

# Board of Education Agenda Item

Item: \_\_\_\_\_ E. \_\_\_\_\_

Date: \_\_\_\_\_ October 27, 2011 \_\_\_\_\_

**Topic:** Final Review of Request for Rating of Conditionally Accredited from Norfolk City Public Schools for Lafayette-Winona Middle School

**Presenter:** Dr. Kathleen M. Smith, Director, Office of School Improvement, Division of Student Assessment and School Improvement  
Dr. Richard Bentley, Superintendent, Norfolk City Public Schools

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## Origin:

Topic presented for information only (no board action required)

Board review required by  
 State or federal law or regulation  
 Board of Education regulation  
 Other: \_\_\_\_\_

Action requested at this meeting  Action requested at future meeting: \_\_\_\_\_

## Previous Review/Action:

No previous board review/action

Previous review/action  
date September 22, 2011  
action Board accepted for first review the request for a rating of Conditionally Accredited for Lafayette-Winona Middle School

## Background Information:

Once a school has failed to achieve a *Fully Accredited* status for four consecutive years based on its academic performance, as stated in 8 VAC 20-131-300.C, the school shall be rated *Accreditation Denied*. As outlined in 8 VAC 20-131-315, as an alternative to the memorandum of understanding (MOU) required for schools rated *Accreditation Denied*, a local school board may choose to reconstitute the school and apply to the Virginia Board of Education for a rating of *Conditionally Accredited*.

As defined by the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (SOA), "reconstitution" means a process that may be used to initiate a range of accountability actions to improve pupil performance, curriculum, and instruction to address deficiencies that caused a school to be rated *Accreditation Denied*. Actions may include, but are not limited to, restructuring a school's governance, instructional program, staff, or student population. On September 17, 2009, the Board approved a rating of *Conditionally Accredited* for Lafayette-Winona Middle School (LWMS). The rating was granted based on the school's reconstitution efforts and change in governance.

As indicated in 8 VAC 20-131-315 of the SOA, the *Conditionally Accredited* rating may be granted for a period not to exceed three years if the school is making progress toward a rating of *Fully Accredited* in accordance with the terms of the Board of Education’s approval of the reconstitution application. Based on assessments in 2009-2010, LWMS failed to make progress to achieve a status of *Fully Accredited* by failing to meet the benchmarks in history for the second year. For this reason, the school was rated *Accreditation Denied*.

On October 28, 2010, the Virginia Board of Education and the Norfolk City Public Schools entered into a Memorandum of Understanding (MOU) as required by 8 VAC 202-131-315 (Attachment A). The corrective action plan is included as Attachment B.

Based on assessments administered in 2010-2011, Norfolk City Public Schools is requesting a rating of *Conditionally Accredited* rather than *Accreditation Denied* for LWMS (Attachment C). The request is based on the school’s improvement in history even with new more rigorous assessments as well as a change in the school’s staff and governance. The school’s accreditation history is as follows:

**Accreditation History**

<b>Division</b>	<b>School Name</b>	<b>Subjects Warned in 2008</b>	<b>Subjects Warned in 2009</b>	<b>Subjects Warned in 2010</b>	<b>Subjects Warned in 2011</b>
Norfolk City Public Schools	Lafayette-Winona Middle School	Mathematics	History	History	History

**History/Social Science Accreditation Pass Rates with Content Specific History Assessments**

<b>School</b>	<b>2009-2010 Rating Based on assessments in 2008-2009</b>	<b>2010-2011 Rating Based on assessments in 2009-2010</b>	<b>2011-12 Rating Based on assessments in 2010-2011</b>
Lafayette-Winona Middle School	59%	59%	60%

**Lafayette Winona Middle School**

	<b>Based on Assessments in 2008-2009 for the 2009-2010 Rating</b>	<b>Based on Assessments in 2009-2010 for the 2010 -2011 Rating</b>	<b>Based on Assessments in 2010-2011 for the 2011-2012 Rating</b>
English	78	73	74
Mathematics	73	76	72
Science	78	79	79
History	59 - Warned	59 - Warned	60 – Warned

## Summary of Major Elements

The Office of School Improvement has worked closely with this school to design and implement an oversight committee as a formal mechanism to focus on and improve instruction in the area(s) of warning. The Office of School Improvement will continue to assign an auditor to provide technical assistance to the oversight committee. The auditor will continue to work closely with the principal and central office until the school achieves full accreditation. The auditor does meet with the oversight committee. The oversight committee shares the governance of instruction in the area(s) of warning as well as other core areas. In these committees, the principal is not the sole instructional decision-maker.

The purpose of the oversight or shared governance committee is to:

1. Serve as a formal mechanism to guide instructional decisions based on data including, but not limited to, formative assessment data, classroom observations and review of lesson plans.
2. Monitor and adjust the school's improvement plan frequently.
3. Provide outside expertise and knowledge in the content area of warning and/or in research-based instructional practices that foster improved student achievement.
4. Align division resources with the needs of the school, including additional help and support from the central office.
5. Share the governance in the instructional area(s) of warning as well as all core areas through a formal decision-making process.
6. Complete an ongoing and thorough review of subgroup data including special education data.

The governance team meets monthly for three hours and participates in the following:

- Reviews the focus areas and prepares for observation “look-fors” in the classrooms
- Conducts observations and debriefs the observations
- Reviews three-week data from common assessments
- Discusses successes
- Discusses barriers to successes
- Discusses next steps and support needed from central office

Using research-based indicators that lead to increased student achievement is imperative for improvement. As part of the requirements for a rating of *Conditionally Accredited*, the school will continue to provide quarterly reports to the Office of School Improvement on the following minimum school-level data points:

- Student attendance
- Teacher attendance
- Formative assessment data
- Reading, mathematics, science and history grades
- Student discipline reports
- Phonological Awareness Literacy Screening (PALS) data (fall and spring)
- World-Class Instructional Design and Assessment (WIDA) data for ELL students
- Student transfer data
- Student intervention participation by intervention type

As requested at the last meeting, the school's 10-year trend data on the school is provided as Attachment D.

## **Additional Staff Instructional Support for all Academic Areas**

The division administers quarterly assessments in the core content based on state standards. For the 2010-11 school year, teachers received much assistance using this data to drive instruction in their classrooms. The schools' Data Team has received training in data analysis and data driven decision making by certified trainers and they have received ongoing support in data analysis. Support is provided by the School Governance Team and their feedback is used to improve student learning.

Lafayette-Winona Middle School (LWMS) teachers in all core areas participate in numerous full day "power planning" sessions sponsored by the division. These work sessions allow teachers from all schools to work and plan with their grade level colleagues. Best instructional practices and data-driven decision making are the focus of these sessions. In addition to quarterly assessments, the division history department works with the teachers to create three-week common assessments to monitor progress and adjust professional development schedules. Curriculum enhancement and instructional strategies are provided in all core areas by the department chairs, principals, and content specialists from the central office based on quarterly data and the curriculum framework.

Follow-up to the power-planning sessions is completed by walk-throughs on a regular basis by the director of curriculum, executive director of secondary and chief academic officer. There were at a minimum 144 walk-throughs at LWMS last year completed by the principal. The superintendent completes walk-throughs with all principals in the division. This will continue this year. The division reviews the data from these walk-throughs with the principal often.

In 2009-2010 the division conducted a comprehensive review of the instructional program using an in-house team consisting of: executive director of elementary schools, history teacher specialists, reading specialist and senior coordinators of Special Education. It provided much insight into the operations of the school's history and mathematics departments. The results of the review were monitored for the 2010-11 school year under the new leadership. In addition, the principal implemented change in staffing, referred staff for further instructional assistance or recommended further disciplinary action.

Intensive training was provided by the division on the new mathematics curriculum. Benchmark assessments were changed by the division to include the new rigorous Standards of Learning assessments in both mathematics and social studies. This has now been completed for English as well. Curriculum and assessments are created by the central office so that comparisons can be made school to school within the division.

Although LWMS does not receive federal funding under Title I, division coaches were assigned to the building. The English coach and history coach at LWMS are school-level personnel. They visit classrooms and provide job-embedded professional development. These coaches provide feedback to the principal and to staff after classroom observations. Content feedback from the coaches has been critical to the teachers. The coaches also provide proactive lesson planning and data reviews with teachers on formative assessment data collected. The coaches attend all collaborative planning sessions and data team meetings. Last year, the division added more teachers and reduced class sizes in reading, mathematics and social studies.

The Norfolk City School Board receives updates on LWMS on a regular basis, at least quarterly. These updates are provided by the central office staff and principal and keep the superintendent and board informed on progress the school is making in achieving full accreditation.

## Next Steps

Upon receipt of the preliminary scores this July, an in-depth analysis of the results was conducted by both school based and central office personnel. It became apparent to us that further steps would be necessary if we are to ensure success for all students at LWMS.

Next steps for the 2011-2012 academic year:

- Additional staff has been added for the 2011-2012 to reduce class size in the history department.
- A new assistant principal strong in instruction has been reassigned to the school.
- A new department chair for social studies has been selected by the principal.
- Changes made to the master schedule to allow for additional remediation and acceleration time.
- Review shared governance committee's process which included representation from the school, division, and state and university levels and determine the best model to proceed for 2011-12 as a team.
- Continued collaboration with the Virginia Department of Education history and social sciences coordinator and Norfolk City public schools history senior coordinator to review curriculum and professional development.
- A focus on the adult actions for accountability from all levels of the organization including:
  - The superintendent's senior leadership team will receive status updates and provide support through the various departments (Academics, Operations, Human Resources, Technology, Testing, Finance)
  - Associate superintendent for Academics and executive director will continue for 2011-12 to review the quarterly content observations completed by LWMS administrators and department chairs
  - Executive director to monitor and provide feedback of monthly data team meeting minutes
  - Principal will communicate with human resources and her immediate supervisor necessary support and professional development for the staff
  - The department of Curriculum and Staff Development will continue to make LWMS a priority for training and support
  - Accountability plans will focus on adult actions. The executive director will monitor the deep implementation of these actions.

**Superintendent's Recommendation:** The Superintendent of Public Instruction recommends that the Board of Education maintain a rating of *Accreditation Denied* for the 2011-2012 school year based on 2010-2011 assessments for Lafayette-Winona Middle School.

**Impact on Resources:** The Office of School Improvement will be required to use the academic review budget to fund auditors assigned to schools.

**Timetable for Further Review/Action:**

VIRGINIA BOARD OF EDUCATION  
SCHOOL BOARD

MEMORANDUM OF UNDERSTANDING  
Goals and Expected Outcomes  
Beginning School Year 2010-2011

**Background**

The Standards of Quality require local school boards to maintain fully accredited schools and to take corrective actions for schools that are not fully accredited.

§ 22.1-253.13:3. Standard 3. Accreditation, other standards and evaluation.

...Each local school board shall maintain schools that are fully accredited pursuant to the standards of accreditation as prescribed by the Board of Education. Each local school board shall review the accreditation status of all schools in the local school division annually in public session. Within the time specified by the Board of Education, each school board shall submit corrective action plans for any schools within its school division that have been designated as not meeting the standards as approved by the Board.

The *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (SOA), adopted by the Board in September 2006, Section 8 VAC 20-131.315 requires school divisions with schools rated Accreditation Denied to enter into an MOU with the Board of Education (BOE) and implement a corrective action plan to improve student achievement in the identified schools.

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

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

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

## **School Division Goals and Performance Objectives**

The Norfolk City School Board and central office staff will implement key priorities for improving student achievement at Lafayette-Winona Middle School, ensuring alignment of resources with these priorities for improving student achievement, and holding the Board and staff accountable for results. These priorities must align with the expectations in this MOU and the following areas of focus:

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

The following performance objectives are established. Specific performance measures aligned with these goals are detailed in Attachment A.

### Shared Leadership Between the Central Office and School and Student Achievement

1. The central office staff and principal under the direction of the superintendent will provide monthly written reports on the implementation of instructional initiatives at Lafayette-Winona Middle School to include activities planned, activities completed, timelines, participation targets, and student outcomes to the Norfolk City School Board and the Virginia Department of Education.
2. The central office staff and principal under the direction of the superintendent will meet monthly with the assigned auditor to discuss the implementation of the instructional program at Lafayette-Winona Middle School. Governance meetings will take place as scheduled by the superintendent and will be limited to after school whenever possible.
3. The central office staff and principal under the direction of the superintendent will implement a data monitoring process using the quarterly report from the Virginia Department of Education (VDOE) with accountability for results and link school and division professional development to improving student achievement as supported by assessment results and other data.

### Instructional Quality

1. Units of instruction will include specific learning activities aligned to objectives.
2. Instructional teams will review the results of unit pre- and /post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives).
3. All teachers will review lessons daily using questioning techniques.

4. Students will be engaged and on-task.
5. All teachers will systematically report to parents the student's mastery of specific standards-based objectives.

#### **Status Reports to the Virginia Board of Education**

The corrective action plan for Lafayette-Winona Middle School was approved by the Norfolk City School Board on October 19, 2010 and has met the requirements of 8 VAC 20-131-315 to provide parents of enrolled students and other interested parties with the following:

1. Written notice of the school's accreditation rating within 30 calendar days of the notification of the rating from the Department of Education;
2. A copy of the school division's proposed corrective action plan, including a timeline for implementation, to improve the school's accreditation rating; and
3. An opportunity to comment on the division's proposed corrective action plan.

The Norfolk City School Board will provide a summative report on progress made in meeting or exceeding MOU agreements and expectations to the Virginia Board of Education and the Department of Education, as requested.



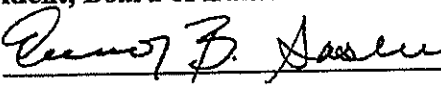



**Authorizations**

I (We) agree to work collaboratively to implement the requirements of the Memorandum of Understanding (MOU) for the purpose of improving student achievement in Norfolk City Public Schools.

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<p>Printed Name <u>Rev Dr. Kurt T. Houston</u></p> <p>Title: Chair, Norfolk City Public Schools</p> <p>Signature <u></u></p> <p>Date <u>10/19/10</u></p>	<p>Printed Name <u>Dr. RICHARD BENTLEY</u></p> <p>Title: Superintendent, Norfolk City Public Schools</p> <p>Signature <u></u></p> <p>Date <u>10/19/10</u></p>
<p>Printed Name <u>ELEANOR B. SASLAW</u></p> <p>Title: President, Board of Education</p> <p>Signature <u></u></p> <p>Date <u>11/9/10</u></p>	<p>Printed Name <u>Dr. Patricia F. Wright</u></p> <p>Title: Superintendent of Public Instruction</p> <p>Signature <u></u></p> <p>Date <u>11/1/10</u></p>

**Lafayette - Winona**

Comprehensive Plan Report

Key Indicators are shown in RED.

Virginia SIP - RI

Filter: Show only the indicators included in the plan

**Curriculum, Assessment, and Instructional Planning****Engaging teachers in differentiating and aligning learning activities****Indicator IIC01 - Units of instruction include specific learning activities aligned to objectives. (96)**

Level of Development:	Limited Development	
Index:	9	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development: Align lessons, delivery of instruction and common formative assessments with the curriculum for each instructional unit. Alignment will be monitored on a weekly basis by the department chair, principal, and senior coordinator. The department chair will participate in all collaborate planning sessions. All common assessments will be reviewed and approved by the department chair, principal, and senior coordinator to monitor for alignment and assessment of the learning standard at the appropriate level.

<b>Plan</b>	Assigned to:	Tracey Flemings
	How it will look when fully met:	Teachers consistently utilize curriculum guides, frameworks, and blueprints as foundation for planning. Teams are producing instructional units and lesson plans that are fully aligned to learning objectives.
	Target Date:	06/01/2011
	Tasks:	<ol style="list-style-type: none"> <li>1. A form will be created that will serve as verification that lesson plans reviewed by department chairs were examined to determine if activities were aligned to objectives. This form will be submitted to the instructional specialist who will report to the school improvement team.</li> </ol>
	Assigned to:	Department Chairs
	Target Completion Date:	11/30/2009
	Comments:	To accurately report lesson plan activity alignment, the department chairs will record all lesson plans reviewed and indicate whether they did or did not contain aligned activities. Providing feedback in order to correct those plans that do not contain aligned activities will still need to be reported as not having them. In addition, all members who conduct classroom observations will have to report the same.

A check list has been created for the teachers to use when developing lesson to ensure alignment with the curriculum. Department chairs also have a checklist to use while reviewing plans and conducting classrooms observations. On this form, they indicate whether or not plans are properly aligned.

Task Completed: 11/30/2009

2. The department chair will consistently review lesson plans using the curriculum and check for alignment between the curriculum, objectives for the lesson, and the strategies used to teach the lesson.

Assigned to: Department Chairs

Target Completion Date: 06/01/2010

Comments: All history teams will provided daily lesson plans (and ancillary materials) to department chair for review in shared folders on the staff email system. These shared folders will be available to the principal and central office support personnel (senior coordinator).

The department chair will provide timely feedback so that teachers can make the nessary changes. Team materials due in share folders 9 AM every Monday. The department chair will return feedback by 9AM Wednesday.

Department chair will review the plans and provide specific feedback on alignment to the curriculum objectives.

Task Completed: 05/01/2010

3. Classroom observations will be conducted by administrators, department chairs, deans of students, and other instructional personnel. Feedback will be provided on the alignment of delivery of instruction and the alignment of the objectives and strategies used to teach the lesson.

Assigned to: Administration and Department Chairs

Target Completion Date: 06/01/2010

Comments: Formal and informal observations will occur on a weekly basis. Feedback will be provided on the alignment of the objective to the delivery of instruction and student outcomes. Feedback will be provided to the teachers within four days of the observation.

Below are the number of observations that the department chairs conducted during the first quarter.

English - 10  
Math - 5  
Social Studies - 8  
Science -3  
Reading - 6

January 3, 2010 – The social studies and English department chairs consistently observe classes formally and informally.

They provide feedback on a consistent basis.

The math department chair routinely conducts informal observations and will conduct formal observations with the principal.

The principal and assistant principal conduct frequent observations in all subject areas and are working with the reading and science department chairs to conduct frequent observations on a regular basis.

Task Completed: 05/01/2010

4. Grade level instructional teams will meet everyday for 90 minutes to plan units of instruction which are aligned to the curriculum. The department chair will be a consistent presence in all team planning sessions.

Assigned to: Laura Hulings

Target Completion Date: 09/20/2010

Comments: Each team will submit a weekly planning agenda and minutes to the principal. Advance agendas (for the upcoming week of planning) will be set by each team and submitted with each submitted (completed) set of planning minutes.

Task Completed: 04/12/2010

5. Use the NPS curriculum, blueprint, pacing calendar and enhanced scope and sequence document to develop units of study.

Assigned to: Christonya Brown

Target Completion Date: 01/31/2010

Comments: Department chairs and administrators will ensure that each instructional team member has a copy of the NPS curriculum, blueprint, pacing calendar and enhanced scope and sequence document.

Task Completed: 04/15/2010

6. All history teams will provide daily lesson plans (and ancillary materials) to department chair for review in shared folders on the staff email system.

Assigned to: Laura Hulings

Target Completion Date: 06/01/2011

Comments: Lesson plans are submitted by each grade team to the department chair each Monday. The plans submitted each Monday are for the following week of instruction. The department chair reviews the lesson plans and provides written/verbal feedback. This is done during daily planning sessions and using shared folders on the school's e-mail system.

Task Completed: 04/04/2011

7. Feedback will be provided by department chair and social studies coordinator, including information alignment and instructional strategies (and activities) planned to meet the needs of

students (target, enhanced, and prerequisite).

Assigned to: Laura Hulings

Target Completion Date: 06/01/2011

Comments: Feedback is provided to teachers in the History department daily during planning sessions and weekly when lesson plans are submitted to department chair. The department chair, district History coordinator, and the principal provide ongoing feedback regarding instructional strategies.

Task Completed: 04/04/2011

8. Principal, Asst. Principal, deans, department chair, LCD Social Studies Coordinator, and VDOE staff will check for implementation of plans when conducting informal and formal observations.

Assigned to: Tracey Flemings

Target Completion Date: 06/01/2011

Comments: All formal and information observations observations include a check on the implementation of the teacher's lesson plan, especially the teacher's daily objective(s) and whether or not the lesson activities are aligned appropriately. This ongoing throughout the year.

Task Completed: 04/04/2011

9. Grade level instructional teams will meet everyday for 80 minutes to plan units of instruction which are aligned to the curriculum and address the learning needs of target, enhanced, and prerequisite students.

Assigned to: Michael Sheets

Target Completion Date: 06/01/2011

Comments: The assistant principal, with the input and assistance of the principal, completed the 2010-2011 Master schedule prior to the start of the school year. The schedule does get modified throughout the year to meet the needs of the learners. However, during these changes, the History department maintains an 80 minute per day planning block to design their instruction.

Task Completed: 09/01/2010

10. Teachers will participate in power planning sessions

Assigned to: Amelia Zukoski

Target Completion Date: 01/30/2011

Comments: January 2011: 5 reading teachers participated in district-wide power planning session with senior coordinator.

Task Completed: 01/30/2011

11. Teachers in the History department will receive professional development on team teaching.

Assigned to: Laura Hulings

Target Completion Date: 01/31/2011

Comments: Teachers in the department received professional development on team teaching.

Task Completed: 01/25/2011

12. The History teachers will participate, along with the principal, district coordinator, and the department chair, in a two-day power planning/professional development session during district quarterly testing.

Assigned to: Tracey Flemings  
Target Completion Date: 03/25/2011  
Comments: This planning/professional development took place March 24th and 25th.  
Task Completed: 03/25/2011

13. All History teacher's lesson plans and common formative assessments will include primary and secondary source analysis and well as the analysis and interpretation of maps.

Assigned to: Laura Hulings  
Target Completion Date: 06/01/2011  
Comments:

14. All department chairs will be trained by the principal and the state advisor on writing lesson objectives that are aligned to the standards/curricula, student centered, and measurable.

Assigned to: Tracey Flemings  
Target Completion Date: 01/31/2011  
Comments: The school's advisor from the VDOE, along with the principal, provided training for members of the instructional leadership team, as well as select classroom teachers, on writing lesson objectives that are aligned to curriculae and measurable.  
Task Completed: 01/14/2011

15. All teachers in the English department will participate in power-planning sessions to improve instruction and ensure curriculum alignment.

Assigned to: Tracey Flemings  
Target Completion Date: 01/31/2011  
Comments: All teachers participated in a power planning session in January.  
Task Completed: 01/31/2011

**Implement** Percent Task Complete: 93%  
Objective Met: 5/6/2010 5/6/2010  
Experience: 5/6/2010  
In striving to meet this objective, the instructional leaders in the building who conduct formal and informal observations have developed a sharp focus on identifying/verifying that all components of daily plans are directly related to the lesson objectives. The feedback provided to instructional staff on this objective has given them a sharper focus.  
Sustain: 5/6/2010  
Continued staff development is needed to provide growth for instructional staff on planning lessons that are tightly aligned to the curriculae and planning instructional activities that are directly related to the lesson objectives.  
Evidence: 5/6/2010  
The lesson plan template and observation feedback are

evidence of implementation.

## Curriculum, Assessment, and Instructional Planning

### Assessing student learning frequently with standards-based assessments

**Indicator IID11 - Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives). (109)**

Level of Development: Limited Development  
Index: 9 (Priority Score x Opportunity Score)  
Priority Score: 3 (3 - highest, 2 - medium, 1 - lowest)  
Opportunity Score: 3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development: Data will be used frequently to determine students in need of intervention. One priority of data teams will be to identify and group these students into small groups to participate in 30-minute remediation/pull-out groups during the Block 3 Academic Success Block (ASB) period. The data teams will also work collaboratively with the gifted resource teacher to identify students who require enhanced learning opportunities because of their mastery of objectives.

**Plan** Assigned to: Laura Hulings  
How it will look when fully met: Students are working in individual need-based pull-out groups during academic success blocks for 30 min/meeting (over a two-week time period on the A/B schedule). Students in these groups will have in common the same areas requiring support and are instructed by teachers whose students have demonstrated mastery of the areas of need.

Target Date: 11/15/2010

#### Tasks:

1. Grade level instructional teams will meet for 45 minutes twice month to review pre and post test data and to plan differentiated activities ie activity centers, cooperative learning groups, independent work centers and teacher directed centers to meet the individual needs of students.

Assigned to: Department Chairs

Target Completion Date: 04/30/2010

Comments: The teams will use the learning plan grid and develop instructional strategies to meet the needs of each student.

Grade level teams have designated Data Team meeting dates and times. During the meeting, teachers review students' data and place students in appropriate learning groups (pre-

requisite, target, enhanced).

In social studies, grades 6-8, teachers review closure quiz (post-test) data in order to address students' misconceptions and plan differentiated activities.

In English, grades 6-8, teachers provide a weekly assessment to address students' misconceptions and plan differentiated activities.

Task Completed: 05/01/2010

2. When developing learner objectives, the teams will identify the verb(s) written in the standard that clearly defines what the student will be able to do and align the verb within the standard to the learner objective.

Assigned to: Department Chairs

Target Completion Date: 06/18/2010

Comments: Teachers will attend power planning sessions within the school and offered by the district where they will learn how to unpack curriculum standards.

The lesson plan template used by all grade-level content teams has lists of verbs grouped by levels of Bloom's to identify the level at which students should be working to meet the state standards.

Task Completed: 04/12/2010

3. All learner objectives will be expressed in observable and measurable terms and will begin with "The student will be able to..."

Assigned to: Department Chairs

Target Completion Date: 01/31/2010

Comments: Administrators and department chairs will coach teachers on writing and anchoring the students in the learner objective when teaching instructional units.

Administrators and department chairs will conduct sweeps to ensure that learner objectives are visible and written on the board.

Administrators and department chairs will conduct informal and formal observations and note if teachers are frequently stating the objective when teaching.

Task Completed: 04/12/2010

4. Data teams will identify the instructional strategies in team minutes that will be tailored to three tiers of students – target, enhanced and prerequisite.

Assigned to: Data Teams

Target Completion Date: 10/29/2010

Comments: The department chairs will coach the data teams on



identifying the three tiers of students based on pre and post assessment data.

Each grade-level content team groups the students based on various assessments into the three groups (target, enhanced, and prerequisite). The teams then develop individual need-based small groups and identify strategies and teachers that will be used, and a time-line to improve student performance. Each team will modify student groups and actions plans after each assessment.

Task Completed: 04/12/2010

5. Assessment data from post test will be used to identify students in need of prerequisite skills in order to master the instructional units and develop instructional strategies and activities for students in the prerequisite, target and enhanced level. Enhanced level students will received in-class modified assignments. Additionally, some of these students will work in pull-out sessions with the gifted resource teacher during academic success blocks.

Assigned to: Department Chairs

Target Completion Date: 10/29/2010

Comments:

Task Completed: 04/12/2010

6. All history teachers, department chair, and principal will receive training on designing pre-assessments and utilizing data (to design units). This will include the team looking at upcoming units and aligning strategies and activities to support target, enhanced, and prerequisite students' mastery of learning objectives.

Assigned to: Christonya Brown

Target Completion Date: 10/13/2010

Comments: The principal participated in training with the department chair and teachers on designing assessments and utilizing data. The team will design pre-assessments on upcoming units to inform instructional decisions.

Task Completed: 10/13/2010

7. Data team members will be trained on the effective use of D2SC\* data reports and the monthly data team template. \*(D2SC is the district's data disaggregation program utilized to scan common formative and district quarterly test documents and to generate various data reports.)

Assigned to: Christonya Brown

Target Completion Date: 10/15/2010

Comments: All members of the department have received training on the use of the district database (D2SC). They have learned how to generate various data reports to assist in planning instruction.

Task Completed: 10/15/2010

8. Data teams will identify the instructional strategies in team minutes that will be tailored to three tiers of students - target, enhanced, and prerequisite.

Assigned to: Tracey Flemings

Target Completion Date: 10/29/2010

Comments: The members of the department meet daily to plan lessons, including aligned activities that incorporate instruction strategies designed to meet the needs of all learners.1

Task Completed: 10/29/2010

9. Shared Governance Team members will analyze available student performance data and provide feedback and action steps on a monthly basis.

Assigned to: Sharon Byrdsong

Target Completion Date: 06/01/2011

Comments:

10. Senior Leadership Team and Executive Director will review school data on a quarterly basis.

Assigned to: Sharon Byrdsong

Target Completion Date: 06/01/2010

Comments:

The executive director facilitates monthly shared governance team meetings at which data is shared from all CFA's and DQA's. This information is then shared with the chief academic officer for the school division.

The monthly meetings are scheduled on the following dates for the year:

10/25/10

11/29/10

1/31/11

2/28/11

3/21/11

4/29/11

5/16/11

Task Completed: 11/15/2010

**Implement** Percent Task Complete: 90%

Objective Met: 5/6/2010 5/6/2010

Experience: 5/6/2010

The school is continuing to grow in this area. We have been using data all year to determine areas of strength and weakness. However, not until recently have we sharpened our focus on the data. Now, grade-level content teams are using the data to identify student groups, develop action plans to meet student needs, identify instructional strategies to be used in providing instruction. This has provided the school with the greatest growth in meeting the needs of all learners and moving all students toward proficiency and beyond.

Sustain: 5/6/2010

Continued development is needed in providing true differentiation. This will continue to be a strong focus for the school and will be provided through staff development and peer observations.

Evidence: 5/6/2010

Implementation is evident in each grade-level team's student grouping reports, action plans, and remediation schedules.

## Classroom Instruction

### Expecting and monitoring sound instruction in a variety of modes

#### Indicator IIIA11 - All teachers use modeling, demonstration, and graphics. (120)

Level of Development:	Limited Development
Index:	9 (Priority Score x Opportunity Score)
Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development: Teachers are inconsistent in their modeling practices with students. There is a varying degree of effectiveness on the team as evidenced by current classroom observations conducted.

<b>Plan</b>	Assigned to:	Dimetri Richardson
	How it will look when fully met:	Teachers will model lessons using verbal explanations, physical demonstrations, and a variety of graphics to model activities during instruction 90% of the time.
	Target Date:	05/01/2010

#### Tasks:

1. Lesson plan checks completed by department chairs and information gathered by informal and formal observations will be recorded to track the degree to which all lesson plans contain the desired direct instruction.

Assigned to: Department Chairs

Target Completion Date: 06/01/2010

Comments: A reporting device will need to be developed to record and report the lesson plan checks and the classroom observations.

Checklist has been developed to record and report lesson plan checks.

Lesson plans are submitted a week in advance, and department chairs are required to provide meaningful feedback by Wednesday.

All observation feedback contains information about the level of direct instruction/teacher modeling observed during instruction and/or evidenced by lesson plans. This will continue to be a major focus for the school's instructional leadership team.

Task Completed: 05/06/2010

2. Training will be provided to all instructional staff on strategies to deliver direct instruction.

Assigned to: Michael Sheets

Target Completion Date: 11/30/2009

Comments: Training on direct instruction will be provided that addresses: modeling, chunking information, demonstrating, using visuals, and frequent checking for understanding.

January 4, 2010 The social studies department chair provides feedback on lesson plans on a weekly basis. Included in this feedback are chunking information, using visuals, and frequent checking of understanding.

February 18, 2010 The assistant principal, along with the instructional specialist and three lead teachers, conducted staff-development session on direct instruction/modeling. Staff were introduced to an in-house checklist that will be used during formal and informal classroom observations. Staff were given the opportunity to provide feedback on the checklist. Staff watched a video of a teacher providing instruction and used the checklist. After this, the staff were engaged in a discussion about what they had seen and what they did not see. Further discussion was held on the staff's opinion of the checklist.

Task Completed: 02/18/2010

3. Teachers will engage in a self-reflection practice by recording segments of their lessons, conducting peer observations, and reviewing student surveys.

Assigned to: Department Chairs

Target Completion Date: 05/01/2010

Comments: Teachers will be afforded the opportunity to record themselves teaching lessons, conducting peer observations, and participating in study groups. Teachers will review recordings and use a feedback instrument to evaluate themselves. Teachers and administrators will discuss feedback and teachers will participate in developing self-improvement plans.

January 4, 2010 - the social studies teachers will conduct peer observations during the week of January 4, 2010.

February 2010 - During the month of February, the grade 6 English team will conduct peer observations.

April 26, 2010 - The grade 6 social studies team will conduct peer observations.

May 1, 2010 - Social Studies and Math teachers continue to conduct peer observations as well as peer modeling by more experienced teachers for those less experienced.

Task Completed: 05/01/2010

**Implement** Percent Task Complete: 100%

Objective Met: 5/6/2010 5/6/2010

Experience: 5/6/2010

Staff development has been provided to instructional staff on providing direct instruction/modeling for students. Teachers

were trained through inservice sessions, as well as through peer observations.

The school's instructional leadership team developed a rubric/checklist for student engagement/modeling. Staff was trained on this tool and all formal and informal observations are completed using it. Teachers are provided with ongoing feedback about this objective.

**Sustain:** 5/6/2010  
The school intends to continue this focus through the remainder of the school year and into the next year. More staff development will be provided and instructional staff will continue with peer observations.

**Evidence:** 5/6/2010  
Implementation is evidenced in the rubric/checklist and observation feedback.

**Indicator IIIA19 - All teachers review with questioning. (128)**

**Level of Development:** Limited Development

**Index:** 9 (Priority Score x Opportunity Score)

**Priority Score:** 3 (3 - highest, 2 - medium, 1 - lowest)

**Opportunity Score:** 3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

**Describe current level of development:** The school has an observation rubric for questioning techniques. The rubric will be used during designated observation sweeps focusing solely on the teacher's implementation of effective questioning techniques. Teachers will be provided with immediate feedback. Instructional plans will contain 2-3 higher-level questions that will be posed to students during each lesson activity. These pre-planned questions will serve as a support for teachers as they develop mastery of posing higher order questions during classroom discourse. Teachers will conduct peer-to-peer observations of colleagues who are noted to consistently demonstrate mastery of effective questioning during instructional delivery.

**Plan** **Assigned to:** Laura Hulings

**How it will look when fully met:** All lesson plans contain high-level questions that will foster critical thinking. Teachers will use effective questioning techniques when delivering instruction.

**Target Date:** 05/01/2011

**Tasks:**

1. All lesson plan reviewers, department chairs, and classroom observers, will report whether or not plans contained high-level questions related to the lesson objective(s). All information gathered on questioning will be tracked via questioning rubric and implementation reports.

Assigned to: all team members  
Target Completion Date: 11/30/2010  
Comments: An implementation report will need to be created to record progress on lessons containing high-level questions and the instructors mastery of questioning.

Task Completed: 01/30/2010

2. Teachers will participate in a weekly on-line book discussion and participate in monthly training sessions on the use of questioning techniques and creating high level-questions.

Assigned to: Laura Hulings  
Target Completion Date: 12/15/2009  
Comments: Media Specialist will create an account in the Ready to Learn program. This program will allow teachers to participate in an on-line book discussion on Quality Questioning by Jackie Acree Walsh and Beth Dankert Sattes. The Administrative Dean and English Department Chair will post one question per week from each chapter beginning October 5 and ending December 7. Each teacher will post one response to the question on a weekly basis.  
  
The book discussion was completed on December 14, 2009. Certificates with staff develop hours will be awarded to all participants by January 8, 2010.

Task Completed: 12/18/2009

3. A team of teachers will meet on a monthly basis to review and, if necessary, modify the school's questioning technique rubric.

Assigned to: Data team leaders  
Target Completion Date: 02/01/2010  
Comments: Classroom teachers who are data team leaders will meet on a monthly basis to review and, if necessary, modify teacher made questioning rubric.  
  
11-30-09 Team Leader - Eighth Grade Lead Reading Teacher  
  
January 30, 2010 - The team met and reviewed the questioning rubric.  
  
February 16, 2010 - The team reviewed the questioning rubric.  
  
March 30, 2010 - The instructional leadership team, after receiving feedback from staff members, finalized the school's new rubric for questioning techniques.

Task Completed: 03/30/2010

4. Observers will use the school questioning rubric (which is aligned to the professional development focus book, Quality Questioning) to collect data on questioning techniques and

high-level questions. Team members will conduct monthly team sweeps focusing on teachers' use of effective questioning techniques and high-level questions.

Assigned to: Michael Sheets

Target Completion Date: 06/01/2011

Comments: When classroom observations (formal or informal) are conducted by any member of the instructional leadership team, teachers are provided feedback on their use of questioning as an instructional strategy, if indeed questioning is observed. Teachers are required to include high level questions that will be asked during the lesson in their daily plans.

Task Completed: 04/04/2011

**Implement** Percent Task Complete: 100%

Objective Met: 5/6/2010 5/6/2010

Experience: 5/6/2010

The school developed a focus on questioning techniques during the 2008-2009 school year. This year, we sharpened the focus, redesigning the rubric created the previous year and providing on-going staff development on higher-level questioning that includes a focus on Bloom's Taxonomy. Teachers are required to include higher-level questions in daily plans that are directly related to the lesson objectives.

Sustain: 5/6/2010

Continued staff development and informative feedback will continue our efforts on this objective.

Evidence: 5/6/2010

Implementation evident in staff development records, observation feedback, and all lesson plans.

**Indicator IIIA35 - Students are engaged and on task. (144)**

Level of Development: Limited Development

Index: 9 (Priority Score x Opportunity Score)

Priority Score: 3 (3 - highest, 2 - medium, 1 - lowest)

Opportunity Score: 3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development: Focused classroom observations will center around student time-on-task utilizing a time-at-task analysis chart. Observers will provide feedback to teachers that: 1) draw attention to the times during which a high level of off-task behavior occurs (and provide suggestions to assist with the maximization of student engagement), and 2) draws attention to any existing relationship to actual delivery of the planned activities and the level of student engagement in the learning environment.

**Plan** Assigned to: Dimetri Richardson

How it will look when fully met: Students will demonstrate a range of on-task behaviors within a set of variables as it relates to learning, developing understanding, and demonstrating proficiency of content material.

Target Date: 05/01/2010

Tasks:

1. All lesson plans will be reviewed for the use of teaching strategies that engage students in higher orders of Bloom's Taxonomy. .

Assigned to: Department Chairs

Target Completion Date: 12/18/2009

Comments: A report will be designed to record whether or not daily lesson plans contain student-centered activities and strategies that engage students in higher orders of Bloom's Taxonomy.

11/30/09 - The social studies department chair and English department chair have developed a check list which is used to review lesson plans for student-centered activities.

December 18, 2009 - The English and social studies department chairs consistently review lesson plans with a checklist that was developed in November.

The math, reading and science department chairs will receive coaching on checking lesson plans on a regular basis.

February 8, 2010 - The English, social studies and math department chairs check lesson plans on a regular basis. The department chairs for reading and science will continue to receive coaching.

April 12, 2010 - All teachers are re-directed to submit lesson plans to department chairs at least one-week in advance. Department chairs review lesson plans, make suggestions and provide feedback, and teacher's make adjustments to plans prior to implementation. This is monitored by the principal and the assistant principal.

Task Completed: 05/01/2010

2. Teachers will use the Frayer Model to develop a definition of student engagement.

Assigned to: Department Chairs

Target Completion Date: 10/19/2009

Comments: The faculty will participate in an activity in their department meetings where the Frayer Model is used to develop a definition of student engagement. The contents of the models will be condensed to one model and one working definition.

10-15-09 Teachers were divided into 5 groups and used the Frayer Model and developed a definition of student engagement. Models have been displayed in the teacher training lab.

Task Completed: 10/15/2009



3. Administrators and department chairs will receive training on the use of a data collection sheet developed by School University Research Network (SURN) to determine the percent of on-task behaviors during a given time frame.

Assigned to: Department Chairs

Target Completion Date: 11/30/2009

Comments: Four Math teachers will participate in several trainings through SURN on the use of two data collection sheets used to determine the percent of on-task behaviors during a given time frame. The Math teachers will train other teachers on the purpose and use of the data collection sheets.

Administrators and department chairs have been trained and use two data collection sheets used to determine the percent of on-task behaviors during a given time frame.

Data collection sheets were mailed to Wm & Mary in December 2009.

Task Completed: 12/18/2009

4. Teachers will receive training on the use of a data collection sheet developed by School University Research Network (SURN) to determine percent of on task behaviors during a time frame.

Assigned to: Department Chairs

Target Completion Date: 11/30/2009

Comments: Four math teachers will participate in a training through SURN on the use of two data collections sheets used to determine the percent of on task behaviors doing a time frame. The math teachers will train other teachers on the purpose and use of the data collection sheets.

The data collections sheets developed through SURN was used to develop a school-made student engagement checklist to be used during formal and information observations and classroom sweeps. All staff members have been trained on how to increase student engagement for their own lessons, as well as what to look for when visiting other classrooms.

Task Completed: 03/30/2010

5. Teachers will be trained to use student engagement data collection sheets and use them to conduct peer observations. Teachers will be trained to conduct post-observation conferences with peers which focus on the student engagement collection data.

Assigned to: Michael Sheets

Target Completion Date: 12/18/2009

Comments: The assistant principal and selected Math teachers will conduct training on the use of the data collection sheet and post-observation conferences.

Jan. 14, 2010 - All of the department chairs at LWMS have been trained on the use of the student engagement data collection sheet.

February 8, 2010 - All of the social studies teachers have been

trained on the use of the student engagement data collection sheets. The teachers have scheduled peer observations and they should be completed by February 26, 2010.

Task Completed: 03/30/2010

6. Teachers will receive training on the use of response cards, white boards, equity sticks, signaling, posted notes, and Carnegie note-taking.

Assigned to: Laura Hulings

Target Completion Date: 12/15/2009

Comments: Teachers will receive training on strategies that will increase the level of engagement in the class room.

Signaling was modeled for the teachers during the December faculty meeting. The Social Studies teachers received training on the use Carnegie note taking in November and December 2009.

February 5, 2010 - All teachers in the social studies and math departments have received white boards.

Task Completed: 02/05/2010

7. Teachers will develop a common definition of student engagement.

Assigned to: Cassandra Goodwyn

Target Completion Date: 01/10/2010

Comments: The Frayer Model will be used to develop a common definition of student engagement.

Staff definition of student engagement was created by staff in the October faculty meeting. Staff members were organized in teams.

December 2009 Faculty Meeting – Staff members developed on common definition of student engagement. A committee of teachers was formed to develop a observation rubric for student engagement. Staff will revisit the definition in January's faculty meeting.

February 2010 - The principal, assistant principal, along with the instructional specialist and three lead teachers, conducted staff development session on student engagement. Staff were given the school's new checklist for student engagement. The staff provided feedback. Staff were shown a video of classroom instruction and used the checklist to record what was observed and what was not observed in relation to student engagement. Staff participated in a discussion of their observations after watching the video.

Task Completed: 02/18/2010

8. All lesson plans will be reviewed (prior to implementation) for the use of teaching strategies that engage students in higher-levels of Bloom's Taxonomy on a weekly basis.

Assigned to: Laura Hulings

Target Completion Date: 06/01/2011

Comments:

9. Instructional sweeps to gauge rates off-task behaviors will be conducted by observers. Timely feedback will be provided to teachers via "Time Off-Task" analysis sheet. Informal/formal feedback conferences will be held to discuss collected data with teachers.

Assigned to: Laura Hulings

Target Completion Date: 06/01/2011

Comments:

**Implement** Percent Task Complete: 78%

Objective Met: 5/6/2010 5/6/2010

Experience: 5/6/2010

The instructional leadership team gained a sharper focus on this objective through involvement with SURN (School and University Research Network) sponsored by The College of William and Mary. Throughout the school year, training sessions were attended at the university that focused on identifying student engagement. Through this involvement, the team developed a rubric/checklist to be used during formal and informal observations to better identify on-task student behaviors.

Sustain: 5/6/2010

Continued staff development will be necessary to sustain our efforts and continue to meet the objective. In addition to staff training sessions, provided in-house and through district coordinators' trainings, the instructional staff will continue to participate in peer observation of more experienced teachers.

Evidence: 5/6/2010

Implementation is evident in staff development records and in feedback provided to instructional staff from formal and informal observations.

## Classroom Instruction

### Expecting and monitoring sound homework practices and communication with parents

**Indicator IIIB06 - All teachers systematically report to parents the student's mastery of specific standards-based objectives. (155)**

Level of Development: Limited Development

Index: 4 (Priority Score x Opportunity Score)

Priority Score: 2 (3 - highest, 2 - medium, 1 - lowest)

Opportunity Score: 2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

	Describe current level of development:	All teachers will be required to send students' standards-based assessment data home to the parents.
<b>Plan</b>	Assigned to:	Tracey Flemings
	How it will look when fully met:	Teachers and parents working collaboratively to support the academic achievement of students on specific objectives.
	Target Date:	06/01/2011
	Tasks:	<p>1. Parents will be invited to attend and participate in workshops to provide them with tools to support the efforts of teachers and school staff. Workshops will include topics such as:</p> <ul style="list-style-type: none"> <li>*How to read student data reports &amp; track my child's progress</li> <li>*How to help my child at home</li> <li>*Becoming an active school volunteer</li> <li>*Quarterly data "review nights" (whole school review)</li> </ul>
	Assigned to:	Tracey Flemings
	Target Completion Date:	06/01/2011
	Comments:	The principal invited parents to attend scheduled SOL Parents Night events throughout the year. The three scheduled dates are: 11/30/10, 4/26/11, and 5/12/11. A Parent Workshop facilitated by the school's gifted resource teacher was held in March.
	Task Completed:	04/04/2011
<b>Implement</b>	Percent Task Complete:	100%
	Objective Met:	4/4/2011 1/1/0001
	Experience:	4/4/2011 The principal has scheduled several parent's nights to share information regarding; helping the middle school child at home, becoming an active volunteer, and reviewing student data. During these meetings, the parents are given the student's quarterly assessment data from the district's database and shown how to read the information. They are then given information specific to how to help their children improve in the areas needed. The district coordinator for History also attends these events.
	Sustain:	4/4/2011 This will need to continue and become more frequent. We will continue to work on this objective by creating a method of systematic reporting to parents across content areas.
	Evidence:	4/4/2011 We will certainly continue to improve parental involvement in all aspects of school life. Dates of meetings are evidence that student data is being shared with parents.

September 09, 2011



## Norfolk Public Schools

NATIONALLY RECOGNIZED. GLOBALLY COMPETITIVE.

September 9, 2011

Ms. Eleanor B. Saslaw  
 School Board President  
 Virginia Department of Education  
 5304 Woodland Estates Way  
 Springfield, VA 22151

Dear Ms. Saslaw:

Norfolk Public Schools is requesting a rating of Conditional Accreditation for Lafayette-Winona Middle School (LWMS) for the 2011-2012 school year. This middle school missed the mark for accreditation in the area of History. During the school year 2008-2009, Norfolk Public Schools administered the US History 1 and 2 tests in grades 6-7 for the first time. Since this time, we have continued to strive for success in this area and have seen improvement.

A new principal was assigned to the school during the 2010-11 school year. Mrs. Tracey Flemings is a veteran principal with Norfolk Public Schools and has had several years of middle-school principalship experience. Under her leadership, new department chairs have been hired and received additional leadership training opportunities. A new assistant principal has been assigned to the school to provide support to the principal in the areas of instruction and closing the achievement gaps. In addition, a school based Social Studies coach was provided as additional support to the department. Norfolk Public Schools is requesting conditional accreditation based on these staff improvements in addition to the implementation of shared governance in the area of history.

### Overview of Lafayette-Winona Middle School

#### Fall Membership

Grade Level	2008-09	2009-10	2010-11
Grade 6	230	212	218
Grade 7	296	194	225
Grade 8	258	276	218

#### Fall Membership - Students by Ethnicity 2010-11

American Indian	0.6%
Asian	0.3%
Hispanic	3.2%
Black	83.1%
White	8.2%
Unknown	4.5%

#### Students by Free & Reduced Lunch 2010-11

% Eligible for Free Lunch	67%
% Eligible for Reduced Lunch	8%

**Overview of Testing Data**

Lafayette-Winona Middle School has met state accreditation in three of the four core content areas: English, Mathematics, and Science.

**Accreditation Adjusted Pass Rates.**

Core Content	2009-2010 Rating Based on assessments in 2008-2009	2010-2011 Rating Based on assessments in 2009-2010	2011-12 Rating Preliminary Based on assessments in 2010-2011
English	78	73	74
Mathematics	73	76	72
Science	78	79	79
History	59	59	60

In 2008-2009, Lafayette-Winona first implemented the content specific history assessments. This year, Lafayette-Winona fell short of the state accreditation in the area of History. The newly revised Standards of Learning for History/Social Science were fully implemented and assessed at the end of the 2010-11 school year. The teachers and students of Lafayette-Winona Middle school experienced an increase in the academic rigor and a change in content and technical vocabulary assessed by the new standards. Although there was only a minor increase in the performance results overall, there were significant increases with the performance results for the USI assessment from 34% to 52% passing in the 2010/11 school year. This was a significant increase in performance. There has been a tremendous increase in teacher capacity in the areas of content knowledge, use and implementation of appropriate instructional strategies, and the use of differentiated assessment models that should translate into stronger student performance outcomes for USII and Civics and Economics.

**Staffing**

As previously stated, LWMS has a new principal. Mrs. Flemings has assessed the strengths and weaknesses of her staff. As a result, new department chairs have been hired to provide leadership in the school. The LWMS Social Studies Coach will be used similar to those hired in the School Improvement Grant model we currently have at two different middle schools in Norfolk. The district saw the growth in the other middle schools with the assistance of the coach and implemented the model in LWMS. The school based Social Studies coach will provided as additional support to the department and work collaboratively with the central office department of History/Social Sciences.

**Teacher Education Attainment (Percentages)**

Degree type	2008-2009	2009-2010	2010-2011
Bachelor's Degree	55	56	54
Master's Degree	41	39	43
Doctoral Degree	0	0	0

### **Staff Instructional Support**

The district administers quarterly assessments in the core content based on state standards. For the 2010-11 school year, teachers received much assistance using this data to drive instruction in their classrooms. The schools' Data Team has received training in data analysis and data driven decision making by certified trainers and they have received ongoing support in data analysis. Support was provided by the School Governance Team and their feedback was used to improve student learning.

LWMS teachers in the history department participate in numerous full day "power planning" sessions sponsored by the district. These work sessions allowed teachers from all schools to work and plan with their grade level colleagues. Best instructional practices and data-driven decision making are the focus of these sessions. In addition to quarterly assessments the district History department worked with the teachers to create three-week common assessments to monitor progress and adjust professional development schedules.

In 2009-2010 district conducted comprehensive review of the instructional program using an in-house team consisting of: Executive Director of Elementary Schools, history teacher specialists, reading specialist and senior coordinators of Special Education. It provided much insight into the operations of the schools history and math departments. The results of the review were monitored for the 2010-11 school year under the new leadership. In addition, the principal implemented change in staffing, referred staff for further instructional assistance or recommended for further disciplinary action.

The school utilized the *Indistar* program to monitor initiatives and implementation. The team included a cross section on internal and external members:

- General Education Core Teachers
- Special Education Teachers
- Principal
- Assistant Principal
- Central office curriculum/professional development
- Executive Director over LWMS
- Human Resources
- Central office research and testing
- University partners
- VDOE partner

The school team met monthly for three hours and participated in the following:

- Reviewed the focus area and prepared for observation "look-fors" in the classrooms.
- Conducted observations and debriefed the observations
- Reviewed three week data from common assessments
- Discussed successes
- Discussed barriers to successes
- Discussed next steps and support needed from central office

### Next Steps

Upon receipt of the preliminary scores this July an in-depth analysis of the results was conducted by both school based and central office personnel. It became apparent to us that further steps would be necessary if we are to ensure success for all students at Lafayette-Winona Middle School. Next steps for the 2011-2012 academic year:

- Additional staff has been added for the 2011-2012 to reduce class size in the history department.
- A new assistant principal strong in instruction has been reassigned to the school.
- A new department chair for social students has been selected by the principal.
- Changes made to the master schedule to allow for additional remediation and acceleration time.
- Review shared governance committee's process which included representation from the school, district, and state and university levels and determine the best model to proceed for 2011-12 as a team.
- Continued collaboration with the VA DOE history and social sciences coordinator and NPS history senior coordinator to review curriculum and professional development.
- A focus on the adult actions for accountability from all levels of the organization including:
  - The Superintendent's senior leadership team will receive status updates and provide support through the various departments (Academics, Operations, Human Resources, Technology, Testing, Finance)
  - Associate Superintendent for Academics and Executive Director will continue for 2011-12 to review the quarterly content observations completed by Lafayette-Winona Middle School administrators and department chairs
  - Executive Director to monitor and provide feedback of monthly data team meeting minutes
  - Principal will communicate with human resources and her immediate supervisor necessary support and professional development for the staff
  - The department of Curriculum and Staff Development will continue to make LWMS a priority for training and support.
  - Accountability Plans will focus on adult actions. The Executive Director will monitor the deep implementation of these actions.

Attached to this letter is the LWMS Indistar plan developed collaboratively by the school and central office team. We believe that through these efforts, the students at LWMS will benefit from improved instruction and will be able to demonstrate increased academic success. We look forward to meeting the Board to make this formal request for Conditional Accreditation for Lafayette-Winona Middle Schools.

Thank you for your consideration of our request.

Respectfully,



Kirk Houston, Sr., D.Min.  
Board Chairman



Richard Bentley, Ph.D.  
Superintendent of Schools

cc: Kathleen Smith



## 10-Year Trend Data for Lafayette-Winona Middle School (School Years 2000-2001 through 2010-2011)

School Year	Subject	All Students Pass Rate	Black Pass Rate	Hispanic Pass Rate	White Pass Rate	Students with Disabilities Pass Rate	LEP Pass Rate	Disadvantaged Pass Rate
2000-2001	Reading	49.82	44.06	58.33	67.19	23.08		
2001-2002	Reading	45.95	36.93	60	71.79	25.53		35.23
2002-2003	Reading	55.19	50.6	<	78.95	31.03		48.37
2003-2004	Reading	64.46	60.29	<	93.1	40.91	<	57.95
2004-2005	Reading	69.27	67.2	<	84	34.38	<	63.98
2005-2006	Reading	64.89	62.7	50	82.29	47.37	<	61.88
2006-2007	Reading	71.21	68.45	72.73	91.3	48.61	<	66.35
2007-2008	Reading	73.32	71.41	76.92	91.53	61.36	<	70.15
2008-2009	Reading	75.99	74.58	81.25	92.5	61.07	<	93.18
2009-2010	Reading	69.98	68.07	78.57	86.84	43.12	<	67.72
2010-2011	Reading	73.82	71.4	84.21	87.8	48.94	<	71.34
2000-2001	Writing	55.16	49	69.23	70	17.95		
2001-2002	Writing	56.05	51.01	80	69.74	14.58		50.46
2002-2003	Writing	53.88	48.96	<	77.78	24.14		50.6
2003-2004	Writing	75.64	72.08	<	96.55	41.18		70.76
2004-2005	Writing	68.1	65.48	<	85.19	43.75	<	65.12
2005-2006*	Writing	86.88	86.24	<	89.29	42.86		85.54
2006-2007	Writing	75.67	73.02	<	89.74	39.29	<	72.22
2007-2008	Writing	74.66	72.77	<	85	47.83	<	71.63
2008-2009	Writing	84.21	85.05	<	88.89	56.76	<	81.42
2009-2010	Writing	80.31	78.35	<	100	38.46		77.97
2010-2011	Writing	68.82	66.46	<	<	31.03	<	65.38
2000-2001	History	30.74	21	50	56.25	8.82		
2001-2002	History	58.2	51.07	<	75.32	38.46		48.92
2002-2003	History	68.81	63.58	<	94.74	58.62		64.97
2003-2004	History	88.02	86.76	<	100	76.19	<	85.14
2004-2005	History	81.13	79.01	<	95.83	76	<	79.62
2005-2006	History	72.43	69.1	<	93.55	67.74	<	66.27
2006-2007	History	76.25	74.07	<	91.67	42	<	73.36
2007-2008	History	75.7	73.51	<	94.74	42.42	<	69.93
2008-2009**	History	60.98	58.75	73.33	85.37	40.91	<	94.07
2009-2010	History	61.14	59.41	76.92	81.08	37.96	<	58
2010-2011	History	62.61	59.71	82.35	83.78	44.94	<	58.4
2000-2001	Mathematics	40.74	27.56	64.71	61.86	7.89		
2001-2002	Mathematics	46.88	37.23	64.29	68.57	15.91		36.28
2002-2003	Mathematics	61.4	54.5	<	84.48	33.33		52.23
2003-2004	Mathematics	79.01	76.82	<	86.21	30	<	74.4
2004-2005	Mathematics	78.26	75.48	<	89.58	36.84	<	66.47

2005-2006*	Mathematics	37.88	33.33	<	64.89	22.93	<	31.59
2006-2007	Mathematics	55.11	50.07	61.54	82.11	34.15	<	49.71
2007-2008	Mathematics	55.39	51.4	64.71	80.23	37.5	<	51.3
2008-2009	Mathematics	70.27	68.4	73.33	85	49.61	<	92.26
2009-2010	Mathematics	75.69	74.86	84.62	77.78	50	<	73.96
2010-2011	Mathematics	72.88	70.94	94.74	78.95	52.22	<	70.87
2000-2001	Science	74.05	66.67	94.12	86.42	34.38		
2001-2002	Science	66.01	57.38	72.73	87.23	39.47		56.19
2002-2003	Science	69.71	63.04	<	97.87	57.14		60.9
2003-2004	Science	85.77	84.02	<	97.37	63.64	<	82.61
2004-2005	Science	76.95	73.36	<	92.5	68.97	<	71.54
2005-2006	Science	79.35	76	<	95.24	60	<	73.94
2006-2007	Science	79.21	75.34	<	97.96	40.48	<	74.42
2007-2008	Science	79.3	76.38	<	97.5	40.63	<	74.23
2008-2009	Science	80.19	78.21	<	93.75	45.1	<	96.15
2009-2010	Science	81.63	79.66	100	95.24	48.15	<	80.56
2010-2011	Science	78.84	75.63	<	<	55.17	<	76.1

\*New reading and mathematics assessments in grades 3-8. Mathematics and reading given for the first time to 6th and 7th grades using the history breakout assessments.

\*\*Norfolk City began using the history breakout assessments.