

Approved

Amended 8-17-2011

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

1003(g)

Application for School Improvement Funds

[Complete this application if any of the school's three-year allocation is from 1003(g).]

Under the *No Child Left Behind Act of 2001*, PL 107-110 and the *American Recovery and Reinvestment Act of 2009*, PL 111-5

Due June 14, 2010

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DIVISION INFORMATION

School Division Name: Petersburg City Public Schools
Mailing Address: 255 South Boulevard East
Division Contact: Danielle Belton, Supervisor of Federal Programs
Telephone (include extension if applicable): (804) 862-7090 Fax: (804) 862-7052
E-mail: dbelton@petersburg.k12.va.us

SCHOOL INFORMATION

Provide information for each school within the division that will receive support through the 1003(g) funds. Copy as many blocks as needed.

School Name: Peabody Middle School
Mailing Address: 725 Wesley Street; Petersburg, VA 23803
School Contact: Dr. Yardley Farquharson, Principal
Telephone (include extension if applicable): (804) 862-7069 Fax: (804) 733-6091
E-mail: yafarquharson@petersburg.k12.va.us

School Name: Vernon Johns Junior High
Mailing Address: 3101 Homestead Drive; Petersburg, VA 23805
School Contact: Tonya Brown-Fletcher, Principal
Telephone (include extension if applicable): (804) 862-7018 Fax: (804) 861-5434
E-mail: tobrown-fletcher@petersburg.k12.va.us

School Name: A. P. Hill Elementary
Mailing Address: 1450 Talley Avenue; Petersburg, VA 23803
School Contact: Sabrina Beamon, Principal
Telephone (include extension if applicable): (804) 862-7015 Fax: (804) 862-7182
E-mail: sabeamon@petersburg.k12.va.us

School Name: J.E.B. Stuart Elementary
Mailing Address: 100 Pleasants Lane; Petersburg, VA 23803
School Contact: Danjile Henderson, Principal
Telephone (include extension if applicable): (804) 862-7012 Fax: (804) 861-2197
E-mail: dahenderson@petersburg.k12.va.us

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Assurances*: The local educational agency assures that School Improvement 1003(g) 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) and the *American Recovery and Reinvestment Act of 2009* (ARRA), if funds have been received under both statutes. **Additionally, the local educational agency agrees by signing below to implement program specific assurances located in Section D. Assurances of this application.**

***SPECIAL DIVISION ASSURANCE, IF ANY,
DISCUSSED WITH THE DIRECTOR OF THE OFFICE OF SCHOOL IMPROVEMENT MUST BE ATTACHED.**

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: Alvera J. Parrish

Date: _____

The division will submit one application packet.

SECTION A: SCHOOLS TO BE SERVED

Divisions are aware of the 'tier' identification of schools that are eligible for 1003(g) funding. This information is also included in Appendix A-g. Complete the "Intervention" request by placing under the heading Turnaround, Restart, or Transformation the name of the "vendor" your division will employ.

1. Tier I and Tier II School Information

School Name	NCES ID #	Check Tier I	Check Tier II	Intervention			
				Turnaround	Restart	Transformation	Closure
Peabody Middle	510291001197	X		LTP:	LTP:	LTP: Cambridge Education	

N/A				LTP:	LTP:	LTP:	
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As a reminder, for implementation requirements of each of the federal reform models see Appendix B-g.

2a. Tier III School Information

Identify each Tier III school that will be implementing the State Transformation model, and provide the information requested.

School Name	NCES ID #
Vernon Johns Junior High	510291000653
A.P. Hill Elementary	510291001202
J.E.B. Stuart Elementary	510291001196
N/A	

2b. Tier III School Information

If applicable, identify each Tier III school that will, by choice, implement one of the four federal reform models, and provide the name of the Lead Turnaround Partner (LTP).

School Name	NCES ID #	Intervention			
		Turnaround	Restart	Transformation	Closure
Vernon Johns Junior High	510291000653	LTP:	LTP:	LTP: Cambridge Education	
N/A		LTP:	LTP:	LTP:	

As a reminder, for implementation requirements of each of the federal reform models see Appendix B-g.

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 school that will be served.
Special 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 (2007-2008 and 2008-2009) in reading/language arts and mathematics: by school for the “all students” category and for each 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;
- 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 that it has established in order to monitor its Tier I and Tier II schools that received school improvement funds and services that the Tier III, category 1 school will receive or the activities the school will implement; and
- l. Goals it has established (subject to approval by the SEA) in order to hold accountable its Tier III schools implementing the State Transformation Model.

Response:

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

Part 1. Student Achievement and Demographic Data

Required Information		School 1: Peabody Middle School								
a.	Student achievement data for the past two years (2007-2008 and 2008-2009) in reading/language arts and mathematics: by school for the “all students” category and for each AYP subgroup; (Note:	Percentage of Students Passing/Tested								
			2007-2008		2008-2009					
		Student Subgroup	Passed	Tested	Passed	Tested				
		English Performance								
		All Students	52	97	64	100				
		Black	50	97	63	100				
		Hispanic	91	100	83	100				
		White	<	<	<	<				

This is whole school data-grades mixed)

Second request is “by grade level.”

and by grade level in the all students category and for each AYP subgroup

Key: < = A group below state definition for personally identifiable results

- = No data for group

* = Data not yet available

Students with Disabilities	47	94	69	100				
Economically Disadvantaged	51	97	59	100				
Limited English Proficient	<	<	<	<				
Mathematics Performance								
All Students	41	97	47	99				
Black	39	96	46	99				
Hispanic	<	100	<	100				
White	<	<	<	<				
Students with Disabilities	30	94	72	100				
Economically Disadvantaged	41	97	38	99				
Limited English Proficient	<	<	<	100				
Assessment Results at each Proficiency Level by Subgroup								
	2007-2008				2008-2009			
Student Subgroup	Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail
English: Reading	Grade 6							
All Students	10	45	55	45	18	45	63	37
Female	14	49	63	37	27	46	73	27
Male	7	41	47	53	8	44	53	47
Black	8	45	54	46	17	45	62	38
Hispanic	<	<	<	<	<	<	<	<
White	<	<	<	<	<	<	<	<
Students with Disabilities	38	19	56	44	37	30	67	33
Economically Disadvantaged	10	45	55	45	14	45	58	42
Limited English Proficient	-	-	-	-	<	<	<	<
Mathematics	Grade 6							
All Students	3	35	38	62	12	36	48	52
Female	5	34	39	61	14	40	54	46
Male	2	35	36	64	10	32	42	58
Black	2	33	36	64	11	35	47	53
Hispanic	<	<	<	<	<	<	<	<

White	<	<	<	<	<	<	<	<	<
Students with Disabilities	13	31	44	56	54	14	68	32	
Economically Disadvantaged	3	35	38	62	11	30	41	59	
Limited English Proficient	-	-	-	-	<	<	<	<	
English: Reading	Grade 7								
All Students	6	36	42	58	18	48	66	34	
Female	7	33	40	60	17	58	74	26	
Male	4	39	43	57	18	38	57	43	
Black	6	35	40	60	16	48	64	36	
Hispanic	<	<	<	<	<	<	<	<	
White	<	<	<	<	<	<	<	<	
Students with Disabilities	0	8	8	92	26	45	71	29	
Economically Disadvantaged	6	35	42	58	14	46	60	40	
Limited English Proficient	<	<	<	<	<	<	<	<	
Mathematics	Grade 7								
All Students	0	17	17	83	9	28	37	63	
Female	0	14	14	86	9	29	38	62	
Male	0	20	20	80	10	27	37	63	
Black	0	16	16	84	9	28	37	63	
Hispanic	<	<	<	<	<	<	<	<	
White	-	-	-	-	<	<	<	<	
Students with Disabilities	0	0	0	100	48	26	74	26	
Economically Disadvantaged	0	17	17	83	8	21	30	70	
Limited English Proficient	<	<	<	<	<	<	<	<	
Mathematics	Grade 8								
All Students	13	42	55	45	60	38	98	2	
Female	13	49	63	37	59	41	100	0	
Male	12	35	47	53	60	35	95	5	
Black	13	41	54	46	60	38	98	2	
Hispanic	<	<	<	<	<	<	<	<	
Students with Disabilities	27	13	40	60	<	<	<	<	
Economically Disadvantaged	11	43	54	46	52	43	95	5	

		Limited English Proficient	<	<	<	<	<	<	<	<	<	
<p>b. Analyzed student achievement data with identified areas that need improvement</p> <p>Areas that need improvement are in red text.</p>	Spring 2009 Student Performance Data No Child Left Behind – From Adequate Yearly Progress											
	Subgroup		NCLB Area		Number Passing		Total Number of Students		Percent Passing			
	All Students		English Performance		351		547		64.16%			
			Math Performance		249		533		46.71%			
			Other Academic Indicator (History)		194		425		45.64%			
	Black		English Performance		335		529		63.32%			
			Math Performance		238		518		45.94%			
			Other Academic Indicator (History)		183		410		44.63%			
	Hispanic		English Performance		10		12		83.33%			
			Math Performance		7		9		77.77%			
			Other Academic Indicator (History)		6		12		50%			
	White		English Performance		6		6		100%			
			Math Performance		4		6		66.66%			
			Other Academic Indicator (History)		6		6		100%			
	Disabilities		English Performance		42		61		68.85%			
			Math Performance		43		60		71.66%			
			Other Academic Indicator (History)		15		33		45.45%			
Disadvantaged		English Performance		221		373		59.24%				
		Math Performance		139		363		38.29%				
		Other Academic Indicator (History)		186		403		46.15%				

		Limited Eng. Proficient	English Performance	5	9	55.5 %
			Math Performance	4	12	33.3%
			Other Academic Indicator (History)	6	12	50 %
		Strategies to address failure rates in English				
		<ul style="list-style-type: none"> ➤ Teachers will determine SOL skills, in which students are most deficient, re-teach those skills using the blueprint to determine which SOL carries the most weight and establish a time frame for review. ➤ Classrooms will be divided into small groups, using tutors, instructional assistants, classroom teachers, and specialists to focus on skills needing additional practice. ➤ Weekly analysis of skills, still not mastered, will determine what types of adjustments will be made in delivery of instruction to facilitate mastery of each student. ➤ 6th and 7th Grade teachers will turn in Sprint Plans Daily ➤ 6th and 7th Grade teachers will meet twice a week with weekly assessments and benchmark results to discuss areas of weaknesses. ➤ 6th and 7th grade teachers will plan together as a team to develop weekly assessments. ➤ Enhanced Scope and Sequence activities will be completed as a part of instruction. ➤ 6th and 7th grade teachers along with the Reading Specialist will develop a 45 day calendar to outline the Sol's needing additional mastering. ➤ Coach Book/Grand Slam workbook activities will be used as part of the weekly assessments which are aligned with the SOL objectives not mastered. ➤ Parents will receive copies of the Blueprints as notification of what is to be covered in the 6th and 7th grade curriculum. 				

			<ul style="list-style-type: none"> ➤ Teachers will attend in-services to assist with the curriculum and SOL coverage, and strategies to assist in meeting our goal. ➤ 6th and 7th Grade teachers will meet twice a week with weekly assessment and benchmark results to discuss areas of weaknesses. ➤ Pre-Test/Post testing will be used for assessments previously given to display growth. From SOLAR Assessments and Released tests. ➤ Classrooms will be divided into small groups, using tutors, instructional assistants, classroom teachers, and specialists to focus on skills needing additional practice. ➤ 6th and 7th grade teachers will assist students in small group settings. ➤ The Reading Specialist will work with students identified as recovery student's weekly in-class. ➤ After school tutoring will continue weekly for students needing extra remediation. ➤ The ITRT will assist students in the computer lab in the areas of comprehension. ➤ Saturday Academy sessions will be planned for April – May. ➤ Regrouping of students will be implemented throughout the year. ➤ Student Peer-to-Peer Collaboration will be implemented. ➤ Use of Hands-On activities(i.e. word analysis games, word wall drills) ➤ 6th and 7th grade teachers will use additional supplemental resource books. ➤ Use of On-Line Study Tools as Study Island will be implemented. 	
		Strategies to address failure rates in Math	The mathematics core team and Math Facilitator will analyze the results of 4.5 weeks benchmark assessments and weekly assessments during core subject area meetings twice a week to target the	

			<p>weaknesses of our students. Once the weaknesses are noted, the team will brainstorm to create new effective strategies that can be utilized to re-teach that particular SOL objective. The team along with the Math Facilitator will use the SOL Blueprint to identify SOL objectives that carry the most weight and those SOL objectives will be targeted. Interactive lessons and computer lab activities will be developed to focus on these specific areas. The team will utilize the following resources:</p> <ul style="list-style-type: none"> • SOL Released Test items and Solar questions • Coach Books and Grand Slam workbooks • Graphic Organizers (Unit Organizer, etc) • CSI Kit • Manipulatives (Algeblocks, “I have who has” card game, etc) • Middle School Math Workbook • Virginia Standards of Learning Mastery Workbook • Test-Taking strategies • “Do Now’s” (5-minute warm-up) • Small group instruction/peer tutoring 	
		<p>Strategies to address failure rates in History</p>	<p>History teachers will use the Benchmark data to develop specific review activities and assessments and incorporate daily quizzes, projects, and performances based on weighted Blueprint categorizes. History teachers will also meet weekly to review lesson plans that will be developed to review SOL objectives.</p> <p>History teachers will review item analysis from previous Benchmark tests to determine what objectives will be emphasized based on student mastery level. History teachers will use SOL Prep CD, COACH books, VA Experience books, Study maps and Study Island to increase student comprehension of content covered. History teachers will increase use of vocabulary/dictionary with students to allow for an understanding of questions being asked. Collaboration amongst teachers on strategies and materials will increase as CORE</p>	

			<p>meetings will be conducted twice a week.</p> <p>History teachers will compare weighted questions missed on Benchmarks to Blueprints to see if students have mastered and remediate using small groups. History teachers will also use question banks to develop assessments based on SOL objectives needed. The use of SPBQ's will be used to determine areas of weakness and necessary remediation. History teachers will incorporate test taking strategies and review information by ways of brainstorming, concept sorts, flashcards and group competitions.</p> <p>Students who are not proficient in two or more standards from a single objective will have the opportunity to attend specialized tutoring sessions before and after school. Peer tutoring will be provided before and after school. Students will develop and commit to their own growth plan and the use of technology will be increased.</p>																		
c.	<p>Number and percentage of highly qualified teachers and teachers with less than three years experience by grade or subject</p> <p>Total No. of Teachers includes Math, English, Science, and Social Studies Teachers</p>	<table border="1"> <tr> <td>Total No. of Teachers</td> <td>30</td> </tr> <tr> <td>No. of HQ Teachers (6th)</td> <td>10</td> </tr> <tr> <td>No. of HQ Teachers (7th)</td> <td>11</td> </tr> <tr> <td>% of HQ Teachers (6th)</td> <td>67</td> </tr> <tr> <td>% of HQ Teachers (7th)</td> <td>69</td> </tr> <tr> <td>No. of Teachers > 3 yrs. Exp. - English</td> <td>5</td> </tr> <tr> <td>No. of Teachers > 3 yrs. Exp. - Math</td> <td>6</td> </tr> <tr> <td>No. of Teachers > 3 yrs. Exp. - Science</td> <td>5</td> </tr> <tr> <td>No. of Teachers > 3 yrs. Exp. - Social Studies</td> <td>5</td> </tr> </table>	Total No. of Teachers	30	No. of HQ Teachers (6th)	10	No. of HQ Teachers (7th)	11	% of HQ Teachers (6th)	67	% of HQ Teachers (7th)	69	No. of Teachers > 3 yrs. Exp. - English	5	No. of Teachers > 3 yrs. Exp. - Math	6	No. of Teachers > 3 yrs. Exp. - Science	5	No. of Teachers > 3 yrs. Exp. - Social Studies	5	
Total No. of Teachers	30																				
No. of HQ Teachers (6th)	10																				
No. of HQ Teachers (7th)	11																				
% of HQ Teachers (6th)	67																				
% of HQ Teachers (7th)	69																				
No. of Teachers > 3 yrs. Exp. - English	5																				
No. of Teachers > 3 yrs. Exp. - Math	6																				
No. of Teachers > 3 yrs. Exp. - Science	5																				
No. of Teachers > 3 yrs. Exp. - Social Studies	5																				

d.	Number of years each instructional staff member has been employed at the school	No. of Teachers employed w/ school for 0-3 yrs.	19
		No. of Teachers employed w/ school for 4-9 yrs.	11
		No. of Teachers employed w/ school for 10-15 yrs.	0
		No. of Teachers employed w/ school for 16-25 yrs.	0
		No. of Teachers employed w/ school for 25+ yrs.	0
e.	Information about the graduation rate of the school in the aggregate and by AYP subgroup for all secondary schools	N/A	
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 Key: < = A group below state definition for personally identifiable results	Total Enrollment	570
		1) Gender	
		Female Enrollment	279
		Female Attendance Rate	93.28%
		Male Enrollment	291
		Male Attendance Rate	91.08%
		2) Race or ethnicity	
		White Enrollment	6
		White Attendance Rate	<
		Black Enrollment	532
		Black Attendance Rate	93%
		Hispanic Enrollment	29

		Hispanic Attendance Rate	94%	
		Asian Enrollment	3	
		Asian Attendance Rate	<	
		3) Disability status;		
		SPED Enrollment	73	
		SPED Attendance Rate	91%	
		4) Limited English proficient status		
		LEP Enrollment	26	
		LEP Attendance Rate	94%	
		6) Homeless status		
		Homeless Enrollment	49	
		7) Economically disadvantaged status		
		ED Enrollment	383	
		ED Attendance Rate	92%	
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	Date Built	1951 1965 - Addition 1968 - Addition 1970 - Addition	
		No. of Classrooms	62	
		Description of Library Media Center	6,174 sq. ft <ul style="list-style-type: none"> • Circulation desk with computer and printer • (2,800) Accelerated Reader books • (24 computers) Computer lab • (1) Printers 	

		<ul style="list-style-type: none"> • Tables and chairs for students and faculty meetings • Storage for A/V equipment • Adjoining office space for personnel 						
	Description of Cafeteria	9,127 sq. ft <ul style="list-style-type: none"> • Serving lines • Round tables and chairs 						
	Description of PE/Recess Area	6,603 sq. ft gymnasium and outside football and baseball fields						
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)	<p>Day Minutes (required): 181 days x 400 minutes: 72,400 Early Release Time: 10 days x 280 minutes: <u>- 2,800</u> 69,600</p> <p>Afterschool Minutes (optional): 128 days x 150 minutes = 19,200 Summer school Minutes (optional): 22 days x 390 minutes = 8,580</p> <p>To meet the USED Transformation model requirement to extend the school day, Peabody Middle School will offer summer school to all students in 2011. Students who fail to obtain a proficient score on one or more SOL assessments will be required to attend.</p>						
i.	Total number of days teachers worked divided by the maximum number of teacher working days	<table border="1"> <tr> <td>Total Teacher Days</td> <td>5,730</td> <td rowspan="2">94.46%</td> </tr> <tr> <td>Actual Days Worked</td> <td>5,413</td> </tr> </table>		Total Teacher Days	5,730	94.46%	Actual Days Worked	5,413
Total Teacher Days	5,730	94.46%						
Actual Days Worked	5,413							
j.	Information about the types of technology that are available to students and instructional staff	(7) Computer Labs, (2) Computers on Wheels (COWs-featuring 25 laptops each), Internet Access, (9) Promethean Boards, ActiVotes, Instructional software, Microsoft Office Suite, and web-based remediation programs including, but not limited to: <ul style="list-style-type: none"> • Brain Dump • Accelerated Reader • Voyager • Study Island 						

		<ul style="list-style-type: none"> • Jefferson Lab • UnitedStreaming • MyAccess • Understanding Scoring 	
k.	<p>Annual goals for student achievement on the state’s assessments in both reading/language arts and mathematics that it has established in order to monitor its Tier I and Tier II schools that received school improvement funds (Baseline data would be helpful as a part of the discussion.)</p> <p>and</p> <p>services that the Tier III schools will receive or the activities the schools will implement.</p>	<ul style="list-style-type: none"> ❖ 2008-09 data reveal that 64% of all students met proficiency in English. ❖ 2008-09 data reveal that 47% of all students met proficiency in Math ❖ The achievement gap between the Smaller Learning Communities at Peabody Middle School and the state’s average achievement level in mathematics, reading/English and History will be reduced annually by 10 percentage points (percentage is subject to change pending receipt of 2010 SOL results). <ul style="list-style-type: none"> ➤ By the end of the 2010-2011 school year, 89% of all reading/language arts students will pass the Standards of Learning Assessment ➤ By the end of the 2010-2011 school year, 87% of all math students will pass the Standards of Learning Assessment ➤ By the end of the 2011-2012 school year, 93% of all reading/language arts students will pass the Standards of Learning Assessment ➤ By the end of the 2011-2012 school year, 91% of all math students will pass the Standards of Learning Assessment ➤ By the end of the 2012-2013 school year, 97% of all reading/language arts students will pass the Standards of Learning Assessment ➤ By the end of the 2012-2013 school year, 95% of all math students will pass the Standards of Learning Assessment 	

		<p><u>Tier I School Required Activities</u></p> <ul style="list-style-type: none"> • Selection and implementation of a federal reform model (Appendix C) • Continued Submission of the Data Analysis or Restructuring Quarterly Reports • Continued School Improvement Planning via Indistar™ (Center on Innovation and Improvement - CII) • Online Attendance at Rapid Improvement Indicator-based Webinars • The purchase of iStation • The purchase Algebra Readiness Diagnostic Test (ARDT). • Attendance at 1003(g) and 1003(a) summer institute to be held at the Williamsburg Marriott, July 19-22, 2010.
I.	L is different. Ask for Goals it has established in order to hold accountable its Tier III school.	N/A

Part 1. Student Achievement and Demographic Data

Required Information		School 2: Vernon Johns Junior High								
a.	Student achievement data for the past two years (2007-2008 and 2008-2009) in reading/language arts and mathematics: by school for the “all	Percentage of Students Passing/Tested								
			2007-2008		2008-2009					
		Student Subgroup	Passed	Tested	Passed	Tested				
		English Performance								
		All Students	58	98	62	99				
		Black	59	97	61	99				

students” category and for each AYP subgroup; (Note: This is whole school data-grades mixed)

Second request is “by grade level.”

and by grade level in the all students category and for each AYP subgroup

Key: < = A group below state definition for personally identifiable results

- = No data for group

* = Data not yet available

Hispanic	40	100	<	<				
White	60	100	<	<				
Students with Disabilities	41	95	58	100				
Economically Disadvantaged	57	98	60	100				
Limited English Proficient	36	100	<	<				
Mathematics Performance								
All Students	50	96	89	100				
Black	50	96	88	100				
Hispanic	60	100	100	100				
White	50	93	92	100				
Students with Disabilities	40	92	86	100				
Economically Disadvantaged	48	98	88	100				
Limited English Proficient	50	100	<	<				
Assessment Results at each Proficiency Level by Subgroup								
	2007-2008				2008-2009			
Student Subgroup	Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail
English: Reading	Grade 8							
All Students	13	45	58	42	16	46	62	38
Female	13	46	59	41	14	48	62	38
Male	12	45	57	43	17	44	62	38
Black	13	45	58	42	16	45	61	39
Hispanic	<	<	<	<	<	<	<	<
White	<	<	<	<	<	<	<	<
Asian	-	-	-	-	<	<	<	<
Students with Disabilities	13	25	38	63	35	23	58	42
Economically Disadvantaged	12	45	57	43	13	47	60	40
Limited English Proficient	<	<	<	<	<	<	<	<
English: Writing	Grade 8							
All Students	1	64	65	35	0	59	60	40
Female	3	71	73	27	1	62	63	37

Male	0	58	58	42	0	57	57	43
Black	1	64	65	35	0	59	59	41
Hispanic	<	<	<	<	<	<	<	<
White	<	<	<	<	<	<	<	<
Asian	-	-	-	-	<	<	<	<
Students with Disabilities	0	0	0	100	<	<	<	<
Economically Disadvantaged	2	62	64	36	0	57	57	43
Limited English Proficient	-	-	-	-	<	<	<	<
Mathematics	Grade 8							
All Students	14	51	65	35	33	47	80	20
Female	16	44	60	40	31	50	81	19
Male	13	56	70	30	36	43	80	20
Black	13	51	64	36	32	47	79	21
Hispanic	<	<	<	<	<	<	<	<
White	<	<	<	<	<	<	<	<
Asian	-	-	-	-	<	<	<	<
Students with Disabilities	8	54	63	38	50	33	83	17
Economically Disadvantaged	12	54	66	34	35	46	81	19
Limited English Proficient	<	<	<	<	<	<	<	<
Algebra I	High School							
All Students	36	64	100	0	8	88	95	5
Female	42	58	100	0	8	88	96	4
Male	29	71	100	0	8	87	95	5
Black	39	61	100	0	8	87	95	5
Hispanic	<	<	<	<	<	<	<	<
White	<	<	<	<	<	<	<	<
Other	-	-	-	-	<	<	<	<
Students with Disabilities	-	-	-	-	0	92	92	8
Economically Disadvantaged	38	62	100	0	7	88	96	4
Limited English Proficient	<	<	<	<	<	<	<	<
Geometry	High School							

		All Students	-	-	-	-	13	85	98	2
		Female	-	-	-	-	14	83	97	3
		Male	-	-	-	-	13	88	100	0
		Black	-	-	-	-	12	86	98	2
		Hispanic	-	-	-	-	<	<	<	<
		White	-	-	-	-	<	<	<	<
		Economically Disadvantaged	-	-	-	-	14	81	95	5
		Algebra II	High School							
		All Students	-	-	-	-	<	<	<	<
		Female	-	-	-	-	<	<	<	<
		Black	-	-	-	-	<	<	<	<
b.	Analyzed student achievement data with identified areas that need improvement Areas that need improvement are in red text.	Spring 2009 Student Performance Data No Child Left Behind – From Adequate Yearly Progress								
		Subgroup	NCLB Area			Number Passing	Total Number of Students	Percent Passing		
		All Students	English Performance			175	282	62%		
			Math Performance			471	530	89%		
			Other Academic Indicator (History)			407	582	70 %		
		Black	English Performance			162	266	61%		
			Math Performance			445	503	88%		
			Other Academic Indicator (History)			385	555	69%		
		Hispanic	English Performance			6	6	100%		
			Math Performance			11	11	100%		
			Other Academic Indicator (History)			8	9	89%		
		White	English Performance			7	9	78%		
			Math Performance			11	12	92%		
			Other Academic Indicator (History)			13	14	93%		

	Disabilities	English Performance	18	34	53%
		Math Performance	37	43	86%
		Other Academic Indicator (History)	34	51	67%
	Disadvantaged	English Performance	117	194	60%
		Math Performance	286	324	88%
		Other Academic Indicator (History)	237	355	67%
	Limited Eng. Proficient	English Performance	6	7	86%
		Math Performance	9	9	100%
		Other Academic Indicator (History)	3	3	100%
	Strategies to address failure rates in English and History	<ul style="list-style-type: none"> To ensure that all SOL objectives are covered, the Leadership Team will meet to review and adjust, as the data dictates, pacing guides, the VDOE Curriculum Framework and SOL Blueprints English and History Classroom teachers, resource teachers, Instructional Specialist, team leaders, tutors, administrators and coach will meet to disaggregate the 4.5 week Benchmark Assessment data will be used to determine which essential skills and knowledge must be remediated or re-taught. Teachers will design unit plans to address the needs of students in the targeted, pre-requisite and enhanced levels. Sprint plans will submit daily by teachers and implementation of plans is monitored by the administrative team, specialists and SI coach. The VJHS monitoring schedule will continue to be implemented to ensure that review, remediation and data-driven instruction are taking place. Using data from 2010 SOL tests, benchmarks, weekly assessments, observations, and walk-thrus, targeted teachers are receiving assistance from the Leadership Team, Title 1 tutors and Title 1 Assistant. This assistance will be given during teacher planning periods, after school departmental meetings, weekly PD360 sessions and teacher conferences. Regrouping of teachers and students will be made based on Benchmark data, 			

			<p>test data, classroom observations/evaluations and implementation of VJHS intense monitoring plan.</p> <ul style="list-style-type: none"> • Eighth and ninth grade academic core teachers will utilize the 90- minute remediation time block to address the needs of students identified in the targeted, pre-requisite, and enhanced level of instruction. • Recovery students assigned to Title I tutors, resource teachers, and the Instructional Specialist will receive weekly intense small group and one on one remediation during the drill and practice/ push-in and pull-out sessions. • Exploratory teachers and school counselors will provide additional assistance in reviewing test-taking strategies and best practices. • Content- specific Saturday Academies Sessions and/or Lock-Ins will be held to remediate and review skills for the recovery, targeted, pre-requisite and enhanced student inclusive of students identified with special needs. • Pre-requisite, recovery and targeted students will continue to receive after-school Title 1 tutorial services in specific content areas. • Identified special needs students will be scheduled for additional support in class blocks used for review and remediation. The designated block is taught by special education teachers/case managers. • Specialized programs used to enhance the curriculum and support remediation efforts include but are not limited to the following: TeenBiz 3000, MyAccess, Accelerated Reader, Study Island, Jefferson Lab, Algebra Readiness, BrainPop, SOL Coach books, language skills practice books, and Interactive Notebooks. • The principal will review unit plans and daily Sprint plans to monitor the implementation to ensure that data-driven decisions regarding remediation are being made to support student achievement. • The principal with the assistance of the Leadership Team will continue to implement an Incentive Program for student and teachers to improve student and teacher attendance and student behavior.
c.	Number and percentage of	Total No. of Teachers	25

	highly qualified teachers and teachers with less than three years experience by grade or subject Total No. of Teachers includes Math, English, Science, and Social Studies Teachers	No. of HQ Teachers (8th)	8	
		No. of HQ Teachers (9th)	9	
		% of HQ Teachers (8th)	62	
		% of HQ Teachers (9th)	60	
		No. of Teachers > 3 yrs. Exp. – English	8	
		No. of Teachers > 3 yrs. Exp. – Math	8	
		No. of Teachers > 3 yrs. Exp. – Science	3	
		No. of Teachers > 3 yrs. Exp. - Social Studies	6	
d.	Number of years each instructional staff member has been employed at the school	No. of Teachers employed w/ school for 0-3 yrs.	17	
		No. of Teachers employed w/ school for 4-9 yrs.	5	
		No. of Teachers employed w/ school for 10-15 yrs.	2	
		No. of Teachers employed w/ school for 16-25 yrs.	1	
		No. of Teachers employed w/ school for 25+ yrs.	0	
e.	Information about the graduation rate of the school in the aggregate and by AYP subgroup for all secondary schools	N/A		
f.	Information about the demographics of the student	Total Enrollment	606	

<p>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</p>	1) Gender	
	Female Enrollment	291
	Female Attendance Rate	91.06%
	Male Enrollment	315
	Male Attendance Rate	90.15%
	2) Race or ethnicity	
	White Enrollment	18
	White Attendance Rate	89%
	Black Enrollment	568
	Black Attendance Rate	89%
	Hispanic Enrollment	15
	Hispanic Attendance Rate	88%
	Other Enrollment	4
	3) Disability status;	
	SPED Enrollment	96
	SPED Attendance Rate	85%
	4) Limited English proficient status	
	LEP Enrollment	13
	LEP Attendance Rate	85%
6) Homeless status		
Homeless Enrollment	64	
7) Economically disadvantaged status		

		ED Enrollment	372				
		ED Attendance Rate	88%				
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	Date Built	1972 2000 - Addition				
		No. of Classrooms	46				
		Description of Library Media Center	4,558 sq. ft <ul style="list-style-type: none"> • Circulation desk with computer and printer • (11) Computer work stations • (1) Printer • Tables and chairs for students and faculty meetings • Storage for A/V equipment • Adjoining office space for personnel • (23) Computers in an adjoining computer lab • (4,789) Accelerated Reader books 				
		Description of Cafeteria	3,996 sq. ft <ul style="list-style-type: none"> • Serving lines • Round tables and chairs 				
		Description of PE/Recess Area	8,200 sq. ft. gymnasium features a stage and bleachers that seat 350 people. The gymnasium opens to an empty field, which is also used for physical education activities.				
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)	Day Minutes (required): 181 days x 400 minutes: 72,400 Early Release Time: 10 days x 280 minutes: <u>- 2,800</u> 69,600 Afterschool Minutes (optional): 128 days x 150 minutes = 19,200 Summer school Minutes (optional): 22 days x 390 minutes = 8,580					
i.	Total number of days teachers worked divided by	<table border="1"> <tr> <td>Total Teacher Days</td> <td>4,775</td> <td>92.09%</td> </tr> </table>			Total Teacher Days	4,775	92.09%
Total Teacher Days	4,775	92.09%					

	the maximum number of teacher working days	Actual Days Worked	4,403	
j.	Information about the types of technology that are available to students and instructional staff	(4) Computer Labs, (2) Computers on Wheels (COWs-featuring 36 laptops), Internet Access, (9) Promethean Boards, ActiVotes, Instructional software, Microsoft Office Suite, and web-based remediation programs including, but not limited to: <ul style="list-style-type: none"> • Brain Dump • Accelerated Reader • Voyager • Study Island • Jefferson Lab • UnitedStreaming • MyAccess • Understanding Scoring 		
k.	<p>Annual goals for student achievement on the state's assessments in both reading/language arts and mathematics that it has established in order to monitor its Tier I and Tier II schools that received school improvement funds (Baseline data would be helpful as a part of the discussion.)</p> <p>and services that the Tier III schools will receive or the activities the schools will implement.</p>	<ul style="list-style-type: none"> ❖ The achievement gap between the 8th grade Smaller Learning Community at Vernon Johns Junior High School and the state's average achievement level in Math, Reading/English and History will be reduced annually by 10 percentage points (percentage is subject to change pending receipt of the 2010 SOL results) ❖ The achievement gap between the 9th grade Smaller Learning Community at Vernon Johns Junior High School and the state's average achievement level in Reading/English will be reduced annually by 10 percentage points (percentage is subject to change pending receipt of the 2010 SOL results). <ul style="list-style-type: none"> ➤ By the end of the 2010-2011 school year, 89% of all reading/language arts students will pass the Standards of Learning Assessment ➤ By the end of the 2010-2011 school year, 87% of all math students will pass the Standards of Learning Assessment ➤ By the end of the 2011-2012 school year, 93% of all reading/language arts students will pass the Standards of Learning Assessment 		

- By the end of the 2011-2012 school year, 91% of all math students will pass the Standards of Learning Assessment
- By the end of the 2012-2013 school year, 97% of all reading/language arts students will pass the Standards of Learning Assessment
- By the end of the 2012-2013 school year, 95% of all math students will pass the Standards of Learning Assessment

Tier III Support Measures

Professional Development

- Teacher Efficacy
- Behavior Management
- SURN – leadership training
- PD360 – Web-based professional development
- Coaches Institute
- Out of district conferences and workshops

Assessment/Monitoring

- iStation – Web-based student progress monitoring
- ARDT – Algebra Readiness Diagnostic Test, web-based student assessment
- TeachFirst – Formative assessment
- School Survey – Assessment of school culture

Programs/Activities to Improve the Graduation Rate

- 9th Grade Virtual and Real Field Trips: to improve cultural awareness
- 9th Grade Transition Program
 - Mentoring component
 - Keynote speakers
 - Enrichment experiences

		<ul style="list-style-type: none"> ○ Character education ○ Parental involvement ○ 9th Grade Summer Academy ○ 9th Grade English Smaller Learning Community ○ Achieve3000/Teen Bizz – web-based reading program <p>Additional Supports</p> <ul style="list-style-type: none"> ○ Coach to the Principal
<p>I.</p>	<p>L is different. Ask for Goals it has established in order to hold accountable its Tier III school.</p>	<ul style="list-style-type: none"> ❖ School Climate <ul style="list-style-type: none"> ➤ Overall student attendance rate will improve annually and by 2013 will meet or exceed state average. ➤ School-wide discipline infractions will be reduced annually and by 2013 will be reduced by 50 percent. ➤ The rate of teacher absenteeism will decrease by 20 percent annually. ❖ External Climate <ul style="list-style-type: none"> ➤ The percentage of parents reporting satisfaction on the community/parent survey will increase annually and by 2013 will meet or exceed 80 percent.* ➤ The percentage of parents involved in school activities will increase annually and by 2013 will meet or exceed 50 percent.* ➤ The percentage of parents reporting satisfaction with the frequency and variety of parent communications will increase annually and by 2013 will meet or exceed 80 %.* ➤ *These percentages may be adjusted upon receipt of 2010 base line data. <p><u>Tier III School Required Activities</u></p> <ul style="list-style-type: none"> ● Employment of a School Improvement Coach ● Continued Submission of the Data Analysis Quarterly Reports ● Continued School Improvement Planning via Indistar™ (Center on Innovation and Improvement - CII) ● Summer Institute Training (July 19-22, 2010 – Mentor Coaching and Special Education Training) ● Online Attendance at Mentor Coach Training Webinars (follow-up to summer training)

- Summer Institute Training (July 19-22, 2010), Formative Assessment Module: Checking for Understanding [Training Provided by TeachFirst]
- Online Attendance at Formative Assessment Webinars (follow-up to summer training)
- Continued School Improvement Planning via Indistar™: Division-Level (Center on Innovation and Improvement – CII)
- Summer Institute Training (July 19-22, 2010), Williamsburg’s Marriott) - Division Leadership Support (Training Provided by The College of William and Mary)
- Four One-Day Division Leadership Workshops (October, December, February, and April)
- Site Visits to Schools with the Division Leadership Support Directors
- Attendance at Webinars and Video Conferencing via The College of William and Mary
- The purchase of the support platform for the implementation of TeachFirst’s Formative Assessment Series™.

Part 1. Student Achievement and Demographic Data

Required Information		School 3: A.P. Hill Elementary					
a.	Student achievement data for the past two years (2007-2008 and 2008-2009) in reading/language arts and mathematics: by school for the “all students” category and for each AYP subgroup; (Note: This is whole school data-grades mixed) Second request is “by grade level.”	Percentage of Students Passing/Tested					
			2007-2008		2008-2009		
		Student Subgroup	Passed	Tested	Passed	Tested	
		English Performance					
		All Students	61	98	81	97	
		Black	60	98	80	96	
		Hispanic	<	<	<	<	
		White	<	<	<	<	
		Students with Disabilities	63	95	86	97	
		Economically Disadvantaged	61	98	79	96	
Limited English Proficient	<	<	<	<			

and by grade level in the all students category and for each AYP subgroup

Key: < = A group below state definition for personally identifiable results

- = No data for group

* = Data not yet available

Mathematics Performance								
All Students	64	98	80	96				
Black	62	98	80	96				
Hispanic	<	<	<	<				
White	<	<	<	<				
Students with Disabilities	58	100	89	97				
Economically Disadvantaged	63	98	78	96				
Limited English Proficient	<	<	<	<				
Assessment Results at each Proficiency Level by Subgroup								
	2007-2008				2008-2009			
Student Subgroup	Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail
English: Reading	Grade 3							
All Students	15	38	53	47	24	48	71	29
Female	16	44	60	40	22	47	69	31
Male	14	31	45	55	25	48	73	27
Black	14	37	51	49	23	48	71	29
Hispanic	<	<	<	<	<	<	<	<
Students with Disabilities	<	<	<	<	36	36	73	27
Economically Disadvantaged	14	38	52	48	25	45	70	30
Limited English Proficient	<	<	<	<	<	<	<	<
Mathematics	Grade 3							
All Students	27	41	67	33	19	57	76	24
Female	27	42	69	31	14	62	76	24
Male	27	39	66	34	24	53	76	24
Black	24	42	66	34	19	57	76	24
Hispanic	<	<	<	<	<	<	<	<
Students with Disabilities	<	<	<	<	18	55	73	27
Economically Disadvantaged	27	40	67	33	20	56	76	24
Limited English Proficient	<	<	<	<	<	<	<	<

	English: Reading	Grade 4							
	All Students	25	56	81	19	34	43	77	23
	Female	22	54	76	24	37	41	78	22
	Male	28	58	86	14	32	45	76	24
	Black	22	58	81	19	32	44	77	23
	White	-	-	-	-	<	<	<	<
	Asian	-	-	-	-	<	<	<	<
	Students with Disabilities	<	<	<	<	<	<	<	<
	Economically Disadvantaged	24	57	80	20	29	44	73	27
	Limited English Proficient	<	<	<	<	<	<	<	<
	Mathematics	Grade 4							
	All Students	22	44	66	34	26	58	84	16
	Female	13	50	63	37	26	58	84	16
	Male	31	37	69	31	26	58	84	16
	Black	24	40	63	37	24	59	84	16
	White	-	-	-	-	<	<	<	<
	Asian	-	-	-	-	<	<	<	<
	Students with Disabilities	<	<	<	<	<	<	<	<
	Economically Disadvantaged	21	44	65	35	25	54	79	21
	Limited English Proficient	<	<	<	<	<	<	<	<
	English: Reading	Grade 5							
	All Students	13	35	48	52	20	74	94	6
	Female	15	37	52	48	16	76	92	8
	Male	11	33	44	56	24	71	95	5
	Black	12	35	46	54	18	75	93	7
	Hispanic	-	-	-	-	<	<	<	<
	Asian	-	-	-	-	<	<	<	<
	Students with Disabilities	<	<	<	<	<	<	<	<
	Economically Disadvantaged	11	36	47	53	16	79	95	5
	Limited English Proficient	-	-	-	-	<	<	<	<
	English: Writing	Grade 5							

		All Students	5	53	58	42	7	75	82	18
		Female	7	52	59	41	5	82	87	13
		Male	4	54	57	43	9	67	76	24
		Black	6	52	57	43	6	76	82	18
		Hispanic	-	-	-	-	<	<	<	<
		Students with Disabilities	<	<	<	<	<	<	<	<
		Economically Disadvantaged	6	48	54	46	2	74	76	24
		Mathematics	Grade 5							
		All Students	21	34	55	45	45	36	81	19
		Female	27	35	62	38	42	37	79	21
		Male	15	33	48	52	48	35	83	18
		Black	20	33	53	47	45	36	81	19
		Hispanic	-	-	-	-	<	<	<	<
		Asian	-	-	-	-	<	<	<	<
		Students with Disabilities	<	<	<	<	<	<	<	<
		Economically Disadvantaged	19	35	54	46	43	38	81	19
		Limited English Proficient	-	-	-	-	<	<	<	<
b.	Analyzed student achievement data with identified areas that need improvement	Spring 2009 Student Performance Data No Child Left Behind – From Adequate Yearly Progress (AYP)								
	Areas that need improvement are in red text.	Subgroup	NCLB Area			Number Passing	Total Number of Students	Percent Passing		
		All Students	English Performance			196	243	80.65		
			Math Performance			198	247	80.16		
			Other Academic Indicator (History)			125	154	81.16		
		Black	English Performance			188	235	80		
			Math Performance			191	239	79.91		
			Other Academic Indicator (History)			120	149	80.53		
		Hispanic	English Performance			4	4	100		

		Math Performance	4	4	100
		Other Academic Indicator (History)	4	4	100
	White	English Performance	1	1	100
		Math Performance	1	1	100
		Other Academic Indicator (History)	N/A	N/A	N/A
	Disabilities	English Performance	24	28	85.71
		Math Performance	25	28	89.28
		Other Academic Indicator (History)	8	12	66.66
	Disadvantaged	English Performance	145	184	78.80
		Math Performance	149	190	78.42
		Other Academic Indicator (History)	95	120	79.16
	Limited Eng. Proficient	English Performance	7	7	100
		Math Performance	6	7	85.71
		Other Academic Indicator (History)	5	5	100
	Strategies to address failure rates in the four core subject areas	<ul style="list-style-type: none"> • The teachers on all levels will include in their lesson plans activities to address the needs in students in the target, prerequisite and enhanced levels. • Lesson plans will be monitored by the principal and data is reviewed by the instructional specialists and the administrative team and to ensure that remediation is being addressed in the daily lesson plans. • Administration will conduct walk-thru's to ensure that student needs are being addressed as individuals as well as collectively. Teachers will create lesson plans to address the different levels of needs in their classroom by identifying students as being in the target, prerequisite or enhanced level. 			

				<ul style="list-style-type: none"> • Data will be used to remediate students. Tutors will use a push-in model to address those students with remediation needs in the general classroom as to assist students with direct concepts for the SOL's. • Resource teacher (music) will utilize a portion of the resource time to review the Jefferson Lab with 3rd grade students. • Tutors will be used to work in small groups for 5th grade students who are in need of remediation. • Title I will sponsor Saturday events during the second semester to address students who need additional remediation. Transportation will be provided. • The principal will meet with grade levels; individuals and the staff as a whole to review data and to identify students who are in need of remediation. • The principal will review the unit plans to ensure SOL pacing, compliance and expectations are being met. • Specific programs include individual learning plans, Promethean Planet, Study Island, I Know That, Explore Learning, Saturday Academy, 21st Century, Voyager Passport, Accelerated Reader, Fresh Science, United Streaming, Quia, Discover Science, Voyager Resources, and Spring Break Learning Activity Packets (Grades 3-5).
c.	Number and percentage of highly qualified teachers and teachers with less than three years experience by grade or subject	Total No. of Teachers	28	
		No. of HQ Teachers (K)	4	
		No. of HQ Teachers (1)	4	

	Total No. of Teachers includes Math, English, Science, and Social Studies Teachers	No. of HQ Teachers (2)	5	
		No. of HQ Teachers (3)	3	
		No. of HQ Teachers (4)	4	
		No. of HQ Teachers (5)	4	
		% of HQ Teachers (K)	80	
		% of HQ Teachers (1)	80	
		% of HQ Teachers (2)	100	
		% of HQ Teachers (3)	60	
		% of HQ Teachers (4)	100	
		% of HQ Teachers (5)	100	
		No. of Teachers > 3 yrs. Exp. - 1st grade	5	
		No. of Teachers > 3 yrs. Exp. - 2nd grade	5	
		No. of Teachers > 3 yrs. Exp. - 3rd grade	3	
		No. of Teachers > 3 yrs. Exp. - 4th grade	4	
		No. of Teachers > 3 yrs. Exp. - 5th grade	4	
d. Number of years each instructional staff member has been employed at the school	No. of Teachers employed w/ school for 0-3 yrs.	15		
	No. of Teachers employed w/ school for 4-9 yrs.	9		

		No. of Teachers employed w/ school for 10-15 yrs.	2	
		No. of Teachers employed w/ school for 16-25 yrs.	2	
		No. of Teachers employed w/ school for 25+ yrs.	0	
e.	Information about the graduation rate of the school in the aggregate and by AYP subgroup for all secondary schools	N/A		
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 Key: < = A group below state definition for personally identifiable results	Total Enrollment	603	
		1) Gender		
		Female Enrollment	293	
		Female Attendance Rate	93.93%	
		Male Enrollment	310	
		Male Attendance Rate	93.04%	
		2) Race or ethnicity		
		White Enrollment	1	
		White Attendance Rate	<	
		Black Enrollment	584	
		Black Attendance Rate	94%	
		Hispanic Enrollment	7	
		Hispanic Attendance Rate	<	
		Other Enrollment	11	
		3) Disability status;		
		SPED Enrollment	59	

		SPED Attendance Rate	93%	
		4) Limited English proficient status		
		LEP Enrollment	9	
		LEP Attendance Rate	95%	
		6) Homeless status		
		Homeless Enrollment	102	
		7) Economically disadvantaged status		
		ED Enrollment	320	
		ED Attendance Rate	94%	
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	Date Built	1967 2009 – Addition <ul style="list-style-type: none"> • Media Center • Music Room • Multi-purpose room • Computer Lab • (4) Bathrooms • (5) Classrooms • Office/Conference Room • Storage Space 	
		No. of Classrooms	35	
		Description of Library Media Center	3,203 sq. ft. <ul style="list-style-type: none"> • Circulation desk with computer and printer • Computer tables and chairs for computers • Tables and chairs for students and faculty meetings • Carpet space for reading groups 	

		<ul style="list-style-type: none"> • Storage for A/V equipment • Adjoining office space for personnel • Two conference rooms 						
	Description of Cafeteria	3,200 sq. ft <ul style="list-style-type: none"> • (2) Serving lines • (1) Stage Area • (25) Fold-down tables with attached seating 						
	Description of PE/Recess Area	4,448 sq. ft P.E. area consists of a gymnasium. The outside area features one basketball court, play ground with swings, and 3 pieces of playground equipment.						
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)	Day Minutes (required): 181 days x 400 minutes: 72,400 Early Release Time: 10 days x 280 minutes: <u>- 2,800</u> 69,600 Afterschool Minutes (optional): 128 days x 150 minutes = 19,200 Summer school Minutes (optional): 22 days x 240 minutes = 5,280						
i.	Total number of days teachers worked divided by the maximum number of teacher working days	<table border="1"> <tr> <td>Total Teacher Days</td> <td>5,348</td> <td rowspan="2">94.01%</td> </tr> <tr> <td>Actual Days Worked</td> <td>5,028</td> </tr> </table>		Total Teacher Days	5,348	94.01%	Actual Days Worked	5,028
Total Teacher Days	5,348	94.01%						
Actual Days Worked	5,028							
j.	Information about the types of technology that are available to students and instructional staff	(2) Computer Labs, (4) Computers on Wheels (COWs-featuring 25 laptops each), Internet Access, (9) Promethean Boards, ActiVotes, Instructional software, Microsoft Office Suite, and web-based remediation programs including, but not limited to: <ul style="list-style-type: none"> • Brain Dump • Accelerated Reader • Voyager: Universal Literacy/Passport • Study Island 						

		<ul style="list-style-type: none"> • Jefferson Lab • UnitedStreaming • Understanding Scoring • Understanding Math 	
k.	<p>Annual goals for student achievement on the state’s assessments in both reading/language arts and mathematics that it has established in order to monitor its Tier I and Tier II schools that received school improvement funds (Baseline data would be helpful as a part of the discussion.)</p> <p>and</p> <p>services that the Tier III schools will receive or the activities the schools will implement.</p>	<ul style="list-style-type: none"> ➤ By the end of the 2010-2011 school year, 89% of all reading/language arts students will pass the Standards of Learning Assessment ➤ By the end of the 2010-2011 school year, 87% of all math students will pass the Standards of Learning Assessment ➤ By the end of the 2011-2012 school year, 93% of all reading/language arts students will pass the Standards of Learning Assessment ➤ By the end of the 2011-2012 school year, 91% of all math students will pass the Standards of Learning Assessment ➤ By the end of the 2012-2013 school year, 97% of all reading/language arts students will pass the Standards of Learning Assessment ➤ By the end of the 2012-2013 school year, 95% of all math students will pass the Standards of Learning Assessment <p><u>Tier III Activities</u></p> <p>Programs/Activities:</p> <ul style="list-style-type: none"> ○ Effective School-wide Discipline ○ Reading and Math Buddies ○ Accelerated Reader ○ Voyager 	

		<p>Professional Development Services:</p> <ul style="list-style-type: none"> ○ SURN- Leadership development ○ Coaches Institute ○ Out-of-District Staff Development conferences and workshops ○ PD360 – web-based professional development <p>Additional Supports</p> <ul style="list-style-type: none"> ○ Coach to the Principal ○ Accelerated Reader Coach ○ Math Consultant ○ Writing Consultant <p>Assessment/Monitoring</p> <ul style="list-style-type: none"> ○ iStation – Web-based student progress monitoring ○ TeachFirst – Formative assessment 	
1.	L is different. Ask for Goals it has established in order to hold accountable its Tier III school.	<ul style="list-style-type: none"> ➤ School Climate <ul style="list-style-type: none"> ▪ Overall student attendance rate will improve annually and by 2013 will meet or exceed state average. ▪ School-wide discipline infractions will be reduced annually and by 2013 will be reduced by 50 percent. ▪ The rate of teacher absenteeism will decrease by 20 percent annually. ➤ External Climate <ul style="list-style-type: none"> ▪ The percentage of parents reporting satisfaction on the community/parent survey will increase annually and by 2013 will meet or exceed 80 percent.* ▪ The percentage of parents involved in school activities will increase annually and by 2013 will meet or exceed 50 percent.* ▪ The percentage of parents reporting satisfaction with the frequency and variety of parent communications will increase annually and by 2013 will meet or exceed 80 %.* ▪ *These percentages may be adjusted upon receipt of 2010 base line data. 	

Tier III School Required Activities

- Employment of a School Improvement Coach
- Continued Submission of the Data Analysis Quarterly Reports
- Continued School Improvement Planning via Indistar™ (Center on Innovation and Improvement - CII)
- Summer Institute Training (July 19-22, 2010 – Mentor Coaching and Special Education Training)
- Online Attendance at Mentor Coach Training Webinars (follow-up to summer training)
- Online Attendance at Formative Assessment Webinars (follow-up to summer training)
- Four One-Day Division Leadership Workshops (October, December, February, and April)
- Site Visits to Schools with the Division Leadership Support Directors
- The purchase of the support platform for the implementation of TeachFirst’s Formative Assessment Series™.

Part 1. Student Achievement and Demographic Data

Required Information		School 4: J.E.B. Stuart Elementary								
a.	Student achievement data for the past two years (2007-2008 and 2008-2009) in reading/language arts and mathematics: by school for the “all students” category and for each AYP subgroup; (Note: This is whole school data-grades mixed) Second request is “by grade level.” and by grade level in the all	Percentage of Students Passing/Tested								
			2007-2008		2008-2009					
		Student Subgroup	Passed	Tested	Passed	Tested				
		English Performance								
		All Students	69	98	76	100				
		Black	68	98	76	100				
		Hispanic	79	100	75	100				
		White	<	<	<	<				
		Students with Disabilities	60	91	33	100				
		Economically Disadvantaged	69	98	75	100				
		Limited English Proficient	<	<	<	<				
		Mathematics Performance								

students category and for each AYP subgroup

Key: < = A group below state definition for personally identifiable results

- = No data for group

* = Data not yet available

All Students	73	98	64	100				
Black	73	97	63	100				
Hispanic	79	100	75	100				
White	<	<	<	<				
Students with Disabilities	73	88	41	100				
Economically Disadvantaged	73	97	64	100				
Limited English Proficient	<	100	<	<				
Assessment Results at each Proficiency Level by Subgroup								
	2007-2008				2008-2009			
Student Subgroup	Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail
English: Reading	Grade 3							
All Students	13	53	67	33	26	49	75	25
Female	17	51	68	32	30	49	78	22
Male	9	56	65	35	21	50	71	29
Black	10	56	66	34	25	51	76	24
Hispanic	<	<	<	<	<	<	<	<
White	<	<	<	<	<	<	<	<
Students with Disabilities	<	<	<	<	<	<	<	<
Economically Disadvantaged	13	54	68	32	29	48	77	23
Limited English Proficient	<	<	<	<	<	<	<	<
Mathematics	Grade 3							
All Students	22	55	78	22	12	45	57	43
Female	21	57	79	21	11	45	55	45
Male	24	53	76	24	15	44	59	41
Black	21	57	78	22	12	42	54	46
Hispanic	<	<	<	<	<	<	<	<
White	<	<	<	<	<	<	<	<
Students with Disabilities	<	<	<	<	<	<	<	<
Economically Disadvantaged	24	53	77	23	14	44	58	42
Limited English	<	<	<	<	<	<	<	<

	Proficient								
	English: Reading	Grade 4							
	All Students	19	49	68	32	25	51	76	24
	Female	15	56	71	29	24	49	73	27
	Male	22	44	67	33	26	54	80	20
	Black	21	46	67	33	22	54	76	24
	Hispanic	<	<	<	<	<	<	<	<
	White	-	-	-	-	<	<	<	<
	Students with Disabilities	30	30	60	40	<	<	<	<
	Economically Disadvantaged	17	50	67	33	24	50	74	26
	Limited English Proficient	<	<	<	<	<	<	<	<
	Mathematics	Grade 4							
	All Students	21	49	70	30	23	42	65	35
	Female	15	56	71	29	15	48	63	38
	Male	26	43	70	30	32	35	68	32
	Black	21	49	70	30	19	44	63	37
	Hispanic	<	<	<	<	<	<	<	<
	White	-	-	-	-	<	<	<	<
	Asian	-	-	-	-	<	<	<	<
	Students with Disabilities	40	50	90	10	<	<	<	<
	Economically Disadvantaged	21	48	69	31	22	42	63	37
	Limited English Proficient	<	<	<	<	<	<	<	<
	English: Reading	Grade 5							
	All Students	25	47	72	28	9	67	76	24
	Female	29	45	74	26	13	75	88	13
	Male	21	50	71	29	7	60	67	33
	Black	24	48	73	27	10	65	75	25
	Hispanic	<	<	<	<	<	<	<	<
	Students with Disabilities	31	38	69	31	8	25	33	67
	Economically Disadvantaged	25	47	72	28	5	70	75	25
	Limited English Proficient	<	<	<	<	<	<	<	<

		English: Writing	Grade 5							
		All Students	1	49	51	49	1	64	66	34
		Female	3	60	63	37	0	71	71	29
		Male	0	38	38	62	3	59	62	38
		Black	2	47	48	52	2	63	65	35
		Hispanic	<	<	<	<	<	<	<	<
		Students with Disabilities	<	<	<	<	<	<	<	<
		Economically Disadvantaged	1	49	51	49	0	62	62	38
		Mathematics	Grade 5							
		All Students	36	36	72	28	29	40	69	31
		Female	36	33	69	31	32	42	74	26
		Male	36	39	76	24	27	39	66	34
		Black	36	35	71	29	30	39	69	31
		Hispanic	<	<	<	<	<	<	<	<
		Students with Disabilities	44	25	69	31	17	25	42	58
		Economically Disadvantaged	36	36	72	28	25	45	70	30
		Limited English Proficient	<	<	<	<	<	<	<	<
b.	Analyzed student achievement data with identified areas that need improvement	Spring 2009 Student Performance Data No Child Left Behind – From Adequate Yearly Progress (AYP)								
	Areas that need improvement are in red text.	Subgroup	NCLB Area		Number Passing	Total Number of Students	Percent Passing			
		All Students	English Performance		161	212	75.94			
			Math Performance		137	214	64.01			
			Other Academic Indicator (History)		125	141	88.65			
		Black	English Performance		149	197	75.63			
			Math Performance		124	198	62.62			
			Other Academic Indicator (History)		115	131	87.78			
		Hispanic	English Performance		9	12	75			
			Math Performance		9	12	75			

		Other Academic Indicator (History)	8	8	100
	White	English Performance	3	3	100
		Math Performance	3	3	100
		Other Academic Indicator (History)	2	2	100
	Disabilities	English Performance	8	24	33.33
		Math Performance	9	22	40.90
		Other Academic Indicator (History)	13	19	68.42
	Disadvantaged	English Performance	128	170	75.29
		Math Performance	109	170	64.11
		Other Academic Indicator (History)	99	113	87.61
	Limited Eng. Proficient	English Performance	8	10	80
		Math Performance	6	7	85.71
		Other Academic Indicator (History)	6	6	100
	Strategies to Address all core Subject Areas	<ul style="list-style-type: none"> • 3rd, 4th, and 5th grade teachers will meet to complete an item analysis/SPBQ using benchmark results with the Title I Team. • Resources will be identified to remediate/re-teach specific SOL.(i.e. teachers, resource teachers, team members, tutors, instructional assistants, mentors, parent volunteers) • Lesson plans will be developed to review the content. <p>To ensure that all content is covered:</p> <ul style="list-style-type: none"> • Teachers and other resource persons will plan weekly • Plans and instruction will be monitored by principal and assistant principal 			

			<ul style="list-style-type: none"> • Status of student achievement will be discussed at weekly grade level meetings. <hr/> <ul style="list-style-type: none"> • 45 minute remediation time blocks will be identified for each grade level when students will receive remediation instruction on specific SOL content in whole groups, small groups or individually from tutors or resource teachers based on benchmark data. • Remediation will be implemented by 3rd-5th grade teachers, resource teachers, tutors, instructional specialist, Title I Math teacher, mentors and volunteers. • Tutors will be assigned to work with identified students during their reading and math blocks. • Specific programs include individual learning plans, Promethean Planet, Study Island, I Know That, Explore Learning, Saturday Academy, 21st Century, Voyager Passport, Accelerated Reader, Fresh Science, United Streaming, Quia, Discover Science, Voyager Resources, and Spring Break Learning Activity Packets (Grades 3-5). <hr/> <p>The principal will</p> <ul style="list-style-type: none"> • review remediation plans and lesson plans weekly • monitor remediation blocks of time • monitor student achievement through weekly data meetings • continue the focus on individual students and their need of support • emphasize the priority of keeping students engaged through intercom announcements, staff and faculty meetings, parents communication • will assign a designee to oversee a 80% or More SOL Achievers Club • will facilitate accountability meetings where teachers and resource persons will tell the story for each student- who, what, when, where, how, and why. 	
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c.	Number and percentage of highly qualified teachers and teachers with less than three years experience by grade or subject Total No. of Teachers includes Math, English, Science, and Social Studies Teachers	Total No. of Teachers	23	
		No. of HQ Teachers (K)	1	
		No. of HQ Teachers (1)	4	
		No. of HQ Teachers (2)	4	
		No. of HQ Teachers (3)	4	
		No. of HQ Teachers (4)	3	
		No. of HQ Teachers (5)	4	
		% of HQ Teachers (K)	25	
		% of HQ Teachers (1)	100	
		% of HQ Teachers (2)	100	
		% of HQ Teachers (3)	100	
		% of HQ Teachers (4)	100	
		% of HQ Teachers (5)	100	
		No. of Teachers > 3 yrs. Exp. - 1st grade	3	
		No. of Teachers > 3 yrs. Exp. - 2nd grade	4	
		No. of Teachers > 3 yrs. Exp. - 3rd grade	4	

		No. of Teachers > 3 yrs. Exp. - 4th grade	2	
		No. of Teachers > 3 yrs. Exp. - 5th grade	4	
d.	Number of years each instructional staff member has been employed at the school	No. of Teachers employed w/ school for 0-3 yrs.	15	
		No. of Teachers employed w/ school for 4-9 yrs.	5	
		No. of Teachers employed w/ school for 10-15 yrs.	1	
		No. of Teachers employed w/ school for 16-25 yrs.	0	
		No. of Teachers employed w/ school for 25+ yrs.	2	
e.	Information about the graduation rate of the school in the aggregate and by AYP subgroup for all secondary schools	N/A		
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	Total Enrollment	437	
		1) Gender		
		Female Enrollment	215	
		Female Attendance Rate	94.10%	
		Male Enrollment	222	
		Male Attendance Rate	93.74%	
		2) Race or ethnicity		
		White Enrollment	6	
		White Attendance Rate	<	

	<p>Key: < = A group below state definition for personally identifiable results</p> <p>- = No data for group</p> <p>* = Data not yet available</p>	<table border="1"> <tr><td>Black Enrollment</td><td>403</td></tr> <tr><td>Black Attendance Rate</td><td>94%</td></tr> <tr><td>Hispanic Enrollment</td><td>23</td></tr> <tr><td>Hispanic Attendance Rate</td><td>97%</td></tr> <tr><td>Other Enrollment</td><td>5</td></tr> <tr><td></td><td></td></tr> <tr><td>3) Disability status;</td><td></td></tr> <tr><td>SPED Enrollment</td><td>45</td></tr> <tr><td>SPED Attendance Rate</td><td>92%</td></tr> <tr><td></td><td></td></tr> <tr><td>4) Limited English proficient status</td><td></td></tr> <tr><td>LEP Enrollment</td><td>21</td></tr> <tr><td>LEP Attendance Rate</td><td>98%</td></tr> <tr><td></td><td></td></tr> <tr><td>6) Homeless status</td><td></td></tr> <tr><td>Homeless Enrollment</td><td>81</td></tr> <tr><td></td><td></td></tr> <tr><td>7) Economically disadvantaged status</td><td></td></tr> <tr><td>ED Enrollment</td><td>374</td></tr> <tr><td>ED Attendance Rate</td><td>94</td></tr> </table>	Black Enrollment	403	Black Attendance Rate	94%	Hispanic Enrollment	23	Hispanic Attendance Rate	97%	Other Enrollment	5			3) Disability status;		SPED Enrollment	45	SPED Attendance Rate	92%			4) Limited English proficient status		LEP Enrollment	21	LEP Attendance Rate	98%			6) Homeless status		Homeless Enrollment	81			7) Economically disadvantaged status		ED Enrollment	374	ED Attendance Rate	94		
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g.	<p>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</p>	<p>Date Built</p>	<p>1966 1973 - Addition 2009 – Addition</p> <ul style="list-style-type: none"> • Multi-purpose room • Music room • Computer lab • Conference room • (2) Bathrooms 																																									

	maximum number of teacher working days	Actual Days Worked	4,075.5	
j.	Information about the types of technology that are available to students and instructional staff	<p>(2) Computer Labs, (4) Computers on Wheels (COWs-featuring 25 laptops each), Internet Access, (18) Promethean Boards, (18 sets) ActiVotes (features 25 student remotes), Instructional software, Microsoft Office Suite, and web-based remediation programs including, but not limited to:</p> <ul style="list-style-type: none"> • Brain Dump • Accelerated Reader • Voyager: Universal Literacy/Passport • Study Island • Jefferson Lab • UnitedStreaming • Understanding Scoring • Understanding Math • Windows on Science 		
k.	<p>Annual goals for student achievement on the state's assessments in both reading/language arts and mathematics that it has established in order to monitor its Tier I and Tier II schools that received school improvement funds (Baseline data would be helpful as a part of the discussion.)</p> <p>and</p> <p>services that the Tier III schools will receive or the activities the schools will implement.</p>	<ul style="list-style-type: none"> ➤ By the end of the 2010-2011 school year, 89% of all reading/language arts students will pass the Standards of Learning Assessment ➤ By the end of the 2010-2011 school year, 87% of all math students will pass the Standards of Learning Assessment ➤ By the end of the 2011-2012 school year, 93% of all reading/language arts students will pass the Standards of Learning Assessment ➤ By the end of the 2011-2012 school year, 91% of all math students will pass the Standards of Learning Assessment ➤ By the end of the 2012-2013 school year, 97% of all reading/language arts students will pass the Standards of Learning Assessment 		

		<p>➤ By the end of the 2012-2013 school year, 95% of all math students will pass the Standards of Learning Assessment</p> <p><u>Tier III Activities</u></p> <p>Programs/Activities:</p> <ul style="list-style-type: none"> ○ Effective School-wide Discipline ○ Reading and Math Buddies ○ Accelerated Reader ○ Voyager <p>Professional Development Services:</p> <ul style="list-style-type: none"> ○ SURN- Leadership development ○ Coaches Institute ○ Out-of-District Staff Development conferences and workshops ○ PD360 – web-based professional development <p>Additional Supports</p> <ul style="list-style-type: none"> ○ Coach to the Principal ○ Accelerated Reader Coach ○ Math Consultant ○ Writing Consultant <p>Assessment/Monitoring</p> <ul style="list-style-type: none"> ○ iStation – Web-based student progress monitoring ○ TeachFirst – Formative assessment 	
1.	L is different. Ask for Goals it has established in order to hold accountable its Tier III school.	<p>❖ School Climate</p> <ul style="list-style-type: none"> ➤ Overall student attendance rate will improve annually and by 2013 will meet or exceed state average. ➤ School-wide discipline infractions will be reduced annually and by 2013 will be reduced by 50 percent. 	

		<ul style="list-style-type: none"> ➤ The rate of teacher absenteeism will decrease by 20 percent annually. ❖ External Climate <ul style="list-style-type: none"> ➤ The percentage of parents reporting satisfaction on the community/parent survey will increase annually and by 2013 will meet or exceed 80 percent.* ➤ The percentage of parents involved in school activities will increase annually and by 2013 will meet or exceed 50 percent.* ➤ The percentage of parents reporting satisfaction with the frequency and variety of parent communications will increase annually and by 2013 will meet or exceed 80 %.* ➤ *These percentages may be adjusted upon receipt of 2010 base line data. <p><u>Tier III School Required Activities</u></p> <ul style="list-style-type: none"> • Employment of a School Improvement Coach • Continued Submission of the Data Analysis Quarterly Reports • Continued School Improvement Planning via Indistar™ (Center on Innovation and Improvement - CII) • Summer Institute Training (July 19-22, 2010) • Online Attendance at Mentor Coach Training Webinars (follow-up to summer training) • Online Attendance at Formative Assessment Webinars (follow-up to summer training) • Four One-Day Division Leadership Workshops (October, December, February, and April) • Site Visits to Schools with the Division Leadership Support Directors • The purchase of the support platform for the implementation of TeachFirst’s Formative Assessment Series™.
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Part 2. Design and Implement the Intervention for Each School - Applicable to Tier I, II, and III Schools

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 the LEA's commitment to designing interventions consistent with the factors below from the USED Final Requirements for School Improvement Grants as amended January 2010.

Describe the following:

- The LEA has a plan in place to implement the intervention by the beginning of the 2010-2011 school year.
- The LEA has plans to regularly engage the school community to inform them of progress toward the design and implementation of the interventions and to give them opportunity to provide input.
- The LEA has adequate resources to research and design the selected intervention as intended.
- The LEA has set aside time and resources sufficient to facilitate the design and ongoing implementation of interventions.
- The LEA, with Tier I and Tier II schools, has attended the SEA sponsored strategic planning session on April 7, 2010, conducted by Dr. Lauren Morando Rhim representing the Center for Innovation and Improvement.
- The LEA has demonstrated adequate capacity to implement the selected intervention models.

Response:

- ❖ Petersburg City Public Schools plans to implement the USED Transformation Model for Peabody Middle School and the State Transformation Model - Plus for Vernon Johns Junior High School, which is inclusive of the 8th (English, math, science, history) and 9th Grade (English only); a Lead Turnaround Partner has been secured. School Improvement funds were allocated to Petersburg High School based on the need to increase the graduation rate. The school division declined School Improvement Grant funding for Petersburg High School and diverted the funding to Vernon Johns Junior High School. Vernon Johns Junior High School is the location of the 9th Grade Class. The State Transformation Model will be implemented at A.P. Hill Elementary and J.E.B. Stuart Elementary Schools.
- ❖ Petersburg City Schools central office staff has kept the School Board informed of its work to select the appropriate reform model for its Tier I school. On April 14, 2010, Assistant Superintendent Parrish discussed all of the USED options with the school board and made a recommendation to use the Transformation Model for Peabody Middle School. The Superintendent, James Victory, also discussed how Petersburg High School was also a designated Tier II school because of the graduation rate. Knowing that students who are at risk need to be identified very early in their school career, and Petersburg High School presently houses grades 10-12, he recommended to the school board that grant monies available for Petersburg High School be diverted to Vernon Johns Junior High School to increase its capacity to serve these at risk students. He further recommended Vernon Johns, a Tier III school, implement a Transformation Model – Plus, which is inclusive of the 8th (English, math, science, history) and 9th Grade (English only); a Lead

Turnaround Partner has been secured. The LTP for Vernon Johns will concentrate on programs that will lead to the increase in the high school graduation rate. The school board approved the recommendations.

- ❖ The Virginia Department of Education was consulted and assistance was provided on how to develop a Transformation Model - Plus for Vernon Johns Junior High School. The Chief Academic Officer, assigned by VDOE to Petersburg City Schools, has provided ongoing technical assistance in developing the plan to implement the Transformational Model at both schools utilizing a Lead Turnaround Partner.

- ❖ Members of the division-wide school improvement team consists of the following:
 - Interim Superintendent
 - Chief Academic Officer
 - Director of Secondary Instruction – Internal Lead Partner Liaison
 - Director of Elementary Instruction
 - Supervisor of Federal Programs

- ❖ The team has attended the following technical assistance events, that have been sponsored by the Virginia Department of Education:
 - Intervention Models Webinars – March 5, 2010
 - Attendance at the SEA sponsored Strategic Planning Session – April 7, 2010
 - Application Webinars – May 21, 2010; May 24, 2010
 - Attendance at the SEA sponsored Application Technical Assistance event – June 9, 2010

- ❖ The division-wide school improvement team has been charged with the responsibility of designing and planning for the intervention models. The team has organized and conducted several meetings with the LTP according to the following schedule of events:
 - ✓ Monday, May 24, 2010
 - 10:00 a.m. – Meet to begin to develop the MOU
 - 4:00 p.m. – Meet with Cambridge to prepare for the meeting with the PCPS School Board of Education (Develop the FAQ)
 - 6:30 p.m. – Meet with the PCPS Board of Education to overview plans and provide details for implementation of LTP Initiative (Share the FAQ)

- ✓ Tuesday, May 25, 2010
 - 9:00 a.m. – Continue to develop the MOU and the Scope of Work
 - 6:00 p.m. – Meet at Peabody Middle School Auditorium for stakeholders meeting

- ✓ Wednesday, May 26, 2010 –
 - Continue the work / (job descriptions, develop interview schedule, other logistics)

- ✓ Thursday, May 27, 2010
 - After school meetings with VJJH and Peabody Middle – Meet with staff to share information, introductions, overview of the process, and the structure for next school year.
 - 2:15 pm – Vernon Johns Junior High
 - 3:00 p.m. – Peabody Middle School

- ✓ Friday, May 28, 2010
 - School Visits – VJJH and PMS
 - Walk through observations will be conducted at each school beginning at 9:00 a.m.
 - LTP will visit both schools

- ✓ Wednesday, June 9, 2010
 - Continue to draft MOU, Scope of Work, design SLCs, create job announcements
 - Schedule additional meeting dates to continue the work
 - Consult with attorney

- ✓ Monday, June 14 -18, 2010
 - School leaders administer the School Culture Survey

- ✓ Thursday, June 17, 2010
 - Teleconference with LTP to incorporate revisions to the MOU, Scope of Work, job descriptions, design and criteria for student participation in the SLCs.
 - Create tentative schedule for professional development

- ❖ The PCPS School Board, community and stakeholders, receive bi-monthly updates on the Lead Turnaround Partner via the MOU during Board Meetings and Work Sessions. Board Members and members of the community have the opportunity to comment and ask questions.
- ❖ The Virginia Department of Education researched and designed the intervention model
- ❖ The division has set aside time and resources to implement the transformation model and will participate in state technical assistance meetings and webinars. In addition to identifying and assigning duties and responsibilities to members of the division-wide school improvement team, Petersburg City is contracting services with the LTP, consultants, coaches, to demonstrate capacity to implement the transformation models at Peabody Middle, Vernon Johns Junior High, A.P. Hill Elementary, and J.E.B. Stuart Elementary Schools.
- ❖ The following Frequently Asked Questions was shared with stakeholders to explain how the transformation intervention model would be implemented at Peabody Middle and Vernon Johns Junior High Schools.

1. Why must Petersburg City Schools employ a Lead Turnaround Partner (LTP)?

Petersburg City Public Schools have made significant progress in the last three years. However, Peabody Middle School remains among the lowest achieving schools in Virginia, not achieving Adequate Yearly Progress in mathematics and English/Reading under No Child Left Behind (NCLB), nor meeting Virginia State Accreditation Standards. According to the Memorandum of Understanding (MOU) with the Virginia State Board of Education (VDOE), Petersburg must develop a plan to give “choice” to the students at Peabody. Additionally, the United States Department of Education (USED) requires that Petersburg selects one of four models to improve the school. The Petersburg School Board has selected the “Transformation Model” for school improvement. Both of the requirements, VDOE and USED, require a Lead Turnaround Partner.

2. How was the LTP selected

The Virginia Department of Education released a “Request for Proposals” (RFP) in the fall of 2009 to secure a group of vendors for local school divisions. The state awarded four contracts in February, 2010. The Petersburg Superintendent established a committee composed of school personnel, central office staff, Chief Academic Officer, and community/parent representatives to interview the four vendors. The interview and selection process was very structured and the committee searched for the best “fit” for Petersburg students and staff. Cambridge Education was selected.

3. Who is the LTP and what credentials /experience do they have as a LTP?

Cambridge Education was selected. Since 2002 Cambridge has led and managed projects in over 90 districts across 24 states and worked in 2,500 schools. Many of these schools have similar demographics and challenges as Petersburg City Schools.

4. When will the LTP start working and for how long?

Cambridge will have a contract starting July 1, 2010 and continue until June 30, 2013, three years. Actual work will begin as soon as the final Scope of Work is completed and agreed upon by both parties. Funding for the LTP is through 1003(g) grant from the USED. The LTP will be evaluated based on a set of criteria collaboratively developed and in accordance with the VADOE request for proposals. The contract can be terminated in part or whole without penalty, upon 60 days written notice.

5. What are the responsibilities of the LTP?

The responsibilities are clearly defined in the state contract and include 25 specific items. Generally, Cambridge will supervise the Smaller Learning Communities at both Peabody and Vernon Johns, work with the school division to recruit and recommend highly qualified staff, provide professional development for teachers and administrators, assist with the selection of students for the smaller learning communities, promote parental involvement and work with the community through a series of workshops.

6. What does the USED Transformational Model require Petersburg to do?

Implement each of the following strategies:

- a. Replace the principal
- b. Use rigorous, transparent, and equitable evaluation systems for teachers and principals
- c. Identify and reward teachers, school leaders and other staff who have increased student achievement; remove those who don't
- d. Provide ongoing professional development
- e. Implement financial incentives, opportunities for career growth and promotion for staff
- f. Use data to identify and implement an instructional program that is research based and aligned with academic standards, and use data to inform and differentiate instruction to meet the needs of all students
- g. The LEA must increase instructional learning time and create community oriented schools
- h. The LEA must provide operational flexibility and sustained support for school staffing, calendars/time, and budgeting

and provide ongoing technical support from a designated external partner (Cambridge)

7. What major initiatives will take place under the USED Transformational Model at Peabody? Vernon Johns?

Cambridge Education will conduct an audit in June to assess the culture and climate at both Peabody and Vernon Johns. Student achievement data will be analyzed and using this analysis and survey results, professional development will be selected for staff to improve the instructional program. Student learning time at Peabody will be increased to provide more instructional time for reading/English and mathematics, the after school remediation program will be restructured to better meet the needs of students. Financial incentives will be available for teachers and instructional aides in the SLC based on student performance. Cambridge Education will assist in a review and modification of the teacher evaluation system.

A ninth grade Academy will be implemented at Vernon Johns, both a summer and regular school year program, that will provide support for students in danger of not graduating from high school. Cambridge will assist in developing these programs. Additional learning time will be provided in reading/English through a SLC for 9th graders who failed 8th grade reading/writing SOL's.

8. What major initiatives will take place because of the MOU with the Virginia State Board of Education (VABOE)?

In order to meet the requirement of “choice” as specified in the MOU with the VABOE, Petersburg has opted to expand and improve upon the already existing Smaller Learning Community concept (SLC) with concentration on the four core disciplines of mathematics, reading/English, history and science. Grades 6, 7, and 8 will each have a SLC comprised of 60 students. Fifty (50) students will be “offered” a place in the SLC based on a fixed set of criteria such as number of years retained in a grade, attendance and discipline history, etc. Ten (10) slots will be set aside for parents who elect to have their child in this program. An Individual Learning Plan (ILP) will be developed for each SLC student. The ILP will be reviewed at least once per semester. If the SLC reaches capacity, a waiting list will be developed. Students and parents will sign a contract of expectations and should these not be met students will exit the program. These students will also have additional learning time during the day and after school. Cambridge Education will supervise this program.

9. When and how will students be selected for the SLC?

Work will begin immediately on the selection process, first by informing parents of this option through community meetings (the first is scheduled for Tuesday May 25, 2010 at Peabody Middle School).

The process is two-fold, first identifying the students in most need of an intensive, rigorous instructional program designed to improve their achievement. Criteria used to identify these students would include, but not limited to, having failed the SOL test, being retained in a grade two or more years, being absent from school 10 or more days in the past year, having 3 or more discipline referrals, commitment from parents to actively participate in their child's education by signing a contract to attend parent conferences, Saturday workshops and setting aside a minimum of 30 minutes study time in the evenings and reducing the amount of television and leisure time during the week. A selection panel will be organized to make student recommendations for the SLC.

Secondly, parents can also apply for their child to be included in the SLC.

10. How will parents be involved?

Parents will play an important support role at both Peabody and Vernon Johns, sending their children to school ready to learn and adhering to the Student Code of Conduct, attending parent conferences and parent workshops, committing to making education and student achievement the number one job of the family. Actively discussing with school administration and Cambridge Education what is working and not working with their child's education. Parents will be requested to attend parent conferences and Saturday workshops. In addition, parents will be asked to set aside a minimum of 30 minutes of study time in the evening for their children and reducing the amount of television and leisure time during the week.

11. How will teachers be selected for the SLC at Peabody and Vernon Johns?

The teacher and instructional aide positions will be advertised within the district and Cambridge Education will assist the Department of Human Resources in selecting these teachers. They will come from the full time positions in the Petersburg operating budget. A signing bonus of \$2500 will be offered and another bonus of \$2500 will be available if students meet the achievement criteria at the end of the year. This process will begin in June. All monies for these bonuses come from the 1003(g) grant and meet the criteria of the USED Transformational Model.

12. Where will the smaller learning communities be located in Peabody? Vernon Johns?

At Peabody the 7th grade classrooms will be located on the first floor, adjacent to each other for easy transition. Sixth grade will be located on the second floor, adjacent classrooms.

At Vernon Johns the 8th grade will be located in the 300 quad, adjacent to each other, near the gymnasium.

- ❖ The 25 components of the RFP#DOE2010-03 will be implemented by Cambridge Education according to the following required components
 - Provide specific support to meet the requirements of the Transformational Model
 - Provide a program of principal coaching.
 - Coordinate the Small Learning Communities (SLC) in both schools by establishing and maintaining a professional learning communities for the purpose of ensuring curriculum alignment and instructional planning, setting student performance targets and monitoring student progress in all three years of the contract.
 - Assist the school division with developing job descriptions and selecting school staff to work within the SLCs and developing a rubric and criteria for selecting students.
 - Assist the division in reviewing and revising teacher evaluation procedures.
 - Assist the school division in selecting a principal for Peabody Middle School.
 - Complete and analyze the initial School Quality Survey at both schools.
 - Complete all monthly progress reviews for VDOE and PCPS
 - Provide 2 specific professional development activities in the summer of 2010 for both schools;
 - one specific activity for both schools in the summer of 2011, and one specific activity for both schools between September, 2011 and June, 2013.

- Petersburg City Public Schools retains the final authority for school operations. Cambridge Education will have shared or full responsibility as indicted below.

<u>Responsibility</u>	<u>Entity Responsible</u>
a. Recruit, hire principal	Shared
b. Recruit, hire, supervise, evaluate, terminate teachers	Shared
c. Develop school calendar, schedule	Shared
d. Conduct professional development and provided related training	
Materials	Shared
e. Design, implement and evaluate curriculum	Shared
f. Conduct School Culture Audit	Cambridge ED

g. Coordinate student recruitment and selection	Shared
h. Provide special education and related services	PCPS
i. Provide English Language Learner Program	PCPS
j. Provide instruction in the non-core subjects	PCPS
k. Develop and maintain student reports and records	Shared
l. Implement the School Improvement Plan	Shared
m. Furnish and manage technology	PCPS
n. Conduct capital repairs	PCPS
o. Provide security	PCPS
p. Supply transportation	PCPS
q. Provide Food Services	PCPS
r. Provide instructional supplies and materials	PCPS
s. Maintain facilities	PCPS
t. Enforce Student discipline	Shared
u. Enhance Community partnerships	Shared
v. Increase Parental Involvement	Shared
w. Provide VDOE with specific reports	Cambridge ED

- 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 reform model selected?
 - b. What steps have been taken to secure the support of the parents for the reform model selected?
 - c. If the LEA does not have sufficient staff to implement the selected reform model fully and effectively, has the LEA considered use of the School Improvement Grant 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?
 - e. Has the SEA provided other technical assistance through a Memorandum of Understanding?

Response: (To divisions with only Tier III schools, this response is NA)

Mark NA, if applicable

Part 3. Recruit, Screen, and Select External Providers - Applicable to Tier I and II Schools

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 a 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 publically posted on the VDOE Web site. This link <https://vendor.epro.cgipdc.com/webapp/VSSAPPX/Advantage> provides the background information regarding the selection of the LTPs.

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 January 2010. Describe the following:

- Reasonable and timely steps taken to recruit, screen, and select providers to be in place by the beginning of the 2010-2011 school year that may include, but are not limited to:
 - Analyzing the LEA’s operational needs;
 - Researching and prioritizing the external providers available to serve the school;
 - Contacting other LEA’s currently or formerly engaged with the external provider regarding their experience;
 - Engaging parents and community members to assist in the selection process; and
 - 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 a LTP from the state’s list.
 Mark NA here if the selected model does not require a LTP.

Committee Members:

- Chief Academic Officer - VDOE
- Superintendent
- Assistant Superintendent
- Director of Secondary Education
- Director of Testing
- Supervisor of Federal Programs/Title I Coordinator
- Principal of Vernon Johns Junior High
- Assistant Principal, Peabody Middle School
- Instructional Specialist, Peabody Middle School
- Parent, Peabody Middle School
- Parent, Vernon Johns Junior High
- Mr. John Hart, President of the City-wide PTA.

The following timeline was used to select a LTP.

DATE/TIME	PURPOSE	LOCATION
April 19, 2010 – 3:00 p.m.	Review vendor Information & overview the selection process with the Committee	School Board Office Board Room
April 22, 2010 – 8:00 a.m.	Interview Vendors * Pearson * Johns Hopkins University * Cambridge Education * EdisonLearning, Inc.	School Board Office Board Room
April 23, 2010 – 9:00 a.m.	Arrive at LTP selection consensus	School Board Office Board Room
April 26, 2010 – 6:00 p.m.	Submit recommendation from the Committee to the Board	School Board Office Board Room

- 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:
 - A proven track record of success in working with a particular population or type of school;
 - Alignment between external provider services and needs of the LEA;
 - Capacity to and documented success in improving student achievement; and
 - Capacity to serve the identified school or schools with the selected intervention model.

Mark NA here if the LEA selected a LTP from the state's list.

Mark NA here if the selected model does not require a LTP.

- Cambridge Education, LLC located in Westwood, Massachusetts is an employee owned subsidiary of Mott MacDonald Group. A recognized name in the education sector Cambridge has over 25 years of experience working in over 45 countries across the world. Cambridge has used the unique experiences of its employees and associates to partner with more than 2,500 schools across 25 states.
- Cambridge Education is qualified to be a Lead Turnaround Partner (LTP) for PCPS Tier I and III school because of its expertise as a school and district transformation provider, using research-based improvement strategies with a focus on culture and relationships. The following categories were presented during the interview. Cambridge Education scored the greatest number of points. The categories included:
 1. SLC Experience
 2. Staff Qualifications
 3. Student Achievement Strategies
 4. Turnaround Partner Components
 5. Academic, Social, Emotional Needs
 6. Teacher Selection Criteria
 7. Organization's Strengths
 8. Capacity to meet the LEA's demands
 9. References
 10. Cost

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.

Response:

Note: Documents included as attachments must be scanned and attached to this application.

Attachment A – School Board Agendas

Attachment B – School Board Minutes

Attachment C – Memorandum of Understanding Updates to the PCPS School Board and VDOE

Attachment D – Draft Contract with LTP

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 the following.

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:

Division and school level administrators, as well as school improvement team members, have received training on the Indistar program. School Leadership Teams with support from Central Office will use Indistar to develop School Improvement Plan (SIP). School Leadership Teams will meet monthly to monitor and adjust SIPs to improve student achievement. Minutes will be maintained and recorded on the Indistar site.

The Division-level School Improvement Team, in collaboration with the LTP will evaluate implemented programs' effectiveness in order to decide which programs should be continued or discontinued. Successful programs which are chosen for continuation will be sustained through funding sources described below:

PCPS is the recipient of formula grant awards and competitive grant awards. Funding has been used to and will continue to

- Employ instructional personnel
- Provide professional development opportunities
- Support remediation initiatives
- Implement school improvement sanctions
- Provide day and afterschool remediation
- Purchase instructional materials and supplies
- Purchase innovative technology
 - web-based remedial programs
 - hardware and software

PCPS is committed to sustaining the initiatives supported by the School Improvement Grant. A significant portion of federally funded formula grants will be used to continue successful components of the transformational model. Funding sources include, but are not limited to:

- Title I, Part A – Basic Programs
- Title II, Part A – Teacher Quality
- Title II, Part D – Educational Technology
- Title III, Part A – Limited English Proficient
- Title IV, Part A – Safe and Drug Free Schools
- Title IV, Part B – 21st Century Community Learning Schools
- Cameron Foundation
- Additional Partners and Grant Opportunities

- The PCPS Grant Writer continuously researches and applies for educational grants. This individual often partners with colleges and universities to provide professional development for instructional personnel. Grants are also written to fund classroom projects and provide student incentives.

SECTION C: SELECTION OF COACH FOR TIER III SCHOOLS: STATE TRANSFORMATION MODEL - Tier III Schools Only

The State Transformation Model requires schools to use funding to hire a coach that will work with the school in the area(s) that caused the school to enter school improvement. **Coaches must be employed by June 28, 2010, the last day to register for the summer institute.** Responsibilities of a coach may include, but are not limited to the following:

Assisting the School Improvement Team in:

- Using appropriate data to:
 - drive decision-making in developing, selecting, and evaluating instructional programs and practices
 - select appropriate strategies to individualize classroom instruction
 - establish goals for all students with a focus on subgroup performance
- Developing and evaluating a highly effective school improvement plan via online planning
- Protecting instructional time
- Monitoring student progress and sharing findings
- Promoting a collegial relationship between school administrators, staff, and coach

In the box below, please respond to the following questions:

Describe the process that was used or will be used to select each school's Tier III coach. (Use as much space as needed.)

The Chief Academic Officer, Assistant Superintendent, Director of Secondary Instruction, Director of Elementary Instruction and Principals collaborated to select coaches to provide support to principals. Duties and responsibilities include 1) classroom observation and division-wide school observation sweeps, 2) monitoring the Indistar website and providing progress reports, 3) providing professional development to staff, 4) attending school improvement team meetings, alternate governance meetings, 5) monitoring and analyzing data, and 6) reporting to the Superintendent and the Department of Curriculum and Instruction.

Check the expertise of the coach or prospective coach. Check all that apply.		
School 1: <u>PMS – Laverne Coles (Tier I)</u> <input checked="" type="checkbox"/> Reading/English/Language Arts <input checked="" type="checkbox"/> Mathematics <input checked="" type="checkbox"/> Instructional/Administrative/School Leadership <input checked="" type="checkbox"/> Experience as Virginia Department of Education Coach <input type="checkbox"/> University Level School Leadership Experience <input type="checkbox"/> Independent Education Contractor/Consultant	School 2: <u>VJJH – Brenda Walton (Tier III)</u> <input checked="" type="checkbox"/> Reading/English/Language Arts <input type="checkbox"/> Mathematics <input checked="" type="checkbox"/> Instructional/Administrative/School Leadership <input type="checkbox"/> Experience as Virginia Department of Education Coach <input type="checkbox"/> University Level School Leadership Experience <input type="checkbox"/> Independent Education Contractor/Consultant	School 3: <u>A. P. Hill – LaVonne Kunkel (Tier III)</u> <input checked="" type="checkbox"/> Reading/English/Language Arts <input type="checkbox"/> Mathematics <input checked="" type="checkbox"/> Instructional/Administrative/School Leadership <input type="checkbox"/> Experience as Virginia Department of Education Coach <input type="checkbox"/> University Level School Leadership Experience <input type="checkbox"/> Independent Education Contractor/Consultant
School 4: <u>J.E. B. Stuart – Ruth Person (Tier III)</u> <input checked="" type="checkbox"/> Reading/English/Language Arts <input checked="" type="checkbox"/> Mathematics <input checked="" type="checkbox"/> Instructional/Administrative/School Leadership <input type="checkbox"/> Experience as Virginia Department of Education Coach <input type="checkbox"/> University Level School Leadership Experience <input type="checkbox"/> Independent Education Contractor/Consultant	School 5: <u>NA</u> <input type="checkbox"/> Reading/English/Language Arts <input type="checkbox"/> Mathematics <input type="checkbox"/> Instructional/Administrative/School Leadership <input type="checkbox"/> Experience as Virginia Department of Education Coach <input type="checkbox"/> University Level School Leadership Experience <input type="checkbox"/> Independent Education Contractor/Consultant	School 6: <u>NA</u> <input type="checkbox"/> Reading/English/Language Arts <input type="checkbox"/> Mathematics <input type="checkbox"/> Instructional/Administrative/School Leadership <input type="checkbox"/> Experience as Virginia Department of Education Coach <input type="checkbox"/> University Level School Leadership Experience <input type="checkbox"/> Independent Education Contractor/Consultant

SECTION D: BUDGET - Applicable to Tier I, II, and III Schools

Part 1. Budget Summary (one for the division and one for each school). Description of expenditure codes can be found at the end of Section C. 1003(g) and 1003(a) funding may be expended on any Condition of Award. See Attachment C-g. 1003(g) and 1003(a) funds may also be expended for the purchase of educational vendor/company services to support the implementation of the selected reform model. See Attachment D-g.

Note: Part 2: Budget Narrative: The detailed budget summary the LEA submits as part of the grant application will provide evidence of how 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 support 1003(g) initiatives. Additionally, the LEA will provide a budget narrative in its application that will provide a description of how other resources will be used such as personnel, materials, and services to support the selected intervention model.

Division Budget Summary

Division Name: Petersburg City Public Schools

Virginia Department of Education Grant Expenditure Requirements

Note 1

Divisions must ensure that schools participating in Strand III (TeachFirst Formative Assessment) of the July 19-22, 2010, institute include the purchase of the TeachFirst Formative Assessment platform in their budgets. The total expenditures from all Strand III schools must be included in the division summary budget.

Cost: \$1,650 per school

Note 2

Divisions must ensure that Tier I and Tier II schools include in their budgets the purchase of I Station as the progress monitoring tool in the area of reading.

Cost: \$4.00 per student per school.

Division Budget Summary

Division Name: Petersburg City Public Schools

Complete using all applicable funding sources. The division budget represents all applicant schools.

	Year 1 2010-2011				Year 2 2011-2012			Year 3 2012-2013			Total
	Note: Certain 1003(g) schools (green) are receiving 1003(a) funds as their first year allocation. Include division total for these schools. <i>[1003(a) funds must be encumbered by September 30, 2011]</i>										
Expenditure Codes	ARRA (1003g)	ESEA (1003g)	ESEA (1003a)	Other Funds	ARRA (1003g)	ESEA (1003g)	Other Funds	ARRA (1003g)	ESEA (1003g)	Other Funds	Add ARRA and All ESEA [1003(g) and 1003(a), if applicable] across

											Object Codes (Do not include "other funds.")
1000 – Personnel	245,541.27		99,368.59	110,637.91	258,174.47	45,944.12	13,852.50	427,842.77		0.00	1,076,871.22
2000 - Employee Benefits	100,425.41		8,231.41	16,445.41	176,612.41	0.00	1,147.50	122,807.23		0.00	408,076.46
3000 - Purchased Services	434,732.32		203,400.00	204,916.68	686,186.00	109,000.00	47,200.00	608,249.00		31,000.00	2,041,567.32
4000 - Internal Services	4,000.00		0.00	0.00	0.00	0.00	0.00	4,000.00		0.00	8,000.00
5000 - Other Charges	15,400.00		16,920.00	5,000.00	14,960.00	8,360.00	0.00	32,320.00		0.00	87,960.00
6000 - Materials and Supplies	6,000.00		30,414.00	46,000.00	47,182.00	6,232.00	0.00	82,412.00		0.00	172,240.00
8000 – Equipment/ Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00
Total	806,099.00		358,334	383,000	1,183,114.88	169,536.12	62,200.00	1,277,631.00		31,000.00	(Must Equal Division Allocation) 3,794,715.00

* If applicable.

School Budget Summary

School Name: Peabody Middle School

Virginia Department of Education Grant Expenditure Requirements

Yes No: Is this school a participant in Strand III (TeachFirst Formative Assessment) of the July 19-22 institute? See Attachment A-g.

If yes, check here to indicate that the school has included the purchase of the TeachFirst Formative Assessment platform in its budget.

Yes No: Is this school a Tier I or Tier II school? See attachment A-g.

If yes, check here to indicate that the school has included the purchase of I Station in its budget.

School Budget Summary (One Per Applicant School)

Complete a budget form for each school – one for each school.

Complete using all applicable funding sources.

Expenditure Codes	Year 1 2010-2011				Year 2 2011-2012			Year 3 2012-2013			Total
	ARRA (1003g)	ESEA (1003g)	ESEA (1003a)	Other Funds	ARRA (1003g)	ESEA (1003g)	Other Funds	ARRA (1003g)	ESEA (1003g)	Other Funds	Add ARRA and All ESEA [1003(g) and 1003(a), if applicable] across Object Codes (Do not include "other funds.")
	Note: Certain 1003(g) schools (green) are receiving 1003(a) funds as their first year allocation. Include here. [1003(a) funds must be encumbered by September 30, 2011]										
1000 - Personnel	151,906.50	0.00	0.00	57,550	136,500.00	0.00	0.00	195,604	0.00	0.00	484,010.50
2000 - Employee Benefits	69,593.50	0.00	0.00	9,950	131,631.00	0.00	0.00	78,396	0.00	0.00	279,620.50
3000 - Purchased Services	231,523.00	0.00	0.00	67,000	351,947.00	0.00	0.00	183,123	0.00	0.00	766,593.00
4000 - Internal Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
5000 - Other Charges	7,700.00	0.00	0.00	2,500	3,000.00	0.00	0.00	7,700	0.00	0.00	18,400.00
6000 - Materials and Supplies	0.00	0.00	0.00	46,000	20,000.00	0.00	0.00	46,000	0.00	0.00	66,000.00
8000 - Equipment/C apital Outlay	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total	460,723.00	0.00	0.00	183,000	643,078.00	0.00	0.00	510,823	0.00	0.00	(Must Equal School Allocation)

Complete using all applicable funding sources.

Expenditure Codes	Year 1 2010-2011				Year 2 2011-2012			Year 3 2012-2013			Total
	ARRA (1003g)	ESEA (1003g)	ESEA (1003a)	Other Funds	ARRA (1003g)	ESEA (1003g)	Other Funds	ARRA (1003g)	ESEA (1003g)	Other Funds	Add ARRA and All ESEA [1003(g) and 1003(a), if applicable] across Object Codes (Do not include "other funds.")
1000 - Personnel	93,634.77	0.00	0.00	53,087.91	68,250.00	0.00	13,852.50	132,870.18	0.00	0.00	294,754.95
2000 - Employee Benefits	30,831.91	0.00	0.00	6,495.41	36,750.00	0.00	1,147.50	36,179.82	0.00	0.00	103,761.73
3000 - Purchased Services	203,209.32	0.00	0.00	137,916.68	239,839.00	0.00	47,200.00	221,726.00	0.00	31,000.00	664,774.32
4000 - Internal Services	4,000.00	0.00	0.00	0.00	0.00	0.00	0.00	4,000.00	0.00	0.00	8,000
5000 - Other Charges	7,700.00	0.00	0.00	2,500.00	3,000.00	0.00	0.00	7,700.00	0.00	0.00	18,400.00
6000 - Materials and Supplies	6,000.00	0.00	0.00	0.00	3,000.00	0.00	0.00	6,000.00	0.00	0.00	15,000.00
8000 - Equipment/Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total	345,376	0.00	0.00	200,000.00	350,839.00	0.00	62,200.00	408,476.00	0.00	31,000.00	(Must Equal School Allocation)

Complete using all applicable funding sources.

Expenditure Codes	Year 1 2010-2011				Year 2 2011-2012			Year 3 2012-2013			Total
	ARRA (1003g)	ESEA (1003g)	ESEA (1003a)	Other Funds	ARRA (1003g)	ESEA (1003g)	Other Funds	ARRA (1003g)	ESEA (1003g)	Other Funds	Add ARRA and All ESEA [1003(g) and 1003(a), if applicable] across Object Codes (Do not include "other funds.")
	Note: Certain 1003(g) schools (green) are receiving 1003(a) funds as their first year allocation. Include here. [1003(a) funds must be encumbered by September 30, 2011]										
1000 - Personnel	0.00	0.00	50,099.87	0.00	4,155.75	45,944.12	0.00	50,099.87	0.00	0.00	150,299.61
2000 - Employee Benefits	0.00	0.00	4,150.13	0.00	4,150.13	0.00	0.00	4,150.13	0.00	0.00	12,450.39
3000 - Purchased Services	0.00	0.00	109,000	0.00	0.00	109,000	0.00	109,000	0.00	0.00	327,000.00
4000 - Internal Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
5000 - Other Charges	0.00	0.00	8,360	0.00	0.00	8,360	0.00	8,360	0.00	0.00	25,080.00
6000 - Materials and Supplies	0.00	0.00	7,557	0.00	1,325	6,232	0.00	7,556	0.00	0.00	22,670.00
8000 - Equipment/C apital Outlay	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Total	0.00	0.00	179,167	0.00	9,658	169,509	0.00	179,166	0.00	0.00	(Must Equal School Allocation) 537,500.00
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School Budget Summary

School Name: J.E.B. Stuart Elementary School

Virginia Department of Education Grant Expenditure Requirements

Yes No: Is this school a participant in Strand III (TeachFirst Formative Assessment) of the July 19-22 institute? See Attachment A-g.

If yes, check here to indicate that the school has included the purchase of the TeachFirst Formative Assessment platform in its budget.

Yes No: Is this school a Tier I or Tier II school? See attachment A-g.

If yes, check here to indicate that the school has included the purchase of I Station in its budget.

School Budget Summary (One Per Applicant School)

Complete using all applicable funding sources.

Expenditure Codes	Year 1 2010-2011				Year 2 2011-2012			Year 3 2012-2013			Total
	ARRA (1003g)	ESEA (1003g)	ESEA (1003a)	Other Funds	ARRA (1003g)	ESEA (1003g)	Other Funds	ARRA (1003g)	ESEA (1003g)	Other Funds	Add ARRA and All ESEA [1003(g) and 1003(a), if applicable] across Object Codes (Do not include "other funds.")
	Note: Certain 1003(g) schools (green) are receiving 1003(a) funds as their first year allocation. Include here. [1003(a) funds must be encumbered by September 30, 2011]										
1000 - Personnel	0.00	0.00	49,268.72	0.00	49,268.72	0.00	0.00	49,268.72	0.00	0.00	147,806.16
2000 - Employee Benefits	0.00	0.00	4,081.28	0.00	4,081.28	0.00	0.00	4,081.28	0.00	0.00	12,243.84
3000 - Purchased Services	0.00	0.00	94,400	0.00	94,400	0.00	0.00	94,400	0.00	0.00	283,200.00
4000 - Internal Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
5000 - Other Charges	0.00	0.00	8,560.00	0.00	8,560	0.00	0.00	8,560	0.00	0.00	25,680.00
6000 - Materials and Supplies	0.00	0.00	22,857.00	0.00	22,857	0.00	0.00	22,856	0.00	0.00	68,570.00
8000 - Equipment/C	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Capital Outlay												
Total	0.00	0.00	179,167	0.00	179,167	0.00	0.00	179,166	0.00	0.00	(Must Equal School Allocation)	537,500.00

Part 2. Budget Narrative: Describe in detail by expenditure codes how the school improvement 1003(g) funds as well as other funding sources will be used to implement the selected reform model(s) for the division and each school.

DIVISION NAME: Petersburg City Public Schools

1. Personal Services (1000)

<ul style="list-style-type: none"> ▪ 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 ▪ Stipends will be provided to teachers who participate in Professional Development (PD) during the summer. <ul style="list-style-type: none"> ○ The LTP will provide two (2) PD modules: <ul style="list-style-type: none"> ▪ 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. <ul style="list-style-type: none"> ○ Bonuses are contingent upon pre-determined levels of student achievement (Peabody and Vernon Johns) ○ Bonuses are contingent upon pre-determined levels of student achievement and teacher attendance. (A.P. Hill and J.E.B. Stuart) ▪ 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 ▪ Reading and Math Buddies will provide remediation to small groups at the elementary level <p>Other Funding Source(s) - Carryover funds from School Improvement Grants and Title I, Part A will provide partial funding for professional development stipends and remediation tutors.</p>

2. Employee Benefits (2000)

<p>Full time personnel - 35% (Teachers and Paraprofessionals) Part time personnel - 7.65% (Stipends, Signing Bonuses, Achievement Bonuses)</p>

Other Funding Source(s) - Carryover funds from School Improvement Grants and Title I, Part A will provide partial funding for employee benefits.

3. Purchased Services (3000)

- Lead Turnaround Partner will provide services according to the 25 components of the contract
- LTP Professional Development Modules: Efficacy and Behavior Management
- 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

Other Funding Source(s) - Carryover funds from School Improvement Grants; Title I, Part A; Title II, Part D, and the general operating budget will provide partial funding for web-based instructional programs. Carryover funds from previously awarded School Improvement Grants will fund Year 1, start-up costs for the LTP

4. Internal Services (4000)

PCPS transportation will provide transportation on field trips for 9th Grade Cultural Awareness

5. Other Charges (5000)

- LTP Travel that is not included in the LTP contract will be used for attendance at the Coaches Institute and other events that are deemed necessary by the Office of the Superintendent
- Professional Development for principal and support team (SURN Leadership Training, Coaches Institute)
- Division-wide and school-level school improvement team members travel Mecklenburg, NC to witness LTP and LEA program implementation

Other Funding Source(s) - Carryover funds from School Improvement Grants will provide partial funding for travel costs.

6. Materials and Supplies (6000)

- Funding will provided for students to participate in Virtual and Real field trips for 9th grade cultural awareness
- Student Incentives will promote participation and increase performance
- Voyager materials

Other Funding Source(s) - Carryover funds from School Improvement Grants and Title I, Part A will provide partial funding for math and language arts remediation materials and student incentives.

7. Equipment/Capital Outlay (8000)

N/A

(Individual School Narratives Follow)

Complete a budget narrative for each applicant school.

SCHOOL NAME: Peabody Middle School

1. Personal Services (1000)

- A Lead Turn Around Partner Liaison will receive a \$5,000 stipend to communicate plans and decisions between the LTP and the LEA's Superintendent's Office.
- Stipends will be provided to teachers who participate in Professional Development (PD) during the summer of 2010. The LTP will provide the PD. (15 teachers x 2 PD modules x \$1000: The number of modules are decreased for Year 2 and 3)
- Signing bonuses will be awarded to HQ teachers who are hired to teach in the Smaller Learning Community. (4 teachers x \$2,500)
- A bonus will be awarded to teachers and paraprofessionals who are hired to work in the SLC if students acquire a pre-determined level of achievement. (4 teachers x \$2,500 and 4 paraprofessionals x \$1,000)
- Paraprofessionals will provide instructional support to students in the SLC. (4 parapros x \$20,000)
- Teachers will provide instruction to students in the SLC (2 teachers x \$65,000)

Benefits Reflected in Budget Code 2000

2. Employee Benefits (2000)

Full time personnel - 35% (Teachers and Paraprofessionals)
Part time personnel - 7.65% (Stipend, Signing Bonus, Achievement Bonus)

3. Purchased Services (3000)

- Lead Turnaround Partner (547 students x \$305 per student)
- LTP Professional Development Modules: Efficacy and Behavior Management (\$6,600 per module for 15 participants)
-- 30 Teachers will participate in each module --The number of modules are decreased for Year 2 and 3)
- A school survey for students will be conducted by the LTP (School Culture Survey - \$7,000: Year 1 only)
- A consultant will provide guidance during alternate governance meetings (\$4,000: Year 1 and 2 only)
- A coach will be hired to provide support to the principal (144 days x \$400: Year 1 and 2 only)
- A coach will manage and implement the Acceleration Reading program (135 days x \$200: Year 1 only)
- PD360, a web-based teacher quality program will provide on-going professional development (\$1000)
- iStation, a web-based monitoring and assessment program, will measure student achievement (\$6,500)
- ARDT will provide remedial math instruction (547 students x \$4 per student)

4. Internal Services (4000)

N/A

5. Other Charges (5000)

- LTP Travel that is not included in the contract
- Professional Development for the Principal and Team (SURN Leadership Training)
- Travel to Mecklenburg, NC (7 participants) - Eyewitness account of LTP implementation (Year 1 only)

6. Materials and Supplies (6000)

Voyager materials needed to provide a language arts remediation program

7. Equipment/Capital Outlay (8000)

N/A

SCHOOL NAME: Vernon Johns Junior High School

1. Personal Services (1000)

- A Lead Turn Around Partner Liaison will receive a \$5,000 stipend to communicate plans and decisions between the LTP and the LEA's Superintendent's Office.
- Stipends will be provided to teachers who participate in Professional Development (PD) during the summer of 2010. The LTP will provide the PD. (15 teachers x 2 PD modules x \$1000: The number of modules are decreased for Year 2 and 3)
- Signing bonuses will be awarded to HQ teachers who are hired to teach in the Smaller Learning Communities. (5 teachers x \$2,500)
- A bonus will be awarded to teachers and paraprofessionals who are hired to work in the SLC if students acquire a pre-determined level of achievement. (5 teachers x \$2,500 and 1 paraprofessionals x \$1,000)
- A Paraprofessional will provide instructional support to students in the SLC. (1 Parapro x \$20,000)
- A 9th Grade teacher will provide instruction to students in the SLC (\$65,000)
- Stipends will be paid to personnel to implement a year-long 9th Grade Academy (\$28,050)

Benefits Reflected in Budget Code 2000

2. Employee Benefits (2000)

Full time personnel - 35% (Teachers and Paraprofessionals)
Part time personnel - 7.65% (Stipend, Signing Bonus, Achievement Bonus)

3. Purchased Services (3000)

- Lead Turnaround Partner (654 students x \$314 per student)
- LTP Professional Development Modules: Efficacy and Behavior Management (\$6,600 per module for 15 participants)
-- 30 Teachers will participate in each module: The number of modules are decreased for Year 2 and 3)

- A school audit will be conducted by the LTP (School Culture Survey - \$7,000: Year 1 only)
- A consultant will provide guidance during alternate governance meetings (\$4,000: Year 1 and 2 only)
- A coach will be hired to provide support to the principal (144 days x \$400: Year 1 only)
- Achieve3000, a web-based reading program will enhance student literacy (\$30,000)
- PD360, a web-based teacher quality program will provide on-going professional development (\$1,000)
- iStation, a web-based monitoring and assessment program, will measure student achievement (\$6,500)
- ARDT will provide remedial math instruction (\$1,320)
- TeachFirst will provide formative assessment training (\$1,950)

4. Internal Services (4000)

PCPS transportation will provide transportation on field trips for 9th Grade Cultural Awareness

5. Other Charges (5000)

LTP Travel that is not included in the LTP contract
Professional Development for the Principal and Team (SURN Leadership Training)

6. Materials and Supplies (6000)

Funding will provided for students to participate in Virtual and Real field trips for 9th grade cultural awareness

7. Equipment/Capital Outlay (8000)

N/A

SCHOOL NAME: A. P. Hill Elementary School

1. Personal Services (1000)

- Substitutes to enable core content areas an opportunity to plan for formative assessments throughout the year.
- Incentives will be awarded to teachers who maintain are absent for no more than 3 days and achieve student

achievement according to the goals below:

- Teachers of Grades 3 - 5: 90% - \$500; 85% - \$400; and 75% - \$300
- Teachers of Grades K - 2: 4 Benchmarks - \$500; 3 Benchmarks - \$400; and 2 Benchmarks - \$300
- Math and Reading Buddies Tutors will provide remediation to identified students during the day.
- (4 Tutors; 3 days per week; 30 weeks; \$75 per day)

Benefits Reflected in Budget Code 2000

2. Employee Benefits (2000)

Part time personnel - 7.65% (Tutors, Substitutes, Incentives)

3. Purchased Services (3000)

- A coach will support the principal, manage the school's improvement plan using Indistar™ (Center on Innovation and Improvement - CII), conduct staff development, serve on the school improvement planning team and help manage the school improvement grant. (80 days; \$400 per day)
- A math consultant will provide professional development in mathematics. (22 days; \$1,000 per day)
- An Accelerated Reader Coach will manage the implementation of the AR program. (144 days; \$250 per day)
- Effective School-wide Discipline (ESD) Training
- Building Relationships and Four-Square Writing Consultants

4. Internal Services (4000)

5. Other Charges (5000)

Travel expenses related to professional development : 1) Coaches Institute - building leadership capacity 2) SURN - building principal leadership capacity 3) conferences and workshops to improve teachers' ability to assess students and teach to the appropriate level.

6. Materials and Supplies (6000)

- TeachFirst - a formative Assessment program (\$1,950)
- PD 360 - a web-based program to build teacher quality (\$2,800)
- Materials and Supplies related to implementing Effective School-wide Discipline
- Accelerated Reader and Student Incentives

7. Equipment/Capital Outlay (8000)

N/A

SCHOOL NAME: J. E. B. Stuart Elementary School

1. Personal Services (1000)

- Substitutes will be hired to enable core content areas an opportunity to plan for formative assessments throughout the year.
- Incentives will be awarded to teachers who maintain are absent for no more than 3 days and achieve student achievement according to the goals below:
Teachers of Grades 3 - 5: 90% - \$500; 85% - \$400; and 75% - \$300
Teachers of Grades K - 2: 4 Benchmarks - \$500; 3 Benchmarks - \$400; and 2 Benchmarks - \$300
- Math and Reading Buddies Tutors will provide remediation to identified students during the day.
(4 Tutors; 3 days per week; 30 weeks; \$75 per day)

Benefits Reflected in Budget Code 2000

2. Employee Benefits (2000)

Part time personnel - 7.65% (Tutors, Substitutes, Incentives)

3. Purchased Services (3000)

- A coach will support the principal, manage the school's improvement plan using Indistar™ (Center on Innovation and Improvement - CII), conduct staff development, serve on the school improvement planning team and help manage the school improvement grant. (90 days; \$400 per day)
- A math consultant will provide professional development in mathematics. (20 days; \$1,000 per day)

- An Accelerated Reader Coach will manage the implementation of the AR program. (72 days; \$200 per day)
- Effective School-wide Discipline (ESD) Training
- Building Relationships, Alternate Governance, and Four-Square Writing Consultants

4. Internal Services (4000)

N/A

5. Other Charges (5000)

Travel expenses related to professional development : 1) Coaches Institute - building leadership capacity 2) SURN - building principal leadership capacity 3) conferences and workshops to improve teachers' ability to assess students and teach to the appropriate level.

6. Materials and Supplies (6000)

- TeachFirst - a formative Assessment program
- PD 360 - a web-based program to build teacher quality
- Materials and Supplies related to implementing Effective School-wide Discipline
- Accelerated Reader and Student Incentives
- Voyager materials
- Materials to support the school improvement plan

7. Equipment/Capital Outlay (8000)

N/A

These accounts 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.

Expenditure Code Definitions

1000 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."

8000 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 School Improvement Grant 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) Establish annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics and 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 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 **(FOR SCHOOLS ALLOCATED 1003g FUNDS)**

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 421(b) of the General Education Provisions Act (20 U.S.C.§1225(b)) to extend the period of availability of school improvement funds for the state and all of its local school divisions to September 30, 2013.

1. Peabody Middle School
2. Vernon Johns Junior High School
3. J.E.B. Stuart Elementary School

4. A.P. Hill Elementary

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

1. (School Name)
2. (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 or Tier II school that does not meet the poverty threshold.

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

Attachment A

Petersburg City Public Schools
School Board Administrative Office
255 East South Boulevard
Petersburg, VA 23805

April 14, 2010

**Open Session of the Board
6:00 p.m.**

AGENDA

- I. **Call to Order**
- II. **Roll Call**
- III. **Turnaround Partnership Options – James M. Victory, Ed.D.**
- IV. **Announcements**
- V. **Adjournment**

PETERSBURG CITY PUBLIC SCHOOLS
School Administrative Office
255 South Boulevard East
Petersburg, Virginia 23805
PETERSBURG SCHOOL BOARD
OPEN SESSION

May 24, 2010
6:00 p.m.
AGENDA

- I. Call to Order**

- II. Roll Call**

- III. Cambridge Education - Lead Turnaround Partner – James M. Victory, Ed.D.**

- IV. Announcements**

- VI. Adjournment**

NOTE: Public and staff comments are encouraged during the discussion of each information item. No person may speak on an issue for more than 3 minutes; and no one may speak twice on an issue until all present have had an opportunity to speak.

NOTE: A closed session may be held prior to or after the public meeting.

Attachment B

**PETERSBURG SCHOOL BOARD
PETERSBURG, VIRGINIA
OPEN SESSION OF THE BOARD
MAIN BOARD ROOM – SCHOOL BOARD OFFICE
APRIL 14, 2010 – 6:00 p.m.
Jeanette P. Berrios, Board Clerk**

CALL TO ORDER

At 6:06 p.m., Mr. Kenneth L. Pritchett, Chairman, called the meeting of the Petersburg School Board to order in the Board Room of the School Administration Building.

The Board Clerk called the roll with the following members responding

Ward One:	Mr. Steven L. Pierce, Sr. (Vice-Chairman)
Ward Two:	Mr. Fred B. Wilson
Ward Three:	Mr. Kenneth L. Pritchett, (Chairman)
Ward Four:	Mrs. Mary Jane Hendricks
Ward Five:	Dr. Kenneth L. Lewis (arrived at 7:04 p.m.)
Ward Six:	Mr. Bernard J. Lundy, Jr. (arrived at 7:03 p.m.)

The following Board Member was absent: Dr. Elsie R. Jarmon, Ward Seven.

The following executive staff members were present:

Superintendent	James M. Victory, Ed.D.
Assistant Superintendent for Instruction	Alvera J. Parrish, Ed.D.
Director of HR/Personnel	Dr. Patrick Bingham
Director of Elementary Instruction	Norma M. Wingfield
Director of Secondary Instruction	Dr. Brenda Petteway
Policy Consultant	Edwin M. Betts, Jr.
Director/Business & Finance	Tracie Coleman
Director/Elementary Instruction	Norma Wingfield
Coordinator/Federal Programs	Cheryl Bostick
Director/Technology	William Rawles
Int. Dir./Spec. Ed./Pupil Personnel	Benita Morris
Coordinator/Special Education	Ahnjayla Hunter
Coordinator/Testing	Gwendolyn Price
Public Information Officer	Cliff Davis
Supervisor/Warehousing	Johnny Fobbs
Supervisor/Food Service	Donna Johnson

Turnaround Partnership Options – James M. Victory, Ed.D. and Alvera J. Parrish, Ed.D.

In opening statements, Dr. Victory noted the purpose of the meeting was to begin the process towards securing a lead turnaround partner and to have discussion regarding his recommendation as to the kind of turnaround partner Petersburg City Public Schools (PCPS) might seek to serve its students. Dr. Victory underscored that he indicated the “kind” of turnaround partner not “who” the turnaround partner will be. He added that while PCPS has had its successes, there is still much to do. Memorandums of Understanding (MOU’s) have been signed to enhance student achievement. Additionally, PCPS has been working very closely with the guidance and support of the Virginia Department of Education (VDOE) to secure a lead turnaround partner. Dr. Victory noted the meeting is one more step toward moving forward for the betterment of the PCPS students. He introduced Alvera J. Parrish, Ed.D., Assistant Superintendent for Instruction, to present an *Overview of Virginia’s Lead Turnaround Partner Initiative*.

Dr. Parrish reminded meeting attendees of a presentation at the previous meeting of the Board, which contained preliminary information received from VDOE in terms of the process the United States Education Department (USED) put in place for schools that are persistently lowest-achieving schools, as well as the “tier” in which such schools are designated. Dr. Parrish provided the following definition of “persistently lowest-achieving schools”:

- *A Title I school in improvement, corrective action, or restructuring that is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring based on the academic achievement of the “all students” group in reading/language arts and mathematics combined, and the school has not reduced its failure rate in reading/language arts and/or mathematics by 10 to 15 percent each year for the past two years (Tier I); or*
- *A secondary school that is eligible for, but does not receive, Title I funds that is among the lowest-achieving five percent of schools based on the academic achievement of the “all student” group in reading/language arts and mathematics combined, and the school has not reduced its failure rate in reading/language arts and/or mathematics by 10 to 15 percent each year for the past two years (Tier II); or*
- *A high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent for two years.*

Dr. Parrish noted that under the initial USED requirements published in December 2009, states were required to identify eligible schools in each of three tiers. She added that under the final USED requirements published in January 2010, states were given flexibility to identify additional eligible schools in each of the three tiers.

It was noted that PCPS has one school in Tier I; Peabody Middle School, which is in year five for reading. PCPS has one Tier II school; Petersburg High School, which is

simply in Tier II because of its graduation rate and is not a “lowest achieving” school at this time. The academic achievement rate at PHS is moving in the right direction under the leadership of the principal, who has been in place for the last 2.5 to three years.

Vernon Johns Junior High School is in Tier III; which is in year seven and holding in math and year six in reading. Tier III schools are Title I schools in Title I school improvement in years two through seven that are not in Tier I. Dr. Parrish noted that Vernon Johns has met some benchmarks and shown improvement, and therefore, does not fall within Tier I.

Dr. Parrish added that A.P. Hill Elementary is in year two and holding in reading. J.E.B. Stuart Elementary School is in year five and holding in reading, and in year two in math.

Overviews of the four models in the USED plan were given by Dr. Parrish to include the following: (A copy is included as an addendum to these minutes.)

1. Turnaround
2. Restart
3. Closure
4. Transformation

Dr. Parrish indicated that the key components of the transformation model have been reviewed. She noted that in conversations with VDOE, the component *replace principal* has been discussed, and it was determined that a district may retain a recently hired principal where a transformation was instituted in the past two years (now extended to three years), and the principal’s ability to lead rapid improvement has been demonstrated.

With regard to the *use of rigorous, transparent, and equitable evaluation systems for teachers and principals*, the school division has recently developed a new evaluation system.

She noted the final component is to *identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates, and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.*

Following dialogue with the VDOE concerning the four options, many hours of review of information to determine the best direction for PCPS, as well as careful review of the transformation and turnaround models, it is recommended that PCPS move forward with the transformation model that builds a support unit for students who are most in need.

Dr. Parrish added that at the elementary level, PCPS has *Instructional Support Services (ISS)*, which address and meet the needs of remediation and recovery of students in those schools. She indicated that PCPS has a *Smaller Learning*

Community in Peabody Middle School that is addressing the needs of students who are most in need; students who are also in the bottom quartile, and have been consistently at-risk throughout their school experience.

Dr. Parrish noted; however, that there is no *bridge* between Peabody Middle School and Petersburg High School to address capturing those students who are at risk of dropping out or not graduating. She reminded meeting attendees that PHS is in Tier II; however, the ninth grade is at Vernon Johns Junior High School. PCPS would like to focus attention on eighth and ninth grades to provide support systems whereby the students can be successful. By *capturing* students at the middle school level, providing them with support at the elementary school level, *capturing* students at the middle school level at Peabody Middle School, and then continuing support for students in eighth and ninth grades, students are given more opportunities to be successful in high school. Dr. Parrish indicated that being able to focus back to the sixth grade level, helps PCPS with the graduation rate. She further noted it will also help tremendously to ensure that PCPS will have the percentage needed for the on-time graduation rate for that cohort. She added that one goal is to *hand up* a stronger student that will have more of a chance to be successful at the high school level and less likely to drop out of school.

The primary focus of the transformation model is to keep students connected to school. Students will then want to come to school and will be able to experience progress along the way while the division provides more opportunities for students to become successful. This process creates a bridge for success, and thus, helps to enable students to become contributing members of society.

Dr. Victory reiterated that PCPS has been working closely with the VDOE. He noted that discussion with the VDOE will allow the division to utilize monies for PHS at a much lower level. Noting PHS is in Tier II due to its diminished graduation rate, Dr. Victory indicated *high school drop out* occurs much earlier than the high school years. At this point in time, PCPS has a *gap filler* of the smaller learning community at Peabody Middle School between elementary and middle school levels. The Board supported budgetary requests last year, to enable the *ISS gap filler*, which is in place in the elementary schools. Dr. Victory indicated the program has been extremely successful to help keep Petersburg's students connected.

Elementary schools are *handing up* elementary students to the smaller learning community at the middle school level, who are thriving. When students leave Peabody Middle School; however, there is no bridge currently in place. He will make a recommendation to the Board to accept the transformation model to utilize monies at a much earlier age to (6th, 7th, 8th, and 9th grades) to build a support system to *hand up* children more prepared and ready to graduate. He added that research indicates students who progress to tenth grade are likely to graduate, which is a major goal of this particular process to keep students connected.

The smaller learning community was developed with particular criteria in mind to address the needs of the following: students who were two years behind peers, who

were struggling academically, who had not done well on Standards of Learning (SOL's), and who had not done well in maintaining proper behavior. Dr. Victory noted that since the smaller learning community was put together, PCPS has done much better in all of the above categories. He added PCPS wants to have a *bridge* in place to ensure that students graduate on time.

Mr. Wilson asked for clarification regarding the smaller learning communities. He asked how the age factor is resolved, as some students who should be in the eleventh grade, as an example, are not as yet at the high school.

In response, Dr. Victory shared concerns that some overage students continue to fall behind peers academically. He noted the students struggle primarily in the areas of reading and mathematics; two particular areas emphasized by *No Child Left Behind*. Dr. Victory said that if the division is unable to bridge the gap to have our children read better, and to perform mathematical computation better, those students are likely to disengage from school.

Dr. Victory indicated that when the smaller learning community was put in place at Peabody Middle School, a highly qualified adult with a highly qualified teaching assistant were put in place. Coupled with a smaller class size, the smaller learning community has borne fruit. He added that if something is not done to erase deficiencies, the students discussed will not likely graduate, and the graduation rate must be improved.

Mr. Wilson noted that different strategies are being utilized for students at different age levels to address their particular needs. Dr. Victory said the matter will be addressed in the presentation.

Dr. Parrish indicated that *bridging the gap* is to help prevent students from falling behind. There are students; however, who are already in that particular cycle. Initiatives must be put in place to address the needs of those students in addition to what is already being provided within the regular school with everyone else. Dr. Victory noted that PCPS has signed several MOU's because of limited academic achievement in some areas. The children who are part of this current discussion must be tested at the end of the day.

If the students who find themselves in the cycle of limited achievement are not where they need to be at the end of the day to be proficient on the SOL tests, it still does not help academically.

In order for PCPS to do well on SOL tests, we must insure that all of our children have the strength and knowledge that they need to be successful. He added that the smaller learning community was initially put in place at Peabody Middle School for this reason.

Mr. Wilson indicated he believes the smaller learning community will work well for students, as well as bring in additional monies needed. He inquired if the state is including the students who are already at an age where they may not connect to the

smaller learning communities. Some students may be too old and will not graduate from a regular high school setting. The students need to be encouraged and parents need to be informed of strategies for these students to insure they will be successful. Options or other programs need to be put in place for the overage student to receive perhaps a G.E.D. Mr. Wilson asked if the state is tying all of the factors together or is a specific age group being targeted that will be in the smaller learning community.

Dr. Parrish indicated a smaller learning community is already in existence at Peabody Middle School. She added that currently, because of the school division’s MOU commitment, PCPS is already in the process of negotiating for an external turnaround partner. The division is looking at a transformational model at Peabody Middle School (smaller learning community) plus additional options for any of the students who have not been successful.

In response to Mr. Wilson’s inquiry, Dr. Parrish noted she is hopeful flexibility will be offered not only to the overage student, but to other students who have not met with success, as well as the students who meet the criteria and fall within subgroups. She indicated it is her understanding that the VDOE has given the school division options to develop a proposal that will address the needs of students utilizing a different method. Specifics of the options have not been determined as yet. Dr. Parrish indicated the division has the option to create instructionally-sound research-based structures to meet the needs of the students. Dr. Parrish’s detailed overview of the various models follows:

TURNAROUND MODEL			
Teachers and Leaders	Instructional and Support Strategies	Time and Support	Governance
Replace principal	Select and implement an instructional model based on student needs	Provide increased learning time for staff and students	New governance structure
Use locally adopted “turnaround” competencies to review and select staff for school (rehire no more than 50% of existing staff)	Provide job-embedded PD designed to build capacity and support staff	Social-emotional and community-oriented services and supports	Grant operating flexibility to school leader
Implement strategies to recruit, place and retain staff			

Dr. Parrish indicated there is a state transformational model and a USED transformational model, which are very different.

TRANSFORMATION MODEL			
Teachers and Leaders	Instructional and Support Strategies	Time and Support	Governance
Replace Principal	Select and implement an instructional model based on student needs	Provide increase learning time for staff and students	Provide sufficient operating flexibility to implement reform

Implement new evaluation system developed with staff Uses student growth as a significant factor	Provide job-embedded professional development designed to build capacity and support staff	Provide ongoing mechanism for community and family engagement	Ensure ongoing technical assistance
Implement strategies to recruit, place and retain staff	Ensure continuous use of data to inform and differentiate instruction	Partner to provide social-emotional and community-oriented services and supports	

RESTART MODEL	
The Restart Model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process.	A restart model must enroll, within the grades it serves, any former student who wishes to attend the school.
	A rigorous review process could take such things into consideration as an applicant’s team, track record, instructional program, model’s theory of action, sustainability.
	As part of this model, a state must review the process the LEA will use/has used to select the partner.

SCHOOL CLOSURE MODEL	
School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving.	These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.
	Office for Civil rights Technical Assistance Module – Struggling Schools and School Closure Issues: <i>An Overview of Civil Rights Considerations</i>

Dr. Parrish noted the biggest difference between the turnaround and transformational models is governance.

Dr. Parrish reiterated that with regard to the *replacement of the principal* component in the transformational model, as noted previously, it was determined that a district may retain a recently hired principal where a transformation was instituted in the past two years (now extended to three years), and the principal’s ability to lead rapid improvement has been demonstrated.

With the transformational model, some form of alternate governance will be a component, as PCPS has currently with three schools. Also, PCPS will look at the involvement of the contracted outside entity making decisions about student performance based on the data and being a collaborative member at the table. The local Board and the local administration; however, will still be the individuals making decisions concerning the leadership in the schools, staffing, etc., with input from the entity.

In presenting an overview of the restart model, Dr. Parrish does not think this is what is needed in PCPS at this time. After careful analysis of the school closure model, it was also a model that is not the best model for Petersburg schools in the administration's opinion at this time.

Dr. Parrish stated, "The main purpose of the Lead Turnaround Partner Provider is to increase student achievement in the persistently lowest-performing schools. The conceptual framework for Lead Turnaround Partner was created using the work published in *The Turnaround challenge* by the Mass Insight Education and Research Institute." A full copy of the report can be found at:

<http://www.massinsight.org/turnaround/reports.aspx>.

The VDOE has partnered with Mass Insight to provide support and information through the report to help provide strategies and structures to create student achievement. Dr. Parrish provided a visual of *The Virginia Model*, which delineates how the model works. She noted the set up in a tier I school is similar to the Virginia Model presented, which diagrams the collaborative efforts of the local School Board, superintendent and division staff, and the lead turnaround partner. Dr. Parrish noted the specifics of people, time, program and money will be determined with the lead turnaround partner.

Dr. Parrish highlighted the timeline in terms of what the division will be doing as the division moves through the process beginning in March-April and leading up to the timely opening of school in September under the newly developed modification.

The selection committee to overview the process and the vendor program information has already been established and will convene. Also, a technical assistance meeting in Richmond provided by an expert on the USED models, was attended by Dr. Parrish.

The representatives provided a step-by-step process of the options and flexibility available. Each of the vendors provided information at the meeting as well. Dr. Parrish noted each Board member was provided a binder containing the information on each of the vendors.

Dr. Parrish added that the interview process will be implemented with the potential vendors, who will interview with the committee. The selection committee will then submit its recommendation to the Petersburg City School Board.

Mrs. Hendricks commended Dr. Parrish for recognizing the need for early support systems, and for making the effort to keep students connected to school.

Mrs. Hendricks asked for clarification of the timeline discussed by Dr. Parrish. Dr. Parrish responded that the selection committee will convene on April 19th; the interview process is April 22nd, and the submission of the recommendation to the Board on April 26, 2010. Dr. Victory added a final recommendation will be submitted to VDOE by the due date of May 1, 2010.

In response to Mrs. Hendricks question regarding whether or not the PCPS is comfortable with the timelines to be met, Dr. Parrish indicated she has contacted all vendors, appointments have been set, committee members have been contacted, and information has been distributed to the full Board, as well as the committee members. She noted one committee review session has been held, and a selection committee meeting is planned for April 19th. The process of scoring and criteria will be discussed. Dr. Parrish noted the process is aligned with the same process VDOE uses.

Mr. Wilson asked if the selection committee is comprised totally of Petersburg members. Dr. Parrish indicated recommendations were made by our Chief Academic Officer (CAO) as to the membership of the selection committee. She suggested the inclusion of members of the Parent Teacher Association (PTA), and others recommended as committee members. Dr. Parrish indicated the CAO is part of the committee as a member of the VDOE.

Mr. Wilson asked how much pressure the division is under to select a recommended vendor. He wondered what the process will be if the Board has particular concerns about an applicant.

To clarify, Dr. Victory noted that the VDOE received a number of prospective vendors. As indicated by Dr. Parrish, they went through a process to include receipt of the requests for proposal to winnow the vendors determined to be most qualified to serve the needs of students around the Commonwealth of Virginia. Dr. Victory stressed that this is not just a Petersburg issue but an issue across the Commonwealth of Virginia. The VDOE has compiled four vendors selected to serve the needs of students in Virginia. It is akin to an approved state list of vendors, which is a common practice. In essence, the vendor selection process is expedited for the school division. Dr. Parrish noted there are 66 schools involved in this process.

PCPS, as well as other districts across the Commonwealth of Virginia, will be interviewing and making vendor selection from among the following four vendors: Pearson, Cambridge Education, Edison Learning, Inc., and Johns Hopkins University.

Mr. Wilson expressed his concern that he wants to be sure that those who know more about the Petersburg school system than anyone else, have an opportunity to make a strong selection and are not forced to make a selection that may not truly fit, yet the division receive blame if failure results. To reiterate he stated that he wants the selection of the vendor believed to be the best fit for Petersburg to be selected without any pressure to select otherwise. It is this vendor selection he wants to see brought before the Board for its decision.

Dr. Victory indicated it is a goal of the selection committee to select the kind of vendor, who is best able to serve our children who are most in need. It is the superintendent's recommendation to select a vendor on April 22nd who can serve children who have fallen behind educationally, who may be projected to disconnect from school, who may have attendance issues, or who may have disciplinary concerns. PCPS needs to place students in an environment where children are

assured of reconnecting to school. He added that while it is about SOL's, it is not all about SOL's. Children disconnected for various reasons need to be reconnected, and they need to get excited about education again. Dr. Victory stated that if the division can do this, perhaps five years from now students will graduate. Mr. Wilson said the Board will have no problem accepting such a vendor.

Brecora Bronner – 798 King Avenue, Petersburg, Virginia

Ms. Bronner asked who is serving on the vendor selection committee. In response, Dr. Parrish noted the following are currently serving on the committee:

- Chief Academic Officer - VDOE
- Superintendent
- Assistant Superintendent
- Director of Secondary Education
- Director of Elementary Education
- Director of Testing
- Title I Coordinator
- Two School Board Members
- Mr. John Hart, President of the City-wide PTA.

Mr. Pritchett indicated that he and Mr. Pierce, who are on the committee, would like to have two replacement members, as the final decision for selection of the vendor will be presented to the School Board. He recommended perhaps teachers to fill those slots.

Dr. Parrish noted she will seek representatives from the school level to be replacement members on the committee.

Mrs. Hendricks asked why additional community members were not chosen as members of the selection committee. Dr. Victory indicated that PCPS certainly wants to be community friendly and will involve the community as necessary.

Mrs. Hendricks said that if the division would like the community to “buy in” to the process, it is critical to involve them in the process. Dr. Victory said this will be done.

In closing, Dr. Victory summarized that it is his recommendation that the Board allow Petersburg City Public Schools to seek a Lead Turnaround Partner (vendor) using the Transformation Model to serve students in 6th, 7th, 8th, and 9th grades connecting Peabody Middle School and Vernon Johns Junior High School in a smaller learning community, or a school within a school. The Lead Turnaround Partner and principal, School Board, and superintendent will work together to serve the needs of all assigned students. The Lead Turnaround Partner and school will utilize all components of the school collectively through scheduling, to include the gymnasium, auditorium, cafeteria, library, athletic facilities, etc.

Mrs. Hendricks asked for clarification of the governance component of the Transformation and Turnaround models. Clarification was provided by Dr. Parrish.

Following a question by Mr. Kenneth Pritchett related to the intended program serving only the lowest performing students, he expressed concern that a choice is to be involved for participation in the program. Dr. Victory responded that discussions have been held with VDOE representatives. He added that if the Board provides support to move forward to create other smaller learning communities similar to the one PCPS has in place, then the choice is the option of choosing to be in the smaller learning community or not. This is the conversation held with the VDOE, and VDOE representatives support this process. Mr. Pritchett asked what if parents of a child who is not low performing want their child in the program. Dr. Victory indicated that in some cases it is not going to be an exact answer to the question being asked. On many cases the division will work through the process on an individual basis. There is not blanket yes or no because there are always odd situations that arise, and the division will work through them.

Mr. Wilson expressed his concern that lowest performing students are the individuals who need to the assistance. It would not appear to be cost effective to have high performing students in the program. He indicated he feels the turnaround program should be for lower achieving students not for those who are doing well where they are.

In essence, Dr. Victory noted it is a matter of choice. If a parent desires for his/her student to enroll in the program we will work through the process on a case-by-case basis. Parents may choose not to enroll their low performing students also.

Maggie Massey – Peabody Middle School, Petersburg, VA

Ms. Massey asked if the proposals are available online prior to the selection by the Board. Dr. Parrish answered affirmatively. She noted the proposals may be accessed on the VDOE website under April 7th, *Virginia Initiative for Turnaround Partners*.

Mr. John Hart – P.O. Box 283, Petersburg, VA

Mr. Hart asked if Board members might serve on the selection committee in a participatory role to give input on the turnaround partner selection. Mr. Pritchett reiterated that he prefers that as Board members they wait to reserve the recommendations along with other Board members when the committee's recommendation is made.

Mr. Wilson asked if a large number of parents choose to have their children participate in the smaller learning communities, will there be enough slots available. In response, Dr. Parrish indicated that, along with other criteria, preliminary survey is to be undertaken. This will enable the vendor to know the number of participants before the program begins. As this is a USED Title I initiative, the purpose is to provide choice. Numbers will be reviewed ahead of time, and the program will be built around the survey results. The program will be molded in terms of building what is needed for the students the division serves. Dr. Parrish added that data will be collected, in terms of the actual numbers that fit into different categories, the individual needs of each student, and what percentage of the population will be served. As the division works with the selected entity, a balance will be made between the students being served, the equipment and resources needed, the area in the building that will be utilized, as well as the obligations the division will have. It was indicated that the number of students is unknown at this time and dependent on the outcome of the survey.

Discussion followed regarding the students who will participate in the program. Dr. Victory indicated that as a public school entity, the division will not omit the option of choices for access to specialized services to parents who may be interested in them. The focus; however, is to address the needs of the lowest performing students. He noted that when the smaller learning community was developed previously, the criteria were set by PCPS. The criteria by the new program will also be set by PCPS with support from the Lead Turnaround Partner and entities that will *pull it all together*. Mr. Wilson expressed concerns that higher achieving students in the program might cause a greater degree of success.

Dr. Kenneth Lewis asked if the smaller learning community at Peabody Middle School will be a permanent *fixture* or is there a determined period of time that it will exist at the school. Dr. Parrish responded that there is a three-year commitment that is attached to the funding. She added that the language and the message that have been portrayed from the beginning to the end is sustainability. The funding will be there to get the students to the point where the students are succeeding on a continuous basis. After the three-year period, the school should be able to *stand on its own*.

Dr. Lewis asked if it is possible that the program could outgrow the Peabody building; also, he wondered what will happen if the program does not meet the projected results that are anticipated within a three-year period.

Dr. Parrish indicated this is part of the collaboration between the school system and the selected vendor. The division staff will be collaborating with the entity for them to meet certain benchmarks. Working together, the school division and vendor make a determination of progress keeping in mind that the definition of *persistently lowest achieving* schools is aligned with the definition that has been provided by the USED. Those are the criteria at which we must look, both for the turnaround partner and the school division.

Dr. Lewis asked about the selection/entry process for students to enroll in the program. The district has the flexibility in terms of developing the criteria, the structure, the zone and making decisions of how to move forward. The Board still has power to make decisions and to see information about the success of the vendor and the impact that it has on PCPS students.

Dr. Lewis asked about the space within the building that will be utilized. Dr. Parrish noted this decision has not been made as yet. The program may; however, utilize the space already available for this purpose.

Mr. Lundy said that as we prepare and plan, we need to keep in mind that problems exist at Vernon Johns. When the move is being considered at the middle school consideration needs to be given to problems resulting from overcrowding.

Once criteria are developed and recommendations are made, Mr. Wilson asked if the vendor selected by the committee will be presented to the School Board for approval. Mr. Pritchett answered affirmatively.

Dr. Victory asked if permission from the Board might be given to move forward to look for a vendor through the Transformation Model to serve the students discussed during the meeting at Peabody Middle School in grades 6 and 7, and at Vernon Johns Junior High School at grades 8 and 9. He noted this will give the focus as the vendor selection process unfolds, and will indicate whether or not the vendors have the capacity and the skill sets to provide needed services.

Mr. Pritchett initiated discussion regarding a document, which was drafted by the division attorney, and on which a vote was taken and Mr. Pritchett's signature given. He noted a meeting at which Dr. Shannon and Mr. Pat Lacy, Board attorney, were present.

Mr. Pritchett then called for a motion. **On a motion a motion by Mr. Wilson and a second by Mrs. Hendricks, the Board unanimously agreed to approve the superintendent's recommendation that the Board allow Petersburg City Public Schools to seek a Lead Turnaround Partner (vendor) using the Transformation Model to serve students in 6th, 7th, 8th, and 9th grades connecting Peabody Middle School and Vernon Johns Junior High School in a smaller learning community, or a school within a school.**

The Lead Turnaround Partner and principal, School Board, and superintendent will work together to serve the needs of all assigned students. The Lead Turnaround Partner and school will utilize all components of the school collectively through scheduling, to include the gymnasium, auditorium, cafeteria, library, athletic facilities, etc.

ADJOURNMENT

Following a motion by Mr. Wilson and a second by Mr. Pierce the Board unanimously agreed to adjourn at 7:16 p.m.

Clerk of the Board

APPROVAL Approved:

Chairman of the Board

**PETERSBURG SCHOOL BOARD
PETERSBURG, VIRGINIA
MINUTES OF THE OPEN SESSION OF THE BOARD
SCHOOL ADMINISTRATION BUILDING - MAIN BOARD ROOM
APRIL 26, 2010 – 6:00 p.m.
Mrs. Jeanette P. Berrios, Clerk of the Board**

CALL TO ORDER

Mr. Kenneth L. Pritchett, Chairman of the Board, called the Open Session of the Petersburg School Board to order at 6:03 p.m.

ROLL CALL

The following members were present:

Ward One:	Mr. Steven L. Pierce, Sr., Vice-Chairman
Ward Two:	Mr. Fred B. Wilson
Ward Three:	Mr. Kenneth L. Pritchett, Chairman
Ward Four:	Mrs. Mary Jane Hendricks
Ward Five:	Dr. Kenneth W. Lewis
Ward Six:	Mr. Bernard J. Lundy, Jr.
Ward Seven:	Dr. Elsie R. Jarmon

The following executive staff members were in attendance:

James M. Victory, Ed.D.	Superintendent
Alvera J. Parrish, Ed.D.	Assistant Superintendent
Mrs. Cheryl Bostick	Coordinator/Federal Programs
Mrs. Gwendolyn Price	Coordinator/Testing

Dr. Dorothea Shannon, VDOE Chief Academic Officer (CAO) was also present.

Lead Turnaround Partner – James M. Victory, Ed.D.

Dr. Victory reminded the Board and meeting attendees that a great deal of information was provided at the previous meeting regarding the selection of a Lead Turnaround Partner (LTP). He noted that the Board approved the recommendation to utilize the *transformational plus model* to assist with the needs of students at Peabody Middle School and Vernon Johns Junior High School in grades 6, 7, 8, and 9, who are most in need of support. Following the Board's approval, there was engagement in a deliberate process to interview and have discussions with vendors on the Virginia Department of Education (VDOE) approved list. Dr. Victory introduced Dr. Alvera Parrish to present to the Board what has been done since the last meeting, and what remains to be done with relation to the LTP process. (A copy of the presentation is included as an addendum to these minutes.)

Dr. Parrish introduced the *LTP selection committee* members as follow:

- James M. Victory, Ed.D., Superintendent
- Alvera J. Parrish, Ed.D., Assistant Superintendent of Instruction
- Dr. Dorothea Shannon, Chief Academic Officer (VDOE)
- Dr. Brenda Petteway, Director of Secondary Instruction
- Ms. Gwen Price, Director of Testing
- Mrs. Cheryl Bostick, Supervisor of Federal Programs
- Mrs. Tonya Brown-Fletcher, Principal, Vernon Johns Junior High School
- Ms. Barbara Moore, Parent & PTA Vice-President at Vernon Johns Junior High
- Ms. Heather Lamb, Assistant Principal, Peabody Middle School
- Ms. Lorraine Davis, Instructional Specialist, Peabody Middle School
- Mrs. Annette Ampy, Parent, Peabody Middle School
- Mr. John Hart, President of the City-wide PTA

She noted the committee did a wonderful job of selecting an LTP. Dr. Parrish reminded meeting participants that the selection process of the U.S. Department of Education (USED) model and LTP was to address Tier I and Tier II. The schools in Tier III, to include Vernon Johns Junior High School, J.E.B. Stuart Elementary School, and A.P. Hill Elementary School, will be implementing the VDOE *transformation model*. The potential LTP's were interviewed to work with the division at Peabody Middle School. Petersburg High School has been designated as a Tier II school; however, the division is not accepting the funding for the high school, but is redirecting the funding to the ninth grade. The ninth grade is a significant grade at which the graduation rate is turned around and impacted the most.

An interview was developed for each of the four vendors, and a selection of committee members was made. There was a debriefing of the committee members on April 19th to provide information to them on each of the vendors, as well as particulars regarding the selection process.

The following four vendors were interviewed: *Pearson Education, Johns Hopkins University, Cambridge Education, and Edison Learning*. Each vendor was allotted one hour to respond to interview questions and extra time was provided to give all the opportunity to elaborate on information if desired.

Dr. Parrish noted that the committee used objective quality tools to arrive at its decision. She noted each vendor was scored individually using an interview questionnaire rubric modeled from a VDOE rubric used for vendor selection. Scores were given by each committee member, tallied, and placed on a scoring tally form. Dr. Parrish said the committee was afforded an opportunity, following the vendor interviews, to reflect again on the written proposals, and to engage in a deeper discussion to move toward consensus.

The LTP Selection Committee met on Friday, April 23rd to move into Phase II, or the consensus building component of the process. Dr. Parrish noted that the committee took its time to insure the vendor would be the best fit and match, and that the

company could meet the needs of the Petersburg City Public School (PCPS) students. Along with articulation, the committee also considered the vendor's resources and staffing to implement the programs written in their proposals. The LTP Selection Committee came to a consensus using the consensus tally form, and after careful consideration, selected Cambridge Education to be the Lead Turnaround Partner to partner with PCPS.

Dr. Parrish noted that the LTP form has already been submitted to inform the VDOE of the selection of the LTP model as approved by the Board. Following the presentation of the vendor selection to the Board, and with its approval, PCPS will submit the LTP selection to the VDOE as well. Upon agreement of services to be rendered, and development of the scope of work, PCPS will proceed with the development of the Memorandum of Understanding (MOU). She indicated this will entail the inner body of PCPS meeting to lay out the details of the programs and the needs of PCPS students and schools. From this point, the vendor will meet with PCPS representatives to look at the direction we need to move in, as well as the development of a timeline, and the delineation of services and scope of work. The 1003 (g) grant application will be completed for the three years of funding.

Dr. Jarmon asked Dr. Parrish to elaborate on the aspects and characteristics of the Cambridge Education program that led to its selection as the LTP. Dr. Parrish responded that she and committee members agreed that the vendor *fit* for PCPS seemed best. Also, the availability of Cambridge staff to assist in provision of services was another positive point noted. She added that the vendor's philosophy was not only written, but articulated, that Cambridge intends to work with PCPS, not to come in to "turn over" what has been done. The company representatives recognized the programs PCPS already has in place that are working, as well as division strengths. Cambridge expressed the desire to partner to build and expand on what PCPS has in place and not to come in as a "takeover." The company was also very clear in the delineation of the services that can be provided, and the intent to build what Petersburg needs, not a model used in New York, the U.K., or elsewhere. The question being, "What is it that Petersburg needs to meet the needs of the students here?"

Mr. Fred Wilson expressed appreciation for the work undertaken by the LTP Selection Committee. He noted that as he read the vendor material, he selected John Hopkins as number one and Cambridge as number two. Mr. Wilson said his reasoning is that Johns Hopkins indicated it works with the community in a major way. He asked if there is assessment regarding community involvement as a result of the interview process.

Dr. Victory noted that in the Cambridge presentation, the representatives were very adamant about working with the community, reaching out, and being a true support system for the growth of the entire community to meet the needs of our students.

Dr. Victory added that the process was very competitive, and all of the vendors have good points. When considering the desire to select a vendor that would best meet the needs of PCPS, the decision to select Cambridge was unanimous.

Dr. Parrish provided a presentation highlighting the consensus tally form used in the scoring process. She indicated, utilizing the *nominal group technique*, everyone was given the opportunity to respond to each of five listed components in terms of what is needed in Petersburg, to include; the capacity to implement the smaller learning community; sufficient staff and time to meet the needs of PCPS; the ability to develop parent and community relationships; the proven practices and initiatives to net the greatest gains in student achievement; and the capacity to address the graduation rate.

The scoring was close, and all vendors had something good within their program. The consensus was reached that Cambridge Education is the best *fit* for Petersburg.

Dr. Lewis asked about the physical logistics inside of Peabody and Vernon Johns related to the scope of work. Dr. Parrish said we will need to delineate how PCPS and the LTP will operate together. Demographics, student achievement, and physical location of the smaller learning communities will need to be determined, as well as the number of students involved, the number of teachers needed, the expectations, and benchmarks to be established, the timeline, etc. Dr. Parrish noted PCPS and the Cambridge representatives will meet to address these specific areas.

Dr. Lewis asked where, within the school facility, the smaller learning community will be housed in Peabody and Vernon Johns (as a wing in the building). Dr. Parrish indicated that with the *transformational model*, the smaller learning community itself is the entity. She added a decision may need to be made as to the location in the building. The LTP will have an impact on the total school; as an example, staff development will be offered to all of the teachers in the building. With the *transformational model*, there will be an impact on the strategies used by all of the teachers in the classrooms. Even initiatives and models used in relation to student behavior may be impacted. Dr. Parrish added all of this will come out of the initial survey, which Cambridge will administer. Once survey results from staff, students, and parents are received, Dr. Parrish indicated PCPS will work with Cambridge to determine the specifics of the program.

Dr. Lewis inquired about the program entity versus other students at Peabody. In response, Dr. Victory noted that if the Board accepts Cambridge as the LTP, a meeting will be held next week with Cambridge to address, among other things, answers to the following questions:

- Where? (physical location)
- When? (How does the entity operate in concert with the rest of the building? There will be shared parts of the building and all Peabody students will be using the building.)

- How? (How does this unfold as we move forward collaboratively?)

It is understood that Cambridge Education recognizes what PCPS is already doing, and desires to work with the division to enhance those efforts. Dr. Lewis asked how children will be selected to be placed in the program (whether those at the academic and behavioral lower end, the middle, or upper end). Dr. Parrish confirmed that the selection process will be determined and provided to the Board.

Dr. Victory added that nearly two years ago the smaller learning community concept was initially introduced to the Board. The program addresses only sixth grade at Peabody Middle School. The new program recommended will enhance the current program. He noted that one of the reasons grades 6, 7, 8, and 9 are recommended for inclusion is that the program complements PCPS student opportunities to graduate. This particular effort is to help create a bridge between grades 6-7, 7-8, and 8-9. Research indicates that students who advance to the tenth grade are much more likely to graduate.

Dr. Lewis asked for confirmation that PCPS is ultimately counting on the selected vendor to assist in Peabody Middle School and Vernon Johns Junior High School attaining full accreditation and adequate yearly progress (AYP). Dr. Parrish answered affirmatively.

In response to an inquiry from Dr. Lewis related to a timeline, Dr. Parrish indicated a timeline will need to be determined with the LTP. Prior to or at the end of the three-year period, PCPS wants to be fully accredited with AYP attainment. The goal is that the school division will have sustainability following the three-year timeframe.

Dr. Lewis asked if the timeline would address accomplishment benchmarks of the LTP along the way. Dr. Parrish responded that PCPS will partner with Cambridge regarding expected accomplishments.

Mr. Pritchett sought clarification regarding the statement of the use of common areas of the school building (such as the gymnasium) for the students working with the LTP. Dr. Victory noted that there will be a population of students working with the LTP, and the building will be used collaboratively with regard to scheduling. This is an area that will need to be determined.

Mr. Pritchett expressed great concerns about the process if the program is open only to students whose grades are below a certain average. He added it is, in his opinion, an issue involving parental choice. He said he will wait to see what information is presented to the Board as program components are developed. Dr. Parrish indicated information will be brought back before the Board for further discussion.

Mr. Wilson expressed his concerns being at the opposite end of the spectrum. It was indicated that if all students were doing as well as the *higher achieving* students, the program would not be needed. It was noted that PCPS is going to invest much

money to help turn the school division around, and the division needs to be turned around because of students who currently are not meeting the mark, or in many cases, not even coming close to meeting the mark.

If the selected LTP staff members are turnaround specialists and experts, PCPS needs them to not only get those students who need improvements where they need to be, but PCPS staff need to learn from them as they do so. Mr. Wilson noted that if the higher achieving students are in the program along with the other students, the division cannot properly measure the program's effectiveness.

Mr. Wilson said he would like to see the children and parents involved who need the assistance most, and then if there are more slots available, they may be filled with other students.

Mrs. Hendricks asked what role *choice* plays in the turnaround process. Dr. Parrish noted SES services are provided, as an example of choice currently being offered. Mrs. Hendricks inquired about the choice with regard to parent selection as there is only one middle school and no other school to which parents may choose to enroll their children. Dr. Dorothea Shannon, Chief Academic Officer (CAO), indicated that choice is for students in greatest need when they go to other schools. When the state procured the four vendors, there is a line about choice. She noted the division is going to work on exactly what that means to PCPS. It is unknown at this time what that will be. It may be that services will be offered to the students at the lowest levels and then seats remaining be opened to anyone.

Mr. Lundy noted that when reading and looking at the information it talks about the importance of climate. He noted the information talks about leadership development, a sense of interdependency by working with the parent and child, changes, and exposing one to a number of things. We need to meet demands but have done the same thing in the same way for so long.

Mr. Linwood Christian – 410 Mistletoe Street, Petersburg, VA

Mr. Christian asked if the company is from the U.K. He also indicated he hopes the chosen turnaround partner does what it is supposed to do. Mr. Christian expressed concerns about principals being changed mid-year. He noted that *the division* hires principals and teachers knowing their backgrounds, and changing principals and teachers affects children.

Mr. Christian asked if the company chosen will meet with parents. He also asked how much serious monitoring will be done by the school division with results of the monitoring being made available.

Dr. Parrish responded to Mr. Christian's questions indicating that the company selected is from the U.K. She added one of the main reasons the vendor was selected is because of the company's intention to work with parents and the community. Dr. Parrish indicated that even though the company is based in the U.K.,

it is comprised of esteemed educators in the State of Virginia. The two individuals who will be running the program will be here day-to-day working with PCPS. In terms of monitoring, the division will be working hand-in-glove together with the LTP and looking at results; it is a learning experience.

She noted there are strategies and skill sets that the division staff can learn. The division is looking for sustainability and to be better at what we do. We need the parents and community to join hands with us. She noted this is how we are going to get to be the greatest that we can be.

Dr. Lewis inquired about the inclusion of A.P. Hill and J.E.B. Stuart Elementary Schools in the presentation. Dr. Parrish responded that the inclusion is to remind the Board that PCPS has schools in all three tiers. Vernon Johns, A.P. Hill and J.E.B. Stuart Schools are all in Tier III. Schools in Tier III must implement the state transformation model, which is inclusive of staff development, webinars, specific summer leadership training to enhance monitoring skills (of teacher behaviors and student achievement/behaviors), as well as the ongoing alternate governance process (coaches in the buildings). This year technical assistance will be provided to implement a formative assessment component.

In response to a question by Dr. Lewis regarding how A.P. Hill might *move out of the tiers*, Dr. Parrish said a number of indicators must be met. This is tracked over time to insure sustainability.

Mr. Lundy said that in the leadership capacity we are at fault sometimes in the staff development of this. When looking at the things being done by central office, and those who have been hired and who are *keeping their thumbs* on the areas; what is the next hoop? The division is doing whatever it can do. Dr. Shannon noted that as CAO, VDOE is here to help and make a difference for the children. She added that when we get the right leadership in the schools, and when we get the right teachers in the classroom, we are going to make the difference we need for our children. The LTP being employed by the division is going to be working in the areas of developing leadership and teacher capacity. Dr. Shannon added that the evaluation system is in the RFP and discussions with division leaders will be held.

Mr. Wilson asked Dr. Shannon if assessments are done on *where children start*. He noted that children who come from more advantaged families will have a stronger foundation than those from less advantaged households. He said students often come into the system behind their peers. Mr. Wilson asked if the numbers of students from low-income households are considered when directions for turnaround are determined. Dr. Shannon said the opportunities must be provided to all students realizing children come to the system at different levels. The students must be taken *from where they are* and taken forward.

She added that we must truly believe that by developing relationships with the children and families, children can learn and go to a higher level. She added that Cambridge expressed a willingness to build relationships with families, children, and teachers.

In response to a question from Mr. Lundy related to the number and names of other school divisions facing the situation Petersburg is facing, Dr. Shannon responded that other divisions have similar challenges and are in the turnaround partner selection process. Dr. Parrish noted there are 66 schools in Tiers I and II and over 120 in all three tiers.

Mr. Pritchett asked the media to list the other 66 schools along with Petersburg in publishing information. Dr. Shannon indicated PCPS is going to be the first district to make announcement and move the process along.

Ms. Melaika Damon – 1771 Berkeley Avenue, Petersburg, VA

Ms. Damon, the mother of a sixth grader, noted that it is implied that the model discussed is going to focus on the students who are not achieving as well as others. She expressed concern that higher achieving students need to be challenged more. Ms. Damon added that as needed focus is directed toward students who need extra assistance, what will happen to the gifted students. Dr. Parrish responded that even though the LTP will be working with the division, PCPS staff members are still available to address the needs of all students. This initiative is to elevate the entire school. If the entity is working with students most in need, other teachers can still focus on more things, extend learning, still provide enrichment, and work with the extra resource to do additional things for all division students. The average or accelerated student will also benefit from the transformation (for all students) plus (for those in particular need) model.

Mrs. Hendricks indicated it is important to continue to stress that the program is for the whole school in an effort to avoid labeling achievement levels of students selected for the program.

Mr. Linwood Christian – 410 Mistletoe Street, Petersburg, VA

Mr. Christian reiterated that it is important to meet with parents. He asked if there will be a meeting with parents. He noted that from his own observation PCPS has some of the best teachers in the state. PCPS has teachers who assess students early and communicate concerns to parents. He added that we need to keep our teachers, many of whom do more than what is required of them.

Mr. Wilson indicated we need to be realistic about the fact that even though we have great teachers, when a large number of students, who can be very smart children, come into the school system considerably behind their peers in neighboring

communities, it will take a lot of time for the teacher to get the child where the peers already are when they enter school.

Dr. Victory indicated he met with individuals who want to work with daycare providers and connect them to the school system. Conversations are being held regarding finding a location for the training to take place. There are fifteen licensed daycare providers throughout the City of Petersburg. He added that it is critical for the division, if it is not going to receive outside support, to look internally to build our own kind of system which transitions children from home to school in better stead. This matter will be brought before the Board in the not too distant future.

Dr. Victory read the following statement: *It is the recommendation of the Petersburg City Public Schools Lead Turnaround Partner Selection Committee that Cambridge Education be contracted as the Lead Turnaround Partner for Petersburg City Public Schools.*

Mr. Lundy said he feels it would be most appropriate that the statement include “and superintendent.” Dr. Victory said his intent is to give credit to the hard work of the committee in the LTP selection process.

Mr. Pritchett expressed, on behalf of the Board, appreciation to the committee members for the hard work and long hours contributed in the selection process.

Mr. Pritchett asked if there was a motion to accept the superintendent’s recommendation, and **on a motion by Dr. Jarmon and a second by Mrs. Hendricks, the Board unanimously approved the recommendation that Cambridge Education be contracted as the Lead Turnaround Partner for Petersburg City Public Schools.**

CLOSED SESSION

At 7:08 p.m., following a motion by Mr. Wilson and a second by Dr. Jarmon, the Board without dissent, agreed to convene a closed session for the purpose of discussion of a personnel matter as permitted by Section 2.2-3711 (A)(1) of the Code of Virginia.

RETURN TO OPEN SESSION

Mr. Pierce made a motion, which was seconded by Dr. Lewis, that the Board return to open session. The motion was unanimously approved by the Board at 7:55 p.m.

The Clerk of the Board then read the following statement:

As required by Section 2.2-3712.D of the Virginia Freedom of Information Act, a roll call vote will be taken to certify that, to the best of each member’s knowledge (1) only

public business matters lawfully exempted from open meeting requirements under the Act and (2) only such public business matters as were identified in the motion by which the closed session was convened were heard, discussed, or considered in the closed session by the Board.

Prior to the vote, any member of the Board who believes that there was a departure from the requirements of 1 and 2 as read shall so state the same, indicating the substance of the departure that, in his or her judgment, has taken place. Does any Board member wish to respond?

No member responded; therefore, a roll call vote was taken and every member answered affirmatively.

ACTIONS ON CLOSED SESSION MATTER

On a motion by Mr. Wilson and a second by Mr. Pierce, the Board unanimously accepted the retirement of the individual in personnel case # 10-115, effective July 1, 2010.

ADJOURNMENT

At 8:57 p.m., following a motion by Mr. Pierce and a second by Dr. Jarmon, the Board unanimously agreed to adjourn.

Clerk of the Board

APPROVAL Approved:

Chairman

**PETERSBURG SCHOOL BOARD
PETERSBURG, VIRGINIA
MINUTES OF THE OPEN SESSION
CAMBRIDGE EDUCATION - LTP
SCHOOL ADMINISTRATION BUILDING
May 24, 2010 – 6:00 p.m.
Mrs. Jeanette P. Berrios, Clerk of the Board**

CALL TO ORDER

Mr. Kenneth L. Pritchett, Chairman of the Board, called the Open Session of the Petersburg School Board to order at 6:04 p.m. in the Board Room at the School Administration Building.

ROLL CALL

The Clerk of the Board called the roll with the following responding:

Ward One:	Mr. Steven L. Pierce, Sr., Vice-Chairman
Ward Two:	Mr. Fred B. Wilson
Ward Three:	Mr. Kenneth L. Pritchett, Chairman
Ward Four:	Mrs. Mary Jane Hendricks
Ward Five:	Dr. Kenneth W. Lewis
Ward Six:	Mr. Bernard J. Lundy, Jr.
Ward Seven:	Dr. Elsie R. Jarmon

The following executive staff members were in attendance:

James M. Victory, Ed.D.	Superintendent
Alvera Parrish, Ed.D.	Assistant Superintendent
Mrs. Norma Wingfield	Director/Elementary Instruction
Brenda Petteway, Ed.D.	Director/Secondary Instruction
Mrs. Cheryl Bostick	Director/Federal Programs
Mrs. Gwendolyn Price	Coordinator/Testing
Mr. Cliff Davis	Public Information Officer

Cambridge Education – Lead Turnaround Partner (LTP) – James M. Victory, Ed.D.

Dr. Victory introduced Dr. Parrish, who presented an overview of the efforts and endeavors of Cambridge Education, the selected Lead Turnaround Partner. Dr. Parrish provided a brief synopsis of the work that has been done and the work that is to be done. (A copy is included as an addendum to these minutes.) She noted the goals are being directed towards getting people, structures, and programs in place for readiness in September. Dr. Parrish added that the process has been fast-paced, and as information is provided by the Virginia Department of Education (VDOE), modifications are made, and the Board is apprised of the ongoing process.

To recap, it was noted that the USED Transformation Model was selected and approved by the Board, as well as Cambridge Education group, as LTP for PCPS. The USED Transformation Model is being utilized at Peabody Middle School, as it is in the category of a Tier I school. The initiative, therefore, addresses the entire school, plus the smaller learning community (SLC). Dr. Parrish highlighted the initiatives that will impact the entire school, and those that will impact the SLC. A balanced process has been developed as efforts move forward.

Initiatives for the overall school include the following:

- Coach for the Principal
- Professional Development
- Survey (climate/culture)
- Teacher/student Incentives
- Instructional Initiatives
- Behavior Management Survey
- Data Analysis Meetings
- Implementation of Teacher Evaluation Program
- Training and Support
- Collaborative Leadership
- Engagement of students, teachers, parents, and community

Professional development for the overall faculty and staff will be aligned with the training provided to the teachers and staff in the SLC. A decision has been made to use a climate/culture survey that Cambridge will be distributing to faculty, staff, and students. Dr. Parrish indicated that information has already been downloaded in terms of student identification in order to better analyze data when it is received.

Teacher/student incentives will be provided throughout the entire school. Although the focus will be on the smaller learning community, incentives will still be provided for student achievement, student performance, as well as student participation in programs and initiatives; teacher incentives will also be provided.

The behavior management survey will be used to gauge the perception of the students, teachers, and administrators in the building. Decisions will be made based upon the behavior management assessments to determine what must be done to address this component.

Dr. Parrish noted that Petersburg City Public Schools (PCPS) has already developed a new teacher evaluation program involving stakeholders in the process. This will be implemented with fidelity using the instrument that is in place.

Training and support will be provided as the tool is used to determine which teachers need development and the areas of need. Collaborative leadership will be assessed and utilized at all of the schools to include both administrators and teachers in terms of department chairs and instructional team leaders.

Engagement of students, teachers, parents, and the community will be a strong focus as PCPS embraces all stakeholders in this initiative. Dr. Parrish noted that PCPS will revamp and enhance the existing SLC at Peabody Middle School, which will address all four of the core content areas for grade six. A new SLC will be developed for grade seven, and it will also address all four core content areas. Dr. Parrish indicated there will be a LTP Coordinator provided by Cambridge Education to focus and monitor the SLC and the progress being made.

Dr. Parrish added that Vernon Johns Junior High School (VJJH) is also utilizing the Transformation Model. She noted that VJJH is a Tier III school, along with two PCPS elementary schools. A hybrid of the USED model is being utilized to insure that PCPS has a proper fit for our needs. Dr. Parrish indicated there will be a SLC there for grade eight in all four core content areas.

Dr. Parrish presented information focusing on the ninth grade transition and the academic, personal and social development of students. There will be a SLC for grade nine, but the focus will be on the English and reading aspects. Students will need to meet the criteria in terms of inability to pass previous English or reading SOL's, and other criteria reflecting a student who needs more strength and more support in the reading/language arts area.

The ninth grade advisory period is also a feature of the ninth grade transition, which directly impacts the division's graduation rate. All ninth grade students will be addressed during the ninth grade advisory period. Dr. Parrish indicated getting students back on track, providing enrichment and extended learning experiences are also features of the ninth grade transition.

PCPS plans to expose students to various cultural experiences, and other very intentional and direct experiences, which will connect students to learning, completing school, and becoming contributing members to society. During the advisory period, 21st Century and study skills will be addressed. The 9th Grade Academy (summer session) will be continued.

As an update of what has been undertaken since the last LTP update, the following supportive events were noted:

- Ongoing collaborative meetings (PCPS administrative staff/Cambridge and CAO)
- Information meeting with PCPS Board of Education
- Information Meeting with stakeholders (information planned at 6:30 p.m. on May 25th at Peabody Middle School to provide information and answer questions)
- Faculty/staff meetings with Peabody Middle School and Vernon Johns Junior High
(meetings were held this week)

- Walk-thru observations and assessment of data (scheduled this week)
- Implementation of surveys and analysis of the data (the week of June 7th - implementation of climate/culture survey)
- Developing the MOU and scope of work

Dr. Parrish provided copies of answers to frequently asked questions (FAQ).

Mr. Trevor Yates, Vice-President of Cambridge Education, expressed appreciation to the Petersburg School Board for the opportunity to present information and for the selection of Cambridge Education as LTP. He introduced colleagues Dr. Simmie Raiford of MGT (who worked with PCPS previously), and Mr. Tom Antus, Project Manager with Cambridge Education.

Mr. Yates presented an overview of the history and initiatives of Cambridge Education. He noted the organization was founded in 1984, has worked in 20 states and 45 countries with project offices in 13 states. Cambridge has been working for the last eight years in the United States. Mr. Yates indicated Cambridge is part of a global employee-driven company wholly owned by its employees.

Cambridge is working in lead turnaround partnership with Colorado, Massachusetts, and Minnesota, and in another role in Indiana. Historically, in the United Kingdom, Cambridge was asked to take the lead in 2000 and successfully assisted in turning around the worst school district in terms of achievement to become the most successful district.

Mr. Yates indicated there is a natural synergy between the work that MGT of America, Inc. does and that of Cambridge.

It was emphasized that while there is a certain focus on No Child Left Behind Students (NCLB), the Cambridge initiatives are about success for all students, including gifted and talented students.

Mr. Yates noted that in terms of how Cambridge goes about its work there are certain considerations. He added that it is about strong leadership; from the Board, from the district, and within the schools. Mr. Yates indicated it is the role of Cambridge to facilitate that work; not to run the school or the district. He stated the principal is in charge of the school, as the School Board sets the standards and overview. Cambridge representatives are not here to assume anyone's role, but are here to help and share best practices conducive to student success.

A strong focus is to involve all of the families in the community. The intent is to engage all of the students and parents to say, "This is our school. How can we make a difference? "

Mr. Yates shared that at the heart of everything there must be high quality teaching and learning. If these components can be pulled together, student achievement will follow. He added that Cambridge does not come with an *off-the-shelf* program. The intent of Cambridge representatives is to work with PCPS.

It was further noted that the purpose of the surveys is to determine where the schools are now; what things are being done well; what things need to be improved; and determine what things need to be radically changed.

One of the Cambridge initiatives is to help schools narrow down their *laundry list of things to do* to four or five key things that need to be done month-by-month and year-by-year to make a difference.

Dr. Raiford added that one of the most important things to address is building capacity. She noted that time and time again someone comes in, shakes everything up (not worrying about buy-in and compliance), and gives a list of things to get done, which does not empower those who must sustain progress to move forward. Dr. Raiford said this is the piece about which the LTP feels passionately.

Mr. Yates indicated that one thing that is known to be essential is the culture and climate in the school. He added that all things follow from the right culture and climate. The survey to be implemented the week of June 7th is called the *Tripod Project* (from the work of Dr. Ron Ferguson of Harvard University). Mr. Yates noted that historically most schools concentrate on content (curriculum), and pedagogy (addressing how the curriculum should be taught). Often forgotten is the need to address relationships (particularly with ethnic minority students). *Do students and teachers care about, inspire, and motivate each other?*

Mr. Yates addressed the *Five C's (that represent qualities of effective teaching): Care, control, clarify, challenge, and captivate*. He noted that students need to be appropriately challenged and supported. Children know if someone cares about them or if lip-service is being given. Thus, culture is absolutely critical.

Mr. Yates indicated the partnership of the stakeholders, the school division and the LTP will work to build the schools to be the best performing schools that they can be, providing a high quality education for all students.

Mr. Pierce expressed his appreciation to Cambridge Education, Dr. Raiford and Dr. Parrish. He noted he is more at ease with the process of working with a LTP in listening to the presentation related to taking time to understand building climate and culture. As time goes on, it will be seen if this is done. Mr. Pierce said it is important that children understand that they have a stake in this so they grasp that ownership. They need to know that they have a significant part in their own education and not just one-way feedback.

Mr. Pierce asked that Dr. Parrish expound about the selection of teachers for the SLC. Dr. Parrish indicated that the existing smaller learning community currently has

four teachers and instructional aides working with those teachers. She noted the intent is to open SLC positions for teachers to apply.

She added that teachers considered for the positions should have the desire and zeal to work with students, meet the required criteria, and have been successful. Dr. Parrish said we are looking for the best that we have to work with the students and to be able to do those things described in Mr. Yates' presentation. When one has a great teacher, it is half of the battle with the student meeting benchmarks and being successful.

Additionally, teacher applicants who are chosen to work with the SLC, will be given a sign-on bonus of \$2,500, which will be funded with grant monies. Also, another \$2,500 bonus will be made available if the teachers' students meet the achievement criteria at the end of the year, which will encompass the Transformation Model's incentive component. Incentive bonuses will also be available to instructional aides.

Dr. Parrish noted that one objective is that the program will be an overall modification and enhancement of what is already in place, but moving forward with very structured objectives and goals that need to be accomplished, and that it be tied to student achievement.

Mr. Wilson expressed appreciation for the outstanding presentation provided. He asked for clarification with regard to assessment and the intent to work with the entire school. Mr. Yates noted that while the SLC will be addressed particularly, the added bonus is that for the same amount of money best practices can be provided throughout the school.

Mr. Wilson said concerns were expressed during initial conversations related to pulling the best teachers from classrooms for participation in the SLC; thereby, causing other areas to suffer. He asked Mr. Yates what his experience has been regarding this happening in other locations in which he has worked. Mr. Yates responded that the one primary issue is to insure that all students experience high quality learning and teaching. The role is to develop and move this initiative through. Historically, the better teachers have received the academically stronger students, and the students who need the most support tend to be placed in the classrooms of newer teachers. He added the program is a balancing program; not taking from one or the other. Mr. Yates indicated that one of the key programs is to determine *what is high quality teaching and learning* and building these components. A goal is to share best practices across-the-board. Mr. Yates noted that the program will seek to promote the development of the high quality teaching and learning within the school that every student deserves and to which every teacher aspires.

Dr. Parrish reiterated that Peabody Middle School is a Tier I school, and is thus under the USED Transformational Model. This means that the division must address the entire school. Requirements of the model follow:

- Replace the principal
- Use rigorous, transparent, and equitable evaluation systems for teachers and principals
- Identify and reward teachers, school leaders, and other staff who have increased student achievement; remove those who do not
- Provide ongoing professional development
- Implement financial incentives, opportunities for career growth and promotion for staff
- Use data to identify and implement an instructional program that is research based and aligned with academic standards, and use data to inform and differentiate instruction to meet the needs of all students
- The LEA must increase instructional learning time and create community oriented schools
- The LEA must provide operational flexibility and sustained support for school support from a designated external partner (Cambridge)

Dr. Parrish indicated that the model being implemented at Peabody Middle School is the Transformation Model-Plus. She noted the *plus* is the smaller learning community. Evidence has been presented to the VDOE that the smaller learning community concept works. VDOE has, therefore, allowed PCPS to keep the SLC concept plus implement the additional features that are required for the USED Transformation Model.

Mr. Wilson asked how selection of students for the SLC will be made in relation to students in need of support versus students who are academically stronger. Mr. Yates noted that while No Child Left Behind (NCLB) takes a *benchmark* into account, it is important to include the growth of all students. He added that life-long learning for school, college, the workplace, and citizenship involves all students. Those teaching strategies that work for some of the students need to be applied to all of the students.

Mr. Yates indicated that in terms of selection of students for the SLC, particularly in relation to ninth grade, there will be a selection panel to look at the rubrics to make a determination of the students to comprise the SLC; parents may also request that their children be included in the program. The highly successful advisory program will work for all students. Putting the advisory piece in place, and *growing* students academically, personally, and socially is key.

With reference to the component of students feeling teachers care about them, Mr. Wilson asked if this piece will be considered in the selection of SLC students. Mr. Yates indicated it is important that teachers have the right mindset to work and support students, and who have high expectations for student success.

Mr. Wilson expressed one of his concerns has been that if parents elect to have higher achieving students placed in the SLC, others who might not be as academically sound may *fall between the cracks*; however, he noted it does not appear this will be the case.

Dr. Lewis expressed his appreciation for the presentation. He asked what timeline is being considered for the Memorandum of Understanding (MOU) between Cambridge Education.

In response, Dr. Parrish noted the MOU is being developed, and efforts are underway to have a draft MOU completed by next week for possible submission to the Board at its June 16th work session for review as an information item.

Dr. Lewis also asked who will comprise the SLC student selection committee. Dr. Parrish indicated the committee will consist of various members of the administrative staff, select teachers, guidance counselors, and others who have a significant impact on the lives of the students, to include representatives from Cambridge Education and PCPS.

Dr. Lewis asked how the program effectively deals with integration of the program into the whole school system; how is it *seamless* so students do not know who is in the SLC program. Mr. Yates noted that everyone in the ninth grade is *in the ninth grade transition program*. He added that one of the main issues will be to revisit the mission for the school, involving stakeholders, and getting students to feel that they are part of the school. As a range of various sports and music programs are offered to students, so are various academic programs that will assist in moving all students towards graduation.

Mr. Yates provided an example that some schools do not refer to the student body as *the ninth grade* but as *the Class of 2021*, the year everybody is to graduate from college. He noted the mindset shared to enable everyone to arrive at a set period of time . This point is also impacted by the mindset of the teachers on the whole school.

Basically the *school within a school* concept may cause a sense of fragmentation; however, if the model of best practice is used, it is understood that it is best practice for instructional delivery, for providing differentiated instruction, meeting the children where they are, and moving them up to where they need to be. She added that this cannot be seen as something only a segment of the school is getting.

Dr. Jarmon noted that a large component of the program is engagement of parents. She asked how Cambridge Education met with success in other localities with demographics similar to those of the City of Petersburg. Dr. Jarmon indicated that if we cannot reach the parents, she is not sure how successful we will be in changing the culture.

Mr. Yates responded that one of the starting points is the first contact with the school. One component for assessment is to determine how parents are received and greeted at the school, or when a telephone call is received.

He added that many parents have a history of bad memories associated with school, and the addition of a welcome room to receive them, with refreshments close to their entry point in the school will help make the school environment welcoming. Mr. Yates also shared that *when* school representatives meet with parents is important. Meeting with parents on a schedule convenient to them will be more conducive to setting a positive climate tone. He added *that if the parents cannot come to the school, take the school to the parents.*

The development of focus groups has been very successful, utilizing *team color coding*, etc., and inviting only certain groups to the school at certain times. He said the response is always, "I'm special; it's my turn to come in." There are effective ways to *break up* the community, and to go to them.

Dr. Raiford noted positive telephone calls to parents are also effective; some parents only receive calls when there is a problem. Parents and students can be part of a positive environment built in part by *good news* calls. She added that first calls should always be positive calls, not just calls to complain about the child.

Mr. Lundy expressed his appreciation to the presenters. He noted that many things discussed have been discussed in previous meetings. Mr. Lundy said that one thing he learned is that PCPS did not have to enter into an MOU if adequate adjustments were made. He asked what, as a division can be done, when corrections have not been forthcoming in relation to educators within the buildings. Mr. Lundy indicated we knew before the MOU that leadership moves needed to be made. As data has shown that there are moves we should have made, how do we now work together to make those moves.

Dr. Parrish responded that this is part of the whole process. As PCPS moves forward in the process, data assessments and analysis will be made. She added that a big part of the process is putting the right people in the right places where we can provide the best services for the students. Dr. Parrish said PCPS must start early to make decisions and to make sure people are where they are to provide the best services. It is an ongoing assessment process. PCPS has to look at every aspect of the teaching process, and utilize the implemented teacher evaluations. Teaching involves classroom management, human relations, instructional delivery, as well as other components. She indicated focus will be given to areas that need adjustment.

Mr. Lundy noted that discussions have been held regarding staff development. Initially, conversation was held regarding climate, from the office throughout the buildings. One thing as a division we do not want to find is that someone is paid to implement staff development only to find goals have not been accomplished.

Mr. Lundy stated he has often discussed staff development while on the Board. He notices that staff development plays a big part in the program. Mr. Lundy noted climate was one of our focal points initially.

He asked how program representatives will interact with staff in place to change the climate from the office throughout the building. Mr. Yates indicated that the evaluation process has a built in self-evaluation component. He noted that historically, staff development topics to be provided within the schools have been decided upon a year in advance without the benefit of data from the evaluation sector. Mr. Yates added that part of the implementation of the teacher evaluation program is to insure the provision of the staff development matches the need.

It is not about a training program, but it is about continuous staff development with input from teachers themselves. A classic piece of staff development is to allow teachers to watch other teachers teach.

Mr. Lundy said that in the city educational levels vary; sometimes people are fearful of vocabulary and other people's positions. How can we insure that the surveys are completed and are actually reflective of parental views? Dr. Raiford said beyond the surveys, focus groups will be held. This will provide more substantive information so that we have a richer picture of parental concerns. It was noted that the same four parents are generally at Board meetings, and it is good to hear that the program will provide this outreach.

Mr. Yates indicated that even the attire worn will provide a more conducive atmosphere when meeting in the community. He added sometimes *the man in the suit image* does not work in the community.

Mrs. Hendricks expressed her appreciation to the presenters for recognizing and articulating the *whole school* conception. She said we know all of Virginia and the city will be watching us. Not everyone is hoping we will do well. It is important not to stigmatize children who are in the program. To do so, as everyone will have the criteria for entry in the program, may cause some parents to be reluctant to enroll their children in the program. Mrs. Hendricks said addressing the whole school will be one of our *saving graces*.

In response to questions from Mr. Pritchett related to where in the building the principal and SLC coordinator will be housed, Dr. Parrish indicated that office space is available at Vernon Johns Junior High School and Peabody Middle School. Some adjustments with staff will be made to accommodate office space in the main office area. Dr. Parrish noted there is sufficient room at Peabody Middle School, and at Vernon Johns Junior High there is space available in the suite where the guidance counselors are housed. The principal will be in the currently designated principal's office.

Mr. Pritchett asked if there will be three coordinators. Dr. Parrish said three people will be working *on the ground*. The spaces will be available in the buildings as those

individuals move from school to school. Mr. Pritchett asked for clarification of the positions of principal and coordinators. Dr. Parrish indicated that the three individuals who will be stationed with PCPS are the coordinator, provided by the LTP, a project manager, and the principal will be hired by PCPS for Peabody Middle School. Though earlier discussions included the use of two principals, but PCPS worked with VDOE, and the program has been created to meet the needs of PCPS. One person will be responsible for leadership/responsibility within the building, and that individual is the principal. The LTP coordinator and division staff will be working collaboratively at all times.

Mr. Pritchett asked how many meetings with stakeholders are planned. Dr. Parrish noted one is planned for June 3. Mr. Yates said many meetings will be forthcoming. Dr. Raiford indicated as a program, transparency with the community is desired.

The schedule was addressed by Mr. Pritchett, and Dr. Parrish indicated the same school schedule will be utilized. Dr. Parrish said that with the USED Transformation Model, extended learning time is required. This component will be structured to provide after-school opportunities for students who need this extra support, similar to the after-school tutorial programs the division is currently using. The teachers will work with the students in the *school after school* to work specifically on individual learning plans (ILP). The individual groups will have specific days designated as extended learning days to include days designated as the whole school is addressed.

Mr. Yates added that in addition to the ILP's the signing of contracts by students, parents, and teachers is envisioned. Dr. Parrish noted that parents will have a higher level of responsibility and accountability in that in the focus groups parents will be given opportunities to know how they can help their children.

This is one way the division can strengthen the parent community by providing opportunities not only for students to learn, but for parents to be trained as well. Mr. Wilson asked how parents who refuse to sign will be addressed. Mr. Yates said we will work individually with parents.

ADJOURNMENT

At 7:15 p.m., on a motion by Mrs. Hendricks and a second by Mr. Wilson, the Board unanimously agreed to adjourn.

Clerk of the Board

APPROVAL

Approved:

Chairman

Petersburg City Public Schools
Report and Update on the Memorandum of Understanding (MOU)
March 17, 2010

To: The Petersburg City Public School Board

From: James M. Victory, Ed. D., Superintendent of Schools
Alvera J. Parrish, Ed. D., Assistant Superintendent for Instruction

The following is representative of the progress made towards achieving the objectives of the MOU, since the last report on March 3, 2010. This report outlines items as they appear in the MOU.

School Division Goals and Performance Objectives:

1. STUDENT ACHIEVEMENT

- Interim Benchmarks were given at all schools during the week of March 8 through March 12. These Benchmarks account for the 4.5 week tests for the Third Nine Weeks grading period.
- Petersburg High School and Vernon Johns Junior High School held a SOL Writing Lock-In on Friday, March 12, 2010 from 2:30 to 4:30 p.m. This was designed to help remediate and prepare students for the upcoming SOL writing tests.
- The National Scripps Regional Spelling Bee occurred Saturday, March 6, 2010 at 1:00 p.m. at the Library of Virginia, in Richmond, VA. Joyan Diaz, a third-grade student at Robert E. Lee Elementary School, placed third in the competition. The National Scripps Regional Spelling Bee is sponsored by the Richmond Times Dispatch.

2. TEACHER QUALITY

- No report at this time.

3. LEADERSHIP CAPACITY

- A school-level webinar was held for administrators and instructional personnel at Peabody Middle School and Vernon Johns Junior High School on Tuesday, March 2, 2010.
- A school-level webinar was held for administrators and instructional personnel at J.E.B. Stuart Elementary School and A. P. Hill Elementary School on Thursday, March 11, 2010. The focus of this webinar was to discuss *Effective Teaching—What Teachers Must Do* and discuss their indicators from the CII website.
- A District-Level webinar was held with central office instructional staff, Tuesday, March 8, 2010. This was the sixth Webinar, which was focused on Student Support and Instruction, facilitated by the Office of School Improvement with VDOE.

4. EXTERNAL TURNAROUND PARTNER

- Monday, March 8, 2010, a conference call was held with the VDOE Office of School Improvement and the Administration of Petersburg City Public

Schools, which included the Superintendent, Assistant Superintendent for Instruction, and the Directors of Elementary and Secondary Instruction. The purpose of the conference was to followup with the previous notification that we have schools identified as persistently low-achieving through the State Fiscal Stabalization Fund, (SFSF) requirement or the School Improvement Grants for 1003(g) in Tier I or Tier II. In order to receive funding for Tier I or Tier II schools, the division must select one of four United States Department of Education (USED) models: **Closure, Turnaround, Restart, or Transformation.** In an effort to provide technical assistance in the selection of one of the models, the department has asked Dr. Lauren Morando Rhim to provide a technical assistance session for all districts involved, on April 7, 2010, at the Capitol Building, House Room 3, in Richmond, Virginia from 8:30 a.m.- 4:00 p.m. The schools that are identified in Tiers I and II in PCPS are Peabody Middle School and Petersburg High School. (Please refer to the attached information to the Board for more details.) ***A letter of appeal has been submitted to Dr. Patricia Wright, State Superintendent of Instruction, requesting that Petersburg High School be removed from the Tier II category, based on the school's academic performance, as well as the Cohort Graduation Rate being above 60%.***

Petersburg City Public Schools
Report and Update on the Memorandum of Understanding (MOU)
April 14, 2010

To: The Petersburg City Public School Board

From: James M. Victory, Ed. D., Superintendent of Schools
Alvera J. Parrish, Ed. D., Assistant Superintendent for Instruction

The following is representative of the progress made towards achieving the objectives of the MOU, since the last report on March 17, 2010. This report outlines items as they appear in the MOU.

School Division Goals and Performance Objectives:

5. STUDENT ACHIEVEMENT

- The nine weeks Benchmark Assessment will be administered April 12 -16, 2010. This assessment will be a cumulative assessment which will assess all content taught up to this point.
- PHS senior Cindy Tologo won first place in the Art Contest of the Virginia School Boards Association 2010 Southside Regional Forum on March 24. Other PCPS students, from Peabody and Petersburg High School, provided musical performances and the flag ceremony at the event.
- PHS students hosted their annual International Cuisine Night on March 18, for parents, staff and students, featuring international foods that they prepared and international poetry and dance performances. The event also included a tribute to Haiti.

6. TEACHER QUALITY

- The annual “SOL PUMP IT UP” Retreat was held Saturday, March 27, 2010, at The Hilton Garden. There was 85 staff in attendance. A “laser focus” was developed as we concentrated on the data and developing strategies to address the areas of focus for student achievement. The strategies developed will also be included in the **45 Day Instructional Improvement Plan**, which will also be sent to the VDOE, for all schools in Alternate Governance. However, ALL schools were required to complete a 45 day plan, as we count down to SOL Testing. ***(A copy of All 45 Day Plans have been included in the Board’s information.)*** The Instructional Team, lead by the Assistant Superintendent for Instruction, facilitated the inservice; and our Board Chairman, Mr. Kenneth Pritchett, was in attendance and gave supportive feedback.
- The Algebra Project’s trainers visited schools March 22-26, 2010. The trainers modeled lessons and provided feedback on instruction. Dr. Leo Edwards worked with the geometry teachers at PHS, Merle Harris and Jessie Cooper-Gibbs worked with teachers at Peabody Middle and JEB Stuart Elementary.

- The Virginia’s Early Reading Interventions Symposium was held on March 26, 2010 in Charlottesville, Virginia. Three representatives from Petersburg attended this year’s symposium. Division teams received training on the PALS administration and scoring of the Concept of Word subtest. Improving Concept of Word instruction will help define instructional plans and better meet student needs.
- The March “**New Teacher Roundup**” was held on Thursday, March 25, 2010. The topic of this session was *Multiple Intelligences and Learning Styles*. The teachers learned many new strategies to help them provide greater differentiation of instruction, based on the varied learning styles and modes of intelligences of the students in the classrooms.

7. LEADERSHIP CAPACITY

- Patquin Walker, a 12th grade teacher at PHS, who has worked in the PCPS for 27 years, was chosen in March as the first Petersburg educator to receive *Teacher of the Week* from *Radio One in Richmond*.
- March 18, 2010, Central Office Staff participated in the first of a series of VGLA Web Conferences focusing on aligning the Division’s VGLA participation rate with the state average participation rate. The conference focused on how to examine the VGLA participation data for Reading and Mathematics to determine specific areas of concern.
- On March 17 and 18, the director of secondary instruction and Ms. Kim Sanders, consultant with Achieve3000 provided a workshop for the English 8 teachers at Vernon Johns Junior High School on Unit Building. The purpose of this workshop was to provide training that will allow an intense focus on the SOL objectives and Blueprint for the SOL Reading test in May. The instructional team at VJJH also worked along with the teachers to build a solid unit plan that provides a laser focus and correlates with the selected TeenBiz reading activities and the SOL objectives.
- Patricia Herzing, the district math consultant for school improvement, provided instructional strategies, classroom observations, and teacher feedback sessions, at both Peabody Middle School and Vernon Johns Middle School from March 22 through March 26. The purpose of these monthly visits is to provide the ongoing assistance needed to improve math instruction at those schools in school improvement.

- Dr. Ernie Satterwhite provided a workshop and assistance to the math and reading teachers at Peabody Middle School on March 16 and March 18. During these sessions, he assisted the teachers with evaluating and aligning SOLAR assessment data and to focus on areas of weakness. Additionally, Dr. Satterwhite provided best practice strategies to increase student achievement.
- The Office of Federal Programs has begun the 2010-2011 Consolidated Application process for federal funds. Central office personnel, school personnel, parents, community members, and participating private schools were invited to attend the preliminary meeting held on Wednesday, March 31, 2010 at the School Board Office. The application consists of five (5) parts:

Title I, Part A (Basic Programs)

Title II, Part A (Teacher Quality)

Title II, Part D (Enhancing Education through Technology)

Title III, Part A (English Language Acquisition)

Title IV, Part A (Safe and Drug Free Schools and Communities)

- March 26, 2010, Gwen Price attended the VDOE Spring 2010 Virginia Assessment Program Administration, Regional Workshop for Division Directors of Testing. The workshop focused on testing administration updates for Spring 2010 and Summer 2010.
- Staff members from the Human Resources Department attended a Collaborative meeting at Virginia State University on Tuesday, March 24, 2010, along with seven other school divisions. The purpose of the meeting was to review and refine the agreements and processes in place for Virginia State University to place students in our schools to complete teacher observations, field experiences and student teaching assignments.
- A Retirement Information Seminar was held on March 16, 2010. A representative from VALIC Financial Advisors facilitated the session and it was open for all staff members in our school division. The facilitator provided valuable information to interested staff members who wanted to learn more about retirement options. There were 22 employees in attendance.

8. EXTERNAL TURNAROUND PARTNER

- The Chief Academic Officer, Superintendent, and Assistant Superintendent for Instruction, met on March 23, 2010, to develop a process to be used as a method for selecting the vendor that will partner with PCPS as a Lead Turn

Around Partner. In determining the vendor, a schedule has been developed, which includes the overview of the models, explanation of the process for selecting a vendor, and using a rubric in the selection process as the interviews of all vendors are conducted. The selection of a vendor will be complete by May 1, 2010.

Petersburg City Public Schools
Report and Update on the Memorandum of Understanding (MOU)
May 5, 2010

To: The Petersburg City Public School Board

From: James M. Victory, Ed. D., Superintendent of Schools
Alvera J. Parrish, Ed. D., Assistant Superintendent for Instruction

The following is representative of the progress made towards achieving the objectives of the MOU, since the last report on April 14, 2010. This report outlines items as they appear in the MOU.

School Division Goals and Performance Objectives:

9. STUDENT ACHIEVEMENT

- Summer school dates have been decided for elementary and secondary students. The dates of summer school will be from June 28, 2010 through July 29, 2010. The elementary summer school site will be at A.P. Hill Elementary School, students in grades 6 and 7 will have summer school at Peabody Middle School, and students in grades 9 through 12 will have summer school at Petersburg High School. Vernon Johns Junior High students will be in the West Wing of the high school, and Petersburg High School will be in the East Wing of the high school.
- Gertrude Jones, Voyager Consultant, made a school visit at Peabody Middle School on Monday, April 19, 2010. The purpose of this visit was to observe the implementation of the Voyager Reading Program by the English teachers. Feedback was provided to the teachers and a report was provided to the principal and director.
- This year, a full-scale Pre-K to Kindergarten Transition Action Plan has been launched. The plan included letters to parents, a parent's meeting, a principals' meeting and a meeting of Pre-K teachers with Kindergarten teachers. The groups discussed expectations, activities and the orientation process. It will wrap up with perhaps the most exciting part of all – the soon-to-be Kindergarten students will travel to their respective elementary schools to tour their classrooms and meet their teachers. School visits will take place from May 10 to May 14, and again from May 17 to May 21. A Kindergarten parent orientation was held Tuesday, April 27 at 6 p.m. at Westview Early Childhood Education Center.

10. TEACHER QUALITY

- New Teachers participated in a ***SPRING PAIR AND SHARE FAIR*** on Tuesday, April 20, 2010. This session was a time for new teachers to share with others some of the strategies they have learned and implemented successfully this year. The

teachers were divided into small groups and rotated from table to table to learn and share information with others on various topics. The topics for the round table sharing and group discussions were Differentiation of Instruction, Classroom Management, Rules and Procedures, Positive and Negative Consequences, Multiple Intelligences, Effective Lesson Design, Hands-on activities, Learning Styles, Use of Technology, and Communicating Effectively with Parents.

- A training session for PD360 Champions and administrators was held on April 13, 2010. The training provided participants with information about the new features in PD360 as a result of an updated version being put on line. User reports were reviewed and analyzed for each school. The participants learned how to form groups and learning communities, the best utilization of the PD360 features and reports and how to set up collaborative viewing for staff members.
- Virginia State University's Department of Teaching and Learning has received a Professional Development grant and will be partnering with Petersburg City Public Schools to provide two professional development/conferences for teachers and administrative staff this summer. One conference is entitled **Data Institute** and the other is entitled **Learning Differences**. Both conferences will be free for our teachers and administrators. VSU has agreed to award the participants 3 graduate credits for each conference they attend at no cost to them. Each of the conferences will be four days in length and will both be scheduled in June.
- Tahra Tibbs, Implementation Specialist with Achieve3000/TeenBiz, provided professional development for the English 8 teachers at Vernon Johns Junior High School on Tuesday, April 20, 2010. Ms. Tibbs met with reading facilitator, instructional specialist, literacy coach, and the director of secondary instruction as she dialogued with the teachers during their planning periods for professional development. The purpose was to check on the teacher's implementation and answer questions based on their previous training with unit building and TeenBiz activities.

11. LEADERSHIP CAPACITY

- Patricia Herzig, the district math consultant for school improvement, provided instructional strategies, classroom observations, and teacher feedback sessions at both Peabody Middle School and Vernon Johns Middle School from April 26 through April 30. The purpose of these monthly visits is to provide the ongoing assistance needed to improve math instruction at those schools in school improvement. Additionally, Ms. Herzig held professional development sessions with all Title I staff at the elementary and secondary schools on Thursday, April 29 and Friday, April 30, 2010.
- On Thursday, April 29, 2010, our Administrative Office Professionals participated in an online WEBEX training session entitled **Administrative Dimensions:**

Professional Development Tips for Administrative Professionals. This training session was made available to our school division through a partnership that we have formed with the Community College Workforce Alliance. There were 18 administrative office professionals – both in the school setting and the central office setting - who participated. The feedback that was received was extremely positive and we hope to continue to schedule some on-going web-based training sessions for our office professionals in order to provide them with quality 21st century professional development.

12. EXTERNAL TURNAROUND PARTNER

- The Selection Committee for the Lead Turnaround Partner (LTP) made the decision to have Cambridge Education as the LTP to partner with Petersburg City Public Schools and approved by the Petersburg Board of Education on April 26, 2010. The next steps include participation in a web session on May 4, 2010, to discuss the application process with Brenda Spencer. In addition, a planning meeting to map out the details of how best we can meet the needs of our students will be held May 6, 2010. The next meeting will be held on May 11, 2010 with Mr. Trevor Yates, Vice President of Cambridge Education, to further develop the plan and timelines.

COMMUNICATION WITH STAKEHOLDERS

- The Office of Federal Programs sponsored the Annual Volunteers Reception at Vernon Johns Junior High School on Thursday, April 22, 2010.
- A. P. Hill Elementary School sponsored an Adventure Camp on Saturday, April 24, 2010.
- The Office of Federal Programs conducted Parent Education Course Part I on Saturday, April 24, 2010.
- Peabody Middle School hosted a Family Night for parents and students on Wednesday, April 28, 2010.
- A Parent Observation Day sponsored by the Title I Staff was held at Stuart Elementary School on April 27, 2010. The purpose of the activity was to inform parents about the guidelines and highlights of the Title 1 and Guidance Programs. Parents visited classrooms to observe instruction and provided feedback to the staff on their experiences. Approximately thirty-five parents attended the event.

Petersburg City Public Schools

Report and Update on the Memorandum of Understanding (MOU) May 19, 2010

To: The Petersburg City Public School Board

From: James M. Victory, Ed. D., Superintendent of Schools
Alvera J. Parrish, Ed. D., Assistant Superintendent for Instruction

The following is representative of the progress made towards achieving the objectives of the MOU, since the last report on May 5, 2010. This report outlines items as they appear in the MOU.

School Division Goals and Performance Objectives:

13. STUDENT ACHIEVEMENT

- All of the three secondary schools: Petersburg High School, Vernon Johns, and Peabody Middle School, are planning ongoing intensive activities to prepare students for the spring Standards of Learning tests. Petersburg High School held a Saturday Academy on May 8, 2010 for student preparation and focus; Vernon Johns Jr. High held its Saturday Academy on May 15, 2010, and Peabody Middle School also held its Saturday Academy on May 15, 2010, from 9:00 a.m. to 12:00 p.m. All three of the schools will hold their Friday Night Lock-In sessions on May 21, 2010. During these events, students are regrouped per content area after each school provides food, fun, and motivation for the intensive remediation to take place. The Lock-In sessions are scheduled at the high school and Vernon Johns Jr. High from 2:30 p.m. to 5:30 p.m.; Peabody Middle School will hold its Friday session from 3:00 p.m. to 6:00 p.m.
- Saturday SOL Academies will be held at JEB Stuart, RE Lee and Walnut Hill Elementary Schools on May 22, 2010. The schools will provide activities to reinforce enrich and remediate students for the upcoming SOL administration. Walnut Hill Elementary has also planned an SOL Lock-In for its third grade students on Friday, May 21, 2010. The schools are gearing up all efforts to ensure that students will be well prepared and successful on the tests.
- The spring screening window for the administration of the Phonological Awareness Literacy Screening (**PALS**) opened on May 3, 2010 and will close on May 28, 2010. During this time teachers must complete the entire PALS assessment for their class. All data is to be entered into the PALS Website by June 11, 2010.

- Westview Early Childhood Education Center held a ceremony to dedicate its new playground. The dedication was held on Friday, May 14, 2010 at 10:30 a.m. School officials, parents and community leaders were invited to attend the dedication.

14. LEADERSHIP CAPACITY

- The five candidates who have been participating in the Tiers of Possibility program will graduate from Virginia State University on Saturday, May 16th. The Tiers of Possibility is a program funded by the Cameron Foundation that has allowed 5 teachers from Petersburg City Public Schools and 5 teachers from Dinwiddie County Public Schools attend Virginia State University and complete a master's degree in School Administration. The five participants in the cohort from PCPS who have completed their master's degree are Leslie Steele, Johna Vazquez, Danielle Davis, Felecia Bishop and Keith Price. A reception will be held on Monday, May 17th in their honor at Dinwiddie High School.
- Alternate Governance meetings were held for JEB Stuart, Peabody Middle and Vernon Johns Junior High on May 17, 2010. The May Alternate Governance meetings provided the principals the opportunity to review data, report on special initiatives and to review and assess what worked for student achievement this school year. The next and final Alternate Governance meeting for the 2009-2010 school year is scheduled for June 23, 2010.

15. TEACHER QUALITY

No report.

16. EXTERNAL TURNAROUND PARTNER

- A preliminary planning meeting was held with the Cambridge Education, our Lead Turnaround Partners to review the student achievement data, goal setting, professional development for teachers and leadership teams, as well as, developing the design of the programs as we move forward. In addition, expectations were established and a tentative action plan for beginning the implementation of the transformation model was discussed. The scheduling of a meeting with stakeholders is forthcoming prior to school closing.

Petersburg City Public Schools

Report and Update on the Memorandum of Understanding (MOU)

June 2, 2010

To: The Petersburg City Public School Board

From: James M. Victory, Ed. D., Superintendent of Schools
Alvera J. Parrish, Ed. D., Assistant Superintendent for Instruction

The following is representative of the progress made towards achieving the objectives of the MOU, since the last report on May 19, 2010. This report outlines items as they appear in the MOU.

School Division Goals and Performance Objectives:

17. STUDENT ACHIEVEMENT

- The Petersburg High School (PHS) Career and Technical Education Department held its 12th Annual Induction Ceremony for the National Technical Honor Society (NTHS) at Petersburg High School on Wednesday, May 26, 2010 in the PHS auditorium. We are pleased to announce that we have 14 students to be inducted into the NTHS this 2009-2010 school year.
- Several students from PHS received the certification through Career and Technical Education Classes. Students will be recognized at the Board Meeting.
- Petersburg City Public Schools students participated in the “Go Nuts for Reading” Program sponsored by the Flying Squirrels Baseball Team. The students enjoyed reading and many of the classes read well beyond the 8 books per student that was needed to earn a ticket to a game! The winning classroom within Petersburg City Public Schools was **Mrs. Pierce’s 5th grade class at A.P. Hill Elementary that read 672 books!** They will also enjoy a pizza party with Nutzy and some of the Flying Squirrel players!
- VAAP (Virginia Alternate Assessment Program) Local Scoring Event was held on May 3, 2010. VGLA (Virginia Grade Level Alternative) Local Scoring Event was held May 10-14, 2010. All of the scores have been entered into the Pearson Online System.

18. LEADERSHIP CAPACITY

- The Title I Coordinator for Federal Programs participated in a webinar sponsored by the VDOE Office of School Improvement on May 21, 2010.

The focus of the webinar was to review the application components for schools in Tier III. Local school divisions will also be provided technical assistance in completing the application for Tier III schools as well as for year one school improvement schools. The Office of School Improvement will hold a 1003(g) application meeting for our school division on June 9, 2010.

19. TEACHER QUALITY

- The New Teacher Mentor End-of-Year Celebration was held on Thursday, May 20th at Vernon Johns in the Cafeteria. New teachers and their mentors from each school were in attendance. The New Teachers from each school gave a presentation from their school that summarized and served as a reflection of their first year in Petersburg City Public Schools. The presentations varied from slide shows and songs, to poems and skits, and more serious reflections and lessons learned. The new teachers and mentor teachers were recognized with a certificate and an end-of-year gift, followed by a nice dinner prepared by the Food Service staff at Vernon Johns Junior High School. Mr. Kenneth Pritchett, School Board Chair, gave the closing remarks.
- An End-of-Year Special Education Teachers' Meeting is scheduled for June 8, 2010. The purpose of this meeting is to discuss this past school years' events, successes, and areas of improvements. The meeting will also involve informing the teachers of the expectations and updates for the 2010-2011 school year.
- IEP End-of-Year Checkout is underway. The checkout process began on May 24, 2010 and will continue through June 11, 2010. The Coordinator of Special Education is reviewing each IEP and providing immediate feedback to the special education teachers. The Transition Coordinator is assisting with the review of Petersburg High's and Vernon John Junior High's IEPs to ensure the compliance of Indicator 13 (transition goals). The purpose of this process is to ensure that all IEPs are complete and current prior to the teachers' exit for the summer.

20. EXTERNAL TURNAROUND PARTNER

- A School Board Work Session was held on Monday, May 24, 2010 to discuss the expectations and outcomes of the Lead Turnaround Partnership Initiative with the Petersburg City Public Schools.

Information was presented to School Board Members that outlined the goals and objectives, as well as, the educational services that will be provided by Cambridge Education for the 2010-2011 school year.

- Cambridge Education and Petersburg City Public Schools held a Parent/Community Forum on May 25, 2010 at Peabody Middle School. Parents were invited to meet the Lead Turnaround Partner and receive information regarding the partnership. Members from Cambridge Education and the PCPS Central Office Administration were available for a question and answer period.
- Cambridge and PCPS Administration will conduct staff meetings at VJH and PMS, on Thursday, May 27th. This will be followed by school visits to begin the interaction with staff, and developing relationships, on Friday, May 28th.

AGREEMENT

This Agreement dated this ___ day of June, 2010, by and between the Petersburg City School Board (“School Board”) and Cambridge Education (“Lead Turnaround Partner” or “LTP”).

WHEREAS, on October 29, 2009, the Virginia Department of Education (“VDOE”) issued Request for Proposal # DOE 2010-03 (the “RFP”) seeking proposals from qualified vendors to serve as Lead Turnaround Partners with local school boards in the Commonwealth of Virginia to develop and implement an academic program for one or more of the core discipline areas of math, science, social studies and language arts for students in persistently low-achieving public schools operated by those school boards; and

WHEREAS, on December 8, 2009, LTP submitted a proposal in response to the RFP (the “Proposal”); and

WHEREAS, on April 1, 2010, VDOE awarded Contract Number E100329-149-096 to LTP (the “Contract”) pursuant to which the LTP agreed to provide Lead Turnaround Partner services under the terms and conditions set forth in the RFP, the Proposal and the Contract to local school boards who elect to purchase such services off of the Contract; and

WHEREAS, the School Board, an independent local political subdivision of the Commonwealth of Virginia having the authority and duty to operate the schools in the Petersburg School Division, including, but not limited to, the employment and termination of employees, is desirous of purchasing Lead Turnaround Partner Services from LTP for Peabody Middle School and Vernon Johns Junior High School as provided in the Contract.

NOW, THEREFORE, in consideration of the premises and the mutual covenants and agreements contained herein, the parties agree as follows:

1. **SCOPE OF WORK.** LTP shall furnish all labor and resources necessary to increase student achievement in Peabody Middle School and Vernon Johns Junior High School using the Transformation Model in strict accordance with the RFP, the Proposal and the Contract, including, but not limited to, the services set forth in Sections III STATEMENT OF NEEDS and IV REPORTING AND DELIVERY INSTRUCTIONS of the RFP (the “RFP Services”), and LTP shall also perform the services listed on Attachment A to this Agreement (the “Additional Services” and collectively with the RFP Services the “Services”).

2. **WORKMANSHIP, PERMITS.** LTP warrants that all resources and services provided under this Agreement will comply with all federal, state and local laws, rules and regulations applicable thereto. LTP will obtain all necessary licenses, permits and approvals with respect to the Services.

3. **COMPENSATION.** The School Board will pay LTP for the RFP Services the Middle School annual per student fixed fee set forth in the Contract based on the March 31 Average Daily Membership of Peabody Middle School and Vernon Johns Junior High School each school year; provided, however, that such payments shall not to exceed the sums of One Hundred Sixty-six Thousand Eight Hundred Thirty-five Dollars (\$166,835.00) per year of this Agreement for Peabody Middle School and Two Hundred Five Thousand Two Hundred Sixty-six Dollars (\$205,266.00) per year of this Agreement for Vernon Johns Junior High School. In addition, the School Board will pay LTP the fees set forth on Attachment A for the Additional Services. Invoices for Services shall be paid as provided in Section VII J of the

RFP. LTP shall not seek compensation for any other services unless such services have been authorized or confirmed in writing by the School Board.

4. **PERFORMANCE ACCOUNTABILITY.** The LTP's progress in increasing student achievement and providing the Services will be monitored utilizing a variety of improvement indicators as set forth on Attachment B.

5. **TERM.** The term of this Agreement shall be for three (3) consecutive school years (July 1-June 30), beginning July 1, 2010; provided, however, that the School Board shall have the right to cancel and terminate this Agreement, without penalty, with written notice to LTP at least sixty (60) days prior to the end of any school year.

6. **TERMINATION FOR NON-APPROPRIATION.** It is understood by the parties that this Agreement is contingent upon the School Board receiving and continuing to receive federal Title 1 1003(g) School Improvement Grant funds sufficient to meet its obligations hereunder and that, notwithstanding any contrary provisions in this Agreement, the School Board may, at its option, terminate this Agreement without penalty if it fails to receive such funds which, in the opinion of the School Board, are sufficient to meet its obligations hereunder.

7. **TERMINATION FOR DEFAULT.** The School Board may terminate this Agreement without penalty should LTP fail to deliver or perform the Services in accordance with the Contract Documents.

8. **INDEMNIFICATION.** LTP shall indemnify and hold the School Board, and its officers, agents, and employees, harmless from and against all claims, damages, and losses

arising out of or resulting from LTP's providing or failure to provide any services required under this Agreement, including, but not limited to, any such claim, damage, loss or expense that is attributable to bodily injury, sickness, disease or death, or to injury to or destruction of tangible property; provided, however, that LTP's indemnification obligation under this Agreement shall be limited to claims, damages, losses, and expenses to the extent caused by any act or omission of LTP, or anyone directly or indirectly employed by LTP for whose acts LTP may be liable. LTP's indemnification obligation hereunder with respect to any and all claims against the School Board or any of its officers, agents or employees, by any employee or statutory employee of LTP, anyone directly or indirectly employed by any LTP, or anyone for whose acts LTP may be liable, shall not be limited in any way by any limitation on the amount or type of damages, compensation or benefits payable by or for LTP under Worker's Compensation Acts, Disability Benefit Acts or other Employee Benefit Acts, unless otherwise provided by law.

9. **CONTRACT DOCUMENTS.** This Agreement shall consist of this Agreement and the RFP, the Proposal and the Contract, all of which documents are incorporated herein by reference.

10. **REQUIRED PROVISIONS.**

- (a) The School Board does not discriminate against faith-based organizations.
- (b) All payments will be made by the School Board and not by VDOE.
- (c) LTP shall provide the School Board a completed certification in the form attached hereto as Attachment C with regard to each of LTP's employees (and the employees of any

subcontractors) who will have direct contact with students on school property during school hours or during school-sponsored activities prior to such employees performing any Services hereunder.

11. **MODIFICATIONS.** This Agreement may be modified by mutual agreement of the parties in writing. Any such modification shall take the form of an Addendum to this Agreement.

12. **ASSIGNMENTS.** This Agreement shall not be assigned by LTP in whole or in part without the written consent of the School Board.

13. **JURISDICTION.** This Agreement shall be governed by the laws of the Commonwealth of Virginia and any litigation with respect hereto shall be brought in the courts of City of Petersburg, Virginia.

In Witness Whereof, the parties have caused this Agreement to be executed on the day and year first above written.

ATTEST:

CAMBRIDGE EDUCATION

By: _____
(TITLE)

ATTEST:

PETERSBURG CITY SCHOOL BOARD

By: _____
(TITLE)

ATTACHMENT A

Additional Services Cambridge will provide to the School Board:

1. Peabody Middle School
 - Year 1 – Professional Development
 - Efficacy Training for 30 teachers - \$13,200
 - Behavior Management Training for 30 teachers - \$13,200

 - School Culture Survey - \$7,000
 - Year 2 – Professional Development
 - Topic to be determined for 30 teachers - \$13,200
 - Year 3 – Professional Development
 - Topic to be determined for 15 teachers - \$6,600
2. Vernon Johns Junior High School
 - Year 1 – Professional Development
 - Efficacy Training for 30 teachers - \$13,200
 - Behavior Management Training for 30 teachers - \$13,200

 - School Culture Survey- \$7,000
 - Year 2 – Professional Development
 - Topic to be determined for 30 teachers - \$13,200
 - Year 3 – Professional Development
 - Topic to be determined for 15 teachers - \$6,600
3. Travel requested by the school system and not included in base contract, not to exceed \$10,000 per year of the Agreement
4. Additional services Cambridge Education will provide at no charge:
 - A program of principal coaching in all three years of the contract
 - Coordination of the Small Learning Communities (SLC) in both schools by establishing and maintaining a professional learning communities for the purpose of ensuring curriculum alignment and instructional planning, improving teacher performance and setting student performance targets and monitoring student progress in all three years of the contract.

Performance Accountability Measures

A variety of improvement indicators, including, but not limited to, student achievement, will be used to monitor the progress of both Peabody Middle School and Vernon Johns Junior High School. Indicators will be grouped into three areas: student performance, school climate, and external climate. Base line data will come from the 2009-10 school year. It is anticipated by the parties that the school improvements at Peabody Middle School and Vernon Johns Junior High School brought about by this Agreement will lead to a substantial increase in the graduation rate at Petersburg High School.

a. Student performance

- i. In the first year of the Agreement annual AYP goals will be met, at a minimum, with "safe harbor."
- ii. In the second and third year of the Agreement, the annual AYP targets for student achievement set by the Virginia Department of Education will be achieved.
- iii. The achievement gap between the Smaller Learning Communities at Peabody Middle School and the state's average achievement level in mathematics, reading/English and History will be reduced annually by 10 percentage points (percentage is subject to change pending receipt of 2010 SOL results).
- iv. The achievement gap between the Smaller Learning Communities at Vernon Johns Junior High School and the state's average achievement level in reading/English and History will be reduced annually by 10 percentage points (percentage is subject to change pending receipt of the 2010 SOL results).
- v. In each year of the Agreement schools will be fully accredited.
- vi. The student retention rate will decrease annually by 30 percent.

x. School Climate

- i. Overall student attendance rate will improve annually and by 2013 will meet or exceed state average.
- ii. School-wide discipline infractions will be reduced annually and by 2013 will be reduced by 50 percent.
- iii. The rate of teacher absenteeism will decrease by 20 percent annually.

y. External Climate

- i. The percentage of parents reporting satisfaction on the community/parent survey will increase annually and by 2013 will meet or exceed 80 percent.*
- ii. The percentage of parents involved in school activities will increase annually and by 2013 will meet or exceed 50 percent.*
- iii. The percentage of parents reporting satisfaction with the frequency and variety of parent communications will increase annually and by 2013 will meet or exceed 80 %.*

*These percentages may be adjusted upon receipt of 2010 base line data.

ATTACHMENT C

CERTIFICATION

Full Name of Contractor: Cambridge Education

Description of Contract: Agreement with Petersburg School Board

As required by Section 22.1-296.1 of the Code of Virginia, the undersigned hereby certifies that none of the persons who will provide services requiring direct contact with students on school property during school hours or during school-sponsored activities has been convicted of a felony or any offense involving the sexual molestation, physical or sexual abuse or rape of a child.

I further understand and acknowledge (1) that if I make a materially false statement regarding any of the above offenses, I will be guilty of a Class 1 misdemeanor and (2) that before any person is permitted to provide such services subsequent to this certification, I must complete a new certification regarding such person.

Date: _____

Cambridge Education

By: _____

TITLE