student learning.

*Classroom Practice:* Analyze and discuss student performance data.

**Theme 5: Intervention and Adjustment**

*District Practice:* Respond to data through targeted interventions or curricular/instructional adjustments.

*School Practice:* Use targeted interventions to address learning needs of teachers and students.

*Classroom Practice:* Use targeted interventions or adjustments to address learning needs of students.

Levine, D.U. and Lezotte, L.W. (1990). Unusually effective schools: A review and analysis of research and practice. Madison, WI: National Center for Effective Schools Research and Development.

Division: Richmond City Schools

School: Binford Middle School

## Appendix A: Staff Information

Description	Number of Teachers	Percent of All Teachers	Area of Teaching
Number and percent of teachers scoring above proficient in 2014-2015	1	3.33%	
Number of the above teachers returning in 2015-2016	1		
Number and percent of teachers scoring proficient in 2014-2015	28	93.33%	
Number of the above teachers returning in 2015-2016	25		
Number and percent of teachers scoring below proficient in 2014-2015	1	3.33%	
Number of the above teachers returning in 2015-2016	1		
Number and percent of teachers fully licensed in 2015-2016	25	83.33%	
Number and percent of new teachers to the school in 2015-2016	4	11%	
Number and percent of provisional teachers in 2015-2016	5	16.6%	
Number and percent of teachers not teaching in their endorsed area in 2015-2016 (name each area in which teachers are not endorsed)	0	%	
Number and percent of long-term substitutes-that may be employed possibly more than 45 days (licensed or not licensed) in 2015-2016 (name each area in which there is a long-term substitute that may be employed more than 45 days)	N/A	%	

As of July 13, 2015, there are 4 vacancies to fill.

**Principal tenure at this school and description of track record of success in working in a low-performing school:**

The principal was hired in June 2015. This will be her first year as a principal. Prior to this position she was an assistant principal at James River High School in Chesterfield County Public Schools. She has experience with providing professional development in Cultural Sensitivity Training and implementation of the Arts Integration Model.

For two consecutive years, 2013-2014 and 2014-2015, the principal was able to serve a low performing population at James River High School in Chesterfield County, Virginia. More specifically, she supported mathematics teachers in their endeavor to meet state and local expectations for student achievement in Algebra 1, Algebra 2 and Geometry. She was able to perform formal observations that provided evidence for improvement and then partnered with county math coaches and specialists to support teachers throughout the year. Data from both

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common formative assessments and district or state created summative assessment were used to identify students in need and informed our instruction for all.

Working with funding from Algebra Readiness, she was able to develop a department wide tutoring plan that paired our Tier 1 and Tier 2 students with remediation services that occurred both within the school day as well as after school. A winter program was also established to provide much needed instruction to these same students on Saturdays and provided them with the opportunity to regain lost credit on assessments in the classroom. The lowest performing students that she was able to positively impact as an administrator were those students that comprised the first 3 levels of our ESOL program.

James River High School was comprised of 2100 students and housed the districts largest ESOL population. Students were tested into levels 1-5 upon registration; most of our ESOL math students in the three areas of SOL assessment were levels 1-3. Over the course of her two years with the teachers and students at James River High School she saw a marked increase in the number of students served in the math department. The program grew from 5 total courses for levels 1-3, to 8 total in two years. The increase of student need created a need for additional staffing, who needed specific training to work with this population. It was her obligation to provide additional observations, differentiated professional development and increased monitoring with help from their ESOL department.

Also, she worked in conjunction with another administrator and the office of professional development, and was able to support teachers with much needed cultural awareness training in order to meet the needs of their changing population. Lastly, she was able to create a change to the new student programs at James River in order to provide mentorship to new students. Utilizing the successful freshman program, she recruited bi-lingual upperclassmen to serve as mentors to provide additional support to this population.

**Virginia Department of Education  
State/Federal Accountability Data  
Binford Middle  
Grades: 06 - 08  
Richmond City**

**Attachment K1**

**State Accountability - Accreditation Designation**

Accreditation is based on assessments taken in the previous year.

Year	Based on Statewide Assessments in	Accreditation Rating	Area(s) not Meeting Benchmark
2011-2012	2010-2011	Fully Accredited	N/A
2012-2013	2011-2012	Accredited with Warning	Mathematics
2013-2014	2012-2013	Accredited with Warning	English, History and Social Sciences, Mathematics
2014-2015	2013-2014	Accredited with Warning	English, History and Social Sciences, Mathematics, Science
2015-2016	2014-2015	Partially Accredited: Reconstituted School	English, Mathematics, Science
2016-2017	2015-2016	To Be Determined	English, Mathematics, Science

**State Accreditation Pass Rates by Assessment Year**

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 6-8: 80%	Gr 6-8: 71%	*44%	43%	57%	60%
Mathematics	73%	*40%	37%	50%	62%	55%
History and Social Sciences	*Gr 4-8: 77%	Gr 4-8: 70%	68%	67%	78%	82%
Science	Gr 5-8: 83%	Gr 5-8: 79%	*72%	56%	67%	69%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

**Federal Accountability Status**

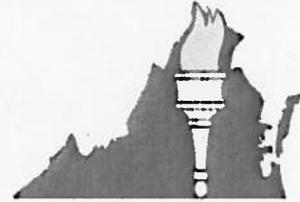
Year	Based on Statewide Assessments in	Federal Rating	Federal Status
2011-2012	2010-2011	Did Not Make AYP	Title I - School Wide Program
2012-2013	2011-2012	Title I Focus School	Title I - School Wide Program
2013-2014	2012-2013	Title I Priority School	Title I - School Wide Program
2014-2015	2013-2014	Title I Priority School	Title I - School Wide Program
2015-2016	2014-2015	Title I Priority School	Title I - School Wide Program
2016-2017	2015-2016	Improvement Plan Required	Title I - School Wide Program

**Federal Accountability Pass Rates by Assessment Year**

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	80%	66%	*42%	40%	56%	64%
English: Writing	83%	78%	54%	37%	53%	31%
History and Social Sciences	*70%	71%	68%	70%	80%	82%
Mathematics	61%	*36%	36%	44%	60%	53%
Science	83%	80%	*52%	57%	67%	69%

\* This data reflects the first administration of new Standards of Learning assessments based on new content standards.

# VIRGINIA DEPARTMENT OF EDUCATION



## Office of School Improvement Conditional Accreditation Application

Division: Virginia Beach City Public Schools

School: Bayside Middle School (7/8)

Schools that are rated *Accredited with Warning* for three consecutive years and may be assigned the rating of *Accreditation Denied* in the fourth year of warning will be eligible to apply for *Conditional Accreditation* from the Virginia Board of Education in lieu of a rating of *Accreditation Denied*.

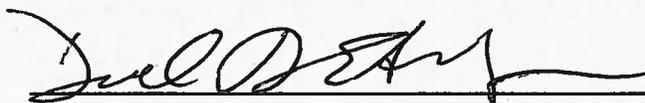
8 VAC 20-131-300.C. states that a school shall be rated Accreditation Denied based on its academic performance and/or achievement of the minimum threshold for the graduation and completion index if it fails to meet the requirements to be rated Fully Accredited or Provisionally Accredited-Graduation Rate, for the preceding three consecutive years or for three consecutive years anytime thereafter.

As outlined in 8 VAC 20-131-315, as an alternative to the Memorandum of Understanding (MOU) required of schools rated Accreditation Denied, a local school board may choose to reconstitute the school and apply to the Board of Education for a rating of Conditionally Accredited. The application shall outline specific responses that address all areas of deficiency that resulted in the Accreditation Denied status.

As defined by the Standards of Accreditation, "reconstitution" is a process that may be used to initiate a range of accountability actions to improve pupil performance, curriculum, and instruction to address deficiencies that caused a school to be rated Accreditation Denied. Actions may include, but not be limited to, restructuring a school's governance, instructional program, staff or student population.

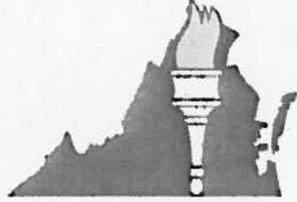
It is the request of **City of Virginia Beach** School Board that **Bayside Middle** School be considered for *Conditional Accreditation* status based on the details outlined in this application.

Daniel D. Edwards Typed School Board Chair Name

 School Board Chair Signature

7/13/2015 Date

# VIRGINIA DEPARTMENT OF EDUCATION



## Office of School Improvement Conditional Accreditation Application

Division: Virginia Beach City Public Schools

School: Bayside Middle School (7/8)

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It is the request of City of Virginia Beach School Board that Bayside Middle School be considered for *Conditional Accreditation* status based on the details outlined in this application.

Daniel D. Edwards Typed School Board Chair Name

\_\_\_\_\_  
School Board Chair Signature

\_\_\_\_\_  
Date

**School Information/Demographics**

Required Information: Total school population; free and reduced lunch population; grade levels served; grade level population

**Current Demographics**

The demographic data summarized below is based on data from the annual school report card for the 2014-15 school year. Bayside Middle School’s enrollment was 660 students: 3 in grade 6 (special education students), 324 in grade 7, and 333 in grade 8. Enrollment data indicates that 61.5% of students were African American, 17.6% were Caucasian, 8.9% Hispanic, 7.3% multiracial and approximately 4.8% Asian, American Indian and Native Hawaiian. There were 13.8% of students receiving special education services and 1.8% of students identified as Limited English Proficient. The school provided gifted services to 6.5% of students.

This table is a summary of the information listed in the above narrative.

Category	Total Unique
Count of Students	660
Grade 6 (special education students)	*3
Grade 7	324
Grade 8	333
Male	47.4%
Female	52.6%
Economically Disadvantaged	72.3%
Gifted	6.5%
Limited English Proficiency	1.8%
Special Education	13.8%
African American	61.5%
Asian	3.8%
Caucasian	17.6%
Hispanic	8.9%
Multiracial	7.3%
American Indian & Native Hawaiian	1.0%

**Accountability Pass Rates**

While preliminary data indicates Bayside Middle School will not meet accreditation benchmarks in the areas of English for the 2015-2016 school year based on 2014-2015 SOL test data, strong enough gains were made in the areas of math, history and science. Based on this data, Bayside is projected to meet accreditation benchmarks in these three areas. Bayside MS increased overall math scores by 22%, history by 15% and science by 3% yet saw a slight decline in English of 1%.

This table is a summary of the information listed in the narrative on the previous page.

<b>Overall School Achievement Data</b>				
	2012-2013 Pass Rate Based on 2011-2012 Assessments	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	Preliminary 2015-2016 Pass Rate Based on 2014-2015 Assessments
English	85	60	66	65
Mathematics	49	50	57	79
Science	92	69	68	71
History	69	69	68	83

When conducting further analysis of the 2014-2015 Spring SOL data, Bayside saw overall improvements in 8 of the 10 testing areas. Improvements resulted in all areas except English Reading and Writing at the 8<sup>th</sup> grade level. The school's largest gains were noted in math with increases from 21% in grade 7 to 33% increase in grade 8. Gains were also noted on end of course tests with 6% growth in algebra, 12% growth in geometry and 8% growth in earth science. Civics, English 7 and science 8 showed gains of 13%, 8%, and 7% respectively. As a reminder, grade 6 results are now reported under a new school, Bayside 6th Grade Campus, as part of our restructuring plan at the end of the 2014 school year; however, as a point of interest all of their testing areas showed significant growth. Bayside 6<sup>th</sup> Grade Campus is projected to make full accreditation.

This table is a summary of the information listed in the above narrative.

<b>Grade Level Pass Rates</b>				
Subject/Grade	2012-2013 Pass Rate Based on 2011-2012 Assessments	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	Preliminary 2015-2016 Pass Rate Based on 2014-2015 Assessments
English: Reading – 7 <sup>th</sup> grade	87	65	67	75
Mathematics – 7 <sup>th</sup> grade	26	25	55	76
English: Reading – 8 <sup>th</sup> grade	86	60	70	65
English: Writing – 8 <sup>th</sup> grade	88	55	61	54
Mathematics – 8 <sup>th</sup> grade	34	34	44	77

Science – Grade 8	90	62	58	65
EOC Algebra I	95	79	94	100
EOC Geometry	96	93	86	100
EOC Earth Science	96	90	92	100
Civics – 8 <sup>th</sup> grade	76	68	70	83

**Staff Information**

During the 2014-15 school year, there were 15/30 (had 2 vacancies at the time) or 50% of the core teachers on a probationary status (within their first three years of teaching). For the 2015-16 school year at Bayside Middle School (7th and 8th Grade Campus), there will be 32 core teachers with 14/32 or 43.75% of the teachers on probationary status including those with experience hired from outside of our division who will be on a one year probationary period per school board policy. In addition 8/32 or 25% teachers hold advanced degrees within the core areas and 27/32 or 84% staff currently hired are fully licensed. Two 7<sup>th</sup> grade teachers, one English and one science and two eighth grade teachers, one math and one science have provisional licenses.

This table is a summary of the information listed in the above narrative.

	<b>2014-15 Bayside MS Grades 7 and 8</b>	<b>2015-16 Bayside MS Grades 7 and 8</b>
<b>Core Team Teachers Math, English, Sci, SS</b>	32 (currently 2 vacancies)	32 (currently 0 vacancies)
<b>Probationary Status</b>	15/30 (50%)	14/32 (43.75 %)
<b>Advanced degrees</b>	9/30 (30%)	8/32 (25%)
<b>Fully licensed</b>	28/30 (93.3%)	27/32 (84%) (one to file)
<b>Provisional license</b>	2/30 (6.6%)	4/32 (12.5%)

Additional information below highlights changes in staff over the past two years or in the upcoming year to include teachers who resigned, retired and or changed teaching assignments.

**Staffing Information from 2013-14 to 2014 -15 School Year**

- Two math teachers scoring developing / needs improvement on their summative evaluation (one 7<sup>th</sup> grade and one 8<sup>th</sup> grade) resigned at the end of the school year
- 44% (14 of 32) of core teachers were new to the building and division
- 41% (13 of 32) of core teachers taught a new curriculum and or grade level
- All teachers signed a three-year staff expectations agreement

**English 7/8 Changes****For 2014-2015:**

- Moved one teacher from 8<sup>th</sup> grade (51% SOL pass rate for 13-14) and another from 6<sup>th</sup> grade to 7<sup>th</sup> grade (62% SOL pass rate for 13-14). Both teachers had success in the 7<sup>th</sup> grade, resulting in one with a 100% pass rate and the other with 81% pass rate for 14-15.
- Only 1 of the 4 English 8 teachers previously taught the course
- Full-time Literacy Coach

**For 2015 – 2016:**

- 84% (27 of 32) core teachers are returning for 2015-16
- One 8<sup>th</sup> grade English and one 7<sup>th</sup> grade English teacher resigned
- New 8<sup>th</sup> grade English teacher has a BA in English-Professional Writing and a MS ED in Secondary English
- New 7<sup>th</sup> grade English teacher with 7 years of experience teaching 7<sup>th</sup> grade English and has experience teaching writing that will help to prepare students for the 8<sup>th</sup> grade writing test
- Seven of our eight English teachers are English endorsed. The other English teacher has a Middle Ed 4-8 endorsement.
- Refine the role of the literacy coach- the literacy coach also assumed responsibility for assisting in reading classes with specific students. We are providing additional resources (Teacher Assistant) to assume those responsibilities so that the literacy coach can work full time as a teaching coach
- Refine support from Teaching and Learning staff, having them assist more with conducting teacher observations and providing actionable feedback
- Continue to refine our alignment process for both English 7 and English 8 with the written, taught and tested standards
- 

**Other General Changes****For 2014-15:**

- Designate 7<sup>th</sup> grade social studies teacher as the literacy lead for SS 7 and SS 8. She will meet with the literacy coach as well as participate in English 7 and 8 PLCs to further develop the work around establishing common language and expectations in writing across content areas that started in the 2013-14 school year based on our belief that every teacher is a literacy teacher.
- New Math 7 teacher with three years of experience
- All new teachers signed a three-year staff expectations agreement

While staffing for Bayside Middle School continues to be a challenge, we continue our efforts to hire qualified and experienced teachers in all content areas, especially within English Language Arts, our primary area of concern. Staffing at Bayside MS will continue to be a priority for the division.

**Reconstitution Information**

Mark all applicable areas of reconstitution:

- Governance       Instructional Program       Staff       Student Population

Existing Practice	Proposed New Practice	Anticipated Impact
<p>Governance Team</p>	<p>We strongly believe the governance team model that was put in place during the 2014-15 school year should continue.</p> <p>The governance team will meet once a month functioning as a professional learning community and conducting learning walks focusing on English.</p> <p>In addition, four (4) quarterly meetings will be scheduled focused entirely on analyzing student achievement data.</p>	<p>The shared governance team’s primary role is to provide timely service to the principal. This includes, but is not limited to, addressing staffing concerns, instructional needs, community needs and professional learning opportunities. Each member was chosen because of his/her prior experiences as a building principal in addition to his/her current role that helps to facilitate the school improvement process. Members of the governance team include: principal, senior executive director of middle school, chief strategy &amp; innovation officer, chief academic officer, executive director of secondary instruction, and the executive director of differentiated academic programs and professional learning. The governance team will meet minimally once a month functioning as a professional learning community. The governance team will work collaboratively to establish priority areas to include increasing student achievement and building the knowledge and leadership capacity of the staff.</p>
<p>Instructional Program</p>	<p>Refine professional development training with a more focused goal around calibrating performance with writing, providing timely feedback to students, and using data to inform interim instruction.</p> <p>Restructured Raider Prep (25 minutes a day) to include a specific approach to writing for all students while continuing to integrate reading strategies on a weekly basis.</p>	<p>Create a specific schedule utilizing full day substitutes for teachers to collaborate on a regular schedule with more in depth concepts. With this specific PD, teachers will become more responsive to individual student needs through using the data to drive instruction. This structure will be designed to provide consistency in feedback and instruction within all English classrooms at each level. The intended purpose is to create a vertical focus on reading and writing.</p> <p>A specific schedule for use of the Raider Plus time to focus on released prompts ultimately to mirror the testing format within the TestNAV system. The intended outcome will be to create a stronger alignment between the written and taught and the tested curriculum.</p>

<p><b>Instructional Program (continued)</b></p>	<p>Weekly PLC's to focus on purposeful integration of the following resources purchased to address specific curricular deficits:</p> <ul style="list-style-type: none"> <li>• Achieve 3000 for non-fiction reading</li> <li>• No Red Ink for alignment needs for grammar usage and mechanics</li> <li>• Utilization of the Holt resources and Write Source with fidelity</li> </ul> <p>Utilizing the literacy coach to provide support for teachers to implement writers workshop and small group reading instruction in the English classroom to improve Tier I instruction.</p> <p>Continued refinement with the school culture of the growth mindset, including self-regulation in a small group instructional model. Provide specific strategies and interventions for teachers.</p>	<p>Bayside MS will receive additional resources allowing teachers to differentiate instruction based on student reading and writing readiness. The use of Achieve 3000, No Red Ink, Holt resources and Write Source will assist teachers in matching reading materials with student lexile scores more readily leading to greater growth as demonstrated on reading and writing assessments and Spring SOL test. These programs will also assist with giving timely and specific feedback on reading and writing activity to students. The intended outcome of using these resources is to transform the instructional model, supported fully by the literacy coach, to purposefully integrate flexible grouping in the classroom.</p> <p>Virginia Beach City Public Schools also applied for the VDOE grant so that we can continue PBIS in our division. Should our division receive the grant services would include both Bayside Middle and Bayside 6<sup>th</sup> Grade campuses.</p>
<p><b>Staff</b></p>	<p>We strongly believe the reconstitution of staff at Bayside MS during the 2014-15 school year resulted in outstanding academic results. However, English Reading and Writing remain areas of concern. Additional staffing and adjustments in current roles and responsibilities will occur for English</p>	<p>During the second semester of the 2013-14 school year, the decision was made to reconstitute the staff at Bayside Middle School for the 2014-15 school year. Teachers who were currently teaching at Bayside Middle School were given the opportunity to be placed elsewhere in the division or agree to a three year commitment to stay at Bayside Middle School while also agreeing to a list of expectations. The goal was to create two schools, one housing only the 6 grade students to focus on the transition to secondary education and the other to house the 7<sup>th</sup> and 8<sup>th</sup> grade students in separate areas on the</p>

<p>Staff (continued)</p>	<p>reading and writing. In addition, we want to improve in all content areas; therefore, additional staff will be included for math as well.</p> <p>Additional Staffing in support of reading instruction</p> <ul style="list-style-type: none"> <li>- Reading Assistant (full time)</li> </ul> <p>Additional Staffing in support of math instruction</p> <ul style="list-style-type: none"> <li>- Math Coach (part-time)</li> </ul>	<p>original campus. This model has proven successful.</p> <p>The new and additional staffing at Bayside MS will allow the governance team to continue to focus on improving student achievement with an emphasis on English Reading and Writing as measured by the SOL test. Specifically, the freeing up of the literacy coach from other responsibilities will allow for greater job embedded training of teachers. In addition, the new teachers in the English department bring a wealth of experience and content knowledge to the school. Although English Reading and writing will be the focus, the expectation is to demonstrate student improvement across all content areas; therefore, an additional part-time math coach will be added to the staff and the science and social studies departments will continue to receive the support from the curriculum coordinators from the Department of Teaching and Learning.</p>
<p>Student Population</p>	<p>We strongly believe the split campus model that was put in place during the 2014-15 school year should continue based on outstanding academic results at both campuses.</p>	<p>The School Board of the City of Virginia Beach committed to relocating rising sixth grade students to an alternate location, thus creating two separate schools (a Bayside 6<sup>th</sup> grade campus and Bayside 7<sup>th</sup> and 8<sup>th</sup> grade campus). Although there were no changes to the zoning or the make-up of the student body, housing students in two separate buildings and separating all grade levels facilitated focusing on the educational and the social-emotional needs of every student and building stronger relationships with parents. The success of this strategy was evident in both achievement gains at the grade 7-8 campus and especially with the anticipated full accreditation of the Grade 6 campus in its first year.</p>

**Closing Rationale**

The School Board of the City of Virginia Beach is committed to continuing the work being done as a result of the reconstitution of Bayside Middle School during the 2014-15 school year. Although Bayside MS will not be fully accredited, student academic growth and achievement is evident and significant. Bayside Middle School students achieved academic gains in eight of the ten (80%) Standards of Learning Test. Student gains on individual assessments ranged from 6% in algebra to 33% in math 8. Bayside Middle failed to meet accreditation for the 2014-2015 SY in three areas: English, math, and history which was reduced to one area, English, for the 2015-2016 SY. Overall growth in math and history was 22% and 15% respectively. However, it is important to note that as part of the 2014-15 conditional accreditation agreement, Bayside Middle School was split into two campuses: Bayside 6 and Bayside 7/8. Bayside 6 is projected to make full accreditation in its first year of existence.

Central office staff in collaboration with the building principal will develop an improvement plan for Bayside Middle School with extra support in literacy and a greater focus on English Reading and writing specifically. We will continue to focus on providing meaningful professional learning in proven instructional practices based on the needs of the student body. Many of the plan's strategies are outlined above in the table defining instructional programs under the Reconstitution Information section. The school division is committed to continuing the work to create an environment for teachers to build their self-efficacy, continuously learn and implement new strategies, and to communicate and collaborate with their peers within the school and across the division to refine their skills. The continued use of the shared governance team demonstrates the commitment of the school division to guide and support school-level leadership. Recognizing the absolute importance of improving instruction in each of the core content areas, we also understand the importance of focusing on the whole child and creating an environment where students will want to come to school to learn and where parents will be comfortable being a part of the process.

Virginia Beach City Public Schools is firmly committed to improving student achievement. Just as the motto for Bayside Middle is **BELIEVE**, we believe Bayside students can meet and exceed the achievement benchmarks identified by the state as demonstrated by the growth in math, science and social studies during the 2014-2015 school year. Last year students at Bayside Middle School showed considerable gains; and, the collective staff along with the Bayside community continue to remain focused and intentional about the work. On behalf of Chairman Edwards and the School Board of the City of Virginia Beach, the parents, students, teachers, staff and the Bayside community, we urge you to support our request for conditional accreditation and provide Bayside Middle the benefit of additional time to continue our efforts given the momentum we have developed. We have confidence in what has been done to date and we look forward to building upon that good work.

Appendix A: Staff Information

Description	Number of Teachers	Percent of All Teachers	Area of Teaching
Number and percent of teachers scoring above proficient in 2014-2015	0	%	
Number of the above teachers returning in 2015-2016	NA		
Number and percent of teachers scoring proficient in 2014-2015	43/43	%	
Number of the above teachers returning in 2015-2016	35		
Number and percent of teachers scoring below proficient in 2014-2015	0	%	
Number of the above teachers returning in 2015-2016	NA		
Number and percent of teachers fully licensed in 2015-2016	56/66 (1 to file)	84.8%	
Number and percent of new teachers to the school in 2015-2016	11/67	16.4%	
Number and percent of provisional teachers in 2015-2016	9/66	13.6%	
Number and percent of teachers not teaching in their endorsed area in 2015-2016 (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 2015-2016 (name each area in which there is a long-term substitute that may be employed more than 45 days)	0	0	

- **Sixty-six staff members for the 2015-16 SY include:** 32 core teachers, 5 H/PE, 2 Foreign Languages, 10 special education, 10 other electives, and 7 resource teachers.
- **Number and percent of new teachers to the school in 2015-2016:** Twelve (11)
  - 7<sup>th</sup> Grade: one math and one English teacher (2 total)
  - 8<sup>th</sup> grade: one English and one social studies (2 total)
  - Exploratory / Special Education: two H/PE, one orchestra, and one special education teacher (4 total)
  - Resource Staff: one Math Specialist, one Instructional Technology Specialist and one Library Media Specialist (3 total)
- **Number and percent of provisional teachers in 2015-2016:** Nine (9)
  - 7<sup>th</sup> grade: one English and one science (2 core teachers)
  - 8<sup>th</sup> grade: one math and one science (2 core teachers)
  - exploratory teachers (5 teachers)

**Appendix A: Staff Information****Principal tenure at this school and description of track record of success in working in a low-performing school:**

Dr. Paula Johnson was appointed principal of Bayside MS effective July 2013, and she continues to serve as the principal for Bayside Middle (7th and 8th Grade Campus). Dr. Johnson is a 26 year veteran of public education as well as the 2013 Virginia Association of Secondary School Principals (VASSP) Assistant Principal of the Year and the 2015 Virginia Beach Association of Secondary School Principals (VBASSP) Principal of the Year for middle schools. Dr. Johnson had extensive teaching experience at the elementary, middle and high school levels prior to starting her administrative career in 2006.

Under Dr. Johnson's leadership for the 2013-2014 SY, Bayside Middle School made improvements on nine of the twelve (75%) Standards of Learning test and for the 2014-15SY improvements in eight of the ten (80%) Standards of Learning test. Dr. Johnson has a proven track record of success at Bayside Middle School.

**Virginia Department of Education  
State/Federal Accountability Data  
Bayside Middle  
Grades: 06 - 08  
Virginia Beach City**

Attachment L1

**State Accountability - Accreditation Designation**

Accreditation is based on assessments taken in the previous year.

Year	Based on Statewide Assessments in	Accreditation Rating	Area(s) not Meeting Benchmark
2011-2012	2010-2011	Accredited with Warning	Mathematics
2012-2013	2011-2012	Accredited with Warning	Mathematics
2013-2014	2012-2013	Accredited with Warning	Mathematics
2014-2015	2013-2014	Conditionally Accredited	English, History and Social Sciences, Mathematics
2015-2016	2014-2015	Partially Accredited: Reconstituted School	English
2016-2017	2015-2016	To Be Determined	English

**State Accreditation Pass Rates by Assessment Year**

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 6-8: 85%	Gr 6-8: 86%	*77%	68%	65%	73%
Mathematics	60%	*50%	53%	61%	80%	83%
History and Social Sciences	*Gr 4-8: 80%	Gr 4-8: 76%	72%	66%	83%	90%
Science	Gr 5-8: 91%	Gr 5-8: 93%	*84%	76%	72%	81%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

**Federal Accountability Status**

Year	Based on Statewide Assessments in	Federal Rating	Federal Status
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**Federal Accountability Pass Rates by Assessment Year**

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	85%	85%	*60%	66%	69%	76%
English: Writing	86%	88%	55%	61%	56%	65%
History and Social Sciences	*80%	69%	69%	68%	83%	90%
Mathematics	58%	*49%	50%	57%	78%	82%
Science	91%	92%	*69%	68%	72%	82%

\* This data reflects the first administration of new Standards of Learning assessments based on new content standards.