

**Virginia Department of Education
Office of Program Administration and Accountability and Office of School Improvement
P.O. Box 2120, Richmond, Virginia 23218-2120**

**Application for School Improvement Grant (SIG) 1003(g) Funds
Under the *No Child Left Behind Act of 2001*, Public Law 107-110**

Cover Page

Division Information

School Division Name: Hopewell City Public Schools
Division Contact: Gayle L. Keith
Mailing Address: 103 N. 12th Ave., Hopewell, VA 23860
Telephone (include extension if applicable): 804 541 6400 Fax: 804 541 6401
E-mail: gkeith@hopewell.k12.va.us

School Information

Provide information for each school within the division that will receive support through the SIG funds.

School Name: Hopewell High School
Principal Name: Dr. Kim Allen (As of July 1, 2011)
Mailing Address: 400 S. Mesa Dr., Hopewell, VA 23860 _____
Telephone (include extension if applicable): 804 541 6402 Fax: 804 541 6403
E-mail: kallen@hopewell.k12.va.us

School Name: _____
Principal Name: _____
Mailing Address: _____
Telephone (include extension if applicable): _____ Fax: _____
E-mail: _____

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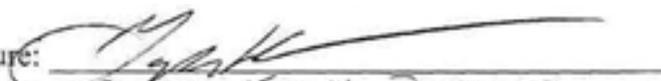
School Name: _____
Principal Name: _____
Mailing Address: _____
Telephone (include extension if applicable): _____ Fax: _____
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E-mail: _____

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Principal Name: _____
Mailing Address: _____
Telephone (include extension if applicable): _____ Fax: _____
E-mail: _____

Assurances: The local educational agency assures that SIG funds will be administered and implemented in compliance with all applicable statutes, regulations, policies, and program plans under the *No Child Left Behind Act of 2001* (NCLB). Additionally, the local educational agency agrees by signing below to implement program specific assurances located in “Section E. Assurances.”

Certification: I hereby certify that, to the best of my knowledge, the information contained in this application is correct.

Superintendent's Signature: 
Superintendent's Name: Gayle Keith, Designee
Date: 6/17/01

Section A: Schools to be Served

Note: Descriptions of each of the four intervention models are included in Appendix A of the guidance document.

1. Tier I and Tier II School Information

Identify each Tier I and/or Tier II school that the school division commits to serve in the chart below. For each school identified, please provide the NCES ID #, the tier identification, and the intervention model the school will implement.

School Name	NCES ID #	Tier I	Tier II	Intervention Model(s)			
				Turnaround	Restart	Transformation	Closure
Hopewell High School	510198000867	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
		<input type="checkbox"/>					
		<input type="checkbox"/>					
		<input type="checkbox"/>					

2. Tier III School Information

Identify each Tier III school that will be served. For each school identified, please provide the NCES ID # and the tier identification. If the school will implement an intervention model, please indicate which one the school will implement. If the school will not implement an intervention model, indicate “other school improvement strategies.”

School Name	NCES ID #	Tier III	Intervention Model(s) or Other School Improvement Strategies				
			Turnaround	Restart	Transformation	Closure	Other School Improvement Strategies
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section B: Required Elements

Part 1. Student Achievement and Demographic Data - Applicable to Tier I, II, and III Schools

The LEA must provide the following information for each of the Tier I, Tier II, and Tier III schools that will be served.

Note: An LEA with Tier I schools must serve all of its Tier I schools before serving any eligible Tier III school.

- a. Student achievement data for the past two years (2008-2009 and 2009-2010) in reading/language arts and mathematics: by school for the “all students” category and for each Adequate Yearly Progress (AYP) subgroup; and by grade level in the “all students” category and for each AYP subgroup;
- b. Analyzed student achievement data with identified areas that need improvement;
- c. Number and percentage of highly qualified teachers and teachers with less than three years experience by grade or subject;
- d. Number of years each instructional staff member has been employed at the school;
- e. Information about the graduation rate of the school in the aggregate and by AYP subgroup for all secondary schools;
- f. Information about the demographics of the student population to include attendance rate, total number of students, and totals by the following categories: 1) gender; 2) race or ethnicity; 3) disability status; 4) limited English proficient status; 5) migrant status; 6) homeless status; and 7) economically disadvantaged status;
- g. Information about the physical plant of the school facility to include: 1) date built; 2) number of classrooms; 3) description of the library media center; 4) description of cafeteria; and 5) description of areas for physical education and/or recess;
- h. Total number of minutes in the school year that all students were required to attend school and any increased learning time (e.g., before- or after-school, Saturday school, summer school);
- i. Total number of days teachers worked divided by the maximum number of teacher working days; (**absences**)
- j. Information about the types of technology that are available to students and instructional staff;
- k. Annual goals for student achievement on the state’s assessments in both reading/language arts and mathematics.

Response: (Use as much space as needed.)

Note: Divisions should consider providing this information in chart form and include here.

- | | |
|-------------|----------------------------|
| Y-? | a. See Attachment A |
| Z-? | b. See Attachment B |
| AA-? | c. See Attachment C |
| BB-? | d. See Attachment C |
| CC-? | e. See Attachment D |

DD-2 f. See Attachment E.

School -
Fall
Membership

Grade	2008-2009	2009-2010	2010-2011
09 - Grade 9	401	353	337
10 - Grade 10	286	288	279
11 - Grade 11	250	272	257
12 - Grade 12	195	230	238
PG - Post Graduate	2	5	5

Economically Disadvantaged 76%

Students with Disabilities 12%

Black 54%

White 40%

Hispanic 5%

Asian <1%

Male 48%

Female 52%

EE-2 g. Hopewell High School

1. Built 1967, estimated completion date for renovation Feb. 2012
2. Number of Classrooms: 70
3. Description of Library/media center: Will be renovated summer of 2011
4. Description of Cafeteria: Will be renovated summer of 2011
5. Physical Education and/or recess: Recess area-14 acres or 609,840 sq ft.
1 baseball field good condition, 1 softball field new condition, 1 soccer field good condition, 1 track poor condition, 1 football practice field good condition and open grass fields.

h. School Hours 8:10 - 2:50 (HALF HOUR FOR LUNCH)

6 hours 10 minutes (Without Lunch)

370 minutes x 180 minutes = 66,600 min.

66,600 min. = 1110 hours

1110 hours - 990 hours = 120 hours beyond 5.5 per day.

SOL tutoring 2 days a week for one hour
Summer school for 140 hours

- i. Teachers work 190 days. See Attachment F, report of teacher absences Including extended contracts there were 17,249 work days for a total of 88 teachers. Subfinder indicates that teachers were absent for a total of 1053 days last year. The rate of attendance is 93.9%, so the rate of absence would be 6.1%.**
- j. Three technology labs are available for instruction on a scheduled basis. The CTE Department has 7 computer labs for specific classes, and the Math Department has 1 lab for the Computer Math course. Each of these labs has around 24 computers. Each teacher has a desktop computer. About 18 teachers have Promethean Boards in their rooms. There are about 10 iPads for teacher use. About 90% of the teachers have document cameras and about 80% have LCD projectors. About 30 teachers have laptop computers. There are small collections of iPods, Livescribe pens, and flip cameras available for check out. The robotics lab has a good collection of hand tools and basic mechanic tools. It is equipped with 4 desktop computers, 4 laptops to use in competitions, and multiple Tetrix and Vex parts kits. There are digital cameras and video cameras the robotics team uses that are also borrowed by teachers throughout the school.**
- k. Improve the graduation rate to meet the state graduation indicator for accreditation.; Using I station increase by 25% the number of students reading below grade level at beginning of year; provide increased learning time for teachers and students. See attachment G**

Part 2. Design and Implement an Intervention for Each School – Tier I and Tier II schools must implement one of the intervention models. Tier III schools may implement one of the intervention models or other school improvement strategies.

The LEA will need to have detailed plans in place to demonstrate how the interventions will be designed as well as the plan for implementation. Listed below are the factors that will be considered to assess an LEA’s commitment to designing interventions consistent with the factors below from the U.S. Department of Education (USED) Final Requirements for School Improvement Grants as amended November 1, 2010.

For each school listed in Section A that is implementing one of the intervention models, describe the following:

- a. The plan to implement the interventions by the beginning of the 2011-2012 school year.
- b. The plan to regularly engage the school community, with substantial emphasis on parental engagement, to inform members of progress toward the design and implementation of the interventions and to give them opportunity to provide input.
- c. The LEA resources to research and design the selected interventions as intended.
- d. The plan to set aside time and resources sufficient to facilitate the design and ongoing implementation of interventions.
- e. The SEA sponsored strategic planning session attended or to be attended by the LEA.
- f. The LEA's capacity to implement the selected intervention models.

Response: (Use as much space as needed.)

- a. The grant will be implemented July, 2011. The School Improvement Team has been structured and is currently completing a survey to determine the school's status regarding the eight elements of school improvement. A new principal has been hired.
- b. A community meeting to review the school improvement process has been scheduled for September 1. A press release regarding the Divisions' intent to apply was provided to the community on May 12, 2011. The school improvement plan will include regular parent and community meetings. A relationship has been established with the Hopewell Housing Authority. Programs regarding graduation rate and school improvement will be provided in their community centers beginning August 2011.
- c. Establish a partnership with Virginia Tech to support transformation model and transformation toolkit because it is research based. See attachment H
- d. Division staff development days will be devoted to school improvement. See attachment I.
- e. Attend VADOE School Improvement training July 18 – 21 and additional training as required.
- f. The division has appointed Gayle L. Keith, Assistant Superintendent for Instruction as the Internal Lead Partner. She will oversee the division's responsibilities in the school improvement initiatives and provide the necessary support for the school to successfully implement the grant. Support will also be provided by the Central Office Instructional Administration, Technology Supervisor and Director of Personnel.

For any Tier III school listed in Section A *not* implementing one of the intervention models, describe the following:

- g. The services the school will receive or the activities the school will implement; and
- h. The goals the LEA will establish to hold accountable its Tier III schools that receive school improvement grant funds. (See Appendix B of the guidance document for examples of other school improvement strategies.)

Response: (Use as much space as needed.)

xna

- If the LEA lacks sufficient capacity to serve all of its Tier I schools, provide the following information:
 - a. What steps have been taken to secure the support of the local school board for the intervention model selected?
 - b. What steps have been taken to secure the support of the parents for the intervention model selected?
 - c. If the LEA does not have sufficient staff to implement the selected intervention model fully and effectively, has the LEA considered use of the SIG funds to hire necessary staff?
 - d. What steps have been taken to secure assistance from the state or other entity in determining how to ensure sufficient capacity exists to implement the model?

Response: (Use as much space as needed.)

Note: For divisions with Tier II and Tier III schools, this response is NA.

x Mark NA, if applicable

na

Part 3. Recruit, Screen, and Select External Providers, If Applicable

To assist school divisions with recruiting, screening, and selecting external providers, if applicable, the Virginia Department of Education (VDOE) conducted a Request for Proposals for Lead Turnaround Partners (LTPs). Awarded were four independent contractors: Cambridge Education; Edison Learning, Inc.; John Hopkins University; and Pearson Education. School divisions may select an LTP from the competitively awarded contract list or they may choose to initiate their own competitive process. The benefit of selecting a provider from the VDOE contract list is that the competition has already taken place and a school division will not have to delay the implementation of the work with the LTP by awaiting results from its own competitive process. Specific information such as contract number and pricing about each awarded contractor is publicly posted on the VDOE Web site. The link below provides the request for proposal for the selection of the LTPs:

http://www.doe.virginia.gov/support/school_improvement/title1/1003_g/tier_1-2/meeting_apr_2010/rfp_low_achieving_schools.pdf

Below are the factors that will be considered to assess the LEA's commitment to recruit, screen, and select external providers, if applicable, consistent with the USED Final Requirements for School Improvement Grants as amended in November 1, 2010. Describe the following:

- a. Reasonable and timely steps taken to recruit, screen, and select providers to be in place by the beginning of the 2011-2012 school year that may include, but are not limited to:
 - i. Analyzing the LEA's operational needs;
 - ii. Researching and prioritizing the external providers available to serve the school;
 - iii. Contacting other LEA's currently or formerly engaged with the external provider regarding their experience;
 - iv. Engaging parents and community members to assist in the selection process; and
 - v. Delineating the responsibilities and expectations to be carried out by the external provider as well as those to be carried out by the LEA.

- Mark **NA** here if the LEA selected an LTP from the state's list.
- Mark **NA** here if the selected model does not require an LTP.

Response: (Use as much space as needed.)

See Attachment J

A School Improvement Grant Committee was formed in December when notification of eligibility for the grant was received. This committee consisted of school and central office administrators, a parent, and the Superintendent of Schools. The committee viewed a webinar arranged by Virginia's Director of School Improvement, viewed actual school improvement meetings, and received a presentation by Virginia's Director of School Improvement in order to ensure knowledge of the process and needs. The School Board received a presentation by Virginia's Director of School Improvement and discussed the potential of the grant application in three

meetings. The SIG Committee reviewed walkthrough classroom visit information, benchmark assessments and general perceptions of committee members. The committee identified the following major areas of concern in the school: Culture, Management and Structure, and Evaluation of Staff. The SIG committee then visited school divisions currently using all the available external providers, brought back and shared information regarding the positive and negative aspects of each. The Hopewell City School Board discussed the potential of an external provider and was not in support of the vendors utilized by neighboring divisions. The decision was made to pursue a university partner. Virginia Commonwealth University and Virginia Tech were asked to consider a proposal. Virginia Commonwealth University, per Dr. Jo Lynne DeMary, declined. Virginia Tech agreed and negotiations for services began. Additional information sent under separate cover 8/18/2011.

- b. Detailed and relevant criteria for selecting external providers that take into account the specific needs of the Tier I and/or Tier II schools to be served by external providers. These criteria may include, but are not limited to:
 - i. A proven track record of success in working with a particular population or type of school;
 - ii. Alignment between external provider services and needs of the LEA;
 - iii. Capacity to and documented success in improving student achievement; and
 - iv. Capacity to serve the identified school or schools with the selected intervention model.

Mark **NA** here if the LEA selected an LTP from the state’s list.
 Mark **NA** here if the selected model does not require an LTP.
Response: (Use as much space as needed.)
See Attachments K and H and additional information submitted under separate cover on 8/18/2011

Part 4: Modify Practices and/or Policies, If Necessary, to Enable Implementation of the Intervention Fully and Effectively-Applicable to Tier I, II, and III Schools

The LEA will provide evidence that a review of division and school policies have been completed to ensure alignment with the selected interventions. Evidence will include copies of division meeting agenda and accompanying notes. If changes are needed to existing policies and/or procedures, additional documentation will be requested such as revisions to policy manuals, local board of education meeting minutes, and/or other appropriate division communication. *These documents may be scanned and attached as an appendix to this application with an explanation provided below.*

Response: (Use as much space as needed.)
Closure is not an acceptable option. We have one high school. Turnaround is not possible; we could not lose 50% of staff. Transformation requires ore partnership to improve teacher quality and increase capacity. The school improvement team was identified

in June 2011 and has been revised to include representatives from new hires. A schedule of meetings has been developed. A schedule of meetings for the internal and external partners and the principal will be developed by August 24, 2011. The division team was created in January 2011 and will continue to operate as needed. The internal and external leads are members of all of the aforementioned teams. See MOU provided under separate cover.

Hopewell High is participating in the student growth evaluation pilot through William and Mary. Funding for teacher incentives for student growth is included in the grant proposal.

Learning time will be extended through twilight school (evenings), Saturday school, after-school tutoring, before school tutoring and online courses in year one. In year two, the school day will be extended.

A thorough review of school policies is to be completed by September 30 and a report will be submitted at that time.

Part 5. Sustain the Reform Effort After the Funding Period Ends – Applicable to Tier I, II, and III Schools

The LEA will provide a narrative identifying resources, financial and otherwise, to demonstrate how the reform effort will be sustained after the funding period ends. The LEA's ability to sustain the reform effort after the funding period ends will be evaluated by considering descriptions provided for the required components below.

Describe the following:

- Use of the Indistar™ tool by the division and school improvement teams to inform, coach, sustain, track, and report school improvement activities;
- Implementation of contract with external provider, if applicable; and
- Division plan and budget for sustaining the reform effort.

Response: (Use as much space as needed.)

The pilot in teacher evaluation will create capacity for continued teacher effectiveness. A system will be in place for tracking student achievement data electronically. Increased graduation rate is the goal of school and division. Indistar will be used to inform, coach, sustain, track and report school improvement activities. To date, seven school and central office staff members have been trained to use Indistar. An additional training session is scheduled for the entire school improvement team. A Transformation Data Specialist position is included in the grant. This person's responsibility includes maintaining records in Indistar.

Section C: Pre-implementation Activities

“Pre-implementation” enables an LEA to prepare for full implementation of a school intervention model at the start of the 2011–2012 school year. To help in its preparation, an LEA may use FY 2010 SIG funds in its SIG schools after the LEA has been awarded a SIG grant for those schools based on having a fully approvable application, consistent with the SIG final requirements. As soon as it receives the funds, the LEA may use part of its first-year allocation for SIG-related activities in schools that will be served with FY 2010 SIG funds.

Allowable pre-implementation activities include, but are not limited to, the following. The LEA may:

- a. Hold parent and community meetings to review school performance, discuss the new intervention model to be implemented, and develop school improvement plans in line with the model selected.
- b. Either: 1) select a charter school operator, a charter management organization (CMO), or an educational management organization (EMO) from the state-approved list; or 2) conduct the required review process to select a charter school operator, a CMO, or an EMO and contract with that entity; or properly select any external provider that may be necessary to assist in planning for the implementation of an intervention model.
- c. Recruit and hire the incoming principal, leadership team, and/or instructional staff.
- d. Provide remediation and enrichment to students in schools that will implement an intervention model, purchase appropriate instructional materials, or compensate staff for instructional planning.
- e. Provide professional development that will enable staff to effectively implement new or revised instructional programs that are aligned with the school's comprehensive and instructional plan and intervention model.
- f. Develop and pilot a data system for use in schools implementing an intervention model; analyze data; or develop and adopt interim assessments for use in those schools.
- g. Conduct other allowable pre-implementation activities.

- h. Include sufficient funds in the budget to conduct pre-implementation activities fully and effectively in addition to implementing an intervention model for its Tier I, Tier II, as well as to support school improvement activities in its Tier III schools throughout the period of availability of funds.

If applicable, describe the activities for pre-implementation.

Response: (Use as much space as needed.) See attachments I and J.

SECTION D: BUDGET

As stipulated in the final USED SIG guidance, divisions may apply for \$50,000 to \$2,000,000 per school for each year of the grant. The total budget request may not exceed \$2,000,000 per school for each year or \$6,000,000 per school over three years.

Part 1: Budget Summary (one for the division and one for each school). School Improvement Grant (SIG) funds may be expended on any allowable expense as described in the Guidelines for School Improvement Grant Application document. School Improvement Grant funds may also be expended for the purchase of educational vendor/company services to support the implementation of the selected intervention model(s). Appendix A in the guidance document contains additional information on the four intervention models. The LEA must submit the following:

- a. One combined LEA-level budget summary detailing expenditures designed to support implementation of the selected school intervention model(s) in all schools chosen to be served in the LEA (Tier I, Tier II and Tier III schools);
- b. For each school served with SIG funds, a budget summary detailing expenditures designed to support implementation of the selected school intervention model(s) or, if applicable, other school improvement strategies.
- c. For each school served with SIG funds, a detailed narrative describing the use of SIG funds and other sources such as Title II, Part A; Title II, Part D; Title III, Part A; Title VI, Part B; state and/or local resources supporting the SIG initiatives.

A description of expenditure codes can be found at the end of Section D.

See following pages for budget form(s).

Part 1(a): Combined Division-Level Budget Summary for ALL (Tier I, Tier II, and Tier III) Schools the LEA Commits to Serve

In the chart below, please include a budget summary of expenditures for activities designed to support implementation of the selected school intervention model(s) in the LEA's **Tier I, Tier II, and Tier III** schools. Please duplicate the chart below and complete a separate budget for each school the LEA commits to serve with SIG funds.

Expenditure Codes	Year 1: 2011-2012 (includes pre-implementation period)			Year 2: 2012-2013		Year 3: 2013-2014		Total
	Pre-implementation (SIG Funds) Leave blank	SIG Funds	Other Funds	SIG Funds	Other Funds	SIG Funds	Other Funds	Sum of SIG Funds for all three years. <i>Do not include "other funds."</i>
1000 – Personnel	\$	\$172,575	\$	\$509,095	\$	\$159,875	\$	\$841,545
2000 – Employee Benefits	\$	\$16,454	\$	\$10,714	\$	\$6,862	\$	\$34,030
3000 – Purchased Services	\$	\$270,500	\$	\$252,850	\$	\$252,850	\$	\$775,700
4000 – Internal Services	\$	\$	\$	\$	\$	\$	\$	\$0
5000 – Other Charges	\$	\$	\$	\$	\$	\$	\$	\$0
6000 – Materials and Supplies	\$	\$47,158	\$	\$20,500	\$	\$18,500	\$	\$86,158
8000 – Equipment/ Capital Outlay	\$	\$60,000	\$	\$0	\$	\$0	\$	\$60,000
Total	\$	\$566,687	\$	\$793,159	\$	\$438,087	\$	\$1,797,433

These expenditure codes are for budgeting and recording expenditures of the educational agency for activities under its control. Below are definitions of the major expenditure categories. The descriptions provided are examples only. For further clarification on the proper expenditures of funds, contact your school division budget or finance office, the grant specialist in the Virginia Department of Education, or refer to the appropriate federal act.

Part 1(b): Budget Summary for Each School the LEA Commits to Serve with SIG Funds

For **each school** served with SIG funds, please provide a budget detailing expenditures designed to support implementation of the selected school intervention model(s) or, if applicable, other school improvement strategies. Separate division- and school-level expenses for SIG funds. Division-level expenses are those that occur at the division level to support school improvement activities for the specific school. School-level expenses are those expenses that are incurred for school improvement activities at the school building. Please duplicate the chart below as needed to complete a separate budget for each school the LEA commits to serve with SIG funds.

SCHOOL NAME: Hopewell High School				TIER IDENTIFICATION : TIER I ___ TIER II <u>x</u> TIER III ___				
	Year 1: 2011-2012 (includes pre-implementation period)			Year 2: 2012-2013		Year 3: 2013-2014		Total
Expenditure Codes	Pre-implementation SIG Funds July through Aug	SIG Funds	Other Funds	SIG Funds	Other Funds	SIG Funds	Other Funds	Sum of SIG Funds for all three years. Do not include "other funds."
1000 – Personnel	Division Expenses \$	Division Expenses	Other: \$	Division Expenses	Other: \$	Division Expenses	Other: \$	Division Expenses
	School Expenses \$	School Expenses \$172,575		School Expenses \$509,095		School Expenses \$159,875		School Expenses \$841,545
2000 – Personnel	Division Expenses \$	Division Expenses	Other: \$	Division Expenses	Other: \$	Division Expenses	Other: \$	Division Expenses
	School Expenses \$	School Expenses \$16,454		School Expenses \$10,714		School Expenses \$6,862		School Expenses \$34,030

3000 – Purchased Services	Division Expenses \$	Division Expenses	Other: \$	Division Expenses	Other: \$	Division Expenses	Other: \$	Division Expenses
	School Expenses \$	School Expenses \$270,500		School Expenses \$252,850		School Expenses \$252,850		School Expenses \$775,700
4000 – Internal Services	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$0
	School Expenses \$	School Expenses \$		School Expenses \$		School Expenses \$		School Expenses \$0
5000 – Other Charges	Division Expenses \$	Division Expenses	Other: \$	Division Expenses	Other: \$	Division Expenses	Other: \$	Division Expenses
	School Expenses \$	School Expenses		School Expenses		School Expenses		School Expenses \$0
6000 – Materials and Supplies	Division Expenses \$	Division Expenses	Other: \$	Division Expenses	Other: \$	Division Expenses	Other: \$	Division Expenses
	School Expenses \$	School Expenses \$47,158		School Expenses \$20,500		School Expenses \$18,500		School Expenses \$86,158
8000 – Equipment / Capital Outlay	Division Expenses \$	Division Expenses	Other: \$	Division Expenses \$0	Other: \$	Division Expenses \$0	Other: \$	Division Expenses
	School Expenses \$	School Expenses \$60,000		School Expenses \$0		School Expenses \$0		School Expenses \$60,000
Total	Division Expense \$	Division Expense	Other: \$	Division Expenses	Other: \$	Division Expenses	Other: \$	Division Expenses
	School Expenses	School Expenses \$566,687		School Expenses \$793,159		School Expenses \$438,087		School Expenses \$1,797,433
Sum of SIG Funds for all three years for this school Do not include “other funds.”								\$1,797,933

Part II: Budget Narrative for Each School the LEA Commits to Serve with SIG Funds

In the chart below, for **each school** served with SIG funds, please provide a budget narrative of expenditures for activities designed to support implementation of the selected school intervention model(s) or, if applicable, other school improvement strategies. Include the use of SIG funds and other sources such as Title II, Part A; Title II, Part D; Title III, Part A; Title VI, Part B; state and/or local resources supporting the SIG initiatives. Use as much space as needed for each Expenditure Code. Please duplicate the chart below as needed to complete a separate budget for each school the LEA commits to serve with SIG funds.

Part II: Budget Narrative for Each School the LEA Commits to Serve with SIG Funds

In the chart below, for **each school** served with SIG funds, please provide a budget narrative of expenditures for activities designed to support implementation of the selected school intervention model(s) or, if applicable, other school improvement strategies. Include the use of SIG funds and other sources such as Title II, Part A; Title II, Part D; Title III, Part A; Title VI, Part B; state and/or local resources supporting the SIG initiatives. Use as much space as needed for each Expenditure Code. Please duplicate the chart below as needed to complete a separate budget for each school the LEA commits to serve with SIG funds.

SCHOOL NAME: Hopewell High School	TIER IDENTIFICATION : <input type="checkbox"/> TIER I <input checked="" type="checkbox"/> TIER II <input type="checkbox"/> TIER III
1000 – Personnel (Use as much space as necessary.) \$841,545 Personnel expenditures include teachers for summer student orientation, a literacy specialist in years two and three, a transformation specialist to monitor data, teacher and administrator incentives for implementation of the performance pay initiative, teacher pay for extended school day, supplements for the school improvement team, credit recovery teachers, a part time English teacher to provide intensive remediation and smaller class sizes, and a supplement for a parent support coordinator.	
2000 –Employee Benefits (Use as much space as necessary.) \$34,030 Benefits include FICA for the above	
3000 – Purchased Services (Use as much space as necessary.) \$775,700 Purchased services include the following from Virginia Tech: a reading consultant, support in the building 1 -2 days per week, a math consultant, professional development related to school culture, instructional strategies and leadership, and training for the schools’ administrative team. Purchased services also include the Virginia Advanced Study Strategies Initiative to improve rigor, transportation for extended school day, staff travel and staff development.	
4000 – Internal Services (Use as much space as necessary.) None	

<p>5000 – Other Charges (Use as much space as necessary.) none</p>
<p>6000 – Materials and Supplies (Use as much space as necessary.) \$47,158 Materials and supplies include items for student use in extended school, materials for staff use in the management of the grant, student incentives, online student courses, I Station, Quarterly lexile data system, Writescore, and ARDT.</p>
<p>8000 – Equipment/Capital Outlay (Use as much space as necessary.) \$ 60,000 Capital outlay includes 20 laptops for students to use in assessments and online courses and 25 ipads for a math lab.</p>

Expenditure Code Definitions

Y-2 Personal Services – All compensation for the direct labor of persons in the employment of the local government. Salaries and wages paid to employees for full- and part-time work, including overtime, shift differential, and similar compensation. Also includes payments for time not worked, including sick leave, vacation, holidays, and other paid absences (jury duty, military pay, etc.), which are earned during the reporting period.

2000 Employee Benefits – Job related benefits provided employees are part of their total compensation. Fringe benefits include the employer's portion of FICA, pensions, insurance (life, health, disability income, etc.), and employee allowances.

3000 Purchased Services – Services acquired from outside sources (i.e., private vendors, other governmental entities). Purchase of the service is on a fee basis or fixed time contract basis. Payments for rentals and utilities are not included in this account description.

4000 Internal Services – Charges from an Internal Service Fund to other functions/activities/elements of the local government for the use of intragovernmental services, such as data processing, automotive/motor pool, central purchasing/central stores, print shop, and risk management.

5000 Other Charges – Includes expenditures that support the program, including utilities (maintenance and operation of plant), staff/administrative/consultant travel, travel (staff/administration), office phone charges, training, leases/rental, Indirect Cost, and other.

6000 Materials and Supplies – Includes articles and commodities that are consumed or materially altered when used and minor equipment that is not capitalized. This includes any equipment purchased under \$5,000, unless the LEA has set a lower capitalization threshold. Therefore, computer equipment under \$5,000 would be reported in "materials and supplies."

Y-2 Equipment/Capital Outlay – Outlays that result in the acquisition of or additions to capitalized assets. Capital Outlay does not include the purchase of equipment costing less than \$5,000 unless the LEA has set a lower capitalization threshold.

Section E: Assurances

The LEA must assure that it will—

1. Use its SIG funds to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;
2. Via the Indistar™ online school improvement tool, establish annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics and, on a quarterly basis, measure progress on the leading indicators in Section B of this application to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved and monitored by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
3. If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
4. Report to the SEA the school-level data required under the final requirements of this SIG grant.

Section F: Waivers

The LEA identifies the waiver that it will implement for each school. Not all waivers are applicable for each school. If the waiver is applicable, please identify the school that will implement the waiver.

A waiver from Section 1116(b)(12) of the *Elementary and Secondary Act of 1965* (ESEA) to permit local educational agencies to allow their Tier I, and Tier II, Tier III, Title I participating schools implementing a turnaround or restart model to “start over” in the school improvement timeline.

1. (School Name)

Y- (School Name)

3. (School Name)

4. (School Name)

A waiver from the 40 percent poverty threshold in Section 1114(a)(1) of the ESEA to permit local educational agencies to implement a schoolwide program in a Tier I, Tier II, or Tier III school that does not meet the poverty threshold.

1. (School Name)

2. (School Name)
3. (School Name)
4. (School Name)

Application Submission

- Applications are due on **Friday, June 17, 2011**. The application must be submitted to the Department via the Virginia Department of Education’s Single Sign-On for Web Systems (SSWS) DropBox no later than midnight on Friday, June 17, 2011.
- Applications should be sent to the attention of Marcia Birdsong.
- In the subject line, indicate the division name and application type (e.g., Portsmouth SIG Application).
- In the file name, include the division name, application type, and initial year of implementation (e.g., PortsmouthSIGApplication11-12).

(If there is a need for a dropbox user name and password, please contact your SSWS division administrator.)

Attachment A

AYP Analysis Comparison:
2008-2009 and 2009-2010

Group	Reading '09	Reading '09	Reading '10	Reading '10	Math '09	Math '09	Math '10	Math '10
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	95% Participation?	81% AMO?	95% Participation?	81% AMO?	95% Participation?	79% AMO?	95% Participation?	79% AMO?
All Students	98.44 Y	90.55 Y	98.93 Y	85.07 Y	97.72 Y	82.93 Y	98.59 Y	73.83 N
Students w/ disab.	100.00 Y-TS	59.25 Y-TS	100.00 Y-TS	35.48 N-TS	90.32 N	73.58 Y-PP	95.65 Y	50.00 N
Econ. Disadvan.	98.46 Y	86.71 Y	100.00 Y	78.12 N	97.89 Y	80.60 Y	99.41 Y	68.32 N
Limited English	100.00 Y-TS	100.00 Y-TS	100.00 Y-TS	100.00 Y-TS	100.00 Y-TS	90.00 Y-TS	100.00 Y-TS	66.66 N-TS
White	98.07 Y	93.13 Y	99.00 Y	93.78 Y	96.98 Y	85.71 Y	97.18 Y	79.66 N
Black	98.48 Y	87.69 Y	99.36 Y	79.73 N	97.88 Y	80.99 Y	99.75 Y	68.89 N
Hispanic	100.00 Y-TS	94.44 Y-TS	100.00 Y-TS	85.71 Y-TS	100.00 Y-TS	83.72 Y-TS	97.82 Y-TS	81.81 Y-TS

AYP: Adequate Yearly Progress
AMO: Annual Measurable Objective
ADA: Average Daily Attendance

PP: Proxy Percent
R10: Safe Harbor
TS: Less than 50

Attachment B

ANALYSIS OF SUBGROUPS BY SUBJECT 2008-2009

Note: Areas needing most significant improvement are highlighted in red
Algebra I

SUBGROUPS	# OF TEST ADMINISTERED	% PASSING	# FAILING	% FAILED	PASS PROFICIENT	PASS ADVANCED
FEMALE	139	90.65	13	9	116	10
MALE	143	76.92	33	23	107	3
BLACK	177	82.49	31	18	141	5
HISPANIC	21	80.95	4	19	16	1
WHITE	84	86.90	11	13	66	7
LEP	6	92.00	1	6	5	0
SWD	42	71.43	12	29	29	1
FREE/REDUCED	198	84.34	19	90	158	9

Algebra II (2001 Revised)

SUBGROUPS	# OF TEST ADMINISTERED	% PASSING	# FAILING	% FAILED	PASS PROFICIENT	PASS ADVANCED
FEMALE	70	87.14	9	13	53	8
MALE	37	81.08	7	19	29	1

BLACK	53	83.02	9	17	41	3
HISPANIC	6	83.33	1	17	5	0
WHITE	48	87.50	6	13	36	6
LEP	1	100	0	0	1	0
SWD	2	50.00	1	50	1	1
FREE/REDUCED	44	77.27	10	23	31	3

Geometry

SUBGROUPS	# OF TEST ADMINISTERED	% PASSING	# FAILING	% FAILED	PASS PROFICIENT	PASS ADVANCED
FEMALE	143	55.24	64	45	76	3
MALE	118	68.64	37	31	74	7
BLACK	140	55.71	62	44	72	6
HISPANIC	15	73.33	4	27	11	0
WHITE	102	66.67	34	33	64	4
LEP	3	100	0	0	3	0
SWD	14	42.86	8	57	5	1
FREE/REDUCED	145	54.48	66	46	76	3

English: Reading (2002)

SUBGROUPS	# OF TEST ADMINISTERED	% PASSING	# FAILING	% FAILED	PASS PROFICIENT	PASS ADVANCED
FEMALE	136	91.18	12	9	90	34
MALE	104	89.42	11	11	58	35
BLACK	123	86.18	17	14	87	19
HISPANIC	17	94.12	1	6	12	4
WHITE	99	94.95	5	5	48	46
LEP	1	100	0	0	1	0
SWD	19	73.68	5	26	13	1
FREE/REDUCED	122	86.89	16	13	84	22

**ANALYSIS OF SUBGROUPS BY SUBJECT
2009-2010**

Algebra I

SUBGROUPS	# OF TEST ADMINISTERED	% PASSING	# FAILING	% FAILED	PASS PROFICIENT	PASS ADVANCED
FEMALE	133	77.44	30	23	101	2
MALE	115	75.65	28	24	86	1
BLACK	155	72.90	42	27	112	1
HISPANIC	14	71.43	4	29	10	0
WHITE	76	85.53	11	14	63	2
LEP	5	40.00	3	60	2	0
SWD	33	69.70	10	30	23	0
FREE/REDUCED	135	73.33	36	27	98	1

Algebra II (2001 Revised)

	# OF TEST	%	#	%	PASS	PASS
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SUBGROUPS	ADMINISTERED	PASSING	FAILING	FAILED	PROFICIENT	ADVANCED
FEMALE	76	77.63	17	22	55	4
MALE	78	67.95	25	32	48	5
BLACK	78	71.79	22	28	51	5
HISPANIC	8	75.00	2	25	6	0
WHITE	64	73.44	17	27	44	3
LEP	0	0	0	0	0	0
SWD	5	60.00	2	40	3	0
FREE/REDUCED	53	71.70	15	28	35	3

Geometry

SUBGROUPS	# OF TEST ADMINISTERED	% PASSING	# FAILING	% FAILED	PASS PROFICIENT	PASS ADVANCED
FEMALE	168	59.52	68	40	96	4
MALE	129	57.36	55	43	73	1
BLACK	168	48.21	87	52	80	1
HISPANIC	21	85.71	3	14	18	0
WHITE	106	68.87	33	31	69	4
LEP	0	0	0	0	0	0
SWD	25	40.00	15	60	10	0
FREE/REDUCED	149	54.36	68	46	79	2

English: Reading (2002)

SUBGROUPS	# OF TEST ADMINISTERED	% PASSING	# FAILING	% FAILED	PASS PROFICIENT	PASS ADVANCED
FEMALE	147	80.95	28	19	70	49
MALE	124	79.84	25	20	74	25
BLACK	157	72.61	43	27	89	25
HISPANIC	12	100.00	0	0	10	2
WHITE	98	89.80	10	10	43	45
LEP	2	100.00	0	0	2	0
SWD	31	48.39	16	52	12	3
FREE/REDUCED	130	73.85	34	26	70	26

Analysis: From 2009 to 2010, scores went down in every math and reading subgroup except those with small N. The scores for students with disabilities are of particular concern. In 2010, all math subgroups were below standard except white students and small N. In reading, Black students, male students, students with disabilities and students who are economically disadvantages did not meet AMO. Serious work is needed in all of these areas.

**SOL THREE YEAR SCORE COMPARISON
PASS PROFICIENT/ PASS ADVANCED
SPRING 2008- SPRING 2010**

Test	Fall '10 Pass Pro	Fall '10 Pass Adv	Spring '10 Pass Pro	Spring '10 Pass Adv	Spring '09 Pass Pro	Spring '09 Pass Adv	Spring '08 Pass Pro	Spring '08 Pass Adv
Eng 2002	114	28	144	74	148	69	121	66
Alg I	108	3	187	3	223	13	202	6
Geometry	59	1	169	5	150	10	107	13
Alg II	95	8	103	9	82	9	73	13
Earth Sc.	98	11	181	40	197	21	175	26
Biology	117	14	181	15	174	23	173	20
Chemistry	50	0	106	8	86	5	75	8
WHI (2001)	9	0	190	53	189	44	161	47
WHI (2008)	99	3	NT	NT	NT	NT	NT	NT
WHII (2001)	2	0	118	20	103	13	83	24
WHII (2008)	44	7	NT	NT	NT	NT	NT	NT
VA&US (2001)	NT	NT	129	74	176	45	125	57
Va&US (2008)	70	2	NT	NT	NT	NT	NT	NT

Fall '10 scores include only 1 semester

Analysis: Not only do we need to improve the percentage of students who pass the SOL assessments; we need to improve the percentage who pass with an advanced score.

Attachment C Teachers with 3 or less years

PPS-0600614	Victory	Deborah	8/7/2007	HHS	Division(3) Virginia(7) Total(7)
CP-0640282	Warren	Chris	8/13/2007	HHS	Division(3) Virginia(3) Total(3)
CP-327309	Miller	Elizabeth	8/21/2007	HHS	Division(3) Virginia(19) Total(19)
CP-0637882	Mann	Lisa	8/21/2007	HHS	Division(3) Virginia(3) Total(13)

CP-0636272	Barnett	Crystal	8/21/2007	HHS	Division(3) Virginia(3) Total(3)
CP-0639134	Hill	Ladele	8/21/2007	HHS	Division(3) Virginia(3) Total(3)
CP-0639147	Hopkins	Kelly	8/21/2007	HHS	Division(3) Virginia(3) Total(3)
PGP-0612566	Linderman	Robert	8/21/2007	HHS	Division(3) Virginia(3) Total(3)
CP-0623013	Brown	Chandra	8/21/2007	HHS	Division(3) Virginia(3) Total(8)
PGP-0638773	Bordeaux	Mitchell	8/31/2007	HHS	Division(3) Virginia(3) Total(3)
CP-249930	Leavitt	Roxanne	10/15/2007	HHS	Division(25) Virginia(3) Total(26)
PPS-0603237	Binder	Lauren	8/5/2008	HHS	Division(2) Virginia(2) Total(2)
PROV-0623064	Anderson	Anthony	8/19/2008	HHS	Division(2) Virginia(2) Total(2)
PRSE-0000917	Baker-Hill	Andrea	8/19/2008	HHS	Division(2) Virginia(2) Total(2)
PGP-0640780	Ciokan	Jessica	8/19/2008	HHS	Division(2) Virginia(2) Total(2)
CP-0638819	Coennen	Christopher	8/19/2008	HHS	Division(2) Virginia(2) Total(2)
PROV-0623549	Greene	Gerris	8/19/2008	HHS	Division(2) Virginia(2) Total(2)
CP-0640944	McDonough	April	8/19/2008	HHS	Division(2) Virginia(2) Total(2)
CP-0610189	Dacko	Andrei	8/19/2008	HHS	Division(2) Virginia(2) Total(4)
PGP-184278	Stanford	Linda	8/19/2008	HHS	Division(2) Virginia(20) Total(24)
PGP-0634614	Crocker	Leslie	8/19/2008	HHS	Division(2) Virginia(3) Total(3)
CP-160058	Erb	Linda	8/19/2008	HHS	Division(2) Virginia(6) Total(6)
CP-0629228	Walker	Ricki	8/19/2008	HHS	Division(2) Virginia(9) Total(9)
CP-0636568	Arntson	Julie	9/2/2008	HHS	Division(2) Virginia(2) Total(2)
PGP-0638380	Carter	James	8/25/2009	HHS	Division(1) Virginia(1) Total(1)
PROV-0626398	Cofield	Carly	8/25/2009	HHS	Division(1) Virginia(1) Total(1)
CP-0638833	Duncan	Molly	8/25/2009	HHS	Division(1) Virginia(1) Total(1)
PGP-0639837	Henley	Daingerfield	8/25/2009	HHS	Division(1) Virginia(1) Total(1)
PGP-0633432	Landon	Samantha	8/25/2009	HHS	Division(1) Virginia(1) Total(1)
CP-0640911	Meyer	Annamae	8/25/2009	HHS	Division(1) Virginia(1) Total(1)
PGP-0613643	Rhea	Cathy	8/25/2009	HHS	Division(1) Virginia(1) Total(3)
CP-0633236	Pena	Teresa	8/25/2009	HHS	Division(1) Virginia(1) Total(9)
PGP-0630213	Johnson	Allen	8/25/2009	HHS	Division(1) Virginia(3) Total(5)
PROV-0627099	Carter	Charlene	8/28/2009	HHS	Division(1) Virginia(1) Total(1)
CP-0641209	Harris	Debra	8/24/2010	HHS	Division(0) Virginia(0) Total(0)
PGP-324914	Randolph	Deidre	8/24/2010	HHS	Division(0) Virginia(12) Total(12)
PRSE-0002430	Krantz	Brian	8/24/2010	HHS	Division(1) Virginia(1) Total(1)
PGP-359104	Crawford	Marla	9/7/2010	HHS	Division(0) Virginia(9) Total(9)

TEACHERS AND YEARS EXPERIENCE

License Number	Last Name	First Name	Hire Date	School	Teaching Experience
CP-0603936	Allen	Jennifer	7/1/2000	HHS	Division(10) Virginia(12) Total(12)
PROV-0623064	Anderson	Anthony	8/19/2008	HHS	Division(2) Virginia(2) Total(2)
CP-276062	Archie	Vera	7/1/1982	HHS	Division(28) Virginia(32) Total(37)

CP-0636568	Arntson	Julie	9/2/2008	HHS	Division(2) Virginia(2) Total(2)
PRSE-0000917	Baker-Hill	Andrea	8/19/2008	HHS	Division(2) Virginia(2) Total(2)
CP-0611707	Barnett	Alice	8/24/2004	HHS	Division(6) Virginia(6) Total(6)
CP-0636272	Barnett	Crystal	8/21/2007	HHS	Division(3) Virginia(3) Total(3)
CP-213087	Bennett	Elton	7/1/1977	HHS	Division(33) Virginia(33) Total(33)
PPS-0603237	Binder	Lauren	8/5/2008	HHS	Division(2) Virginia(2) Total(2)
PGP-177473	Bond	Vanessa	7/1/1989	HHS	Division(21) Virginia(31) Total(31)
PGP-0638773	Bordeaux	Mitchell	8/31/2007	HHS	Division(3) Virginia(3) Total(3)
CP-174887	Broner	Walter	7/1/1977	HHS	Division(33) Virginia(34) Total(34)
CP-0623013	Brown	Chandra	8/21/2007	HHS	Division(3) Virginia(3) Total(8)
TP-0600507	Cabrera	Evelyn	8/23/2005	HHS	Division(5) Virginia(5) Total(5)
PROV-0627099	Carter	Charlene	8/28/2009	HHS	Division(1) Virginia(1) Total(1)
PGP-0638380	Carter	James	8/25/2009	HHS	Division(1) Virginia(1) Total(1)
CP-0630022	Cherry	Larry	8/23/2005	HHS	Division(5) Virginia(5) Total(5)
PGP-0640780	Ciokan	Jessica	8/19/2008	HHS	Division(2) Virginia(2) Total(2)
CP-0638819	Coennen	Christopher	8/19/2008	HHS	Division(2) Virginia(2) Total(2)
PROV-0626398	Cofield	Carly	8/25/2009	HHS	Division(1) Virginia(1) Total(1)
CP-558800	Coleman	Mary	7/1/2001	HHS	Division(9) Virginia(9) Total(21)
PGP-140776	Cothorn	Sarah	7/1/1998	HHS	Division(12) Virginia(32) Total(35)
CP-250609	Courtney	Renita	7/1/1990	HHS	Division(20) Virginia(29) Total(29)
PGP-359104	Crawford	Marla	9/7/2010	HHS	Division(0) Virginia(9) Total(9)
PGP-0634614	Crocker	Leslie	8/19/2008	HHS	Division(2) Virginia(3) Total(3)
CP-0610189	Dacko	Andrei	8/19/2008	HHS	Division(2) Virginia(2) Total(4)
CP-0638833	Duncan	Molly	8/25/2009	HHS	Division(1) Virginia(1) Total(1)
CP-160058	Erb	Linda	8/19/2008	HHS	Division(2) Virginia(6) Total(6)
CP-0616218	Fox	Rebecca	8/22/2006	HHS	Division(4) Virginia(6) Total(6)
PROV-0623549	Greene	Gerris	8/19/2008	HHS	Division(2) Virginia(2) Total(2)
CP-0635097	Haden	Sunny	9/29/2006	HHS	Division(4) Virginia(3) Total(3)
CP-0619615	Harmon	Tara	8/24/2010	HHS	Division(6) Virginia(6) Total(8)

CP-0641209	Harris	Debra	8/24/2010	HHS	Division(0) Virginia(0) Total(0)
PGP-160887	Harris	Valerie	7/1/1977	HHS	Division(33) Virginia(33) Total(33)
PGP-0613427	Hayes	Michael	7/1/1979	HHS	Division(31) Virginia(31) Total(31)
PGP-209236	Henderson	Herman	7/1/1986	HHS	Division(24) Virginia(29) Total(37)
CP-140339	Henderson	Peggy	7/1/2000	HHS	Division(10) Virginia(10) Total(16)
PGP-0639837	Henley	Daingerfield	8/25/2009	HHS	Division(1) Virginia(1) Total(1)
CP-0625459	Henry	Tara	8/24/2004	HHS	Division(6) Virginia(6) Total(6)
CP-366912	Hill	Hope	7/1/2002	HHS	Division(8) Virginia(8) Total(8)
CP-0639134	Hill	Ladele	8/21/2007	HHS	Division(3) Virginia(3) Total(3)
CP-189830	Hipps	Stacey	7/1/1982	HHS	Division(28) Virginia(28) Total(29)
PGP-288196	Hodson	Kathryn	7/1/1974	HHS	Division(36) Virginia(36) Total(37)
CP-0639147	Hopkins	Kelly	8/21/2007	HHS	Division(3) Virginia(3) Total(3)
CP-560682	Irby	Richard	8/19/2003	HHS	Division(6) Virginia(8) Total(8)
PGP-0630213	Johnson	Allen	8/25/2009	HHS	Division(1) Virginia(3) Total(5)
CP-0610367	Jones	Katina	8/24/2004	HHS	Division(6) Virginia(6) Total(6)
CP-285839	Jones	Marvin	7/1/1984	HHS	Division(26) Virginia(26) Total(27)
CP-363521	Kirksey	Kelly	7/1/1992	HHS	Division(18) Virginia(18) Total(18)
PRSE-0002430	Krantz	Brian	8/24/2010	HHS	Division(1) Virginia(1) Total(1)
PGP-0633432	Landon	Samantha	8/25/2009	HHS	Division(1) Virginia(1) Total(1)
CP-249930	Leavitt	Roxanne	10/15/2007	HHS	Division(25) Virginia(3) Total(26)
CP-284433	Lee	Brenda	7/1/1975	HHS	Division(35) Virginia(35) Total(35)
PGP-0612566	Linderman	Robert	8/21/2007	HHS	Division(3) Virginia(3) Total(3)
CP-0637882	Mann	Lisa	8/21/2007	HHS	Division(3) Virginia(3) Total(13)
CP-0640944	Mcdonough	April	8/19/2008	HHS	Division(2) Virginia(2) Total(2)
TP-0600120	Mckayhan	James	8/24/2004	HHS	Division(6) Virginia(6) Total(9)
CP-0640911	Meyer	Annamae	8/25/2009	HHS	Division(1) Virginia(1) Total(1)
CP-327309	Miller	Elizabeth	8/21/2007	HHS	Division(3) Virginia(19) Total(19)
CP-0618860	Monroe	Frances	7/1/2000	HHS	Division(9) Virginia(9) Total(9)
TP-509952	Moseley	Angela	7/1/1997	HHS	Division(13) Virginia(13) Total(14)

CP-0611736	Owen	M.Katherine	8/25/2001	HHS	Division(9) Virginia(9) Total(9)
CP-0625557	Parker	Brock	8/24/2004	HHS	Division(6) Virginia(6) Total(6)
CP-236641	Parker	Raymond	7/1/1975	HHS	Division(35) Virginia(35) Total(35)
CP-0633236	Pena	Teresa	8/25/2009	HHS	Division(1) Virginia(1) Total(9)
PGP-324914	Randolph	Deidre	8/24/2010	HHS	Division(0) Virginia(12) Total(12)
PGP-0613643	Rhea	Cathy	8/25/2009	HHS	Division(1) Virginia(1) Total(3)
TP-0600801	Riddle	Danny	3/21/2007	HHS	Division(4) Virginia(4) Total(4)
CP-0622324	Robinson	Lindsay	8/24/2004	HHS	Division(6) Virginia(6) Total(6)
CP-0618783	Salas	Alex	8/22/2006	HHS	Division(4) Virginia(4) Total(16)
PGP-0641009	Scanlan	Patricia	8/23/2005	HHS	Division(5) Virginia(5) Total(5)
PGP-349415	Schubert	Julie	8/19/2003	HHS	Division(7) Virginia(12) Total(25)
PGP-0601316	Slachter	Phyllis	7/1/1993	HHS	Division(17) Virginia(17) Total(20)
CP-187128	Stallings	Judy	7/1/1982	HHS	Division(28) Virginia(28) Total(28)
PGP-184278	Stanford	Linda	8/19/2008	HHS	Division(2) Virginia(20) Total(24)
CP-0601599	Stephenson	Delanie	7/1/2001	HHS	Division(9) Virginia(9) Total(9)
CP-236551	Sullins	Shelly	7/1/2002	HHS	Division(8) Virginia(28) Total(28)
PGP-350580	Taylor	Geneva	7/1/1999	HHS	Division(11) Virginia(19) Total(28)
TP-0600772	Tyler	Sidney	8/22/2006	HHS	Division(4) Virginia(4) Total(4)
CP-0618062	Ubbing	Kelly	8/24/2004	HHS	Division(6) Virginia(6) Total(6)
PPS-0600614	Victory	Deborah	8/7/2007	HHS	Division(3) Virginia(7) Total(7)
CP-0629228	Walker	Ricki	8/19/2008	HHS	Division(2) Virginia(9) Total(9)
CP-0640282	Warren	Chris	8/13/2007	HHS	Division(3) Virginia(3) Total(3)
CP-0640797	Webster-Davis	Seanne	10/2/2006	HHS	Division(4) Virginia(3) Total(3)
CP-0620520	Weston	Matthew	8/19/2003	HHS	Division(7) Virginia(7) Total(7)
CP-236537	Whipp	Frank	7/1/1972	HHS	Division(38) Virginia(38) Total(38)
PGP-250610	Witherow	Robert	7/1/1979	HHS	Division(31) Virginia(31) Total(31)
CP-0618701	Young	Cynthia	8/22/2006	HHS	Division(7) Virginia(7) Total(7)

Note: All teachers are highly qualified except Sydney Tyler, who is licensed to teach Barbering but is rejected on the IPal report to teach Barbering II. The IPal report accepts Mr. Tyler to teach Barbering I. Of 116 teachers, 38, or 33% have less than three years experience in the division. Percentages of teachers with three or less years experience in the division by department are: Guidance 50%, Fine Arts 50%, Special Education 35%, Foreign Language 80%, CTE 20%, History 50%, Math 25%, PE 25%, Science 20%, English 60%, GED 100% (1 teacher).

Attachment D

Federal Graduation Indicator	Percent of students who earned a standard or advanced studies diploma in:				
	Student Subgroup	Type	Four Years	Five Years	Six Years
	All Students	School	54	51	NA
		Division	54	51	NA
		State	77	77	NA
	Black	School	57	48	NA
		Division	57	48	NA
		State	67	67	NA
	Hispanic	School	44	50	NA
		Division	44	50	NA
		State	60	63	NA
	White	School	51	56	NA
		Division	51	56	NA
		State	83	82	NA
	Students with Disabilities	School	0	15	NA
		Division	0	15	NA
		State	43	40	NA
	Economically Disadvantaged	School	51	47	NA
		Division	51	47	NA
		State	61	62	NA
Limited English Proficient	School	0	25	NA	
	Division	0	25	NA	
	State	56	64	NA	

6/4/2011

ADA/ADM Statistics Report

Page

Building List: 40, 70, 110, 120, 140
 Interval: 9 - May
 Date Range: 05/01/2011 - 05/31/2011



40 - Dupont Elementary	6409	6104	12513	6686	6309	12995	625.65	649.75	96.29
70 - Patrick Copeland Elem	6363	6012	12375	6654	6257	12911	618.75	645.55	95.85
110 - Carter G Woodson MS	8830	7638	16468	9171	7915	17086	823.4	854.3	96.38
120 - Hopewell High School	9676	10114	19790	10295	10896	21191	989.5	1059.55	93.39
140 - Harry E. James Elementary	6489	6223	12712	6726	6495	13221	635.6	661.05	96.15
Report Totals	37767	36091	73858	39532	37872	77404	3692.9	3870.2	95.42

Attachment F

6/15/11 11:24 AM	Overall Absence Analysis 9/1/10 - 6/15/11	Page: 1
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HOPEWELL HIGH SCHOOL (31031)

Reason (Unit in Whole Days)	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Total
A100 - SICK LEAVE EMPLOYEE	0.0	162.0	167.0	142.0	147.0	217.0	0.0	835.0
A101 - SICK LEAVE FAMILY	0.0	12.0	19.0	12.0	17.0	23.0	0.0	83.0
A102 - FAMILY MEDICAL LEAVE APPROVED	0.0	2.0	1.0	1.0	1.0	1.0	0.0	6.0
A103 - BEREAVEMENT SICK LEAVE	0.0	3.0	1.0	1.0	4.0	7.0	0.0	16.0
A104 - PERSONAL LEAVE	0.0	7.0	6.0	10.0	9.0	32.0	0.0	64.0
A105 - PROF LEAVE ON-SITE	0.0	4.0	29.0	15.0	21.0	17.0	0.0	86.0
A106 - PROF LEAVE OFF-SITE	0.0	27.0	39.0	63.0	54.0	69.0	0.0	252.0
A107 - ADM LEAVE JURY/SUM	0.0	1.0	0.0	0.0	1.0	1.0	0.0	3.0
B208 - ADM LEAVE	0.0	14.0	17.0	17.0	16.0	13.0	0.0	77.0
B209 - LONG TERM SUB ASSIGNED	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
B210 - NO LONGER EMPLOYED	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
B211 - PROFESSIONAL SABBATICAL	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
C312 - INCLEMENT WEATHER	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
C313 - OTHER	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
R202 - WORK OTHER DISTRICT	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
R203 - OTHER	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
R204 - NO LONGER AVAILABLE	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Totals:	0.0	232.0	279.0	261.0	270.0	380.0	0.0	1422.0

Percentage by Day

Sunday	0.0%
Monday	16.3%
Tuesday	19.6%
Wednesday	18.4%
Thursday	19.0%
Friday	26.7%
Saturday	0.0%

Percentage by Reason

A100 - SICK LEAVE EMPLOYEE	58.7%
A101 - SICK LEAVE FAMILY	5.8%
A102 - FAMILY MEDICAL LEAVE APPROVED	0.4%
A103 - BEREAVEMENT SICK LEAVE	1.1%
A104 - PERSONAL LEAVE	4.5%
A105 - PROF LEAVE ON-SITE	6.0%
A106 - PROF LEAVE OFF-SITE	17.7%
A107 - ADM LEAVE JURY/SUM	0.2%
B208 - ADM LEAVE	5.4%
B209 - LONG TERM SUB ASSIGNED	0.0%
B210 - NO LONGER EMPLOYED	0.0%
B211 - PROFESSIONAL SABBATICAL	0.0%
C312 - INCLEMENT WEATHER	0.0%
C313 - OTHER	0.0%
R202 - WORK OTHER DISTRICT	0.0%
R203 - OTHER	0.0%
R204 - NO LONGER AVAILABLE	0.0%

SIG GOALS Attachment G

Goals: The LEA must establish annual goals for student achievement on the State's assessments in both Reading/English Language Arts and Mathematics to monitor Tier I and Tier II schools.

Hopewell High School benchmark achievement is monitored twice each quarter to determine whether progress is being made. The division's instructional team, which includes curriculum specialists, reviews data in reading/writing and math. The school administration and lead teachers meet with departments to review progress as reflected in the 4½ week and 9-week assessments. The instructional team and the administrators use the data analysis to determine instructional focus for student remediation and continued lesson planning as well as to provide differentiated staff development and support.

Reading/English Language Arts**2011 – 2012 School Year**

Increase the percentage of students who meet or exceed standards by 5% in all subgroups as measured by the Virginia Standards of Learning Assessments from 2009–2010 with a 95% or more participation rate. The numerical goal is from 85% to 90%.

2012 – 2013 School Year

Increase the percentage of students who meet or exceed standards by 5% in all subgroups as measured by the Virginia Standards of Learning Assessments from 2011 – 2012 with a 95% or more participation rate. The numerical goal is from 90% to 95%.

2013 – 2014 School Year

Increase the percentage of students who meet or exceed standards by 5% in all subgroups as measured by the Virginia Standards of Learning Assessments from 2012 – 2013 with a 95% or more participation rate. The numerical goal is from 95% to 100%.

Mathematics**2011 – 2012 School Year**

Increase the percentage of students who meet or exceed standards by 10% in all subgroups as measured by the Virginia Standards of Learning Assessments from 2009–2010 with a 95% or more participation rate. The numerical goal is from 74% to 84%.

2012 – 2013 School Year

Increase the percentage of students who meet or exceed standards by 10% in all subgroups as measured by the Virginia Standards of Learning Assessments from 2011 – 2012 with a 95% or more participation rate. The numerical goal is from 84% to 94%.

2013 – 2014 School Year

Increase the percentage of students who meet or exceed standards by 6% in all subgroups as measured by the Virginia Standards of Learning Assessments from 2012 – 2013 with a 95% or more participation rate. The numerical goal is from 94% to 100%.

Attachment H

Estimated professional development and support coordinated by the external partner

The emphasis will be placed on providing professional development to Hopewell High School in the following areas. Approximately 120 days of support will be provided in year 1, 84 days in year 2, and 66 days in year 3. Professional conference and external staff development opportunities will be provided as identified and needed throughout each year.

- Literacy support: reading and writing

- Mathematic support: instructional strategies, curriculum alignment

- Effective Instructional strategies for all curricular areas

- Classroom Management Strategies

- Team Building

- Professional Conversations

- Data analysis and utilization

- Building administrative capacity

- Mentoring administrators

Identifying and selecting appropriate conference and external professional development activities for teacher and administrators that enhance their capacity and provide opportunities for them to share acquired skills and knowledge

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
					1	2
3	4 Fourth of July	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Attachment I

APPROVED CALENDAR

2-8-2011

Snow make-up days shall be used in the order in which they fall within the calendar year.
 Calendar adjustments required due to emergency situations shall be decided by the School Board.



Snow Make Up Day

AUGUST 2011

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23 Staff Development	24 Staff Development	25 Staff Development (Half Day) Teacher Workday (Half Day)	26 Teacher Workday	27
28	29 Teacher Workday	30 Teacher Workday	31 Teacher Workday			

CALENDAR 2011-2012

SEPTEMBER 2011

Teaching Days: 19

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				1 Teacher Workday	2 Teacher Workday	3
4	5 Labor Day	6 First Day of School	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

CALENDAR 2011-2012

OCTOBER 2011

Teaching Days: 20

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
						1
2	3	4	5	6	7 Interim (24)	8
9	10	11	12	13 Parent Teacher Conference Day Interim Report Issued	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

CALENDAR 2011-2012

NOVEMBER 2011

Teaching Days: 18

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1	2	3	4	5
6 Daylight Savings Ends	7	8 Election Day Staff Development Day	9	10	11 End of 1 st Nine Weeks (47) Early Release	12
13	14	15	16	17	18	19
20	21 Report Card Day	22	23 Thanksgiving Holiday	24 Thanksgiving Day	25 Thanksgiving Holiday	26
27	28	29	30			

CALENDAR 2011-2012

DECEMBER 2011

Teaching Days: 12

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16 Interim (22)	17
					Early Release	
18	19	20	21	22	23	24
25	26	27	28	29	30	31

CALENDAR 2011-2012

JANUARY 2012

Teaching Days: 20

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1 New Year's Day	2	3	4	5	6	7
8	9	10	11 Interim Report Issued	12	13	14
15	16 Martin Luther King Day	17	18	19	20	21
22	23	24	25	26	27 End of 2 nd Nine Weeks (41)	28
				Early Release	Early Release	
29	30 End of Semester (88) Teacher Work Day	31				

CALENDAR 2011-2012

FEBRUARY 2012

Teaching Days: 20

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			1	2	3	4
5	6	7 Report Card Day	8	9	10	11
12	13	14	15	16	17	18
19	20 President's Day 	21	22	23	24	25
26	27	28	29			

CALENDAR 2011-2012

MARCH 2012

Teaching Days: 22

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				1	2 Interim (23)	3
4	5	6	7	8	9	10
11 Daylight Savings Begins	12	13	14	15	16	17
				Early Release Parent-Teacher Conference Day		
18	19	20	21	22	23	24
25	26	27	28	29	30	31

CALENDAR 2011-2012

APRIL 2012

Teaching Days: 16

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2	3	4	5	6 End of 3rd Nine Weeks (48) Early Release Good Friday	7
8 Easter Sunday	9 Easter Monday	10	11	12	13	14
15	16	17	18	19	20	21
22	23 Report Card Day	24	25	26	27	28
29	30					

CALENDAR 2011-2012

MAY 2012

Teaching Days: 21

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18 Interim (25)	19
20	21	22	23	24 Interim Report Issued	25 Memorial Day Holiday 	26
27	28 Memorial Day	29	30	31		

CALENDAR 2011-2012

JUNE 2012

Teaching Days: 10

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
					1	2
3	4	5	6	7	8 High School Graduation	9
10	11	12	13	14 End of 4 th Nine Weeks (42)	15 End of Semester (90)  Teacher Work Day	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

CAROL SCOTT CASH, Ed.D.

6543 Cold Harbor Road
Mechanicsville, Virginia 23111
Home: (804) 730-8717
Cell: (804) 836-3611

EDUCATION

Doctor of Education

Educational Administration, Virginia Polytechnic Institute and State University.

Certificate of Advanced Graduate Study

Educational Administration, Virginia Polytechnic Institute and State University.

Education Specialist

Educational Administration and Supervision, George Washington University.

Master's Degree

Guidance and Counseling, University of South Alabama.

Bachelor's Degree

Mathematics, College of Education, University of South Alabama.

LEADERSHIP SKILLS/ABILITIES

- Successful administrative experience at several levels
- Successful research experience
- Depth of teaching experience in a variety of curricular areas
- Experience teaching and supporting students at the university level
- Current experience in building construction/renovation
- Proven skills in public relations
- Experience with International Baccalaureate Program
- Experience in development of Specialty Centers

RESEARCH EXPERIENCE

- Evaluation of Architectural and Educational Design as Implemented and Utilized by Building Educators
- Relationship between building condition and student achievement and behavior in small rural high schools in Virginia
- Relationship between building condition and student achievement and behavior in all high schools in North Dakota

PROFESSIONAL UNIVERSITY EXPERIENCE

Assistant Professor, Educational Leadership, Virginia Tech.

PROFESSIONAL ADMINISTRATIVE EXPERIENCE

Principal - Hanover High School
 Director of Secondary Education - Instruction and Related Activities
 Principal, Lee-Davis High School
 Program Coordinator, Mathematics-Science Magnet Center, Ocean Lakes High School
 Assistant Principal, Larkspur Middle School
 Assistant Principal, George Mason High School
 Assistant Principal, Lynnhaven Middle School
 Director of Guidance, Independence Junior High (Middle) School

PROFESSIONAL TEACHING EXPERIENCE

Classroom teacher, Zama High School - Mathematics, English
 Classroom teacher, Osbourn Park High School - Mathematics
 Guidance counselor/ classroom teacher - mathematics, Princess Anne Junior High School
 Guidance counselor, Oakhurst Elementary School

OTHER PROFESSIONAL EXPERIENCES

NCATE committee, Standard 3, Virginia Tech
Chair, Advanc-ED visiting committees 2011
Search committee member, Educational Leadership, Virginia Tech
Writer and reviewer for SLLA, College Board.
Research Award, CEFPI – Southeastern Division
Chair, Advanc-ED visiting committee
Adjunct Faculty at University of Richmond
Member of Assessment Writing Committee for SLLA
Member of NASSP Task Force for IDEA
Adjunct Faculty at George Washington University
Region I Director for VASSP
Breaking Ranks Trainer for NASSP and VASSP
Member of NASSP Task Force for NCLB
Virginia Secondary Principal of the Year 2000
Site Visitor for the National Blue Ribbon Schools Program
 Member of State Task Force on Local Scoring of SOLs.
Member of Joint Task Force on the K-12 Teaching Profession in Virginia
 Member of pilot group of schools for On-Line Testing Initiative
Member of State Consortium associated with Virginia's State Action for Education Leadership Project (SAELP) Grant.
 Member of Executive Committee of the Virginia High School League
Chairperson for the Central Region of the Virginia High School League
 Adjunct Faculty at the Tidewater Campus of Virginia Polytechnical Institute and State University. Topics include administration of instruction and research proficiency.
Career Inclusion Committee, system-wide, Virginia Beach City Public Schools.
 Governor's Magnet School Selection Committee, Virginia Beach City Public Schools.
 Project for selection and curriculum for gifted At-Risk students, Virginia Beach City Public Schools.

Chairperson for Steering Committee for NCA (North Central Association) Self-Study, Zama American High School, Zama, Japan.

Member of Visiting Team for NCA at Clark Air Base, Philippines.

Honored Teacher of the Year, Zama American High School, Zama, Japan.

PROFESSIONAL ASSOCIATIONS

Phi Delta Kappa
 National & Virginia Associations of Secondary School
 Principals
 Association for Supervision and Curriculum
 Development

American Association of University Women
Council of Educational Facility Planners, International
American Association of School Administrators
National Council for Professors of Educational Administration

PRESENTATIONS

“Imbedded internship objectives to meet the expectations of NCATE and address ISLLC standards in a principal preparation program”, NCPEA Conference, August 3-6. 2010. Washington, DC, co-presented with Dr. Travis Twiford.

“Integrated coursework: Bringing meaning to a qualitative research class”, NCPEA Conference, August 3-6. 2010. Washington, DC, co-presented with Dr. Travis Twiford.

“Impact of School Infrastructure on Learning”, invited to present at the Regional Policy Dialogue, Infrastructure in the XXIst Century and Learning, Inter-American Development Bank, Santiago, Chile, October 26-27, 2010.

“Integrated Coursework: Bringing Meaning to a Qualitative Research Class”, Conference on Higher Education Pedagogy, February 3-4, 2011, Blacksburg, VA, co-presented with Dr. Travis Twiford.

“Buildings, Learning, and You: What Design Teams Need to Hear From You”, Virginia School Plant Managers Association Second Annual Conference , October 18-20, 2009, Williamsburg, Virginia, co-presented with Joanne Huebner.

“Making your learning style work for you: Designing spaces to support personalization”, presentation at Changing schools Changing Lives: Coalition of Essential Schools Fall Forum 09, November 5-7, 2009, New Orleans, Louisiana, co-presented with Joanne Huebner.

Hanover High School - The First Ten Years: Have We Embedded a culture of Change?, Council of Educational Facility Planners International, March 29-30, Kiawah Island, South Carolina, co-presented with Joanne Huebner.

“Improving Student Achievement and School Facilities in an time of Limited Funding”, presented with Travis Twiford at AASA, San Francisco, California, February, 2009

“Optimize Learning! Designing Spaces to Support Diverse Learning Styles”, presented with Joanne Huebner at VEFPP, Roanoke, Virginia, March 2008.

“Reaching reluctant readers”, presented with Gayle Cowley at the Virginia Association of Secondary School Principals, Williamsburg, Virginia, June 2007.

“Building a School for the 21st Century - A Principal’s Perspective”, presented at the Virginia Governor’s Conference on Education, Richmond, Virginia, July 2004.

“Building a School for the 21st Century - A Principal’s Perspective”, presented at the annual conference of the Council of Educational Facility Planners International, Atlanta, Georgia, October 2004.

“Instructional Decision-making through Data Analysis”, presented at the Virginia Association of Secondary School Principals Conference and Exposition, Homestead, Virginia, June 2001.

"The Relationship between Building Condition and Student Achievement and Student Behavior", presented at the annual conference of the International Society of Educational Planners, Niagara Falls, New York, September 1993.

"Building Condition and Student Outcomes", presented at the annual conference of Council of Educational Facility Planners International, October 1993.

"Building Conditions and Student Achievement", presented at the VASSP Annual conference, Williamsburg, Virginia, June 28, 1994.

"Does the Building Make a Difference: A Study of Student Achievement and Behavior", presented at the Governor's Conference on Education, Richmond, Virginia, July 26, 1994.

"Building Condition and Student Achievement", an interactive teleconference (Detroit and Seattle) presentation at the General Accounting Office, Washington, D.C., November 3, 1994.

"The Importance of Building Condition in Student Academic Performance", testimony to the Virginia Legislative Subcommittee on Construction Funding for School Divisions of Virginia, Richmond, Virginia, October 31, 1994.

"North Dakota Schools - a State Survey of Facilities", presented at the annual conference of the Council of Educational Facilities Planners International, Austin, Texas, September 1995.

PUBLICATIONS

"Improving Student Achievement and School Facilities in an time of Limited Funding", Connexions, NCPEA on-line publication, 2009.

"Environment Tied to Successful Learning", School Planning & Management, January 1997, P. 12 - 14.

"A Model for Building Condition and Student Achievement and Behavior", CEFPI's Educational Facility Planner, Volume 31, Number 4, 1993, p. 6 - 9.

"Research: Building Condition and Student Achievement", OECD's PEB Exchange (Paris, France), Number 21, February 1994, p.4.

Research has also been referenced in:

"Review of Conference", CEFPI's Educational Facility Planner, 1994.

National Education Association Advertisement, "Upgrading School Buildings: A New Funding Mechanism for Old Schools ", Washington Post, September 25, 1994, p. C4.

**HOPEWELL PUBLIC SCHOOLS
IMPROVEMENT GRANT CALENDAR OF EVENTS**

December 2, 2010

Receipt of letter from DOE indicating Hopewell High School had been designated a persistently low performing school

December 3, 2010

VADOE submission of School Improvement application to USDOE

January 7, 2011

Presentation by Dr Kathleen Smith, DOE Office of School Improvement, to central office and HHS administrators

Local School Improvement Grant Team Meetings

January 10, January 13, January 31, April 8

January 10- February 7, 2011

Visits by central office and HHS administrators to Virginia schools using external turnaround partners

January 18 and 24, 2011

Participation in DOE webinars to observe process for schools currently using improvement model

February 9, 2011

VADOE received communication from USDOE requiring public comment until February 25, 2011

April 8, 2011

Presentation to Hopewell City School Board by Dr. Kathleen Smith

April 19, 2011

USDOE approval, grant applications available to Virginia schools

April 25, 2011

Assistant Superintendent for Instruction meeting with Dr. Kathleen Smith

May 2, 2011

DOE webinar to provide external vendors opportunity to demonstrate programs to schools eligible for grant

May 4, 2011

DOE teleconference regarding teacher evaluation model pilot grants
Assistant Superintendent for Instruction follow-up telephone conversation with Dr. Kathleen Smith

June 6, 2011

Informational meeting at DOE for school principal, turnaround partner and central administration

June 17, 2011

Grant applications due

July 1, 2011

Award letters issued

School Improvement Partner Selection

School Improvement Meeting (SIG)
January 10, 2011

Binder Building

Team built the binders that contain documents related to the SIG. The material is entitled "The effective implementation of school improvement grants" which is the USED material. We also included the Commonwealth of Virginia Request. This information is from Kathleen Smith's visit. Look at the chart that has school rankings; look at the q and a from Colorado.

Keith's Perspective

This is an overwhelming amount of material but very helpful material. All directed to review the binder material. Ms. Keith noted that whether we apply for grant or not we still have the identification of a school in improvement. Ms. Keith asks that we all consider how HHS came to be included in this designation. (We did not reduce our failure rate in math and reading by ten percent.) In other words, we need to reduce the number of students who fail by ten percent. The team members each wrote two reasons.

Conversation lead to discussion of what is needed.....

Timely and meaningful use of data to improve instructional focus
Changes in and monitoring of instruction
Quality of instruction and pacing
Qualified staff..... teacher and staff turn over
Prioritization of remediation
Teacher accountability
Student motivation.....too much apathy
Effective supervision and evaluation of teachers
Incomplete teacher feedback
On grade reading levels....students lack appropriate reading skills
Positive cultureexpectations for staff and students
Control is lacking...too much change at once with block scheduling and renovation
Learning opportunities before and after school
Student awareness of importance of assessments
Effective internal structures
Relationships
Common planning for teachers of same subjects is lacking
Complete counseling services
Consistent classroom management is not present

The conversation covered the following BROAD CATEGORIES:

- Relationships
- Supervision
- Instructional practices and supervision
- Structure

The committee summarized these items that they believed led to the current high school status. These were listed on the board and coded. (List follows on next page)

BOARD NOTES

1. Consistent process of using data to improve instruction. **IPS**
2. Change instruction then monitor. **IPS**
3. Staffing issues...new teachers lack depth. **R**
4. Priority of remediation. **IPS**
5. Teacher accountability. **IPS**
6. Student motivation. **R**
7. Ineffective teachers / supervision and evaluation. **IPS**
8. Low reading levels. **IPS**
9. Culture...expectations. **R**
10. Learning opportunities. **R**
11. Too much change. **R**
12. Systemic internal structures. **S / IPS**
13. Relationships. **R**
14. Common planning. **S / IPS**
15. More counseling. **R**
16. Classroom management. **R**

R.....relationships
IPS.....instructional practices supervision
S.....structure

Planning the Grant

Ms.Keith reviewed the RFP'S for LTP (the handout that lists the companies).
Gayle 's notes indicate which schools use which companies.
Gayle asked Tina if google.docs will allow us to all have access to a spread sheet that allows all to have input in creating the sheet. Cheryl and Gayle will develop a skeleton form for possible use. We need some sample applications so that we can know what we need to fill in (look for).

Team Visits

Teams volunteered to visit the schools. Visits should be done by Monday, February 7th.

Riggins and White..... Petersburg
Webb and FletcherPrince Edward
Gervais and Barringer..... Richmond
Ware, Crews and BaileyNorfolk
Butterworth and Gervais.....Danville
Webb and KeithRoanoke
Keith and BageKing and Queen County

Teams will contact the school division and set an appointment to visit the school. Each team will complete its look-fors spreadsheet.

NEXT SIG Meeting: January 31, 2011
SBO 1:30 - 3:30

January 10, 2011

The instructional team met with the HHS administration team and formed the SIG Team. Together we decided which focus areas we want to concentrate on when planning for school improvement. These focus areas constitute the look-fors that teams will investigate when visiting other schools that are in improvement.

1. Consistent process of using data to improve instruction. **IPS**
2. Change instruction then monitor. **IPS**
3. Staffing issues...new teachers lack depth. **R**
4. Priority of remediation. **IPS**
5. Teacher accountability. **IPS**
6. Student motivation. **R**
7. Ineffective teachers / supervision and evaluation. **IPS**
8. Low reading levels. **IPS**
9. Culture....expectations. **R**
10. Learning opportunities. **R**
11. Too much change. **R**
12. Systemic internal structures. **S / IPS**
13. Relationships. **R**
14. Common planning. **S / IPS**
15. More counseling. **R**
16. Classroom management. **R**

R.....relationships
IPS.....instructional practices supervision
S.....structure

Team Visits

Teams volunteered to visit the schools. Visits should be done by Monday, February 7th.

Riggins and White..... Petersburg
Webb and FletcherPetersburg
Gervais and Barringer..... Richmond
Ware, Crews and BaileyNorfolk
Butterworth and Gervais.....Danville
Webb and KeithRoanoke

January 24, 2011

The instructional team met and discussed completed and upcoming school visits. It was agreed that whether the external partner is a university or a company, we will attempt to build a culture of improvement K-12. Our goal will be to look at external partners whose leadership can provide us with methods of utilizing in all of our schools the same processes, strategies, and methods that will be implemented as part of the high school improvement plan. The charge for the instructional team remains the same...look for and be prepared to report concrete pros and cons of each school's external partner.

February 2011

Teams finished their site visits and prepared to discuss pros and cons.

March 14, 2011

The SIG team discussed the school visits that were completed. A summary of comments follows.

SCHOOL

EXTERNAL LEAD PARTNER

**Vernon Johns Junior High / Petersburg
Peabody Middle / Petersburg**

**Cambridge
Cambridge**

For both schools the ELP focus areas include student attendance, discipline, motivation and achievement. Parent involvement and teacher performance are also areas of focus. There appears to be less professional development for teachers than expected. The administration also revealed that the visibility of the Cambridge team was not what they expected; they expected great visibility and hand-on.

Prince Edward County / Farmville

Cambridge

In this school the current administrators were not part of the selection process for deciding upon Cambridge. Throughout our team's conversation with the administrators, the Cambridge representative never left the room. While it was positively discussed that teacher development and instruction is the concentration, the overall approach to implementing strategies and improvements appeared to lack structure.

JM Langston Focus School / Danville

Pearson

For this school the ELP focuses on technology as a means for improvement. It appears that many of the programs that have been implemented are programs that Hopewell is already working on or already has in place such as ESD/PBIS, professional development driven by observations, career goal setting, attendance team/parent visits, and data analyses. The teachers spoke positively about one another and their own efforts, but they could not speak precisely to what Pearson had contributed.

Armstrong High School / Richmond

Edison

Leaders in this school liked Edison's reputation for working with urban youth and the global economy. They indicated that structure for lesson planning and professional development existed. We did note that Edison used support from University of Richmond to facilitate a culture committee.

William Fleming High School / Roanoke

**Leadership & Learning Center
in Texas**

While this school had not yet entered improvement status, it took the initiative to partner with an educational resource center in order to make improvements. The staff clearly supported the efforts to double block students for reading, ESL and some math. They benefitted from common planning and frequent vertical articulation. There was a general tone of approval from everyone that the changes were needed, and all were willing to make the effort. Staff appeared to take ownership of the challenge.

Rufner Middle School / Norfolk

Johns Hopkins

This school is the first school in Virginia to use Johns Hopkins as a partner. Coaches for each content area work closely with the early warning coordinator, a new position suggested by the external partner. Together they plan programs based on the data conclusions. This school benefits from a tutoring program provided by Regent University. Neither programs nor processes stood out as exceptionally remarkable.

As discussion of each visit concluded, general observations were made by the SIG Team.

First, we note that when conversing with the school leaders, most were neutral or either very supportive of their partners. The administrators whose partners were present were completely unable to say anything other than positive statements. The teachers were quicker to say what they believed, and sometimes revealed that they already had certain programs in place prior to the arrival of the external partners and that is was they, not the partners, who were more committed.

We also note that in a couple of instances the external partners rely upon local universities for resources. We note that a university's education department, who is in the business of preparing teachers, is indeed a good source for school administrators.

Lastly, we realize that our school board will have many questions and that we will make additional visits if needed.

Submitted by Jan Butterworth

From: Odom, Winston
Sent: Monday, January 03, 2011 2:05 PM
To: Keith, Gayle
Subject: Fwd: LTP and Coaches Mtg. (Capitol / House Room 3) and Other reminders

Sent from my iPad

Begin forwarded message:

From: "Smith, Kathleen (DOE)" <Kathleen.Smith@doe.virginia.gov>
To: "Loving-Ryder, Shelley (DOE)" <Shelley.Loving-Ryder@doe.virginia.gov>, "Andrew Tyrrell" <atyrrell@mail.dps.k12.va.us>, "Brenda Cowbeck" <bcowbeck@peoplepc.com>, "Brenda Petteway" <brpetteway@petersburg.k12.va.us>, "Christine Harris" <caharris@nps.k12.va.us>, "Dionne Ward" <dward@richmond.k12.va.us>, "Donna Power" <dpower@cbschools.net>, "Jerry Congleton" <jerry.congleton@brun.k12.va.us>, "Kathleen Beane" <kbeane@cbschools.net>, "Linda Staylor" <lstaylor@dishmail.net>, "Lisa Harris" <laharris@nps.k12.va.us>, "Lorianne Smith" <lsmith@kqps.net>, "Natalie Mitchell" <natalie.mitchell@acps.k12.va.us>, "Stephen Cornett" <scornett@grayson.k12.va.us>, "Stephen Wilkins" <stephen.wilkins@acps.k12.va.us>, "TBD-Internal Lead Partner-Div" <laura.williamson@pecps.k12.va.us>, "Victoria Oakley" <voakley@richmond.k12.va.us>, "Yvonne Williams" <ywilliams@sussex.k12.va.us>, "Adriene Stephenson" <astephenson@sussex.k12.va.us>, "Clint Runyan" <crunyan@cbschools.net>, "Craig Reed" <craig.reed@pecps.k12.va.us>, "Diane Brown" <dbrown@sussex.k12.va.us>, "Dimitric Roseboro" <drosebor@richmond.k12.va.us>, "Elizabeth Brown" <ebrown@grayson.k12.va.us>, "Jerome Williams" <jerome.williams@brun.k12.va.us>, "Kevin Whitlock" <kwhitloc@mail.dps.k12.va.us>, "Michelle Williams-Moore" <mrwillia@nps.k12.va.us>, "Rickie Hopkins" <rhopkins@richmond.k12.va.us>, "Sharon Mirns" <smirns@nps.k12.va.us>, "Sheron Carter-Gunter" <scarterg@richmond.k12.va.us>, "Suzanne Maxey" <suzanne.maxey@acps.k12.va.us>, "Tonya Brown-Fletcher" <tobrown-fletcher@petersburg.k12.va.us>, "bdavis@kqps.net" <bdavis@kqps.net>, "Peter Balas" <peter.balas@acps.k12.va.us>, "mjrozz@wm.edu" <mjrozz@wm.edu>, "tcaldwell3013@verizon.net" <tcaldwell3013@verizon.net>, "hdawson@nnwifi.com" <hdawson@nnwifi.com>, "Dotson, Mary (DOE)" <Mary.Dotson@doe.virginia.gov>, "vhgreg@wm.edu" <vhgreg@wm.edu>, "mwhitley@wildblue.net" <mwhitley@wildblue.net>, "michael.kelly@pearson.com" <michael.kelly@pearson.com>, "jan.vesely@pearson.com" <jan.vesely@pearson.com>, "roseanne.decesari@pearson.com" <roseanne.decesari@pearson.com>, "john.francis@camb-ed-us.com" <john.francis@camb-ed-us.com>, "simmie_fsu@hotmail.com" <simmie_fsu@hotmail.com>, "gail.mclean@camb-ed-us.com" <gail.mclean@camb-ed-us.com>, "Ian.Nelson@camb-ed.com" <Ian.Nelson@camb-ed.com>, "curtiss.stancil@edisonlearning.com" <curtiss.stancil@edisonlearning.com>, "mary.dunnock@edisonlearning.com" <mary.dunnock@edisonlearning.com>, "todd.mcintire@edisonlearning.com" <todd.mcintire@edisonlearning.com>, "knelson@csos.jhu.edu" <knelson@csos.jhu.edu>, "liljengren@csos.jhu.edu" <liljengren@csos.jhu.edu>, "Beers, Barry" <bbeers1@cox.net>, "hlawson45@comcast.net"

<hlawson45@comcast.net>, "Jean Murray" <jsmur62@gmail.com>, "Hutcheson, Dorothy "" <dorothyhutcheson@verizon.net>, "Dorothea Shannon" <dshannon5@verizon.net>, "Shannon, Dorothea (DOE)" <Dorothea.Shannon@doe.virginia.gov>, "beverly.parkinson@camb-ed-us.com" <beverly.parkinson@camb-ed-us.com>, "Copper" <ccstoll@comcast.net>, "Mike Loso" <mloso@harrisonburg.k12.va.us>, "Byrdson, Sharon" <sbyrdson@nps.k12.va.us>, "csbeer@wm.edu" <csbeer@wm.edu>, "Susan Funk" <sfunk@grayson.k12.va.us>, "Parrish, Alvera "" <alparrish@petersburg.k12.va.us>, "tdunleavy@rcps.info" <tdunleavy@rcps.info>, "kwood@rcps.info" <kwood@rcps.info>, "Wright, Vella "" <vwright@rcps.info>, "mainship4@cox.net" <mainship4@cox.net>, "Simmons, Emily" <Emily.Simmons@Pearson.com>, "Jacqueline Jackson" <jjackson@sussex.k12.va.us>, "slwilliams@rcps.info" <slwilliams@rcps.info>, "Ian.Nelson@camb-ed-us.com" <Ian.Nelson@camb-ed-us.com>, "Odom, Winston" <wodom@hopewell.k12.va.us>, "Morton Sherman" <morton.sherman@acps.k12.va.us>, "Kathy Taylor" <ktaylor@acps.k12.va.us>, "Julie Corbett" <jec.corbett@yahoo.com>, "Annie Harman" <aharman831@comcast.net>, "dmwymer@cox.net" <dmwymer@cox.net>, "Len Gereau" <lgereau5@verizon.net>, "Brandon, Yvonne" <ybrandon@richmond.k12.va.us>, "Bentley, Richard Dr" <rbentley@nps.k12.va.us>, "Harris, Charles" <charris@sussex.k12.va.us>, "Dr. Oliver W. Spencer" <spencero1@brun.k12.va.us>, "yafarquarson@petersburg.k12.va.us" <yafarquarson@petersburg.k12.va.us>, "Janice Pierson" <jpierson@essex.k12.va.us>
Subject: LTP and Coaches Mtg. (Capitol / House Room 3) and Other reminders

When: Tuesday, January 11, 2011 8:30 AM-4:30 PM (GMT-05:00) Eastern Time (US & Canada).

Where: House Room 3 Capitol

Note: The GMT offset above does not reflect daylight saving time adjustments.

~~*~*~*~*~*~*~*~*

Reminder of the meeting on January 11, 2011 at the State Capitol Building from 8:30 to 4:30. At this meeting, please bring the following: Copy of the November 30 quarterly report, copy of the D and H summary, copy of the B and G summary, copy of your draft Indistar plan, and copies of minutes of meetings that you have held.

The purpose of this meeting is to discuss changes in instructional practices that have been made after your school's review of data. Three schools will be called upon to hold a data meeting using these plans in a fishbowl activity. In addition, I have completed a thorough review of this same data (at least what has been submitted) and I will be providing your superintendent a copy of my findings prior to this meeting and will be providing you a copy of my findings at this meeting. I am sending you the rubric that I am using as I review your data one more time this week.

<<Document1.docx>>

Please read the article that I am forwarding by Frederick Hess. It shows the importance of not only collecting data, but in using data once collected. In reading many of the documents from each of the schools, it is apparent that many of you are collecting, but not acting on the data. I hope the rubric and the day of discussion will facilitate an understanding that data in and of itself is nothing. Without changes in instructional practices that follow the data, the final outcome will not be good, and, in fact, will look like what it has always looked like. For students who are failing, this is not good. Transformation requires changes in instructional practices. Period.

<<Thenewstupidarticle.docx>>

Please be ready in case your school is called upon to be in the fishbowl for the fishbowl activity.

Look forward to seeing you on Tuesday. Kathleen

Instructional Team Site Visits

Riggins and White.....	Petersburg	Feb. 10
Webb and Fletcher	Prince Edward	Feb. 2
Gervais and Barringer.....	Richmond	Jan. 25
Ware, Crews and Bailey	Norfolk	Feb. 15
Butterworth and Gervais.....	Danville	Feb. 3
Webb and Keith	Roanoke	Feb. 7

SCHOOL IMPROVEMENT SITE VISIT REPORT

School: J.M. Langston Focus School

Division: Danville Public Schools

Date of Visit: February 3, 2011

Jan Butterworth, Erica Gervais

<u>DEMOGRAPHICS</u>	<u>EXTERNAL PARTNER AND FOCUS AREAS</u>	<u>INTERNAL PARTNER</u>
<p>89 %African American 11 %White <1 %Hispanic <1%Asian</p> <p>99 % Free/Reduced Lunch Number of Students = 167 (139 Regular Classes) (28 "Get It" Online Prog)</p>	<p>-Pearson -Focus: technology</p>	<p>-Assistant Superintendent: Andy Tyler</p>

Notes

Pearson provided the district with a comprehensive diagnostic report. Information included results from student, teacher and parent surveys. In addition, they gathered information by monitoring classrooms.

Structure

-Restart Model

-Langston Focus is the district's alternative school.

-Replaced the principal. New Principal is Kevin Whitlock. 434.799.5249

-Replaced some of the staff and added additional staff.

-ELP: Retired principal, hands-on, very knowledgeable about SOLS, visits schools about once a week to help build capacity in the principal, works with the teachers and provides feedback on their teaching strategies.

Programs

-District was required to purchase I-station reading program. Good up to a point but can create boredom in high-level readers.

-Started a school wide discipline program (similar to ESD/PBIS)

-After school credit recovery program: NOVAnet (computer based program), 3:30-6:30 Mon-Thursday. Teacher receives \$6000 stipend to facilitate program.

-GET IT (program run by two teachers - both with masters degrees).....NOVA.net is also used during the regular school day for students needing a quiet and/or flexible environment to work (All their classes are online.) Many students are over-aged, teenage parents, job and/or family demands, self-identified as needing a quiet and small environment.

-UVA math program: funded through Title II funds. Tailored program where the instructor focuses on one strand each session- all hands-on using manipulative. Instructor also trains staff.

Professional Development / Needs

-Professional Development: created and organized by ELP based on classroom observations.

-PD is done during planning periods, after school and during the summer (teachers will receive compensation for summer sessions).

-New position (funded through grant): Student Assistance Coordinator- parent outreach, truancy, plans career nights, etc

SIG Supervision

-Pearson: uses data to drive instruction

-Administration goals: (set by Superintendent)
12-15 walkthroughs/week
use teacher compass program (a Pearson program)
strengthen evaluation system

-ILP, ELP and school administration meet twice per month.

SCHOOL IMPROVEMENT SITE VISIT REPORT

School: William Fleming High

Division: Roanoke City

Date of Visit: 2/7/2011

<u>DEMOGRAPHICS</u>	<u>EXTERNAL PARTNER AND FOCUS AREAS</u>	<u>INTERNAL PARTNER</u>
<p>%African American</p> <p>%White</p> <p>%Hispanic</p> <p>%Asian</p> <p>%Other</p> <p>76% Free/Reduced Lunch</p> <p>Number of Students =</p>	<p>Leadership and Learning Center, Texas</p>	

Notes:

Smaller learning communities grade 9, 369 students
 Ninth grade in one section of building
 One team based on reading scores has double block reading.
 Double block algebra, Ell, AP
 When school started all student books were in their lockers
 Common planning for each collaborative team

Use IA, Purchased test bank Collaborative teams put questions in IA for 4 week assessments. Central office did 9 weeks assessments
Common assessments by subject, item analysis
Post benchmark data in halls outside classrooms
Power Saturdays 9 to 12. Voluntary. Project graduation funds. Library open for research, core teachers and PE available
Athletes have to have one hour per week of tutoring, college students as tutors
Use Plato for credit recovery, also twilight after school for credit recovery
Department, etc., meeting notes sent to administration electronically
Lesson line, power words posted and consistent throughout school
Award locally verified credits, not considered until junior year
Use PD360
Have current test class of freshmen taking biology instead of Earth Science
Have geometry class of all ell students
No data warehouse. E school plus for student records
Duty periods for common formative assessment issues
Teachers have planning block and non teaching block
Identified non -negotiables in building
Peer observation
Homework day one
Lesson plans on word

SCHOOL IMPROVEMENT SITE VISIT REPORT

School: Ruffner Academy Middle School

Division: Norfolk Public Schools

Date of Visit: 2/15/2011

Gayle Keith, Keith Crews, Betty Ware, Sheila Bailey

<u>DEMOGRAPHICS</u>	<u>EXTERNAL PARTNER AND FOCUS AREAS</u>	<u>INTERNAL PARTNER</u>
<p>91 %African American 7 %White 1 %Hispanic <1 %Asian</p> <p>About 5 to 6%ESL</p> <p>73% Free/Reduced Lunch 130 special ed. out of 810= 16% 150 gifted students Number of Students =810</p>	<p>Johns- Hopkins Culture, Capacity Building Talent Development Model</p>	<p>Lisa Mann, Senior Coordinator Employee of Norfolk Public Schools</p>

Notes:

Lisa Mann, senior coordinator. Her tasks are associated with the 25 indicators. She makes sure that deadlines are met. She also does classroom observations and walk throughs to share with coaches.
 Principal Mrs. Mims

Mrs. Minor, Early Warning Indicator, former school division employee, now paid by grant
Mrs. Leighton, AP

Sig 1003 transformation grant identified as result of performance in reading. Not Title I
school, but eligible for Title I

Second SIG school is Lake Taylor. Met full accreditation for first time last year but
still met persistently low achieving in math.

75% African American, small Hispanic population but fairly significant Philipino and
growing Chinese community

District has 32,000 students

8 middle schools

Transient both within division and from outside division as well as guardian changes

Two specialty programs. young scholars and model magnet for math, have students from
entire district. SOL scores stay at Ruffner.

Breakfast club for Istation and tier 3 three times week for 30 minutes, tier 2 two times
a week, tier 1 once a month for diagnostic. Students are fed during these programs, in
addition to regular breakfast

Administer ARDT three times a year

Carnegie math

Bulldog Believers - extended day 2:50 to 5:00, pre and post assessments. Provide
refreshments. Tuesday-Math; Wednesdays-Reading and writing; and Thursday- science and

history.

For first 10 minutes coaches get them up and moving

SOL boot camp on Saturdays 8 until 11. Access to labs

Star- if students are suspended, they are to come back at 2:30. Counselor piece, then to class to make up school work. Support for SOL's provided.

If not working with breakfast club or believers they can pull students for an hour tutorial.

Transportation provided for all of these.

Also have pull out. Bulldog Buckle Down. Pulled from elective 4 to 6 weeks 2 to 3 days a week.

Partnering with Regent University for tutors. Lesson plan and curriculum provided by teachers.

RAISS program. Peer to peer tutoring program. Students are trained on how to tutor 6 coaches. One for each area: climate, social studies, science, English, math, whole school.

Early Warning Coordinator responsible for data collection and analysis. Schedules data meetings

Pay teachers out of grant for these positions

Lead turnaround partner Johns Hopkins University.

Teacher assessments, Istation, ARDT.

Data driven software corporation.

Positive behavior supports

Participation in the after school programs for suspension gets rid of an absence

Incentives through grant: High5 Attendance, academics and behaviors, celebration for honor roll students, perfect attendance movie day, student and teacher birthdays, perfect attendance for teachers, dress for success (uniform school), moving up with Istation get pencils, pens, ongoing incentives.

Coaches- school climate, English, math, science, history and (whole school) early warning coaches tied to talent development capacity building model. Other 3 are designed to create changes in students. Faculty meetings were used for staff development not management issues. Faculty was taught Bloom's taxonomy. Departments presented their data each of the following months. Two departments presented each month.

Rapid and sustained gains

How teachers are writing objectives, student engagement

Teachers were given laptops through grant. School not fully equipped with smart boards. Teachers can apply for grants for technology and manipulatives. Grant to fund innovation

PLC - Each dept. Presents at faculty meetings each month

Parent academy..resume writing, job search, communication, computer literacy. 4 week program, twice a week. Virginia extension program is providing the programs.

Parents can go to school with children, on certain days, scheduled. Provide breakfast and lunch.

Midyear promotion

For overaged students -had companies come in and show parents how students can graduate from HS

Virtual teaming with feeder schools

District wide transition program

Interactive notebooks

Uniforms for students include ties and dress code for teachers. A parent manages their clothes closet.

Provide supplies to students in classrooms if needed.

Principal and deans do home visits

Central office has coordinators who is involved in grant, review data, support teachers, observations.

To select a vendor, each vendor presented a webinar. Have finance prepare RFP if we plan to use another partner.

25 indicators from USDOE must be included.

Early Warning Coordinator is employee of Norfolk Public Schools but represents Johns

Hopkins. She is also a Johns Hopkins liaison. School gets 55 visits from Johns Hopkins.

EWC meets with teacher teams biweekly to review attendance, behavior and progress. Talks about 10 students each time. They review target interventions. She works with climate coach to establish student activities. They track students by tiers- green, yellow, red and blue, with blue being above 90%. They set their benchmark proficiency at 60%. Pass rate.

Starbase and ultimate data system. For benchmarks used Tests for Higher Standards disc. - Data driven software corporation.

Pass program for principals, site visits for principals in VA

Tutor.com for tutoring

Advice for grant:

Extended time.

Requirements for partnerships (local universities?)

Become a more community involved school

Rewarding and removing teachers

Lead turnaround partner- they negotiated with Johns Hopkins for this

Internal lead partner - senior coordinator in Norfolk, Lisa Harris, manages paperwork for the school, does walk throughs, observations

Differentiated professional development for this school

They are using a teacher coaching model. Conflicts with state facilitator. There have been some communication issues. Maintain principal autonomy. Concerns with Johns Hopkins' capacity. What is their current availability to handle another district? Norfolk is first VA partner.

SCHOOL IMPROVEMENT SITE VISIT REPORT

School: Armstrong High School
Division: Richmond City Public Schools
Date of Visit: January 25, 2011
Erica Gervais and Tina Barringer

<u>DEMOGRAPHICS</u>	<u>EXTERNAL PARTNER AND FOCUS AREAS</u>	<u>INTERNAL PARTNER</u>
99 %African American <1%White <1 %Hispanic <1 %Asian 33%SPED 83% Free/Reduced Lunch Number of Students = 900	-Edison Learning	-Dr. Ward: former Director of Secondary Education for RCPS

No

Notes:

- The school's graduation rate and math scores were the determining factors for the school being placed in transformation.
- Edison: reputation for working with urban youth, global economy
- Restart model (but did not replace the principal)

- Edison did need assessment where they interviewed teachers, parents, students and administrators.
- ELP: on site and mentors principal and it is expected that the principal follows the recommendations made by ELP.
- Math and reading specialist on site. They provide PD every two weeks during teachers' planning times. Also, creates bi-weekly tests based on the school's pacing guides and SOLs. Tests are more rigorous than before partnership.
- Lesson plans: Edison review lesson plans each week. Teachers are required to submit plans two in advance and plans must incorporate what they learned in PD, must provide for differentiation, and must include technology. Teachers are required to stay after school one day a week to work on plans collaboratively.
- Edison works with PTS to get additional parental involvement.
- Evaluations: Walk-throughs are conducted by specialists and administrators. Every AP sees every content teacher, weekly meetings with administration and ELP to look at observation data to determine PD needed.
- Core Values/Character Education are posted in every room are to be discussed every morning.
- Edison has a master schedule expert that helps create the master schedule
- Content meetings are scheduled every two weeks
- Conduct regular data meetings and plan remediation based on data. Tutoring occurs after school and on Saturdays.
- Edison develops companion guides based on SOLs (for math and reading). Guides include supplemental activities and additional resources.

- Strengths of ELP: people are outstanding and professional, PD is meaningful and interactive, ELP model strategies in the classroom and provide a lot of one-on-one support
- Edison employees attend alliance meetings every 2 weeks with community members, parents, and department chairs to look at every fiber of the school.
- Role of ILP: keeps tabs on Edison and makes sure school get what they need.

-Culture Committee: w/ U of R, Edison has helped facilitate this group of teachers who address changing the culture of the school. Rewards and assemblies every 4 ½ weeks, incentives for good attendance

SCHOOL IMPROVEMENT SITE VISIT REPORT

School: Prince Edward High School
Division: Prince Edward County
Date of Visit: February 2, 2011
Cheryl Webb and Neal Fletcher

<u>DEMOGRAPHICS</u>	<u>EXTERNAL PARTNER AND FOCUS AREAS</u>	<u>INTERNAL PARTNER</u>
<p>64 %African American 34 %White 1 %Hispanic <1 %Asian</p> <p>% Free/Reduced Lunch =</p> <p>Number of Students = 820</p> <p>Graduation Rate = 68%</p>	<p>Cambridge</p> <p>Instruction/Assessment Community Perception</p>	<p>Part Time Hired from outside the division</p>

Notes:

External Partner replaced in January. Partner now on site every day and works in classrooms with teachers. Prior once a month

External Partner supplied an additional coach to address area of need-Community Perception.
Cambridge did a Quality Review-Self Assessment part of the review
Surveyed students, parents, teachers on attitudes toward school
45 Day Plans per Core Area
On six weeks/ eight period day
Remediation-during elective time (using Plato/success with this)
Developed an incentive plan for attendance/remediation
PDSA-Plan-Do-Study-Act
Faculty Meetings-Instructional/PD Time
Goal to get common planning
Using Achieve 3000 (11th grade) and IStation (9th/10th-from state)
Common Priorities Training for lesson planning and strategies (staff on cycles with substitutes)
Employs a Student Support Grant Specialist (teacher contract) (Graduation Plan, Attendance Plan, Remediation Plan) will share job
Description
Summer Programs-I Can Learn Math (direct instruction) three weeks
Partnering with middle school (benchmarks, scheduling, PD training
Target-9th grade failure rate
Important-transparency with all stakeholders

SCHOOL IMPROVEMENT SITE VISIT REPORT I

School: Vernon Johns Junior High School

Division: Petersburg City Schools

Date of Visit: 2/10/2011

Cheryl Riggins and Natalie White

<u>DEMOGRAPHICS</u>	<u>EXTERNAL PARTNER AND FOCUS AREAS</u>	<u>INTERNAL PARTNER</u>
<p>95 %African American 2 %White 2 %Hispanic <1 %Asian <1 %Other</p> <p>82% Free/Reduced Lunch</p> <p>Number of Students = 683</p>	<p>CAMBRIDGE EDUCATION</p> <ul style="list-style-type: none"> • Student Motivation • Student Achievement • Parental Involvement • Student Attendance • Student Discipline • Teacher/Leader Performance <p>Dr. Dorethea Shannon CAO</p> <ul style="list-style-type: none"> • (Alternative governance) 	

Notes:

Tier III
 Transformational Model
 Grades 8-9

Established ninth grade academy, (Summer and regular school year) to provide support for students in danger of not graduating from High School

Additional instructional time for Reading/English through a Small Learning Community (SLC) for 9th graders who failed 8th grade Reading/Writing SOLs

Expanded SLC concept

4X4 Block

Accelerated Reader Coach

SOL Remediation Needs Assessment

Assistance with Ninth grade Transition

Fall School Quality Review

Student Motivation Strategy

Common Priorities Training/Analyzing Data

Common Planning

Enhanced Instructional Teams

Parent Summits twice a year

Lots of meetings

Delayed start up

Visibility of Cambridge team not what was expected.

Principal Tonya Brown-Fletcher

(Coach- Brenda Walton-Reading/English Arts, Instructional/Administrative/Language Arts

LTP Services

- A Lead Turn Around Partner Liaison will receive a stipend to communicate plans and decisions between the LTP and the LEA's Superintendent's Office
- Lead Turnaround Partner will provide services according to the 25 components of the contract
- School audits will be conducted by the LTP (School Culture Survey)
- A consultant will provide guidance during alternate governance meetings
- Coaches will provide support to principals, updates to Indistar, and professional development for staff
- An Accelerated Reader coach will manage and implement Accelerated Reader with fidelity
- Achieve3000, a web-based reading program, will enhance student literacy
- PD360, a web-based teacher quality program, will provide on-going professional development
- iStation, a web-based monitoring and assessment program, will measure student achievement
- ARDT will provide remedial math instruction
- TeachFirst will provide formative assessment training
- Stipends will be provided to teachers who participate in Professional Development (PD) during the summer.
- The LTP will provide two (2) PD modules:
 - Behavior Management
 - Efficacy.
- Signing bonuses will be awarded to HQ teachers who are hired to teach in Smaller Learning Communities.
- Bonuses will be awarded to teachers and paraprofessionals hired to work in the SLC.
- Bonuses are contingent upon pre-determined levels of student achievement (Peabody and Vernon Johns)
- Paraprofessionals will provide instructional support to students in SLCs
- Two (2) Teachers will provide instruction to students in the SLC (Peabody Middle)
- One (1) Teachers will provide instruction to language arts students in the 9th Grade SLC (Vernon Johns)
- Stipends will be paid to personnel to implement a year-long 9th Grade Academy

SCHOOL IMPROVEMENT SITE VISIT REPORT II

School: Peabody Middle School

Division: Petersburg City Schools

Date of Visit: 2/10/2011

Cheryl Riggins and Natalie White

<u>DEMOGRAPHICS</u>	<u>EXTERNAL PARTNER AND FOCUS AREAS</u>
95 %African American 3 %White 2 %Hispanic <1 %Asian <1 %Other % Free/Reduced Lunch 87 Number of Students = 548	CAMBRIDGE EDUCATION <ul style="list-style-type: none">• Student Motivation• Student Achievement• Parental Involvement• Student Attendance• Student Discipline• Teacher/Leader Performance• Alternative governance

Notes:

Tier I

Transformational Model

Grades 6-7

Customization of Instructional Program

Additional instructional time for Reading/English through a Small Learning Community (SLC)

Expanded SLC concept

Accelerated Reader Coach

SOL Remediation Needs Assessment

Fall School Quality Review

Student Motivation Strategy

Common Priorities Training/Analyzing Data

Enhanced Instructional Teams

Parent Summits twice a year

Delayed implementation start up

Cambridge team runs SLC component

Visibility of Cambridge team not what was expected.

Principal –Dr. Yardly Farquharson

LTP Services

- A Lead Turn Around Partner Liaison will receive a stipend to communicate plans and decisions between the LTP and the LEA's Superintendent's Office
- Lead Turnaround Partner will provide services according to the 25 components of the contract
- School audits will be conducted by the LTP (School Culture Survey)

- A consultant will provide guidance during alternate governance meetings
- Coaches will provide support to principals, updates to Indistar, and professional development for staff
- An Accelerated Reader coach will manage and implement Accelerated Reader with fidelity
- Achieve3000, a web-based reading program, will enhance student literacy
- PD360, a web-based teacher quality program, will provide on-going professional development
- iStation, a web-based monitoring and assessment program, will measure student achievement
- ARDT will provide remedial math instruction
- TeachFirst will provide formative assessment training
- Stipends will be provided to teachers who participate in Professional Development (PD) during the summer.
- The LTP will provide two (2) PD modules:
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- Bonuses will be awarded to teachers and paraprofessionals hired to work in the SLC.
- Bonuses are contingent upon pre-determined levels of student achievement (Peabody and Vernon Johns)
- Paraprofessionals will provide instructional support to students in SLCs
- Two (2) Teachers will provide instruction to students in the SLC (Peabody Middle)

Senior Staff Team Site

Senior Staff Team Site > Agendas

Agendas

New ▾		Actions ▾		View: Agenda
Time	Item	Owner	Notes	
± Date of Meeting : 7/25/2011 (4)				
± Date of Meeting : 7/18/2011 (1)				
± Date of Meeting : 6/13/2011 (9)				
1	Introduction of Dr. Carol Cash	Gayle		
2	Equipment Inventories	Betty Ware		
3	Discussion of agenda/food for Principals' meeting 6/22 at 12:00 PM	Bage	Hotdogs and hamburgers Salads, chips, drinks. Plates, flatware, Theme - traditional red and white.	
4	Benchmark Data Meetings- Calendar	Webb	Discussion of instructional meetings as a part of the process. The meeting should be dedicated to instruction. Shared folder to have information on the administration site. Use the technology we have. Train people to use and take it seriously. Include this in August retreat Always meet in the afternoon and include prin and assistant principals and call it instruction. 3:00 P.M. on third Wednesday will be HPS Admin Team meetings Include organizational and efficiency ideas as part of the staff development.	
5	New Teacher Orientation 2011-2012	Webb		
6	Coordinators' Academy	Webb	http://www.doe.virginia.gov/administrators/superintendents_memos/2011/157-11.shtml The training for the Title programs conflicts with the dates of our administrative retreat. Do we want to try to change our dates, come and go (it appears no one would miss more than 1/2 day but if we are not all present it sort of defeats the purpose of the retreat) or forgo the DOE sessions?	
7	Goals for FY2012	Keith and Watson	We need to update these for next year.	
8	Agenda for Administrative Retreat and Board Retreat	Watson	Board Organizational Meeting July 5, 2011? Board Retreat July 11 and 12, 2011? Board Meeting July 14th? Administrative Retreat August 2nd and 3rd. Organizational tickler file make it and take it Efficiency discussions Computer training for efficiency Alternative assessments options What is the Building level of administrators responsibility for eligability, IEP, MDR? Training materials and induction program for new administrators.	
10	Six Year Plan Review	Staff	We need to update the Six-Year plan.	
± Date of Meeting : 5/31/2011 (1)				
± Date of Meeting : 5/23/2011 (6)				
	June 7 School Board meeting agenda	Keith/Watson		

8/18/2011

- Discussion of press releases Capaldo
- Summer Projects G. Keith Inservice, Curriculum Work, School Improvement, etc.
- Suggestions for HHS School Improvement Team Keith
- School orientations Webb
- Draft testing calendar for 2010-2011 Webb

▣ Date of Meeting : 5/16/2011 (2)

▣ Date of Meeting : 4/26/2011 (3)

- Standards for Accrediting Schools in Virginia keith
- *1 Discussion of School Improvement Grant G. Keith
- 2 Discussion of HHS Exam Schedule G. Keith

▣ Date of Meeting : 3/28/2011 (6)

▣ Date of Meeting : 3/21/2011 (8)

▣ Date of Meeting : 3/7/2011 (11)

▣ Date of Meeting : 2/28/2011 (6)

▣ Date of Meeting : 1/31/2011 (7)

▣ Date of Meeting : 1/24/2011 (8)

- 1 Announcements Odom
 - * School Improvement Webinar – January 24 @ 3-5:30
 - School Objects training – 3:30 -4:30
 - Instructional Data System Committee Meeting – February 1 @ 3 Pm
 - School Board Mtg – February 8, 2011
- 2 School Board Meeting on February 8, 2011 Odom
 - Early Session
 - 2011-2012 Budget Discussion
 - High School Renovation Update – Mr. Ray Watson & Mr. Rick Thomas
 - Regular Session:
 - Special Recognition – “Distinguished Service Award” (In observance of African-American History Month) – Jan Butterworth
 - Reception
 - Superintendent Proposed 2011-2012 Budget
- 3 Guidelines for the Prevention of Sexual Misconduct and Abuse in Virginia Public Schools Odom
 - a. Feedback
 - b. http://www.doc.virginia.gov/boc/meetings/2011/01_jan/agenda_items/item_j.pdf
- 4 Instructional Keith
 - a. Process

8/18/2011

	Audit		<ul style="list-style-type: none"> b. Schedule c. Outcome and Feedback
5	Clinical Supervision	Odom	<ul style="list-style-type: none"> a. Improve the instructional program with the enhancement through the enhancement evaluative skills b. Teacher Observations and Lesson Plans c. Staff Development d. Training Video
6	Follow-up with Cathleen Richardson Presentation	Odom	Discussion on next steps for following on the presentation by Cathleen Richardson on using technology in the classroom
7	General Assembly Bills	Odom	<p>HB 1548 Parental notification; school board policy violations. SUMMARY AS INTRODUCED: Parental notification; school board policy violations. Requires the school principal to notify the parents of a student who violates a school board policy or the compulsory school attendance requirements when such violation could result in the student's suspension or the filing of a court petition, or when such violation is entered into the student's scholastic record.</p> <p>HB 2044 Statewide uniform grading policy; Board of Education to establish. SUMMARY AS INTRODUCED: Board of Education; statewide uniform grading policy. Requires the Board of Education to establish a statewide uniform grading policy whereby a student could receive a maximum of five quality points for an "A" in an Advanced Placement, International Baccalaureate, or dual enrollment course.</p> <p>HB 2009 Open enrollment policy; any pupil residing in school division may attend school of choice. SUMMARY AS INTRODUCED: Open enrollment policies; local school divisions. Requires that by August 1, 2011, local school divisions must have policies that provide for the open enrollment to any school of any pupil residing within the school division upon the request of a parent or guardian and pursuant to certain conditions and limitations. Also, any open enrollment policy must provide a preference to a student (i) who resides in a location that has been subject to a change in school attendance area during the previous two years, (ii) with a sibling attending the receiving school, or (iii) whose parent or guardian is an employee of the receiving school.</p> <p>HB 1896 School health services; school board to employ nurses to have ratio of one nurse per 1,000 students. SUMMARY AS INTRODUCED: School health services. Mandates that each school board employ nurses or contract with local health departments for nursing services in order to have a ratio of one nurse per 1,000 students.</p> <p>HB 1575 Public schools; antibullying measures. SUMMARY AS INTRODUCED: Public schools; antibullying measures. Adds specificity to the codes of student conduct required of local school divisions in terms of how incidents of bullying, harassment, and intimidation are handled. The bill provides that teacher training in this area be required, and that incidents of bullying, harassment, and intimidation be reported to the division superintendent. The bill also requires that the codes of student conduct hold school administrators responsible for implementing the procedures outlined in the local policy.</p>
8	Supt Memos	Odom	<p>MEMO #019-11 Opportunity for Division Training & Technical Assistance in Autism</p> <p>MEMO #018-11 Virginia School Principals Appreciation Week January 23-29, 2011</p> <p>MEMO #017-11 Virginia's <i>College and Career Ready English Performance Expectations</i> English</p>

8/18/2011

Capstone Course Information, & Related English Professional Development Opportunity
 MEMO #016-11
 Passing Scores Adopted by the Board of Education for the New End-of-Course History/Social Science Tests Based on the 2008 Standards of Learning
 MEMO #015-11
 Transmittal of "Statement of Administrative Impact and Project Costs of Implementation" for the Proposed Revisions to the Regulations Governing Career and Technical Education
 MEMO #014-11
 Public Comment & Public Hearing on the Proposed Revisions to the Regulations Governing Career and Technical Education
 MEMO #013-11
 Competition for 2012-2013 Federal Adult Basic Education (ABE) Awards
 MEMO #012-11
 "What's Different About Teaching Reading to Students Learning English" Spring Professional Development Institute
 MEMO #011-11
 Technical Assistance Webinar for Reporting the Title I School Improvement Data Required Under No Child Left Behind Act of 2001

☞ Date of Meeting : 1/10/2011 (5)

1	Announcements	Odom	School Board Meeting – January 13 Dr. Martin Luther King, Jr. Holiday – January 17 City-Wide Spelling Bee @ Carter G. Woodson – January 18 Principal Meeting – January 19
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	HHS Designation of Low-performing School	Gayle Keith
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3	Website	Bage & Brubaker	Review and discussion of the website presentation for Thursday, January 13 School Board Meeting
4	Alternative School Proposal	Bailey and Keith	Review and discussion of proposed Alternative School presentation for Thursday, January 13 work session
5	2011-2012 Budget Process	Watson	Review and discussion of 2011-2012 Budget Process presentation for Thursday, January 13 work session

☞ Date of Meeting : 12/13/2010 (3)

1	Review of Benchmark Data	Gayle Keith	Jan Butterworth, Tina Barringer and Cheryl Webb will share the benchmark results from each of their respective areas.
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	School Improvement Grant, HHS	Gayle Keith
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5	Review of Report Card Preparation Window	Mel Bage
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☞ Date of Meeting : 11/29/2010 (4)

☞ Date of Meeting : 11/8/2010 (7)

8/18/2011

 **Administration Team Site**

Hopewell City Schools > Administration Team Site > Instructional Team

Instructional Team

Instructional Team

New ▾ Actions ▾ Settings ▾

View: **All Items**

 Title	Date	number
⇒ Date : 8/1/2011 (7)		
 Discussion of School Improvement Grant	8/1/2011	7
 Observation 360	8/1/2011	2
 Preliminary app	8/1/2011	3
Update on pacing guides, plan for achievement relative to app	8/1/2011	4
 opening activities	8/1/2011	5
Discussion of flow of information	8/1/2011	6
Teacher evaluation model, student growth model, pay for performance	8/1/2011	1
± Date : 7/18/2011 (7)		
± Date : 6/19/2011 (1)		
⇒ Date : 6/13/2011 (4)		
 New Teacher Orientation	6/13/2011	2
Discussion of school to school transition of students with disabilities	6/13/2011	2
 School improvement grant update	6/13/2011	3
 Benchmark Data Meetings-Due Dates and Calendar Update	6/13/2011	4
⇒ Date : 5/23/2011 (4)		
Instructional team meeting	5/23/2011	
2011-2012 School Orientation Update	5/23/2011	3
SOQ Data due to Gayle May 31	5/23/2011	
School Improvement Grant info due to Gayle June 6	5/23/2011	
⇒ Date : 5/16/2011 (3)		
 SOQ Report	5/16/2011	1
 nclb application	5/16/2011	
 SIG application	5/16/2011	
± Date : 5/9/2011 (3)		
⇒ Date : 5/2/2011 (4)		
 Outstanding Performance Awards	5/2/2011	1
PowerPoint for faculty/board meetings	5/2/2011	2
 Suggestions for SIG discussion with Board	5/2/2011	3
Suggestions for school visits by Mr. Reber and Mrs. Jefferson with Gayle	5/2/2011	

8/18/2011

± Date : 4/25/2011 (6)			
Instructional team meeting	4/25/2011		
* Discussion of SIG	4/25/2011		
Ⓜ Elementary Benchmark Schedule	4/25/2011		3
21st Century Grant	4/25/2011		5
Ⓜ Technology Recertification Points Guidelines - Final	4/25/2011		7
visits to school faculties	4/25/2011		
± Date : 4/11/2011 (1)			
± Date : 4/4/2011 (2)			
± Date : 3/28/2011 (3)			
± Date : 3/21/2011 (1)			
* Ⓜ HHS SIG	3/21/2011		1
± Date : 3/14/2011 (2)			
± Date : 3/7/2011 (8)			
field trips, professional leave	3/7/2011		
Posting of assessment reports	3/7/2011		
April 7 kindergarten registration	3/7/2011		
Thank you and catching up	3/7/2011		2
reports to the Superintendent and Board	3/7/2011		
high school audits	3/7/2011		
school objects, walk throughs, ipads	3/7/2011		
* School Improvement Grant	3/7/2011		
± Date : 2/28/2011 (1)			
± Date : 2/14/2011 (2)			
± Date : 1/31/2011 (5)			
± Date : 1/24/2011 (7)			
± Date : 1/3/2011 (14)			
± Date : 12/13/2010 (9)			
± Date : 12/6/2010 (1)			
± Date : 11/22/2010 (5)			
± Date : 11/12/2010 (1)			
± Date : 11/8/2010 (14)			
± Date : 10/27/2010 (1)			

8/18/2011

± Date : 10/25/2010 (13)

± Date : 10/11/2010 (6)

± Date : 9/27/2010 (11)

± Date : 8/30/2010 (1)

± Date : 8/23/2010 (1)

± Date : 8/18/2010 (1)

± Date : (2)

8/18/2011

11-05-G8
Approval to
~~A~~ *Apply for School*
Improvement
Grant

RESOLVED upon the recommendation of the Superintendent of Schools, approval is granted to apply for a *School Improvement Grant* for Hopewell High School under Section 1003(g) of the Elementary and Secondary Education Act of 1965, and pledges agreement with the assurances therein.

SCHOOL BOARD OF THE CITY OF HOPEWELL

Special Meeting

***May 5, 2011
Hopewell School Board Office
4:00 p.m.***

Agenda

- I. Call to Order
- II. Roll Call
- III. Prayer
- IV. Adopt Agenda
- V. Discussion Items:
 - A. Health Insurance Premiums – Mrs. Melody Bage
 - B. Proposed Salary Scales – Mr. Ray Watson
 - C. School Improvement Grant – Miss Gayle Keith
- VI. Recess Regular Meeting
- VII. Closed Session (Resolution)
 - A. Discussion/consideration of the employment, assignment, appointment, promotion, performance, demotion, salaries, disciplining or resignation of Division employees.
- VIII. Return to Regular Meeting
- IX. Certification of Closed Session
- X. Action Items
 - A. Approval of General Resolution
 - Resolution
 - Field Trip
- XI. Adjournment

***UPON REQUEST OF THE CLERK, THE SCHOOL DIVISION SHALL MAKE
REASONABLE ACCOMMODATIONS FOR A DISABLED PERSON TO BE ABLE TO
PARTICIPATE IN SCHOOL BOARD MEETINGS***

Lead Turnaround Partnership Agreement

Memorandum of Understanding
Between
Office of Continuing and Professional Education at Virginia Tech
And
Hopewell City Public Schools
For
Lead Turnaround Partnership Agreement at Hopewell High School

This Memorandum of Understanding (MOU) establishes a partnership agreement between the Office of Continuing and Professional Education at Virginia Tech (VT) and Hopewell City Public Schools (HCPS).

MISSION

Through collaboration, the Educational Leadership Program will prepare leaders for PK-12 schools, conduct scholarly inquiry on issues in PK-12 schools, and provide assistance to improve education for all young people in PK-12 schools. Our purpose is to develop the skills and abilities of people who are willing to accept the responsibilities and challenges of leadership and scholarship as principals, assistant principals, supervisors, superintendents, university faculty, and researchers in the field of educational leadership.

The mission of Hopewell City Public Schools (HCPS) is to develop students who achieve at their highest level of ability in pursuing life and career choices that will enable them to become productive and contributing members of the community and society.

Together, these Parties enter into this Memorandum of Understanding to mutually deliver the Transformation Model of School Improvement at Hopewell High School (HHS). Accordingly, the Office of Continuing Education at VT and HCPS, operating under this MOU, agree as follows:

I. PURPOSE AND SCOPE

VT and HCPS will collaborate on the School Transformation Model at Hopewell High School in order to 1) implement change in the teachers, leaders and staff, 2) provide instructional and support strategies, 3) provide recommendations for changes in time and support mechanisms, and 4) provide recommendations for flexibility in governance.

The intended results of this effort will address the components of the transformational model as delineated in the transformation toolkit provided by the Virginia Department of Education.

In exchange for this assistance, HCPS will remit \$477,000 over three years (year 1: \$189,000; year 2: \$153,000; year 3: 135,000) to VT contingent upon the availability of continued federal funding through the School Improvement Grant.

Lead Turnaround Partnership Agreement

II. RESPONSIBILITIES

VT will appoint two contacts to serve as representatives for the planning, development, management, and implementation of the agreement, as agreed upon by HCPS. The appointees to serve and coordinate the activities on behalf of VT in carrying out the purpose and scope of this MOU are:

Dr. Carol S. Cash
External Lead Turnaround Partner
The School of Education, ELPS
Virginia Tech Richmond Center
2810 N. Parham Rd., Suite 300
Richmond, VA 23226

Melissa Maybury Lubin
Director, Virginia Tech Richmond and Hampton Roads Centers
Liaison, Office of Continuing and Professional Education
2810 N. Parham Rd., Suite 300
Richmond, VA 23226

The superintendent of HCPS shall identify the representative(s) to serve as the Lead Internal Partner. The appointee(s) to serve and coordinate the activities on behalf of HCPS in carrying out the purpose and scope of this MOU is:

Gayle Keith
Assistant Superintendent
Hopewell City Public Schools
Hopewell, VA

The organizations agree that the primary focus of the Office of Continuing and Professional Education (VT), the School of Education, ELPS (VT) and the Virginia Tech Richmond Center will include:

- Work with the school governance team to facilitate the alignment of the curriculum, formative assessment, and professional development;
- Provide assistance for teachers in identified classes to support the use of research-based strategies that lead to student achievement, including curriculum and instructional planning;
- Provide professional development programming, in conjunction with the school governance team, that is aligned to the school's improvement plan and identifies research-based strategies;
- Work with members of the school governance team to review the performance evaluation system for teacher/leaders and make staffing recommendations;
- Mentor and Coach to provide supportive guidance to the school principal and other members of the school leadership team, as needed.

Lead Turnaround Partnership Agreement

Emphasis will be placed on providing professional development to Hopewell High School in the following areas. Approximately 120 days of support will be provided in year 1, 84 days in year 2, and 66 days in year 3. Professional conference and external staff development opportunities will be provided as identified and needed throughout each year. Estimated professional development and support coordinated by VT may include:

- Teambuilding with the MBTI
- Literacy support: reading and writing
- Mathematic support: instructional strategies, curriculum alignment
- Effective instructional strategies for all curricular areas
- Classroom management strategies
- Dimensions of leadership and personnel management (Administrators)
- Professional conversations
- Data analysis and utilization
- Building administrative capacity
- One-on-one mentoring (Administrators)
- One-on-one coaching (Administrators)
- Identifying and selecting additional conference and professional development activities for teachers and administrators to enhance their capacity and provide opportunities to share acquired skills and knowledge

The organizations further agree that they will work collaboratively to address all indicators specified by the Virginia Department of Education School Improvement Grant.

Hopewell City Public Schools grants the external partner permission, consistent with applicable state law and school board policy, to collect data and share results of efforts in research that will allow others the opportunity to benefit from knowledge of the processes, activities and results of these turnaround efforts. The external partner will share these results professionally with no reference to the specific school or school division without express permission of the superintendent of HCPS.

It is further understood that HCPS reserves its right to make all final decisions in accordance with the Hopewell City Public Schools Policies and Procedures, and shall continue the “approval process” as set forth by the School Board. Both parties agree that all recommendations set forth by VT are subject to final approval by the school division.

III. TERMS OF UNDERSTANDING

The term of this MOU is for a period of three years from the effective date of this agreement and may be extended upon mutual agreement. It shall be reviewed annually to ensure it is fulfilling its purpose and to make any necessary revisions. It is further understood that this MOU may be terminated at the time of annual review if it

Lead Turnaround Partnership Agreement

is determined by either party that it is not fulfilling its purpose as set forth in this agreement or for other just cause.

Authorization

The signing of this MOU is not a formal undertaking. It implies that the signatories will strive to reach, to the best of their ability, the objectives stated in the MOU.

On behalf of the organization that I represent, I wish to sign this MOU and to contribute to its further development.

Susan E. Short, Ph.D. *Date*
Director of Outreach Program Development

Division Superintendent *Date*
Hopewell City Public Schools