

Virginia Board of Education Agenda Item



Agenda Item: M

Date: September 27, 2012

Title	First Review of Request for a Rating of Conditionally Accredited from Norfolk City School Board for William H. Ruffner Academy Middle School		
Presenter	Dr. Kathleen M. Smith, Director, Office of School Improvement, Division of Student Assessment and School Improvement		
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Purpose of Presentation:

Action required by Board of Education regulation.

Previous Review or Action:

No previous review or action.

Action Requested:

Action will be requested at a future meeting. Specify anticipated date below:
October 25, 2012

Alignment with Board of Education Goals: Please indicate (X) all that apply:

	Goal 1: Expanded Opportunities to Learn
X	Goal 2: Accountability of Student Learning
	Goal 3: Nurturing Young Learners
	Goal 4: Strong Literacy and Mathematics Skills
	Goal 5: Highly Qualified and Effective Teachers and Administrators
	Goal 6: Sound Policies for Student Success
	Goal 7: Safe and Secure Schools
	Other Priority or Initiative. Specify:

Background Information and Statutory Authority:

Goal 2: Considering the request for conditional accreditation from Norfolk City School Board for William H. Ruffner Academy Middle School will provide the most appropriate course of action to ensure accountability of student learning.

8 VAC 20-131-300.C states that a school shall be rated *Accreditation Denied* based on its academic performance and its failure to achieve the minimum threshold for the graduation and completion index required to be rated *Fully Accredited* or *Provisionally Accredited-Graduation Rate* for the preceding three consecutive years or for three consecutive years anytime thereafter.

As outlined in 8 VAC 20-131-315, as an alternative to the memorandum of understanding required for schools rated *Accreditation Denied*, a local school board may choose to reconstitute the school and

apply to the Board of Education for a rating of *Conditionally Accredited*. The application shall include specific responses that address all areas of deficiency that resulted in the *Accreditation Denied* status.

If a local school board chooses to reconstitute a school, it may annually apply for an accreditation rating of *Conditionally Accredited* as provided for in 8 VAC 20-131-300 C 5. 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. The school will revert to a status of *Accreditation Denied* if it fails to meet the requirements to be rated *Fully Accredited* by the end of the three-year term or if it fails to have its annual application for such rating renewed.

Summary of Important Issues:

William H. Ruffner Academy Middle School was previously identified as a persistently low-achieving Tier I school as defined by the U. S. Department of Education (USED) for 1003(g) School Improvement Grant (SIG) federal funding. For the purposes of federal funding available under 1003(g) of the *No Child Left Behind Act of 2001*, a persistently low-achieving Tier II school is defined as 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 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.

In 2010, Norfolk City Public Schools selected Johns Hopkins University as its Lead Turnaround Partner (LTP) for William H. Ruffner Academy Middle School and, as such, met the requirements of reconstitution as a change in governance. The school selected to implement the Transformation Model, one of four approved USED models. William H. Ruffner Academy Middle School was awarded SIG funds for a three-year total of \$4,418,102.00 ending in September 2013.

William H. Ruffner Academy Middle School implemented alternative governance through a contract with the LTP beginning in 2010-2011. The Memorandum of Understanding between the division and John Hopkins University is provided as Attachment B. The John Hopkins University LTP proposal to the Virginia Department of Education (VDOE), which was approved through the Request for Proposal process, is available at http://www.doe.virginia.gov/school_finance/procurement/low_achieving_school/johns_hopkins. Norfolk City Public Schools has designated an Internal Lead Partner (ILP) to oversee and manage implementation of the SIG as well as serve in the capacity of liaison between school leadership and the LTP. Together, the ILP, representative(s) from the external LTP, and school leadership from the school transformation team make decisions and drive the school's reform efforts.

A new principal with several years of middle school experience was assigned to Ruffner Academy Middle School for the 2012-2013 school year. During his tenure at the middle school to which he was previously assigned, he was able to lead the school from a *Conditionally Accredited* status to a *Fully Accredited* status. Due to both the change in staffing and the alternative governance in place, Norfolk City School Board is requesting a rating of *Conditionally Accredited* rather than *Accreditation Denied* for William H. Ruffner Academy Middle School. Attachment A provides the division's explanation and rationale for making this request.

State Accountability – Accreditation Designation based on Statewide Assessment Pass Rates

Year	Accreditation Rating	Based on Statewide Assessments in	Areas of Warning
2009-2010	<i>Accredited with Warning</i>	2008-2009	Mathematics
2010-2011	<i>Accredited with Warning</i>	2009-2010	Mathematics, History
2011-2012	<i>Accredited with Warning</i>	2010-2011	Mathematics, History
2012-2013	<i>Accreditation Denied</i>	2011-2012	Mathematics, History

Federal Accountability

In accordance with Virginia’s approved *Application for U.S. Department of Education Flexibility from Certain Requirements of the Elementary and Secondary Education Act of 1965 (ESEA)*, William H. Ruffner Academy Middle School has been identified as a priority school. Based on 723 schools identified as Title I in school year 2011-2012, Virginia identified a number of schools equal to five percent of the state’s Title I schools, or 36 schools (5 percent of 723 schools), as priority schools for school year 2012-2013 using the criteria below. William H. Ruffner Academy Middle School was identified under Criterion A.

Criterion A	Schools receiving School Improvement Grant (SIG) funds under Section 1003(g) of ESEA in Federal Fiscal Year 2009 (Cohort I) or 2010 (Cohort II) and identified and served as a Tier I or Tier II school
Criterion B	Title I high schools with a federal graduation indicator* of 60 percent or less for two or more of the most recent consecutive years
Criterion C	Title I schools based on the “all students” performance in reading and/or mathematics performance on federal AMOs
Criterion D	Title I schools failing to meet the 95 percent participation rate in reading and/or mathematics for three consecutive years

* The ESEA federal graduation indicator recognizes only Standard and Advanced Studies diplomas.

Federal Accountability Indicator

Year	Based on Assessments in	Federal Status
2009-2010	2008-2009	Did not Make AYP English and Mathematics – Year 3
2010-2011	2009-2010	Did not Make AYP English and Mathematics – Year 5
2011-2012	2010-2011	Did not Make AYP English and Mathematics – Year 4
2012-2013	2011-2102	Identified as a Priority School (Criteria A)

Federal Annual Measurable Objective (AMO) – Performance Based on Statewide Assessments in 2011-2012

Group	Reading AMO	Reading Pass Rate	Mathematics AMO	Mathematics Pass Rate
All Students	85%	68%	61%	47%
Gap Group 1	76%	62%	47%	40%
Gap Group 2	76%	64%	45%	40%
Gap Group 3	80%	100%	52%	85%

Notes: Gap Group 1 is composed of students with disabilities, students who are economically disadvantaged and students who are English language learners. Gap Group 2 is composed of black students. Gap Group 3 is composed of Hispanic students.

Federal Accountability Pass Rates

Assessment Type	Pass Rates – Based on Statewide Assessments in Years -			
	2008-2009	2009-2010	2010-2011	2011-2012
English-Reading	74%	70%	67%	68%
Mathematics	66%	67%	64%	47%
Science	85%	85%	85%	86%
History	64%	60%	62%	63%

Technical Assistance

Schools granted ratings of *Conditionally Accredited* are required to participate in technical assistance from the VDOE. As previously noted, William H. Ruffner Academy Middle School implemented the USED Transformation Model beginning in 2010. The principal, internal lead partner and a VDOE-contracted LTP facilitator participated in technical assistance activities to assist them with successful implementation of the model. Through a partnership with the Appalachia Regional Comprehensive Center (ARCC), the Center for Innovation and Improvement (CII), Corbett Education Consulting, and the VDOE, participants were provided a series of technical assistance activities provided via webinars and monthly meetings. In the coming year, the school will continue to participate in both the technical assistance initiatives from the VDOE and in specified technical assistance delivered by the LTP in accordance with the school's contract with the LTP.

Using research-based indicators that lead to increased student achievement is imperative for improvement. As part of the Transformation Model requirements, the school will continue to provide quarterly reports to the Office of School Improvement (OSI) on the following minimum school-level data points:

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

Impact on Fiscal and Human Resources:

The OSI will be required to use the academic review budget to fund the auditors assigned to this school.

Timetable for Further Review/Action:

Final review at the October 25, 2012, meeting.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education accept for first review the request for the rating of *Conditionally Accredited* for William H. Ruffner Academy Middle School from the Norfolk City School Board.



Norfolk Public Schools

NATIONALLY RECOGNIZED. GLOBALLY COMPETITIVE.

August 14, 2012

Virginia Department of Education
Attn: Mr. David M. Foster
School Board President
2607 North Wakefield Street
Arlington, VA 22207

Dear Mr. Foster:

Norfolk Public Schools is requesting a rating of *Conditionally Accredited* for Ruffner Academy Middle School for the 2012 – 2013 school year. According to preliminary Standards of Learning (SOL) data, this middle school will not achieve full accreditation status due to not meeting established SOL benchmarks in the areas of mathematics and history. During the 2011 – 2012 school year, Norfolk Public Schools administered the new mathematics assessments in grades six (6) through eight (8), to include credit bearing Algebra I and Geometry assessments. Significant declines in mathematics SOL scores are anticipated at the school. In addition, since the administration of the US History I and US History II assessments in grades six (6) and seven (7) for the first time during the 2008 – 2009 school year, the district continues to strive for excellence in the area of history. An overall slight increase in the History SOL scores administered during the 2011 – 2012 school year is anticipated when compared to the scores from the previous school year.

A new principal, Mr. Richard Fraley, was assigned to Ruffner Academy Middle School for the 2012 - 2013 school year. Mr. Fraley is a veteran principal with Norfolk Public Schools, and he has had several years of middle school principalship experience. During his tenure at the middle school to which he was previously assigned, he was able to lead this school from a *Conditionally Accredited* status to *Fully Accredited* status. Moreover, a new assistant principal, Ms. Doris Langhorne, was assigned to serve at Ruffner Academy Middle School during the 2012 – 2013 school year. She is an experienced middle school assistant principal who previously served under Mr. Fraley's leadership for several years. In addition to a new principal and assistant principal, the following represents changes in staff that will be effective for the 2012 - 2013 school year:

- Dean of Students
- History Instructional Coach
- History Department Chair
- Mathematics Instructional Coach
- Mathematics Department Chair
- Approximately 1/3 of the staff will be reconstituted

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Under Mr. Fraley's leadership, staff will be provided the level of support and coaching needed to improve teaching and student learning. Strategies to address and resolve school climate issues will be developed, implemented, and monitored, which will support the school's instructional focus.

As defined by the *Regulations Establishing Standards for Accrediting Public Schools in Virginia (Standards of Accreditation)*, Norfolk Public Schools has employed strategies to "reconstitute" Ruffner Academy Middle School, as detailed above, and is requesting a *Conditionally Accredited* status for this middle school. The Shared Governance Team (SGT) model will continue to be implemented at the school to ensure improved teaching and learning in all core academic areas (history, mathematics, science, English, and reading), as well as school climate.

Overview of Ruffner Academy Middle School

Fall Membership

Grade Level	2009-2010	2010-2011	2011-2012
Grade 6	336	305	334
Grade 7	256	319	279
Grade 8	247	229	272

Fall Membership - Students by Ethnicity 2011-2012

American Indian	1
Asian	9
Hispanic	22
Black	772
White	51
Unknown	30

Percentage of Students Eligible for Free or Reduced Lunch 2011-2012

% Eligible for Free or Reduced Lunch	81.2%
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Overview of Testing Data

Based upon preliminary SOL data, Ruffner Academy Middle School will meet state accreditation in the areas of English and science.

Ruffner Academy Middle School: SOL Pass Rates

Core Content Area	2010 – 2011 SOL Scores Based on 2009 – 2010 SOL Assessments	2011 – 2012 SOL Scores Based on 2010 – 2011 SOL Assessments	2012 – 2013 SOL Scores Based on 2011 – 2012 SOL Assessments <i>Preliminary</i>
English	73	71	71
Mathematics	69	65	46 (1 yr. avg.) 60 (3 yr. avg.)
Science	85	84	86
History	60	61	63 (1 yr. avg.) 61 (3 yr. avg.)

The new Standards of Learning in the area of mathematics were fully implemented and assessed at the conclusion of the 2011 – 2012 school year. The teachers and students of Ruffner Academy Middle School experienced an increase in academic rigor and changes in the formatting of the mathematics SOL assessments, to include technology enhanced items. The school's preliminary three year average of sixty percent (60%) in the area of mathematics still did not meet the benchmark of seventy percent (70%).

Moreover, this school year, Ruffner Academy Middle School also fell short of state accreditation in the area of history. The Standards of Learning for History/Social Science were fully implemented and assessed at the end of the 2011-2012 school year. The teachers and students of Ruffner continued to struggle with the increased academic rigor and the content and technical vocabulary assessed by the standards. Although there was a minor increase in the performance results overall, there was a significant decline in the performance results for the Grade 6 History (USI) SOL Test. Continued professional development will be provided to improve teachers' 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 Grade 6 History (USI), Grade 7 History (USII), and Grade 8 History (Civics and Economics).

Sixth Grade SOL Pass Rates – History (USI)

2009 -2010	2010 - 2011	2011- 2012
44	56	47

Staffing

As previously noted, Ruffner Academy Middle School has been assigned a new principal, Richard Fraley. Mr. Fraley has demonstrated his ability within Norfolk Public Schools to turnaround a failing school to a high performing one. Mr. Fraley has assessed the strengths and weaknesses of his staff and has made recommendations for the assignment of new instructional coaches, department chairs, and teachers at the school. School-based administrators and staff will work collaboratively with the central office staff to improve teaching and student learning. Furthermore, it is highly anticipated that Mr. Fraley's leadership will serve to improve a climate of support for teaching and learning. Teacher morale and teachers' sense of efficacy are expected to significantly increase from previous school years as well. Mr. Fraley is committed to excellence and to developing and implementing vital instructional structures, to include technology integrated instruction and effective questioning techniques. He has developed a process to consistently monitor and follow-up with pertinent actions to ensure the fidelity of processes.

Ruffner Academy Middle School: Teacher Education Attainment (Percentages)

Degree type	2009-2010	2010-2011	2011-2012
Bachelor's Degree	46	52	51
Master's Degree	52	47	45
Doctoral Degree	1	1	1

Staff Instructional Support

A review of pertinent data, to include school climate data, suggests that a change in leadership will result in improved teaching and student learning at Ruffner Academy Middle School. The newly assigned principal has experience working successfully with the Shared Governance Team (SGT) model, and he has the level of experience needed to make confident, data-driven instructional decisions.

The school will continue to utilize the *Indistar* tool to monitor the implementation of school improvement efforts. As previously stated, the Shared Governance Team (SGT) model will continue to be utilized to provide support and direction to the school's administration. The team will be comprised of the following internal and external stakeholders:

- Principal
- Assistant Principal
- Executive Director of Secondary Schools
- SIG 1003(g) Coordinator – Internal Lead Partner (ILT)
- VDOE Facilitator
- Lead Turnaround Partner (LTP) – Johns Hopkins University
- Curriculum and Professional Development Content Coordinators
- Instructional Coaches (School-Based)
- Department Chairs (Core Content & Special Education)
- Representative from the Department of Human Resources
- Representative from the Department of Strategic Evaluation, Assessment, and Support
- University Partners

During the 2011 – 2012 school year, the school-based team met monthly and engaged in the following:

- Discussed follow-up “items” from previous SGT meetings
- Reviewed and discussed student data (District Benchmark Assessment, Common Formative Assessment, attendance, discipline, etc.)
- Reviewed and discussed teacher data (District Benchmark Assessment, Common Formative Assessment, attendance, etc.)
- Reviewed and discussed instructional foci and conducted classroom observations
- Debriefed classroom observations
- Established expectations for the improvement of teaching and student learning based upon data, to include data gathered from classroom observations
- Discussed successes
- Discussed barriers to successes
- Discussed next steps and support needed from central office

Next Steps

Upon receiving the preliminary Standards of Learning (SOL) scores in July 2012, an in-depth analysis of the results was conducted by both school-based and central office personnel. It became apparent that further steps would be necessary to ensure success for all students at Ruffner Academy Middle School. Next steps for the 2012-2013 school year are as follows:

- Provide support for the newly assigned principal from the office of the Executive Director of Secondary Schools and other central office departments
- Provide support for the newly assigned assistant principal so that she may support the principal's instructional focus for the school
- Assign highly qualified and effective staff to serve in the following positions at the school:
 - ✓ Dean of Students
 - ✓ History Instructional Coach
 - ✓ History Department Chair
 - ✓ Mathematics Instructional Coach
 - ✓ Mathematics Department Chair
 - ✓ Various Teaching Positions (Approximately 1/3 of the staff will be reconstituted)
- Changes to the school's master schedule to allow for additional remediation and acceleration time
- Continue to collaborate with the VDOE Mathematics and History/Social Sciences Coordinators and NPS Mathematics and History Senior Coordinators to review curriculum and professional development
- Continue to focus upon adult actions for accountability from all levels of the organization to include the following:
 - ✓ The Superintendent's Cabinet will receive status updates and provide support through the various departments (School Leadership Development, Teaching and Learning, Operations, Human Resources, Technology, Strategic Evaluation, Assessment, and Support, and Finance).
 - ✓ The Deputy Superintendent for School Leadership Development and the Executive Director of Secondary Schools will review the quarterly classroom observations completed by Ruffner Academy Middle School's administrators.
 - ✓ The Executive Director of Secondary Schools will monitor and provide feedback of monthly Shared Governance Team meeting minutes.
 - ✓ Ruffner's principal will communicate with the Department of Human Resources and the Executive Director of Secondary Schools regarding support needed with the staffing of the school and other relevant issues.

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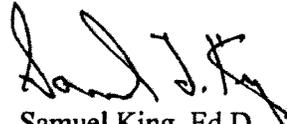
- ✓ The Department of Curriculum and Professional Development will continue to ensure that Ruffner is a priority for professional development, training, and instructional support.
- ✓ School Improvement Plans will focus upon adult actions. The Executive Director of Secondary Schools will monitor the deep implementation of these actions.

We believe that through the aforementioned efforts, the students at Ruffner Academy Middle School will benefit from improved instruction and will demonstrate increased academic success. Thank you for considering our request for a *Conditionally Accredited* status for the school.

Respectfully,



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



Samuel King, Ed.D.
Superintendent of Schools

cc: Dr. Kathleen Smith, Director of the Office of School Improvement

**STATEMENT OF WORK
TALENT DEVELOPMENT SECONDARY - JOHNS HOPKINS UNIVERSITY**

**FOR:
NORFOLK PUBLIC SCHOOLS –RUFFNER MIDDLE SCHOOL
SY 2011-2012**

Blend the Early Warning Indicator system with the NPS Data Team Process:

- Blend the Early Warning Indicators (EWI) system with the data team process being used in the schools.
- Provide technical assistance to a fulltime, on-site NPS School Transformation Facilitators in the school to:
 - Co-facilitate bi-monthly grade/content group meetings to identify students exhibiting one or more EWIs,
 - Identify appropriate interventions, and revisit these students at subsequent meetings. (NPS will continue the practice of teams identifying students in red, yellow and green groups based on their mastery of standards.),
 - Identify PD needs that arise in the meetings with the staff, the students, their families and the collaborative
- Provide on-going data analysis and implementation support for the Early Warning Indicator project which will be aligned to the district's data team process.
- Become familiar with the district's data warehouse and assist staff in maximizing this tool for data analysis

Professional Development

- Provide on-going, job embedded professional development to teachers and coaches to achieve high levels of implementation of the NPS and TD curricula components and team structures
- Align PD in the schools with PD provided by the district
- Provide on-going professional development on teaming, use of data to drive decisions, building/sustaining business and community partners and developing and sustaining positive school culture.

STATEMENT OF WORK
TALENT DEVELOPMENT SECONDARY - JOHNS HOPKINS UNIVERSITY

Curriculum and Instruction

- Support current NPS core content curriculum
- Provide 110 technical assistance days to provide direct implementation support to teachers of Reading, English Language Art, Math, Science, Climate, and Social Studies... Final implementation plan, with number of days per subject, will be developed with principal and leadership team.
- Instructional materials will be ordered and processed by the NPS School Improvement Grants Office, after approval (via email) from JHU designee.
- In coordination with office of Curriculum and Professional Development, provide training and coaching on designing and using formative assessments including Assessment for Learning, Checking for Understanding, Uncovering Misconceptions, and Questioning Techniques.

School Climate

- Develop Climate Team
 - In collaboration with administrators, school-based Climate Coach, and TD Climate Facilitator, develop a whole school climate program. (Customized to identify appropriate behaviors; identify consistent consequences for inappropriate behaviors and prioritize those to reduce or extinguish)
- Provide technical assistance to administration and Climate Coach for whole school climate planning and implementation

Community Outreach

- Provide three days of technical assistance to school action team (3-4 staff) by JHU's National Network of Partnership Schools to increase parent and community involvement. These days will include specific professional development in identified areas and technical assistance and support, based on specific school needs, feedback and areas of requested attention and focus.

STATEMENT OF WORK
TALENT DEVELOPMENT SECONDARY - JOHNS HOPKINS UNIVERSITY

Implementation Monitoring

- Participate in program implementation review meetings with JHU facilitators, the principal, leadership team, ILP and Division staff.
- With principal and ILP develop and monitor tasks to be included in the Indistar plan.
- Assist in working with the state auditors on site and attend monthly SGT meetings.
- Work with ILP and Principal to create and implement a communication plan. The goal of the plan will be to coordinate the supports being provided to school staff with Division staff and school leadership, including the following communications tools:
 - An End of Year report detailing the work completed during the year
 - Quarterly updates to be completed with the Division to be provided to the School Board
 - Attendance at monthly SGT meetings
 - Technical Assistance visit reports provided to Principal and ILP after each visit
- Work in partnership with senior coordinators and teacher specialists from Division to:
 - support best practices instruction,
 - develop common assessment tools
 - monitor implementation of strategies,
 - provide quality feedback to staff for improvement,
 - use data to determine next steps in support of an effective formative process

Talent Development School Transformation Work Plan

Talent Development Secondary Four Pillars			
Teacher Teams	Curriculum and Instruction	Tiered Student Supports	Whole School Climate for Success

Proposed TA Days/Weeks	Notes
- August 8-11	
- September 19-23	- 9 TA weeks (excluding May for SOL testing)
- October 17-21 (20 th – half day PD)	- 18 days per school ELA/Math/SS
- November 14-18	- 2 summer days in ELA/Math
- December 12-16 (15 th – half day PD)	- Coaches retreats
- January 9-13	- December 12-16
- February 13-17 (16 th – half day PD)	- March 19-23
- March 19-23	
- April 16-20 (19 th – half day PD)	
- June 4-8	

Proposed TA Breakdown							
Total	20	18	20	8	25	16	
Subject	ELA	Social Studies	Math	Climate	Organization/ EWI	Coaching (Sped/Sci)	110
						NNPS	3
							Total

2011-12 TA Plan		
Teacher Teams	Curriculum and Instruction	Tiered Student Supports
<ul style="list-style-type: none"> - Provide master schedule support so that interdisciplinary teams sharing students can meet several times each week. <ul style="list-style-type: none"> - Based on teacher allocation, develop the master schedule to support clusters. - Work with teams to create common practices around the A,B,Cs <ul style="list-style-type: none"> - Climate plan, attendance plan, classroom procedures. - Work with teams to create themes for their clusters - Provide training for Team Leaders - Provide training on the practices of effective teams. - Provide training on effective conversations around student data - Provide training on the practices and structures of EWI meetings. - Provide on-going embedded support for the School Transformation Facilitator 	<ul style="list-style-type: none"> - Work with school leadership to create a PD calendar by school and department focused on the needs of teachers. - Facilitate long-term curriculum planning/mapping process with Department Chair, coach and Division level staff in ELA and Math - Provide on-going embedded support to the on-site content coaches (Math, Reading, Science, Social Studies and Special Education) on the coaching cycle and all of its elements as a main vehicle for improving instruction - Provide two coaches retreats during the year to clarify the role of the coach for Principal and coaches and allow coaches to develop their skills. - Provide up-front PD on what a TDS classroom looks like (articulate objectives, cooperative learning, academic discourse, high level of questioning, differentiation, teacher facilitators) in ELA/Math (Summer 2011) <ul style="list-style-type: none"> - Student Team Literature - Using research based math components - Provide on-going classroom support on the implementation of Student Team Literature components 	<ul style="list-style-type: none"> - Work with Climate coach to facilitate a planning process that develops a whole school climate plan. Provide on-going support for the implementation of this plan with particular focus on embedding this plan in each area of the school building. <ul style="list-style-type: none"> - Use the Climate survey to frame the work of the PBIS plan - Support implementation of the Olweus bullying plan - With STF, organize and hold report card conferences - Work with leadership team to create a strategy for coverage population - Provide training for the Reflection Room teacher - Provide training and feedback to the NNPS action team, including training for new team members/leadership

School Name: Ruffner Academy

Date: July 2011

Proposed TA Plan		
Curriculum and Instruction		Tiered Student Supports
<ul style="list-style-type: none"> - Provide training on how to implement TDS ELA/SS teaching-learning framework 1. Teacher demonstration of comprehension and reasoning strategies 2. Direct Instruction / Guided Practice / Immediate Feedback 3. Student Team Discussions and 4. Student Application of knowledge and Skills - Provide support in the collaboration and coordination between Reading / ELA (reading & writing) and SS - Provide training on the design and use of formative assessments including: <ul style="list-style-type: none"> - Assessment for Learning - Checking for Understanding - Uncovering Misconceptions - Questioning Techniques 	<ul style="list-style-type: none"> - Provide framework and training on the use of content area collaborative planning in: <ul style="list-style-type: none"> - How to differentiate lessons - How to review student work - How to coordinate best practices and share expertise - For special education, work with coach and department chair on integrating supports for special education into lesson planning and instruction; related regular and special education collaboration and articulation regarding student needs. - For science, provide support for the coach on the coaching cycle, the organization of department level planning, and providing professional development in areas related to effective delivery of instruction. 	<ul style="list-style-type: none"> - Support implementation of the Mastering the Middle Grades Curriculum in the 6th grade <ul style="list-style-type: none"> - Support in creation of an implementation plan with 6th grade teachers - Provide training for teachers who will be implementing the curriculum

Talent Development Secondary
Johns Hopkins University

Norfolk Public Schools
Ruffner Middle School

Costs Per School	
Purchased Services	

Technical Assistance	\$192,500
Incentives/awards for teams/PBS	\$50,000
Program Participation Fee	\$10,000
Administrative Fee	\$15,400
Total to JHU	\$267,900

Administrative Fee	8% administrative fee for technical assistance
Technical Assistance	110 days at \$1750
On-site Facilitator	Full time, includes fringe, NPS employees
Instructional Materials	Included in District's budget

**STATEMENT OF WORK
TALENT DEVELOPMENT SECONDARY - JOHNS HOPKINS UNIVERSITY**

**FOR:
NORFOLK PUBLIC SCHOOLS –RUFFNER ACADEMY
SY 2012-2013**

Blend the Early Warning Indicator system with the NPS Data Team Process:

- Provide technical assistance to a fulltime, on-site NPS School Transformation Facilitators in the school and teacher team leaders to:
 - Co-facilitate bi-monthly grade/content group meetings to identify students exhibiting one or more EWIs,
 - Identify appropriate interventions, and revisit these students at subsequent meetings. (NPS will continue the practice of teams identifying students in red, yellow and green groups based on their mastery of standards.),
 - Identify PD needs that arise in the meetings with the staff, the students, their families and the collaborative

- Provide on-going data analysis and implementation support for creating an early warning system which will be aligned to the district's data team process.

- Become familiar with the district's data warehouse and assist staff in maximizing this tool for data analysis

Professional Development

- Provide on-going, job embedded professional development to teachers and coaches to achieve high levels of implementation of the NPS and TD curricula components and team structures

- Align PD in the schools with PD provided by the district. Coordinate with Division coordinators for professional development.

- Provide on-going professional development on teaming, use of data to drive decisions, building/sustaining business and community partners and developing and sustaining positive school culture.

STATEMENT OF WORK
TALENT DEVELOPMENT SECONDARY - JOHNS HOPKINS UNIVERSITY

Curriculum and Instruction

- Support current NPS core content curriculum and delivery using instructional best practices.
- Provide 77 technical assistance days to provide direct implementation support to teachers of Reading, English Language Art, Math, Science, Climate, and Social Studies. Final implementation plan, with number of days per subject, will be developed with principal and leadership team. Provide support for instructional coaches in the implementation of the coaching cycle and reflective and collaborative practices in order to improve instruction.
- Instructional materials will be ordered and processed by the NPS School Improvement Grants Office, after approval (via email) from JHU designee.
- In coordination with office of Curriculum and Professional Development, provide training and coaching on designing and using formative assessments including Assessment for Learning, Checking for Understanding, Uncovering Misconceptions, and Questioning Techniques.

School Climate

- Develop Climate Team
 - In collaboration with administrators, school-based Climate Coach, and TD Climate Facilitator, develop a whole school climate program. (Customized to identify appropriate behaviors; identify consistent consequences for inappropriate behaviors and prioritize those to reduce or extinguish)
- Provide technical assistance to administration and Climate Coach for whole school climate planning and implementation

Community Outreach

- Provide three days of technical assistance to school action team (3-4 staff) by JHU's National Network of Partnership Schools to increase parent and community involvement. These days will include specific professional development in identified areas and technical assistance and support, based on specific school needs, feedback and areas of requested attention and focus.

STATEMENT OF WORK
TALENT DEVELOPMENT SECONDARY - JOHNS HOPKINS UNIVERSITY

Implementation Monitoring

- Participate in program implementation review meetings with JHU facilitators, the principal, leadership team, ILP and Division staff.
- With principal and ILP develop and monitor tasks to be included in the Indistar plan.
- Assist in working with the state auditors on site and attend monthly SIT meetings.
- Work with ILP and Principal to create and implement a communication plan. The goal of the plan will be to coordinate the supports being provided to school staff with Division staff and school leadership, including the following communications tools:
 - An End of Year report detailing the work completed during the year
 - Quarterly updates to be completed with the Division to be provided to the School Board
 - Attendance at monthly SIT meetings
 - Technical Assistance visit reports provided to Principal and ILP after each visit
- Work in partnership with senior coordinators and teacher specialists from Division to:
 - support best practices instruction,
 - develop common assessment tools
 - monitor implementation of strategies,
 - provide quality feedback to staff for improvement,
 - use data to determine next steps in support of an effective formative process

Norfolk Public Schools
Ruffner Academy
2012-2013 Budget

Costs Per School - Ruffner	
Purchased Services	

Technical Assistance	\$140,000
Incentives/awards for teams/PBS	\$50,000
TDS Instructional Materials	\$60,000
Program Participation Fee	\$10,000
Administrative Fee	\$11,200
Total to JHU (Per school)	\$271,200

80

Administrative Fee	8% administrative fee for technical assistance
Technical Assistance	80 days at \$1750
On-site Facilitator	Full time, includes fringe, NPS employees

School Goals							
	SOL Data from last 2 years:		Goals:				
Academic Achievement Goal(s) - By grade and sub-groups	<ul style="list-style-type: none"> o Mathematics – 65% - 46% o Social Studies – 61% - 62% o ELA – 71% - 71% o Science - 84% - 86% 		Goal	Students with an F (off-track) in Math Previous Year	Goal - Math	Students getting an F (off-track) in ELA Previous Year	Goal - ELA
	% of students with As and Bs Core Courses		75%	119 students	50 students	63 students	30 students
Course Passage - Reducing # of students off-track - Increasing # of students with As and Bs	46% - MATH 58% - ELA		Goal	# of students with 1+ EWIs (Previous Year)	Goal		
	Promotion Rate (Previous Year – by grade)		*10%	172 students			
On-Track Goal(s) - Reducing # of students off-track - I3 goal – reduction of 66%	*6 th (22%), 7 th (28%), 8 th (15%)-(Before Summer School)		ADA Goal	Staff ADA – Previous year	Staff ADA Goal		
	ADA – previous year		95.5%	95%	97%		
Climate Goals - Office Referrals - Suspensions - Attendance (Teacher and student) - Tardiness	# of off-track - Suspensions –previous year		Suspension Goal	# off-track - Attendance – previous year	Attendance Goal		
	124 students		60 students	254 students	125 students		
College and Career Readiness Goals	Internships, AP Courses, job shadowing, ACT Goal						
Other School Goals							

TDS/DN Areas of focus for transformation/turnaround: Implementation Goals

Pillar I: Teacher Teams and Small Learning Communities	Pillar II: Curriculum, Coaching, and Professional Development	Pillar III: Tiered Student Supports	Pillar IV: Can-Do Culture and Climate
<ul style="list-style-type: none"> • Provide support to teams in planning events, supports, and reinforcement for their students. • Reinforce training on effective conversations around student data. • Work with teams to create common practices around the High Five A,B,Cs • Common Planning/ Teaming – Provide support that allows common planning by discipline and grade level. • Provide training and on-going support for team leaders. • Provide two coaches retreats during the year to allow coaches to develop their skills and to provide training to others who are coaching in the building. 	<p>Instructional focus on:</p> <ul style="list-style-type: none"> - Questioning strategies - Data driven instruction • Targeted PD – Work with school leadership team to create a PD Calendar by school and department focused on the needs of teachers. • Coaches Responsibilities – Use the coaching cycle and all of its elements to improve instruction. • Student-Centered Instruction – Support school-based coaches and teachers on creating and maintain student-centered classrooms. • Design professional development sessions with District content coaches. • Focus on teaching for conceptual understanding versus keeping on pace and covering the material. 	<ul style="list-style-type: none"> • Report Card Conferences – Conduct report card conferences to allow students to have a positive conversation with a caring adult about their progress and what is needed for a successful school year. Report card conference will be held 4 times per year (Quarters 1, 2, 3, & 4 interim). • Data Walls – STF and team leaders will update data walls weekly to show success and progress. • Bi-weekly EWI Meetings – Teacher teams will conduct bi-weekly EWI meetings and determine interventions to students showing concerns in the areas of behavior, course performance and attendance. • Work with leadership team to create a strategy for coverage population 	<ul style="list-style-type: none"> • “Bulldog” Incentive Program to include students & teachers – Students will be able to earn “Bulldog Bucks” to purchase items from the school store. Teachers will also receive “Teacher Bucks” to purchase teaching supplies from the Teacher School Store. • Student & Teacher Recognition – Students, faculty and staff will be recognized monthly for achievements. • Weekly Updates – School-based climate coach will send weekly updates to staff to keep everyone informed of events happening in the building. • Provide training and feedback to the NNPS action team, including training for new team members/leadership to

Pillar I: Teacher Teams and Small Learning Communities	Pillar II: Curriculum, Coaching, and Professional Development	Pillar III: Tiered Student Supports	Pillar IV: Can-Do Culture and Climate
	<ul style="list-style-type: none"> • Shift instructional practices to increase mathematical discourse (structured cooperative-learning strategies, think through the math and create investigations (inquiry-based lessons). • Building up strategies for students to use notebooks and text as resources. • Consider exploring math programs that uses technology enhanced assessment items. • Provide training and follow-up implementation support for Mastering the Middle Grades curriculum in the writing. • Provide up-front training for using the Student Team Literature framework in reading courses including use of the Partner Discussion Guides. 	<ul style="list-style-type: none"> • Provide training for the Reflection Room teacher • Provide support in the development of an updated resource map of available student supports 	<p>develop community and parent engagement strategies</p>
TDS Courses/Labs being implemented	Mastering the Middle Grades 101 & 201 Student Team Literature	History of US	
# of students/grade(s)	642 (6th and 7th) 900 (6,7,8)	642 (6th and 7th)	